Community College Survey of Student Engagement

CCSSE
Description

- Asks questions about institutional practices and student behaviors that are highly correlated with student learning and retention.

- Uses a sampling methodology that is consistent across all participating colleges.
CCSSE asks students about their college experiences:

- how they spend their time;
- what they feel they have gained from their classes;
- how they assess their relationships and interactions with faculty, counselors, and peers;
- what kinds of work they are challenged to do;
- how the college supports their learning;
- and so on.
Why?

- Vernon College identified CCSSE as one of the assessment tools for the QEP.
- Nationally recognized comparison assessment tool.
- Allows comparisons to community colleges statewide and nationally.
How?

- Vernon College will use *CCSSE* to Assess, Inform, and Act by:
  - Involving the college community.
  - Designing strategies and setting targets.
  - Sharing the data and plans to address them.
Sampling Group

- Students in randomly selected classes (credit courses only).
- The targeted sample size was about 20% of total credit enrollment.
- Excludes courses such as dual-credit classes, distance learning classes, labs, individual study or self paced classes.
CCSSE

Participants
Vernon College

- Respondents
  - All Students = 540
    - Part-Time = 129
    - Full-Time = 411

- Demographics

<table>
<thead>
<tr>
<th>Gender</th>
<th>Respondents</th>
<th>VC Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>43%</td>
<td>38%</td>
</tr>
<tr>
<td>Female</td>
<td>57%</td>
<td>62%</td>
</tr>
</tbody>
</table>
### Vernon College

#### Demographics

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>Respondents</th>
<th>VC Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>76%</td>
<td>34%</td>
</tr>
<tr>
<td>Part-Time</td>
<td>24%</td>
<td>66%</td>
</tr>
</tbody>
</table>

**NOTE:**
- Full-time students, who by definition are enrolled in more classes than part-time students, are more likely to be sampled.
- The proportion of respondents is nearly opposite.
- Therefore in the data analysis process CCSSE assigns weights to responses based on respondents’ enrollment status, thereby producing more accurate measures of student engagement.
Texas Small Colleges Consortium

- Angelina College
- Brazosport College
- El Centro College
- Frank Phillips College
- Panola College
- Temple College
- Texas State Technical College Marshall
- Texas State Technical College Waco
- Trinity Valley Community College
- Vernon College
- Western Texas College
Texas Small Colleges Consortium

- **Respondents**
  - All Other Consortium = 4921
    - Part-Time = 1348
    - Full-Time = 3573

- **NOTE:**
  - All Other Consortium = 10 other Texas Small Colleges (other than VC)
2009 CCSSE Cohort

- 3-year cohort of participating colleges (2007 through 2009)
- Comprised of a total of 663 institutions
  - 331 - small (< 4,500) **VC
  - 162 - medium (4,500-7,999)
  - 112 - large (8,000-14,999)
  - 58 - extra-large (15,000 +)
- 125 - urban-serving
- 142 as suburban-serving
- 396 as rural-serving
2009 CCSSE Cohort

- Respondents
  - All Other Colleges = 400346
    - Part-Time = 115487
    - Full-Time = 284859
Purpose

- Allow member institutions, with missions focused on teaching, learning, and student success, to gauge and monitor their performance in areas that are truly central to their work.
- Participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of other groups of similar colleges.
5 Benchmarks

- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- 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 collaboration 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, community, and their personal lives.
Active and Collaborative Learning

- The seven survey items that contribute to this benchmark are:
  - During the current school year, how often have you
    - Asked questions in class or contributed to class discussions
    - Made a class presentation
    - Worked with other students on projects during class
    - Worked with classmates outside of class to prepare class assignments
    - Tutored or taught other students (paid or voluntary)
    - Participated in a community-based project as a part of a regular course
    - Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
Student Effort

- Students’ own behaviors contribute significantly to their learning and the likelihood that they will successfully 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.
Student Effort

- The eight survey items that contribute to this benchmark are:

- During the current school year, how often have you
  - Prepared two or more drafts of a paper or assignment before turning it in
  - Worked on a paper or project that required integrating ideas or information from various sources
  - Come to class without completing readings or assignments
  - Used peer or other tutoring
  - Used skill labs
  - Used a computer lab

- During the current school year
  - How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment
  - How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing or other activities related to your program)
Academic Challenge

- Challenging intellectual and creative work is central to student learning and collegiate quality.

- Components of academic challenge include 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.
Academic Challenge

Sample Survey Questions:

During the current school year, how often have you

- Worked harder than you thought you could to meet an instructor’s standards or expectations

How much does your coursework at this college emphasize

- Analyzing the basic elements of an idea, experience, or theory
- Synthesizing and organizing ideas, information, or experiences in new ways
- Applying theories or concepts to practical problems or in new situations
- Using information you have read or heard to perform a new skill

During the current school year

- How many papers or reports of any length did you write
Student-Faculty Interaction

- The more contact students have with their teachers, the more likely they are to learn effectively and to 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.
Student-Faculty Interaction

- The six items used in this benchmark are about students’ experience in these areas:

- During the current school year, how often have you
  - Used email to communicate with an instructor
  - Discussed grades or assignments with an instructor
  - Talked about career plans with an instructor or advisor
  - Discussed ideas from your readings or classes with instructors outside of class
  - Received prompt feedback (written or oral) from instructors on your performance
  - 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 issues that may affect both learning and retention.
Support for Learners

- The seven survey items contributing to this benchmark include the following:
  - How much does this college emphasize
    - 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 non-academic responsibilities (work, family, etc.)
    - Providing the support you need to thrive socially
    - Providing the financial support you need to afford your education

- During the current school year, how often have you
  - Used academic advising/planning services
  - Used career counseling services
CCSSE

Result Examples
College Activities

Academic, Intellectual and Social Experiences
In your experiences at this college during the current school year, about how often have you done each of the following?

- Discussed grades or assignments with an instructor

<table>
<thead>
<tr>
<th>Vernon College</th>
<th>Other Consortium Colleges</th>
<th>2009 CCSSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
</tr>
<tr>
<td>2.54</td>
<td>2.54</td>
<td>2.52</td>
</tr>
</tbody>
</table>

1=Never, 2=Sometimes, 3=Often, 4=Very often
In your experiences at this college during the current school year, about how often have you done each of the following?

- Received prompt feedback (written or oral) from instructors on your performance

<table>
<thead>
<tr>
<th>Vernon College</th>
<th>Other Consortium Colleges</th>
<th>2009 CCSSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
</tr>
<tr>
<td>2.61</td>
<td>2.59</td>
<td>2.66</td>
</tr>
</tbody>
</table>

1=Never, 2=Sometimes, 3=Often, 4=Very often
In your experiences at this college during the current school year, about how often have you done each of the following?

- Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values

<table>
<thead>
<tr>
<th>Vernon College</th>
<th>Other Consortium Colleges</th>
<th>2009 CCSSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
</tr>
<tr>
<td>2.24</td>
<td>2.37</td>
<td>2.34</td>
</tr>
</tbody>
</table>

1=Never, 2=Sometimes, 3=Often, 4=Very often
In your experiences at this college during the current school year, about how often have you done each of the following?

- Skipped class

<table>
<thead>
<tr>
<th>Vernon College</th>
<th>Other Consortium Colleges</th>
<th>2009 CCSSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Mean</td>
<td>Mean</td>
</tr>
<tr>
<td>1.48</td>
<td>1.55</td>
<td>1.56</td>
</tr>
</tbody>
</table>

1=Never, 2=Sometimes, 3=Often, 4=Very often
Community College Faculty Survey of Student Engagement

CCFSSE
Asks faculty about:
- Teaching practices,
- How they spend professional time in and out of class,
- Their perceptions of students’ educational experiences, and
- It’s aligned with CCSSE allowing comparison of responses.
Sampling Group

- All faculty members who teach credit courses and are included in the Master Index submitted to CCSSE were invited to respond to this online survey.
CCFSSE

Result Examples
In your experiences at this college during the current school year, about how often have you (your student) done each of the following (in your class)?

- Discussed grades or assignments with an instructor

<table>
<thead>
<tr>
<th></th>
<th>Faculty Response</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>0%</td>
<td>8%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>24%</td>
<td>44%</td>
</tr>
<tr>
<td>Often</td>
<td>42%</td>
<td>34%</td>
</tr>
<tr>
<td>Very Often</td>
<td>34%</td>
<td>13%</td>
</tr>
</tbody>
</table>
In your experiences at this college during the current school year, about how often have you (your student) done each of the following (in your class)?

- Received prompt feedback (written or oral) from instructors on your performance

<table>
<thead>
<tr>
<th></th>
<th>Faculty Response</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>0%</td>
<td>8%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>15%</td>
<td>38%</td>
</tr>
<tr>
<td>Often</td>
<td>32%</td>
<td>41%</td>
</tr>
<tr>
<td>Very Often</td>
<td>53%</td>
<td>14%</td>
</tr>
</tbody>
</table>
In your experiences at this college during the current school year, about how often have you (your student) done each of the following (in your class)?

- Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values

<table>
<thead>
<tr>
<th></th>
<th>Faculty Response</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>0% (18% Don’t Know)</td>
<td>25%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>Often</td>
<td>31%</td>
<td>20%</td>
</tr>
<tr>
<td>Very Often</td>
<td>18%</td>
<td>21%</td>
</tr>
</tbody>
</table>
In your experiences at this college during the current school year, about how often have you (your student) done each of the following (in your class)?

- Skipped class

<table>
<thead>
<tr>
<th></th>
<th>Faculty Response</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>15% (3% Don’t Know)</td>
<td>59%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>74%</td>
<td>35%</td>
</tr>
<tr>
<td>Often</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>Very Often</td>
<td>0%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Survey of Entering Student Engagement
Description

- Developed specifically to provide colleges with a systematic approach to understanding entering students’ earliest experiences.
- The data paints a clear picture of both student behaviors in the earliest weeks of college and the institutional practices that affect students during this critical time.
Why?

- Serves as an additional student engagement tool for the QEP by:
  - Identifying the areas in which entering students thrive and those in which they consistently struggle;
  - Planning and examining the impact of interventions aimed at improving students’ earliest collegiate experiences;
  - Documenting and improving institutional effectiveness over time; and
  - Demonstrating institutional results and progress in supporting entering students.
Sampling Group

- A random sample of course sections from this population:
  - All developmental reading, writing, and math courses at all levels;
  - First college-level English courses;
  - First college-level Math courses.

- Excludes courses such as distance-learning classes not meeting in person during the fourth and fifth weeks of class, ESL classes, dual-credit classes.
SENSE Administration

- Participating faculty will be notified via email
  - Tuesday 8/18/09
  - Criquett Lehman

- Same process as CCSSE
  - Mary Floyd – CCC
  - Janice Turvaville – VERNON

- September 14-25
More Information

- www.vernoncollege.edu
- Click SACS Accreditation → Quality Enhancement Plan
  - the Quest newsletter
  - VC Café Sessions
    - Calendar of events
    - Office hours
  - Contact Information
    - Criquett Lehman
      - Director of QEP
      - CCSSE/SENSE Liaison