



CCSSE

Community College Survey of Student Engagement

**Phillips Community College
of the University of Arkansas**

Student Engagement

CCSSE 2012

(Community College Survey of Student Engagement)

PCCUA Comparison Data Spring 2008, 2010, & 2012

Newsletter Published Fall 2012

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Issue 2

Phillips Community College of the University of Arkansas Fall 2012

CCSSE - Community College Survey of Student Engagement-Spring 2012 Data

Benchmarks of Effective Educational Practice

Benchmarks are groups of conceptually related survey items that address key areas of student engagement. CCSSE's five benchmarks denote areas that educational research has shown to be important to student's college experiences and educational outcomes. The benchmarks measure behaviors that educational research has shown to be powerful contributors to effective teaching, learning, and student retention. Every college has a score for each benchmark. These individual benchmark scores are computed by averaging the scores on survey items composing that benchmark. Benchmark scores are standardized so that the mean—the average of all participating students—always is 50 and the standard deviation is 25.

PCCUA is one of the top-performing colleges scoring in the top 10 percent of the cohort!

Source: CCSSE Data 2012

CCSSE Benchmarks

★ 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 real-life situations and problems.

★ Student Effort

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

★ Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

★ Student-Faculty Interaction

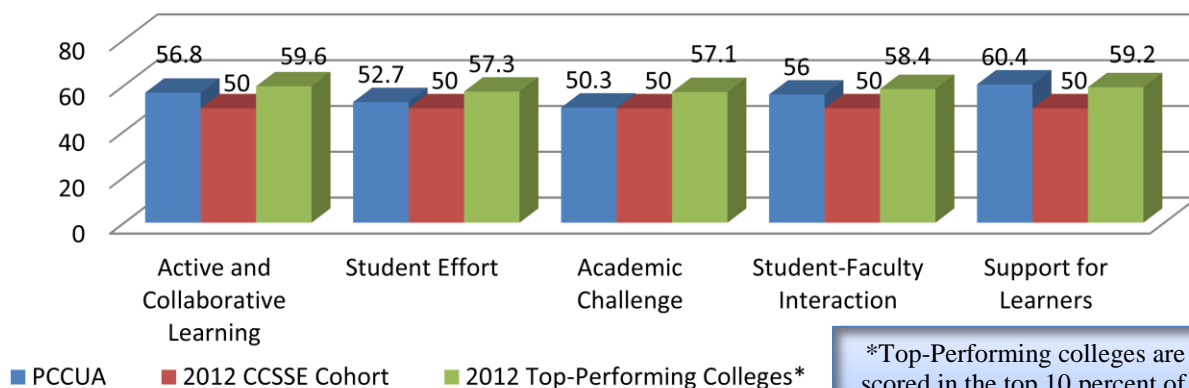
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

★ Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

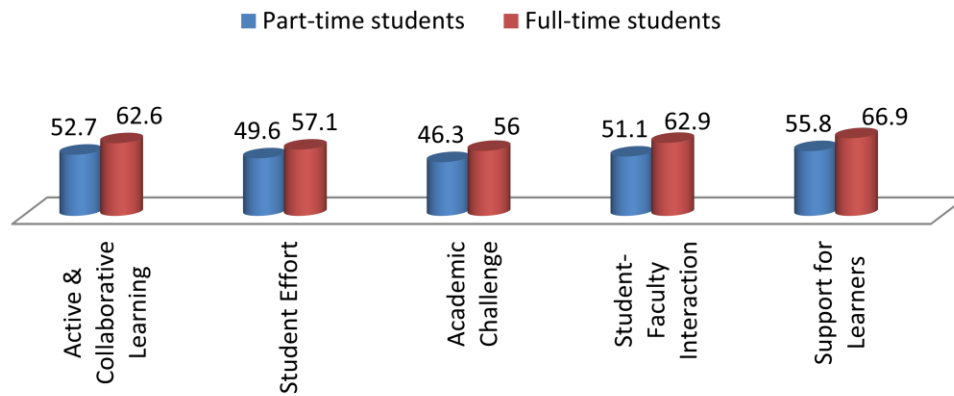
For further information about CCSSE benchmarks, please visit www.ccsse.org

Benchmarks of Effective Educational Practice



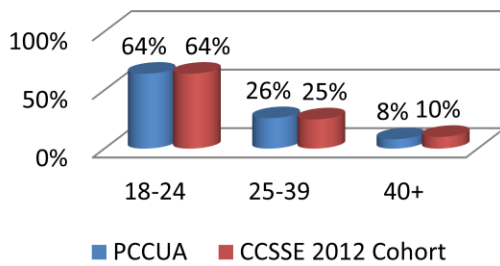
*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Benchmark Overview by Enrollment Status-PCCUA

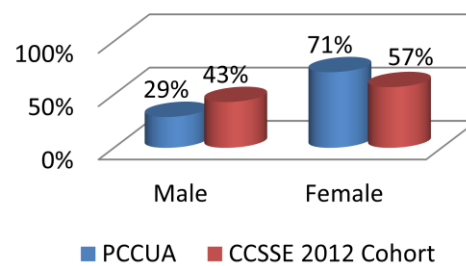


Source: CCSSE Data 2012

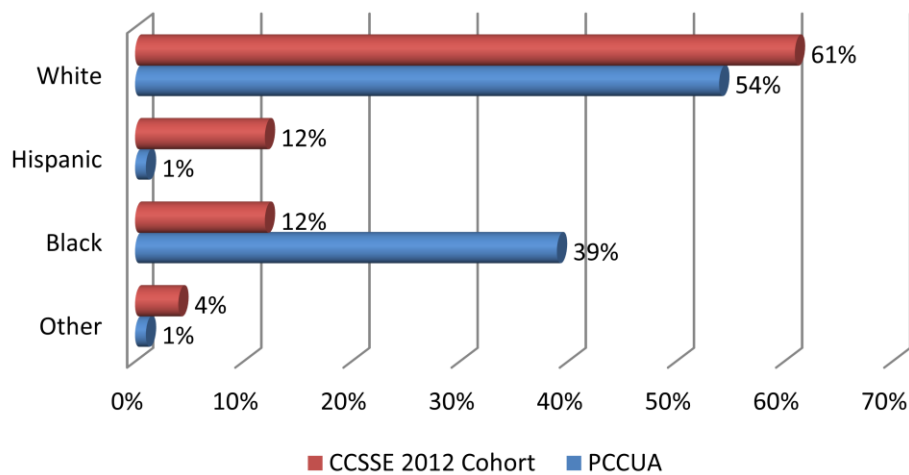
Student Respondent Profile: Age



Student Respondent Profile: Gender



Student Respondent Profile: Race & Ethnicity



★ 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 real-life situations and problems. The following items comprise this benchmark:

During the current school year, how often have you:

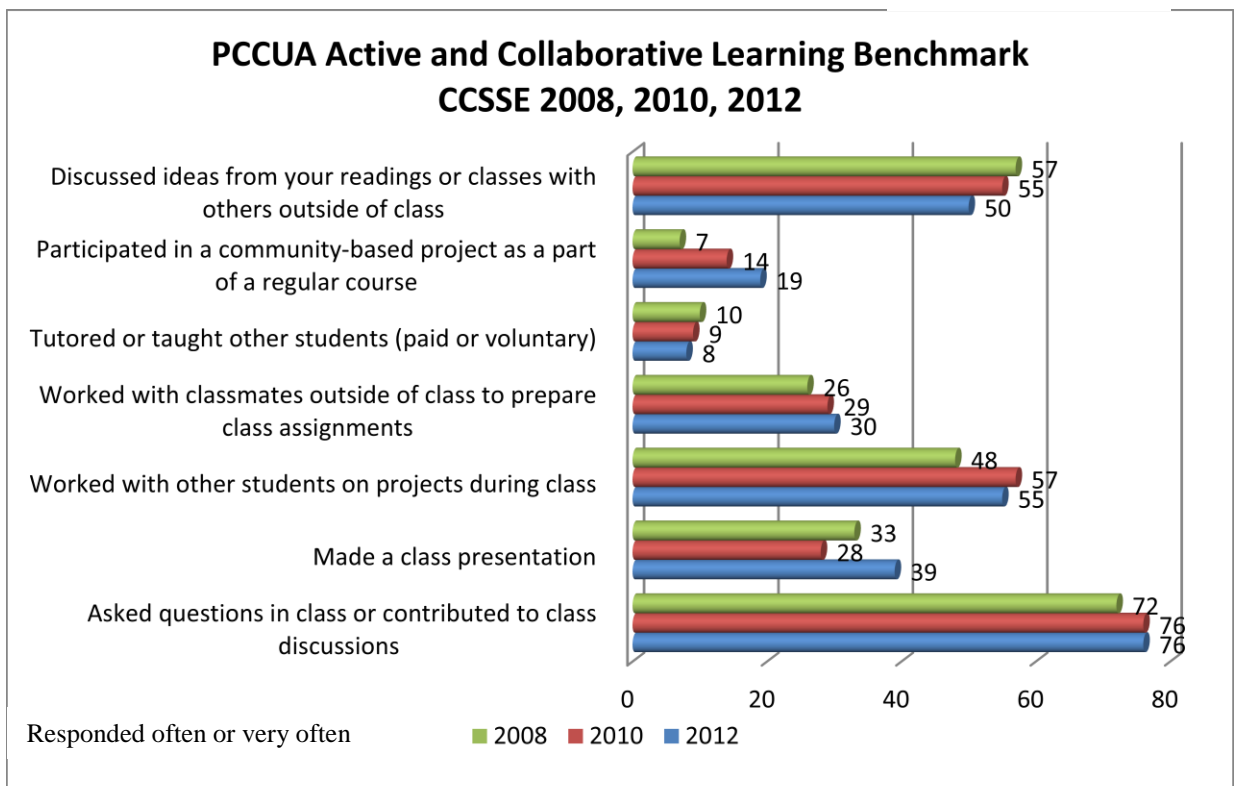
- ❖ Asked questions in class or contributed to class discussions (#4a)
- ❖ Made a class presentation (#4b)
- ❖ Worked with other students on projects during class (#4f)
- ❖ Worked with classmates outside of class to prepare class assignments (#4g)
- ❖ Tutored or taught other students (paid or voluntary) (#4h)
- ❖ Participated in a community-based project as a part of a regular course (#4i)
- ❖ Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (#4r)

Key Findings

PCCUA students responded that they (very often or often):

- ❖ 76% they asked questions in class or contributed to class discussions.
- ❖ 39% they made a class presentation
- ❖ 55% worked with other students on projects during class.
- ❖ 30% worked with classmates outside of class to prepare class assignments.
- ❖ 8% tutored or taught other students (paid or voluntary).
- ❖ 19% participated in a community-based project as a part of a regular course.
- ❖ 50% discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.).

Source: CCSSE Data



★ Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals. The items that comprise this benchmark are below:

During the current school year, how often have you:

- ❖ Prepared two or more drafts of a paper or assignment before turning it in (#4c)
- ❖ Worked on a paper or project that required integrating ideas or information from various sources (#4d)
- ❖ Come to class without completing readings or assignments (#4e)
- ❖ Used peer or other tutoring services (#13d)
- ❖ Used skill labs (#13e)
- ❖ Used a computer lab (#13h)

During the current school year:

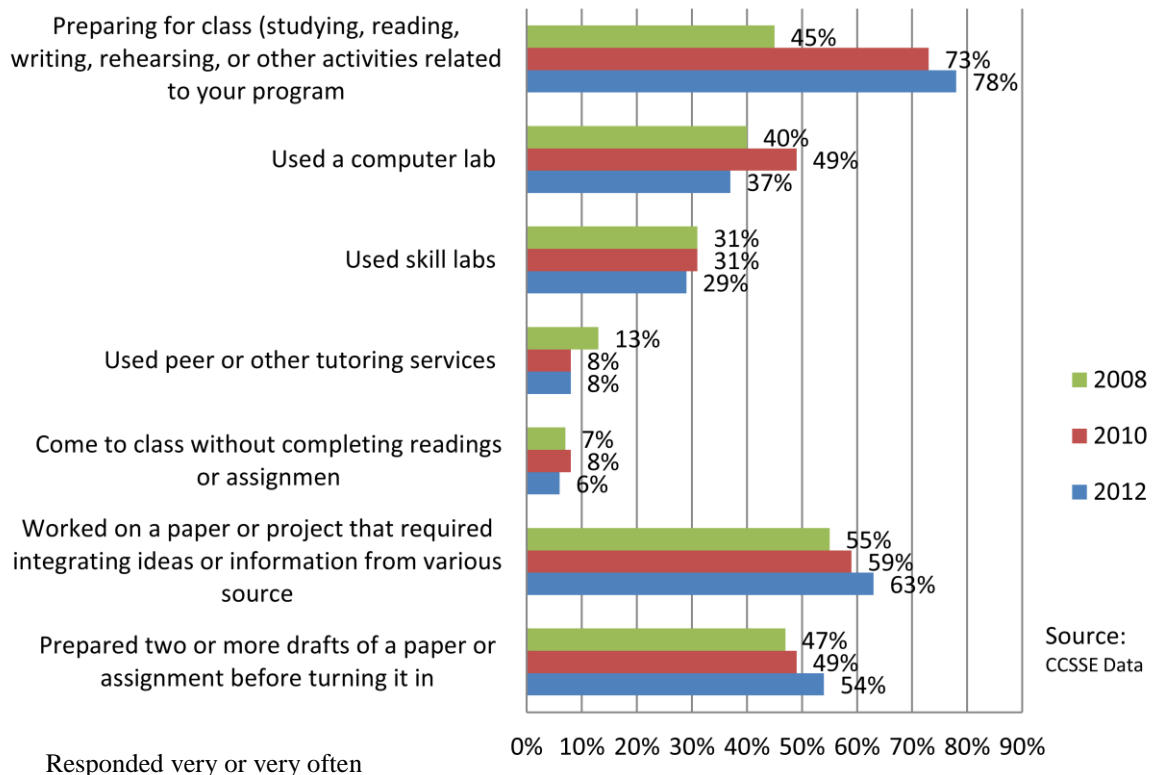
- ❖ How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment (#6b)
- ❖ How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program) (#10a)

Key Findings

PCCUA students responded (often or very often):

- ❖ 54% prepared two or more drafts of a paper or assignment before turning it in.
- ❖ 63% worked on a paper or project that required integrating ideas or information from various sources.
- ❖ 6% come to class without completing readings or assignments.
- ❖ 8% used peer or other tutoring services.
- ❖ 29% used skill labs
- ❖ 37% used a computer lab
- ❖ 49% read 4 or less books on your own (not assigned) for personal enjoyment or academic enrichment.
- ❖ 51% spend 1-5 hours in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program).

PCCUA Student Effort Benchmark CCSSE 2008, 2010, 2012



★ Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

During the current school year, how often have you?

- Worked harder than you thought you could to meet an instructor's standards or expectations (#4p)

How much does your coursework at this college emphasize?

- Analyzing the basic elements of an idea, experience, or theory (#5b)
- Synthesizing and organizing ideas, information, or experiences in new ways (#5c)
- Making judgments about the value or soundness of information, arguments, or methods (#5d)
- Applying theories or concepts to practical problems or in new situations (#5e)
- Using information you have read or heard to perform a new skill (#5f)

During the current school year:

- How many assigned textbooks, manuals, books, or book-length packs of course readings did you read (#6a)
- How many papers or reports of any length did you write (#6c)
- To what extent have your examinations challenged you to do your best work (#7)

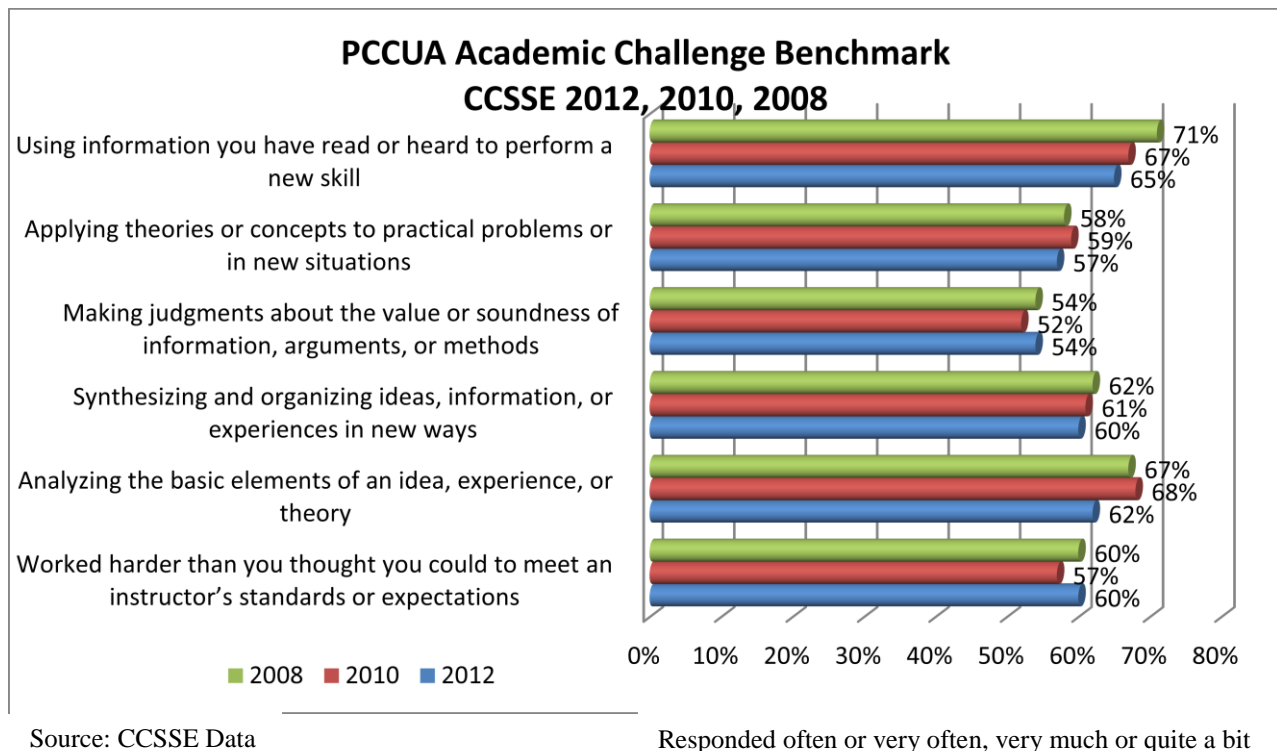
How much does this college emphasize:

- Encouraging you to spend significant amounts of time studying (#9a)

Key Findings

PCCUA students responded that they (often or very often or very much or quite a bit):

- 60% Worked harder than you thought you could to meet an instructor's standards or expectations
- 62% Analyzing the basic elements of an idea, experience, or theory
- 60% Synthesizing and organizing ideas, information, or experiences in new ways
- 54% Making judgments about the value or soundness of information, arguments, or methods
- 57% Applying theories or concepts to practical problems or in new situations
- 65% Using information you have read or heard to perform a new skill
- 47% How many assigned textbooks, manuals, books, or book-length packs of course readings did you read
- 34% How many papers or reports of any length did you write
- 94% To what extent have your examinations challenged you to do your best work
- 75% encouraging you to spend significant amounts of time studying



★ Student-Faculty Interaction

In general, 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. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

During the current school year, how often have you:

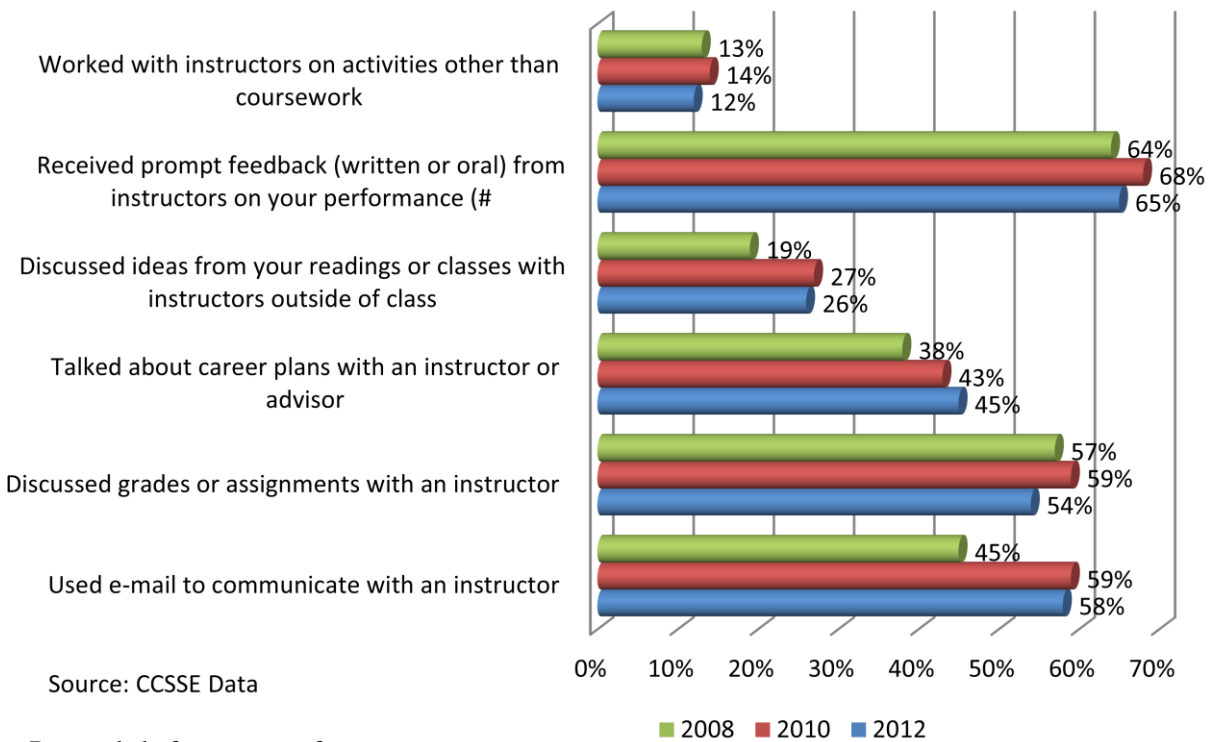
- ❖ Used e-mail to communicate with an instructor (#4k)
- ❖ Discussed grades or assignments with an instructor (#4l)
- ❖ Talked about career plans with an instructor or advisor (#4m)
- ❖ Discussed ideas from your readings or classes with instructors outside of class (#4n)
- ❖ Received prompt feedback (written or oral) from instructors on your performance (#4o)
- ❖ Worked with instructors on activities other than coursework (#4q)

Key Findings

PCCUA student responded (often or very often):

- ❖ 54% discussed grades or assignments with an instructor
- ❖ 45% talked about career plans with an instructor or advisor
- ❖ 26% discussed ideas from readings or classes with instructors outside of class.
- ❖ 58% used email to communicate with an instructor
- ❖ 65% received prompt feedback from instructors on performance.
- ❖ 12% Worked with instructors on activities other than coursework

PCCUA Student-Faculty Interaction Benchmark CCSSE 2012, 2010, 2008



★ Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

How much does this college emphasize:

- ❖ Providing the support you need to help you succeed at this college (#9b)
- ❖ Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (#9c)
- ❖ Helping you cope with your nonacademic responsibilities (work, family, etc.) (#9d)
- ❖ Providing the support you need to thrive socially (#9e)
- ❖ Providing the financial support you need to afford your education (#9f)

During the current school year, how often have you:

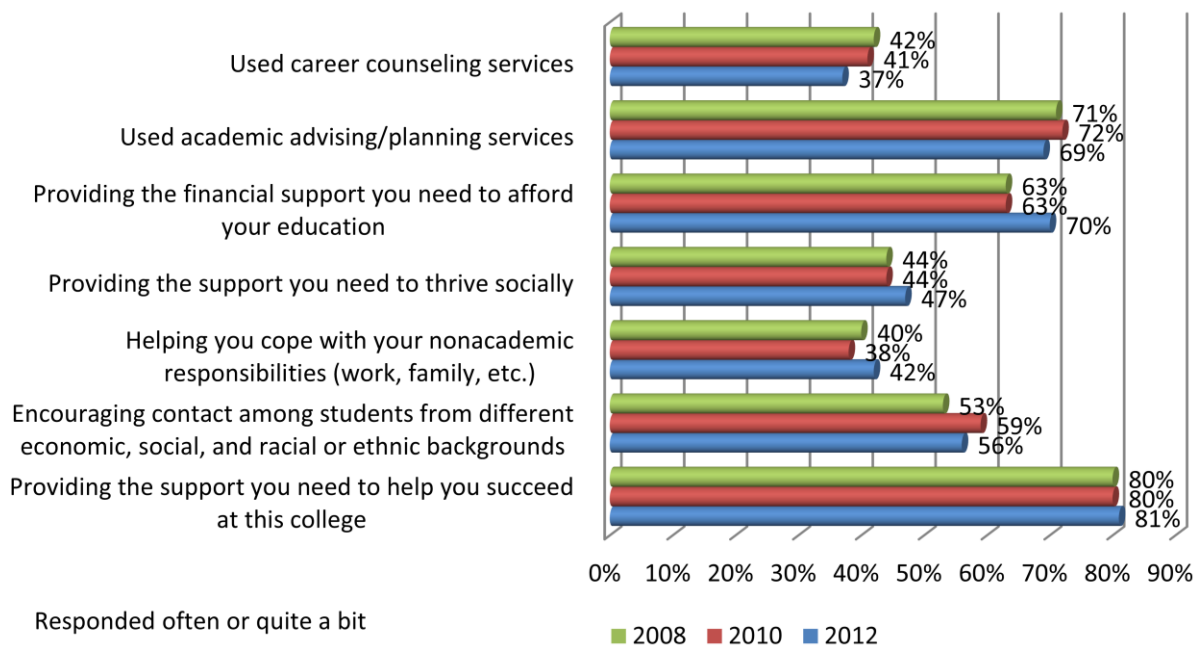
- ❖ Used academic advising/planning services (#13a)
- ❖ Used career counseling services (#13b)

Key Findings

PCCUA students responded often or quite a bit:

- ❖ 81% Providing the support you need to help you succeed at this college
- ❖ 56% Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- ❖ 42% Helping you cope with your nonacademic responsibilities (work, family, etc.)
- ❖ 47% Providing the support you need to thrive socially
- ❖ 70% Providing the financial support you need to afford your education
- ❖ 69% Used academic advising/planning services
- ❖ 37% Used career counseling services

PCCUA Support for Learners Benchmark CCSSE 2012, 2010, 2008



Source: CCSSE Data

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www.pccua.edu/student_engagement

<http://www.pccua.edu/Achieving%20the%20dream/>

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SENSE and CCSSE Surveys funded through Achieving the Dream

Achieving the Dream is a national initiative to help more community college students succeed. The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low-income students.

