



CCSSE Report - 2022 Administration

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LCC administered the Community College Survey of Student Engagement (CCSSE) for the sixth time in winter quarter 2022 (with the previous administrations being in the spring of 2007, 2010, and winter of 2013, 2016, 2019). 313 students completed the survey, which was administered fully online in 2022 due to the pandemic.

Part 1: 2022 Overall Results

Benchmark Scores

The CCSSE survey uses a set of five research-based, effective educational benchmarks to allow member institutions to monitor progress in areas central to the community college mission. The five benchmarks encompass 38 engagement items determined to be most critical to the community college student experience.

Table 1: 2022 Benchmark Scores with Comparison Groups

Benchmark area	LCC Benchmark Score	Small Colleges	2022 Cohort
Active & Collaborative Learning	51.3	51.6	50.0
Student Effort	53.6	50.3	50.0
Academic Challenge	55.5	50.1	50.0
Student-Faculty Interaction	56.0	52.5	50.0
Support for Learners	54.3	50.8	50.0

Of the 438 colleges in the nationwide 2022 CCSSE cohort, LCC has a higher benchmark score than the 2022 cohort in all five benchmark areas and a higher score than small colleges in four out of the five benchmark areas.

Table 2: Historical LCC Benchmark Scores

Benchmark Area	2007	2010	2013	2016	2019	2022
Active & Collaborative Learning	55.9	54.2	57.5	55.7	57.8	51.3
Student Effort	53.7	55.4	55.1	53.1	56.2	53.6
Academic Challenge	55.4	50.7	53.5	51.3	55.3	55.5
Student -Faculty Interaction	56.8	50.7	56.0	52.5	55.1	56.0
Support for Learners	51.5	50.6	52.7	49.6	57.2	54.3

- Benchmarks that increased in 2022: Academic Challenge, Student-Faculty Interaction
- Benchmarks that decreased in 2022: Active & Collaborative Learning, Student Effort, Support for Learners

Benchmark Questions and Mean Scores

Each benchmark contains several questions that make up the overall score. The following is a list of the questions with LCC's mean scores for each. Unless otherwise noted, scoring is as follows: 1 = never, 2 = sometimes, 3 = often, 4 = very often.

Table 3: Active & Collaborative Learning Questions

Question	2010	2013	2016	2019	2022
Frequency: Asked questions in class or contributed to class discussions	3.03	3.07	3.05	3.21	3.25
Frequency: Made a class presentation	1.96	2.11	2.20	2.34	1.94
Frequency: Worked with other students on projects during class	2.51	2.74	2.76	2.94	2.15
Frequency: Worked with classmates outside of class to prepare class assignments	2.20	2.31	2.25	2.21	1.72
Frequency: Tutored or taught other students (paid or voluntary)	1.54	1.56	1.54	1.42	1.26
Frequency: Participated in a community-based project as part of a regular course	1.24	1.31	1.28	1.37	1.31
Frequency: Discussed ideas from your readings/classes with others outside of class	2.65	2.72	2.66	2.69	2.64

Table 4: Student Effort Questions

Question	2010	2013	2016	2019	2022
Frequency: Prepared two or more drafts of a paper/assignment before turning it in	2.51	2.70	2.60	2.75	2.61
Frequency: Worked on a paper/project that required integrating ideas/info from various sources	2.75	2.97	2.99	3.19	2.97
Frequency: Came to class without completing readings/assignments	1.76	1.78	1.87	1.92	1.63
Number of books read on your own (not assigned) for personal enjoyment/academic enrichment	2.30	2.11	1.91	0.95	1.14
Hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, other activities)	2.31	2.35	2.37	2.44	2.79
Frequency of use: Peer/other tutoring	1.76	1.59	1.61	0.86	0.59
Frequency of use: Skill labs (writing, math, etc.)	1.69	1.76	1.89	0.99	0.66
Frequency of use: Computer lab	2.13	2.13	1.95	1.51	0.43

Table 5: Academic Challenge Questions

Question	2010	2013	2016	2019	2022
Frequency: Worked harder than you thought you could to meet an instructor's standards/expectations	2.49	2.65	2.66	2.65	2.82
Amount of emphasis in coursework: Analyzing basic elements of an idea, experience, or theory	2.94	2.94	2.91	2.99	3.13
Amount of emphasis in coursework: Forming a new idea or understanding from various pieces of information*	2.71	2.77	2.85	2.92	3.15
Amount of emphasis in coursework: Making judgments about the value/soundness of info, arguments, or methods	2.58	2.56	2.68	2.70	2.92

Question	2010	2013	2016	2019	2022
Amount of emphasis in coursework: Applying theories/concepts to practical problems or in new situations	2.67	2.85	2.76	2.91	3.06
Amount of emphasis in coursework: Using info you have read/heard to perform a new skill	2.79	2.93	2.98	3.02	3.09
Amount of reading & writing: Number of assigned textbooks, manuals, books, book-length packs of course readings	2.84	3.16	2.97	2.19	2.03
Amount of reading & writing: Number of written papers/reports of any length	2.88	3.21	2.97	2.12	1.97
Amount of emphasis by college: Encouraging you to spend significant amounts of time studying	3.07	3.12	3.02	3.24	3.30
Rate extent to which your exams have challenged you to do your best work (difficulty scale of 1 to 7)	5.10	5.00	5.01	5.15	5.71

**Wording prior to 2019 administration: "Synthesizing & organizing ideas, info, or experiences in new ways"*

Table 6: Student-Faculty Interaction Questions

Question	2010	2013	2016	2019	2022
Frequency: Used e-mail to communicate with an instructor	2.55	2.92	2.91	3.15	3.25
Frequency: Discussed grades/assignments with an instructor	2.48	2.68	2.68	2.75	2.87
Frequency: Talked about career plans with an instructor/advisor	2.18	2.37	2.22	2.38	2.45
Frequency: Discussed ideas from your readings/classes with instructors outside of class	1.88	1.97	1.93	2.01	1.95
Frequency: Received prompt feedback from instructors on your performance	2.64	2.91	2.91	2.97	3.15
Frequency: Worked with instructors on activities other than coursework	1.41	1.48	1.47	1.50	1.47

Table 7: Support for Learners

Question	2010	2013	2016	2019	2022
Amount of emphasis by college: Providing the support you need to help you succeed at this college	2.97	3.10	3.04	3.25	3.21
Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial/ethnic backgrounds	2.44	2.60	2.64	2.99	2.73
Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.)	1.83	1.97	2.08	2.26	2.37
Amount of emphasis by college: Providing the support you need to thrive socially	2.04	2.28	2.26	2.38	2.54
Amount of emphasis by college: Providing the financial support you need to afford your education	2.49	2.72	2.42	2.76	2.84
Frequency of use: Academic advising/planning	1.99	1.93	1.91	1.83	1.90
Frequency of use: Career counseling	1.46	1.40	1.45	0.61	0.67

Table 8: Standardized Benchmark Scores

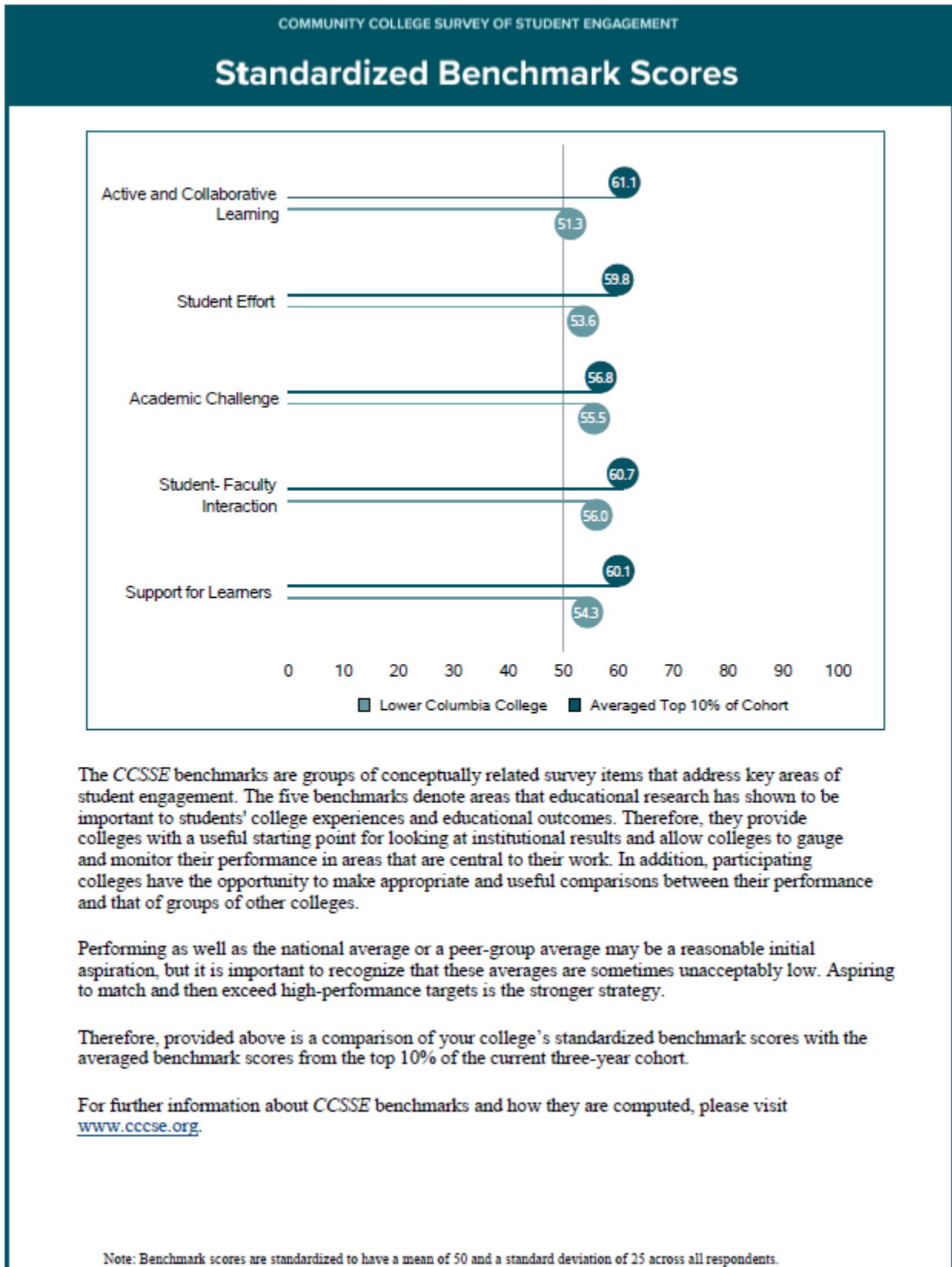
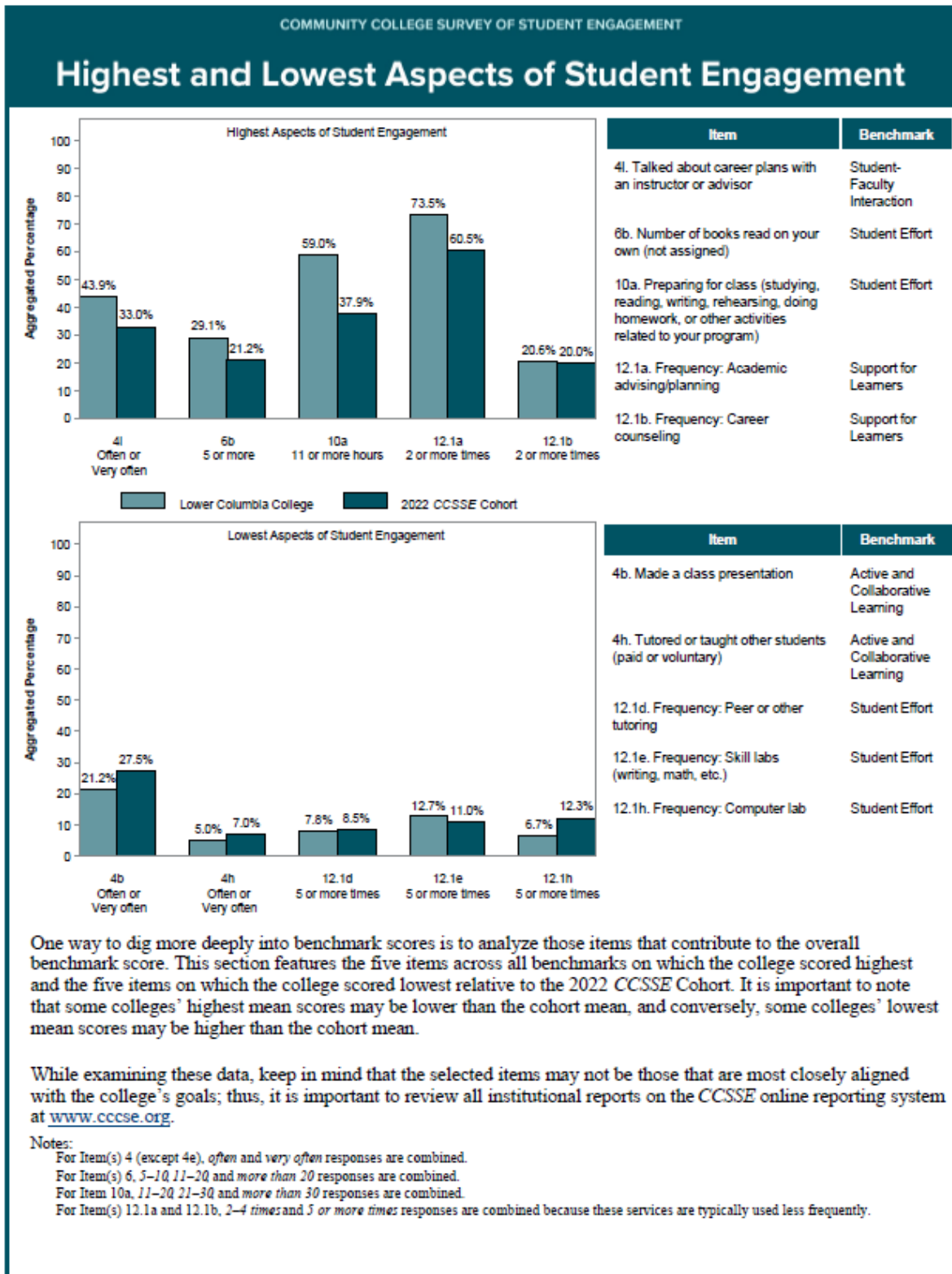


Table 9: Highest and Lowest Aspects of Student Engagement



Part 2: 2022 Disaggregated Data

Benchmark Scores

Table 10: Disaggregated Benchmark Scores: 2022

	Active & Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
LCC Overall	51.3	53.6	55.5	56.0	54.3
Male	46.3	45.3	48.4	49.2	48.1
Female	54.4	57.9	59.1	59.4	57.6
Other	*	*	*	*	*
Gender not reported	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*
Asian	56.1	56.2	62.9	48.8	48.7
Black or African American	41.8	60.6	39.4	53.7	68.9
Hispanic or Latino	46.4	50.5	54.4	52.4	62.1
Native Hawaiian	*	*	*	*	*
Pacific Islander	*	*	*	*	*
White	52.2	52.8	54.3	57.6	54.1
Other race	51.1	52.3	60.2	57.7	55.2
2 or more races	48.1	55.4	62.0	52.2	53.5
First generation	49.3	57.6	54.3	57.5	55.1
Not first generation	53.7	48.6	57.1	54.2	53.5
Nontraditional age^	49.8	54.2	56.0	57.5	54.7
Traditional age^	53.5	52.8	54.8	53.8	53.6
Students with less than 30 credits earned	46.0	45.7	54.9	55.7	55.4
Students with 30+ credits earned	58.9	55.8	62.0	58.0	54.0
Part-time students	45.8	49.6	52.9	53.6	51.2
Full-time students	56.9	59.4	59.8	60.0	58.7

*not reportable

^traditional age is up to 24; nontraditional age is 25+

Figure 11: Active and Collaborative Learning

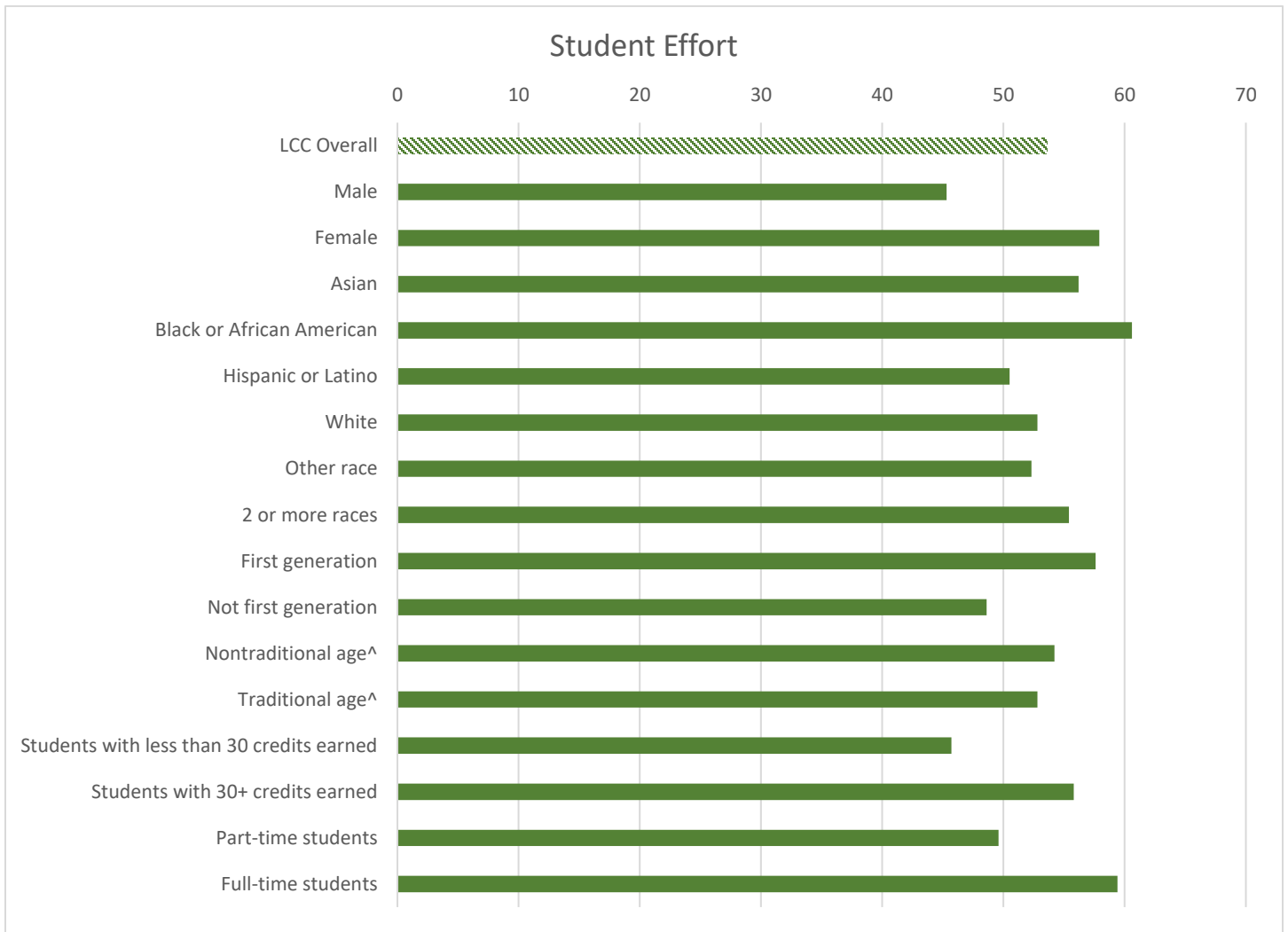
(numerical scores appear on page 6 – non-reportable groups excluded)



^traditional age is up to 24; nontraditional age is 25+

Figure 12: Student Effort

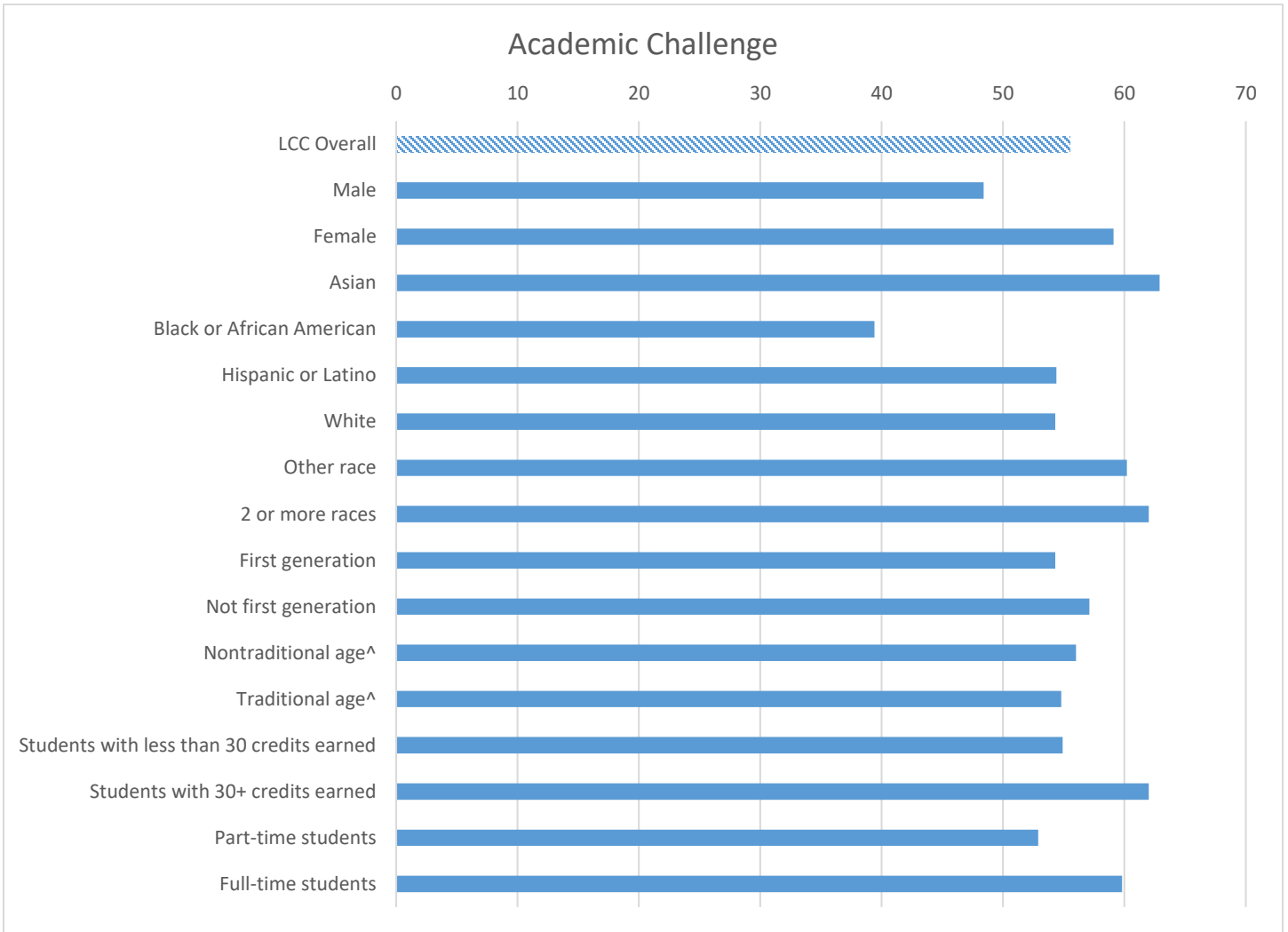
(numerical scores appear on page 6 – non-reportable groups excluded)



^traditional age is up to 24; nontraditional age is 25+

Figure 13: Academic Challenge

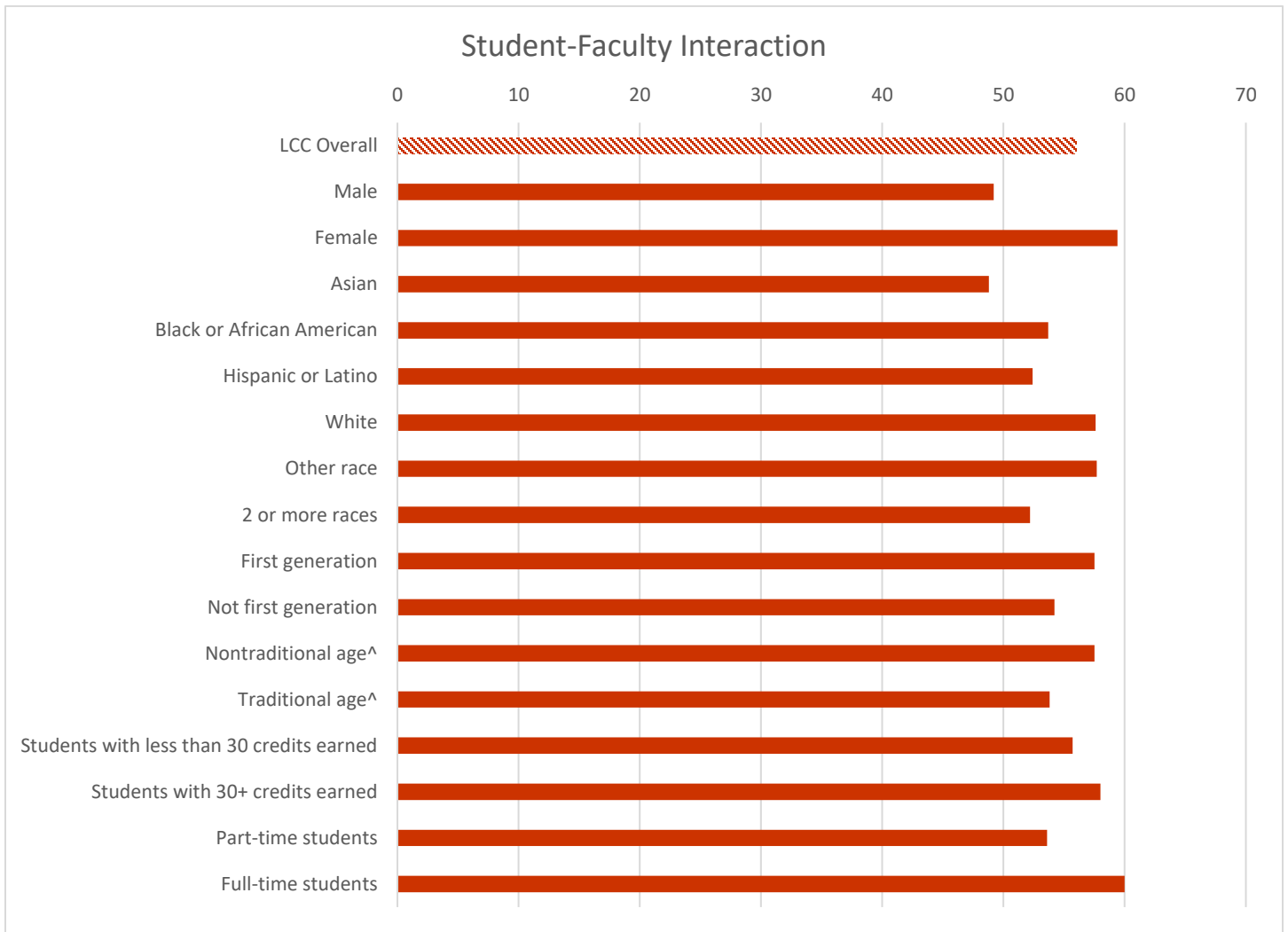
(numerical scores appear on page 6 – non-reportable groups excluded)



^traditional age is up to 24; nontraditional age is 25+

Figure 14: Student-Faculty Interaction

(numerical scores appear on page 6 – non-reportable groups excluded)



^traditional age is up to 24; nontraditional age is 25+

Figure 15: Support for Learners

(numerical scores appear on page 6 – non-reportable groups excluded)



^traditional age is up to 24; nontraditional age is 25+

Part 3: 2022 Special Focus Questions (Not Part of Regular Survey)

Taking Classes for Credit While in High School

	LCC	Small Colleges	2022 Cohort
Students taking any courses for college credit through this college while in high school.	16.5%	25.8%	20.5%
Students who did not take any courses for college credit (at any college) while in high school.	33.0%	31.2%	34.0%
Main source of information about taking courses for college credit while in high school:			
-Someone who works at the high school	23.9%	34.5%	31.9%
-Someone who works at the college	19.7%	12.4%	11.3%
-Friends	1.5%	4.5%	4.6%
-Family	3.0%	6.8%	7.2%
Main motivator for taking courses for college credit in high school:			
-Get a jump start on college degree or certificate	21.5%	30.6%	27.6%
-Try something new academically	6.0%	6.8%	7.1%
-Save money on college education	9.6%	8.2%	7.3%
-See what it's like to be a college student	2.7%	2.4%	2.5%
Students that feel better prepared to attend this college because of taking courses for college credit while in high school.	23.0%	34.5%	30.2%

Students in Need

	LCC	Small Colleges	2022 Cohort
Students reporting that in last 30 days food they bought just didn't last and they didn't have money to get more.			
-Often true	9.6%	6.9%	6.9%
-Sometimes true	30.1%	22.8%	23.0%
-Never true	60.3%	70.3%	70.1%
Students reporting that in the last 30 days they couldn't afford to eat balanced meals.			
-Often true	11.8%	8.6%	8.6%
-Sometimes true	27.6%	21.3%	22.0%
-Never true	60.7%	70.0%	69.3%
Students reporting that in the last 30 days they cut the size of meals or skipped meals because there wasn't enough money for food.	29.1%	20.6%	21.3%
Frequency:			
-Every day	1.7%	2.1%	2.1%
-More than once a week, but not everyday	11.2%	8.2%	8.2%
-About once a week	8.4%	6.9%	7.2%
-Only 1 or 2 days	12.4%	8.7%	9.1%
Students reporting that in the last 30 days they ate less than they felt they should because there wasn't enough money for food.	26.0%	18.8%	19.9%

	LCC	Small Colleges	2022 Cohort
Students reporting that in the last 30 days they were hungry but didn't eat because there wasn't enough money for food.	20.0%	14.5%	15.3%
Students reporting that in the last 30 days their college helped them get food when they could not afford to purchase it.	10.7%	6.8%	7.1%
Students reporting that in the last 12 months they were unable to pay their rent or mortgage payment in full.	24.2%	14.6%	15.7%
Students reporting that in the last 12 months they were unable to pay their utility bills in full.	18.1%	16.7%	17.3%
Students reporting that in the last 12 months they were homeless.	3.7%	1.8%	2.0%
Students reporting that in the last 12 months they stayed in temporary housing such as a shelter, hotel or motel because they had no other place to stay.	2.4%	2.4%	2.6%
Students reporting that in the last 12 months they ever slept in an outdoor location or space not meant for human habitation such as a car or vehicle because they had no other place to sleep.	2.2%	1.7%	1.9%
Students reporting that in the last 12 months they stayed temporarily with a relative or friend or couch surf because they had no other place to stay.	7.0%	6.1%	6.4%
Students reporting that in the last 12 months their college helped them obtain or maintain secure and affordable housing.	4.8%	2.7%	2.2%
Students reporting that in the last 12 months their college helped them pay their utility bills.	7.1%	3.1%	3.4%