PHILLIPS COMMUNITY COLLEGE

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⭐ CCSSE

Community College Survey of Student Engagement

Phillips Community College of the University of Arkansas

Student Engagement

CCSSE 2016
(Community College Survey of Student Engagement)

CCFSSE 2016
(Community College Faculty Survey of Student Engagement)

PCCUA Comparison Data
Spring 2008, 2010, 2012, 2014, & 2016

Newsletter Published Fall 2016

CCSSE & CCFSSE

Community College Survey of Student Engagement (*CCSSE*)

The Community College Survey of Student Engagement is a survey tool used to gather information about a college's educational practices and identify areas in which improvements can be made within the programs and services for students. The data learned about institutional practices and student behaviors impacts student learning and retention.

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 averages 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.

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.
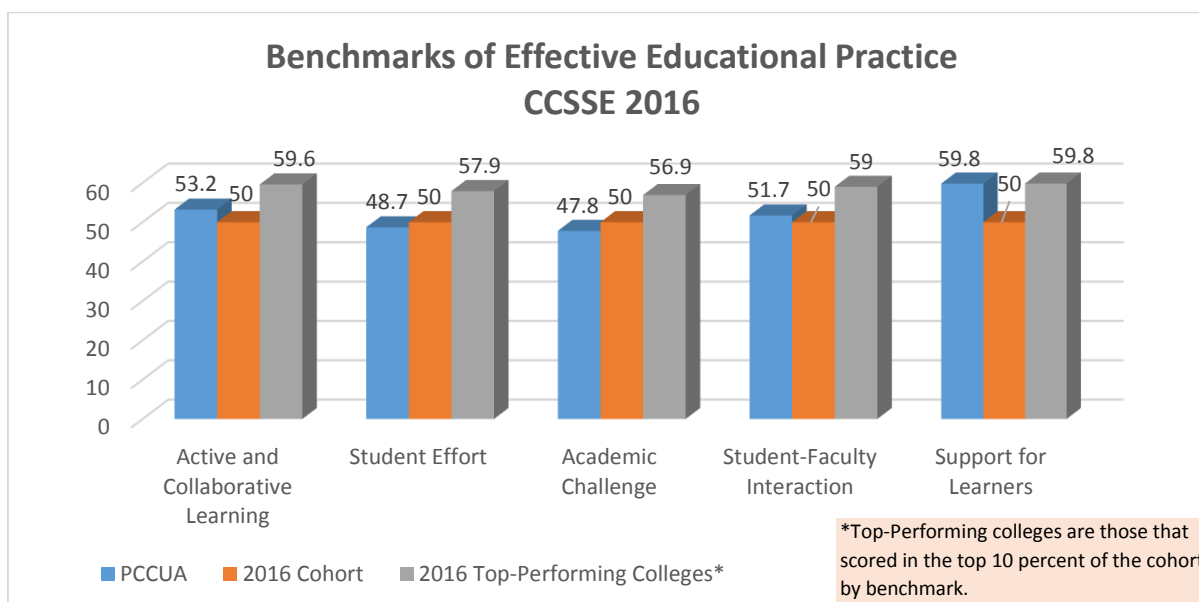
★ **Student-Faculty Interaction**
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, 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, see www.ccsse.org

Benchmarks of Effective Educational Practice
CCSSE 2016

	Active and Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
PCCUA	53.2	48.7	47.8	51.7	59.8
2016 Cohort	50	50	50	50	50
2016 Top-Performing Colleges*	59.6	57.9	56.9	59	59.8

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

Source: CCSSE 2016 Data

Key findings from the *Benchmarks of Effective Education Practice* indicate that PCCUA exceeds the 2016 Cohort averages in three benchmarks areas: Active and Collaborative Learning, Student-Faculty Interaction and Support for Learners with the two lowest benchmarks being Student Effort and Academic Challenge.
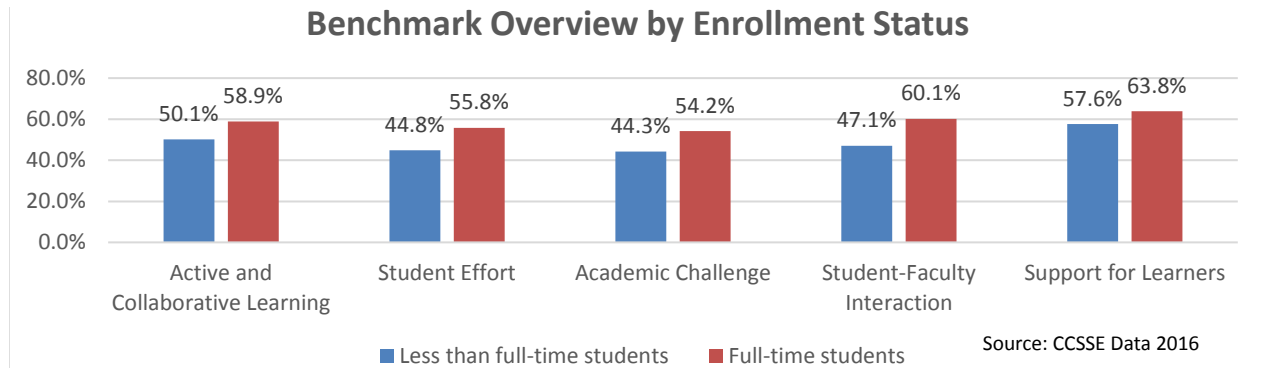
Data results for previous years indicated that PCCUA exceeded the national cohort in all benchmark areas. During the spring of 2016, PCCUA administered the fifth administration of the CCSSE survey. This is the first survey administration where PCCUA fell below the national cohort data in any benchmark category. Although three benchmarks exceeded the national cohort for the 2016 survey administration, there is a decrease in percentages overall in all benchmark categories when PCCUA results are trended over time. It is important to note that the survey participants are not the same students each survey year. See table below.

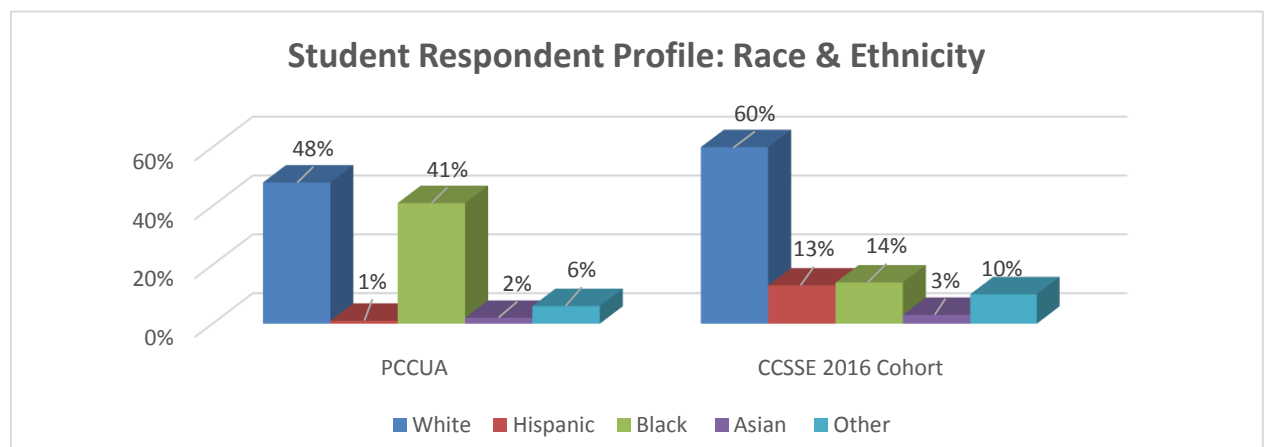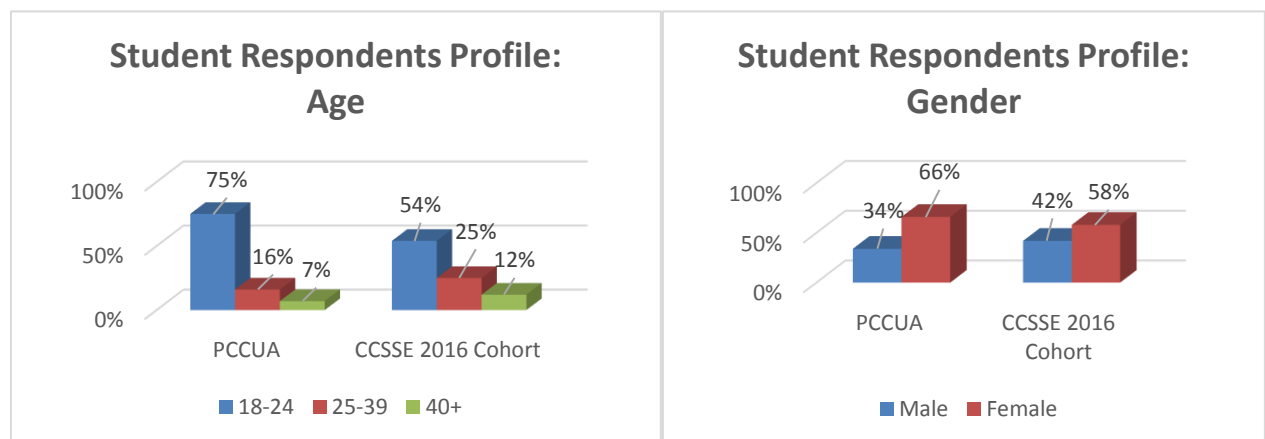| Benchmark Trend	2008	2010	2012	2014	2016
Academic and Collaborative Learning	56%	58%	57%	55%	53%
Student Effort	55%	56%	53%	56%	49%
Academic Challenge	54%	54%	50%	56%	48%
Student-Faculty Interaction	56%	61%	56%	59%	52%
Support for Learners	62%	63%	60%	66%	60%

Source: CCSSE Data 2008, 2010, 2012, 2014 and 2016

Enrollment

PCCUA student enrollment status by benchmarks for students who participated in the CCSSE 2016 survey.

Benchmark Overview by Enrollment Status

Benchmark	Less than full-time students	Full-time students
Active and Collaborative Learning	50.1%	58.9%
Student Effort	44.8%	55.8%
Academic Challenge	44.3%	54.2%
Student-Faculty Interaction	47.1%	60.1%
Support for Learners	57.6%	63.8%

Source: CCSSE Data 2016

Age, Gender, Race and Ethnicity

Student Respondents Profile: Age

	18-24	25-39	40+
PCCUA	75%	16%	7%
CCSSE 2016 Cohort	54%	25%	12%

Student Respondents Profile: Gender

	Male	Female
PCCUA	34%	66%
CCSSE 2016 Cohort	42%	58%

Student Respondent Profile: Race & Ethnicity

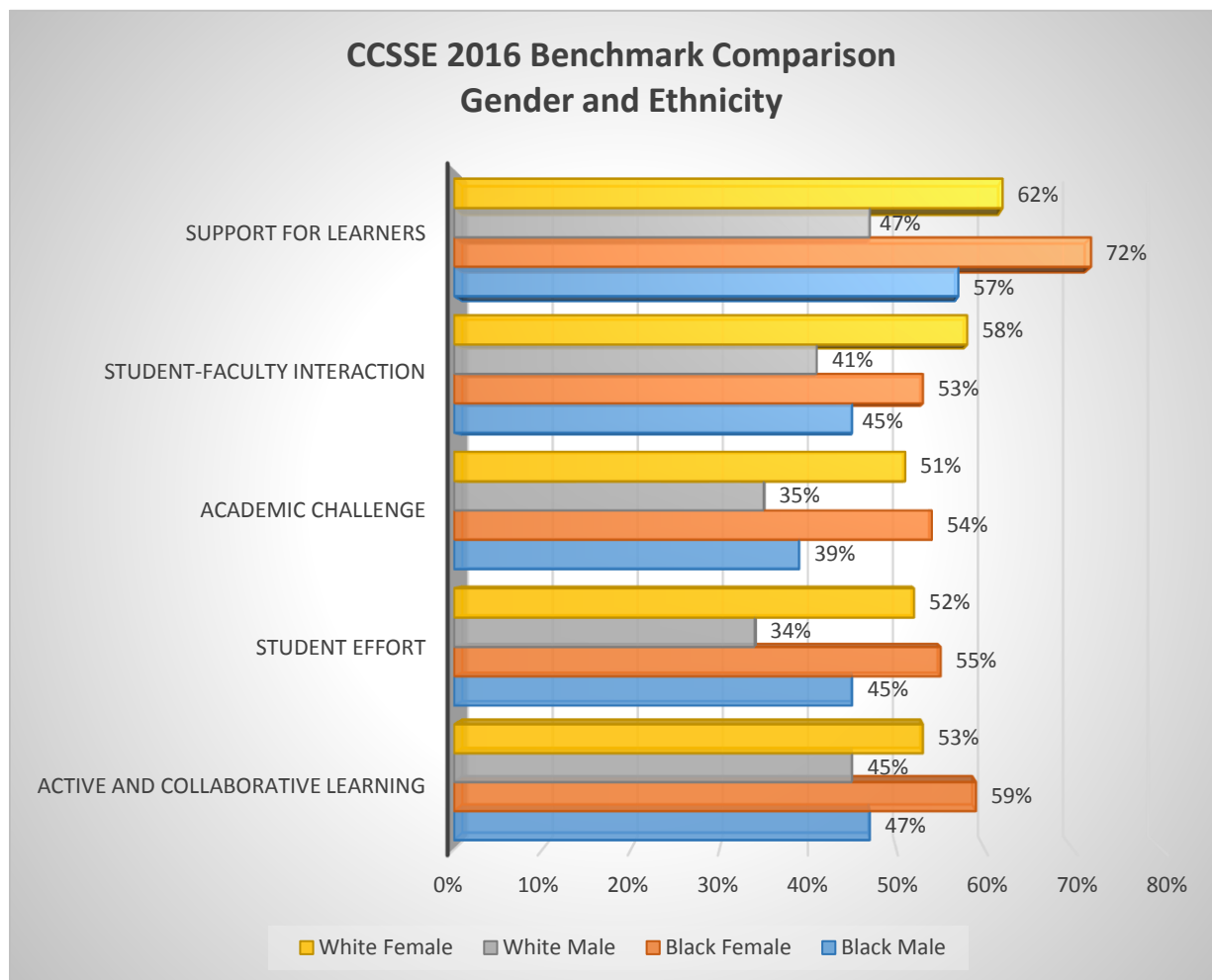|	White	Hispanic	Black	Asian	Other
PCCUA	48%	1%	41%	2%	6%
CCSSE 2016 Cohort	60%	13%	14%	3%	10%

Source: CCSSE 2016 Data
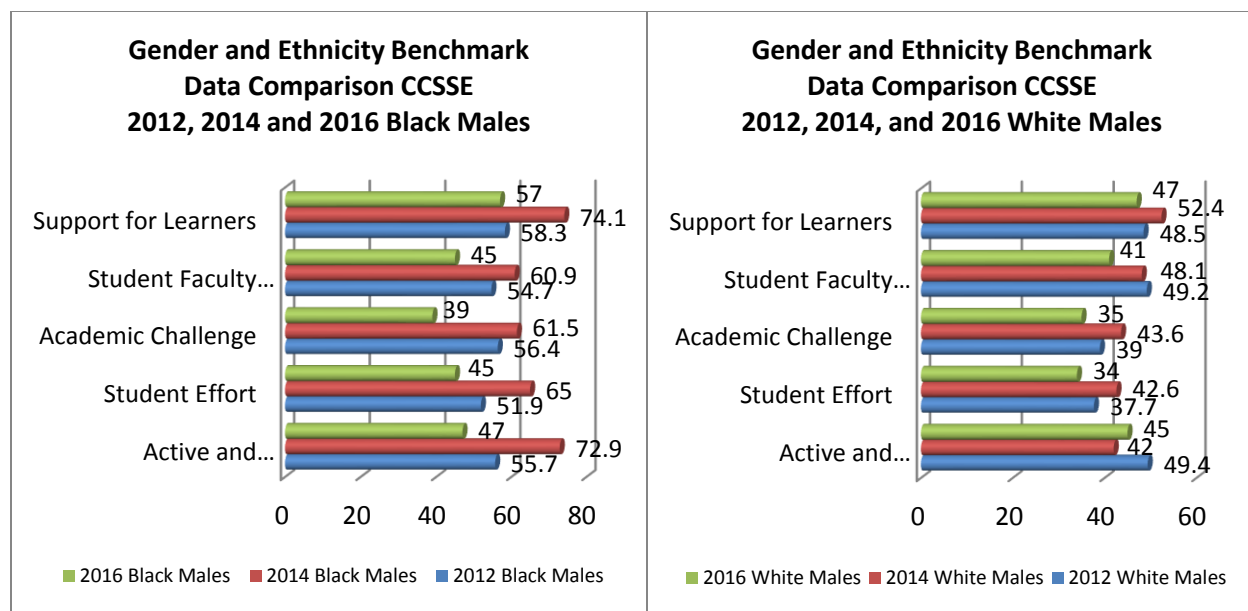
Ethnicity and Gender by Benchmarks

Improvement efforts can be targeted by disaggregating results of different groups such as gender and ethnic groups. The following chart reflects the CCSSE 2016 benchmarks disaggregated by gender and ethnicity.

CCSSE 2016 Benchmark Comparison
Gender and Ethnicity

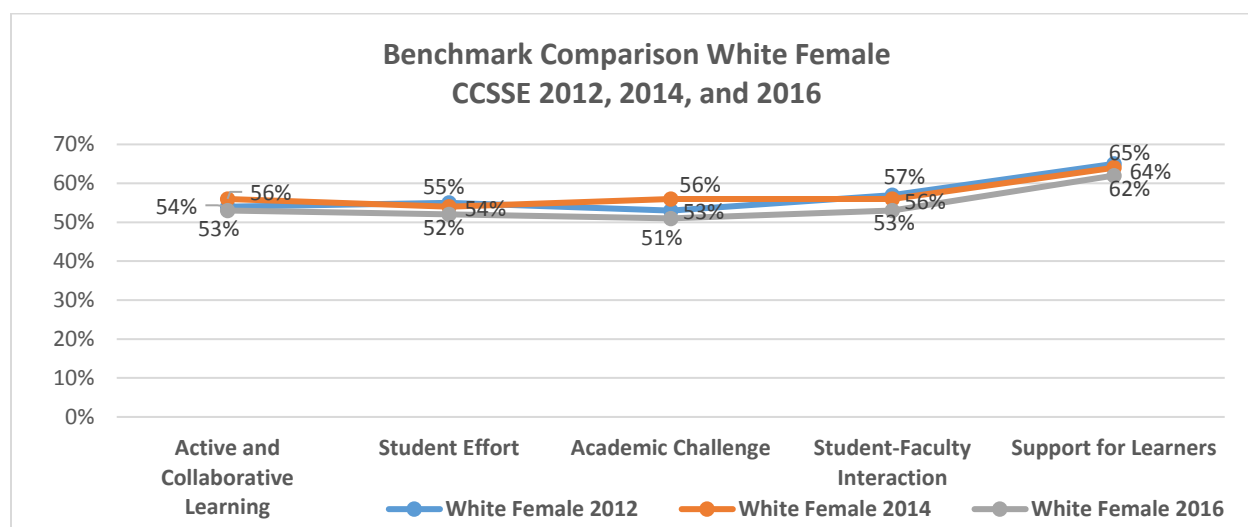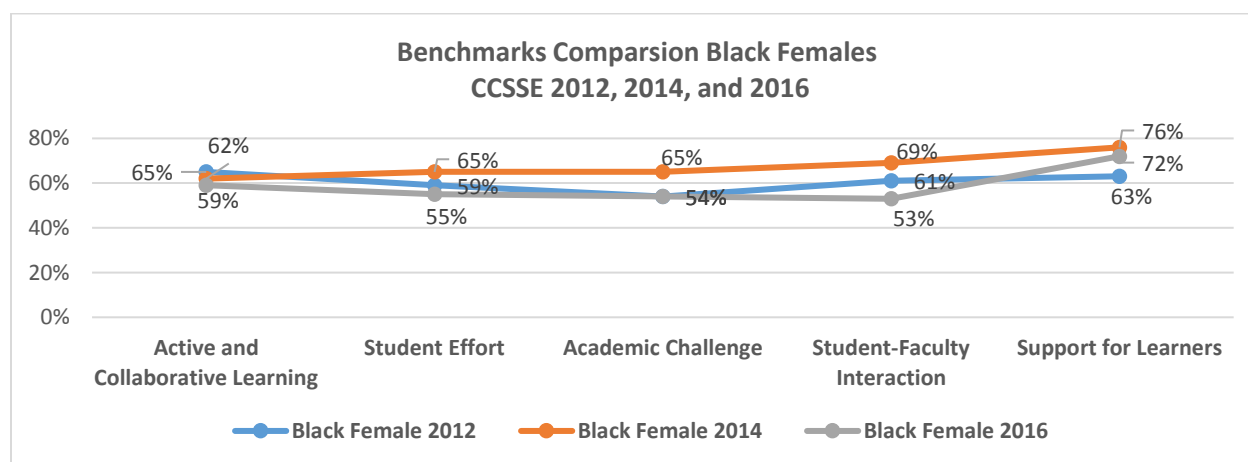| Benchmark	White Female	White Male	Black Female	Black Male
SUPPORT FOR LEARNERS	62%	47%	72%	57%
STUDENT-FACULTY INTERACTION	58%	41%	53%	45%
ACADEMIC CHALLENGE	51%	35%	54%	39%
STUDENT EFFORT	52%	34%	55%	45%
ACTIVE AND COLLABORATIVE LEARNING	53%	45%	59%	47%

Source: CCSSE Data 2016

CCSSE uses a three-year cohort of participating colleges in all core survey analysis. The 2016 Cohort includes 2014 through 2016. PCCUA participated in both the CCSSE 2014 and 2016 survey. Previous PCCUA institutional data indicated that black males were not as successful and did not feel as connected to the college as other students. Several improvement efforts and strategies were established to support student success for all students but with an emphasis on the black male. The 2014 gender and ethnicity data comparison for males was higher within each benchmark category in both groups compared to the 2012 and 2016 survey years.

Although CCSSE is administered to a cohort of colleges, the results below show trending data for 2012, 2014 and 2016 survey years for each gender and ethnic group (black/white, males/females). It is important to note that the students participating spring 2012, 2014 and 2016 CCSSE surveys at PCCUA were not the same group of students.

Gender and Ethnicity Benchmark Data Comparison CCSSE 2012, 2014 and 2016 Black Males

Benchmark	2016 Black Males	2014 Black Males	2012 Black Males
Support for Learners	57	74.1	58.3
Student Faculty…	45	60.9	54.7
Academic Challenge	39	61.5	56.4
Student Effort	45	65	51.9
Active and…	47	72.9	55.7

Gender and Ethnicity Benchmark Data Comparison CCSSE 2012, 2014, and 2016 White Males

Benchmark	2016 White Males	2014 White Males	2012 White Males
Support for Learners	47	52.4	48.5
Student Faculty…	41	48.1	49.2
Academic Challenge	35	43.6	39
Student Effort	34	42.6	37.7
Active and…	45	42	49.4

Source: CCSSE Data 2012, 2014, and 2016

Benchmarks Comparsion Black Females CCSSE 2012, 2014, and 2016

	Active and Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
Black Female 2012	65%	59%	54%	61%	63%
Black Female 2014	62%	65%	65%	69%	76%
Black Female 2016	59%	55%	54%	53%	72%

Benchmark Comparison White Female CCSSE 2012, 2014, and 2016

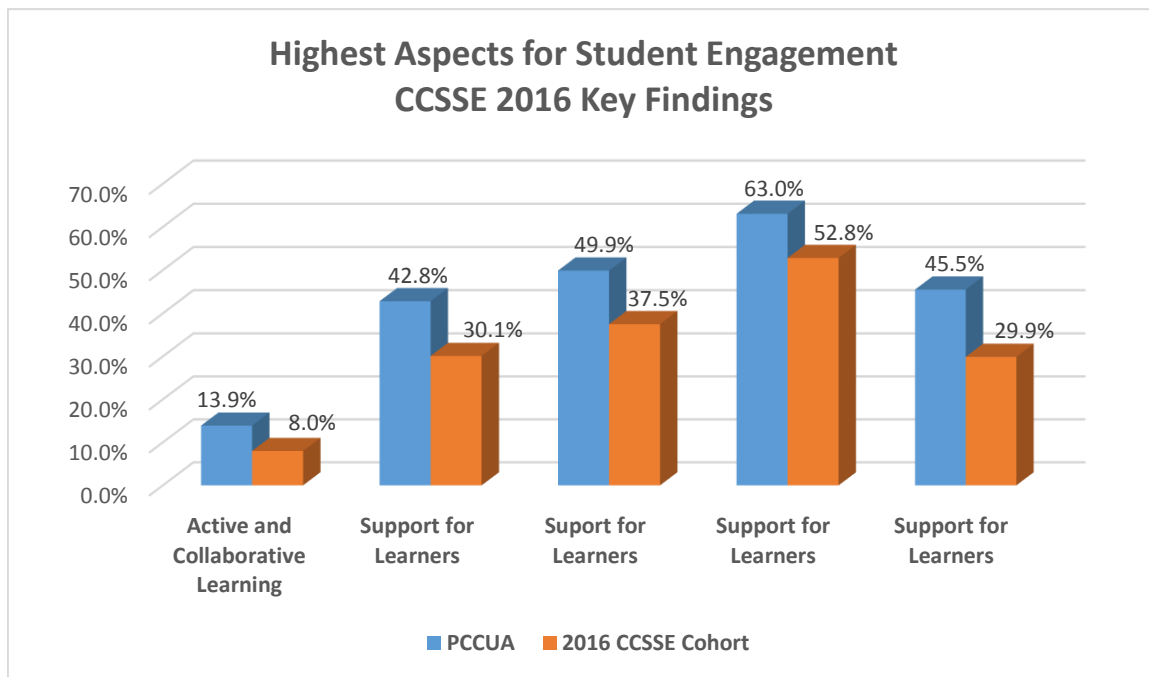|	Active and Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
White Female 2012	54%	55%	51%	57%	65%
White Female 2014	56%	54%	56%	56%	64%
White Female 2016	53%	52%	53%	53%	62%

Source: CCSSE Data 2012, 2014, and 2016

Aspects of Student Engagement- Highest and Lowest

Benchmark scores allow a beginning point of reviewing and understanding data. The next step is to look deeper into the data by reviewing the items that make up the benchmark category and total scores for all areas. The next two areas look at the highest aspects of student engagement and the lowest aspects of student engagement at PCCUA related to benchmarks and individual items within those benchmarks.

<u>**Aspects of Highest Student Engagement**</u>

Aggregated frequencies for the items which the college performed most favorably relative to the 2016 CCSSE Cohort include both Active and Collaborative Learning and Support for Learners Benchmarks. For instance, 13.9% of PCCUA students, compared with 8% of other students in the cohort, responded *often or very often* on item 4i reflected in the bullet list below.

- ❖ 13.9% of students responded that they *participated in a community-based project as a part of a regular course* (Active and Collaborative Learning-4i)
- ❖ 42.7% of students responded that they *received help in coping with non-academic responsibilities (work, family, etc.)* (Support for Learners-9d)
  49.9% of students responded they were *provided the support needed to thrive socially* (Support for Learners-9e)
- ❖ 63.3% of students responded they were *provided the financial support needed to afford their education* (Support for Learners-9f)
- ❖ 45.5% of students responded that they *sometimes or often use Career Counseling* (Support for Learners-13b1)

Highest Aspects for Student Engagement CCSSE 2016 Key Findings

|	PCCUA	2016 CCSSE Cohort
Active and Collaborative Learning	13.9%	8.0%
Support for Learners	42.8%	30.1%
Support for Learners	49.9%	37.5%
Support for Learners	63.0%	52.8%
Support for Learners	45.5%	29.9%

Source: CCSSE Data 2016

Aspects of Lowest Student Engagement

The benchmark categories related to the lowest student engagement includes:
1) Student-Faculty Interaction, 2) Student Effort and 3) Academic Challenge.

Aggregated frequencies for the items which the college performed least favorably relative to the 2016 CCSSE Cohort included are listed below. For example, 57.3% of PCCUA students, compared with 65.5% of other students in the cohort, responded often or very often on item 4d. Keep in mind that it is important to note that some colleges' lowest scores might be higher than the cohort mean.

- ❖ 57.3% of students responded that they *worked on a paper or project that required integrating ideas or information from various sources* (Student Effort-4d)
- ❖ 59.3% of students responded that they *used email to communicate with an instructor*
- ❖ 45.1% of students responded that they *made judgments about the value or soundness of information, arguments, or methods* (Academic challeng-5d)
- ❖ 54.9% of students responded about the *number of written papers or reports of any length* (Academic Challenge-6c)
- ❖ 19.8% of student responded to being *prepared for class (studying, reading, writing, rehearsing, doing homework or other activities related to their program)* (Student Effort-10-a)
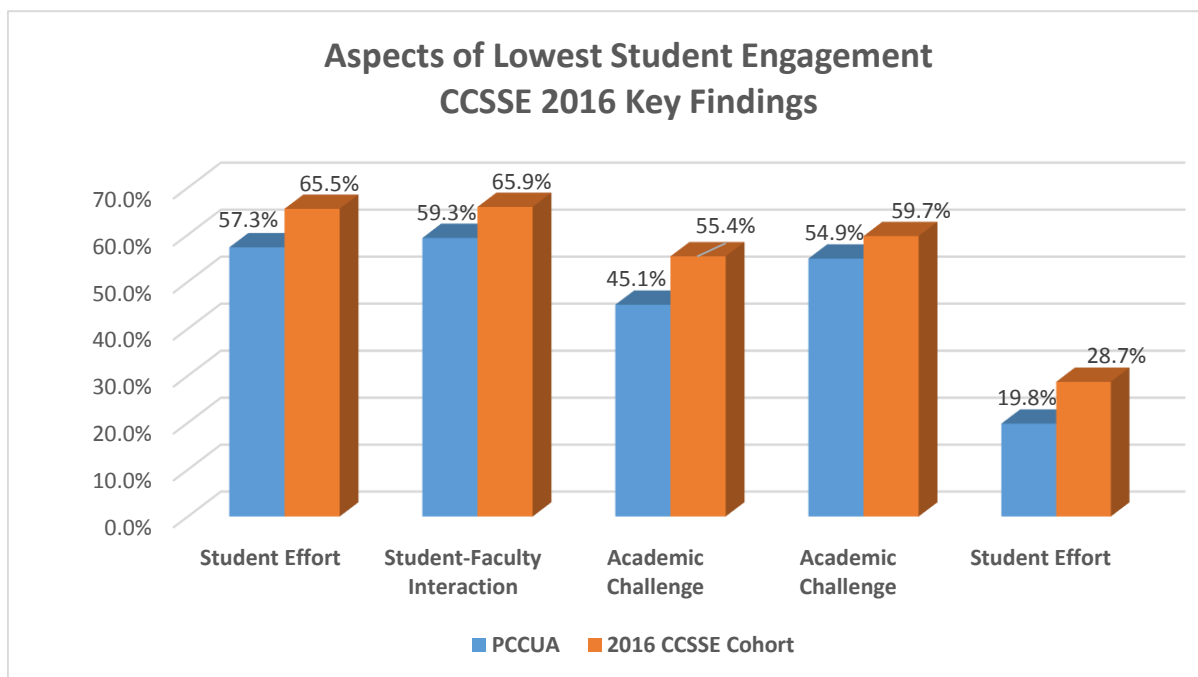
Source: CCSSE Data 2016

Note: Responded often and very often-item 4; responded quite a bit and very much-item 5; responded 5 to 10, 11 to 20, and more than 20-item 6; responded 11-20, 21-30

★ 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:

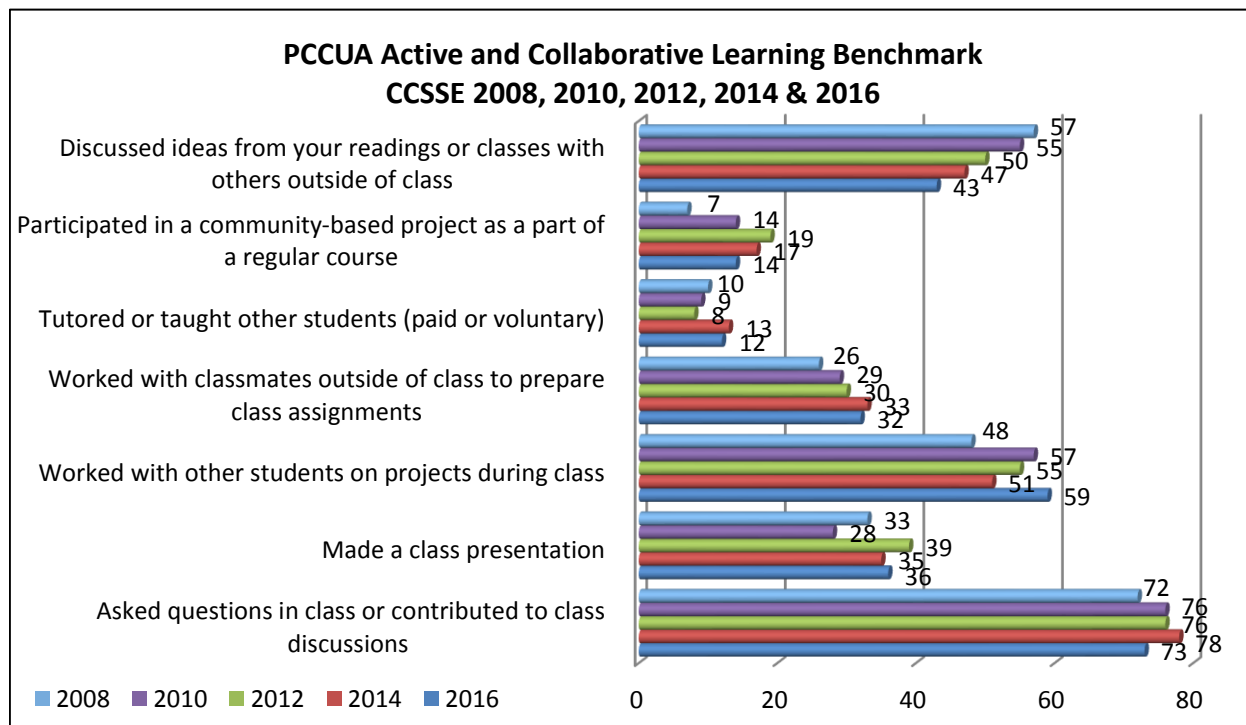*During the current school year, how often have you:*

- ❖ 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-2016

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

Source: CCSSE 2016 data

- ❖ 73% asked questions in class or contributed to class discussions.
- ❖ 36% made a class presentation
- ❖ 59% worked with other students on projects during class.
- ❖ 32% worked with classmates outside of class to prepare class assignments.
- ❖ 12% tutored or taught other students (paid or voluntary).
- ❖ 14% participated in a community-based project as a part of a regular course.
- ❖ 43% discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.).

PCCUA Active and Collaborative Learning Benchmark
CCSSE 2008, 2010, 2012, 2014 & 2016

Responding often or very often

Source: CCSSE Data 2008, 2010, 2012, 2014, 2016

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★ 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)

Source: CCSSE Data 2016

Key Findings- 2016

PCCUA students responded (often or very often):
- ❖ 52% prepared two or more drafts of a paper or assignment before turning it in
- ❖ 57% worked on a paper or project that required integrating ideas or information from various sources
- ❖ 12% come to class without completing readings or assignments
- ❖ 34% used peer or other tutoring services
- ❖ 53% used skill labs
- ❖ 65% used a computer lab

PCCUA Student Effort Benchmark
CCSSE 2008, 2010, 2012, 2014, & 2016
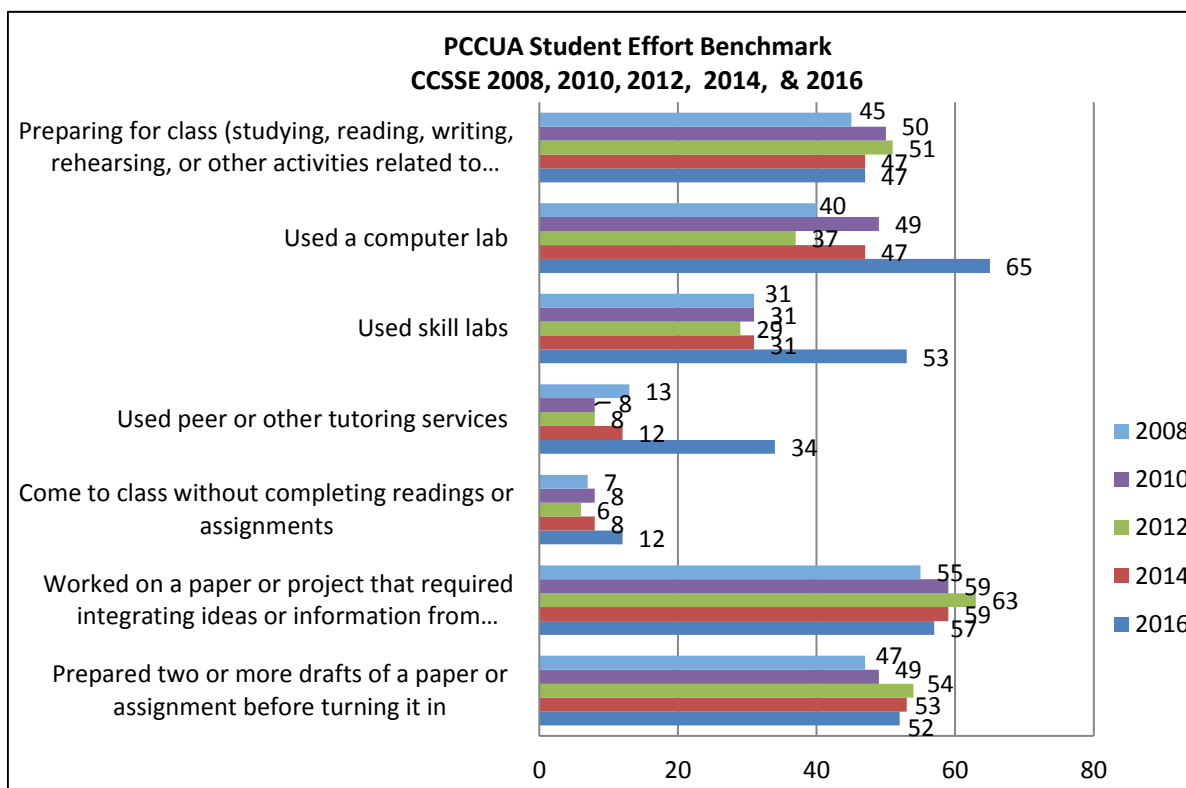
Responding often or sometimes

Source: CCSSE Data 2008, 2010, 2012, 2014 and 2016

★ 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-2016

PCCUA students responded that they (often or very often or very much or quite a bit):
- ❖ 67% Worked harder than you thought you could to meet an instructor's standards or expectations
- ❖ 63% Analyzing the basic elements of an idea, experience, or theory
- ❖ 63% Synthesizing and organizing ideas, information, or experiences in new ways
- ❖ 45% Making judgments about the value or soundness of information, arguments, or methods
- ❖ 53% Applying theories or concepts to practical problems or in new situations
- ❖ 73% Using information you have read or heard to perform a new skill

Source: CCSSE 2016 Data

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PCCUA Academic Challenge Benchmark
CCSSE 2008, 2010, 2012, 2014 & 2016

Using information you have read or heard to perform a new skill: 71, 67, 65, 73, 73

Applying theories or concepts to practical problems or in new situations: 58, 59, 57, 65, 53

Making judgments about the value or soundness of information, arguments, or methods: 54, 52, 54, 58, 45

Synthesizing and organizing ideas, information, or experiences in new ways: 62, 61, 60, 68, 63

Analyzing the basic elements of an idea, experience, or theory: 67, 68, 62, 74, 63

Worked harder than you thought you could to meet an instructor's standards or expectations: 60, 57, 60, 69, 67

Responded often or very often

Legend: 2008, 2010, 2012, 2014, 2016

Source: CCSSE Data 2008, 2010, 2012, 2014 & 2016

★ 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-2016

PCCUA student responded (often or very often):

- ❖ 61% discussed grades or assignments with an instructor
- ❖ 41% talked about career plans with an instructor or advisor
- ❖ 26% discussed ideas from readings or classes with instructors outside of class.
- ❖ 59% used email to communicate with an instructor
- ❖ 56% received prompt feedback from instructors on performance.
- ❖ 14% Worked with instructors on activities other than coursework

Source: CCSSE 2016 Data

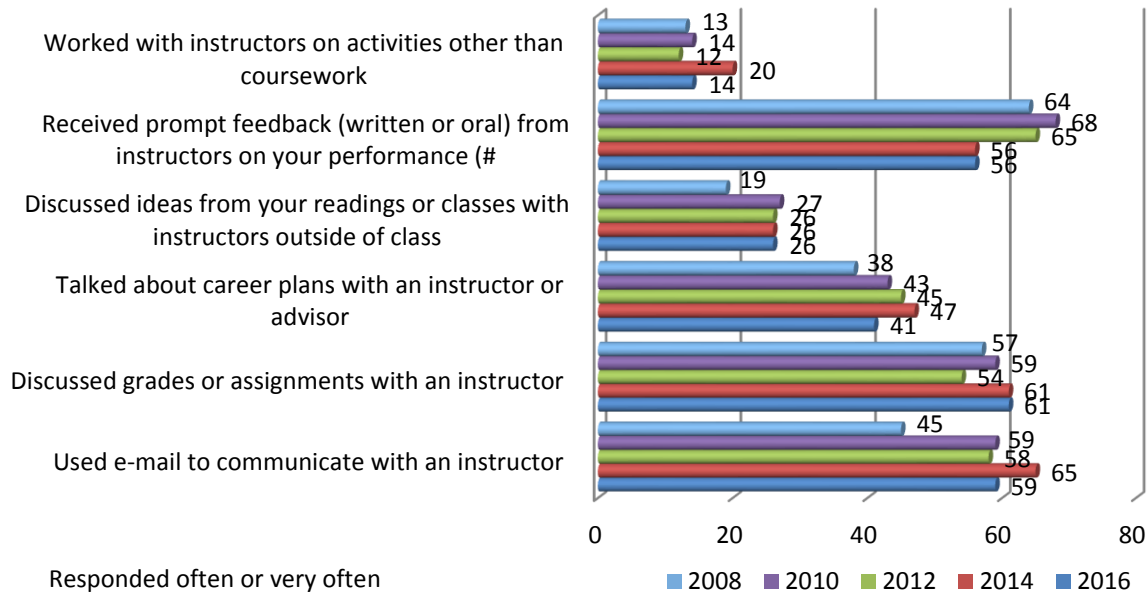**PCCUA Student-Faculty Interaction Benchmark**
CCSSE 2008, 2010, 2012, 2014 & 2016

Worked with instructors on activities other than coursework
- 2008: 13
- 2010: 14
- 2012: 12
- 2014: 20
- 2016: 14

Received prompt feedback (written or oral) from instructors on your performance (#
- 2008: 64
- 2010: 68
- 2012: 65
- 2014: 56
- 2016: 56

Discussed ideas from your readings or classes with instructors outside of class
- 2008: 19
- 2010: 27
- 2012: 26
- 2014: 26
- 2016: 26

Talked about career plans with an instructor or advisor
- 2008: 38
- 2010: 43
- 2012: 45
- 2014: 47
- 2016: 41

Discussed grades or assignments with an instructor
- 2008: 57
- 2010: 59
- 2012: 54
- 2014: 61
- 2016: 61

Used e-mail to communicate with an instructor
- 2008: 45
- 2010: 59
- 2012: 58
- 2014: 65
- 2016: 59

Responded often or very often

Legend: ■ 2008 ■ 2010 ■ 2012 ■ 2014 ■ 2016

Source: CCSSE Data 2008, 2010, 2012, 2014 and 2016

★ 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)
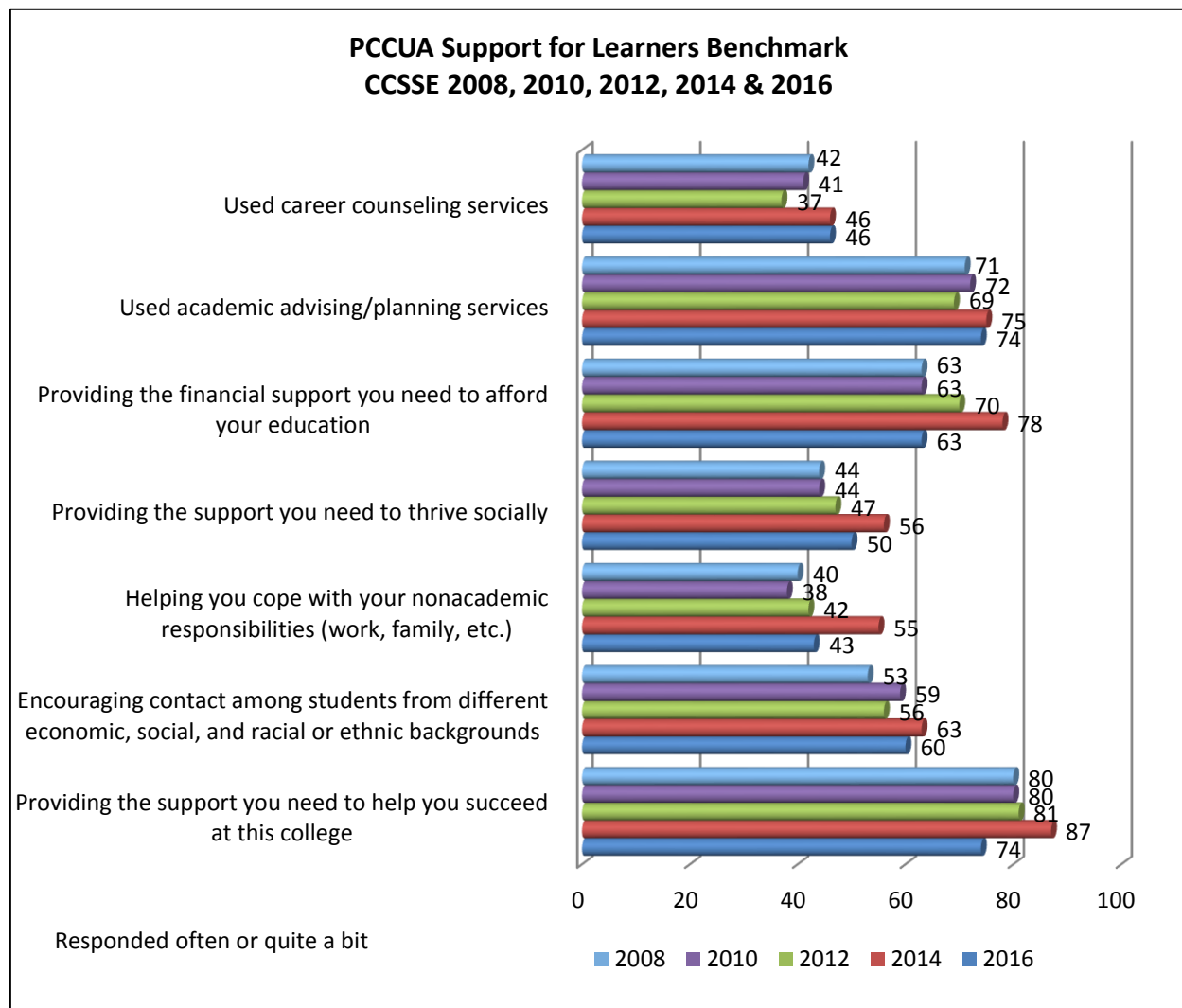
During the current school year, how often have you:

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

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Key Findings-2016

PCCUA students responded often or quite a bit:

- ❖ 74% Providing the support you need to help you succeed at this college
- ❖ 60% Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- ❖ 43% Helping you cope with your nonacademic responsibilities (work, family, etc.)
- ❖ 50% Providing the support you need to thrive socially
- ❖ 63% Providing the financial support you need to afford your education
- ❖ 74% Used academic advising/planning services
- ❖ 46% Used career counseling services

Source: CCSSE Data 2016

PCCUA Support for Learners Benchmark
CCSSE 2008, 2010, 2012, 2014 & 2016

Category	2008	2010	2012	2014	2016
Used career counseling services	42	41	37	46	46
Used academic advising/planning services	71	72	69	75	74
Providing the financial support you need to afford your education	63	63	70	78	63
Providing the support you need to thrive socially	44	44	47	56	50
Helping you cope with your nonacademic responsibilities (work, family, etc.)	40	38	42	55	43
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	53	59	56	63	60
Providing the support you need to help you succeed at this college	80	80	81	87	74

Responded often or quite a bit

Source: CCSSE Data 2008, 2010, 2012, 2014 and 2016

Primary Goals for Attending College at PCCUA

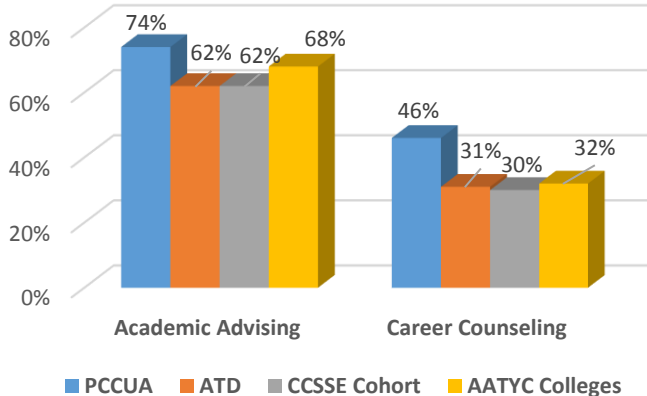|	
Complete a Certificate Program	44%
Obtain Associate Degree	65%
Transfer to 4-Year College	37%
Obtain/Update Job Skills	56%
Self-Improvement/Personal Enjoyment	50%
Change Careers	35%

Issues that would cause withdrawal from the College

Working Full-Time	35%
Lack of Finances	45%
Academically Unprepared	14%

91% of students surveyed rated their overall educational experience at PCCUA as good or excellent.
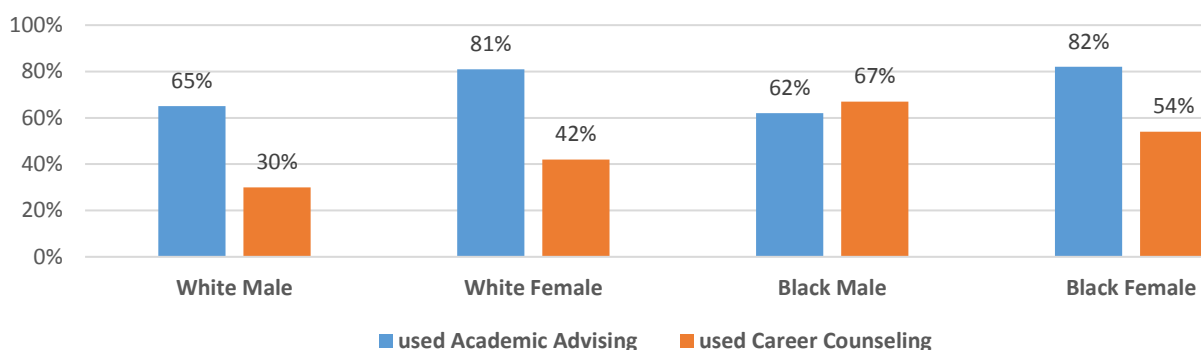
Source: CCSSE Data 2016

CCSSE 2016 Support for Learners Academic Advising and Career Counseling Used Service

Bar chart legend: PCCUA, ATD, CCSSE Cohort, AATYC Colleges

Academic Advising: PCCUA 74%, ATD 62%, CCSSE Cohort 62%, AATYC Colleges 68%
Career Counseling: PCCUA 46%, ATD 31%, CCSSE Cohort 30%, AATYC Colleges 32%

Phillips Community College of the University of Arkansas (PCCUA)

Achieving the Dream (ATD)

Community College Survey of Student Engagement (CCSSE) Cohort

Arkansas Association of Two-Year Colleges (AATYC) also known as Arkansas Community Colleges (ACC)
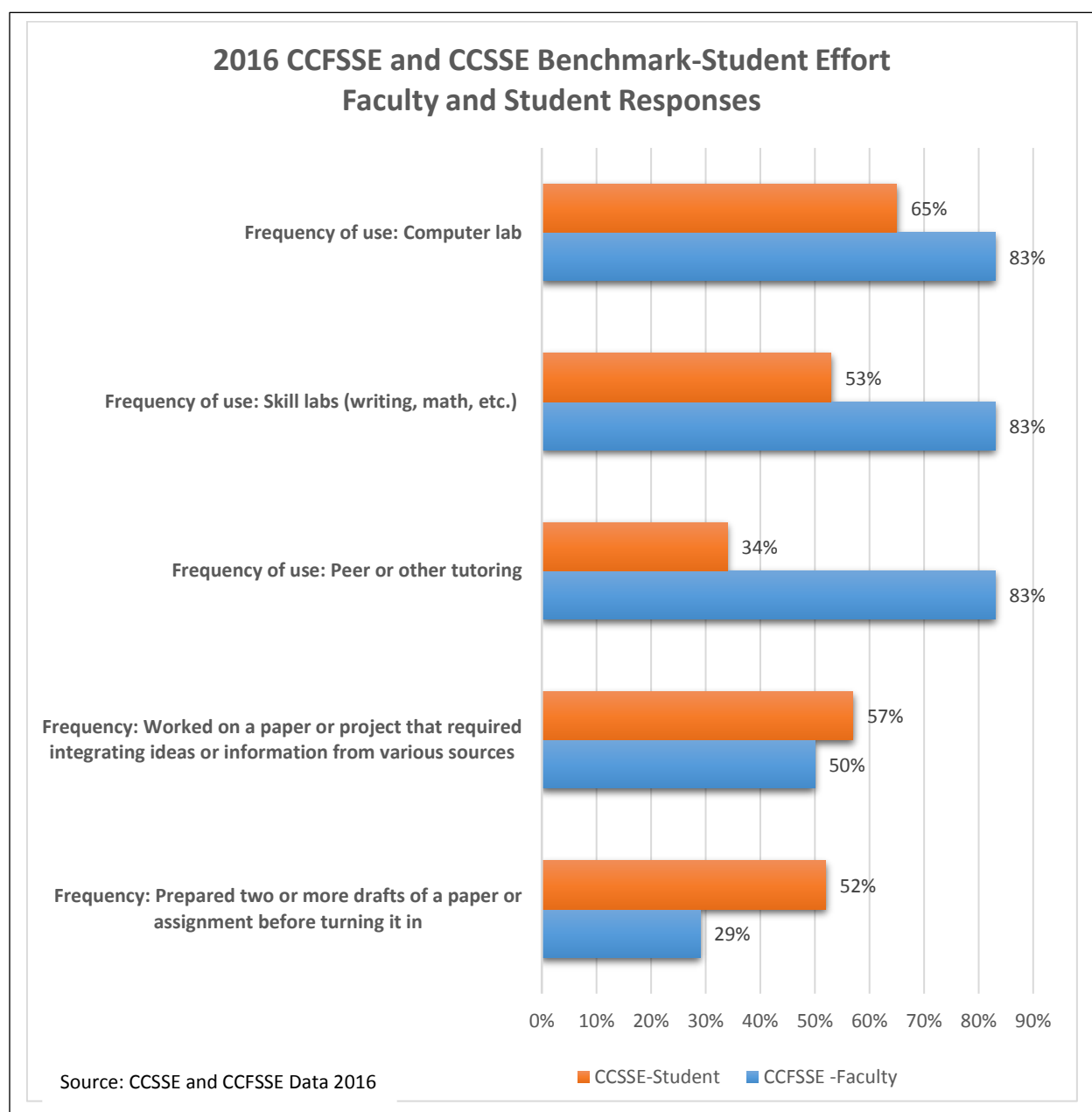
Source: CCSSE Data 2016

PCCUA Support for Learners CCSSE 2016 -Gender and Ethnicity Academic Advising and Career Counseling

Bar chart legend: used Academic Advising, used Career Counseling

White Male: used Academic Advising 65%, used Career Counseling 30%
White Female: used Academic Advising 81%, used Career Counseling 42%
Black Male: used Academic Advising 62%, used Career Counseling 67%
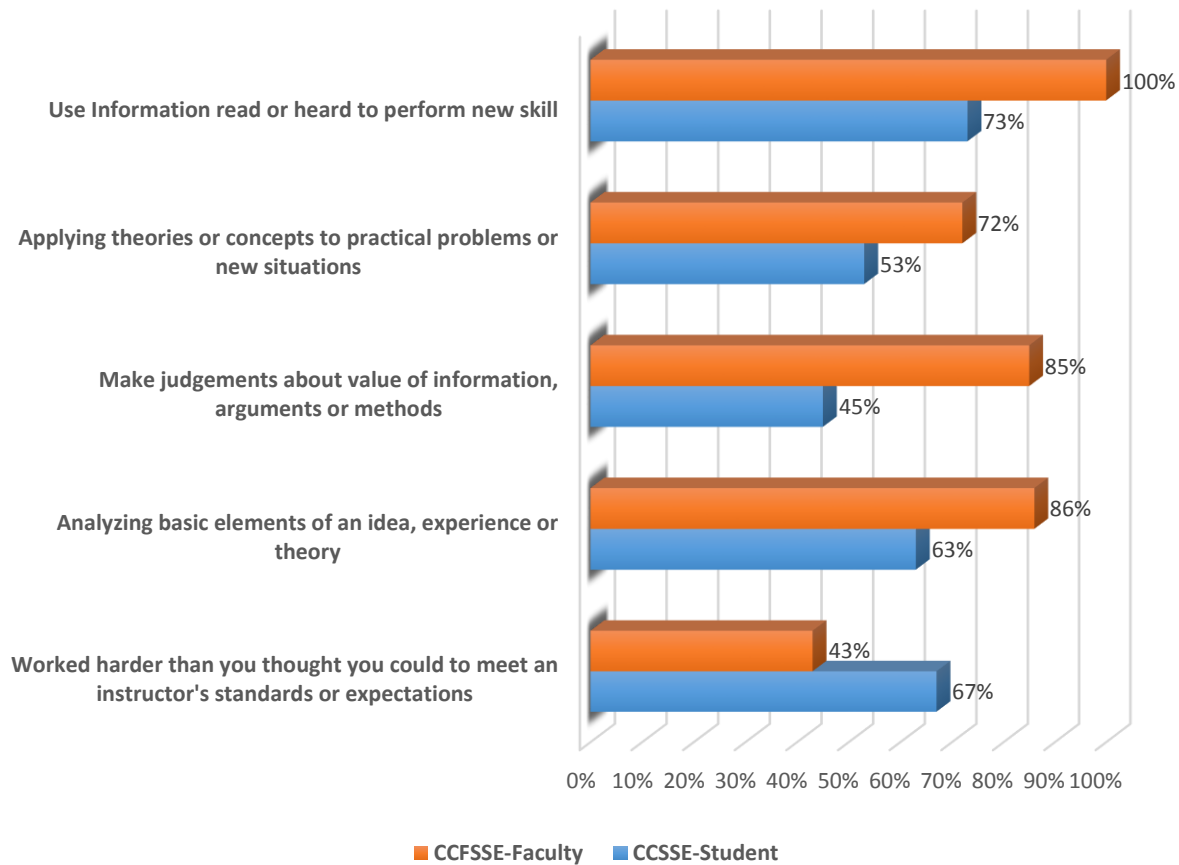Black Female: used Academic Advising 82%, used Career Counseling 54%

CCFSSE and CCSSE

The Community College Faculty Survey of Student Engagement (CCFSSE) is the companion survey to the Community College Survey of Student Engagement (CCSSE). This CCFSSE survey is administered to all full-time and part-time faculty. This survey gathers information from faculty about teaching practices, the way they spend their professional time, both in and out of classes and perceptions regarding students' education experiences.

The Student Effort and Academic Challenge benchmarks have consistently reflected the lowest averages in the survey results within each survey administration over time. The charts below reflect the 2016 responses to questions related to Student Effort and Academic Challenge from both faculty and students.

2016 CCFSSE and CCSSE Benchmark-Student Effort Faculty and Student Responses

Category	CCSSE-Student	CCFSSE-Faculty
Frequency of use: Computer lab	65%	83%
Frequency of use: Skill labs (writing, math, etc.)	53%	83%
Frequency of use: Peer or other tutoring	34%	83%
Frequency: Worked on a paper or project that required integrating ideas or information from various sources	57%	50%
Frequency: Prepared two or more drafts of a paper or assignment before turning it in	52%	29%

Source: CCSSE and CCFSSE Data 2016

■ CCSSE-Student ■ CCFSSE -Faculty

2016 CCSSE and CCFSSE Benchmark-Academic Challenge Faculty and Student Responses

Category	CCFSSE-Faculty	CCSSE-Student
Use Information read or heard to perform new skill	100%	73%
Applying theories or concepts to practical problems or new situations	72%	53%
Make judgements about value of information, arguments or methods	85%	45%
Analyzing basic elements of an idea, experience or theory	86%	63%
Worked harder than you thought you could to meet an instructor's standards or expectations	43%	67%

■ CCFSSE-Faculty ■ CCSSE-Student

Responded Very Often or Often; Quite a bit or Very Much   Source: CCSSE and CCFSSE 2016

The CCSSE survey is completed by students who have been enrolled in college for more than one semester and is administered across all college disciplines. The data provides the College with student perceptions about student engagement and allows the students an opportunity to provide feedback about college practices. The CCSSE survey outcomes are used as a tool for improvement. The CCFSSE-faculty survey provides valuable perceptions regarding the students' educational experience and their teaching practices.

Communicating the results and sharing the data is very important. PCCUA has shared data in multiple formats which include: (1) Table Top Discussions, (2) Data Carousels, (3) Share Fairs, (4) Newsletters, (5) Work Teams, (6) Web Page and (7) Presentations-within the College and externally at state and national meetings.

Institutional Improvement

There are several ways that CCSSE can be used for Institutional Improvement. The following list describes tips and suggestions for analyzing the data outcomes provided from the survey. They include:

- Identify key areas (Strategic Plan/Initiatives)
- Identify survey items that address these priorities
- Start with benchmarks
- Look at individual survey items
- Disaggregate the data and identify the least engaged student groups
- Involve the college community
- Design strategies and set targets
- Share the data and plans to address them
- Track progress by measuring outcomes
- Scale up efforts that are working and modify those that are not

Practical Uses of CCSSE at PCCUA for Improvements in Student Success

- Student Success Pass-Advising Contact
- Mandatory Student Orientation-New and Returning Students
- Professional Development- Student Engagement
- Professional Development-Cooperative Learning
- African American Male Mentoring Group-META (Men Enrolling Toward Advancement)
- Strategic Planning
- Conversations/Shared Data
- Common Readers- Poverty, Gender and Ethnicity, and Other Discussions

High Impact Practices for Student Success

The College continues to improve current practices and develop new strategies to increase student success. In the spring of 2014, the College participated in a High Impact Practice Institute sponsored by the Center for Community College Student Engagement at the University of Texas at Austin. Multiple data sources such as PCCUA institutional data, Survey of Entering Student Engagement (SENSE) survey, Community College Survey of Student Engagement (CCSSE) survey, Community College Faculty Survey of Student Engagement (CCFSSE) survey and the Community College Institutional Survey (CCIS) were used to identify promising practices that could help PCCUA community college students be successful. The outcome of the institute allowed the College team to integrate the data into current practices and create new strategies that improved student success. These strategies are continuous and ongoing.

The high impact practices implemented in 2015-16 include: (1) developed an individual career plan (ICP), (2) expanded the role of student success coaches to include career coaching, exploration and planning, (3) early assessment and interventions by faculty and (4) use of ZogoTech software to track the data. These practices are aligned with the other college initiatives, strategies and the College Strategic Plan.

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Sources:

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Center for Community College Student Engagement: www.cccse.org

CCSSE and SENSE Surveys were 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.