

# COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT

BENCHMARK REPORT

**SPRING 2016**

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## Introduction

The Community College Survey of Student Engagement (CCSSE) benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement – and that are positively related to student learning and persistence. The CCSSE benchmarks allow institutions, with missions focused on teaching, learning, and student success, to gauge and monitor their performance in areas that are central to their work. Descriptions of each of the five benchmarks is included below.

This report reflects data collected during the spring 2016 term. Classes were randomly selected for inclusion in the CCSSE survey with 97% of sampled classes participating and there was an overall within class completion rate of 67%. This report explores differences in benchmark outcomes between CCP, other ex-large colleges, and the 2016 CCSSE Cohort.

### Benchmarks of Effective Educational Practice

#### ▪ **Student Effort**

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

#### ▪ **Student-Faculty Interaction**

In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

#### ▪ **Active and Collaborative Learning**

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.

#### ▪ **Academic Challenge**

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

#### ▪ **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.

## Summary of Benchmark Scores

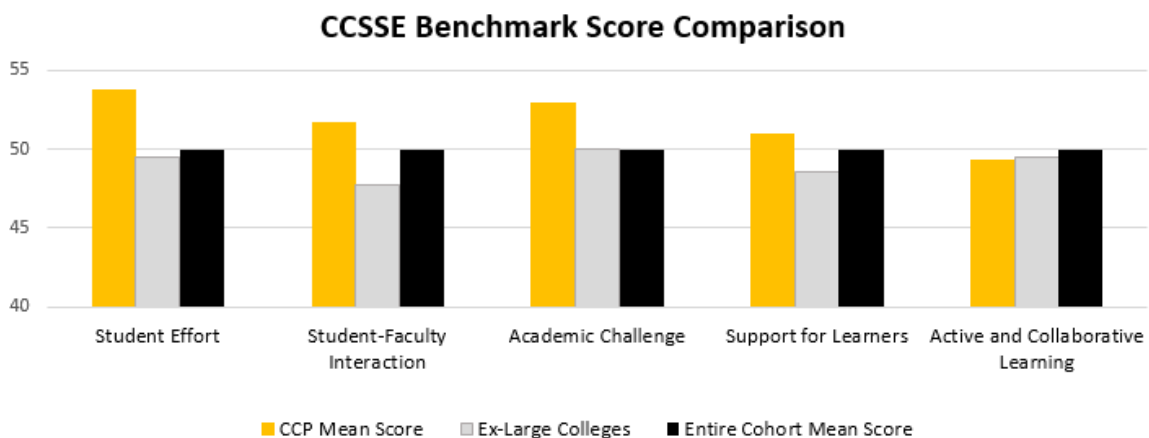
Table 1 contains the average (mean) benchmark scores for CCP, ex-large colleges, and the 2016 CCSSE Cohort for the five CCSSE benchmarks. These scores were computed by averaging scores on individual survey items that comprise each benchmark. The benchmark scores are standardized so that the mean for all students is 50 and the standard deviation is 25. Higher benchmark scores indicate greater levels of effectiveness. Mean differences reflect the difference between CCP, ex-large colleges, and the 2016 CCSSE Cohort.

A comparison between the ex-large participating colleges and the CCSSE 2016 cohort finds that CCP scored most favorably in the area of Student Effort as the CCP benchmark mean (53.8) was higher than both comparison means; ex-large college (49.5) and the 2016 CCSSE Cohort (50.0).

**Table 1: 2016 CCSSE Benchmark Scores**

	CCP Mean Score	Ex-Large Colleges	Mean Difference Between CCP and Ex-Large Colleges	2016 CCSSE Cohort Mean Score	Mean Difference Between CCP and 2016 CCSSE Cohort
Student Effort	53.8	49.5	4.3	50	3.8
Student-Faculty Interaction	51.7	47.7	4.0	50	1.7
Academic Challenge	53.0	50	3.0	50	3.0
Support for Learners	51.0	48.6	2.4	50	1.0
Active and Collaborative Learning	49.3	49.5	-0.2	50	-0.7

**Figure 1: CCSSE Benchmark Score Comparisons between CCP, Ex-Large Colleges and the 2016 CCSSE Cohort**



## Student Effort Benchmark

Student’s own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals. Eight items contributed to the Student Effort Benchmark (see Table 2).

### Noteworthy Findings:

- Strengths observed among CCP student responses found students frequently *worked on a paper or project that required integrating ideas and prepared two or more drafts of a paper before turning it in*. Both areas demonstrate favorable comparisons with ex-large colleges as well as the 2016 CCSSE cohort.
- On a scale of 1 = Rarely to 4 = Very Often, two behaviors students were least likely to engage in were *accessing Skill Labs for help in writing and math* and *accessing peer or other tutoring opportunities*.

**Table 2: CCP Student Responses in 2016 to Student Effort Survey Items**

	2016 CCP Mean Score	2016 Ex- Large Colleges	Mean Difference Between CCP and Ex-Large Colleges	2016 Entire Cohort Mean Score	Mean Difference Between CCP and CCSSE Cohort
Worked on a paper or project that required integrating ideas or information from various sources	2.82	2.87	-0.05	2.84	-0.02
Prepared two or more drafts of a paper or assignment before turning it in	2.61	2.54	0.07	2.53	0.08
How often do you access the Computer Lab	2.20	1.98	0.22	2.04	0.16
Number of books read on your own for personal enjoyment or academic enrichment	2.14	2.05	0.09	2.03	0.11
Prepared for class (studying, reading, writing, doing homework)	1.96	1.97	-0.01	2.00	-0.04
Came to class without completing readings or assignments	1.73	1.87	-0.14	1.83	-0.10
How often do you access the Skill labs (writing, math etc.)	1.72	1.73	-0.01	1.75	-0.03
How often do you access the peer or other tutoring	1.65	1.55	0.10	1.53	0.12

## Student-Faculty Interaction Benchmark

In general, the more contact students have with their instructors, the more likely they are to learn effectively. On a scale of 1 = Never, 2 = Sometimes, 3 = Often, and 4 = Very Often, six items contributed to the Student-Faculty Interaction Benchmark (see Table 3).

### Noteworthy Findings:

- Similar to the 2016 CCSSE cohort mean (2.93/4.0), CCP students responded that they often (2.96/4.0) *communicate with instructors through email*.
- In critical areas of student faculty interactions, CCP students are more likely to *receive prompt feedback from their instructors* (2.87/4.00) than the 2016 CCSSE cohort mean (2.75/4.0).
- Similarly CCP students are more likely to *discuss grades or assignments with their instructors* (2.73/4.00) than the 2016 CCSSE Cohort mean (2.63/4.0).
- Although students were unlikely to *discuss ideas with faculty outside of class* (1.94/4.0) CCP responses were comparable with the 2016 CCSSE Cohort mean (1.82/4.0).

**Table 3: CCP Student Responses in 2016 to Student-Faculty Interaction Survey Items**

	2016 CCP Mean Score	2016 Ex- Large Colleges	Mean Difference Between CCP and Ex-Large Colleges	2016 Entire Cohort Mean Score	Mean Difference Between CCP and CCSSE Cohort
Used e-mail to communicate with an instructor	2.96	2.89	0.07	2.93	0.03
Received prompt feedback from instructors on your performance	2.87	2.72	0.15	2.75	0.12
Discussed grades or assignments with an instructor	2.73	2.57	0.16	2.63	0.10
Talked about career plans with an instructor or advisor	2.09	2.08	0.01	2.17	-0.08
Discussed ideas from your readings or classes with instructor outside of class	1.94	1.77	0.17	1.82	0.12
Worked with instructors on activities other than coursework	1.45	1.45	0.00	1.5	-0.05

## Academic Challenge Benchmark

Challenging intellectual and creative work is central to student learning comprised ten items on the CCSSE Benchmark scale. CCP students, on average, indicated they were sufficiently challenged across a number of dimensions (see Table 4).

### Noteworthy Findings:

- On a scale of 1 = Extremely easy to 7 = Extremely challenging, students found examinations at the College to be challenging (5.08/7.00)
- On a scale of 1 = Very little to 4 = Very much, students reported they were encouraged to spend *Quite a Bit of time* studying (3.16/4.00)
- On a scale of 1 = None; 2 = Between 1 and 4; 3 = Between 5 and 10; 4 = Between 11 and 20; and 5 = More than 20, CCP students responded that they were *assigned between 5 to 10 books for course readings*.

**Table 4: CCP Student Responses in 2016 to Academic Challenge Survey Items**

	2016 CCP Mean Score	2016 Ex-Large Colleges	Mean Difference Between CCP and Ex-Large Colleges	2016 Entire Cohort Mean Score	Mean Difference Between CCP and CCSSE Cohort
How challenging were your examinations during the current school year	5.08	4.90	0.18	4.95	0.13
Encouraging you to spend significant amounts of time studying	3.16	3.06	0.10	3.06	0.10
Number of assigned textbooks, manuals or books	3.10	2.86	0.24	2.88	0.22
Analyzing the basic elements of an idea, experience, or theory	2.99	2.97	0.02	2.94	0.05
Number of written papers or reports of any length	2.95	2.88	0.07	2.88	0.07
Using information you have read or heard to perform a new skill	2.90	2.85	0.05	2.87	0.03
Synthesizing and organizing ideas, information, or experiences in new ways	2.86	2.83	0.03	2.81	0.05

**Table 4: CCP Student Responses in 2016 to Academic Challenge Survey Items (continued)**

	<b>2016 CCP Mean Score</b>	<b>2016 Ex- Large Colleges</b>	<b>Mean Difference Between CCP and Ex-Large Colleges</b>	<b>2016 Entire Cohort Mean Score</b>	<b>Mean Difference Between CCP and CCSSE Cohort</b>
Applying theories or concepts to practical problems or in new situations	2.75	2.75	0.00	2.75	0.00
Worked harder than you thought you could to meet an instructor's standards	2.73	2.62	0.11	2.64	0.09
Making judgments about the value or soundness of information, arguments or methods	2.66	2.67	-0.01	2.65	0.01

## Support for Learners Benchmark

Students perform better and are more satisfied at colleges that are committed to their success. Six items contributed to the Support for Learners Benchmark (see Table 5).

### Noteworthy Findings:

- On a scale of 1 = Very little, 2 = Some, 3 = Quite a bit, and 4 = Very much, the College received highest scores from students in *providing support to help them succeed at the College (3.05/4.0)* and *encouraging contact among a diverse student body (2.77/4.0)*
- At the time of survey distribution, Academic Advising added the services of seven full time advisors to help students navigate their academic path to achieve their academic goals. On a scale of 1 = Rarely/Never, 2 = Sometimes, and 3 = Often, student responses indicated that they only rarely to *sometimes visited academic advising for learner support (1.77/4.0)*. The expectation is that the increased services will strength student support in this area.

**Table 5: CCP Student Responses in 2016 to Support for Learners Survey Items**

	2016 CCP Mean Score	2016 Ex- Large Colleges	Mean Difference Between CCP and Ex-Large Colleges	2016 Entire Cohort Mean Score	Mean Difference Between CCP and CCSSE Cohort
How much does the college provide the support you need to help you succeed at this college	3.05	3.01	0.04	3.06	-0.01
How much does the College encourage contact among students from different economic, social, and racial backgrounds	2.77	2.66	0.11	2.63	0.14
How much does the college provide the financial support you need to afford your education	2.62	2.51	0.11	2.58	0.04
How much does the college providing you with the support you need to thrive socially	2.30	2.21	0.09	2.26	0.04
How much does the college helping you cope with your non-academic responsibilities	2.08	2.00	0.08	2.05	0.03
How frequently do you access Academic advising/planning	1.77	1.79	-0.02	1.84	-0.07
How frequently do you access Career counseling	1.47	1.46	0.01	1.46	0.01



## Active and Collaborative Learning Benchmark

Students learn more when they are actively involved in their education and have opportunities to think. Seven items contributed to the Active and Collaborative Learning Benchmark (see Table 5).

### Noteworthy Findings:

- On a scale of 1 = Never to 4 = Very often, student responses indicate that they often *ask questions in class or contribute to class discussion*; demonstrating an active and collaborative learning strength that ranked above the mean for both ex-large colleges and the 2016 CCSSE Cohort.
- Although students were unlikely to *participate in a community based project as part of a course* (1.37/4.0) CCP responses were comparable with the 2016 CCSSE Cohort mean (1.36/4.0).

**Table 2: Active and Collaborative Learning Survey Items**

	CCP Mean Score	Ex-Large Colleges	Mean Difference Between CCP and Ex-Large Colleges	Entire Cohort Mean Score	Mean Difference Between CCP and CCSSE Cohort
Asked questions in class or contributed to class discussions	2.94	2.86	0.08	2.92	0.02
Discussed ideas from readings or classes with others outside of class	2.59	2.54	0.05	2.54	0.05
Worked with other students on projects during class	2.50	2.54	-0.04	2.56	-0.06
Made a class presentation	2.09	2.19	-0.10	2.17	-0.08
Worked with other students outside of class to prepare assignments	1.92	1.95	-0.03	1.96	-0.04
Tutored or taught other students	1.40	1.39	0.01	1.39	0.01
Participated in a community-based project as part of a course	1.37	1.34	0.03	1.36	0.01

