

2024 Community College Survey of Student Engagement

2024 CCSSE SURVEY RESULTS

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LAKE LAND COLLEGE

Table of Contents

Introduction.....	1
2024 Student Respondent Profile	2
Gender.....	2
Age	2
Racial Identification.....	2
Enrollment Status.....	2
Barriers to Enrollment.....	2
Paying for College	3
Classes: When and How.....	3
Credit Hours and Academic Terms.....	4
Educational Experience.....	4
2024 CCSSE Survey Findings.....	5
Benchmarks of Effective Educational Practice.....	5
Highest Aspects of Student Engagement.....	6
Lowest Aspects of Student Engagement.....	6
Comparison of Lake Land to Other Small Colleges and the CCSSE Cohort	8
Comparison of 2019 and 2024 CCSSE Findings	9
Differences in Students across Time	9
2024 Special Focus Items	12
2024 Culture of Caring Items.....	13
2024 Part- and Full-Time Students.....	16
Part-Time Students	16
Full-Time Students.....	16
Conclusions.....	18
Strengths	18
Opportunities for Improvement.....	19
General Findings.....	20

Introduction

In the spring of 2024, Lake Land College administered the Community College Survey of Student Engagement (CCSSE) for the fourth time. CCSSE utilizes a three-year cohort of participating colleges in all its data analyses,¹ including the computation of benchmark scores. This cohort is referred to as the **2024 CCSSE Cohort** (2022 through 2024). This approach, which was instituted in 2006, increases the total number of institutions and students contributing to the national dataset; this 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 consortia participation.

The 2024 CCSSE Cohort is composed of a total of 456 institutions across 46 states, the District of Columbia, Marshall Islands, and Micronesia. College size classification is based on the fall term headcount the semester before survey administration. Two-hundred fifty of these member colleges are classified as small (< 4,500 credit students), 100 as medium (4,500-7,999), 74 as large (8,000-14,999), and 32 as extra-large institutions (15,000 + credit students).² Lake Land falls into the small size category and is classified as a rural-serving area.

¹ For returning participants, the college's most recent year of participation is included in data analyses. For example, if a college participated in 2022 and 2024, only the 2024 data would be used in the 3-year cohort.

² Enrollment statistics are based on the most recent IPEDS data with the exception of situations in which it is necessary for colleges to self-report.

2024 Student Respondent Profile

Since 2019, when Lake Land College last administered the CCSSE, it has moved to a completely online survey versus a survey given in the classroom. As a result, the response rate for the 2024 survey administration is less than it has been in the past. All students (excluding dual credit and Department of Corrections) enrolled in college credit bearing classes in spring 2024 were asked to complete the survey. The survey was sent electronically to 2,346 students and 448 students completed all or part of the survey for a 19% response rate. To understand the student population, the CCSSE asks several demographic and descriptive questions. A summary of these data is presented below.

Gender

Of the 448 student respondents at Lake Land who answered this item, 33% are male, 65% are female, and 2% are other/I prefer not to respond.

Age

2024 CCSSE student respondents at Lake Land range in age from 18 to 64. Approximately 77% are between 18 and 24 years old; 11% are 25 to 29 years, 8% are 30 to 39 years old, 2% are 40 to 49, and 2% are 50 to 64.

Racial Identification

The racial breakdown of the students participating in the CCSSE survey is reflective of the spring 2024 enrollment of Lake Land students. The survey respondents' racial and ethnic backgrounds are as follows:

- 88% White/non-Hispanic
- 3.1% Hispanic/Latino/Spanish
- 2.5% as Black or African American
- > 1% Native American
- > 1% Asian
- 3.8% Two or more races
- 1% Race or Ethnicity unknown

Enrollment Status

The percent of full-time college students completing the survey at Lake Land (85%) is much higher than the percent of full-time students enrolled at Lake Land College in spring 2024 (69%). The percent of part-time Lake Land College students completing the survey (15%) is much less than the percent of part-time students enrolled at the College in spring 2024 (31%).

Barriers to Enrollment

Students were asked how likely the following issues would cause them to withdraw from class or the college. For Lake Land students a lack of finances is the most likely barrier to continued enrollment. In fact, 43.7% of Lake Land students reported that lack of finances is likely or very likely to cause them to withdraw from class or the college compared to 45.2% at other small colleges and 48% of the 2024 cohort. Based on these results, a lack of finances seems to be the biggest issue for continued enrollment across the entire 2024 CCSSE cohort.

Question	Response options	Lake Land	Small Colleges	2024 Cohort
		%	%	%
Working full-time	Not Likely	41.3	38.8	36.8
	Somewhat Likely	24.5	22.2	22.2
	Likely	16.9	17.1	17.6
	Very Likely	17.4	21.9	23.4
Caring for dependents	Not Likely	54	50	48.6
	Somewhat Likely	17.3	21.9	21.7
	Likely	20.9	14.6	15.3
	Very Likely	7.8	13.5	14.3
Academically unprepared	Not Likely	49.5	54.9	52.1
	Somewhat Likely	25.3	24.4	25.5
	Likely	16.5	12.2	13.1
	Very Likely	8.8	8.5	9.3
Lack of finances	Not Likely	33.2	32.2	30.9
	Somewhat Likely	23.1	22.6	22.1
	Likely	21.1	17.7	17.9
	Very Likely	22.6	27.5	29.1
Transfer to a four-year college or university	Not Likely	47.6	50.3	45.5
	Somewhat Likely	17.7	19.2	19.8
	Likely	18	13.2	14.7
	Very Likely	16.8	17.3	20

Paying for College

Students were asked to report on the sources they use to pay for their education at Lake Land College. Lake Land students use the following funds as **major sources** for paying their college tuition.

- 34.7% use their own income/savings
- 23.4% use income/savings from family
- 11.9% use employer contributions
- 6.4% use active military or veteran's benefits
- 36.4% use grants
- 40.2% use scholarships
- 15.7% use loans
- 14.9% use public assistance

Classes: When and How

Students were asked to report on when they take classes. Around 87.5% of Lake Land students take day classes compared to 82.2% at other small colleges and 78.3% for the 2024 cohort. Only 11% of Lake Land students reported taking evening classes compared to 16.6% at other small colleges and 20.1% of the 2024 cohort. In regards to the number of classes by modality, around 21% of Lake Land students report taking zero face-to-face courses. Around 33.3% of Lake Land students are taking one to two face-to-face courses and 45.6% are taking three or

more face-to-face classes. Around 29% of Lake Land students are taking zero online courses, 44.4% are taking one or two online courses, and 26.8% are taking three or more online courses. Hybrid courses seem to be the least popular taken and/or offered with 73.7% of students taking zero hybrid courses, 20.3% taking one or two hybrid courses, and 5.9% taking three or more hybrid courses.

Credit Hours and Academic Terms

Students were asked to report on the number of credit hours earned at Lake Land College. Approximately 7% reported having earned zero credit hours, 29% reported 1-14 credit hours, 28% 15-29 credit hours, 15% 30-44 credit hours, 12% 45-60 credit hours, and 9% over 60 credit hours. In relation to the number of academic terms enrolled at Lake Land, 19% were in their first academic term, 41% in their second term, 23% in their third or fourth term, 10% in their fifth or sixth term, and 7% in their seventh or higher term.

Educational Experience

Students were asked to evaluate their overall educational experience at Lake Land College. 45% reported an excellent experience, 42% reported a good experience, 12% reported a fair experience, and less than 1% reported a poor experience. These findings align with both the small colleges and CCSSE cohort educational experiences (Excellent: 42.4% and 42.7%; Good: 44.9% and 44.9%; Fair: 11.3% and 10.9%; and Poor: 1.5% and 1.5% respectively). Around 92.8% of Lake Land students indicated they would recommend Lake Land College to a friend or family member compared to 93.6% from other small colleges and 94.8% from the 2024 CCSSE cohort.

2024 CCSSE Survey Findings

The following sections of the report highlight key findings from the 2024 CCSSE survey for Lake Land College. The first section addresses benchmarks of effective educational practices, and the second section compares Lake Land College to other small colleges and the 2024 CCSSE cohort. The third section examines 2019 findings compared to 2024 findings for Lake Land College. This is followed by additional sections that summarize the special focus items identified by CCSSE, a summary of results related to the culture of caring survey questions, and findings related to Lake Land's part- and full-time students. Results also compare Lake Land College to findings from a comparison group of students from other small sized community colleges across the country as well as the entire 2024 cohort.

Benchmarks of Effective Educational Practice

The CCSSE has identified five groups of conceptually related survey items defined as benchmarks. These benchmarks represent subjects related to student college experiences and educational outcomes. Examining these areas allows colleges to evaluate their performance in areas central to their purpose of educating students. CCSSE has standardized the benchmark scores in order to compare one college to a group of similar colleges or the three-year cohort.

The five benchmarks include 1) Active and Collaborative Learning; 2) Student Effort; 3) Academic Challenge; 4) Student-Faculty Interaction; and 5) Support for Learners. Active and Collaborative Learning encompasses seven survey items associated with class discussions and interactions as well as collaboration with others inside and outside of the classroom. The Student Effort benchmark includes eight items representing the frequency in which they engage in behaviors (i.e., preparing multiple drafts of papers, using skills and computer labs, etc.) contributing to learning. The Academic Challenge benchmark includes ten survey questions associated with the nature and amount of work assigned along with complexity of tasks and activities. Six items addressing how students interact with faculty are used to evaluate Student-Faculty Interaction. Support for Learners includes seven survey items addressing support services offered to students through the college.

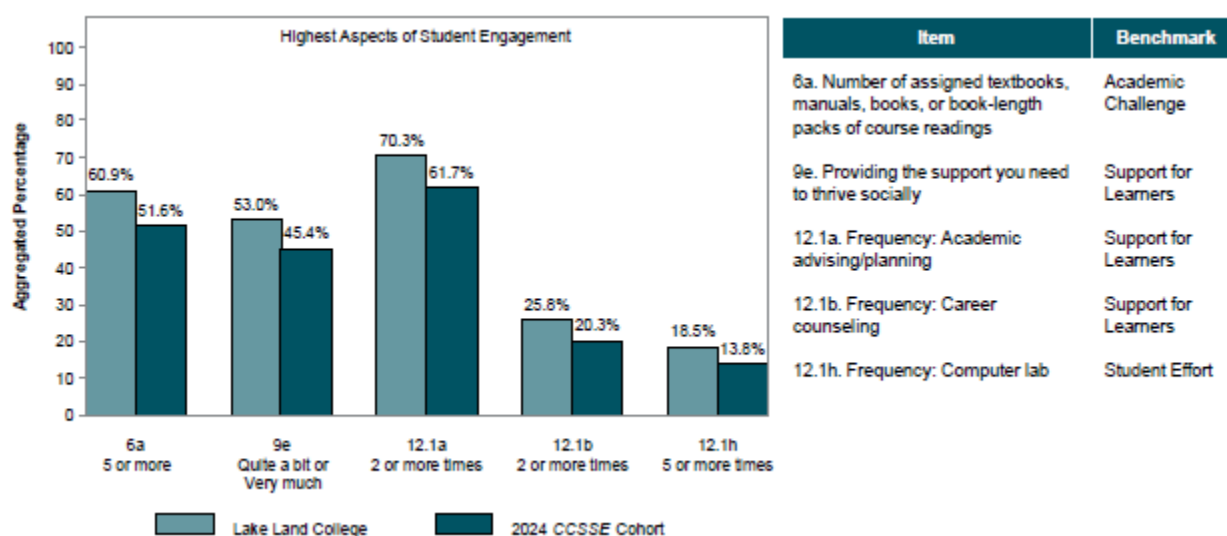
Overall, there are many positive survey results for Lake Land College in comparison to other small sized community colleges as well as the entire 2024 cohort including that 87% of Lake Land students reported their overall educational experience as being good or excellent. However, when examining the benchmark scores set by the top 10% of the 2024 cohort, Lake Land's value of excellence should aspire the College to meet and then exceed the high standards set by these benchmarks. Thus, Lake Land needs to examine the results thoroughly and identify opportunities for improvement as these scores fall below the top 10% of colleges in the 2024 community college cohort across all five benchmarks.

Benchmark	Lake Land	Top 10%	Difference
Active and Collaborative Learning	51.0	60.6	-9.6
Student Effort	49.4	60.2	-10.8
Academic Challenge	49.1	58.3	-9.2
Student-Faculty Interaction	50.1	61.6	-11.5
Support for Learners	53.2	61.7	-8.5

Highest Aspects of Student Engagement

The five items of student engagement where Lake Land scored highest relative to the 2024 CCSSE cohort are presented in the graph below along with how the 2024 CCSSE cohort scored in comparison. Three of Lake Land's highest student engagement item focus on support for learners. Around 70.3% of Lake Land students report participating in academic advising/planning two or more times compared to 61.7% of the 2024 CCSSE cohort. In addition, 53% of Lake Land students report Lake Land provides the support needed to thrive socially compared to 45.4% of the CCSSE cohort, and 25.8% of Lake Land students reported using career counseling two or more times compared to 20.3% of the CCSSE cohort.

When looking at the Academic Challenge benchmark, Lake Land students exceed the 2024 cohort in one area. Almost 61% of Lake Land students report having read five or more assigned textbooks/manuals/books compared to 51.6% of the cohort reporting the same. Under student effort, 18.5% of Lake Land students reported using computer labs five or more times compared to 13.8% of the 2024 cohort.

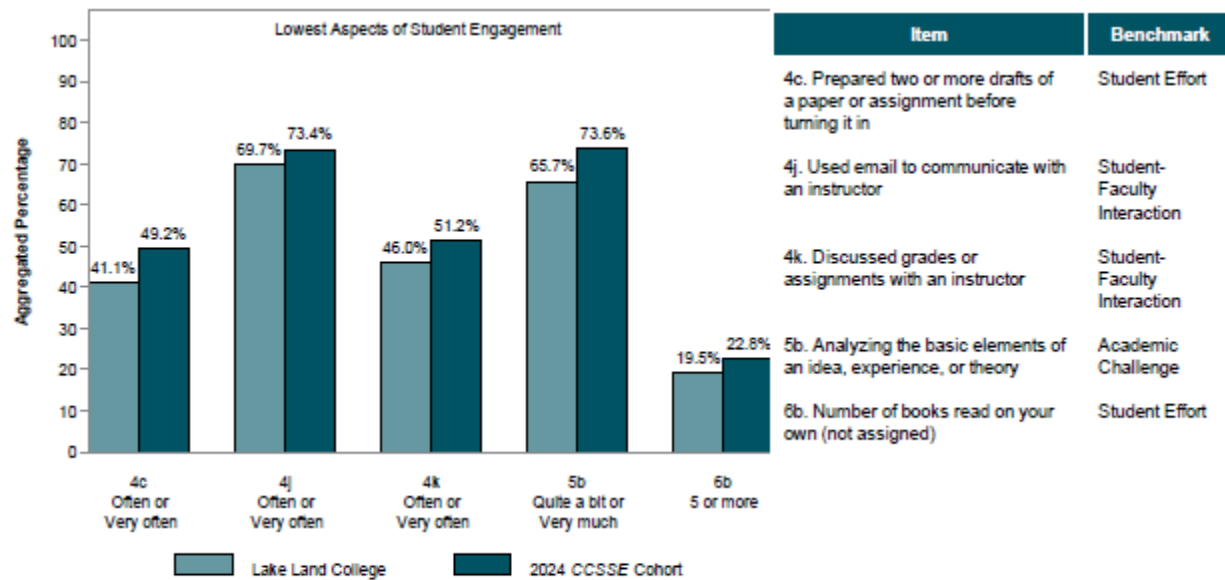


Lowest Aspects of Student Engagement

Lake Land students scored lowest relative to the 2024 CCSSE cohort on two items related to Student Effort, one item under Academic Challenge, and two items linked to Student Faculty Interaction. Only 31.1% of Lake Land students reported frequently preparing two or more drafts of a paper or assignment before turning it in compared to 49.2% of the CCSSE cohort. When reporting the number of books read on their own (not assigned), only 19.5% of Lake Land students read five or more unassigned books during the academic year compared to 22.8% of cohort students.

The lowest score linked to Academic Challenge involves analyzing the basic elements of an idea, experience, or theory. Around 65.7% of Lake Land students reported analyzing the basic elements of an idea, experience, or theory quite a bit or very much compared to 73.6% of the cohort. For items related to Student-Faculty Interaction, 69.7% of Lake Land students reported communicating with their instructor via email often or very often compared to 73.4% of the

cohort, and 46% of Lake Land students reported discussing grades with an instructor often or very often compared to 51.2% of the cohort.



Comparison of Lake Land to Other Small Colleges and the CCSSE Cohort

For the 2024 CCSSE administration, Lake Land College was classified as a small college instead of a medium college as in 2019. This is due to the reduced number of students enrolled in the fall semester prior to survey administration. There were several areas where statistically significant differences emerged between Lake Land College students and the comparison group of small colleges and/or the 2024 CCSSE cohort. T-tests were used to test for significant differences among the groups. A t-test (t) is an inferential statistic used to determine if there is a significant difference between the means of two groups. The significance level is set at .05 which means that any result with a significance level below/less than .05 is significant, and there is a 95% probability that the results are significant. CCSSE conducted t-tests to determine the differences between groups and reported their significant findings using effect sizes, which represent the magnitude of the difference between two groups.

The following statistically significant differences between Lake Land College students and students at other small community colleges and/or the 2024 CCSSE cohort include:

- Students from Lake Land College are statistically *less likely* than students from other small community colleges to discuss grades or assignments with an instructor.
- Lake Land College students spend statistically *more hours per week* participating in college-sponsored activities than students from the 2024 CCSSE cohort.
- Lake Land College students *spend less time per week* caring for dependents living with them than students from other small community colleges.
- Lake Land students used financial aid advising *significantly less* than students from other small community colleges.
- Lake Land College students use computer labs *significantly more often* than students from other small community colleges and the CCSSE cohort.
- Lake Land Students use transfer counseling *significantly less often* than students from other small community colleges and the CCSSE cohort.
- In spring 2024, Lake Land students took *significantly more* face-to-face classes than students in the CCSSE cohort.
- In spring 2024, Lake Land students took *significantly more* online course than their counterparts at other small community colleges and the CCSSE cohort.

Comparison of 2019 and 2024 CCSSE Findings

Differences in Students across Time

The 2024 CCSSE administration comprised the fourth time it has been given to Lake Land students. To determine if any significant changes over time between the previous and current Lake Land College student cohorts on the survey items have occurred, data analyses involved a series of independent sample *t*-tests. The table beginning on page 10 shows only the survey items with significant differences and includes the survey item, means, *t*-test, and significance level (Sig.). Means are the average score for all students responding to the question. The data below suggest that Lake Land College had made some significant improvements in some areas, but has lost ground in other areas.

Lake Land has made significant progress/improvements between 2019 and 2024. For all the significant increases in items related to frequency of experiences, satisfaction, and importance as well as what the College and coursework emphasize see the table on page 10. Highlights of some of the statistically significant increases between 2019 and 2024 include the following:

Students are doing the following activities significantly more often in 2024 than in 2019:

- Working on a paper or project that required integrating ideas or information from various sources.
- Working with classmates outside of class to prepare class assignments.
- Discussing ideas from readings or classes with instructors outside of class.
- Working harder than you thought you could to meet an instructor's standards or expectations.

Students in 2024 report that the college coursework they are taking emphasized the following activities significantly more than students in 2019:

- Analyzing the basic elements of an idea, experience, or theory.
- Making judgements about the value or soundness of information, arguments, or methods.
- Applying theories or concepts to practical problems or in new situations.

Students in 2024 report that the college emphasized the following issues significantly more than students in 2019:

- Providing the support you need to help you succeed at this college.
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.
- Helping you cope with your nonacademic responsibilities.
- Providing the support you need to thrive socially.
- Providing the financial support you need to afford your education.

Students in 2024 report that their experience at Lake Land contributed to their knowledge, skills, and personal development significantly more than students in 2019 in the following areas:

- Acquiring job- or work-related knowledge and skills.

- Writing clearly and effectively.
- Speaking clearly and effectively.
- Thinking clearly and effectively.

Students in 2024 are significantly more satisfied than students in 2019 with the following college services:

- Academic advising/planning.
- Peer or other tutoring.
- Financial aid advising.
- Library resources and services.

While there have been quite a few improvements in student perceptions since the 2019 survey, there are several areas of concern based on significant decreases between 2019 and 2024:

- Students in 2024 are statistically more likely than students in 2019 to drop classes and/or drop out of Lake Land entirely due to a lack of finances.
- Students in 2024 are statistically more likely than student sin 2019 to drop classes and/or drop out of Lake Land entirely due to a lack of academic preparedness.

Between the 2019 Lake Land student cohort and 2024 cohort there has been a significant shift in how they pay for college. Statistically fewer students in 2024 were reporting using their own income/savings and income/savings from family as a major source than students in 2019. Students in 2024 were reporting using grants and scholarships as a major source of funding at statistically higher rates than students in 2019.

CCSSE Items with Significant Differences between LLC's 2019 and 2024 Survey Administration				
Survey Item	2019 Cohort Mean	2024 Cohort Mean	t	Sig.
<i>In your experiences at this college during the current year, how often have you done the following? 1= never and 4 = very often</i>				
Worked on a paper or project that required integrating ideas or information from various sources	2.80	2.98	3.39	.001
Worked with classmates outside of class to prepare class assignments	1.97	2.09	2.30	.022
Tutored or taught other students	1.35	1.47	3.00	.003
Participated in community-based project (service-learning activity) as part of a regular course	1.34	1.51	4.07	.000
Used email to communicate with an instructor	2.93	3.11	3.41	.001
Talked about career plans with an instructor or advisor	2.36	2.50	2.76	.006
Discussed ideas from your readings or classes with instructors outside of class	1.78	2.02	4.23	.000
Received prompt feedback (written or oral) from instructors on your performance	2.77	2.98	4.59	.000
Worked harder than you thought you could to meet an instructor's standards or expectations	2.60	2.76	3.12	.002
Worked with instructors on activities other than coursework	1.53	1.74	4.35	.000
Discussed ideas from your reading or classes with others outside of class	2.49	2.60	2.09	.037
<i>During the current academic year, how much has your coursework at this college emphasized the following mental activities? 1=very little and 4 = very much</i>				
Analyzing the basic elements of an idea, experience, or theory	2.88	2.98	2.13	.033

CCSSE Items with Significant Differences between LLC's 2019 and 2024 Survey Administration				
Survey Item	2019 Cohort Mean	2024 Cohort Mean	t	Sig.
Forming a new idea or understanding from various pieces of information	2.78	2.97	3.98	.000
Making judgements about the value or soundness of information, arguments, or methods	2.61	2.76	2.79	.005
Applying theories or concepts to practical problems or in new situations	2.79	2.90	2.18	.029
Using information you have read or heard to perform a new skill	2.94	3.04	2.01	.045
How much does this college emphasize each of the following? 1 = very little to 4 = very much				
Providing the support you need to help you succeed at this college	3.11	3.22	2.48	.013
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.53	2.87	6.09	.000
Helping you cope with your nonacademic responsibilities	2.04	2.36	5.71	.000
Providing the support you need to thrive socially	2.29	2.63	6.34	.000
Providing the financial support you need to afford your education	2.64	2.85	3.35	.001
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? 1 = very little to 4 = very much				
Acquiring job or work-related knowledge and skills	2.76	2.92	2.83	.005
Writing clearly and effectively	2.66	2.93	4.93	.000
Speaking clearly and effectively	2.69	2.98	5.49	.000
Thinking critically and analytically	2.97	3.22	5.10	.000
Learning effectively on your own	3.02	3.22	4.15	.000
Developing clearer career goals	2.84	3.07	4.05	.000
Gaining information about career opportunities	2.70	3.02	5.52	.000
Indicate the satisfaction (0= not at all 1 = somewhat and 2 = very), and importance (1=not at all, 2 = somewhat, and 3 = very) that the following services are to you at this college.				
Satisfaction: Academic advising/planning	1.44	1.59	4.17	.000
Satisfaction: Career Counseling	1.26	1.54	5.06	.000
Satisfaction: Job Placement	1.10	1.35	2.47	.000
Satisfaction: Peer or other tutoring	1.34	1.62	4.18	.000
Satisfaction: Financial aid advising	1.38	1.63	4.72	.000
Satisfaction: Student organizations	1.27	1.60	5.34	.000
Satisfaction: Transfer advising/planning	1.34	1.62	4.63	.000
Satisfaction: Library resources and services	1.58	1.69	2.80	.000
Importance: Career Counseling	2.27	2.44	3.96	.000
Importance: Job placement	2.09	2.24	3.02	.003
Importance: Peer or other tutoring	2.11	2.21	2.07	.039
Importance: Computer Lab	2.42	2.27	-3.59	.000
Importance: Student organizations	1.93	2.07	2.88	.004
Importance: Services for active military and veterans	2.08	1.89	-3.57	.000
How likely would the following issue cause you to withdraw from class or this college? 1= not likely and 4 = very likely				
Academically unprepared	1.68	1.81	2.19	.028
Lack of finances	2.17	2.31	2.02	.044
Which of the following are sources you use to pay your tuition at this college? 1 = not a source, 2 = minor source, and 3 = major source				
My own income/savings	2.05	1.94	-2.66	.024
Income/savings from family	1.80	1.70	-2.11	.035
Employer contributions	1.18	1.31	3.95	.000
Grants	1.69	1.89	3.73	.000
Scholarships	1.90	2.06	3.12	.002

2024 Special Focus Items

During the 2024 survey administration, CCSSE added five special focus items to the survey. These questions revolve around financial aid and transferring to a four-year college. The table below summarizes the frequencies of responses for Lake Land College students compared to similar small colleges and the whole 2024 cohort.

Question	Response options	Lake Land	Small Colleges	2024 Cohort
		%	%	%
Did you receive a federal Pell Grant as part of your financial aid package at this college this year?	Yes	35.5	47.7	40.8
Has a staff member or instructor at this college talked with you about the application process for transferring to a four-year college?	Yes	41.5	31.4	31.7
Which of the following statements best describes your intentions regarding transfer to a four-year college or university?	I know where I want to transfer, and I know what I want to study.	35.4	28.4	31.5
	I know where I want to transfer, but I don't know yet what I want to study.	5.5	4.8	4.9
	I know what I want to study, but I don't know where I want to transfer.	21.3	19	21
	I don't know where I want to transfer and I don't know what I want to study.	7	10.2	9.9
	I am not planning to transfer to a four-year college or university.	30.8	37.6	32.7
If you plan to transfer to a four-year college or university, has a staff member at this college talked with you about which credits will transfer toward the four-year college(s) or university(s) of your choice?	Yes	38.5	24.6	27.3
	No	24.1	30.2	30.9
	I have not chosen a four-year college or university to which I want to transfer.	11.5	14.3	14.8
	I am not planning to transfer to a four-year college or university.	25.8	31	27
If you plan to transfer to a four-year college or university, how useful is the information about how to transfer to a four-year college or university on this college's website?	Very	25.7	21.8	24.8
	Somewhat	26	24	25.8
	Not at all	7.9	6.9	6.1
	I am planning to transfer to a four-year college or university, but I am not aware of information about how to transfer on this college's website.	13.4	13.6	14.1
	I am not planning to transfer to a four-year college or university.	27	33.8	29.3

More than two-thirds of students (35.5%) at Lake Land College reported receiving a Pell Grant compared to 47.7% at other small colleges and 40.8% of students in the 2024 cohort. A higher percentage of students at Lake Land College (41.5%) when compared to other small colleges (31.4%) and the 2024 cohort (31.7%) report having discussions with staff or instructors related to the application process for transferring to a four-year university/college. Lake Land students are more likely to discuss the transfer of credits with staff at the college than students from other small colleges and the cohort overall.

2024 Culture of Caring Items

During the 2024 survey administration, CCSSE included fifteen items related to a culture of caring. These questions/statements focus on student interactions with college faculty and staff and the assistance provided by the college as well as perceived expectations. The table below summarizes the frequencies of responses for Lake Land College students compared to similar small colleges and the whole 2024 cohort.

Question	Response options	Lake Land	Small Colleges	2024 Cohort
		%	%	%
It intimidates me to ask my instructors for help with coursework.	Strongly Disagree	24.7	32.9	31
	Disagree	46.2	41.8	41.8
	Agree	24.3	19	20.6
	Strongly Agree	4.8	6.3	6.5
Asking for help with my classes makes me feel weak.	Strongly Disagree	22.1	34.3	33.8
	Disagree	47.7	43	42.4
	Agree	21.3	16.5	17.4
	Strongly Agree	8.9	6.2	6.3
I can succeed academically at this college.	Strongly Disagree	1.2	6.2	5.5
	Disagree	1.7	3	2.8
	Agree	55.5	43.2	44.6
	Strongly Agree	41.7	47.6	47.1
My instructors have high expectations of me.	Strongly Disagree	1.1	4	3.5
	Disagree	8.7	8.1	8.8
	Agree	58.9	58.4	61.3
	Strongly Agree	31.4	29.5	26.4
I feel invisible to faculty and staff.	Strongly Disagree	24.2	33.5	31.4
	Disagree	63.7	51.2	52.4
	Agree	9.5	10.6	12
	Strongly Agree	2.5	4.7	4.3
My instructors care about my success.	Strongly Disagree	1.3	4.4	3.7
	Disagree	4.7	4.1	4.8
	Agree	60.2	50	53.1
	Strongly Agree	33.8	41.5	38.4
College staff (other than my instructors) care about me.	Strongly Disagree	3.0	4.7	4.7
	Disagree	14.4	13	16.2
	Agree	63.7	59.2	59.3
	Strongly Agree	19	23.1	19.9
I belong at this college.	Strongly Disagree	1.7	4.1	3.3
	Disagree	4.5	8.5	8.4
	Agree	67.6	60.2	61.4
	Strongly Agree	26.3	27.2	26.8
In the last 30 days, did your college ever help you get food when you could not afford to purchase it.	Yes	9.9	9.8	8.7
	No, and I needed this kind of help.	6.5	8.3	9.1
	No, but did not need this kind of help.	83.6	81.9	82.2
	Yes	5.9	5.4	4

in the last 12 months, did your college ever help you maintain secure and affordable housing (rent, utility bills, etc.)?	No, and I needed this kind of help.	11.2	10.7	11.7
	No, but did not need this kind of help.	82.9	83.8	84.2
In the last 12 months, did your college ever provide you with support to help you get to campus?	Yes	7.5	10	8.6
	No, and I needed this kind of help.	7.1	6.6	7.2
	No, but did not need this kind of help.	85.4	83.4	84.1
This college supports me as a parent or caregiver.	Strongly Agree	3.4	4.8	4.5
	Agree	9.6	8.4	8.6
	Disagree	16.7	17.7	16.4
	Strongly Disagree	4.0	6.5	5.2
	I am not a parent or caregiver	66.2	62.6	65.4
Students' mental health and emotional well-being is a priority at this college.	Strongly Disagree	2.5	5.1	4.5
	Disagree	12.9	13.5	14
	Agree	66.1	60.9	61.5
	Strongly Agree	18.5	20.5	20
If you needed to seek professional help for your mental or emotional health while attending this college, you would know where to go?	Strongly Disagree	5.2	9.8	10.5
	Disagree	20	24.6	26.8
	Agree	60.9	47.9	46.2
	Strongly Agree	13.9	17.7	16.6
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?	Lack of resources	22.7	24.1	25.7
	I worry about what other will think of me	18.2	12.8	11.7
	I do not know where to seek help	8.5	12	12.7
	I do not know what kind of help I need	21	20.6	22.1
	Other	29.6	30.6	27.7

Results in the table indicate that Lake Land College does a good job of showing care and concern towards students in multiple areas.

- A higher percentage of Lake Land College students agree/strongly agree they can academically succeed at their college (97.2%) when compared to other small colleges (90.8%) and the 2024 cohort (91.7%).
- A higher percentage of Lake Land College students agree/strongly agree instructors have high expectations of them (90.3%) when compared to other small colleges (87.9%) and the 2024 cohort (87.7%).
- A higher percentage of Lake Land College students disagree/strongly disagree they feel invisible to faculty and staff (87.9%) when compared to other small colleges (84.7%) and the 2024 cohort (83.8%).
- A higher percentage of Lake Land College students agree/strongly agree instructors care about their success (94%) when compared to other small colleges (91.5%) and the 2024 cohort (91.5%).

- A higher percentage of Lake Land College students agree/strongly agree they belong at this college (93.9%) when compared to other small colleges (87.4%) and the 2024 cohort (88.2%).
- A higher percentage of Lake Land College students agree/strongly agree they would know where to go to seek professional help with mental or emotional health at this college (74.8%) when compared to other small colleges (65.6%) and the 2024 cohort (62.8%).

However, based on survey findings, it appears Lake Land has several areas to improve its culture of caring.

- A higher percentage of Lake Land College students agree/strongly agree asking for help with classes makes them feel weak (30.2%) when compared to other small colleges (22.7%) and the 2024 cohort (23.7%).
- A higher percentage of Lake Land College students (18.2%) report worrying about what others will think of me as a barrier to seeking help for mental or emotional health when compared to other small colleges (12.8%) and the 2024 cohort (11.7%).

2024 Part- and Full-Time Students

As seen in the table below, part-time students at Lake Land College scored lower on the five benchmarks than their full-time counterparts at Lake Land College as well as part-time students at both the comparison colleges and the 2024 cohort in three of the five benchmarks (Active and Collaborative Learning, Academic Challenge, and Student-Faculty Interaction) and higher on the Benchmark related to Support for Learners. The Student Effort Benchmark was equal across the three groups. Lake Land's full-time students also scored lower than their counterparts in the comparison groups in the areas of Student Effort and Academic Challenge. Lake Land full-time students scored higher than their counterparts in relation to Support for Learners and were on par in the areas of Active and Collaborative Learning and Student-Faculty Interaction. While the overall benchmark scores for part- and full-time students at Lake Land are mixed when comparing to other small colleges and the 2024 cohort, only a few of the questions have significant effect sizes between the groups. An effect size is a standard measure representing the magnitude of difference between two groups and is commonly used in best practices research. In general, effect sizes can be classified as "small" (.20), "medium" (.50), or "large" (.80).

Benchmark	Status	Lake Land	Small Colleges		2024 Cohort	
		Score	Score	Difference	Score	Difference
Active and Collaborative Learning	Part-time	44.7	47.5	-2.7	46.9	-2.2
	Full-time	56.9	56.8	0.2	55.9	1.0
Student Effort	Part-time	47.6	47.4	0.2	47.6	0.0
	Full-time	51.4	54.1	-2.7	54.5	-3.1
Academic Challenge	Part-time	45.8	47.2	-1.4	47.4	-1.6
	Full-time	52.7	54.8	-2.0	54.9	-2.2
Student-Faculty Interaction	Part-time	44.3	49.5	-5.2	48.3	-4.0
	Full-time	55.9	57.2	-1.3	55.7	-0.2
Support for Learners	Part-time	51.4	49.2	2.2	48.6	2.7
	Full-time	55.1	53.6	1.6	53.1	2.0

Part-Time Students

Although the scores for Lake Land's part-time students were higher in some cases and lower in other cases when compared to other small colleges and the 2024 cohort, only one item answered had significant effect sizes among Lake Land the comparison groups. Lake Land's part-time students are significantly more likely to use computer labs than their counterparts at comparison colleges and the 2024 cohort.

Full-Time Students

Full-time student scores for Lake Land were higher in some areas and lower in other areas than both the comparison colleges and the 2024 cohort across the five benchmarks. The Student Effort benchmark seems to represent the biggest difference between Lake Land students and the comparison groups. Results under Student Effort indicate that Lake Land's full-time

students are ***significantly less likely*** than their counterparts in the 2024 cohort to prepare two or more drafts of a paper or assignment before turning it in. However, full-time Lake Land students are ***significantly more likely*** to use a computer lab more often than their counterparts at other small colleges and the 2024 cohort. Furthermore, Lake Land students are ***significantly more likely*** than the 2024 cohort to work with instructors on activities other than coursework.

Conclusions

Based on the 2024 CCSSE results, Lake Land should identify and pursue strategies to further utilize several existing strengths as well as address opportunities for improvement.

Strengths

- Providing a culture of caring seems to be a strength that Lake Land offers to students. A higher percentage of Lake Land College students agree/strongly agree they can academically succeed at their college (97.2%) compared to other small colleges (90.8%) and the 2024 cohort (91.7%). In addition, 94% of Lake Land students agree/strongly agree that instructors care about their success compared to lower percentages at other small colleges 91.5% and the CCSSE cohort 91.5%. Furthermore, almost 94% of Lake Land College students agree/strongly agree they belong at this college compared to 87.4% at other small colleges and 88.2% of the CCSSE 2024 cohort.
- Based on findings from the CCSSE survey, one of Lake Land College's strengths is providing support and engagement for its students. A higher percentage of Lake Land students compared to students in the CCSSE cohort report participating in academic advising/ planning (70.3% and 61.7% respectively) and career planning (25.8% and 20.3% respectively) two or more times. In addition, a higher percentage of Lake Land students than CCSSE cohort students report that their college provides the support needed to thrive socially (53% and 45.4% respectively). Furthermore, 60.9% of Lake Land students report having read five or more assigned textbooks/manuals/books compared to 51.6% of the CCSSE cohort reporting the same. Finally, 18.5% of Lake Land students reported using computer labs five or more times compared to 13.8% of the 2024 cohort. These findings serve to highlight how well Lake Land College engages students in their educational experience.
- Obtaining work experience or observing work in a real-life setting seems to be another strength for Lake Land. In fact, 31% of Lake Land students report participating in an internship, field experience, co-op experience or clinical assignment compared to 26% at comparison colleges and 19.6% of the 2024 cohort. Over the last few years, Lake Land has made the effort to expand these experiences to include registered apprenticeships as well to provide more hands-on and real-life experiences for students. The college should continue its efforts to expand these opportunities for students.
- When comparing 2019 Lake Land students to the 2024 Lake Land students, there are several statistically significant increases in areas related to academic emphasis (i.e., applying theories or concepts to practical problems or new situations and encouraging contact among students from different economic, social, and racial or ethnic backgrounds), student support areas (i.e., helping you cope with nonacademic responsibilities, and providing the support you need to thrive socially), and satisfaction with services (i.e., academic advising/planning and peer or other tutoring).
- The overwhelming majority of Lake Land students participating in the survey (92.8%) would recommend Lake Land College to a friend or family member compared to 93.6% of students at other small colleges and 94.8% of CCSSE cohort members. Almost 88% evaluate their overall experience at Lake Land College as good to excellent compared to similar percentages at small colleges (87.3%) and the CCSSE cohort (87.6%).

Opportunities for Improvement

- Two statistically significant differences between the 2019 and 2024 Lake Land College student cohorts have cause for concern. Students in 2024 are 1) statistically more likely than the 2019 cohort to drop a class or all classes entirely due to a lack of finances, and 2) statistically more likely to drop a class or all classes entirely due to lack of academic preparedness. Finding ways to highlight the financial and academic resources to current and incoming students could be beneficial to all students.
- Results from the survey indicate that students are not taking advantage of referral services and resources the college can provide. For example, almost 7% of students needed food assistance, 11% needed assistance with housing, and 7% needed assistance with transportation, but did not get assistance in these areas from the College. Lake Land has a food pantry and can provide referral services for both housing and transportation. In addition, even though the College has tutoring services, almost 25% of students indicated that lack of academic preparedness makes it likely they would drop one or all classes. These results suggest Lake Land College should develop and implement more effective strategies for communicating information related to college supports, resources, and services to current and incoming students.
- One area in relation to Student Effort that continues to be a struggle for Lake Land is preparing two or more drafts of papers before submission. In 2019, 38.8% of students reported preparing two or more drafts of papers before submission, and in 2024 only 31.1% of Lake Land students reporting frequently preparing two or more drafts of papers before submission. For the 2024 CCSSE, 49.2% of students reported frequently preparing two or more drafts of papers before submission. Another area related to Student Effort are the number of books read on their own. Only 19.5% of Lake land students reported reading five or more books on their own compared to 22.8% of the CCSSE cohort. Faculty may want to discuss the academic benefits of encouraging writing more drafts of papers in the classes that require writing. In addition, the College with support from faculty could examine strategies to encourage reading outside of course requirements.
- Lake Land College students seem to struggle with two survey items related to student-faculty Interaction. Only 46% of Lake Land students reported discussing grades or assignments with an instructor often/very often compared to 51.2% of the CCSSE cohort. Second, 69.7% of Lake Land students compared to 73.4% of the CCSSE cohort reported using email to communicate with an instructor often/very often. Identifying strategies to promote communication between faculty and students may be helpful for student success as well as student-faculty interactions. Enhanced communication between faculty and students could also lead to improved communication between students and other areas of the College.
- Another area for faculty consideration involves analyzing the basic elements of an idea, experience, or theory. While 65.7% of Lake Land students reported doing this quite a bit or very much, this is still less than the 73.6% of CCSSE cohort students who report the same.
- In relation to the College's culture of caring, two findings related to students emerge. First, around 30% of Lake Land students agree asking for help with classes makes them feel weak compared to only 22.7% at other small colleges and 23.7% of the CCSSE cohort. Second, 18.2% of Lake Land students worry about what others will think if they seek help for mental or emotional health compared to only 12.8% of students at other

small colleges and 11.7% of the CCSSE cohort. The College may want to consider how to help students realize asking for academic or mental help when needed can improve their learning outcomes and outlook.

General Findings

This year's CCSSE administration has brought several other interest findings to light including:

- There has been a significant shift in the major sources of funding that Lake Land students use to pay for college between 2019 and 2024. Statistically, 2024 students are more likely to be using grants and scholarships as major sources of funding for tuition and fees than those in 2019. In addition, the 2024 Lake Land student cohort is statistically less likely to be using their own savings/income or family income/savings than the 2019 cohort. This finding may be influenced by the fact that beginning in the 2020-2021 school year Illinois began requiring all high school seniors complete the FAFSA. In addition, in the past several years, Illinois has also set aside additional MAP funding which is a needs-based Illinois grant.
- Another interesting finding is when and how students take courses. Students at Lake Land take fewer evening classes than other small colleges and the CCSSE cohort (11%, 16.6%, and 20.1% respectively). When looking at the number of classes students take by modality, 45.6% of Lake Land students take three or more face-to-face classes compared to 34.1% at other small college and 31.4% of the CCSSE cohort. These findings raise the question of whether Lake Land College is meeting its students' scheduling needs.