



**CCSSE**

Community College Survey of Student Engagement

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

**Student Engagement**

**CCSSE 2014**

(Community College Survey of Student Engagement)

**CCFSSE 2014**

(Community College Faculty Survey of Student Engagement)

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

**Newsletter Published Fall 2014**

# CCSSE & CCFSSE

Issue 3

Phillips Community College of the University of Arkansas Fall 2014

## CCSSE - Community College Survey of Student Engagement-Spring 2014 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 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.

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

### 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

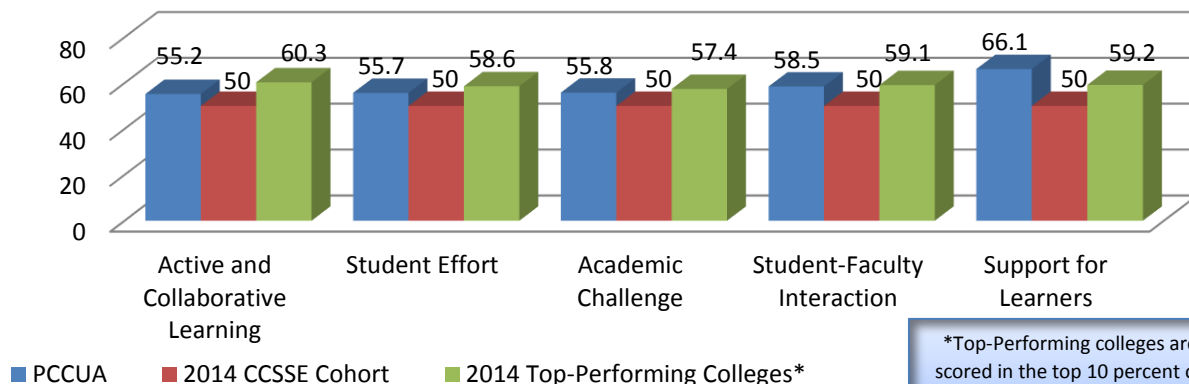
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

#### ★ 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](http://www.ccsse.org)

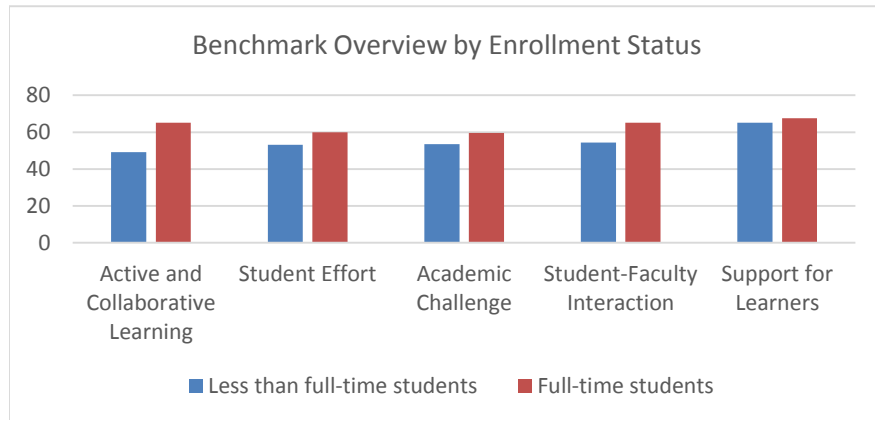
## Benchmarks of Effective Educational Practice



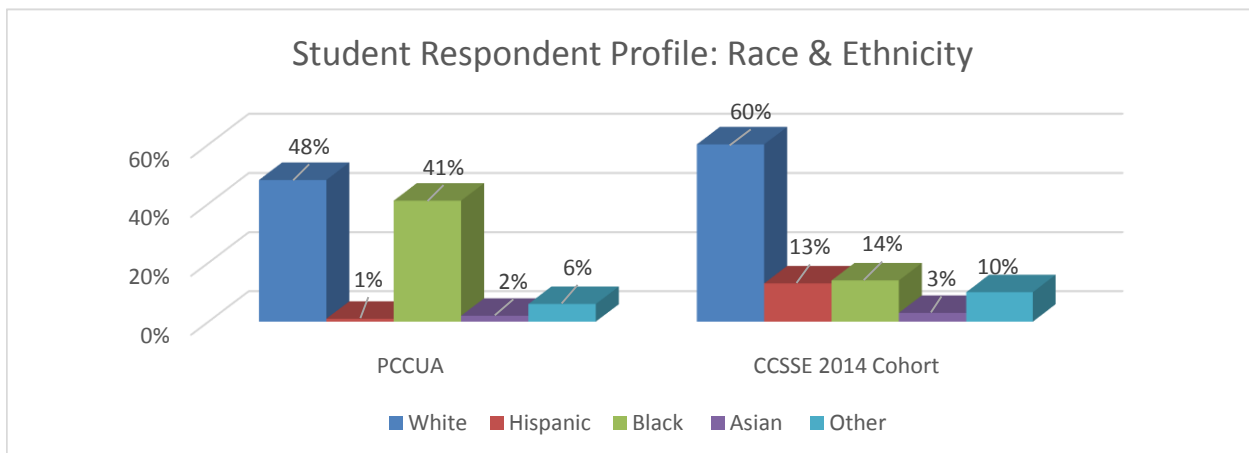
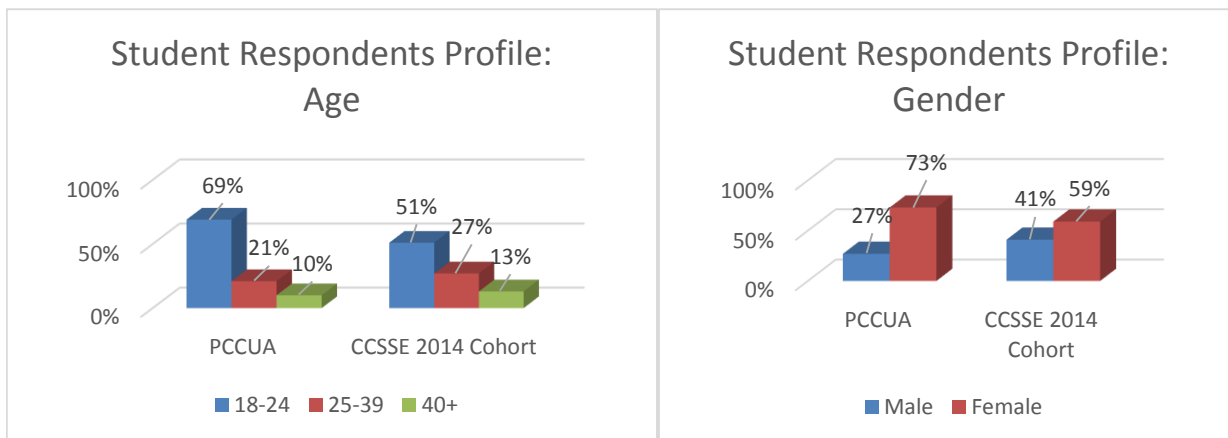
\*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

## Enrollment

PCCUA student enrollment status by benchmarks for students who participated in the CCSSE 2014 survey.



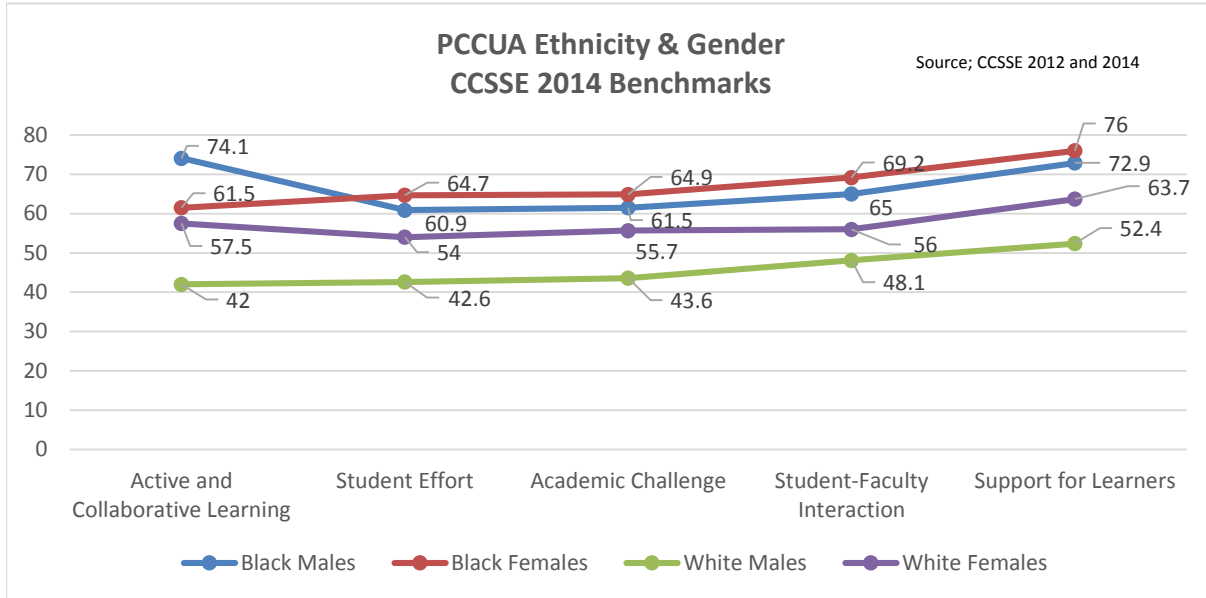
## Age, Gender, Race and Ethnicity



Source: CCSSE Data 2014

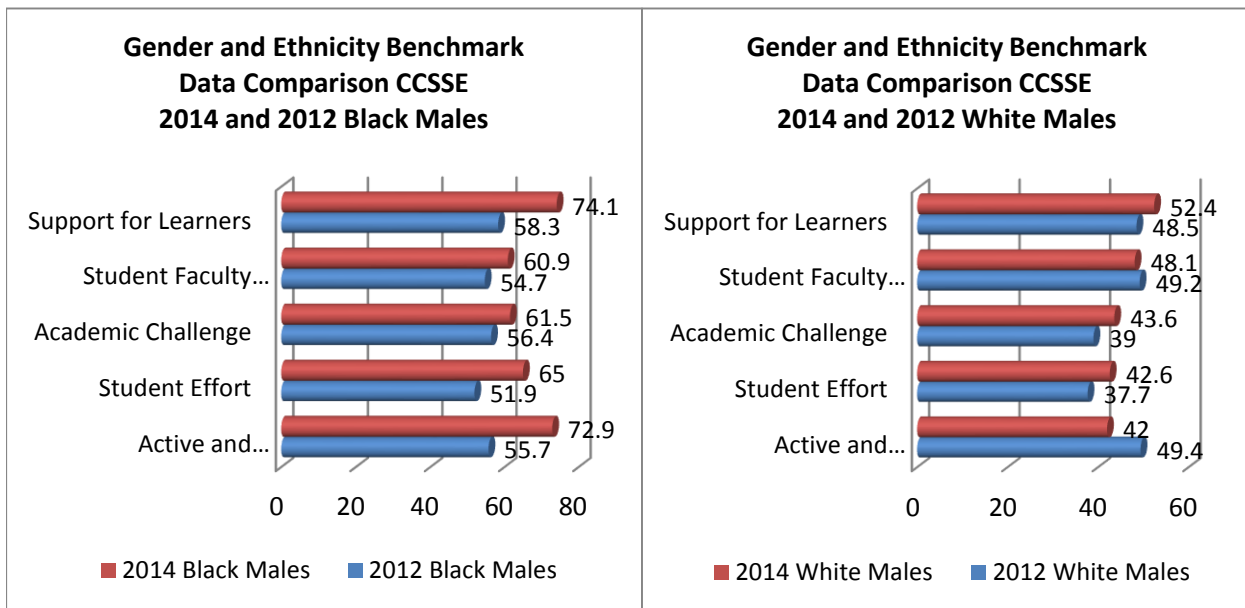
## Ethnicity and Gender by Benchmarks

Improvement efforts can be targeted by disaggregating results of different groups such as gender and ethnic groups. The following chart reflects the CCSSE 2014 benchmarks disaggregated by gender and ethnicity.



CCSSE uses a three-year cohort of participating colleges in all core survey analysis. The 2014 Cohort includes 2012 through 2014. 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 were established to support student success for all students but with an emphasis on the black male. PCCUA participated in both the CCSSE 2012 and 2014 survey. Although CCSSE is administered to a cohort of colleges, the results below show differences between black males and white males for both survey periods. It is important to note that the students participating spring 2012 and 2014 CCSSE surveys at PCCUA were not the same group of students. The benchmarks for 2014 reflect student perceptions of improvement in almost all areas for both groups.

Source; CCSSE 2012 and 2014



## ★ 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:*

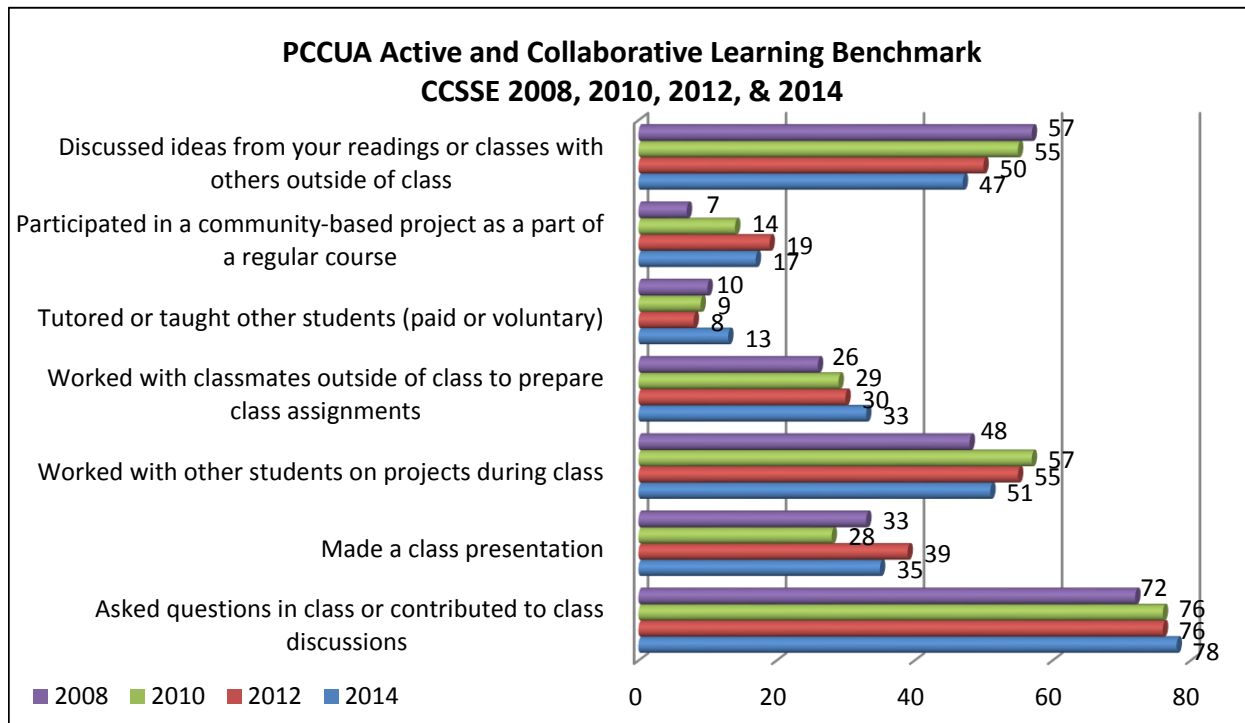
- ❖ Asked questions in class or contributed to class discussions (#4a)
- ❖ Made a class presentation (#4b)
- ❖ Worked with other students on projects during class (#4f)
- ❖ Worked with classmates outside of class to prepare class assignments (#4g)
- ❖ Tutored or taught other students (paid or voluntary) (#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-2014

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

Source: CCSSE 2014 data

- ❖ 78% they asked questions in class or contributed to class discussions.
- ❖ 35% they made a class presentation
- ❖ 51% worked with other students on projects during class.
- ❖ 33% worked with classmates outside of class to prepare class assignments.
- ❖ 13% tutored or taught other students (paid or voluntary).
- ❖ 17% participated in a community-based project as a part of a regular course.
- ❖ 47% discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.).



Responding often or very often

Source: CCSSE Data 2008, 2010, 2012, 2014

## ★ 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:*

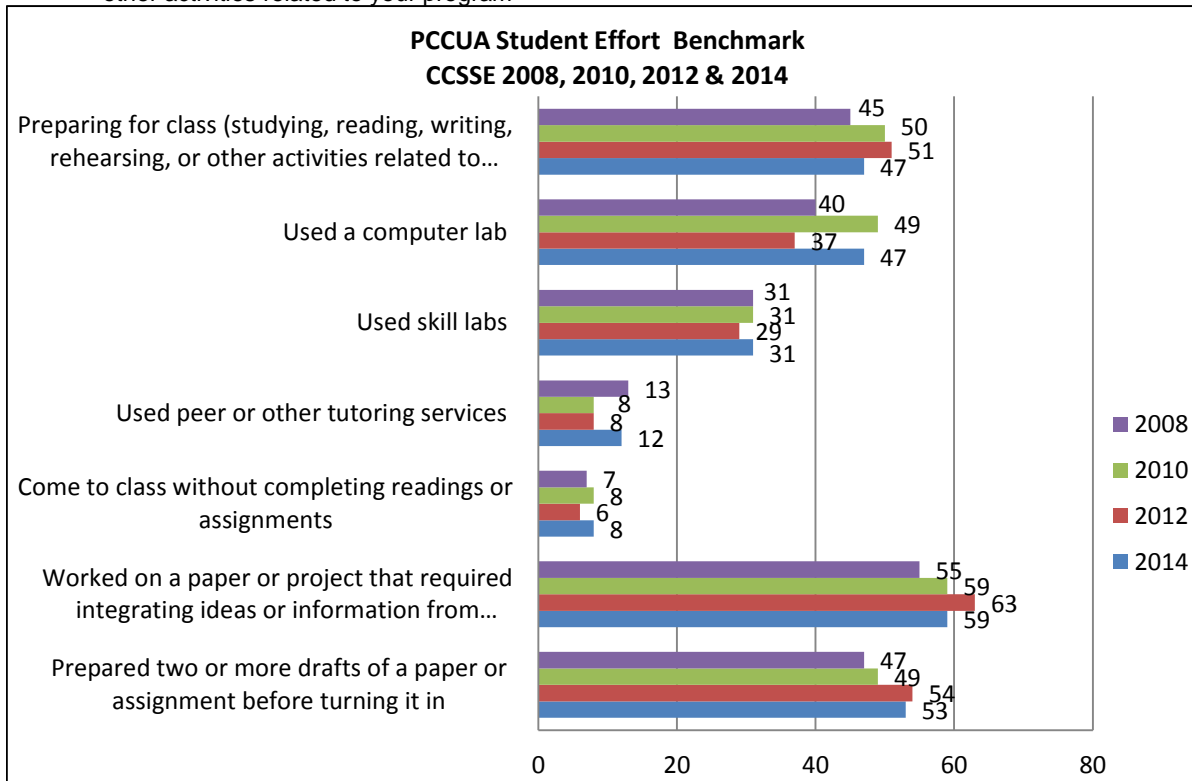
- ❖ How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment (#6b)
- ❖ How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program) (#10a)

Source: CCSSE 2014 data

## Key Findings- 2014

*PCCUA students responded (often or very often):*

- ❖ 53% prepared two or more drafts of a paper or assignment before turning it in
- ❖ 59% worked on a paper or project that required integrating ideas or information from various sources
- ❖ 8% come to class without completing readings or assignments
- ❖ 12% used peer or other tutoring services
- ❖ 31% used skill labs
- ❖ 47% used a computer lab
- ❖ 43% read 4 or less books on your own (not assigned) for personal enjoyment or academic enrichment
- ❖ 47% spend 1-5 hours in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program)



Responding often or very often

Source: CCSSE Data 2008, 2010, 2012, 2014

## ★ 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?*

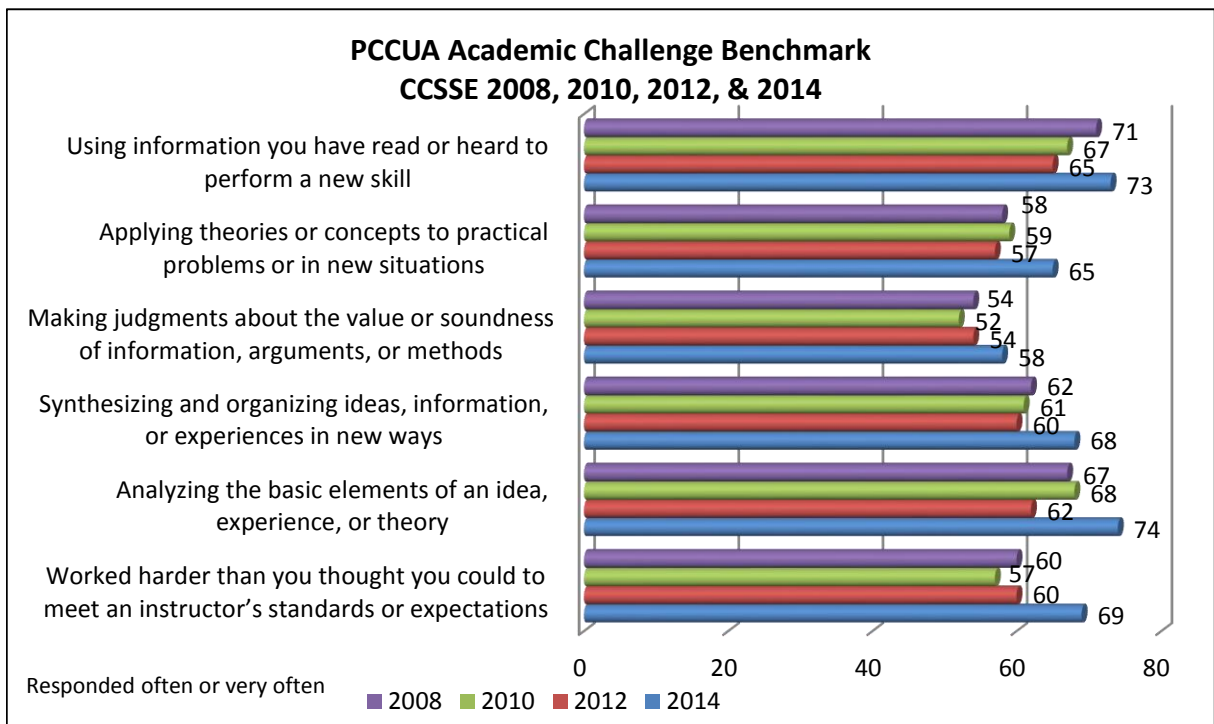
- ❖ Encouraging you to spend significant amounts of time studying (#9a)

## Key Findings

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

- ❖ 69% Worked harder than you thought you could to meet an instructor's standards or expectations
- ❖ 74% Analyzing the basic elements of an idea, experience, or theory
- ❖ 68% Synthesizing and organizing ideas, information, or experiences in new ways
- ❖ 58% Making judgments about the value or soundness of information, arguments, or methods
- ❖ 65% Applying theories or concepts to practical problems or in new situations
- ❖ 73% Using information you have read or heard to perform a new skill
- ❖ 60% How many assigned textbooks, manuals, books, or book-length packs of course readings did you read
- ❖ 51% How many papers or reports of any length did you write
- ❖ 97% To what extent have your examinations challenged you to do your best work
- ❖ 85% Encouraging you to spend significant amounts of time studying

Source: CCSSE 2014 data



Source: CCSSE Data 2008, 2010, 2012, 2014

### ★ 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-2014

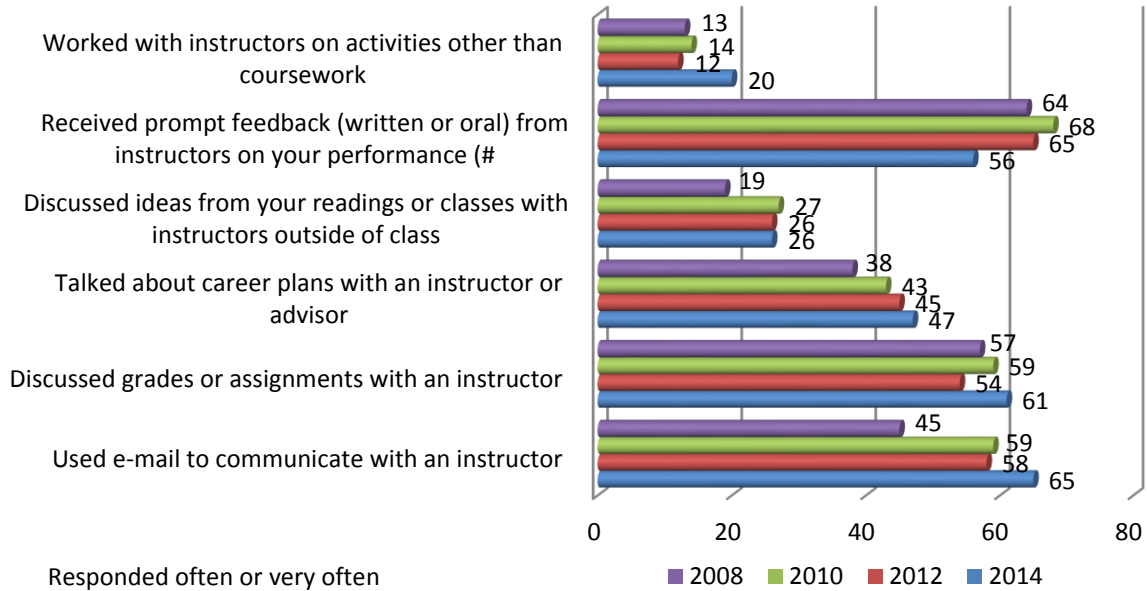
*PCCUA student responded (often or very often):*

- ❖ 65% discussed grades or assignments with an instructor
- ❖ 47% talked about career plans with an instructor or advisor
- ❖ 26% discussed ideas from readings or classes with instructors outside of class.
- ❖ 65% used email to communicate with an instructor
- ❖ 56% received prompt feedback from instructors on performance.
- ❖ 20% Worked with instructors on activities other than coursework

Source: CCSSE 2014 data



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



Source: CCSSE Data 2008, 2010, 2012, 2014

**★ 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:*

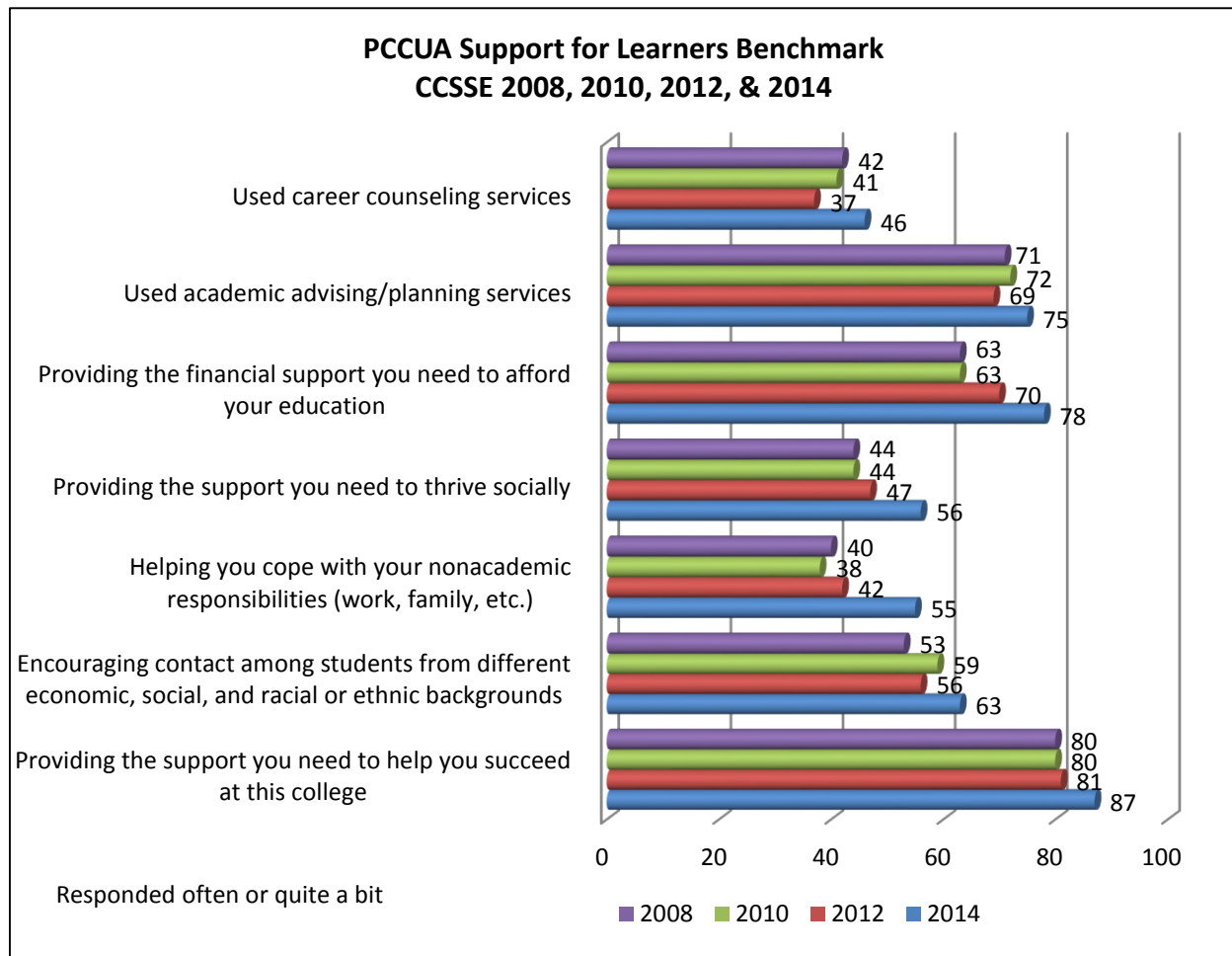
- ❖ Used academic advising/planning services (#13a)
- ❖ Used career counseling services (#13b)

## Key Findings-2014

*PCCUA students responded often or quite a bit:*

- ❖ 87% Providing the support you need to help you succeed at this college
- ❖ 63% Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- ❖ 55% Helping you cope with your nonacademic responsibilities (work, family, etc.)
- ❖ 56% Providing the support you need to thrive socially
- ❖ 78% Providing the financial support you need to afford your education
- ❖ 75% Used academic advising/planning services
- ❖ 75% Used academic advising/planning services
- ❖ 46% Used career counseling services

Source: CCSSE 2014 data



Source: CCSSE Data 2008, 2010, 2012, 2014

## 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 CCFSSSE 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 charts below reflect responses to questions related to Student Effort (Chart 1) and Active and Collaborative Learning (Chart 2) from both faculty and students.

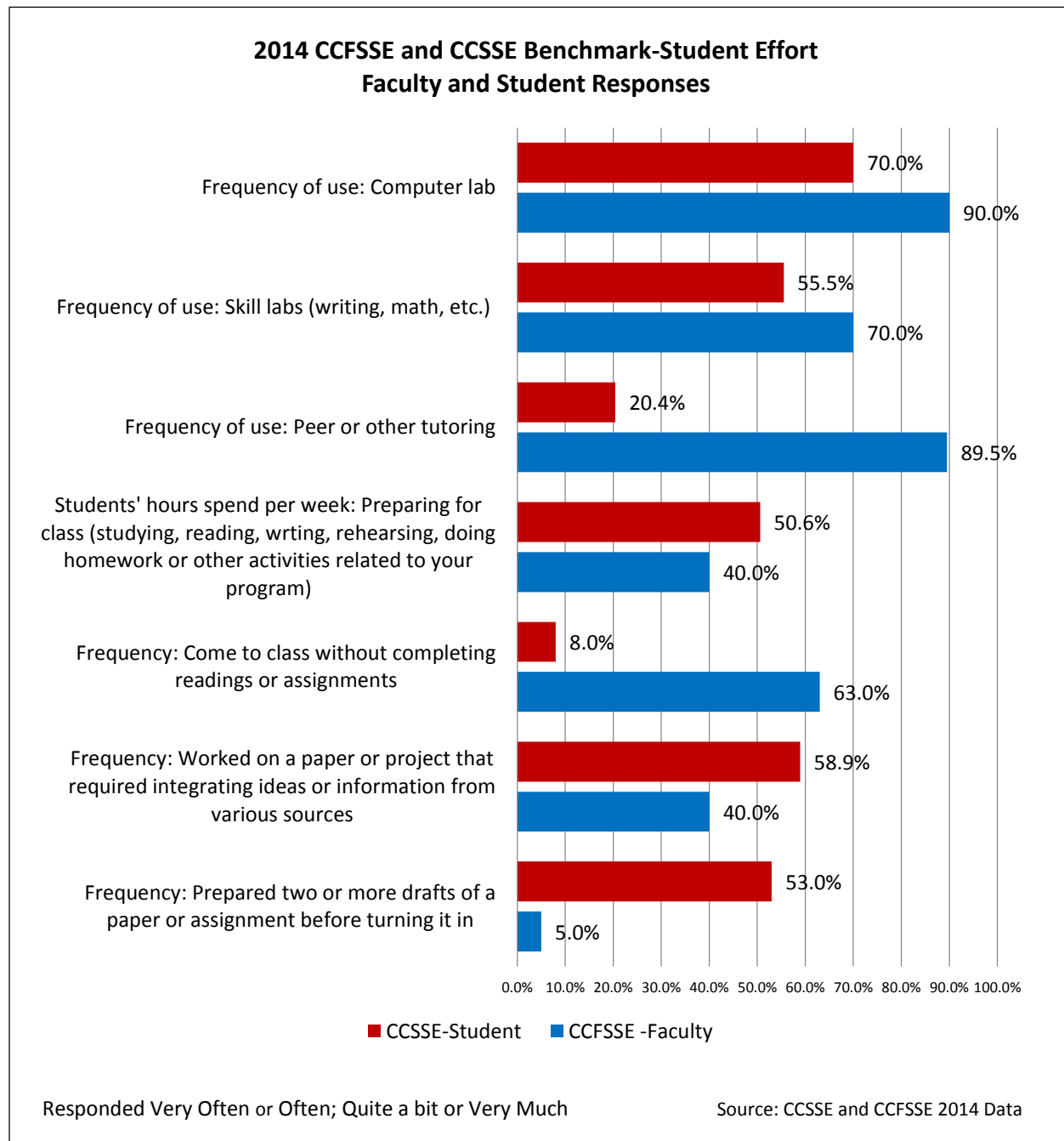


Chart 1: Student Effort- 2014 CCSSE and CCFSSSE Responses

**2014 CCFSSSE and CCSSE Benchmark- Active and Collaborative Learning  
Faculty and Student Responses**

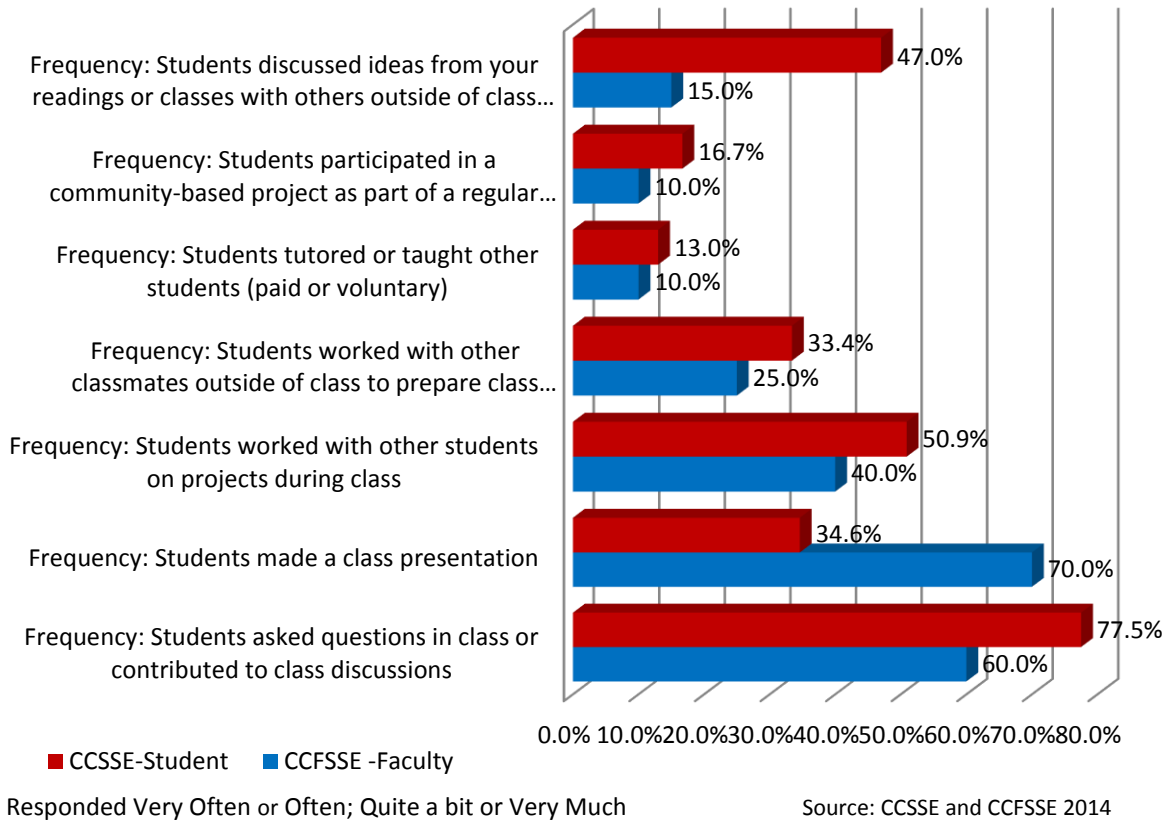


Chart 2: Active and Collaborative Learning- 2014 CCSSE and CCFSSSE

The CCSSE survey is completed by students who have been enrolled in college for more than one semester. It 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.

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 (6) 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 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.

The high impact practices to be implemented in 2015 include: (1) developing an individual career plan (ICP), (2) expanding the role of student success coaches, (3) student advisory team, (4) early assessment and interventions by faculty and (5) tutoring. These practices will be aligned with the other college initiatives and strategies.

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[www.pccua.edu](http://www.pccua.edu) - Student Engagement

**Sources:**

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Center for Community College Student Engagement: [www.cccse.org](http://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.

