



The Community College Survey of Student Engagement (CCSSE)

Overview of 2023 Survey Results Joliet Junior College

Introduction

The Community College Survey of Student Engagement (CCSSE), a product and service of CCCSE, provides information about effective educational practice in community colleges. CCCSE's goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. Student engagement, or the amount of time and energy students invest in meaningful educational practices, is the underlying foundation for CCCSE's work. The CCSSE survey instrument is designed to capture student engagement as a measure of institutional quality.

CCSSE Member Colleges

CCSSE data analyses are based on a three-year cohort of student data from participating colleges. This approach increases the total number of institutions and students contributing to the national data set, which in turn increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of statewide consortium participation. If a college participated more than one time in the three-year period, the cohort includes data only from that college's most recent year of participation.

The 2023 CCSSE Cohort includes 501 institutions from 47 states, the District of Columbia, Bermuda, Marshall Islands, and Micronesia. Two-hundred sixty-six are classified as small (<4,500), 120 as medium (4,500-7,999), 77 as large (8,000-14,999), and 38 as extra-large institutions (15,000+) students.

CCSSE Online Administration

In order to boost responses to the online survey, CCSSE does not employ a sampling strategy for the online administration. The online survey invitation is sent to all students who are enrolled in any credit bearing or developmental education courses offered by the institution during the spring academic term. Certain course types are not eligible for inclusion in the online CCSSE administration. These include non-credit, dual-enrollment, most ESL courses, individual instruction, and individual study or self-paced classes.

Of those students sent the online survey invitation at our institution, 803 respondents completed the online survey. The number of completed surveys produced an overall "percent of target" rate of 9%. The percent of target rate is the ratio of the adjusted number of completed surveys (surveys that were

filled out properly and did not fall into any of the exclusionary categories) to the number of access codes your college had for the online survey.

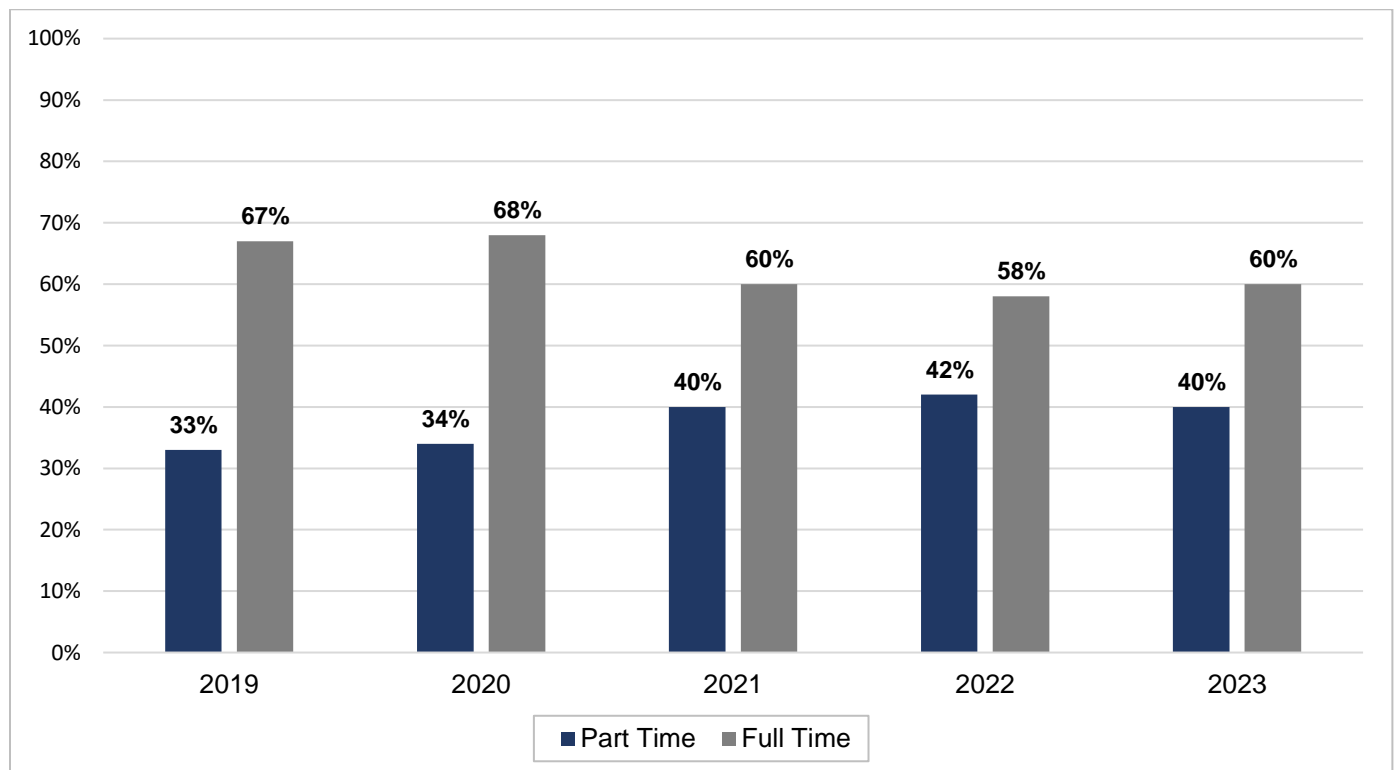
Excluded Respondents

Excluding certain respondents from institutional and cohort-level reports ensures that results are comparable across institutions. Respondents are excluded from institutional reports for the following reasons:

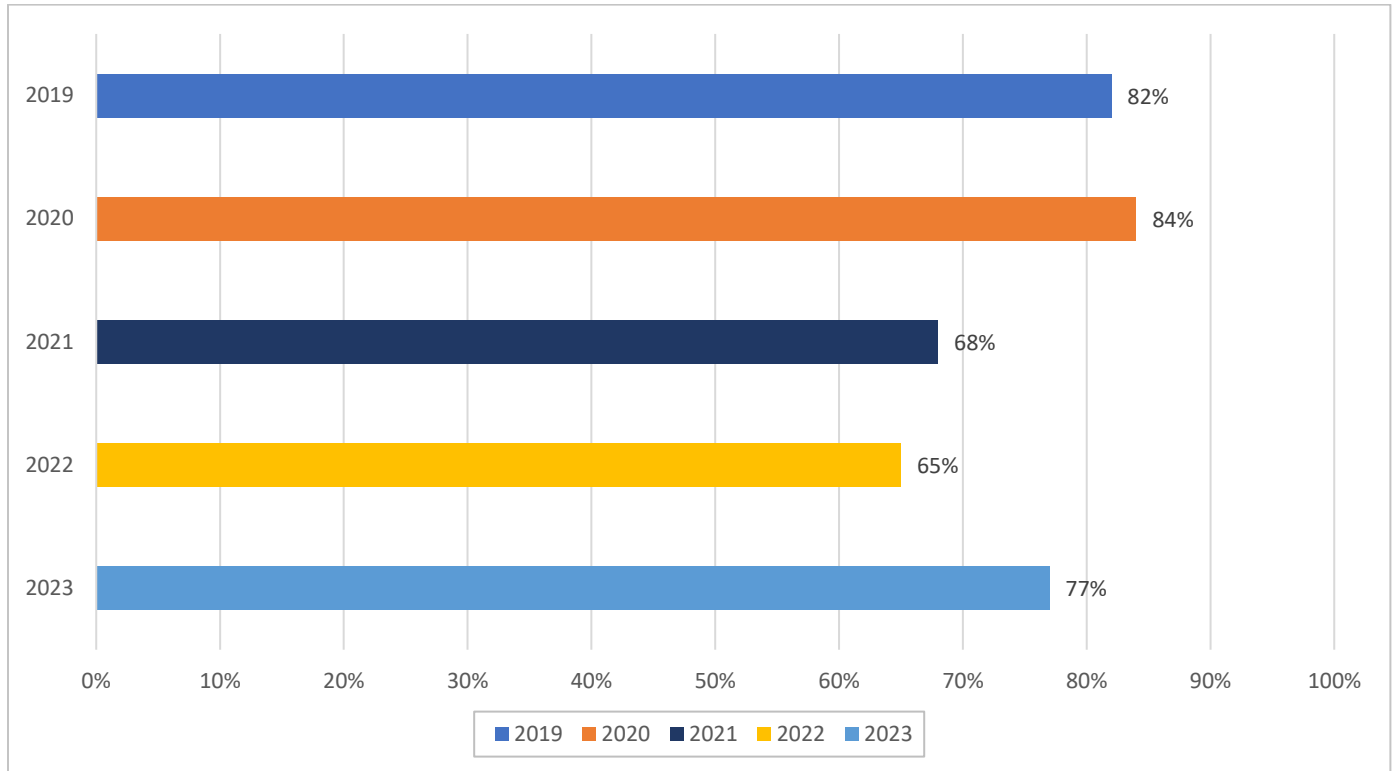
- The respondent did not indicate whether they were enrolled full-time or part-time at the institution.
- The survey is invalid. A survey is invalid if a student does not answer any of the 19 sub-items in item 4, answers *very often* to all 19 sub-items, or answers *never* to all 19 sub-items.
- The student reported their age as under 18.
- The student indicated that they have taken the survey in a previous class or did not respond to item 3.
- Oversample respondents are not included because they are selected outside of CCSSE's primary sampling procedures.

2023-2018 Student Respondent Profile

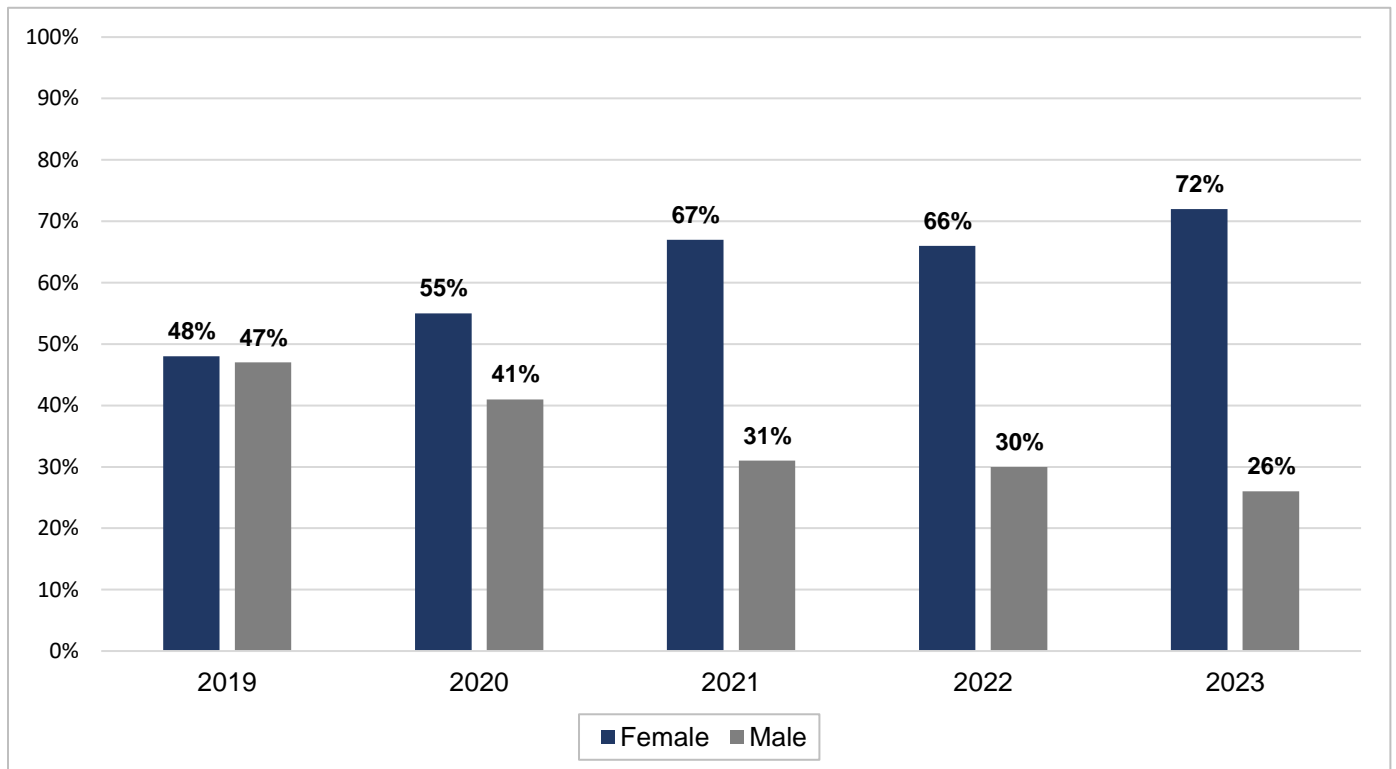
Part Time and Full Time Students by Comparison Group



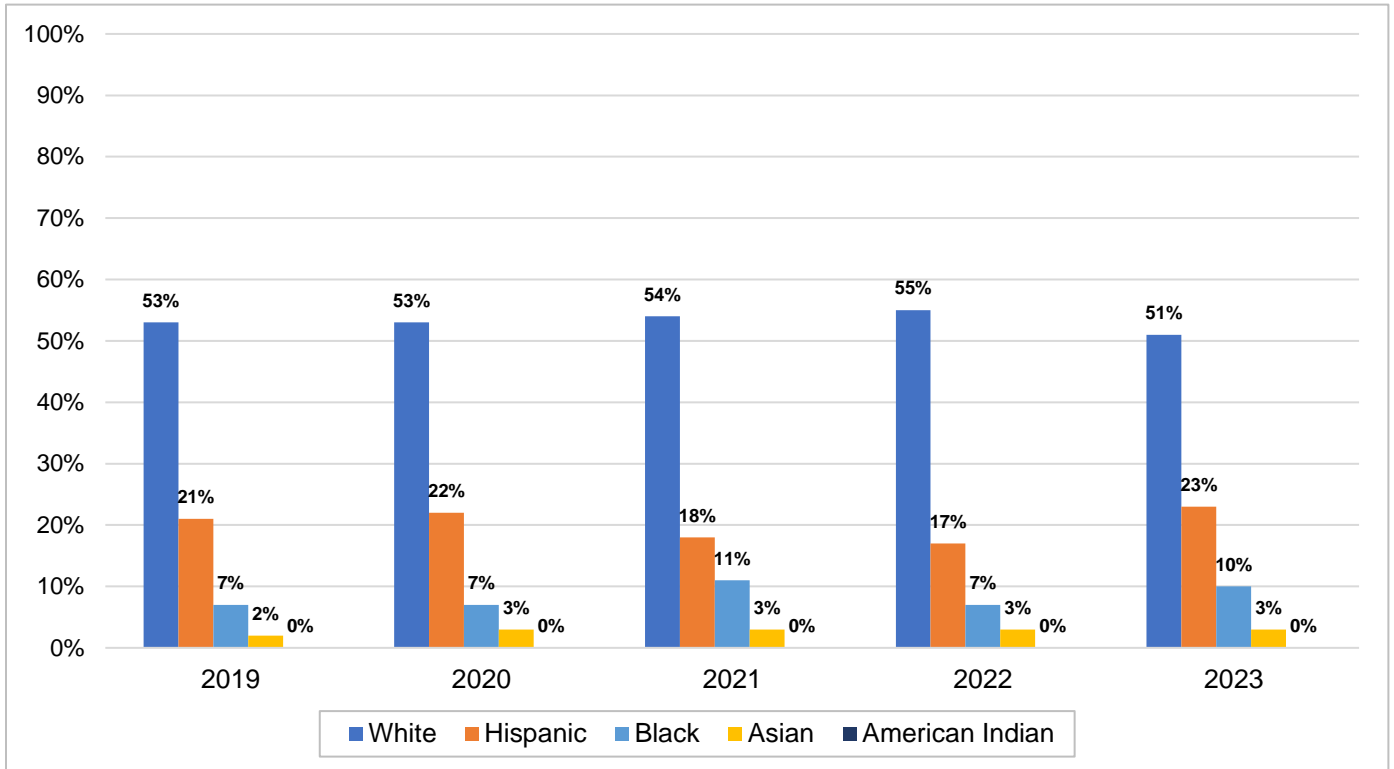
Students Age 18-24 Years Old by Comparison Group



Female and Male Students by Comparison Group

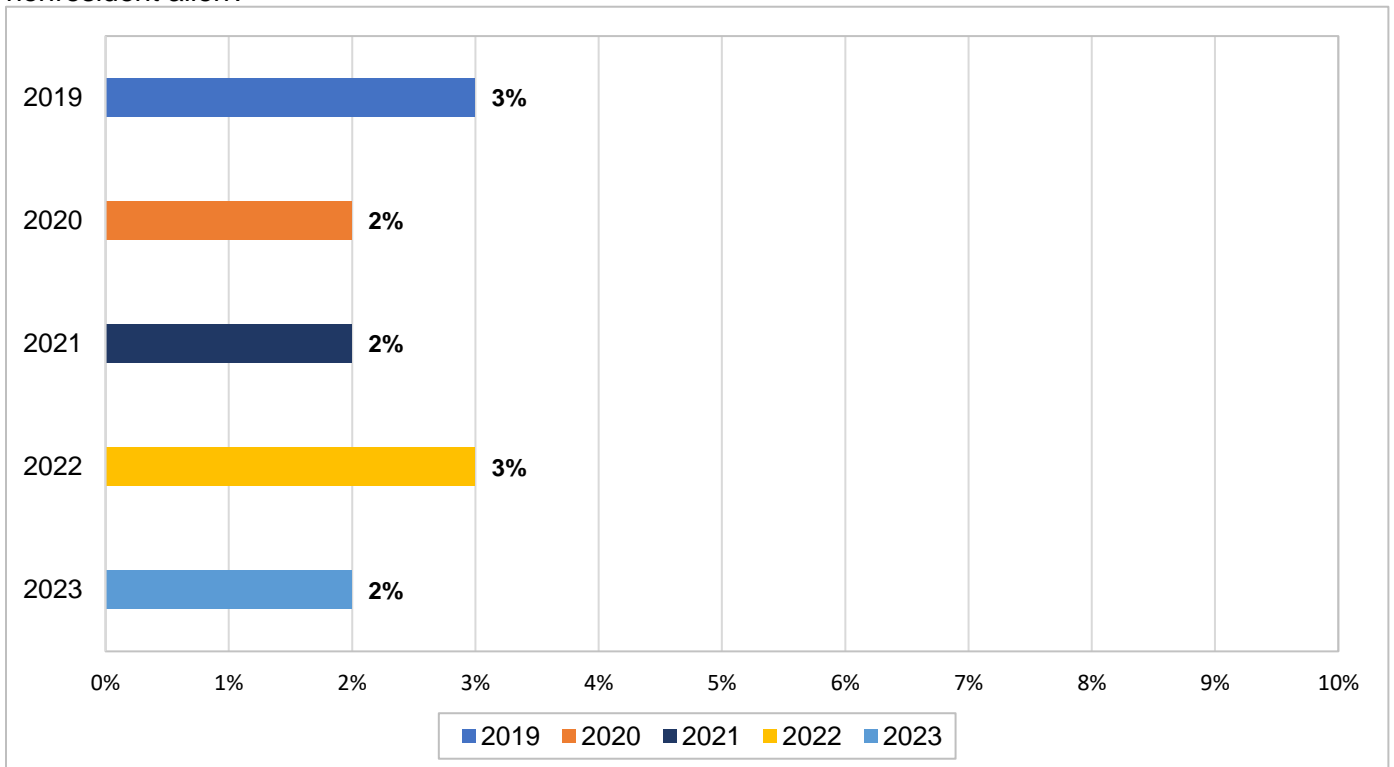


Racial/Ethnic Identification by Comparison Group



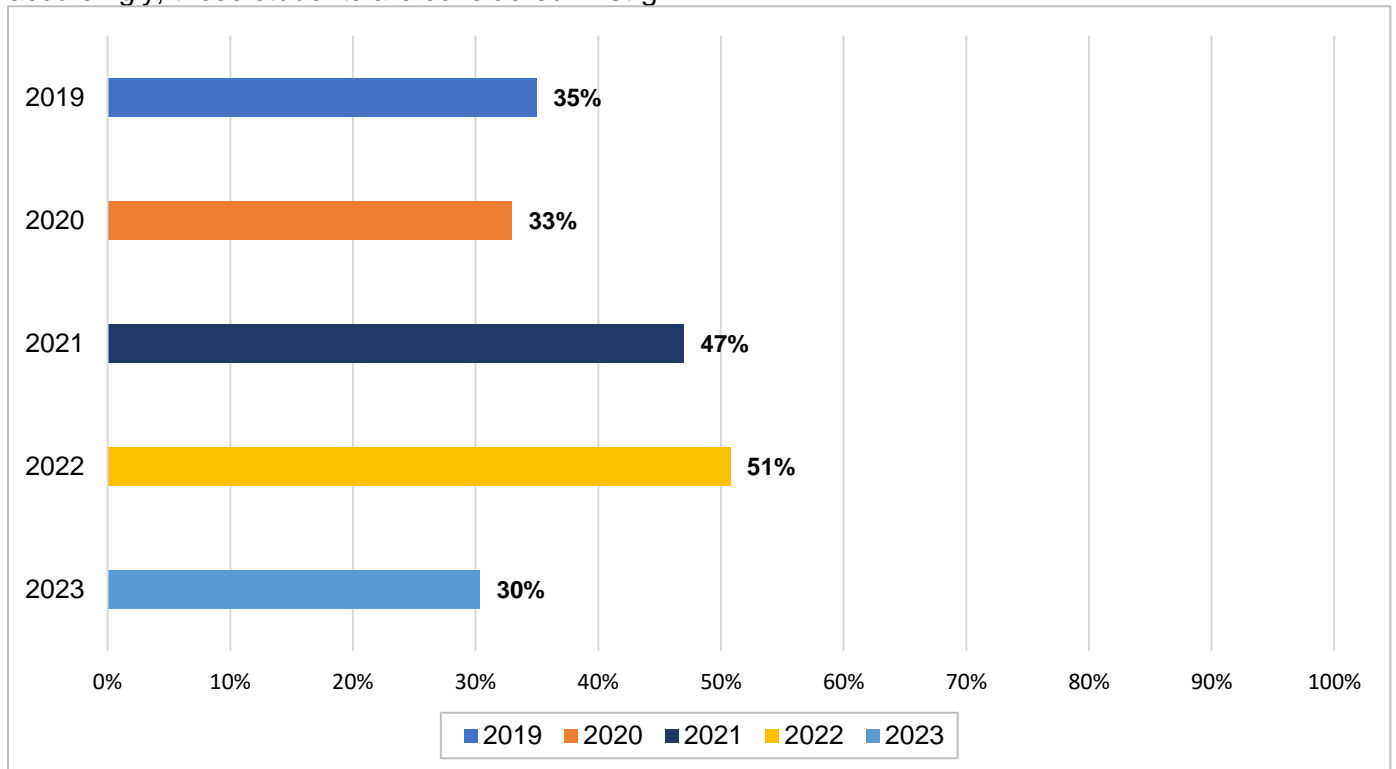
International Respondents by CCSSE Administration

2% of our 2023 CCSSE students responded yes to the question, “Are you an international student or nonresident alien?”

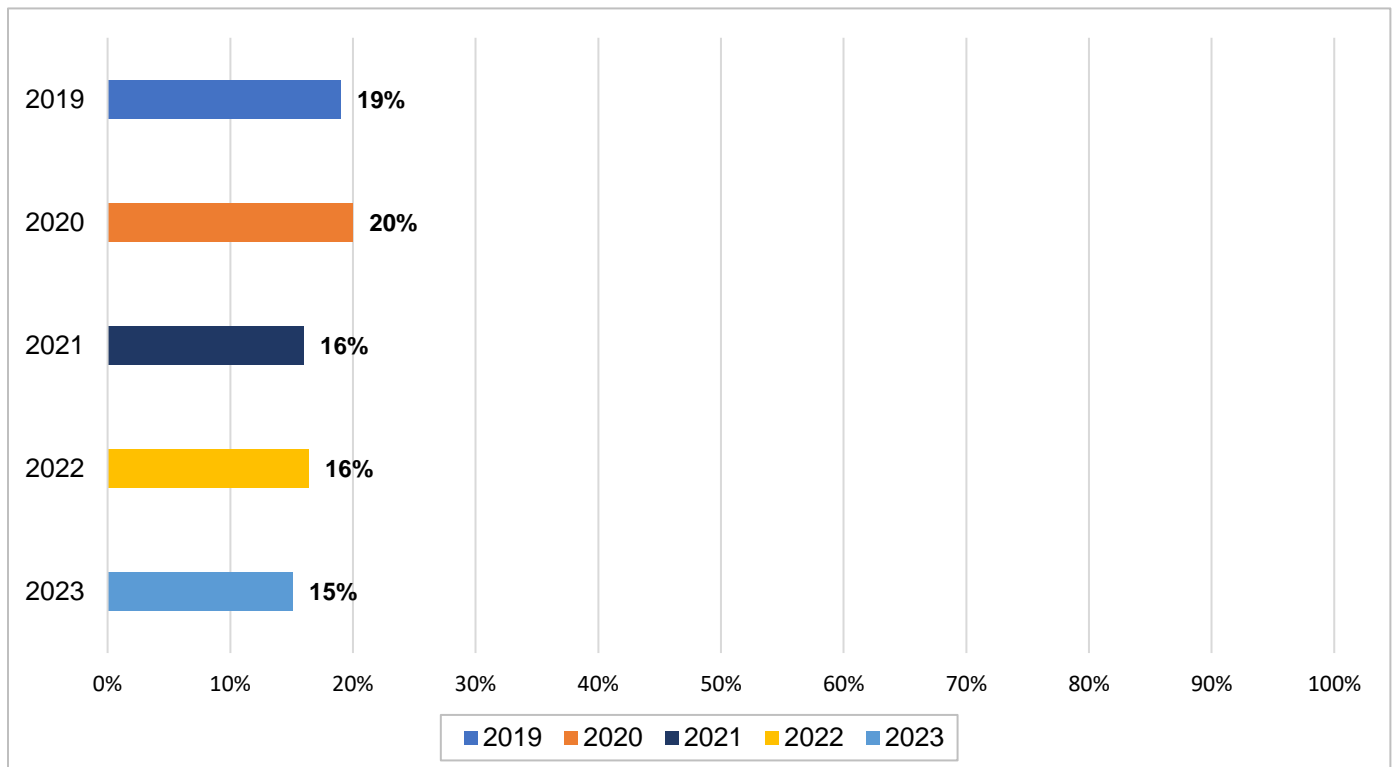


First-Generation Respondents by CCSSE Administration

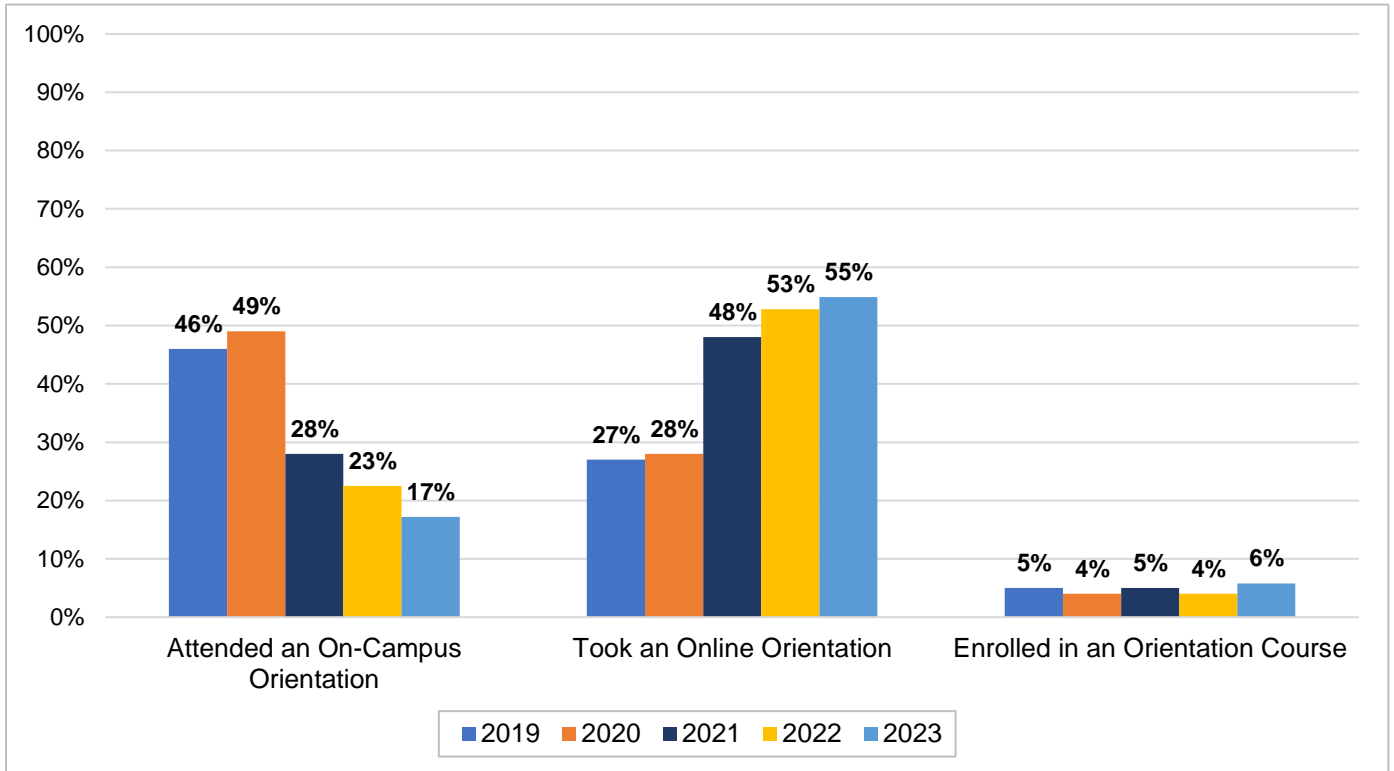
30% of 2023 CCSSE student respondents indicate that neither parent has college experience; accordingly, these students are considered "first-generation."



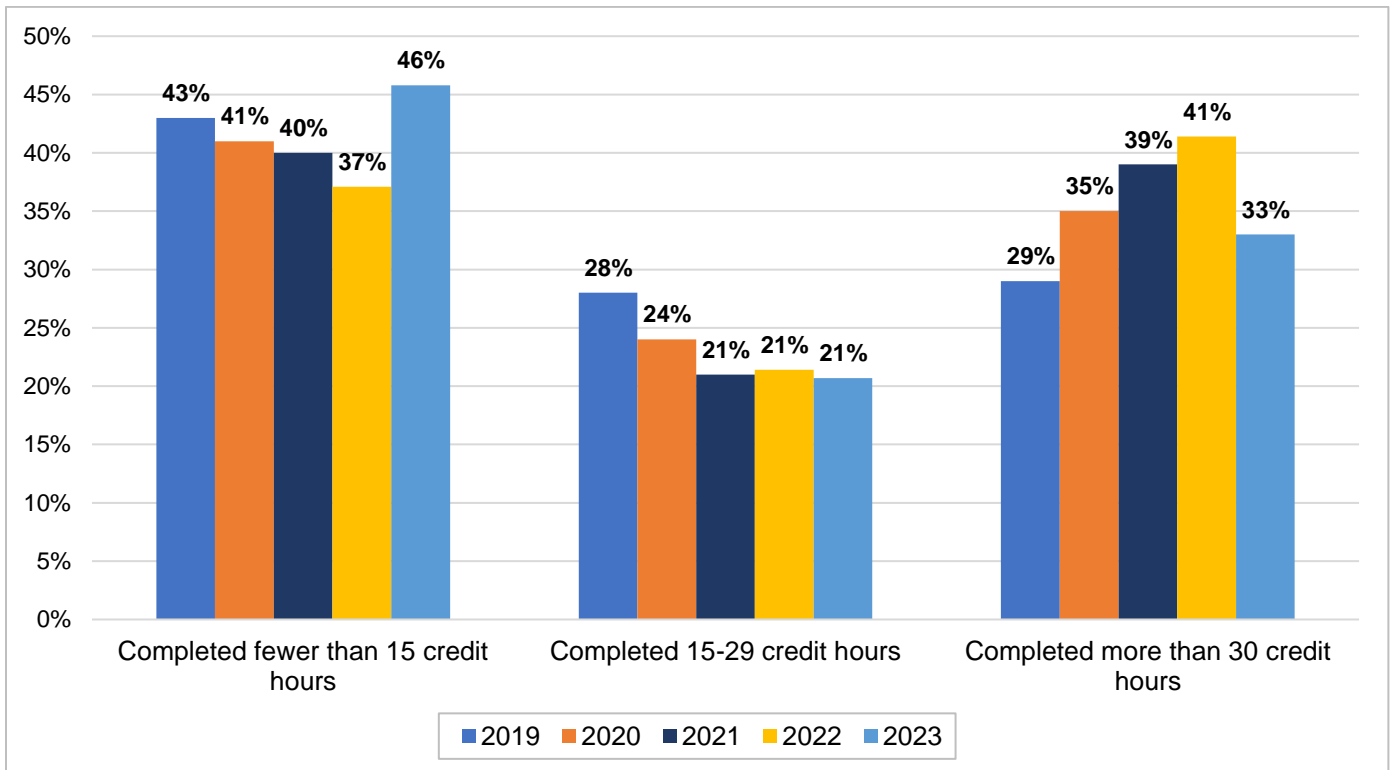
Non-Native English Speaking Respondents by CCSSE Administration



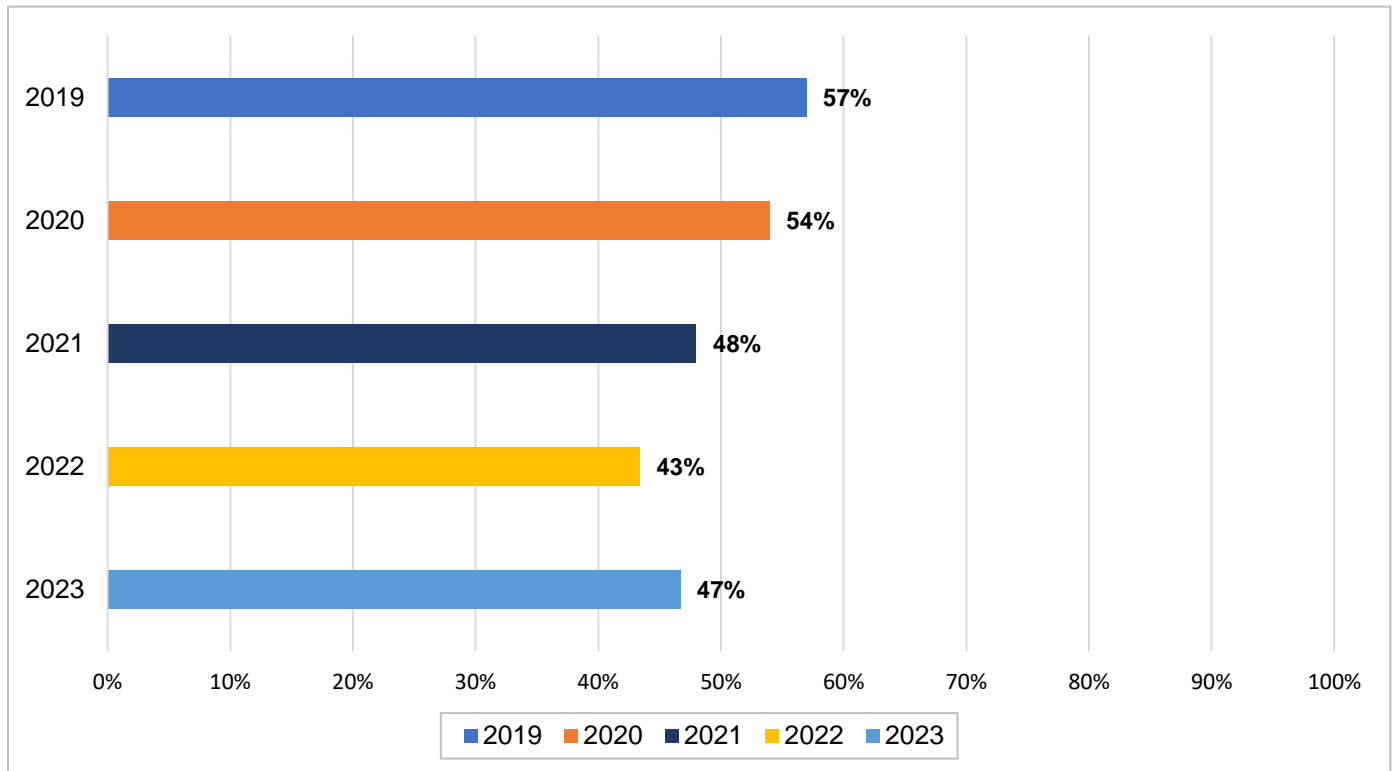
Orientation Attendance by CCSSE Administration



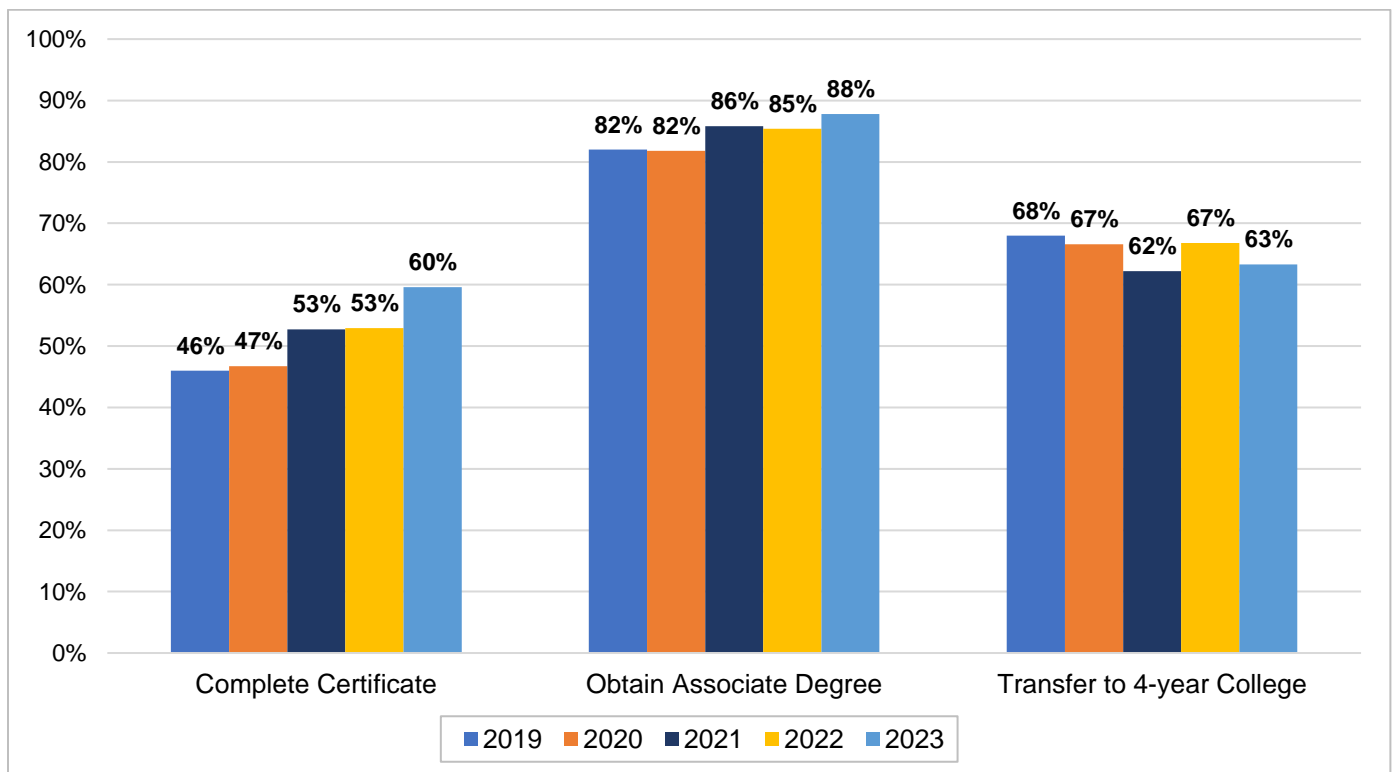
Total Credit Hours Earned by CCSSE Administration



Students Who Work 21 or More Hours Per Week by CCSSE Administration



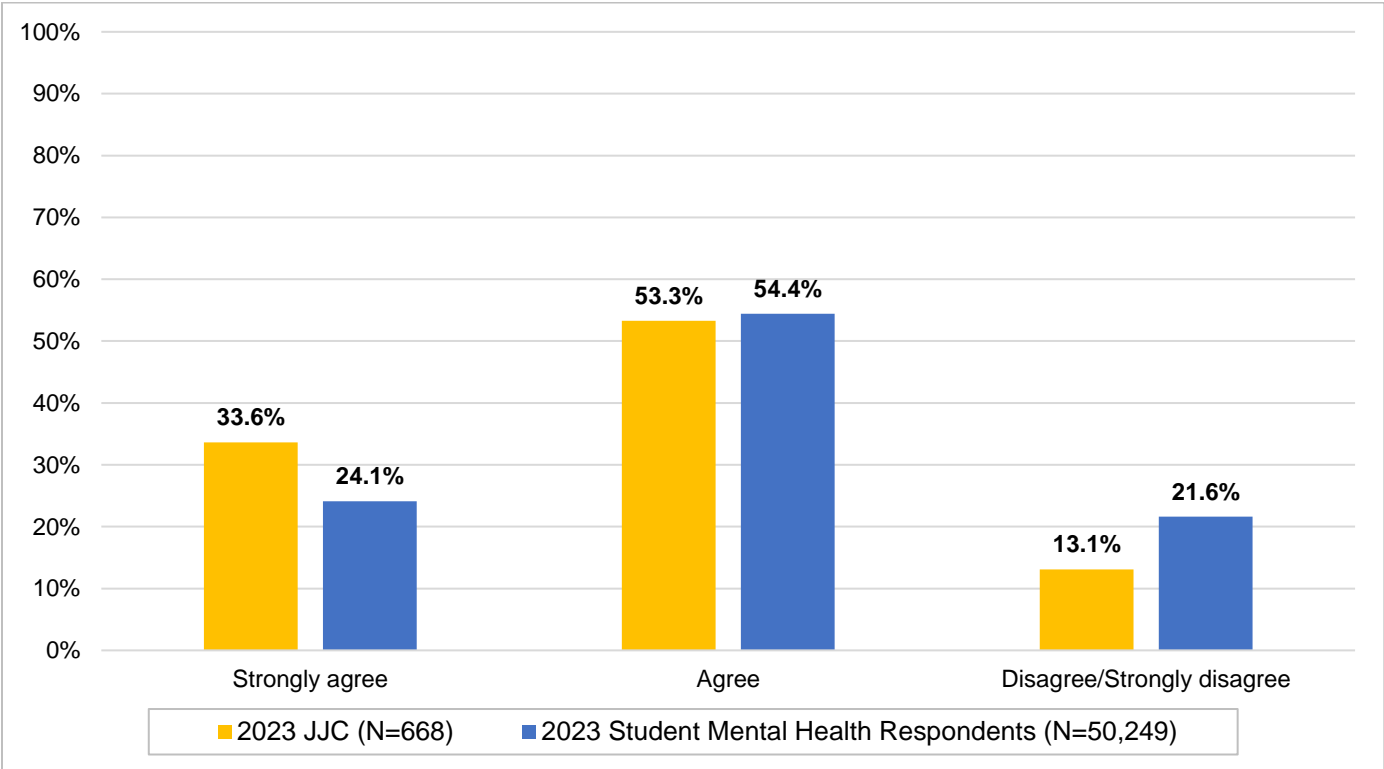
Goals for Attending JJC by CCSSE Administration



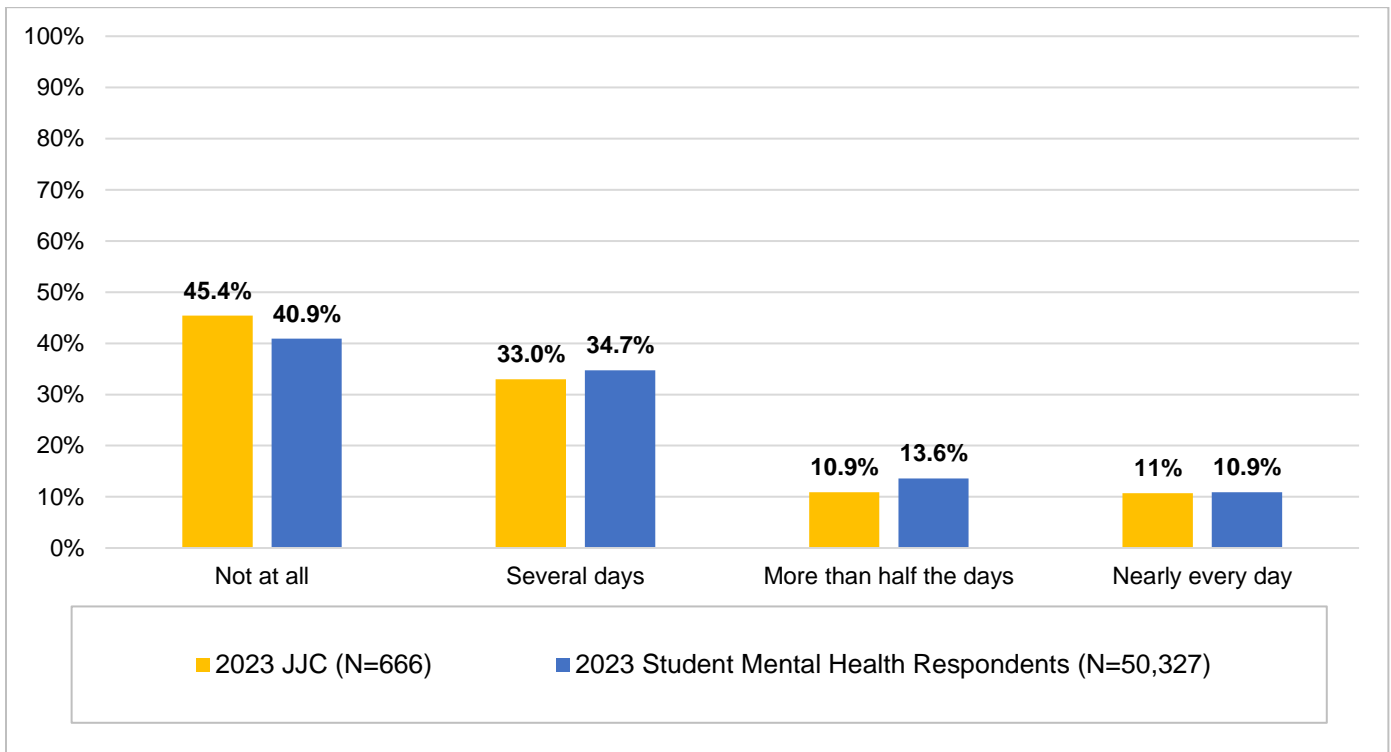
Student Mental Health and Well Being

The Center adds special-focus items to CCSSE each year to augment the core survey, helping participating colleges and the field at large to further explore fundamental areas of student engagement. The 2023 special-focus items elicit new information around the topic of student mental health. Frequency results from the special-focus items for Joliet Junior College and the 2023 CCSSE Student Mental Health and Well Being item-set respondents are displayed below.

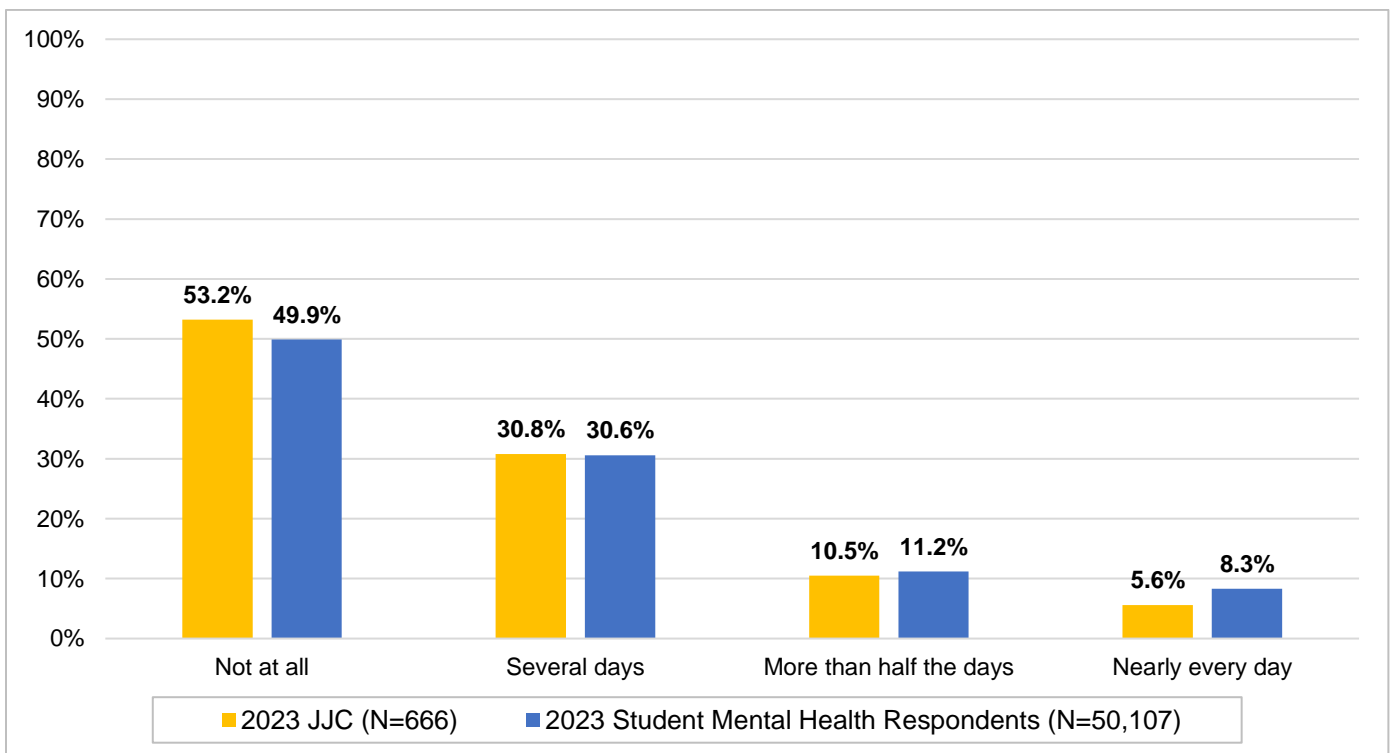
I feel that students' mental health and emotional well-being is a priority.



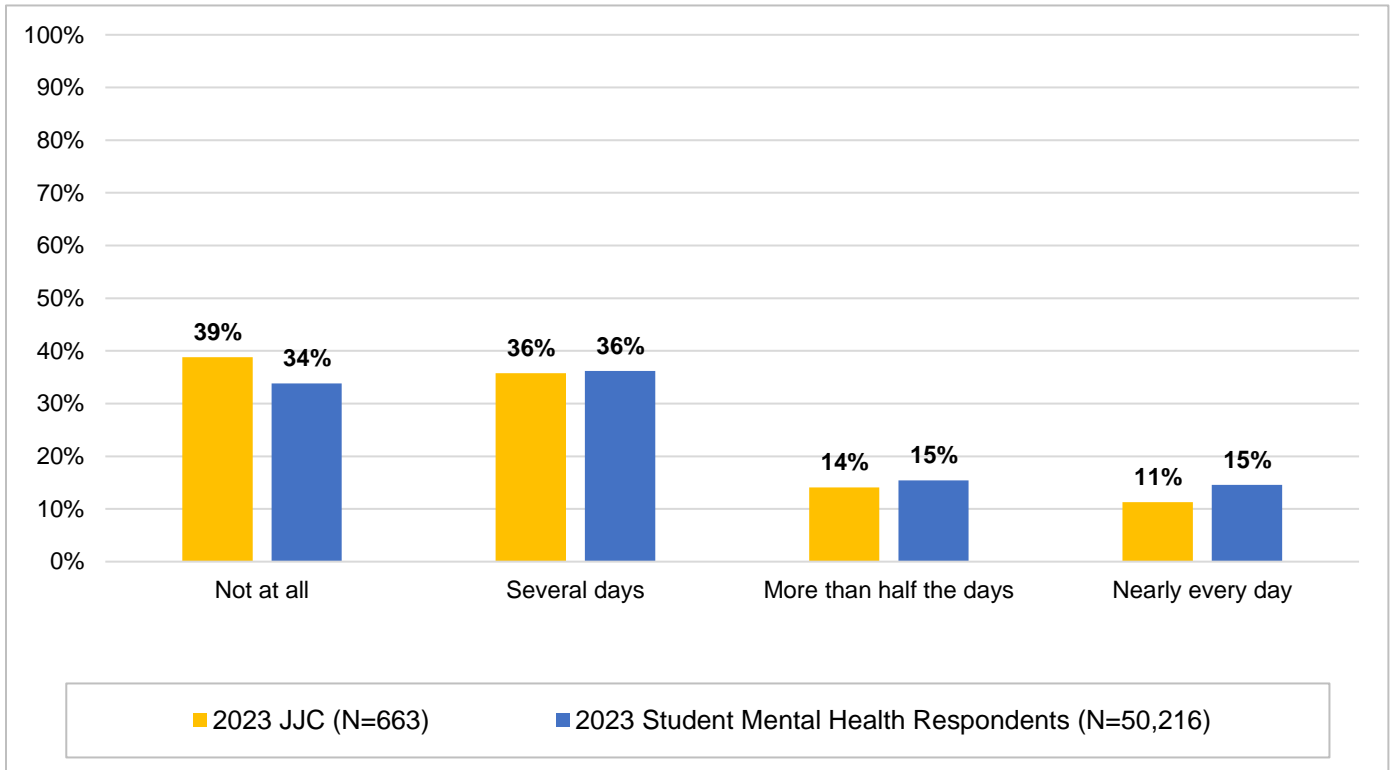
Over the last 2 weeks, how often have you been bothered by having little interest or pleasure in doing things?



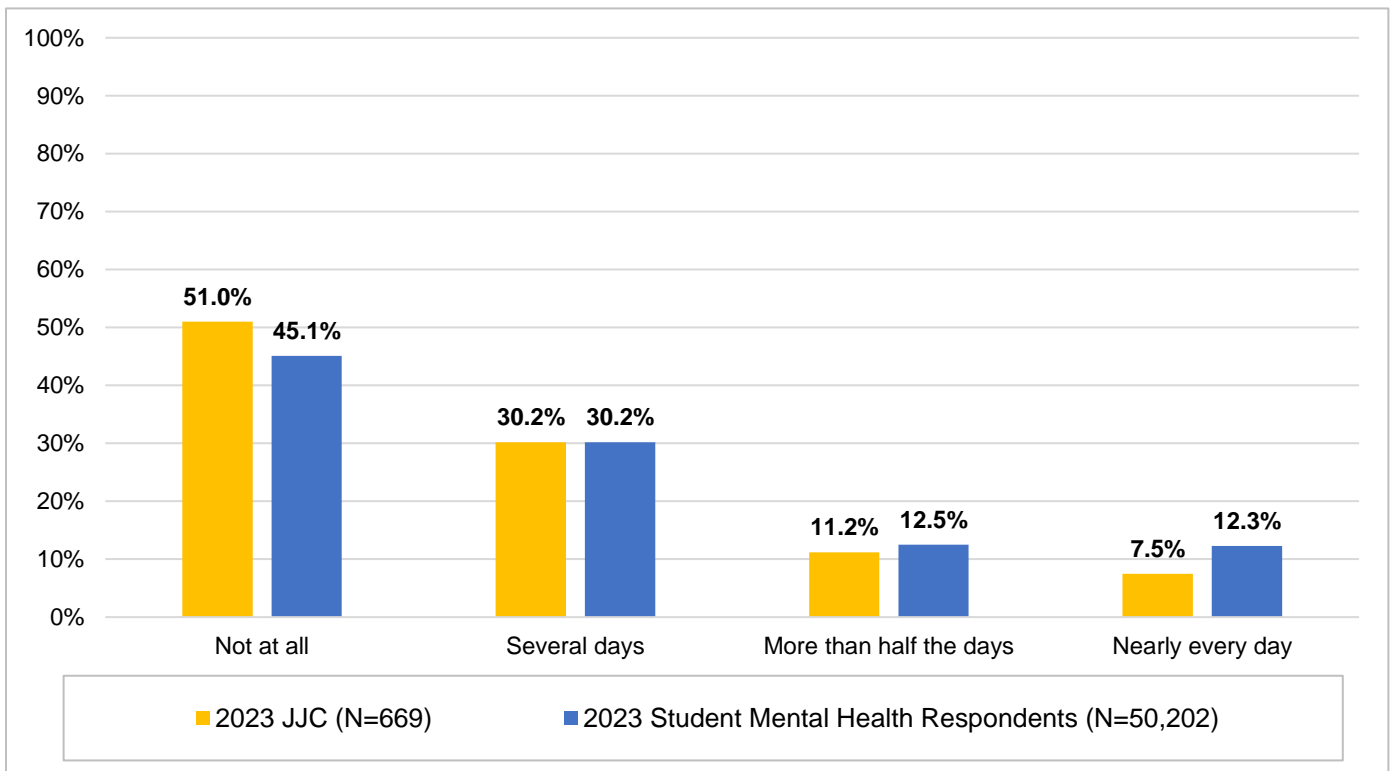
Over the last 2 weeks, how often have you been bothered by feeling down, depressed or hopeless?



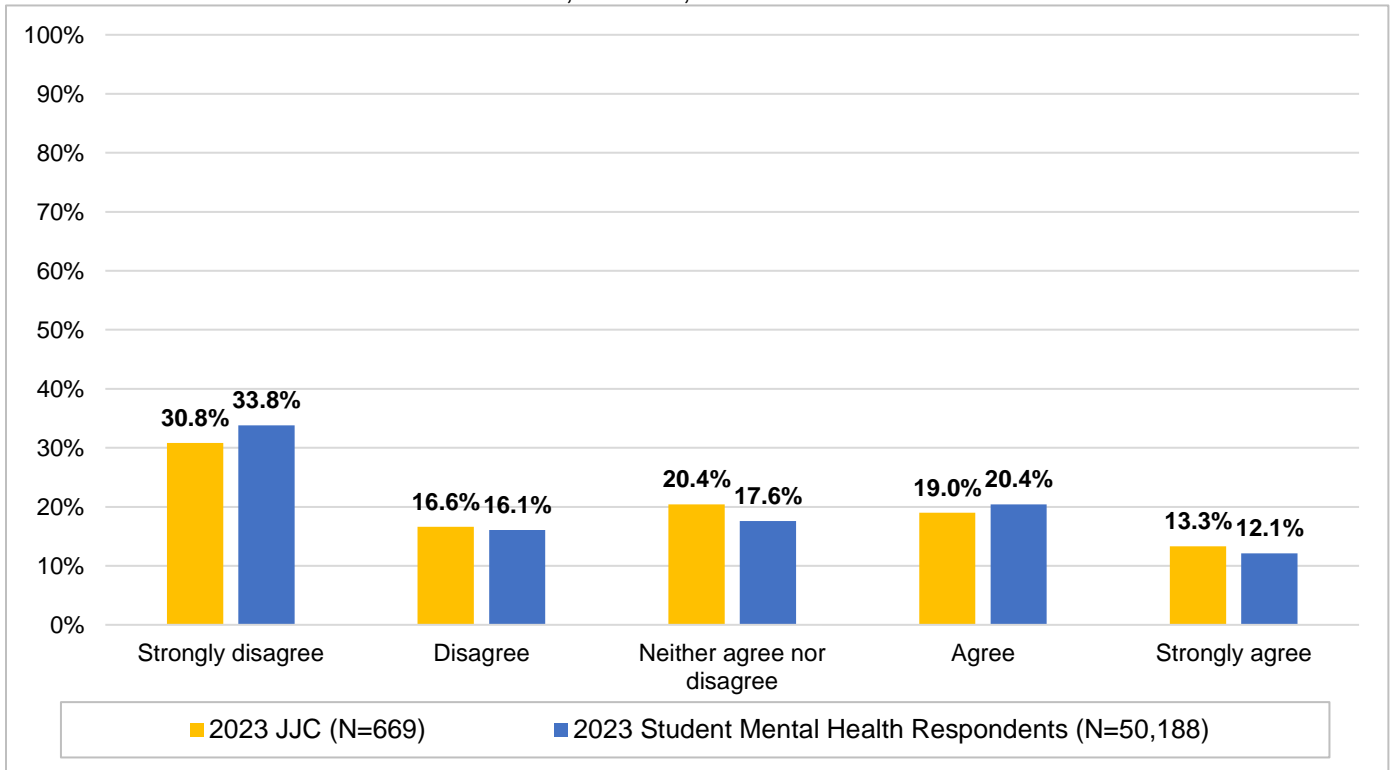
Over the last 2 weeks, how often have you been bothered by feeling nervous, anxious or on edge?



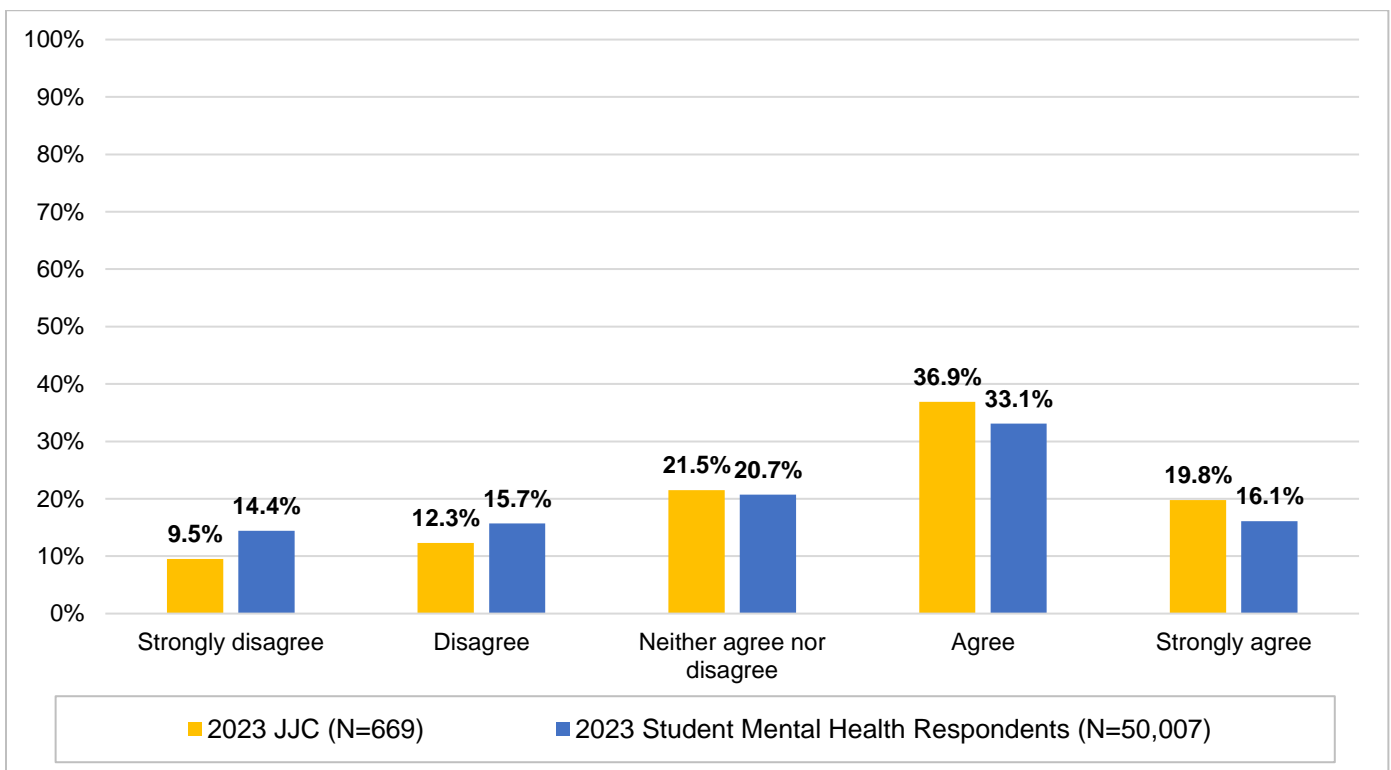
Over the last 2 weeks, how often have you been bothered by not being able to stop or control worrying?



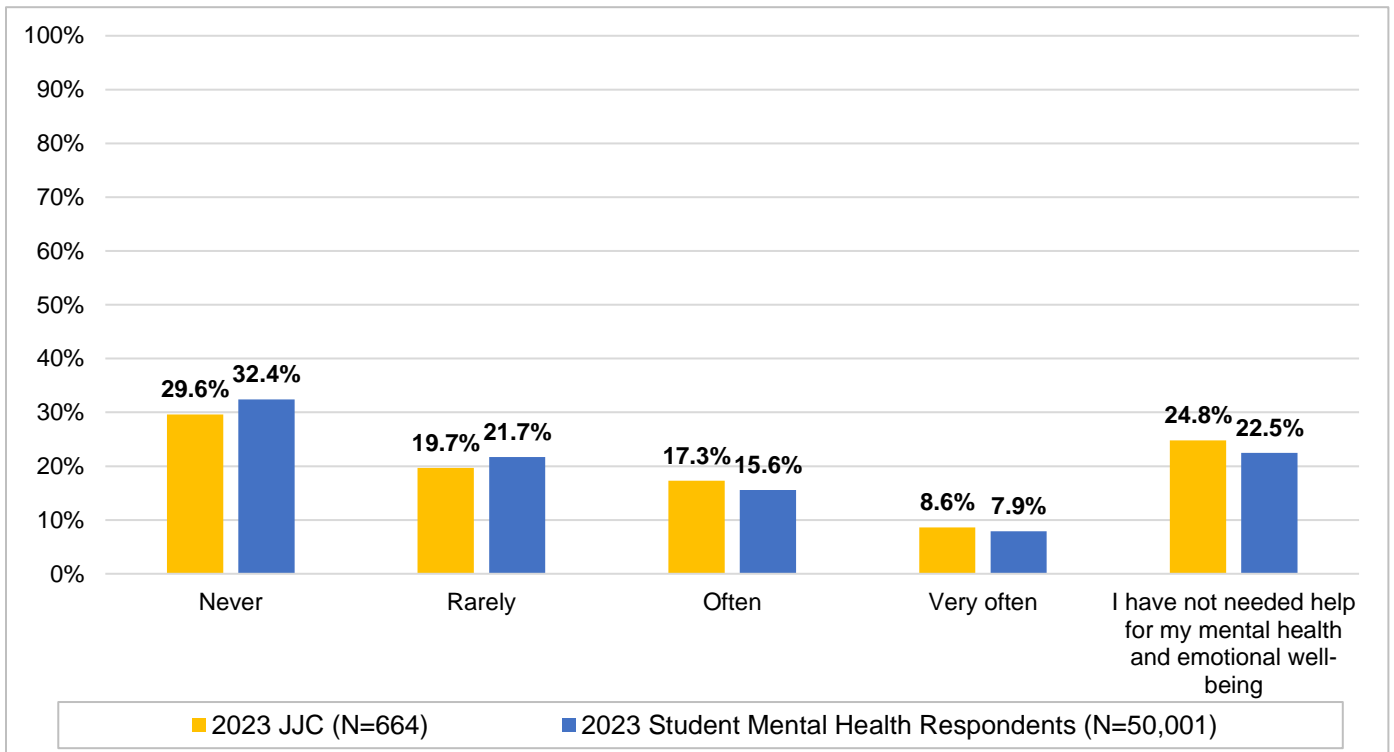
In the past 12 months, I have needed help for emotional or mental health problems such as feeling sad, blue, anxious, or nervous.



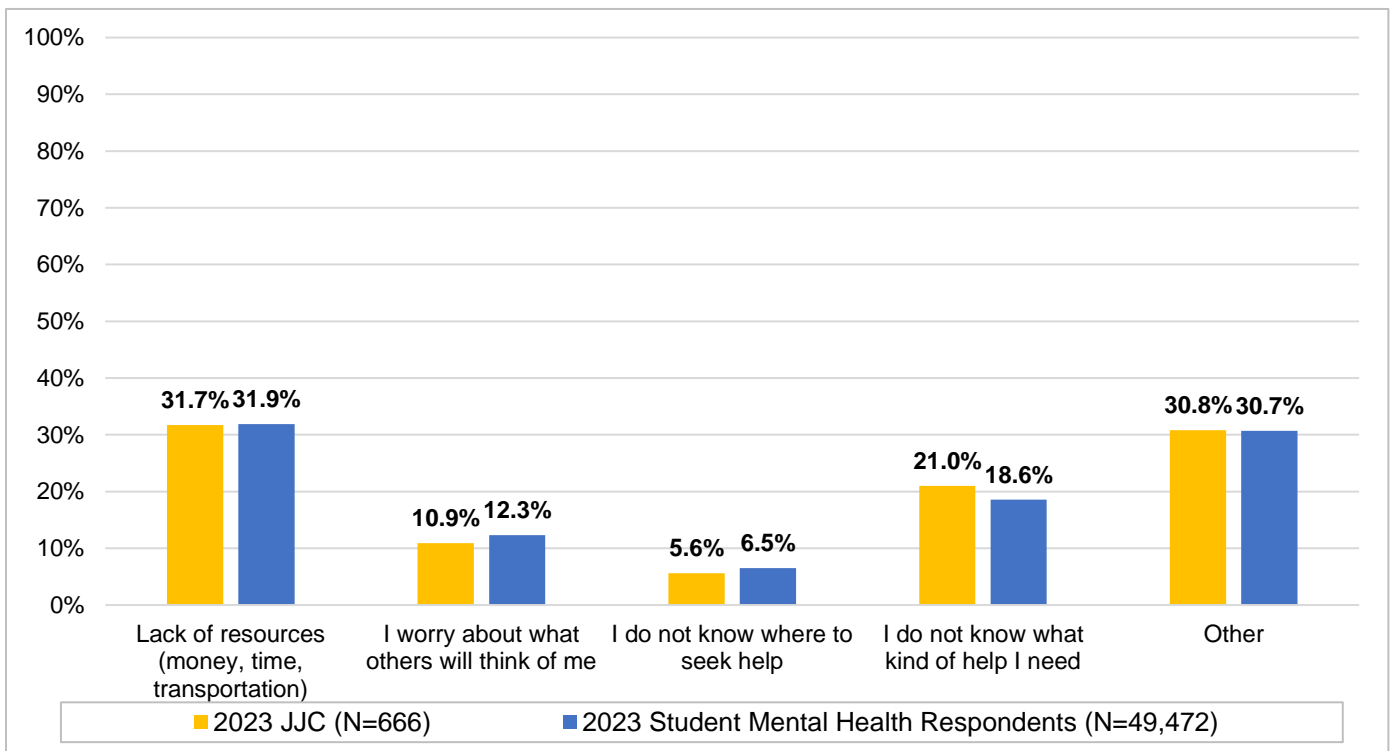
If you needed to seek professional help for your mental or emotional health while attending this college, you would know where to go.



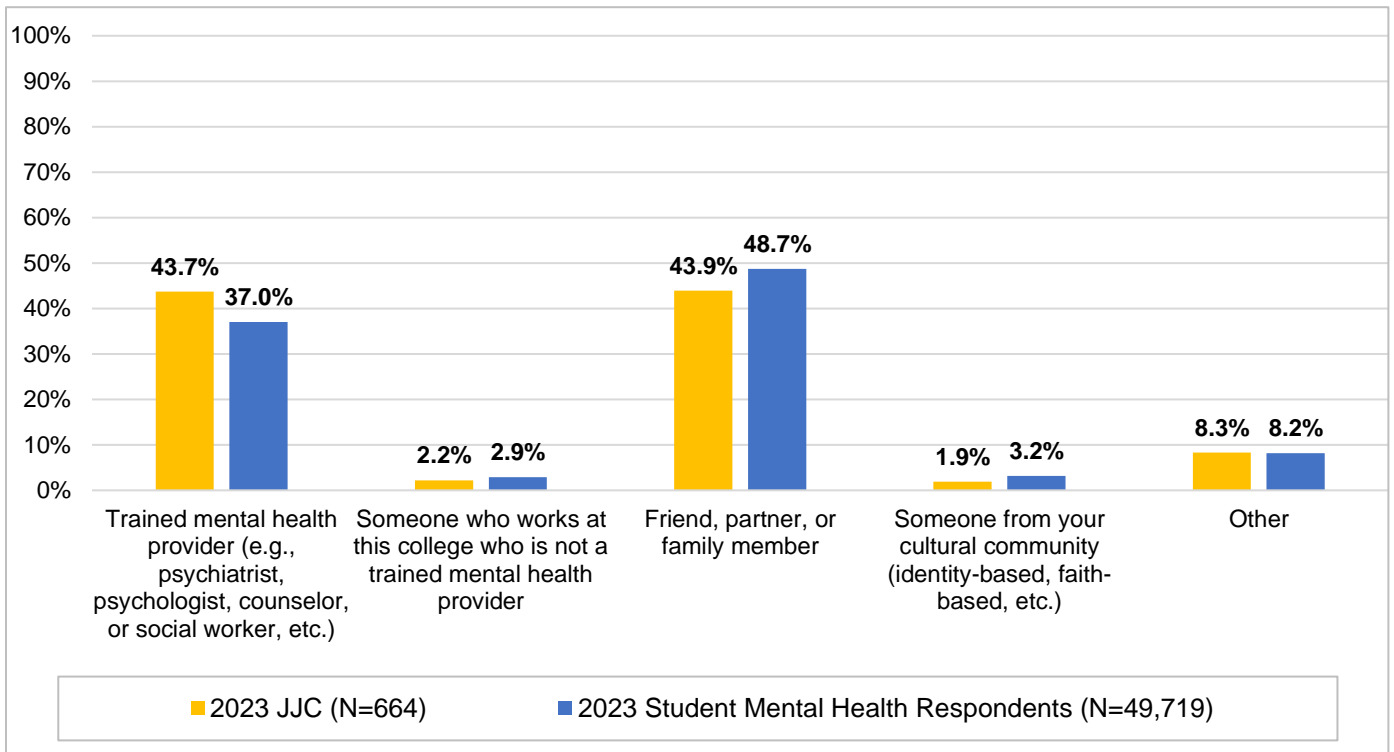
If you needed help for your mental health and emotional well-being in the past 12 months, how often have you sought such help?



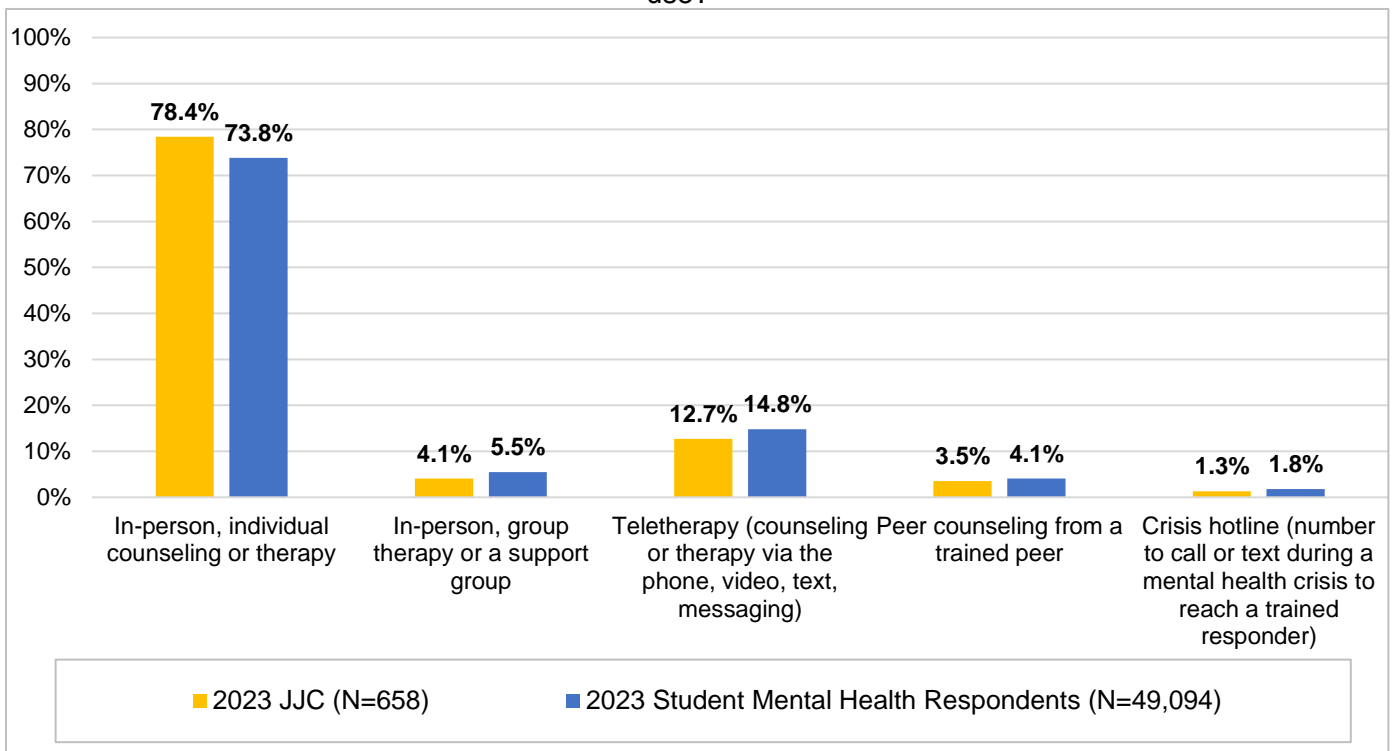
If you needed help with your mental health and emotional well-being, what would be the greatest barrier that would keep you from seeking that help?



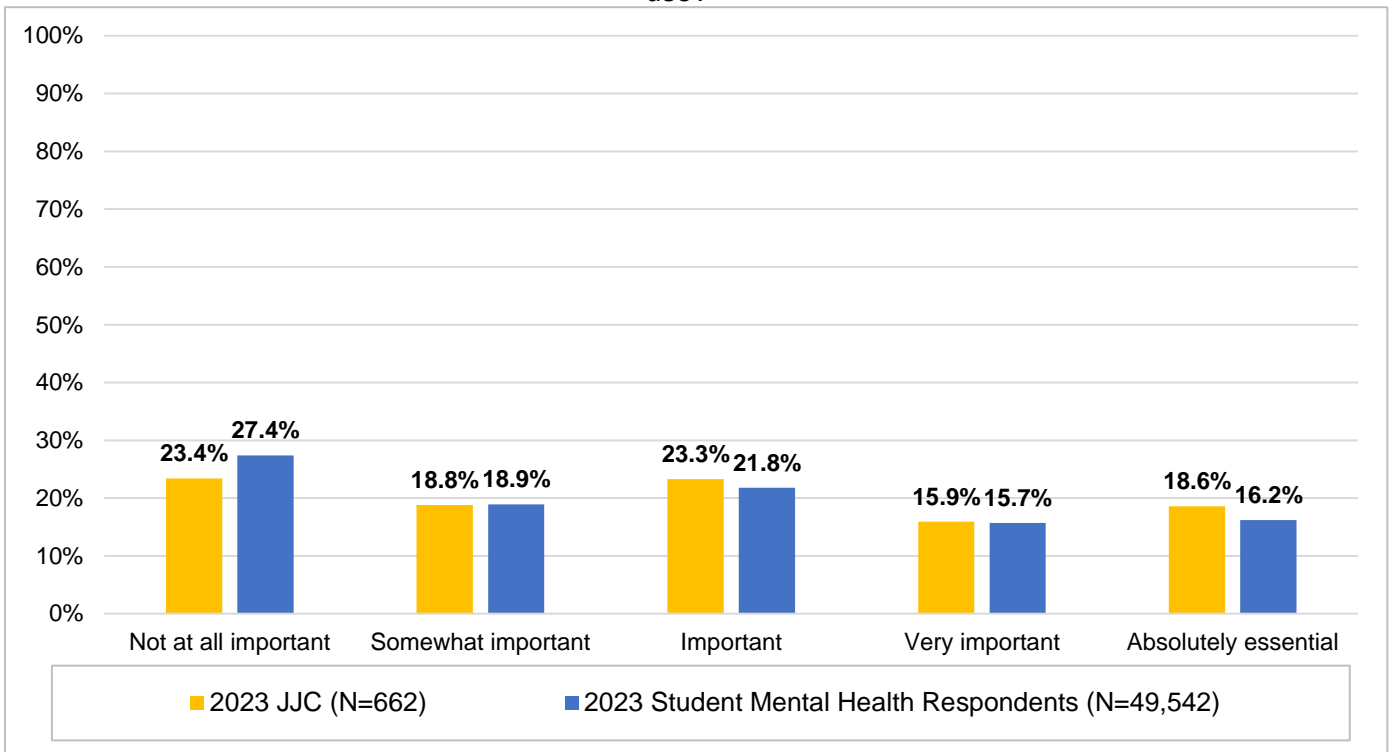
If you were experiencing emotional or mental health problems such as feeling sad, blue, anxious, or nervous, whom would you most prefer to talk to about this?



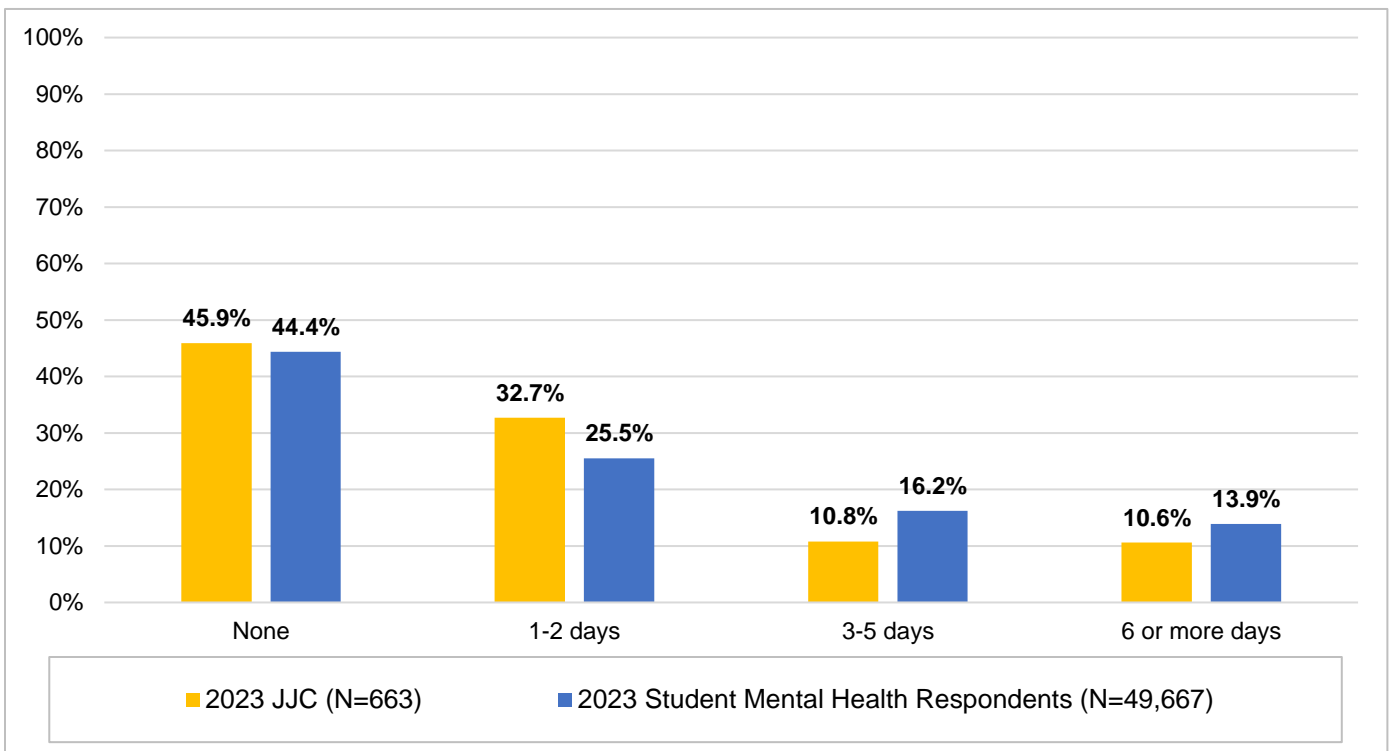
If you were experiencing emotional or mental health problems such as feeling sad, blue, anxious, or nervous, which of the following supports from a trained mental health provider would you most prefer to use?



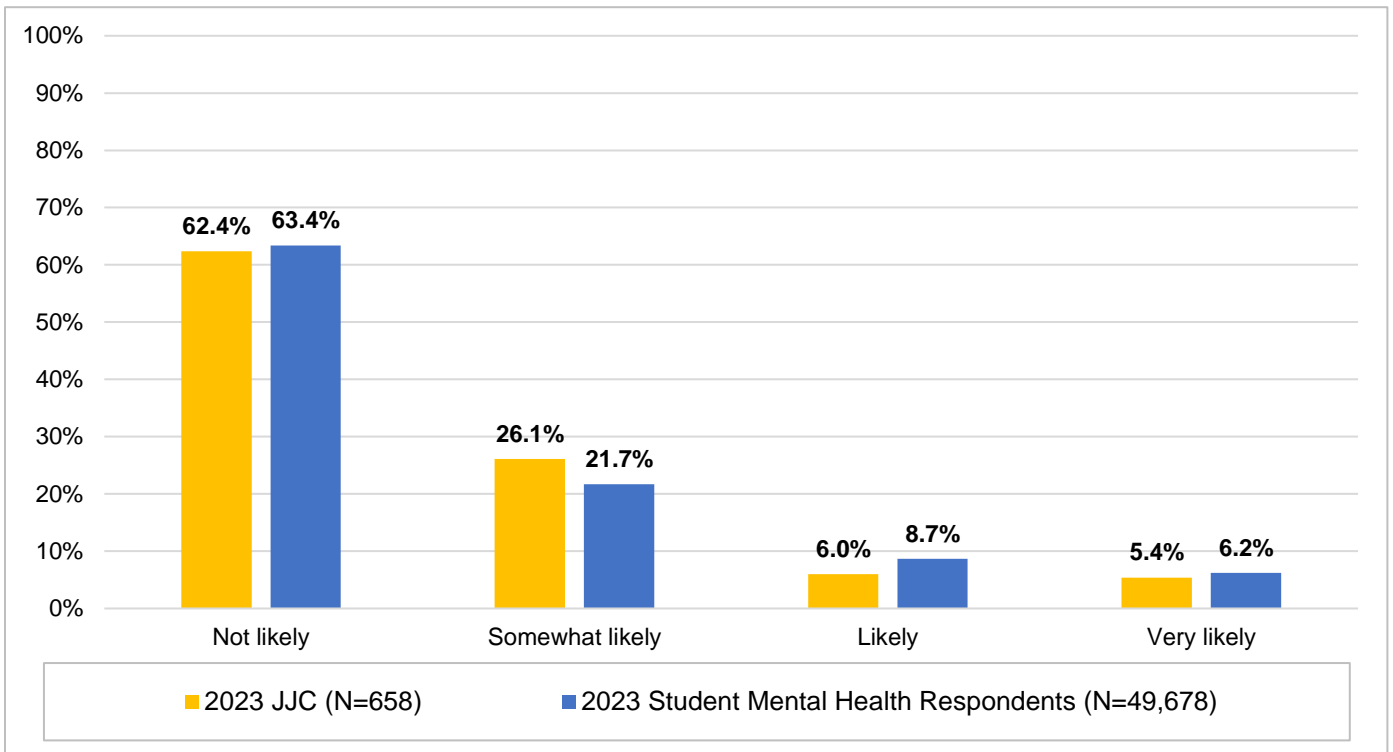
If you were experiencing emotional or mental health problems such as feeling sad, blue, anxious, or nervous, which of the following supports from a trained mental health provider would you most prefer to use?



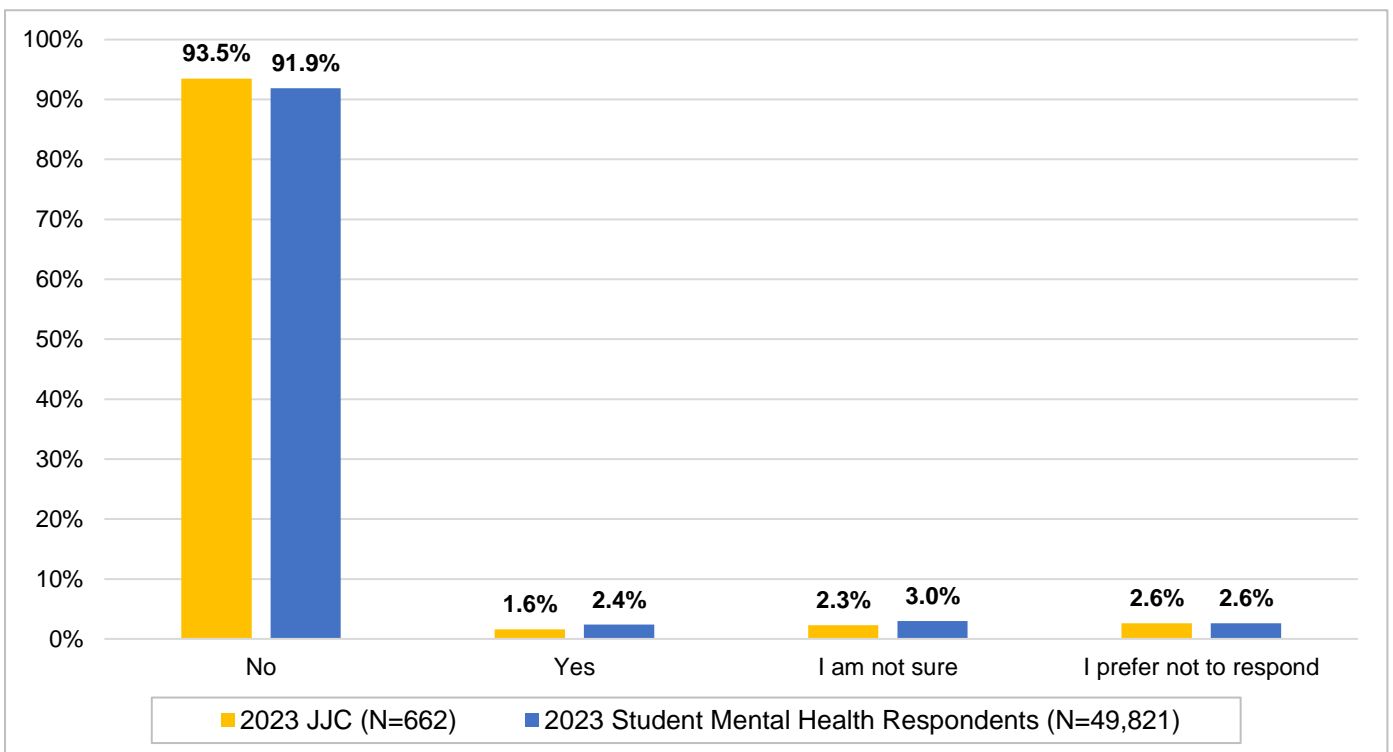
In the past 4 weeks, how many days have you felt that emotional or mental difficulties have hurt your academic performance?



How likely is it that issues with mental health or emotional well-being would cause you to withdraw from class(es) or from this college?



In the past 12 months have you needed help with substance use issues?



CCSSE Benchmarks of Effective Educational Practice

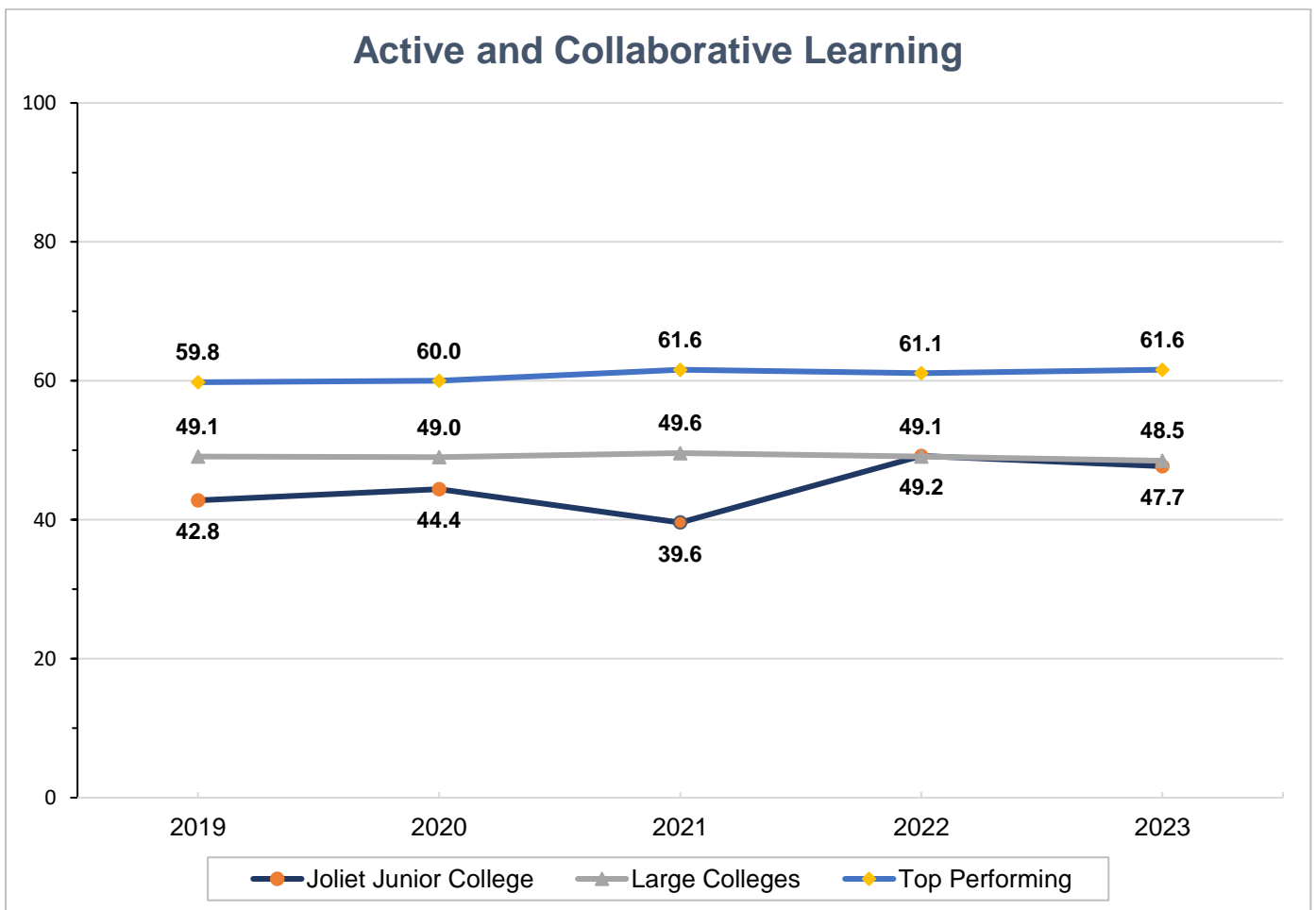
To assist colleges in their efforts to reach for excellence, the Center reports national benchmarks of effective educational practice in community colleges. Research shows that the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter—the more likely they are to learn and to achieve their academic goals.

CCSSE benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement—and are positively related to student learning and persistence. Standard benchmark scores are used to compare each institution's performance to that of similar institutions and with the CCSSE Cohort. Each individual benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are standardized so that the mean (the average of all participating students) always is 50 and the standard deviation is 25. The five benchmarks of effective educational practice in community colleges are: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.

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 the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.

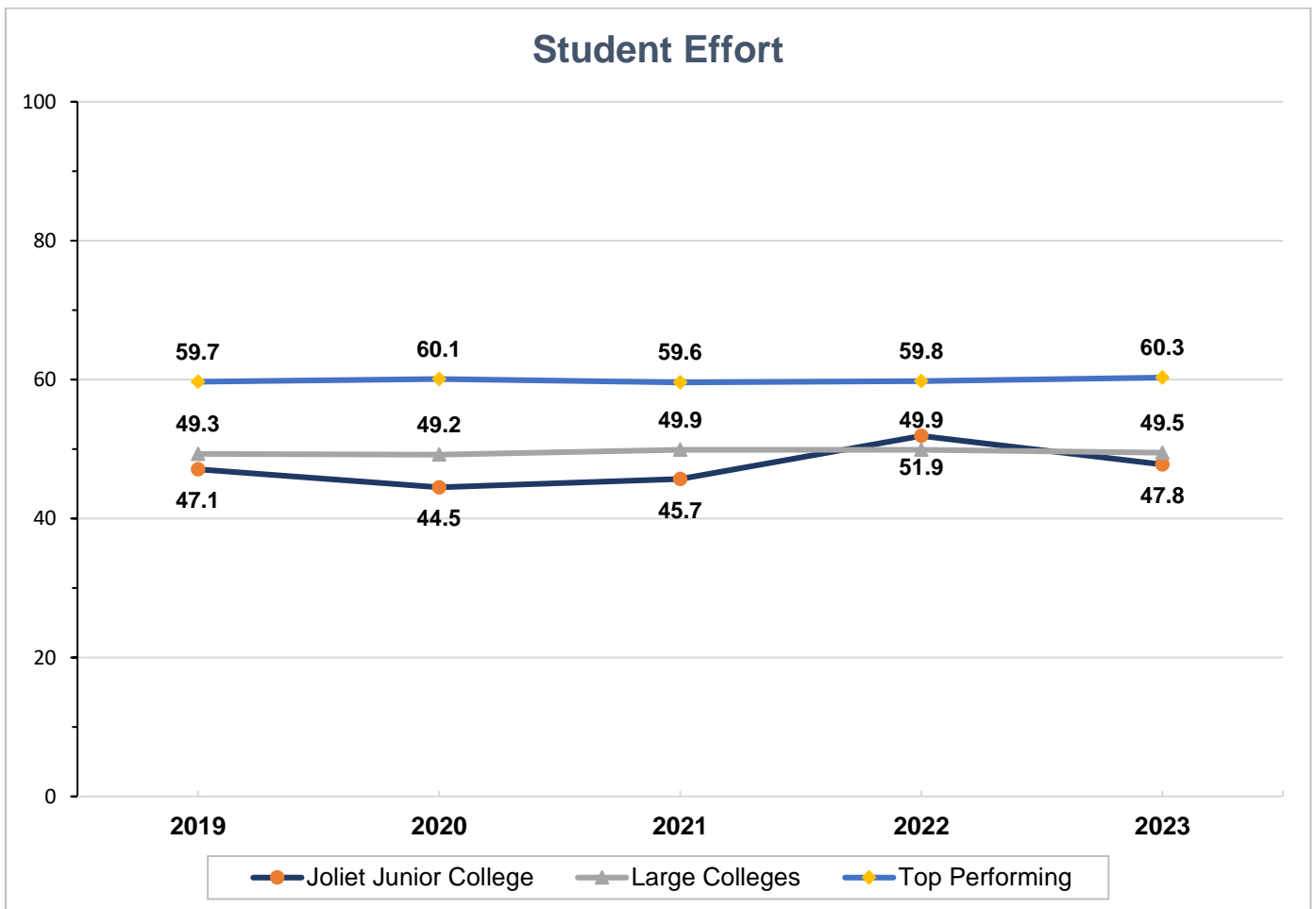
- 4a Frequency: Asked questions in class or contributed to class discussions
- 4b Frequency: Made a class presentation
- 4f Frequency: Worked with other students on projects during class
- 4g Frequency: Worked with other classmates outside of class to prepare class assignments
- 4h Frequency: Tutored or taught other students (paid or voluntary)
- 4i Frequency: Participated in a community-based project (service-learning activity) as part of a regular course
- 4q Frequency: Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)



Student Effort

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.

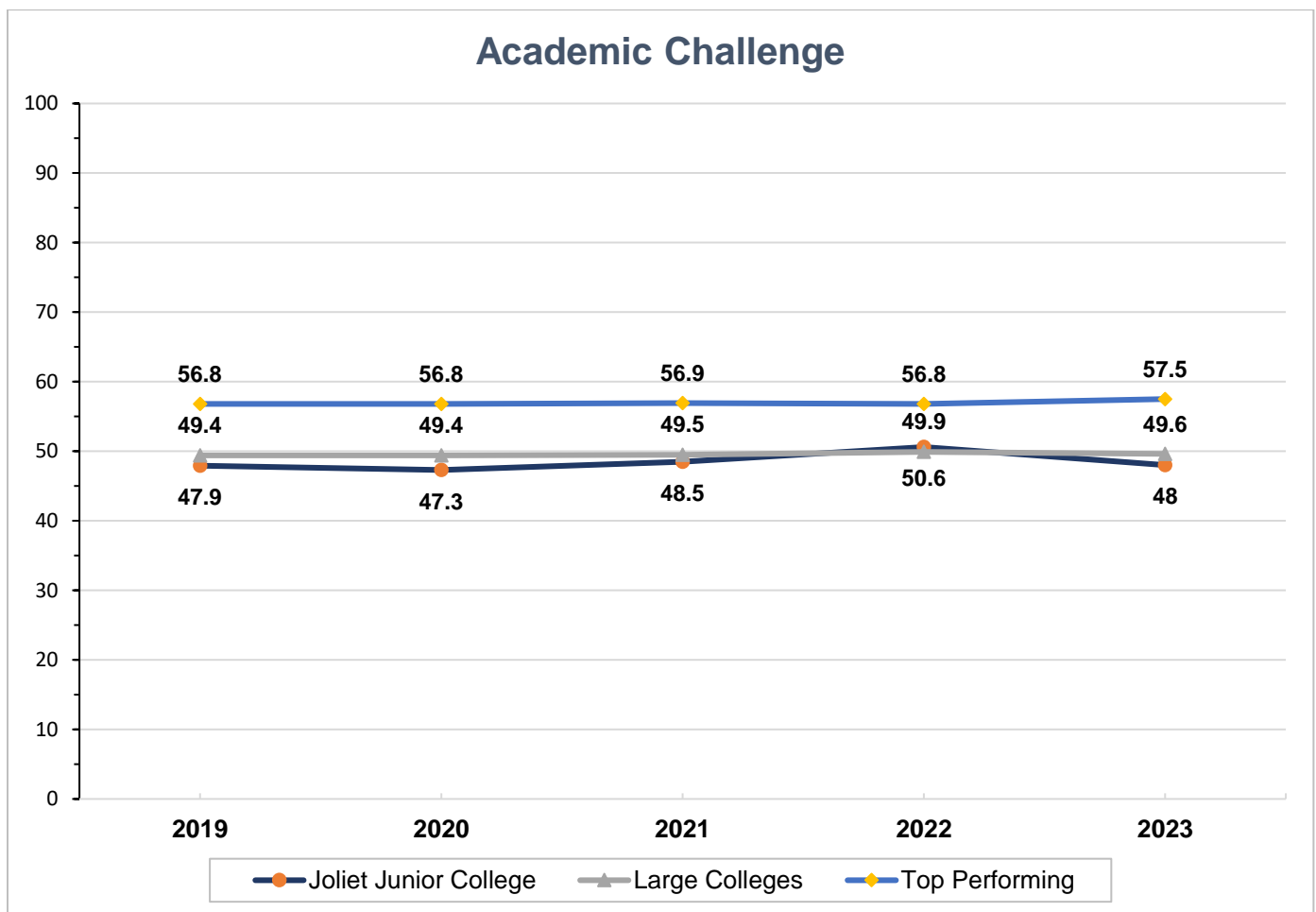
- 4c Frequency: Prepared two or more drafts of a paper or assignment before turning it in
- 4d Frequency: Worked on a paper or project that required integrating ideas or information from various sources
- 4e Frequency: Come to class without completing readings or assignments
- 6b Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- 10a Hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)
- 12d1 Frequency of use: Peer or other tutoring
- 12e1 Frequency of use: Skill labs (writing, math, etc.)
- 12h1 Frequency of use: Computer lab



Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

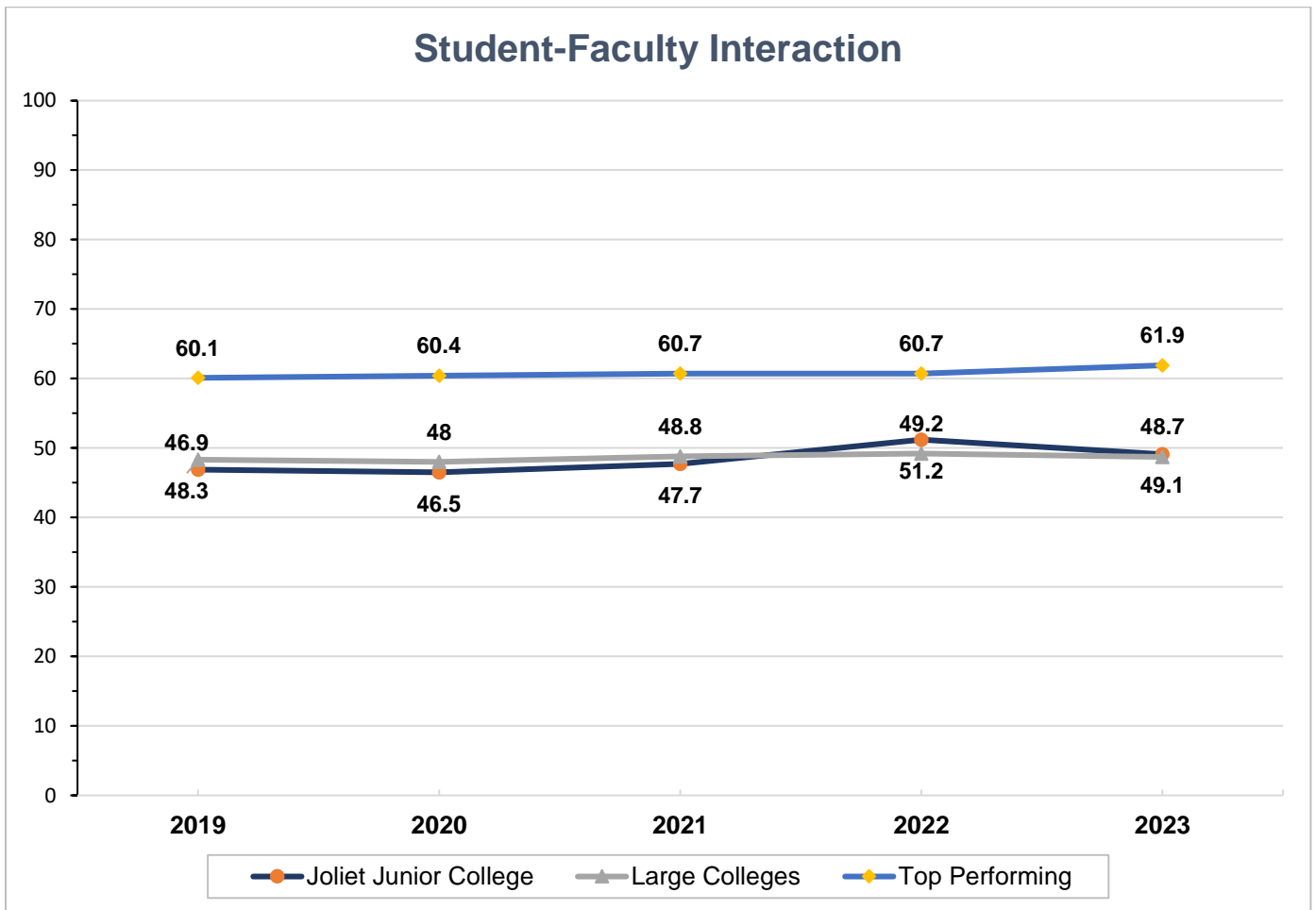
- 4o Frequency: Worked harder than you thought you could to meet an instructor's standards or expectations
- 5b Amount of emphasis in coursework: Analyzing the basic elements of an idea, experience, or theory
- 5c Amount of emphasis in coursework: Forming a new idea or understanding from various pieces of information
- 5d Amount of emphasis in coursework: Making judgments about the value or soundness of information, arguments, or methods
- 5e Amount of emphasis in coursework: Applying theories or concepts to practical problems or in new situations
- 5f Amount of emphasis in coursework: Using information you have read or heard to perform a new skill
- 6a Number of assigned textbooks, manuals, books, or packets of course readings
- 6c Number of written papers or reports of any length
- 7 Rate the extent to which your examinations have challenged you to do your best work
- 9a Amount of emphasis by college: Encouraging you to spend significant amounts of time studying



Student-Faculty Interaction

In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

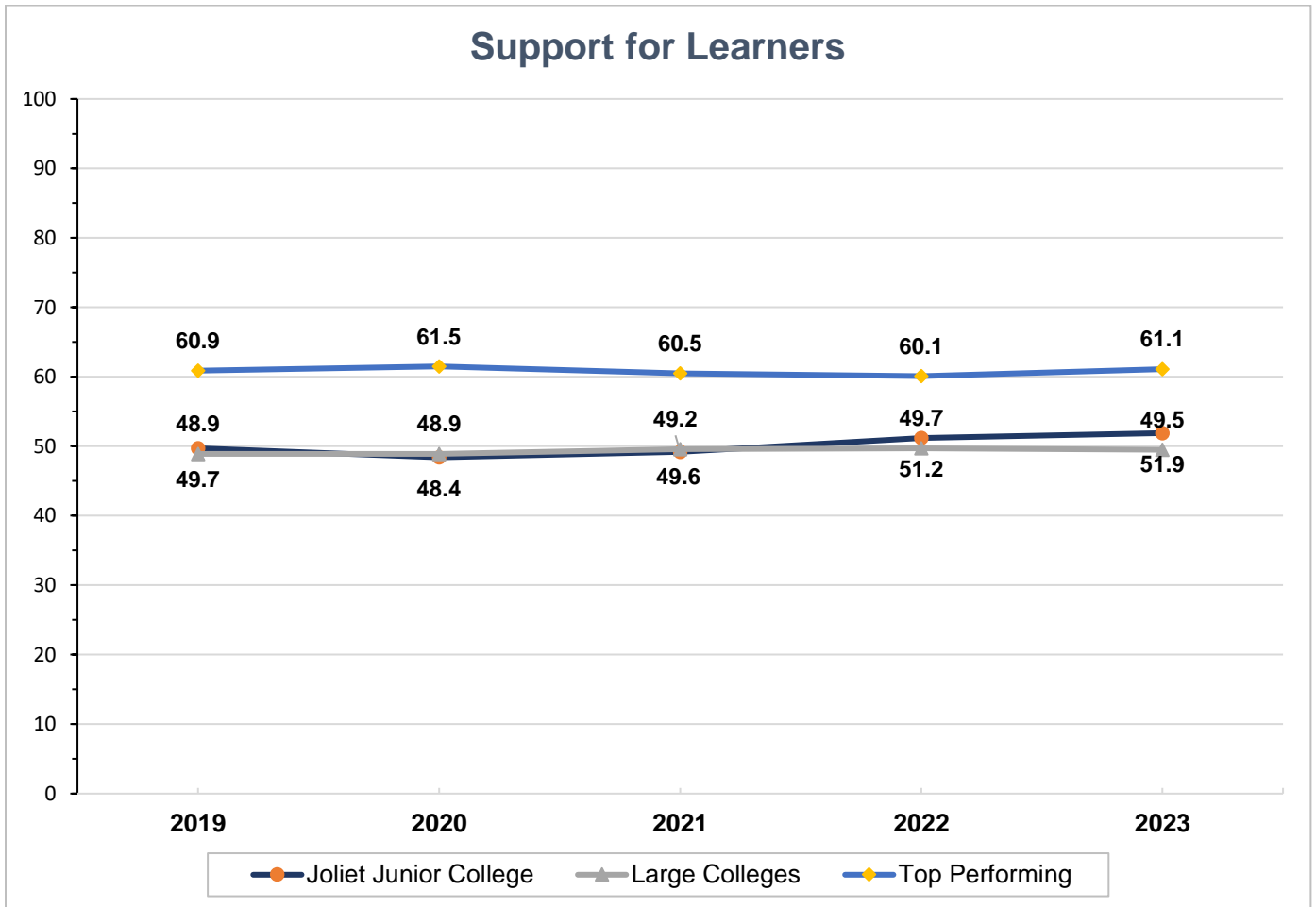
- 4j Frequency: Used e-mail to communicate with an instructor
- 4k Frequency: Discussed grades or assignments with an instructor
- 4l Frequency: Talked about career plans with an instructor or advisor
- 4m Frequency: Discussed ideas from your readings or classes with instructors outside of class
- 4n Frequency: Received prompt feedback (written or oral) from instructors on your performance
- 4p Frequency: Worked with instructors on activities other than coursework



Support for Learners

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.

- 9b Amount of emphasis by college: Providing the support you need to help you succeed at this college
- 9c Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- 9d Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.)
- 9e Amount of emphasis by college: Providing the support you need to thrive socially
- 9f Amount of emphasis by college: Providing the financial support you need to afford your education
- 12a1 Frequency of use: Academic advising/planning
- 12b1 Frequency of use: Career counseling

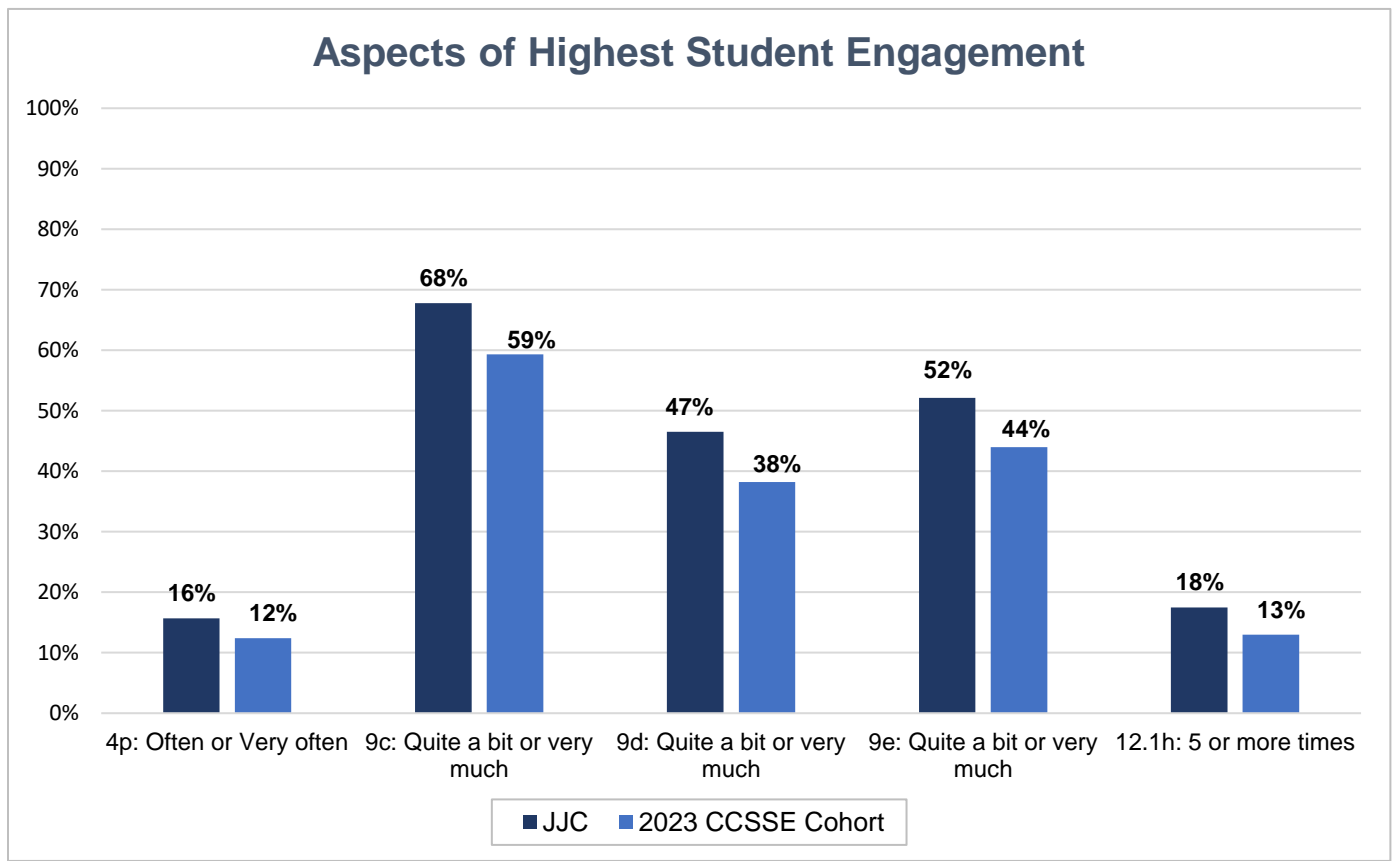


Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding CCSSE data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored most favorably and the five items on which the college scored least favorably relative to the 2022 CCSSE Cohort. The items highlighted below reflect the largest differences in mean scores between the institution and the 2022 CCSSE Cohort.

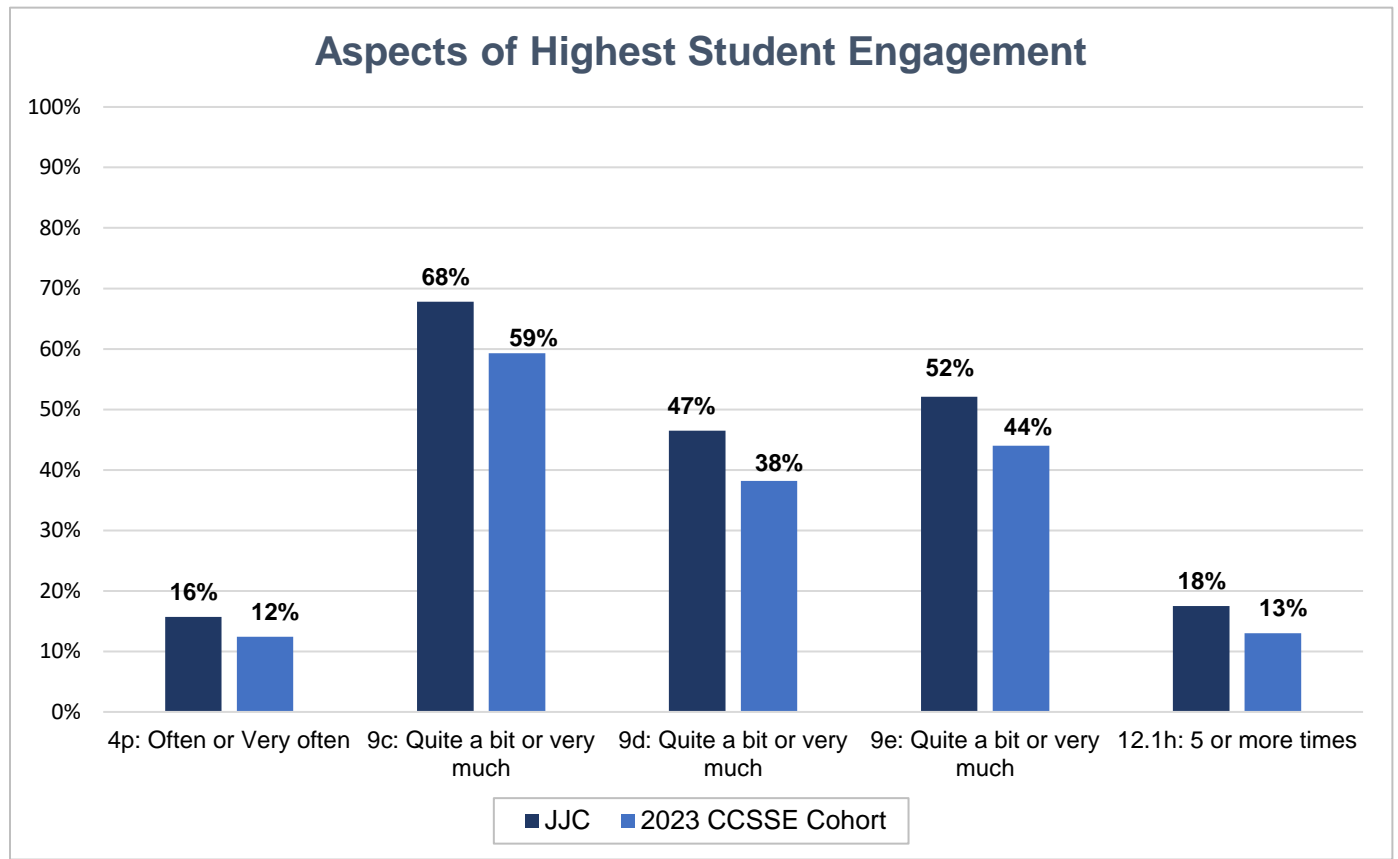
Below are the aggregated frequencies for the following items on which the college performed most favorably relative to the 2023 CCSSE Cohort.

Benchmark	Item #	Item
Student Faculty Interaction	4p	Worked with instructors on activities other than coursework
Support for Learners	9c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
Support for Learners	9d	Helping you cope with your non-academic responsibilities (work, family, etc)
Support for Learners	9e	Providing the support you need to thrive socially
Support for Learners	12.1h	Frequency: Computer lab



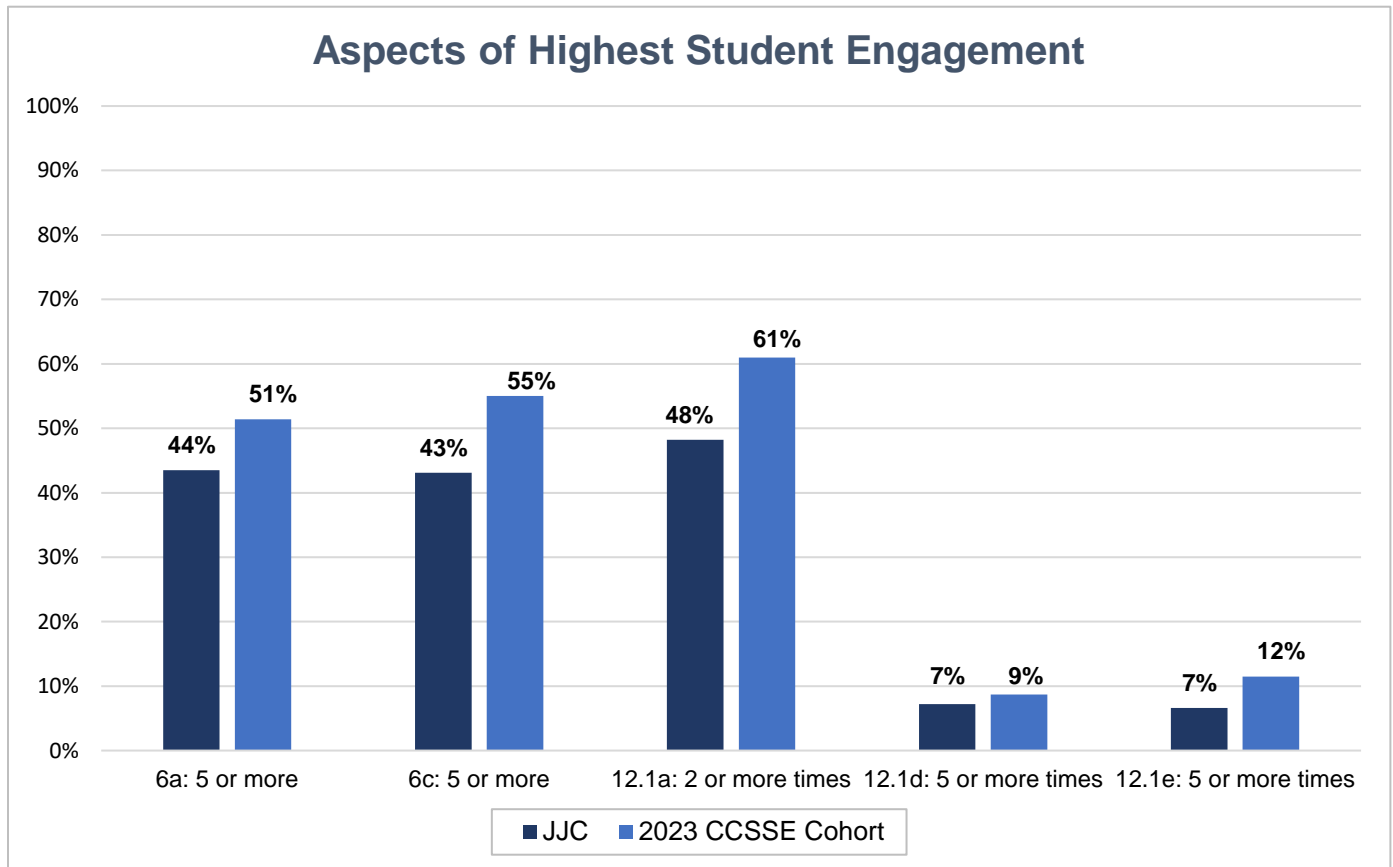
Below are the aggregated frequencies for the following items on which the college performed most favorably relative to the 2022 CCSSE Cohort.

Benchmark	Item #	Item
Student Faculty Interaction	4p	Worked with instructors on activities other than coursework
Student Effort	6b	Number of books read on your own (not assigned)
Support for Learners	9d	Helping you cope with your non-academic responsibilities (work, family, etc)
Student Effort	10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
Support for Learners	12.1b	Frequency: Career counseling



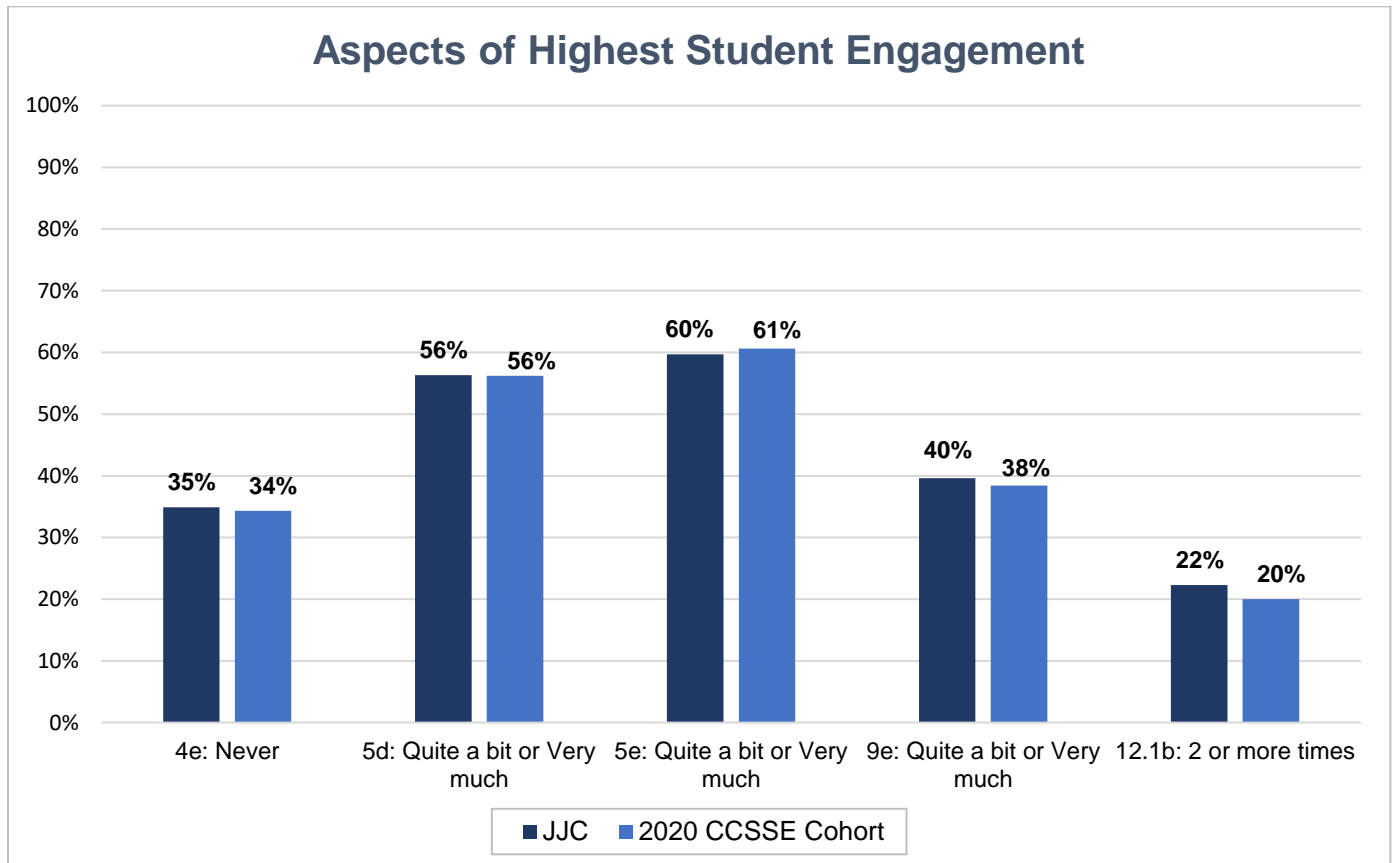
Below are the aggregated frequencies for the following items on which the college performed most favorably relative to the 2021 CCSSE Cohort.

Benchmark	Item #	Item
Student Effort	4e	Came to class without completing readings or assignments
Academic Challenge	4o	Worked harder than you thought you could to meet an instructor's standards for expectations
Academic Challenge	7	Extent: examinations challenged you to do your best work
Student Effort	10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
Support for Learners	12.1b	Frequency: Career counseling



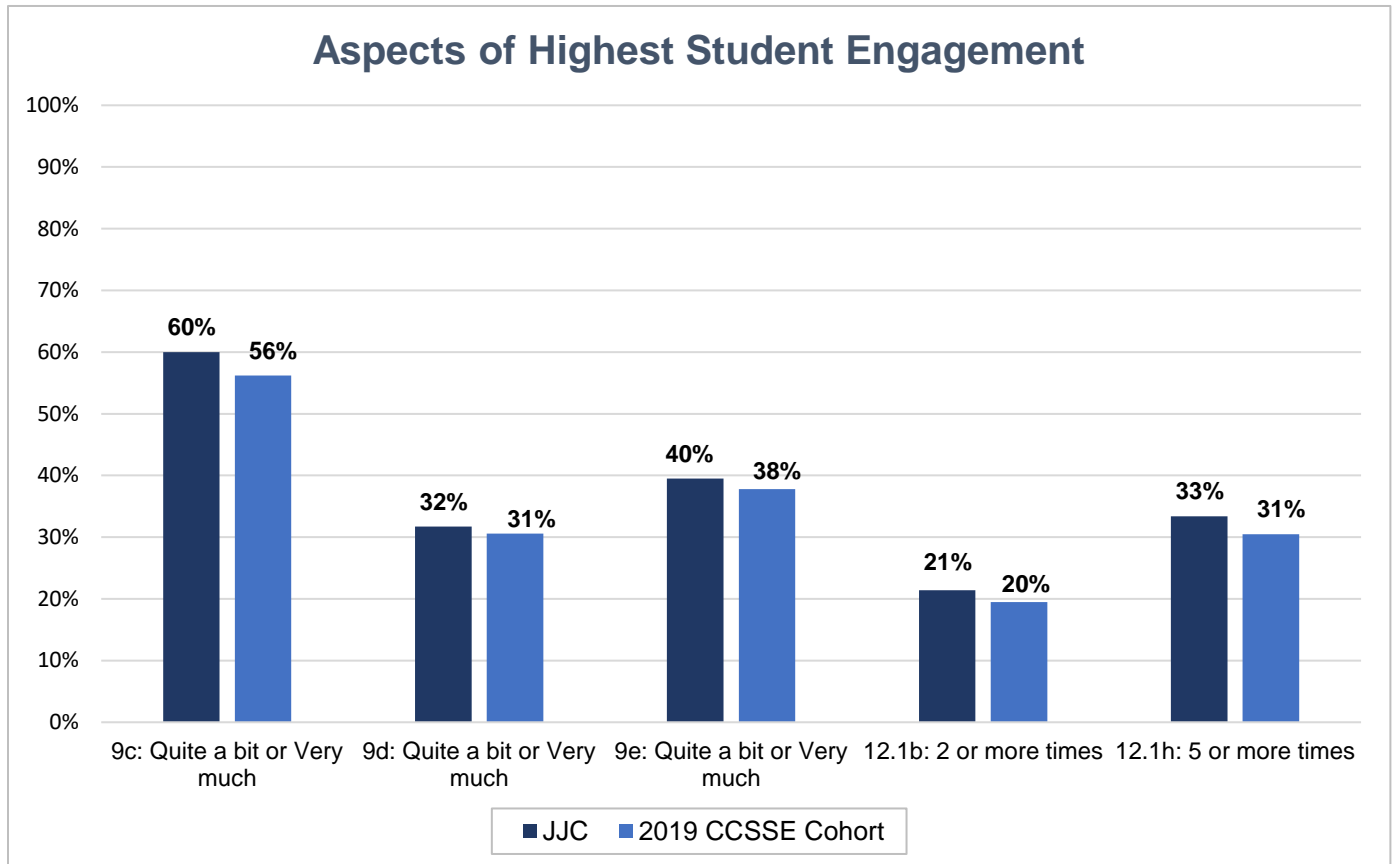
Below are the aggregated frequencies for the following items on which the college performed most favorably relative to the 2020 CCSSE Cohort.

Benchmark	Item #	Item
Student Effort	4e	Came to class without completing readings or assignments
Academic Challenge	5d	Making judgments about the value or soundness of information, arguments, or methods
Academic Challenge	5e	Applying theories or concepts to practical problems or in new situations
Support for Learners	9e	Providing the support you need to thrive socially
Support for Learners	12.1b	Frequency: Career counseling



Below are the aggregated frequencies for the following items on which the college performed most favorably relative to the 2019 CCSSE Cohort.

Benchmark	Item #	Item
Support for Learners	9c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
Support for Learners	9d	Helping you cope with your non-academic responsibilities (work, family, etc.)
Support for Learners	9e	Providing the support you need to thrive socially
Support for Learners	12.1b	Frequency: Career counseling
Student Effort	12.1h	Frequency: Computer lab

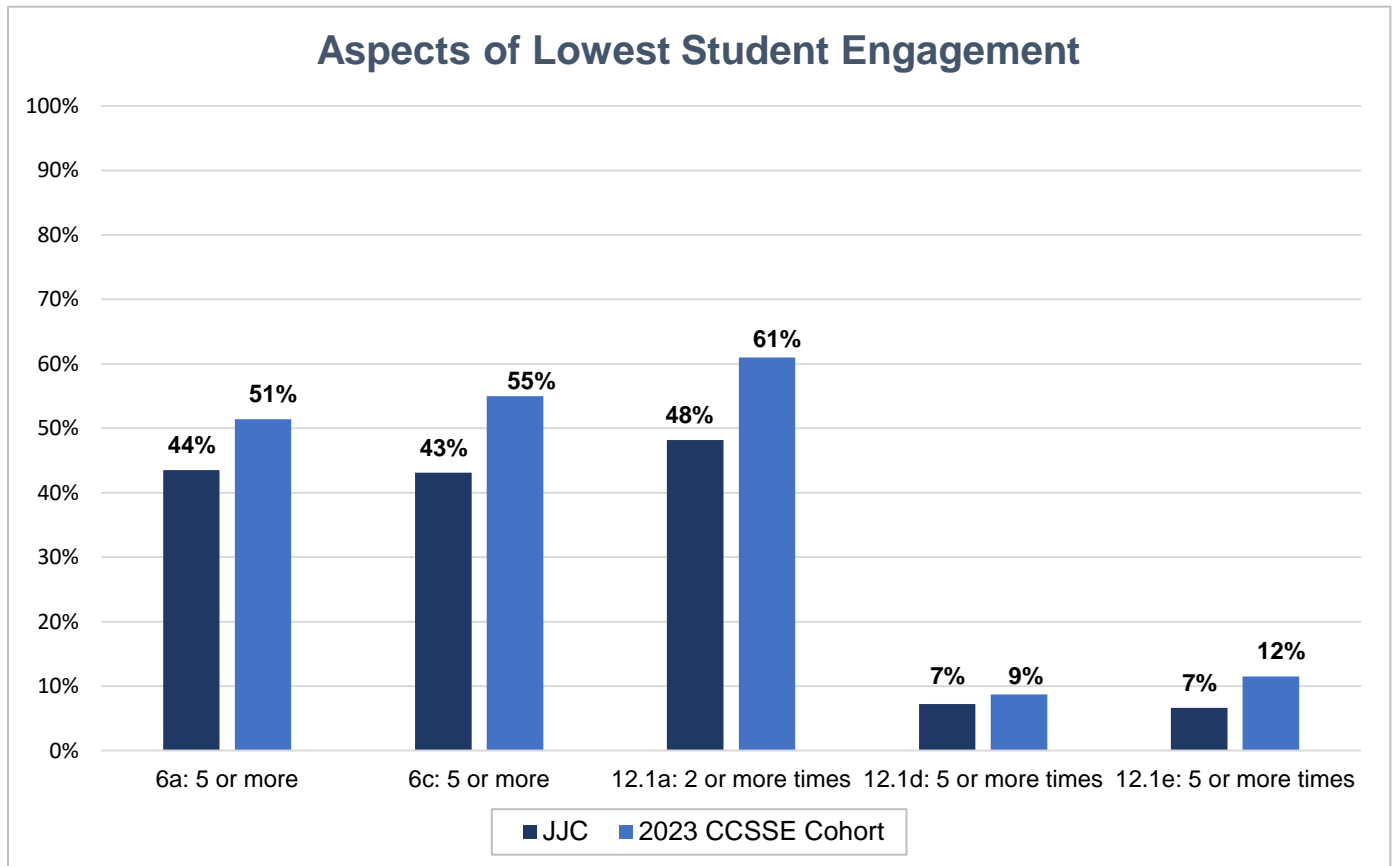


Aspects of Lowest Student Engagement

This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored least favorably relative to the 2023 CCSSE Cohort. The items highlighted below reflect the largest differences in mean scores between the institution and the 2023 CCSSE Cohort.

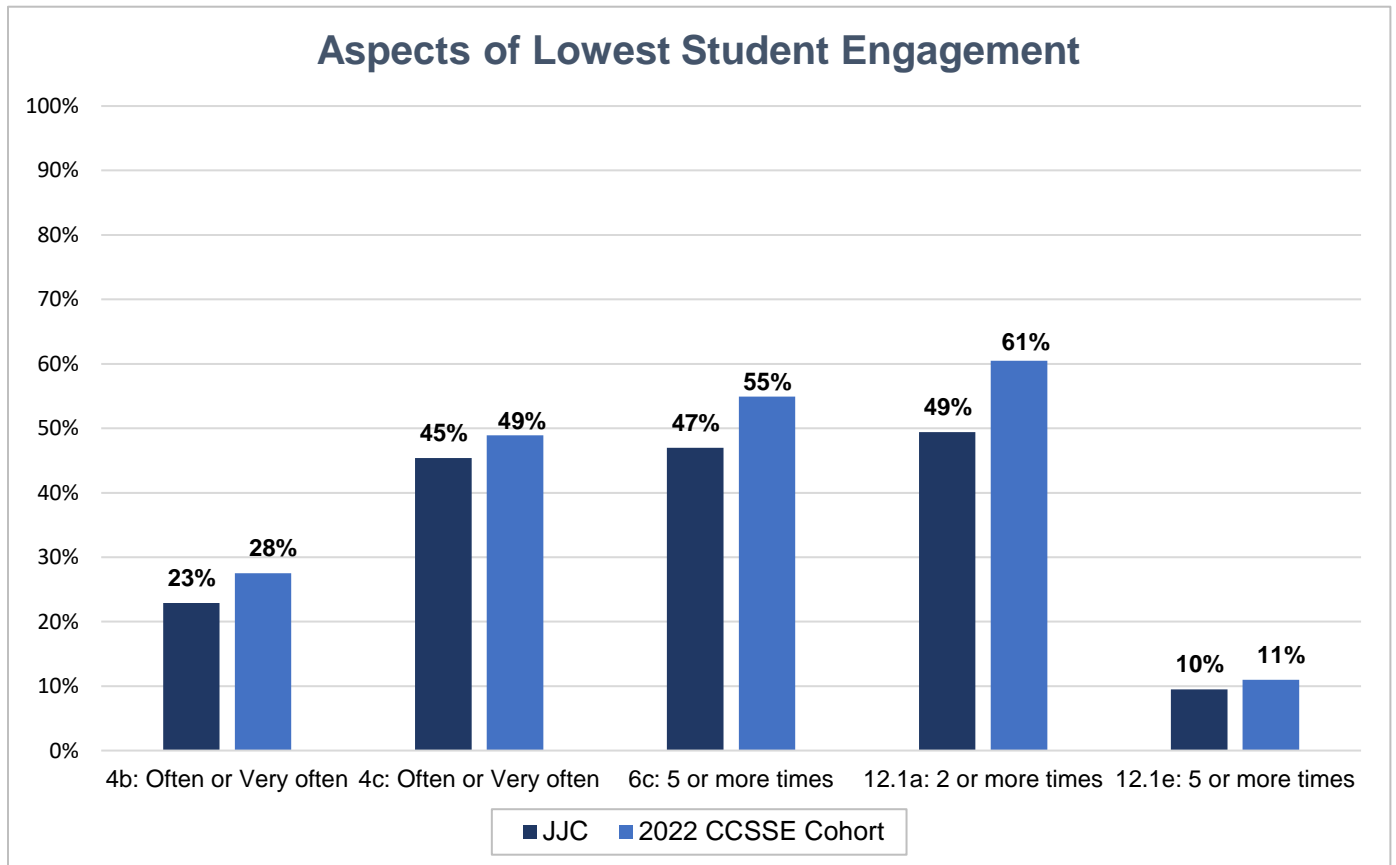
Below are the aggregated frequencies for the following items on which the college performed least favorably relative to the 2023 CCSSE Cohort.

Benchmark	Item #	Item
Academic Challenge	6a	Number of assigned textbooks, manuals, books, or book-length packs of course readings
Academic Challenge	6c	Number of written papers or reports of any length
Support for Learners	12.1a	Frequency: Academic advising/planning
Student Effort	12.1d	Frequency: Peer or other tutoring
Student Effort	12.1e	Frequency: Skill labs (writing, math, etc.)



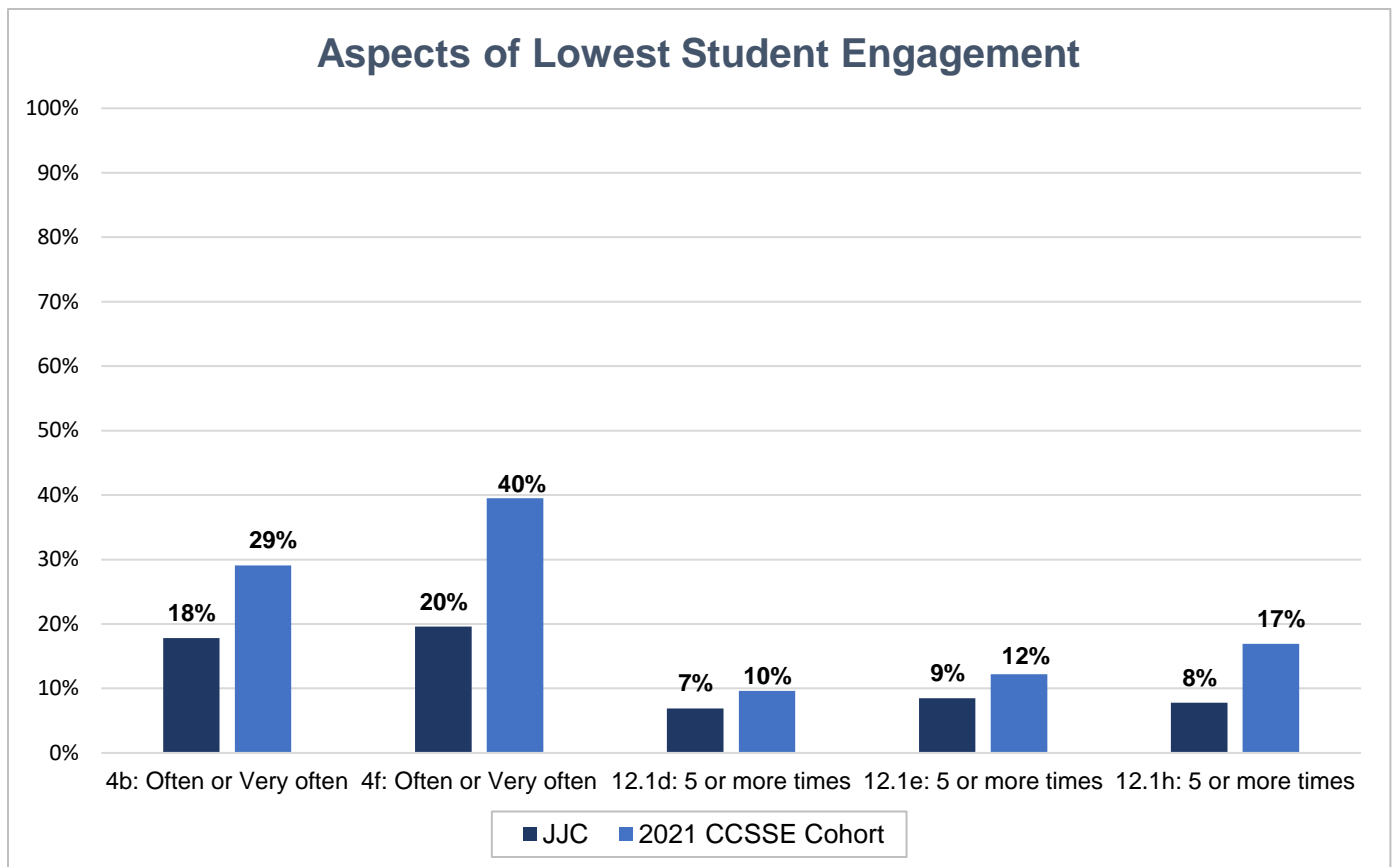
Below are the aggregated frequencies for the following items on which the college performed least favorably relative to the 2022 CCSSE Cohort.

Benchmark	Item #	Item
Active and Collaborative Learning	4b	Made a class presentation
Student Effort	4c	Prepared two or more drafts of a paper or assignment before turning it in
Academic Challenge	6c	Number of written papers or reports of any length
Support for Learners	12.1a	Frequency: Academic advising/planning
Student Effort	12.1e	Frequency: Skill labs (writing, math, etc.)



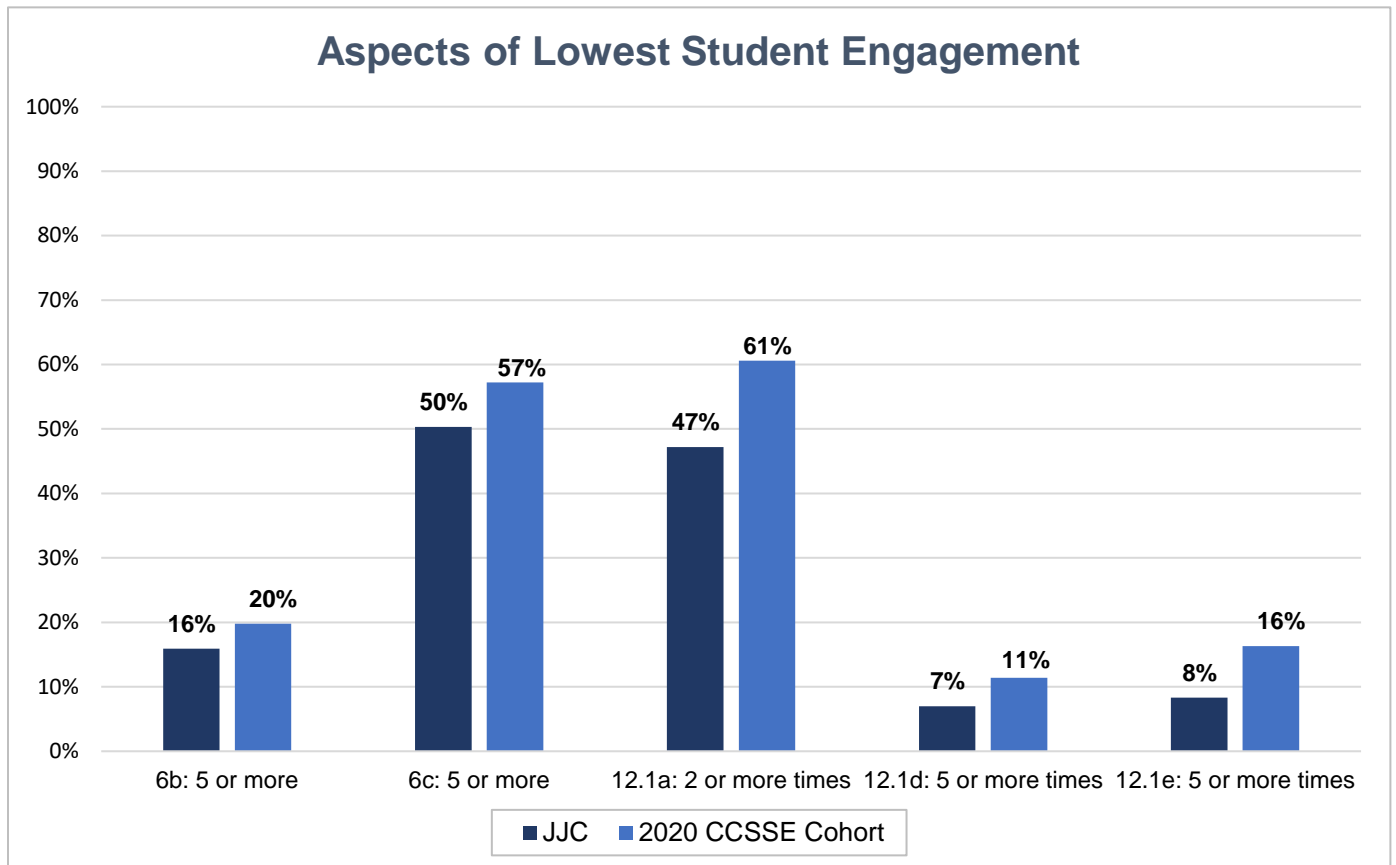
Below are the aggregated frequencies for the following items on which the college performed least favorably relative to the 2021 CCSSE Cohort.

Benchmark	Item #	Item
Active and Collaborative Learning	4b	Made a class presentation
Active and Collaborative Learning	4f	Worked with other students on projects during class
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



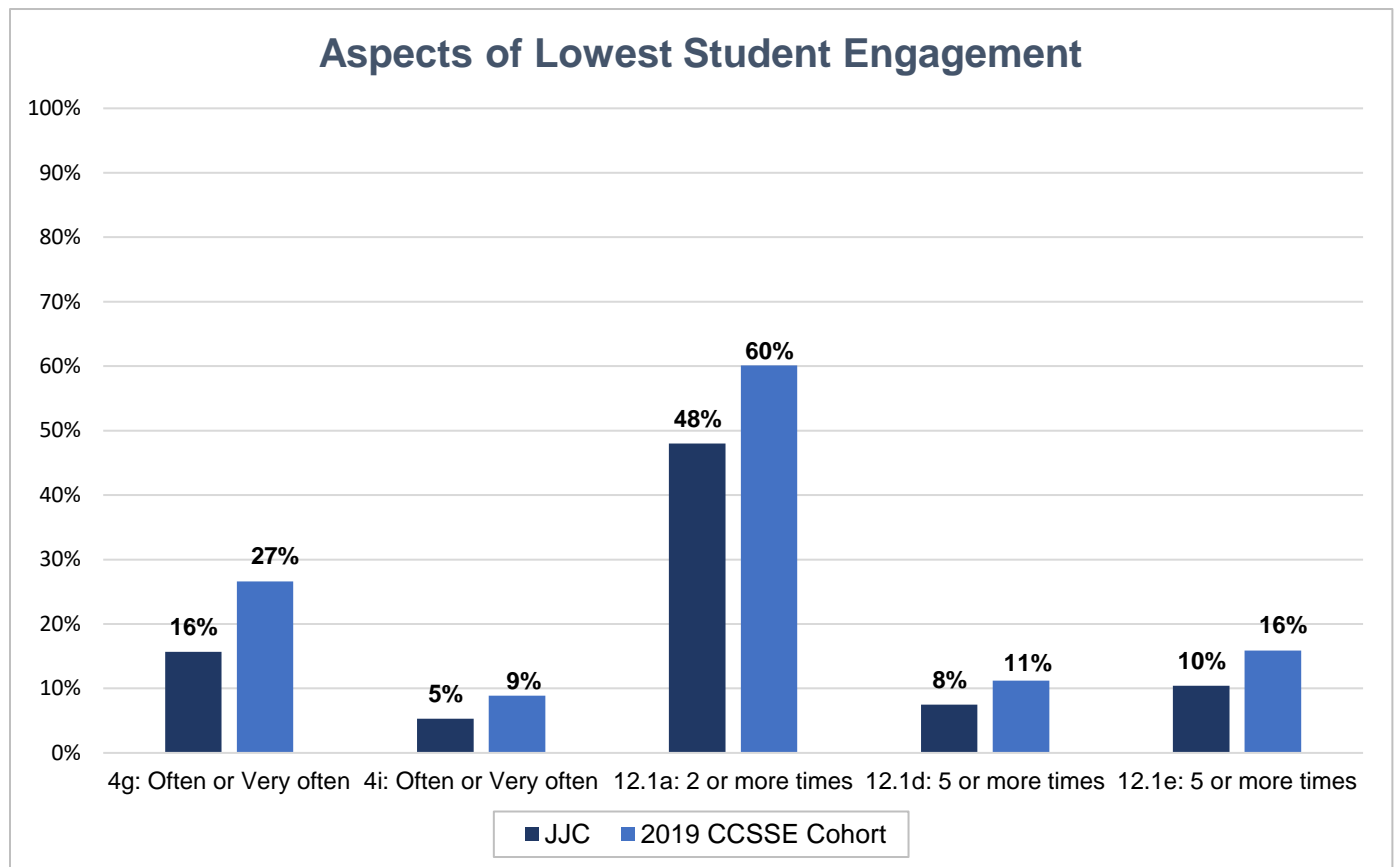
Below are the aggregated frequencies for the following items on which the college performed least favorably relative to the 2020 CCSSE Cohort.

Benchmark	Item #	Item
Student Effort	6b	Number of books read on your own (not assigned)
Academic Challenge	6c	Number of written papers or reports of any length
Support for Learners	12.1a	Frequency: Academic advising/planning
Student Effort	12.1d	Frequency: Peer or other tutoring
Student Effort	12.1e	Frequency: Skill labs (writing, math, etc.)



Below are the aggregated frequencies for the following items on which the college performed least favorably relative to the 2019 CCSSE Cohort.

Benchmark	Item #	Item
Active and Collaborative Learning	4g	Worked with classmates outside of class to prepare class assignments
Active and Collaborative Learning	4i	Participated in a community-based project as part of a regular course
Support for Learners	12.1a	Frequency: Academic advising/planning
Student Effort	12.1d	Frequency: Peer or other tutoring
Student Effort	12.1e	Frequency: Skill labs (writing, math, etc.)



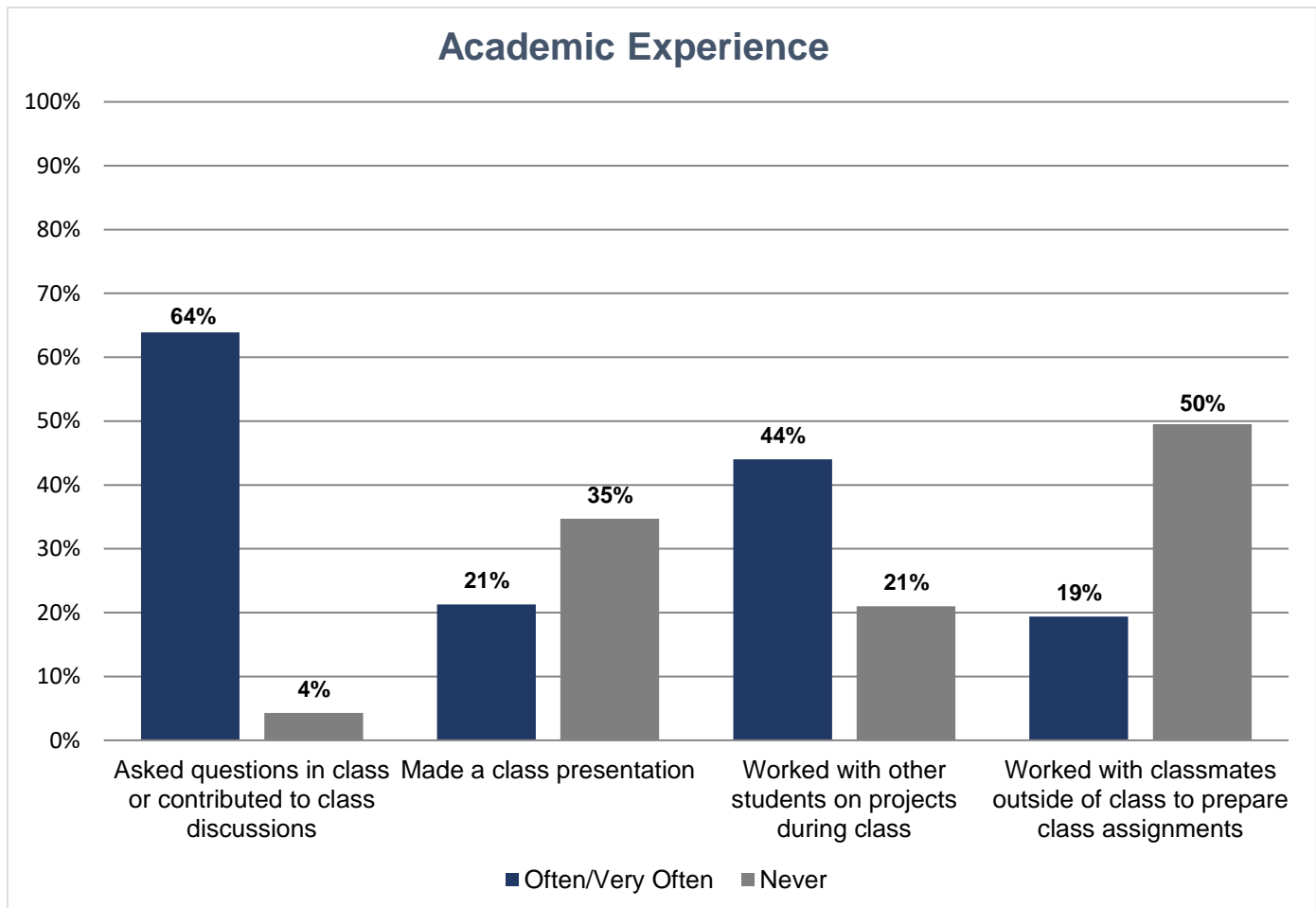
Selected Finding

Academic Experience

A positive academic experience is a product of many ingredients, one of which is the amount of time and energy students invest in their academic work. CCSSE asks students to respond to several survey items in order to gauge how actively they are involved in their education. Students are given the opportunity to mark *very often*, *often*, *sometimes*, or *never* in response to items such as the following:

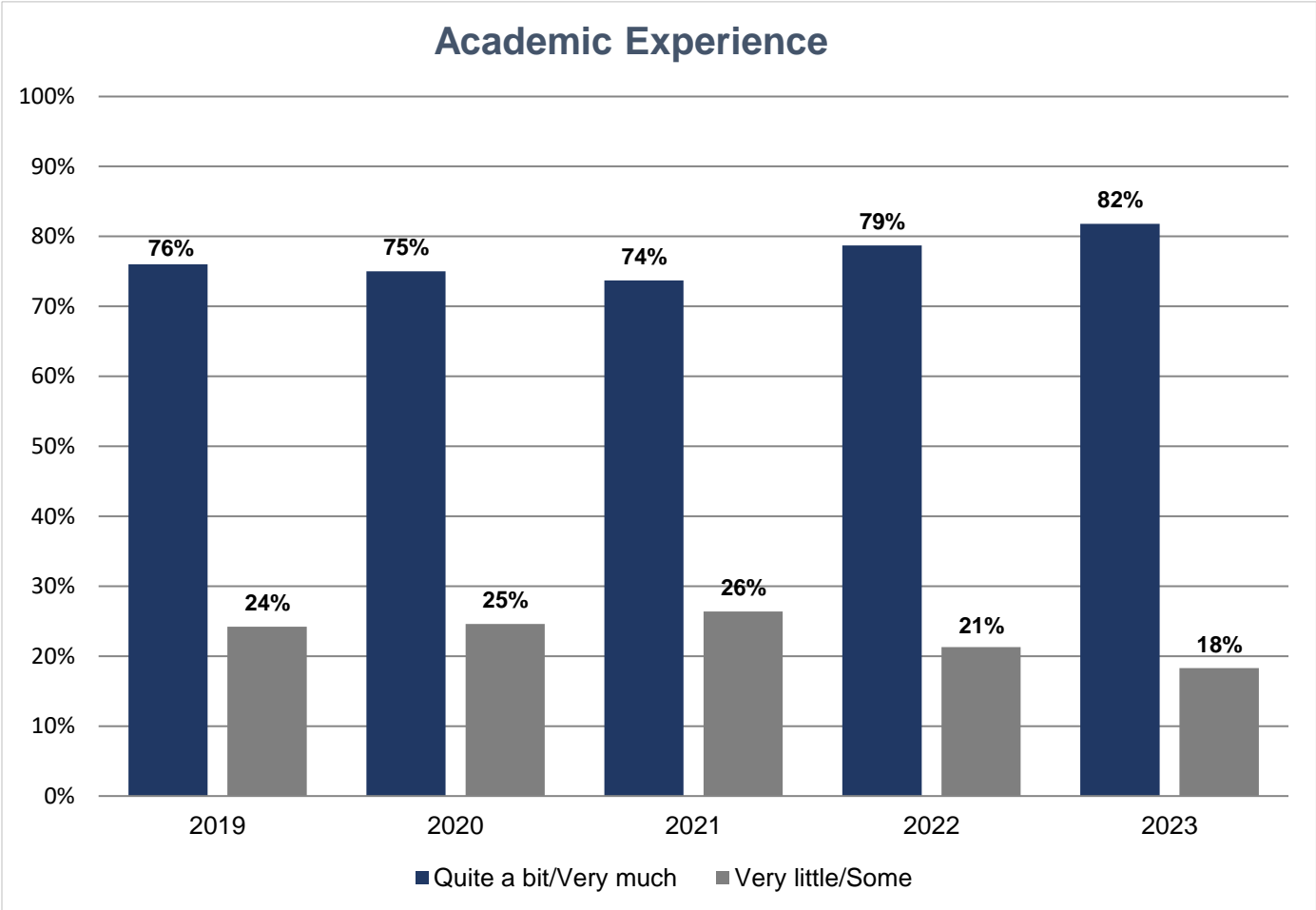
- Item 4a—Asked questions in class or contributed to class discussions
- Item 4b—Made a class presentation
- Item 4f—Worked with other students on projects during class
- Item 4g—Worked with classmates outside of class to prepare assignments

While some students are highly involved in their academic experience (those who marked *often* or *very often*), others are less engaged, as illustrated by their responses of *never*, as displayed in the following graph.



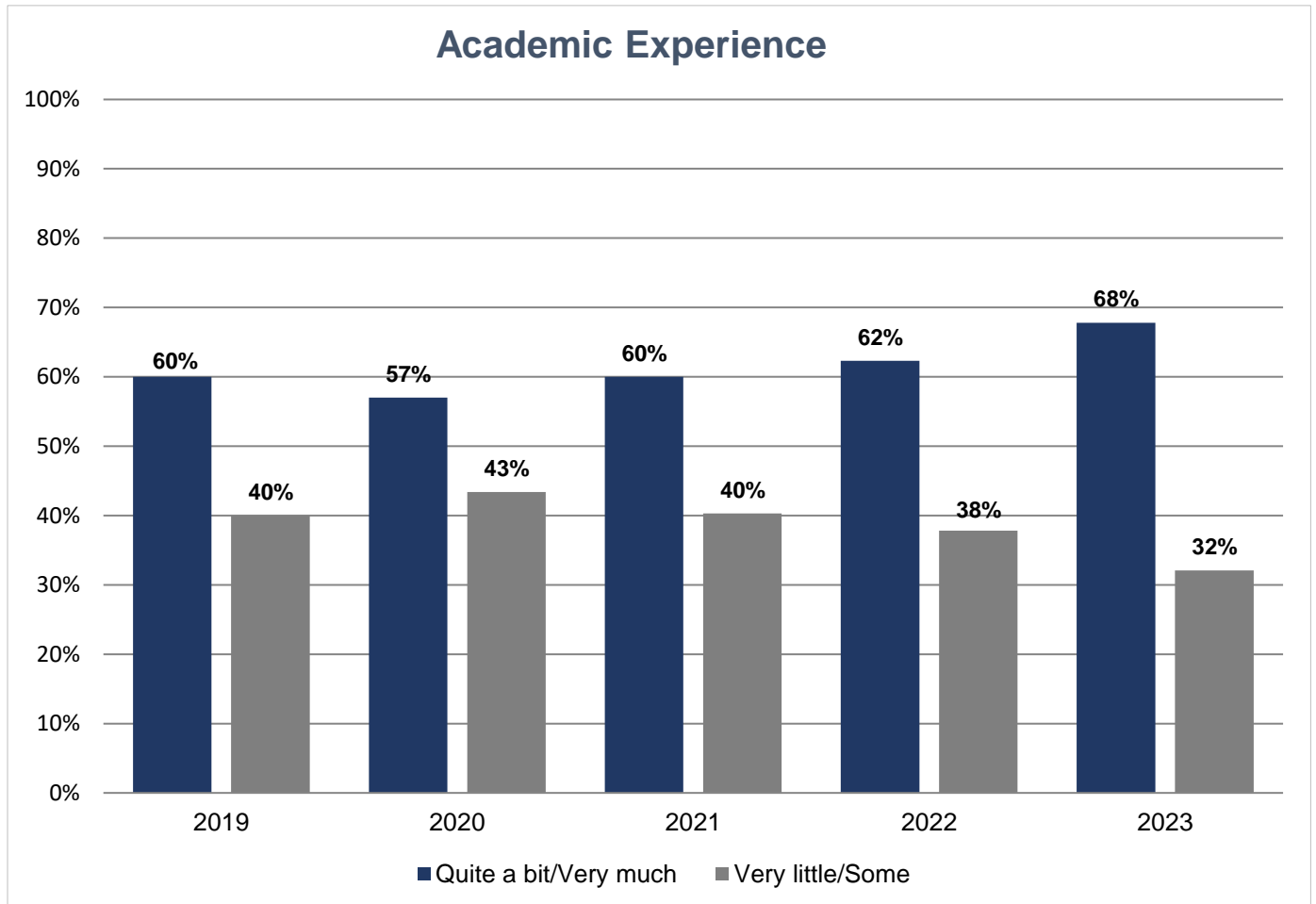
While some students feel highly supported by their college in their academic journey (those who marked *quite a bit* or *very much*), others feel less supported, as illustrated by their responses of *very little* or *some*, as displayed in the following graph.

- Item 9b. Amount of emphasis by college: Providing the support you need to help you succeed at this college



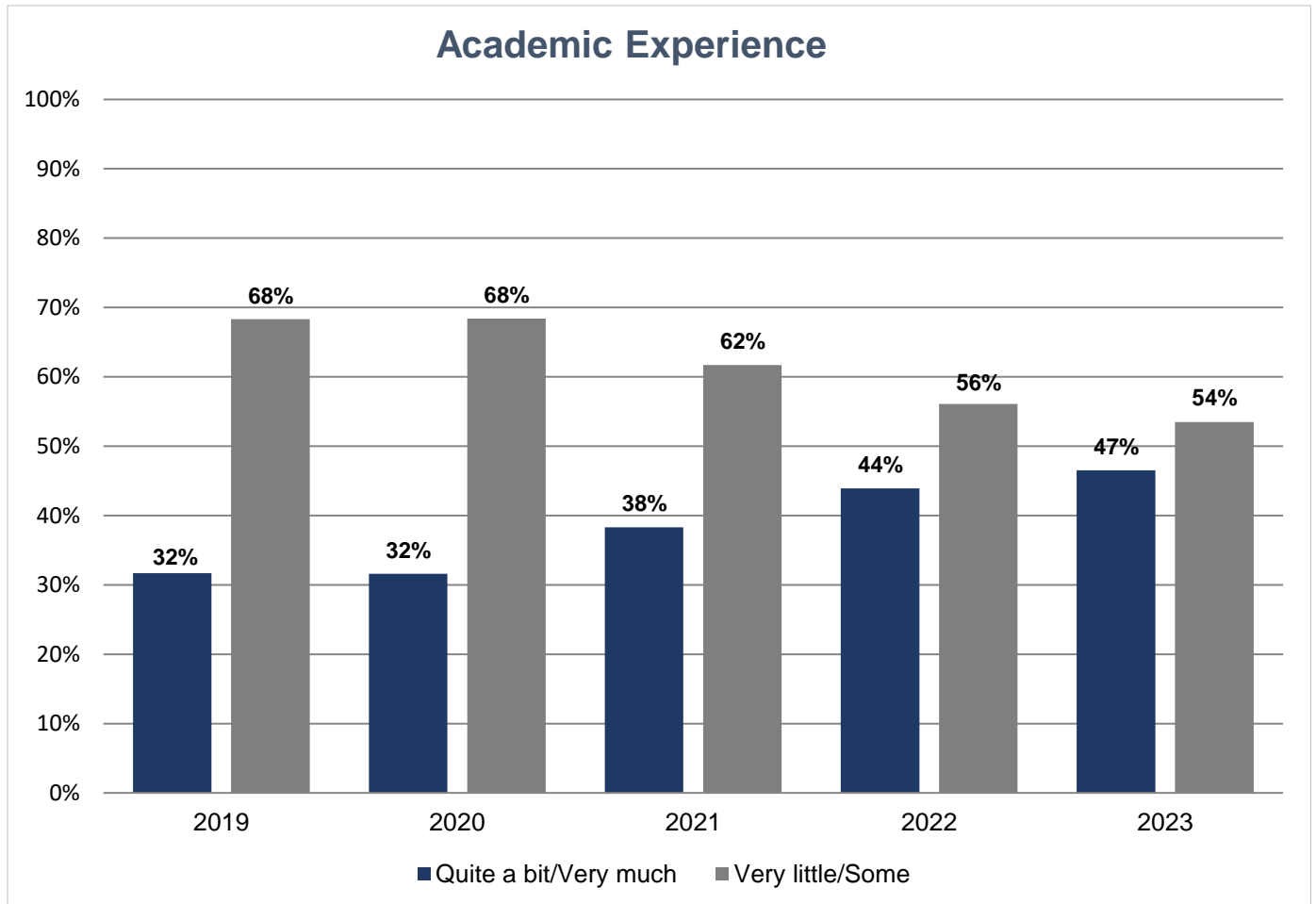
While some students feel highly supported by their college in their social interactions among peers (those who marked *quite a bit* or *very much*), others feel less supported, as illustrated by their responses of *very little* or *some*, as displayed in the following graph.

- Item 9c. Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds



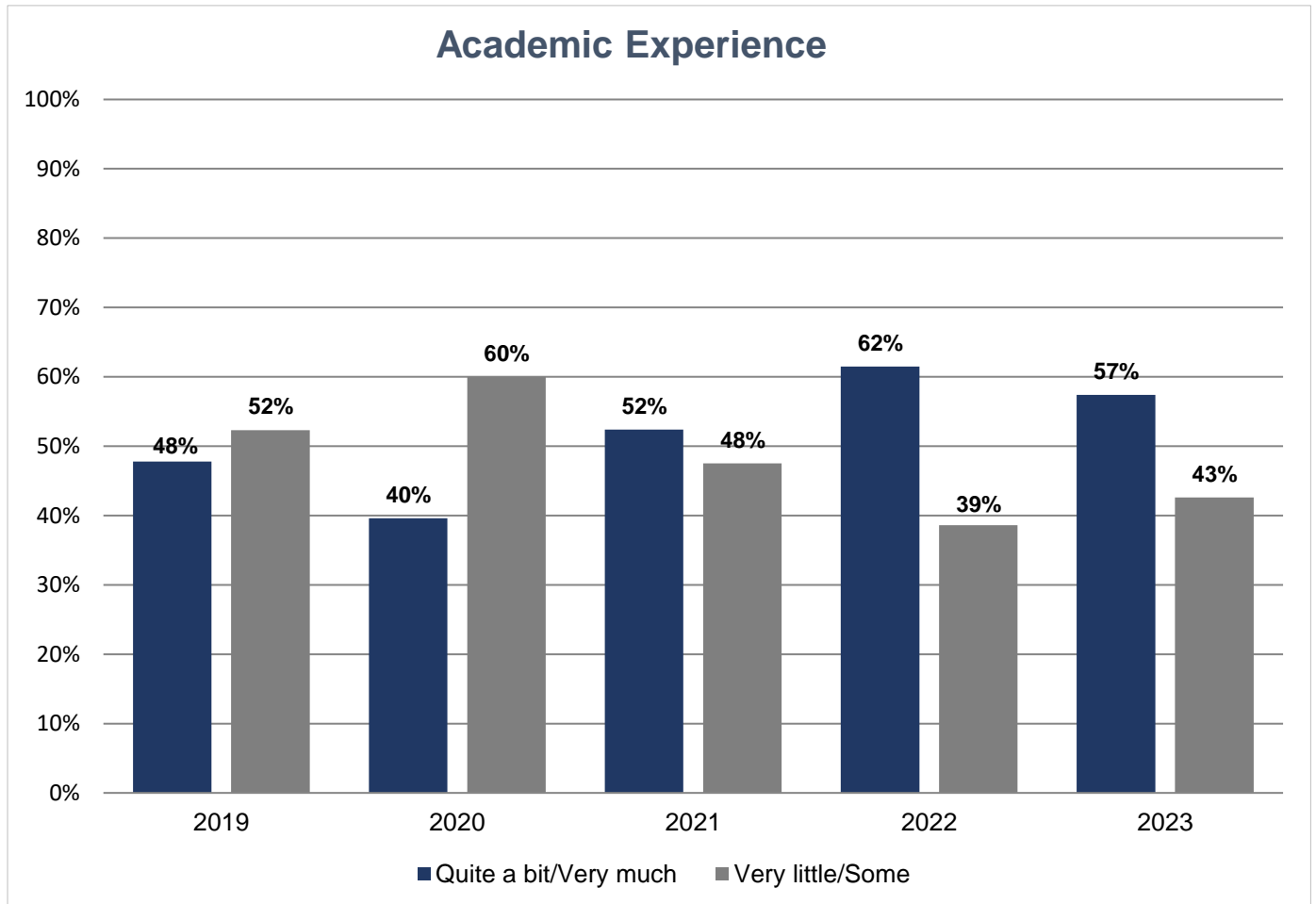
While some students feel highly supported by their college in their personal responsibilities (those who marked *quite a bit* or *very much*), others feel less supported, as illustrated by their responses of *very little* or *some*, as displayed in the following graph.

- Item 9d. Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.)



While some students feel highly supported by their college financially (those who marked *quite a bit* or *very much*), others feel less supported, as illustrated by their responses of *very little* or *some*, as displayed in the following graph.

- Item 9f. Amount of emphasis by college: Providing the financial support you need to afford your education

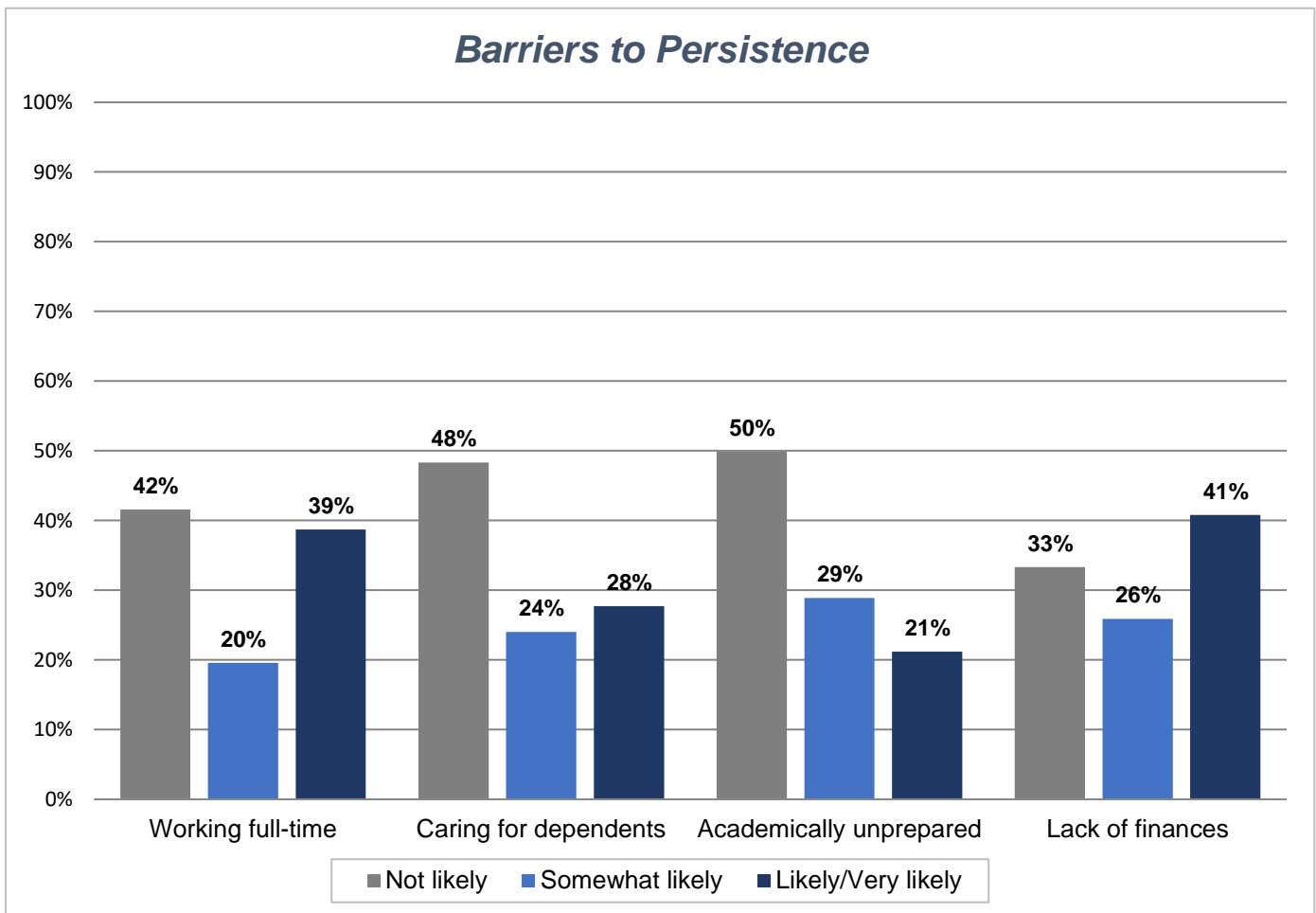


Barriers to Persistence

Research indicates that there are several factors that put undergraduate students at risk of not attaining their educational goals. Community college students generally are three to four times more likely to reflect those factors than are their counterparts in four-year colleges and universities. Students are given the opportunity to mark *not likely*, *somewhat likely*, *likely* or *very likely* in response to: How likely is it that the following issues would cause you to withdraw from class or from this college?

- Item 23a - Working full-time
- Item 23b – Caring for dependents
- Item 23c – Academically unprepared
- Item 23d – Lack of finances

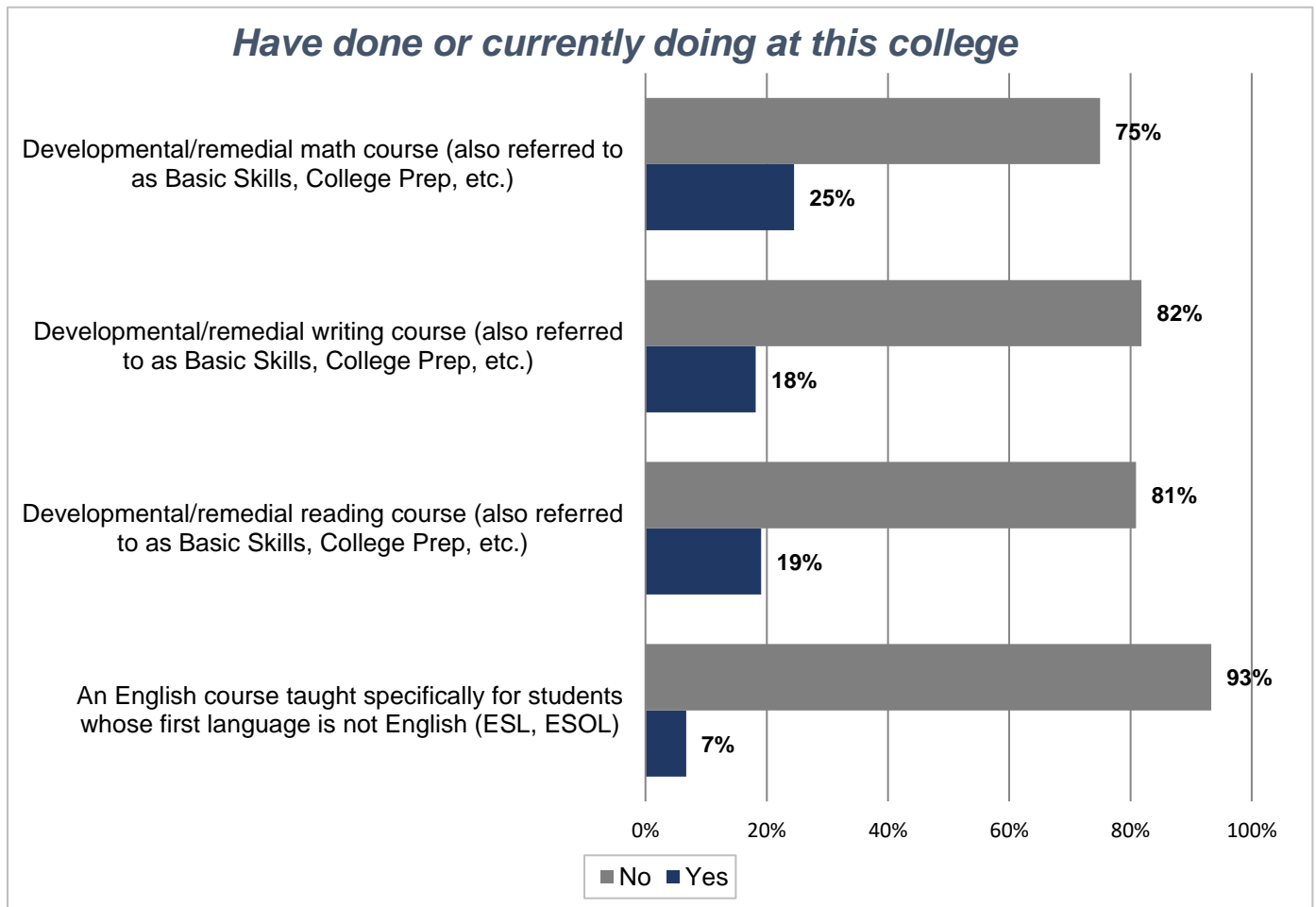
Two of the largest concerns towards student persistence are family and finances. While some students go to school full time without the responsibility of a full time job or family obligations, other students will oftentimes work full-time jobs and have family responsibilities during their tenure as a student, as displayed in the following graphs.



Developmental Education & ESL

National research indicates that less than half of high school students graduate with the skills they need to be successful in college. Community colleges like ours, moreover, serve large numbers of older students who may need refresher courses (or additional training) and students who may need English language instruction or other types of special support. Therefore, it isn't surprising that significant numbers of our students may need some level of developmental education. Students are given the opportunity to mark *yes* or *no* in response to which of the following items they have done, or are currently doing at this college:

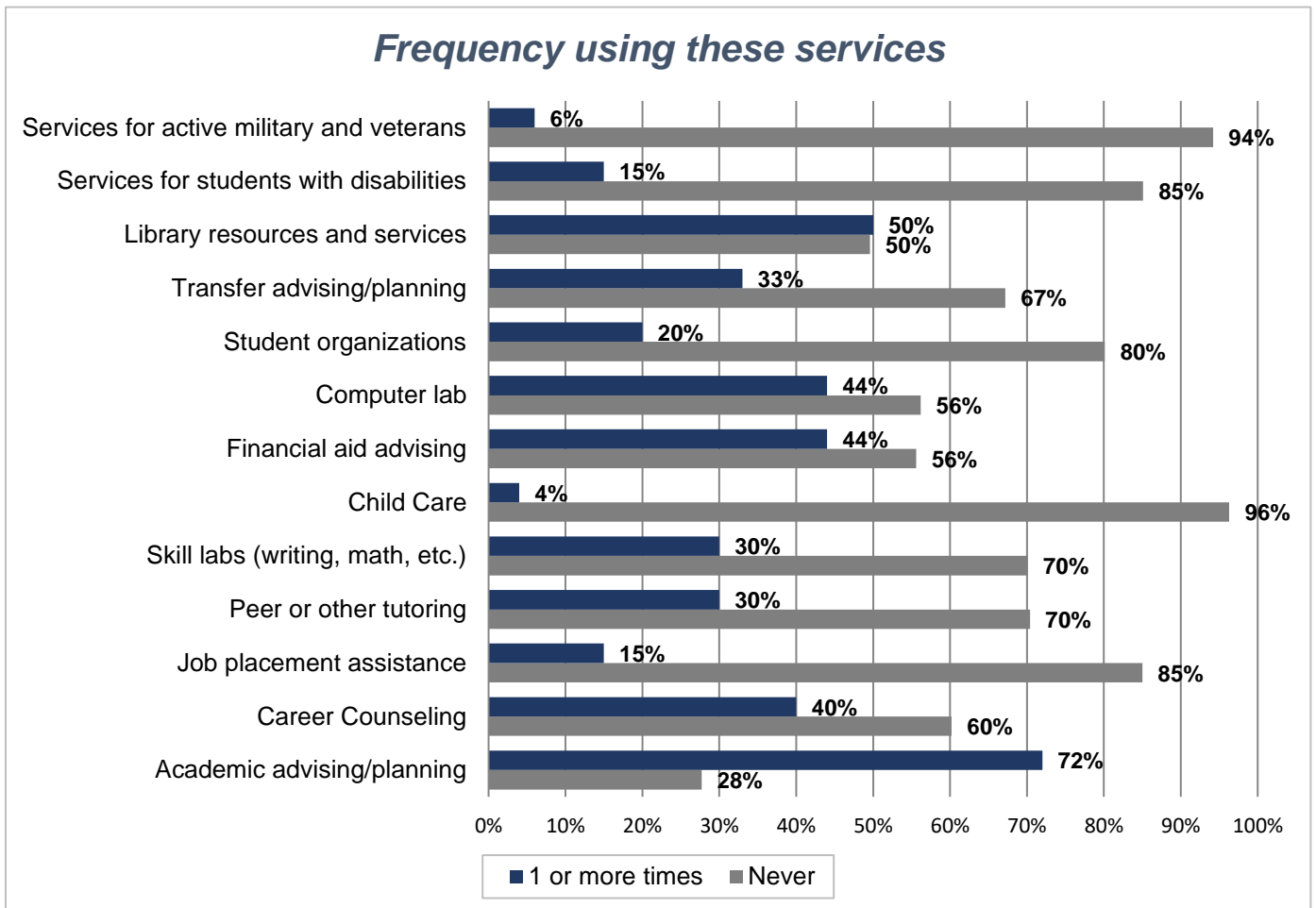
- Item 8b—An English course taught specifically for students whose first language is not English (ESL, ESOL)
- Item 8c—Developmental/remedial reading course (also referred to as Basic Skills, College Prep, etc.)
- Item 8d—Developmental/remedial writing course (also referred to as Basic Skills, College Prep, etc.)
- Item 8e—Developmental/remedial math course (also referred to as Basic Skills, College Prep, etc.)



Student Support Services

CCSSE asks students to indicate whether they have used the various student services provided by Joliet Junior College. Students are given the opportunity to mark *never*, *1 time*, *2-4 times*, or *5 or more times* in response to the following services:

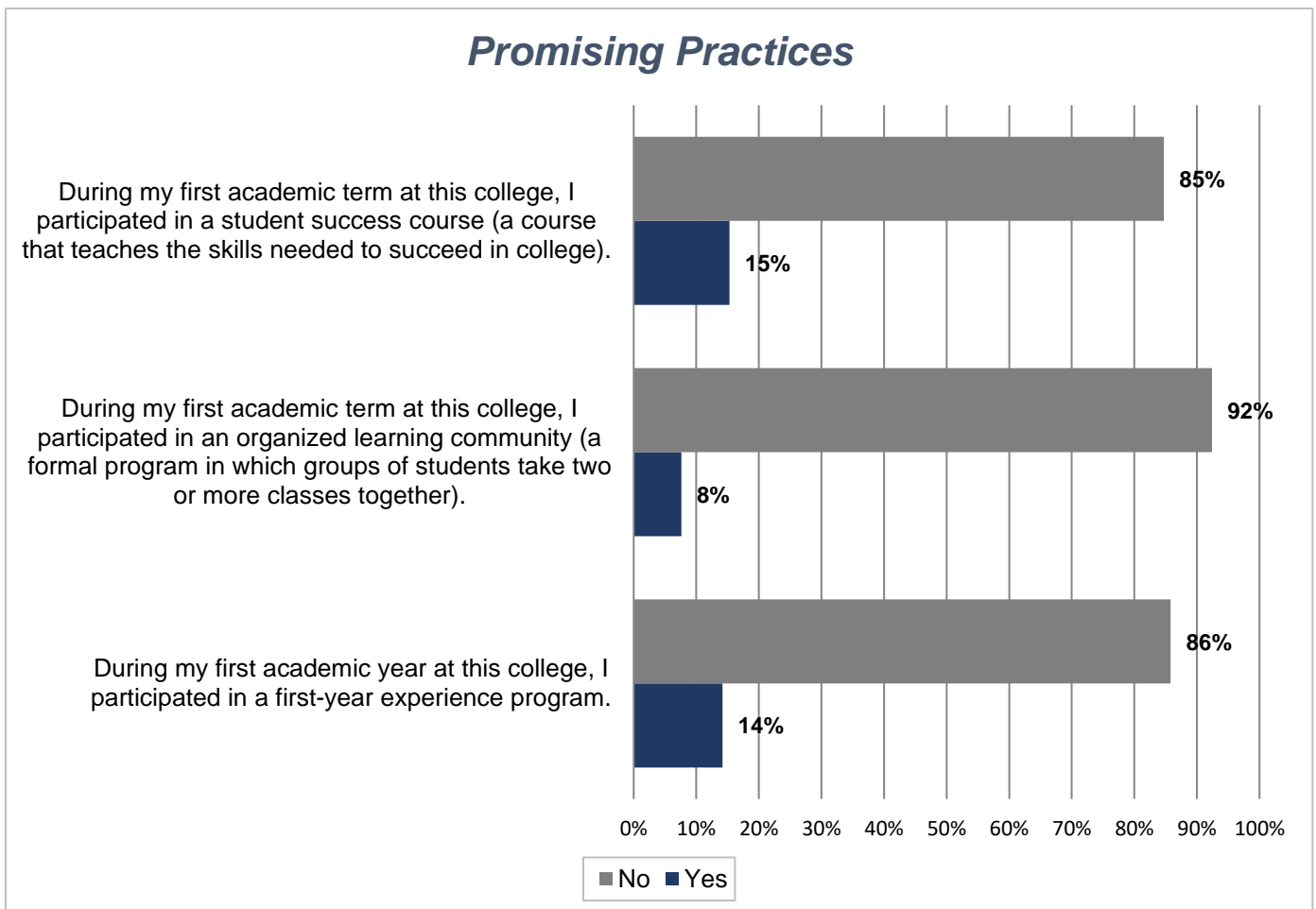
- Item 12.1a—Academic advising/planning?
- Item 12.1b —Career counseling?
- Item 12.1c —Job placement assistance?
- Item 12.1d—Peer or other tutoring?
- Item 12.1e—Skill labs (writing, math, etc.)?
- Item 12.1f—Child care?
- Item 12.1g—Financial aid advising?
- Item 12.1h—Computer lab?
- Item 12.1i—Student organizations?
- Item 12.1j—Transfer advising/planning?
- Item 12.1k—Library resources and services?
- Item 12.1l—Services for students with disabilities?
- Item 12.1m—Services for active military and veterans?



Promising Practices

CCSSE asks students to respond to survey items in order to better understand students' experience with practices that are part of the collegiate learning experiences that attend to students' needs from their first interactions with the college through the successful completion of their first academic term and beyond. Students are given the opportunity to mark *yes* or *no* in response to which of the following items they have done at this college:

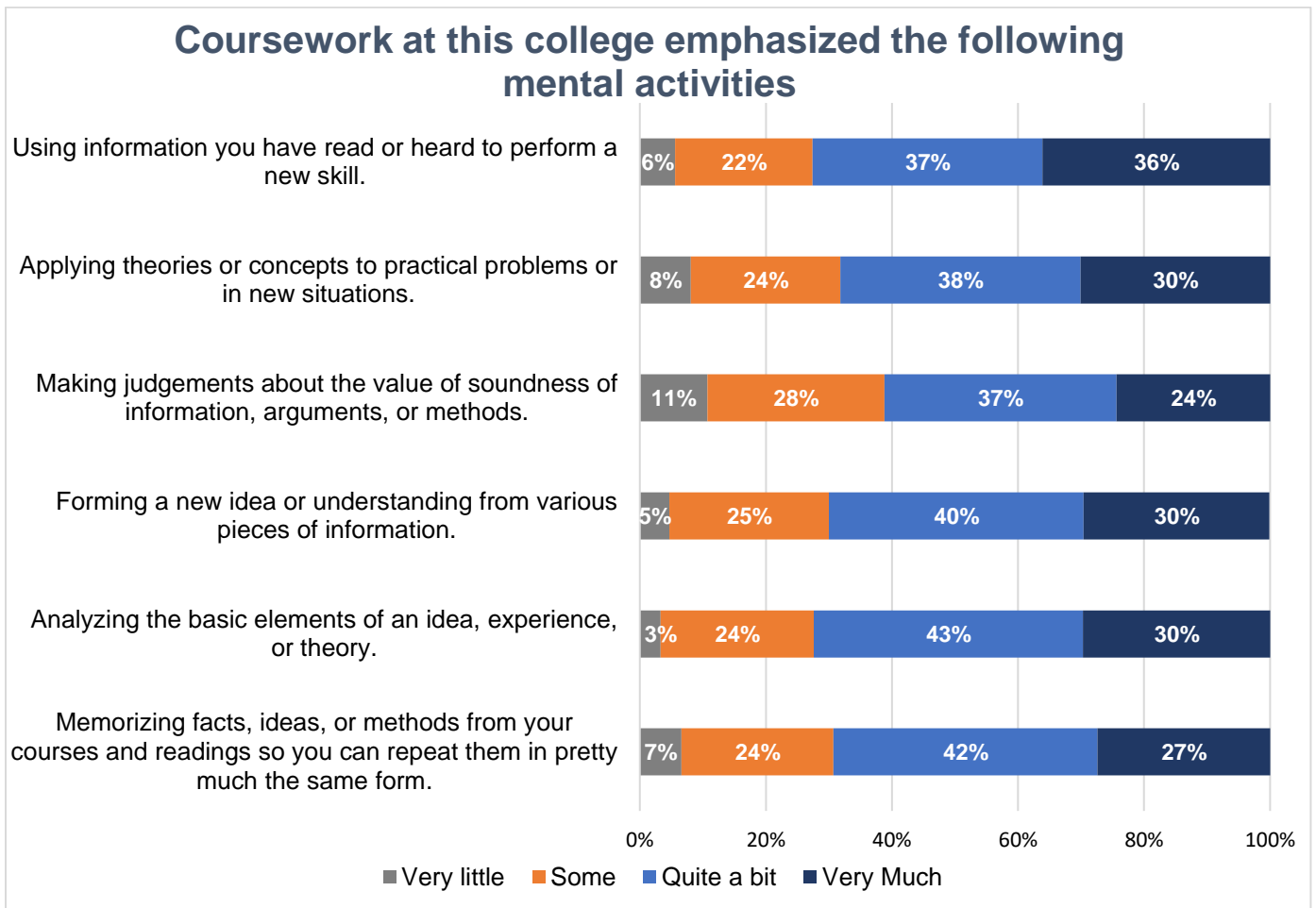
- Item 15—During my first academic year at this college, I participated in a first-year experience program.
- Item 16—During my first academic term at this college, I participated in an organized learning community (a formal program in which groups of students take two or more classes together).
- Item 17—During my first academic term at this college, I participated in a student success course (a course that teaches the skills needed to succeed in college).



Student Learning

CCSSE asks students to respond to survey items in order to determine if the Colleges' institutional practices are positively related to student learning, where the most effective learning experiences will be those the college intentionally designs. Students are given the opportunity to mark *Very little*, *Some*, *Quite a bit*, or *Very much* in response to how much their coursework at this college emphasized the following mental activities:

- Item 5a—Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form.
- Item 5b—Analyzing the basic elements of an idea, experience, or theory.
- Item 5c—Forming a new idea or understanding from various pieces of information.
- Item 5d—Making judgements about the value of soundness of information, arguments, or methods.
- Item 5e—Applying theories or concepts to practical problems or in new situations.
- Item 5f—Using information you have read or heard to perform a new skill.



Student Satisfaction

CCSSE asks students to respond to a survey item in order to gauge how satisfied they are with Joliet Junior College. Students are given the opportunity to mark *yes* or *no* in response to the following item:

- Item 35—Would you recommend this college to a friend or family member?

Students are given the opportunity to mark *poor*, *fair*, *good*, or *excellent* in response to the following item:

- Item 36—How would you evaluate your overall educational experience at this college?

When students are more satisfied (those who marked *yes*) with their college of choice, the college tends to have better student retention and persistence.

