CCSSE Data Review Template

Institution Name: Vernon College

Introduction: An in-depth review of your college's Community College Survey of Student Engagement (*CCSSE*) results is a key element in more fully understanding your students' experiences at the college. It also provides a means for building data capacity—reviewing and discussing these data on a consistent basis, with a broad constituency, will help the college expand the understanding and use of student engagement data across the college.

Directions: Below is a four-step guide for reviewing your college's *CCSSE* results. Each step includes several questions that the team reviewing the data is to respond to during the review process. Please record the team's response to each question on this template.

Accessing Data: Access your college's most recent *CCSSE* results by logging on to the *CCSSE* online reporting system at www.ccsse.org/members/archive.cfm. Using your college's *CCSSE* Members Only username and password, enter the site and click on the link to your college's most recent year of participation. Read through the "Overview" and "Understanding Survey Results" sections of the site. Then proceed to the "Standard Reports" section to view and print your college's Key Findings booklet and benchmark, means, and frequency reports. For step 3—"Disaggregate the Data"—proceed to the "Custom Report Requests" page to request the specified breakout reports.

Uses: Results of this review will be a focus of continuing work of the SSBTN consultant with the college, as the institution further builds its capacity for using data in support of a student success agenda. In particular, results compiled within this template will be used in the college leadership team's work at the SSBTN Institute in April 2013.

Due Date: Submit your completed *CCSSE* Data Review template to your SSBTN consultant and to April Juarez at juarez@cccse.org by **February 15, 2013**.

CCSSE Data Review Template

Review Steps	Guiding Questions	Responses
	Vernon College November 1, 2012 SSBTN Phase II and Institute Team Review and Discussion Notes	

1.*CCSSE* Key Findings Review
(access the college's Key Findings booklet via the Standard Reports page of the CCSSE online reporting system at www.ccsse.org/members/archive.cfm)
 	
A. Compare benchmark scores with peer and/or consortium institutions
	What benchmark-level comparisons capture the attention/concern of the college?
	
	What specific findings have particular pertinence to the college's current or anticipated student success work?
		• Reviewed 2011 Key Findings and 2011 Benchmark Summary Report
		• Vernon College scored lower that cohort and Texas Small Colleges Consortium on all benchmarks
		• Lowest to highest via Key Findings
		    Active and Collaborative Learning 38.4
		    Student - Faculty Interaction 42.2
		    Support for Learners 44.1
		    Academic Challenge 44.7
		    Student Effort 46.3
		
		Specific findings…the Vernon College student success agenda includes: enhancements in advising including Course Schedule Advisors; Quality Enhancement Plan emphasis on student engagement; Retention Task Force recommendations; elimination of late registration; creation of Student Success Course Taskforce
		
		• Discussion –
		    o What do we know about the part-time students?
		    o 6c – academic challenge – written papers
		    o If students are not discussing classwork or future plans with instructors, they are

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		not as engaged and focused as they need to be in order to be successful in college and in finding a good job or career. ○ It is concerning that we fell below the cohort. ○ All of the findings indicate that much work remains to be done to increase student success at Vernon College. The benchmarks can provide order of importance. ○ ALL benchmark-level comparisons are a concern. ○ Does active and collaborative learning point to failure as educators to change teaching methods to meet benchmark? ○ Active and Collaborative Learning is a drop from the 2009 CCSSE ○ Academic Challenge seems to be a reoccurring theme
B. Review areas of highest and lowest engagement	What item-level comparisons capture the attention/concern of the college? What specific findings have particular pertinence to the college's current or anticipated student success work?	• Reviewed Key Findings and 2011 Frequency Distributions • Highest Aspects of Student Engagement – performed most favorably compared with cohort 13b1- Frequency: Career Counseling 25.9 13e1- Frequency: Skill labs (writing, math, etc.) 44.4 4l- Discussed grades or assignments with an instructor 45.3 13hl- Frequency: Computer lab 67.9

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Review Steps	Guiding Questions	Responses

		7- Extent to which examinations during the current school year challenged you to do best work at college 69.7
		
		• Lowest Aspects of Student Engagement – performed least favorably compared with cohort
		4n- Discussed ideas from readings or classes with instructors outside of class 6.7
		4b- Made class presentation 16.6
		4m- Talked about career plans with an instructor or advisor 17.4
		4c- Prepared two or more drafts of a paper or assignment before turning in 34.9
		6c- Number of written papers or reports of any length 39.6
		
		• Discussion –
		   o Low scoring questions indicate the nature of classroom activities/interactions
		   o 4c - student effort (2 or more drafts of papers) is a lowest score along with 6c (number of written papers or reports)
		   o Students must be able to communicate, regardless of their chosen major or career choice.
		   o Written and oral communication is important throughout all classes.
		   o There are no real areas of highest engagement – our lowest high was academic challenge when compared against peers.

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Review Steps	Guiding Questions	Responses
		- Lack of a student success course. - Students perceive that tests are challenging - The differences between full-time/part-time are supported by CCFSSE.
2. In-depth Benchmark and Item-level Review *(access aggregated benchmark, means, and frequency reports via the Standard Reports page of the CCSSE online reporting system at www.ccsse.org/members/archive.cfm)* Examine items comprising each benchmark as well as the non-benchmark items for which the college's results differ significantly (+ or -) from the aggregate results for peer or consortium colleges.	What findings from this comparison capture the attention/concern of the college team? What specific findings point to actionable data? Which specific areas of the college should be engaged in discussions about these findings?	- Reviewed Vernon College Data Brief which examined conceptually related survey and questionnaire items to determine student experience and institutional performance. - See attached for lowest rated/scored questions and higher rated/scored questions Findings capturing attention/concern and potential action: - 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 - Participated in a community-based project as a part of a regular course

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		- 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 - Came to class without completing readings or assignments - Number of written papers or reports of any length - 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 - Providing the support you need to help you succeed at this college - Helping you cope with your non-academic responsibilities (work, family, etc.) - Providing the support you need to thrive socially - Frequency: Academic advising/planning - Discussion - - Study skills class or session might help students understand importance of doing rough drafts. - Students do not read for pleasure.

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		28% did not seek tutoring - Perception seems to be that college employees do not care about students other than registering them and coursework.
3. Disaggregate the Data *(access breakout reports via the Custom Report Requests page of the CCSSE online reporting system at www.ccsse.org/members/archive.cfm)* Examine at the benchmark and item-level key breakout analyses	*NOTE: Be sure to check the number of students (n) in each breakout group to ascertain whether the numbers are large enough to support interpretation of the results.*	
A. Full-time vs. part-time students	What findings from this comparison capture the attention/concern of the college? Where do the data demonstrate that different groups of students are having very different experiences? What specific findings point to actionable data?	- Reviewed 2011 Benchmark Scores Report – Main Survey, Comparison Group: Small Colleges, Breakout by Enrollment Status - VC scored lower than small colleges on each benchmark - Part-time scored lower on each benchmark than full-time (tutoring was closest) - Exception – 131b. Career Counseling (Support for Learners) part-time 1.48 and full-time 1.37 - Discussion – - Range of needs for full-time students can be vastly different for part-time students. - Do part-time take more evening and online courses?

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Review Steps	Guiding Questions	Responses
		- Who are our part-time students and what challenges do they face i.e. work, family obligations may not allow these students the opportunity or time to work with/or establish a rapport with other students inside or outside of class. - More resources are needed for our large percentage of part-time students
B. Developmental vs. non-developmental students	What findings from this comparison capture the attention/concern of the college? Where do the data demonstrate that different groups of students are having very different experiences? What specific findings point to actionable data?	- Reviewed 2011 Benchmark Scores Report – Main Survey, Comparison Group: Small Colleges, Breakout by Developmental Status - VC scored lower than small colleges on each benchmark - Higher scores: Active and Collaborative Learning – non-developmental Student Effort – developmental Academic Challenge – non-developmental Student-Faculty Interaction – non-developmental Support for Learners – developmental - Discussion – - Developmental education students do not have a sense of connection and support with instructors. They do not actively participate in class as much as non-developmental. - Developmental students may be shy

Review Steps	Guiding Questions	Responses
		about asking for help. ○ Specific findings point to the need for more interaction.
C. Traditional vs. non-traditional college entry age students	What findings from this comparison capture the attention/concern of the college? Where do the data demonstrate that different groups of students are having very different experiences? What specific findings point to actionable data?	• Reviewed 2011 Benchmark Scores Report – Main Survey, Comparison Group: Small Colleges, Breakout by Age Group • VC scored lower than small colleges on each benchmark • Higher scores: Active and Collaborative Learning – non-traditional Student Effort – non-traditional Academic Challenge – non-traditional Student-Faculty Interaction – non-traditional Support for Learners – Traditional • Discussion – ○ Highlights the need for a study skills class and career planning ○ It seems that the non-traditional student works harder or perceives he works harder than he/she envisioned. What that may mean for VC is to focus on different ways in supporting the non-traditional. ○ Traditional students are needier.

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Review Steps	Guiding Questions	Responses

D. First-generation vs. non-first-generation	What findings from this comparison capture the attention/concern of the college?
	
	Where do the data demonstrate that different groups of students are having very different experiences?
	
	What specific findings point to actionable data?
		• Reviewed 2011 Benchmark Scores Report – Main Survey, Comparison Group: Small Colleges, Breakout by First-Generation Status
		• VC scored lower than small colleges on each benchmark
		• Higher scores:
		Active and Collaborative Learning – not-first generation
		Student Effort – non-first generation
		Academic Challenge – not-first generation
		Student-Faculty Interaction – not-first generation
		Support for Learners – first generation
		
		• Discussion –
		  o It appears that first generation students do not actively connect, ask questions, make presentations or work with others in and out of class.
		  o Need to help first generation students learn college lingo, routines, and how to navigate college life. Do not just complain that students do not read.
		  o First generation students seem less sure of themselves according to data.
		  o Better support is needed for learners i.e. advising and career counseling, how to utilize computer and skills labs…

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Review Steps	Guiding Questions	Responses
4. Additional Data Collection/Analysis	What additional questions are raised through this initial review of survey results? How do these findings relate to other data the college has examined (e.g., student success data, program evaluations, satisfaction surveys, etc.) What additional data (quantitative, disaggregated, or qualitative) are needed to more fully understand students' experiences at the college? How will the college collect and analyze the data? Who will be responsible for data collection and analyses? With whom will the data be discussed?	• Review of custom survey items: 10. Find needed information on website - very often/often 68.3% 13. Factor most responsible for having difficulty making progress in studies, time management – 34.2% 17. Satisfaction with advising received in regard to course requirements and scheduling –very satisfied/satisfied 69.3% 18. Seek assistance when experience academic difficulties – very often/often 39% 19. Quality of academic advising – excellent/good 58.8% 20. Academic advisor benefited you with course selection and registration – strongly agree/agree 54.3% • Additional Data Collection/Analysis – (Institutional Effectiveness and Quality Enhancement) CCSSE - Consortium Custom Survey Items CCSSE - Respondents to Underlying Population Comparisons CCFSSE VC Data Brief – includes CCSSE, SENSE and VC Effectiveness Survey (Instructional Services) SIR II – additional question added to survey regarding advising (Other potential data) Process for developmental studies needs

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Review Steps	Guiding Questions	Responses

		scrutiny
		Graduate and withdrawal surveys to follow-up where students go and what we can do differently to improve
		Evaluation of critical thinking which leads to student success
		More service area demographic data in order to compare VC students
		
		• Discussion –
		   o Additional information to seek - Is faculty changing teaching methods to best meet student needs?
		   o Our rigor of courses is not meeting student expectations. Why?
		   o How do we get students to take advantage of tutoring?
		   o Need to teach study skills and coping skills
		   o How do we uncomplicate the admission, advising and registration process?
		   o Ensure that data is discussed with faculty and staff to help with behavior modification.
		   o Do we really need more data? Or would we need to take seriously the data we already have with an expectation to address needs for increasing scores.

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November 13, 2012
SSBTN Phase II and Institute Team
2nd Review and Discussion Notes as led by Dr. Luzelma Canales

- As we delve more into data, it will be important to determine:
  What data do we have?
  What data do we not have?
  How can we use focus groups to determine how students navigate our systems?

- Focus groups will help to ask students real questions such as "How do you define prompt feedback?" to help clarify Vernon College definitions and processes.

- Starting where the client is (i.e. part time, online, nontraditional…) may create a new definition of equity

- We have to put our money where our mouth is and ensure processes that are more efficient for VC and more effective for the students

- Using courageous conversation for suggested priorities:
  o Review part time students and their needs for success
    Improve the part time student experience
    Bring attention to and enhance services for part time students
  o Review developmental education students and their needs for success
    Some students seem to get bogged down in developmental process
  o Fine tune advising
  o Create a student success course
    Determine when the student success course should occur during the student's experience
    Who should participate in the student success course?
  o Increase active and collaborative learning though use of better instructional design
  o Enhance faculty training
    To understand this generation of students
    Use mentors and peers to provide trainings ex. teaching circles
  o Improve orientation
    Increase content and time
    Research day long orientations

Research zero weeks
- o Look at the entire student experience to determine success models
Process in place to give potential students the reception they need
Process to illustrate that college employee's care about students throughout their time at Vernon College
- o Review CCSSE line item questions to determine what we want to do more of (ex. in areas of Active and Collaborative Learning and Student Effort)
Class presentations
Paper drafts
Working with students on projects during and outside of class
Worked on paper or project that required integrating ideas or information from various sources (higher order thinking)
- o Implement Monday/Wednesday and Tuesday/Thursday class schedules leaving Fridays for professional development, meetings and office hours
- o Enhance career planning
- o Define faculty role and enhance processes for student support
- o Enhance resource based sources of support for students
- o Utilize technology to its fullest extent
Promote "how to use Blackboard" training for students, faculty and staff
Promote current online resources such as library orientation and create additional online resources
- o All begins with faculty…To build awareness and a culture of educators who value the true contributions to the college needed for student success.

- Reminder – the QEP was formed through research and literature review. Its' intent is aimed at active and collaborative learning.

- Do not forget the second steps…"then what?" , follow-up, additional trainings, use of results for improvement, "What are we going to let go of?" and a sustainability plan

- To be the most impactful, must reach 60% or more to move the scale.