

Community College Survey of Student Engagement (*CCSSE*) 2024

Presented by the Office of Institutional Research



Presentation Overview

- *CCSSE* Overview
- Student Respondent Profile
- *CCSSE* Benchmarks
 - *CCFSSE* Comparisons
- Special Focus Questions
- Other Questions





CCSSE Overview

CCSSE Overview

- April 2024 (Spring Term)
- Online Format
- Administered to students taking college credit courses
- 8,705 targeted number of participants
- Overall completion rate of 3%



CCSSE Overview



ASSESS QUALITY IN
COMMUNITY COLLEGE
EDUCATION



IDENTIFY AND LEARN
FROM GOOD
EDUCATIONAL PRACTICE



IDENTIFY AREAS IN
WHICH WE CAN
IMPROVE



Please note

- *CCSSE* utilizes a three-year cohort (**2022 through 2024**) of participating colleges in all its data analyses, including the computation of benchmark scores.
- These data reflect Daytona State College's participation in the **2024 CCSSE** administration.
- The **2024 CCSSE** Cohort is composed of member colleges that participated in **2022, 2023, and 2024**. If a college participates multiple times within the three-year period, only the most recent year's data are represented.
- Daytona State College is classified as a **large** college.
 - Criteria: 8,000 – 14,999 credit students
 - Included in this classification: 74 institutions

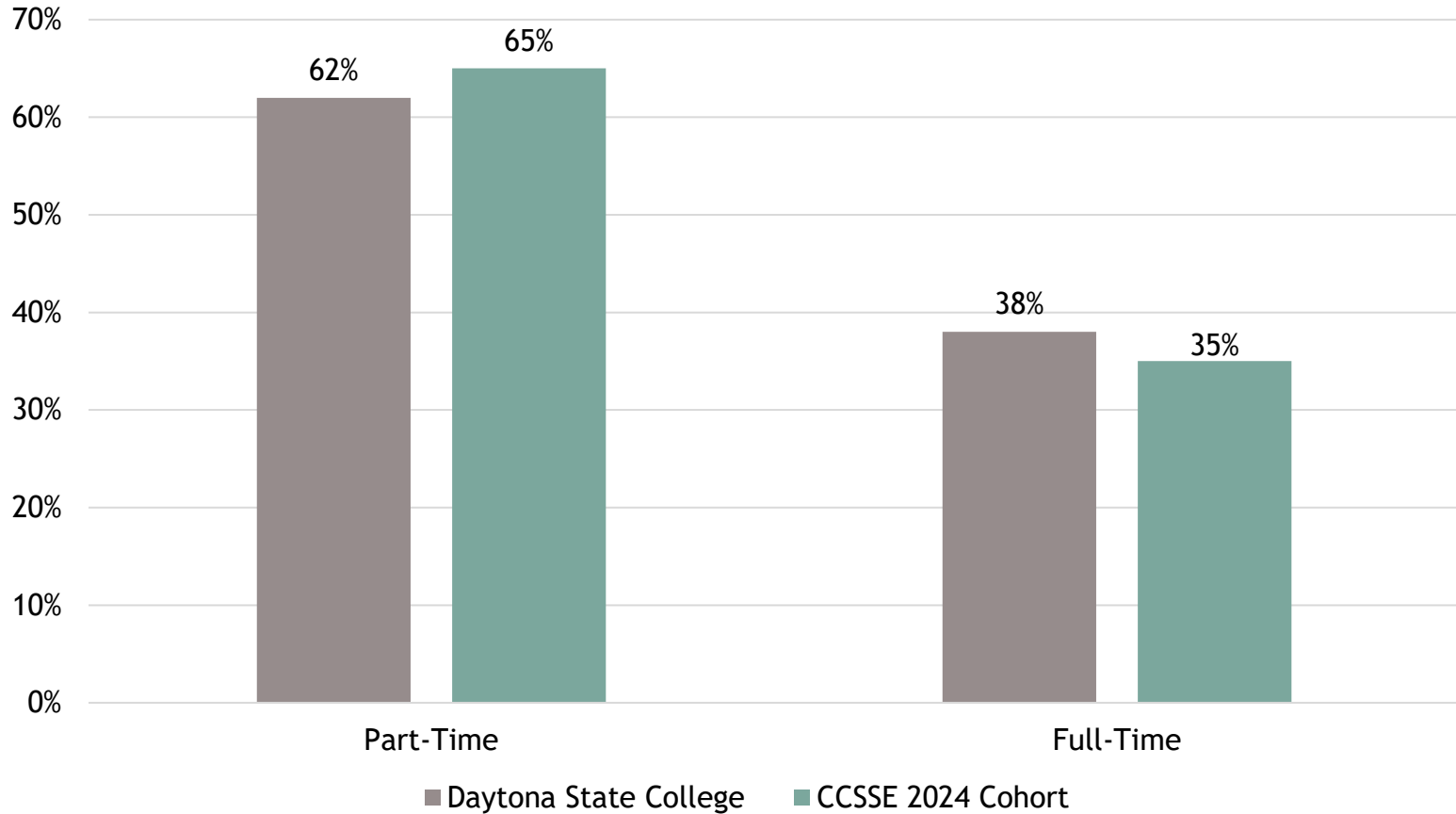




Student Respondent Profile

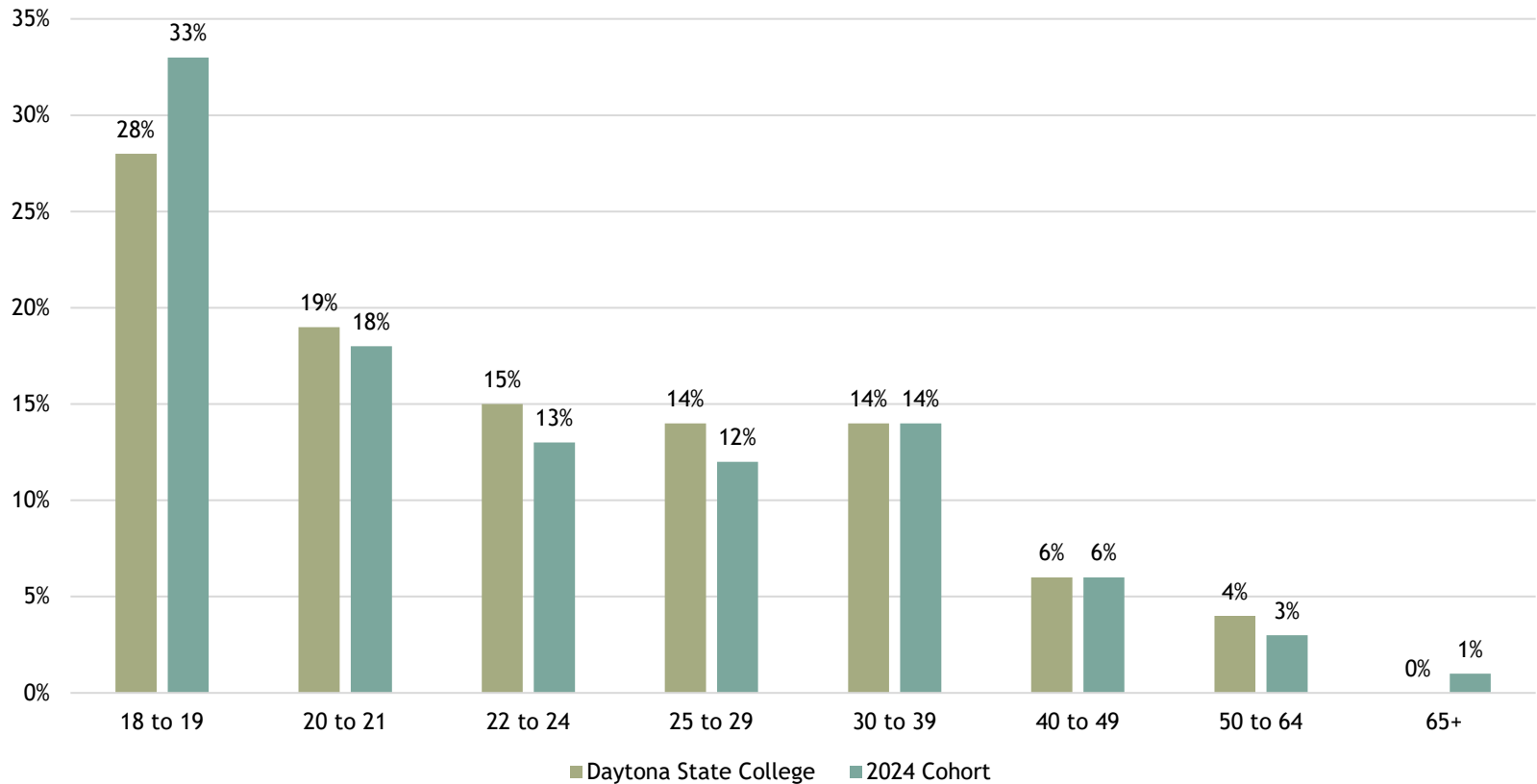
Student Respondent Profile

Enrollment Status



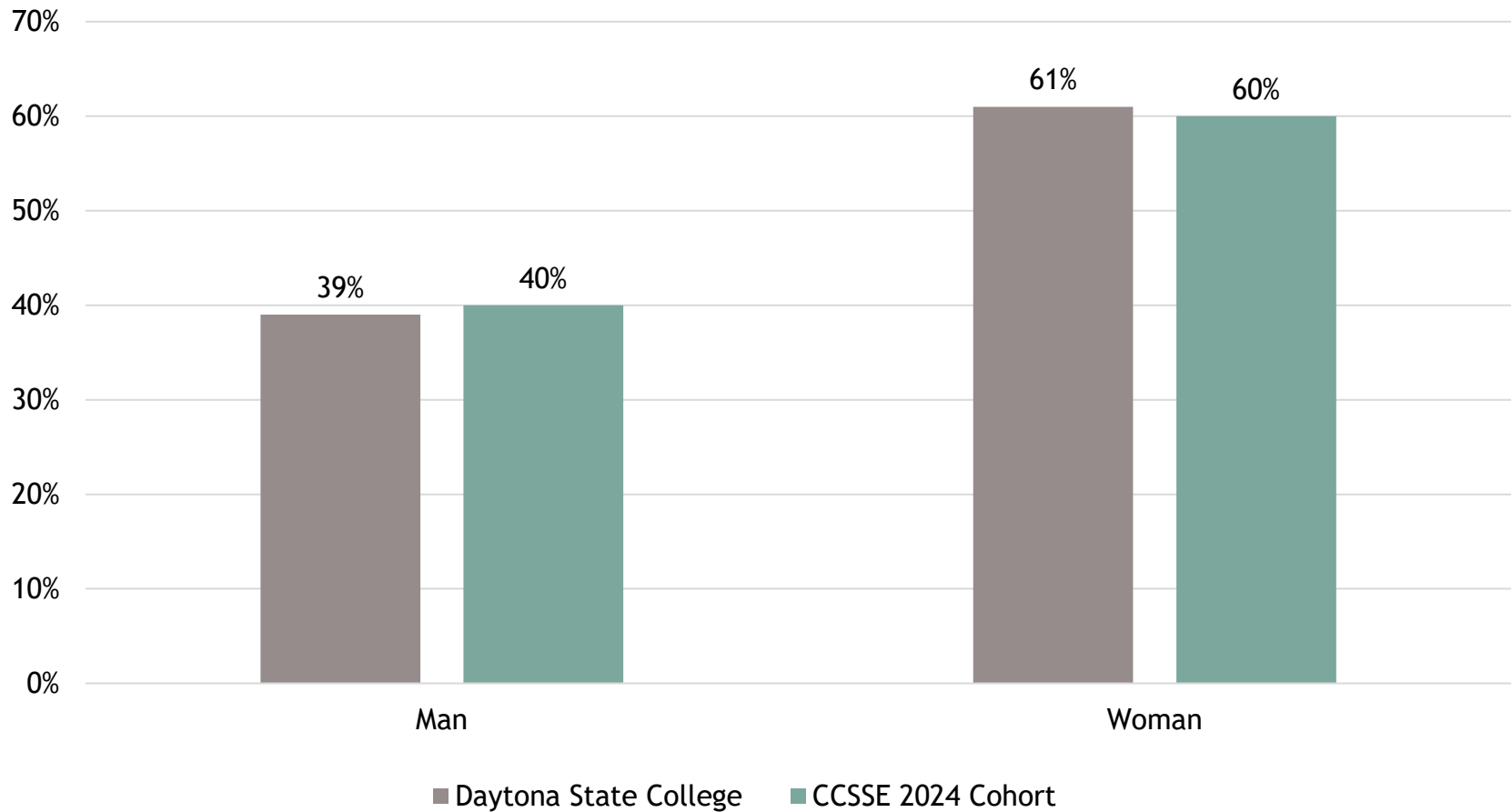
Student Respondent Profile

Age



Student Respondent Profile

Gender Identity



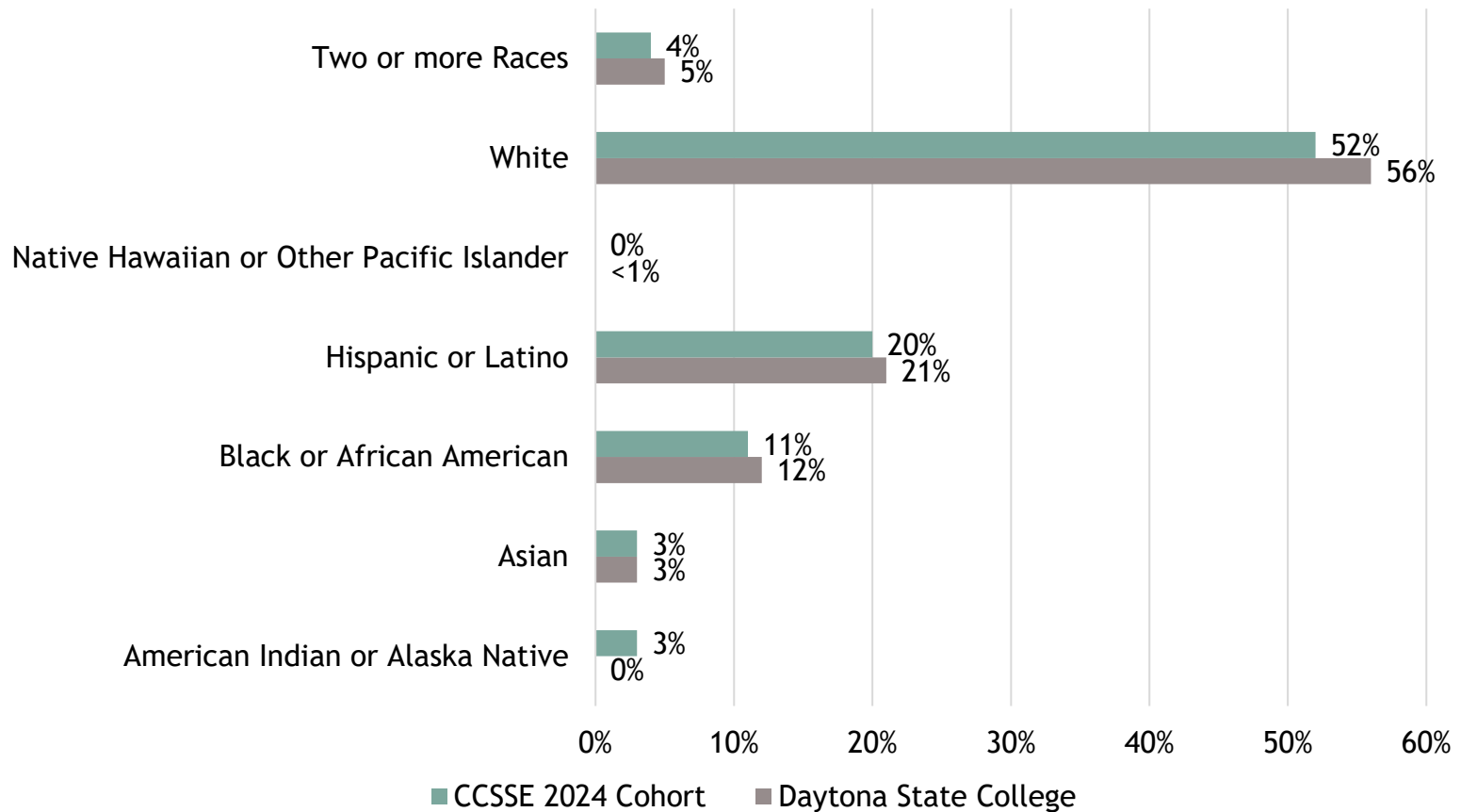
“Other” and “I prefer not to respond” was answered as N/A.

Source: 2024 CCSSE data



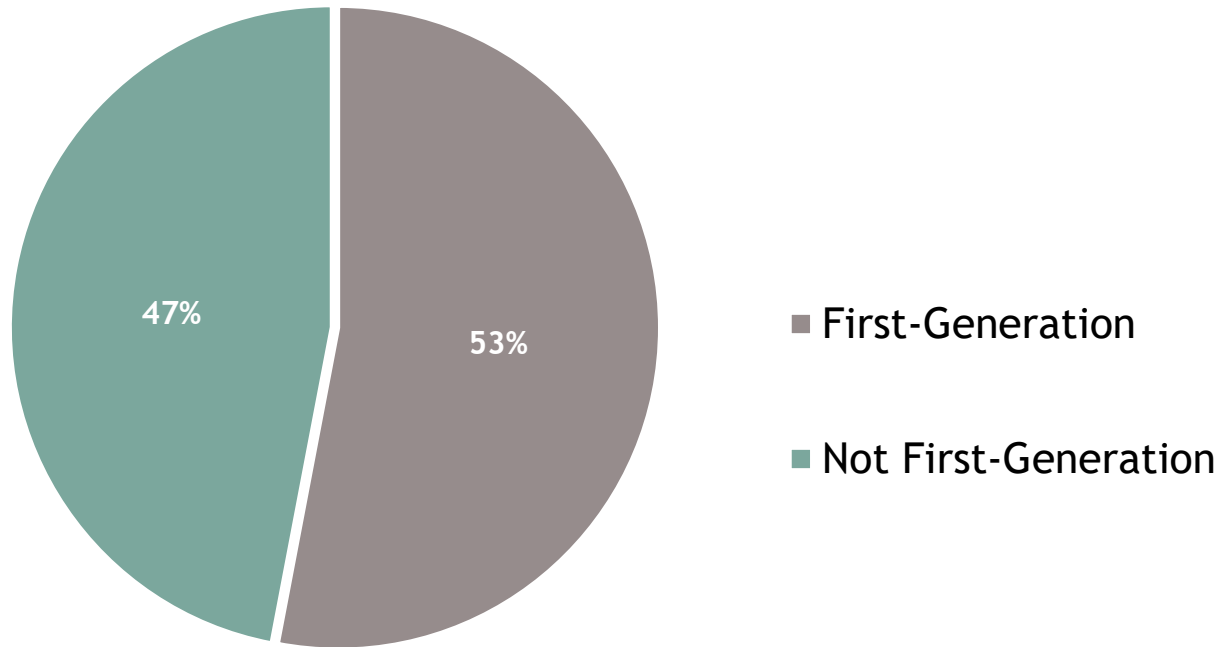
Student Respondent Profile

Racial/Ethnic Identification

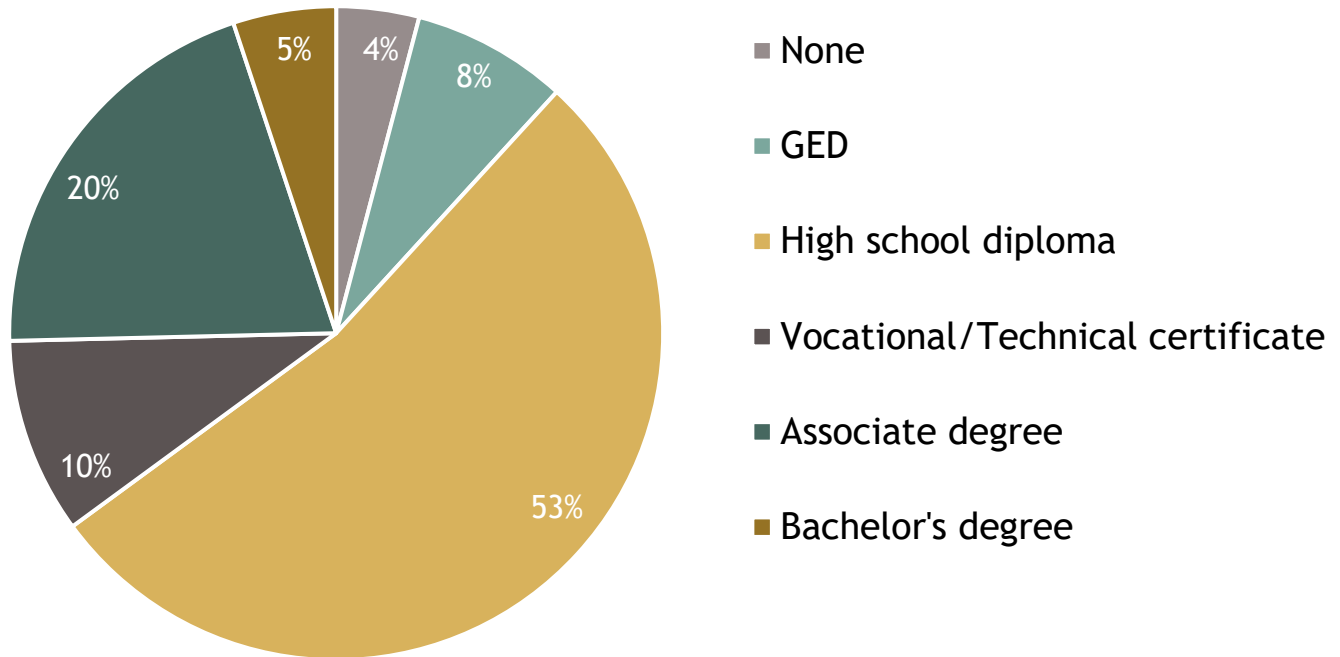


Student Respondent Profile

First-Generation Status

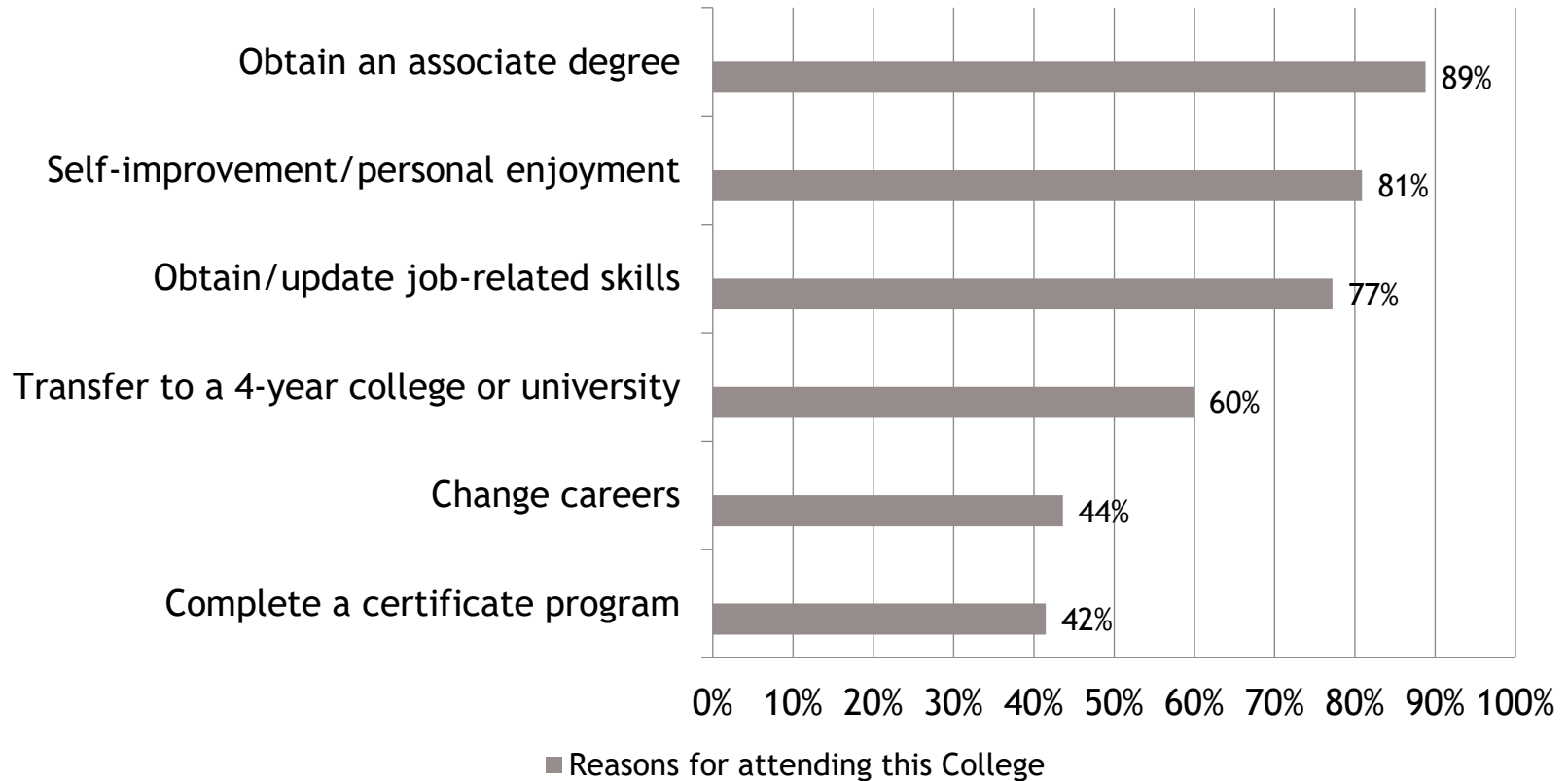


Student Respondent Profile: Educational Attainment



Student Respondent Profile

Goals

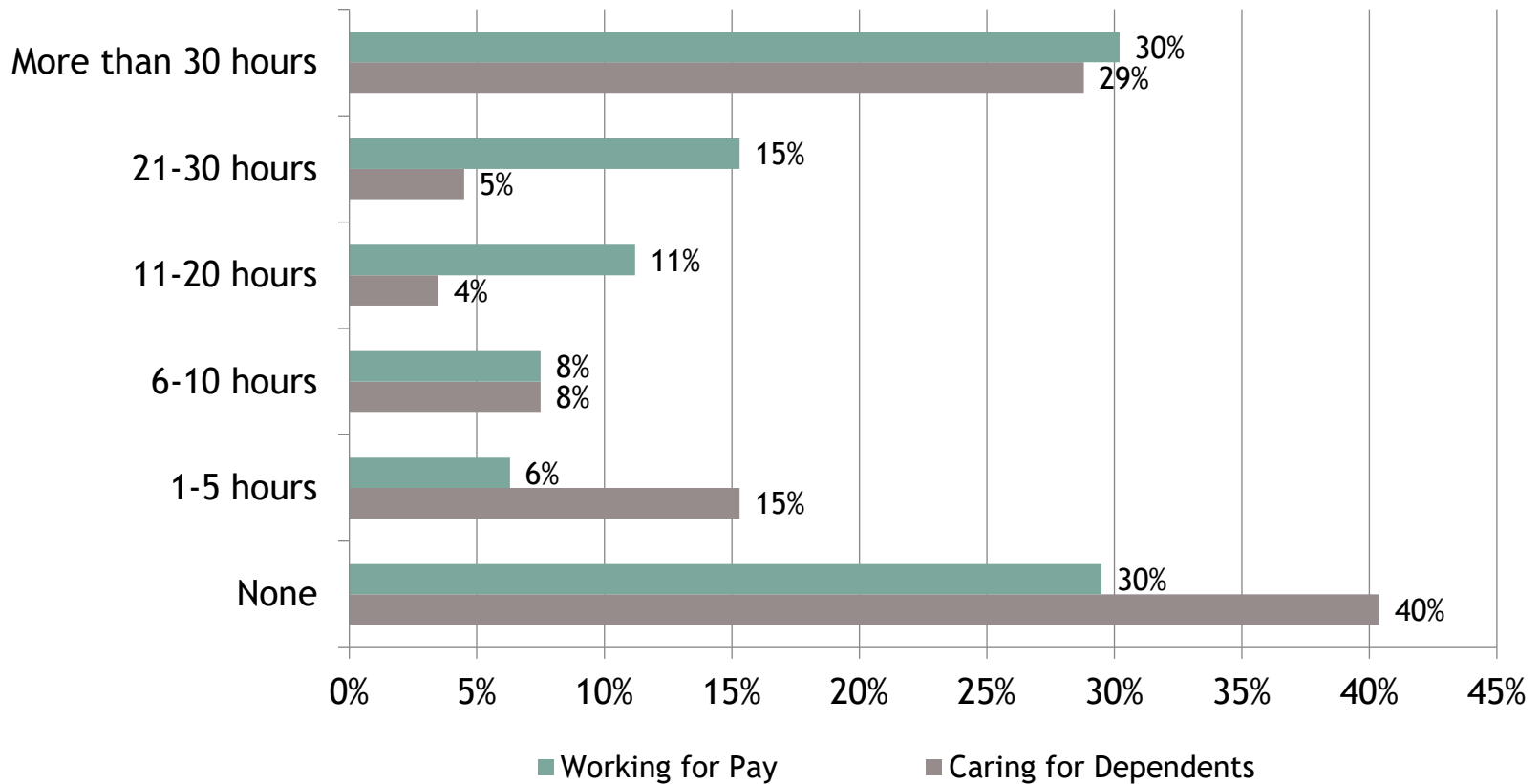


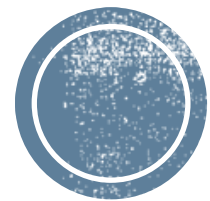
Note: Students were able to choose more than one reason.



Student Respondent Profile

External Commitments





CCSSE Benchmarks

CCSSE Benchmarks for Effective Educational Practice

The five *CCSSE* benchmarks¹ are:

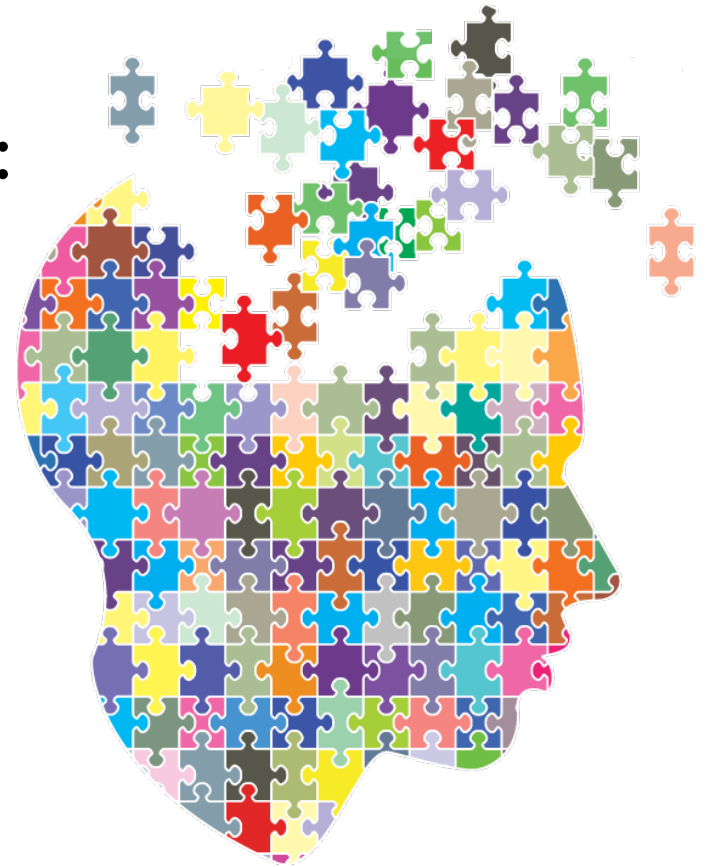
Active and Collaborative Learning

Student Effort

Academic Challenge

Student-Faculty Interaction

Support for Learners

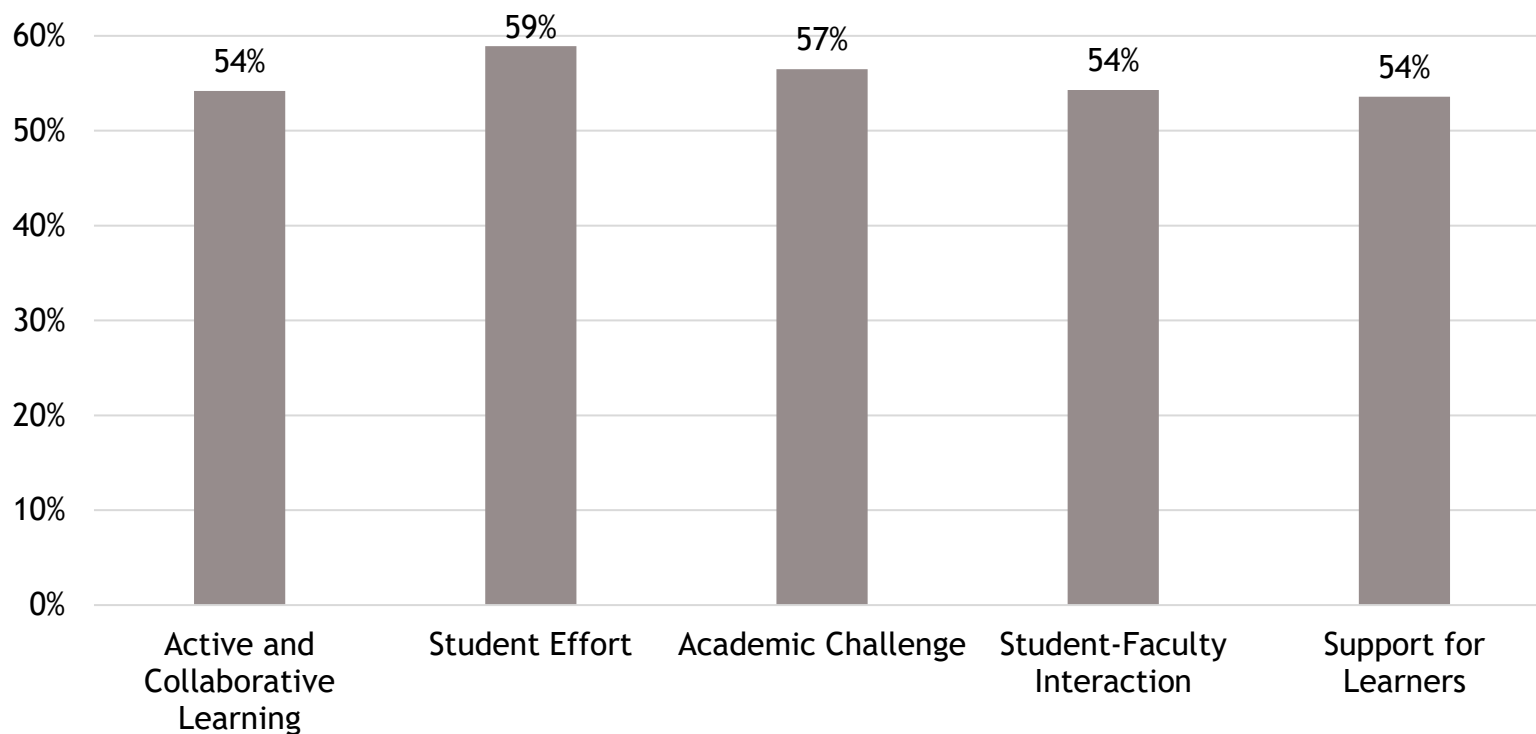


¹Benchmarks are groups of conceptually related items that address key areas of student engagement. *CCSSE*'s five benchmarks denote areas that educational research has shown to be important in quality educational practice.



CCSSE Benchmarks for Effective Educational Practice

CCSSE Benchmark Scores for Daytona State College



Daytona State College Benchmark Scores

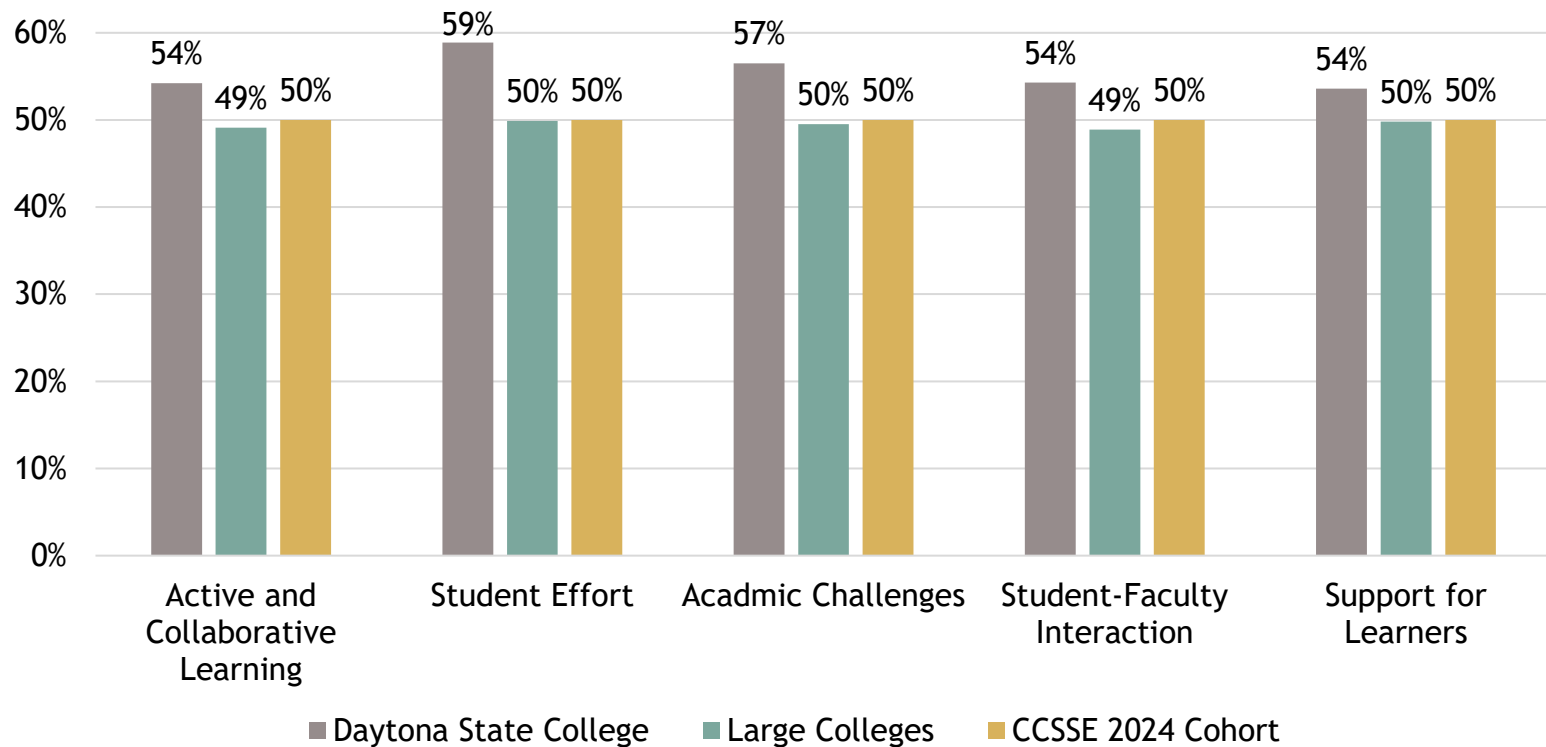
2024 compared to previous years

	2017	2021	2024
Active and Collaborative Learning	51%	44%	54%
Student Effort	52%	54%	59%
Academic Challenges	53%	55%	57%
Student-Faculty Interaction	47%	47%	54%
Support for Learners	48%	50%	54%



CCSSE Benchmarks for Effective Educational Practice

CCSSE Benchmark Scores for Daytona State College compared to Large Colleges and CCSSE 2024 Cohort



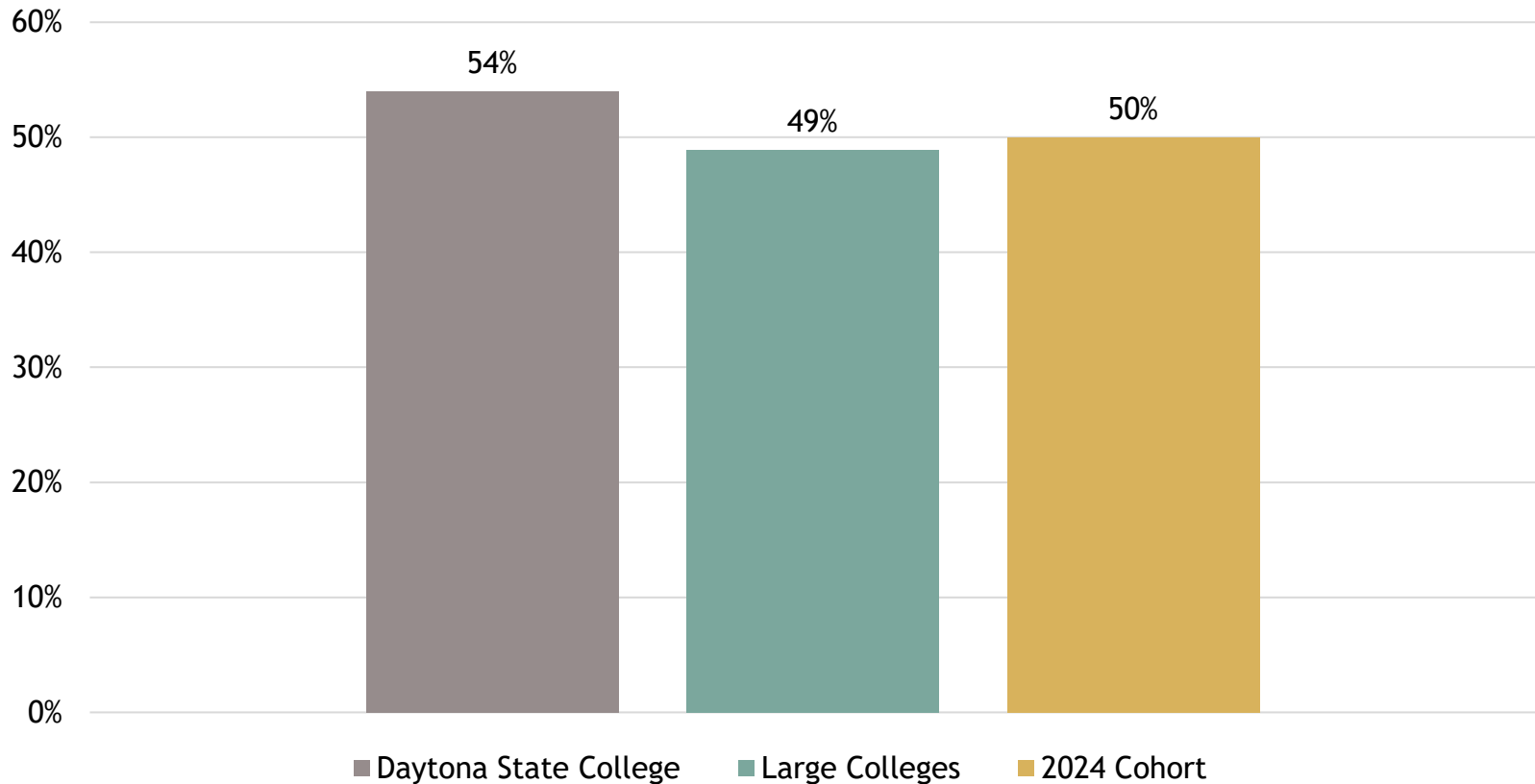


Active and Collaborative Learning



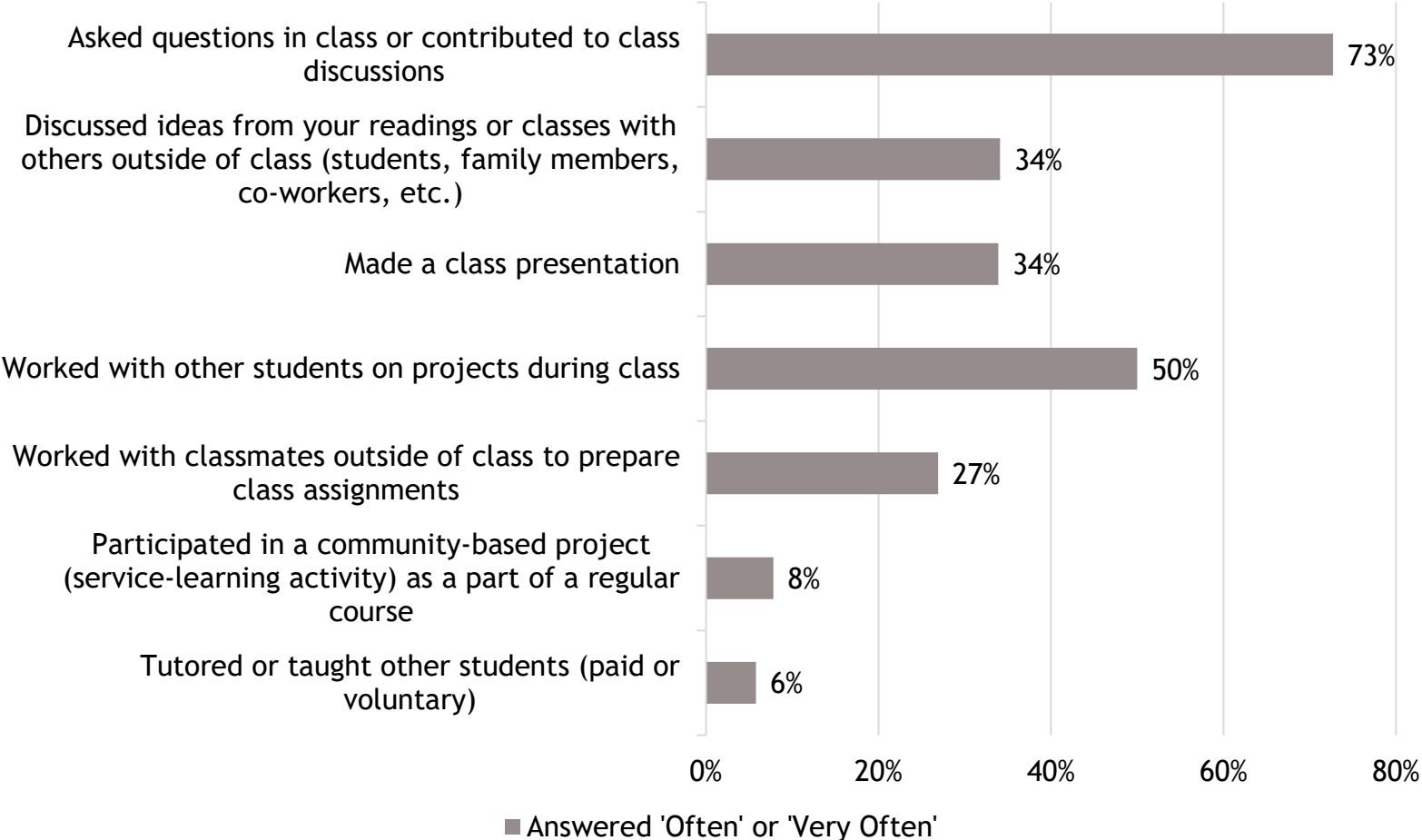
CCSSE Benchmarks for Active and Collaborative Learning

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.



Active and Collaborative Learning

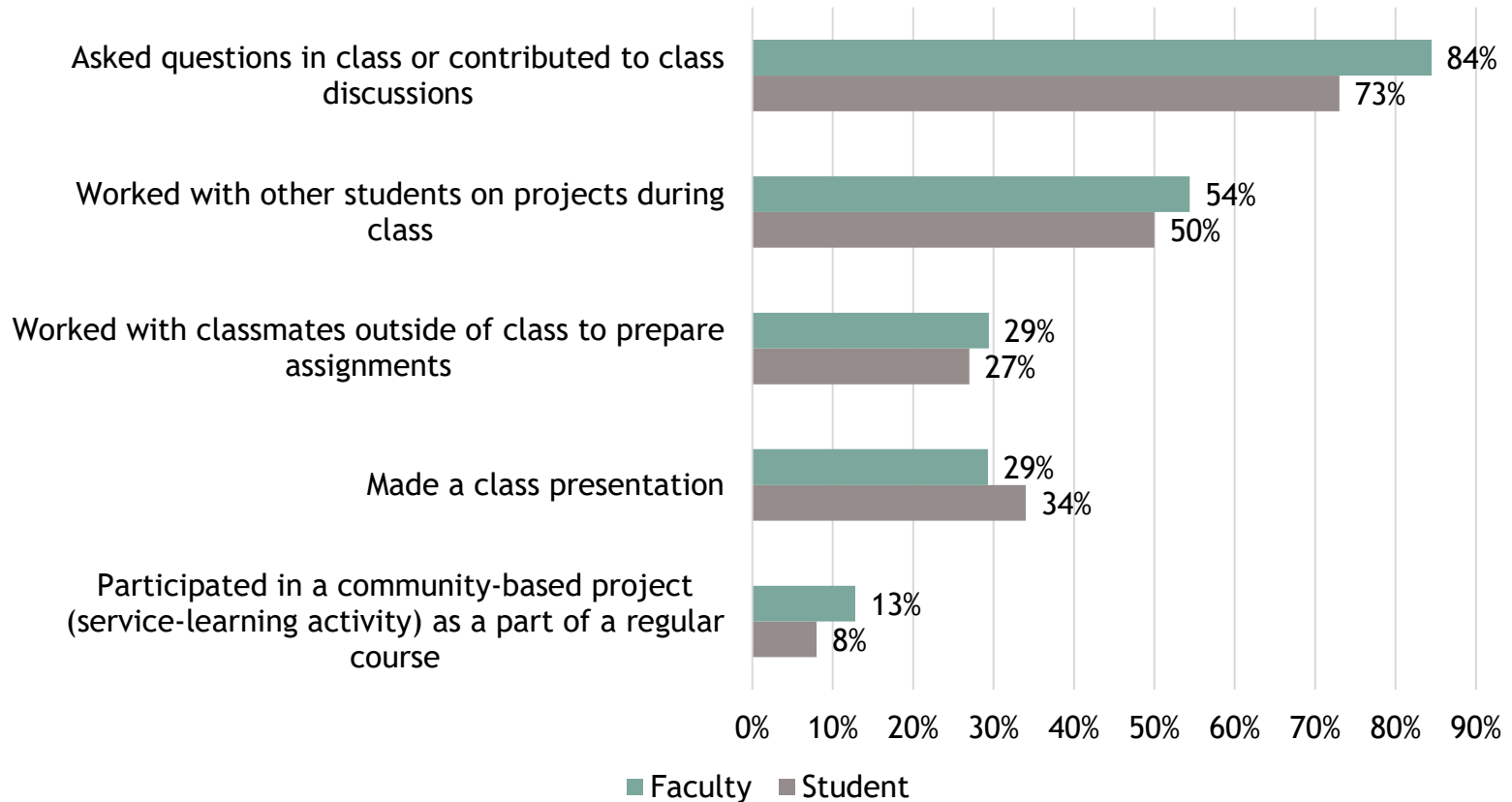
During the current academic year, how often have you:



CCFSSE Active and Collaborative Learning

How often do students in your selected course section do the following:

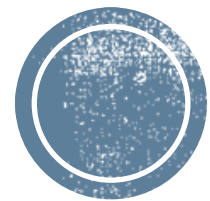
Answered 'Often' or 'Very Often'



Promote Active, Engaged Learning

- Students learn and retain more information – and persist and succeed at higher levels – when they are actively involved in learning rather than passively receiving information.
 - Student focus group participants say active instructional approaches that encourage engaged learning, such as small-group work and student-led activities, make them more enthusiastic about their classes and more likely to attend and participate.

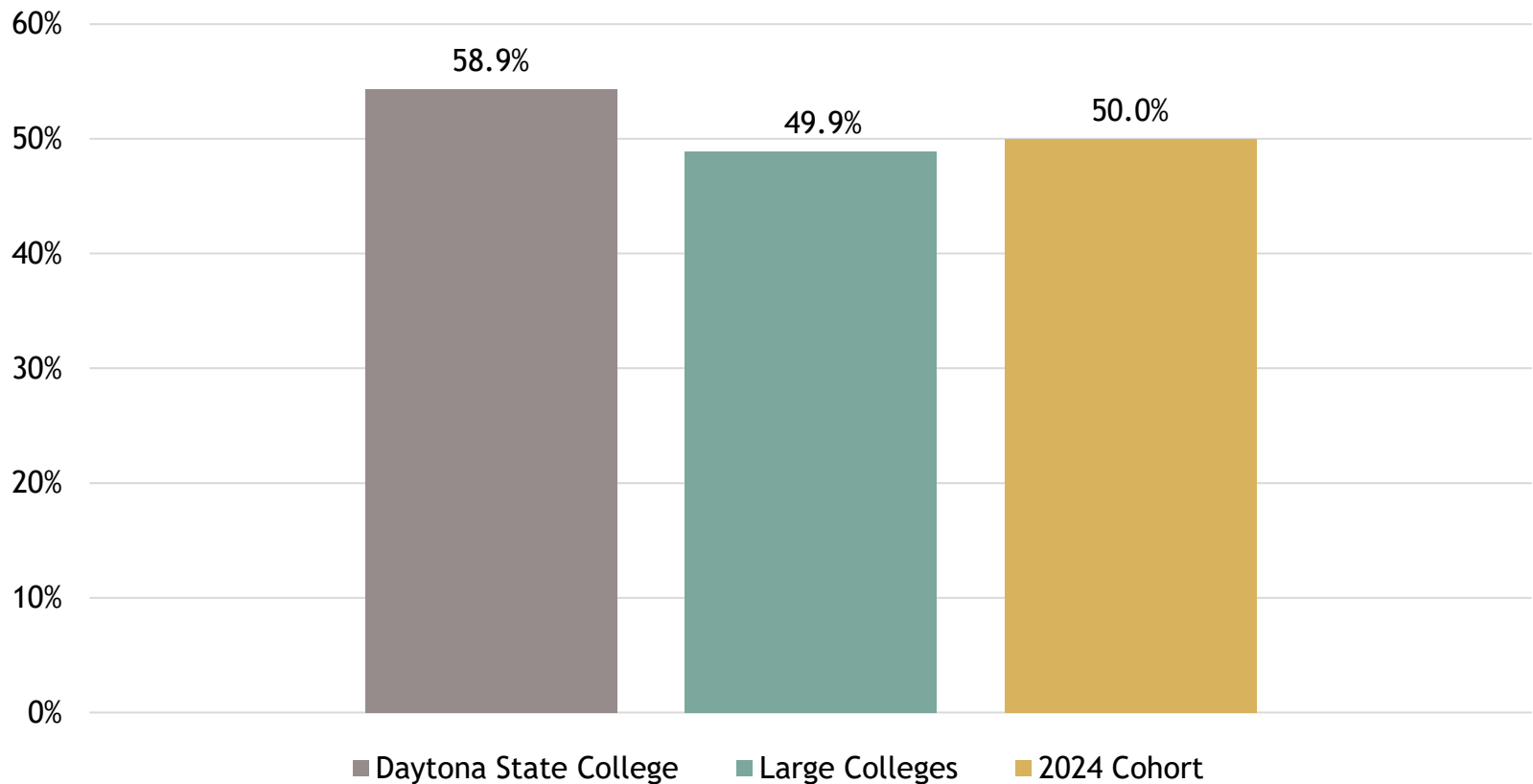




Student Effort

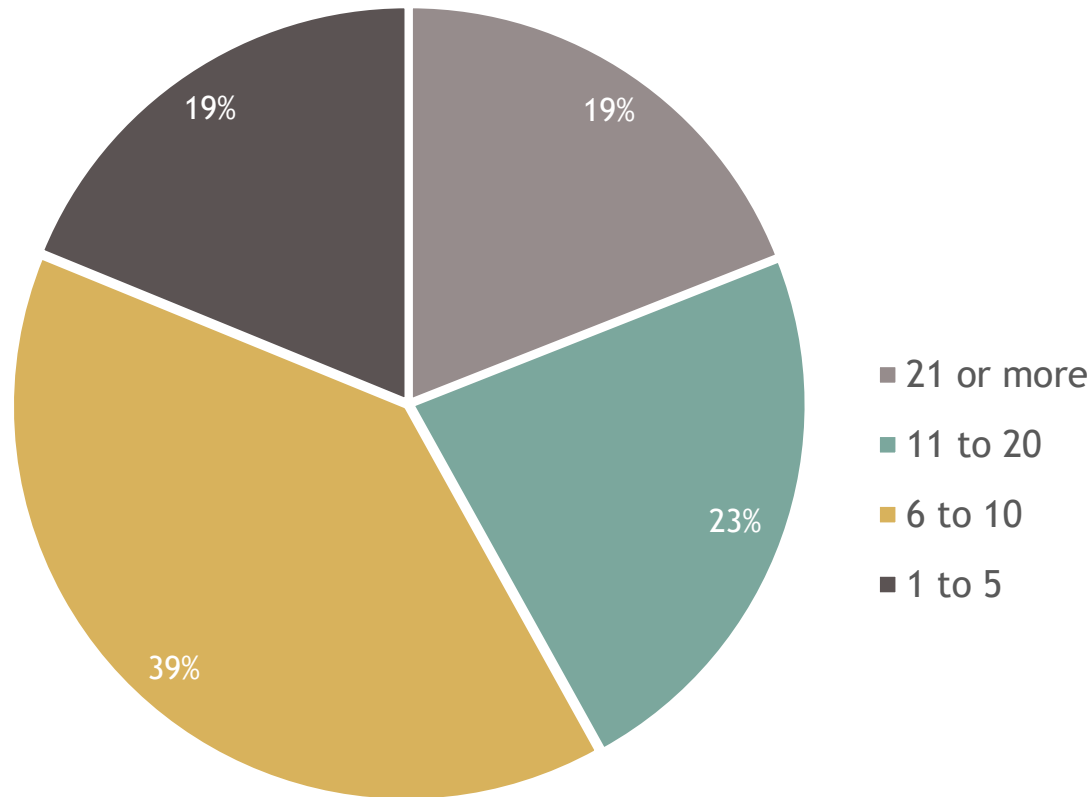
CCSSE Benchmarks for Student Effort

Indicates to what extent students are applying themselves in the learning process and engaging in activities important to their learning and success.



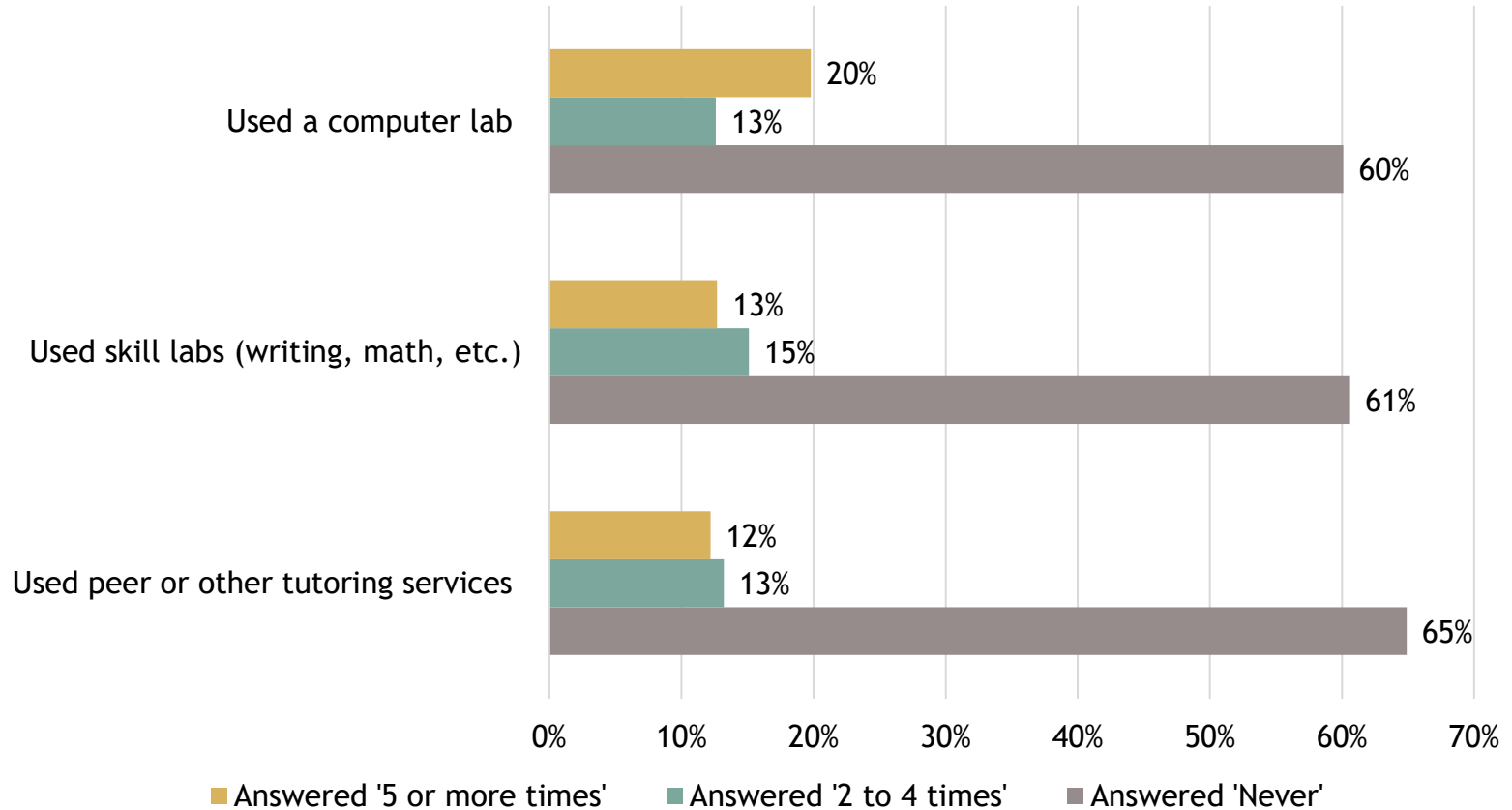
Student Effort

During the current academic year, how many hours do you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program):



Student Effort

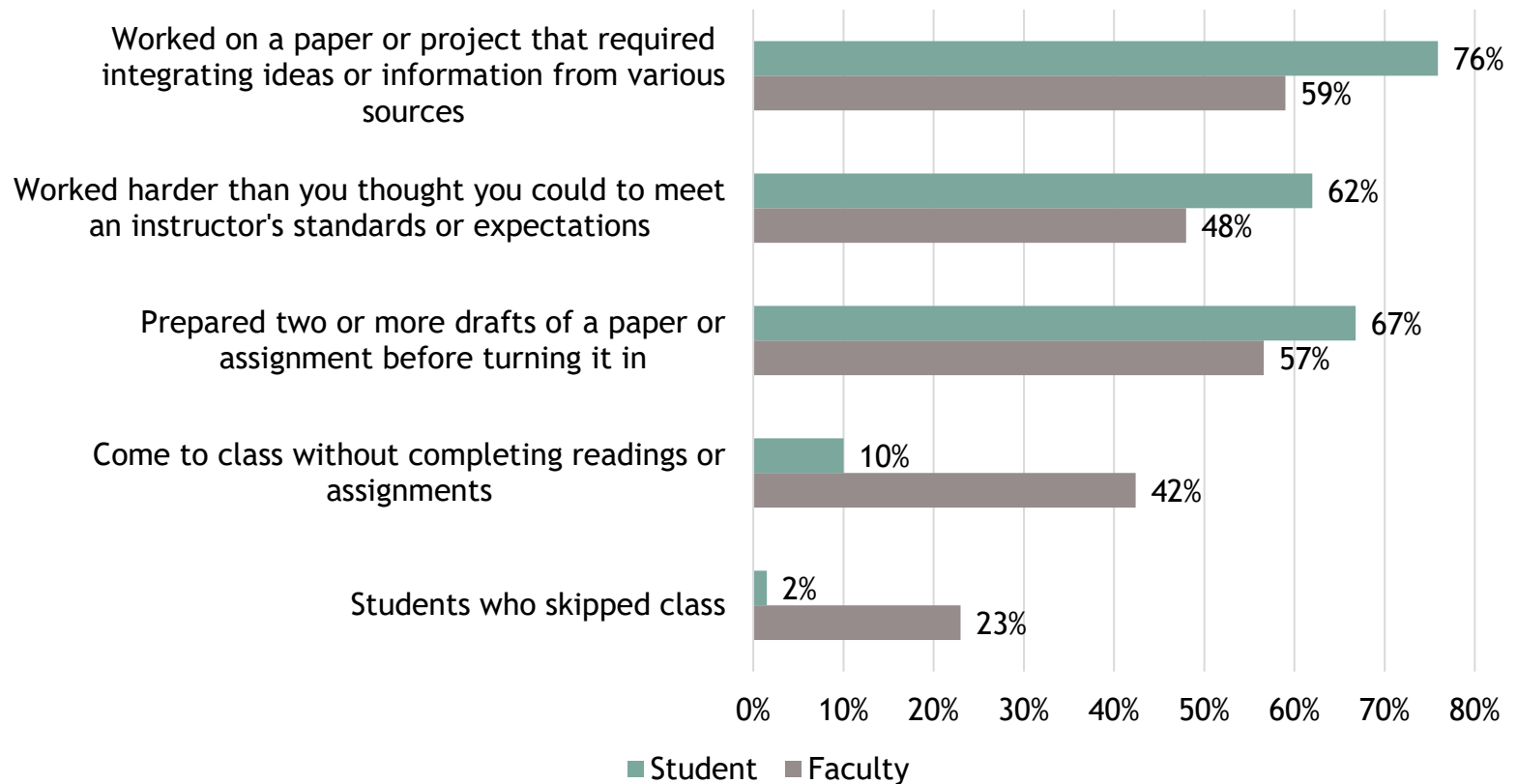
During the current academic year, how often have you:



CCFSSE Student Effort

How often do students in your selected course section do the following:

Answered 'Often' or 'Very Often'



Build and Encourage Relationships

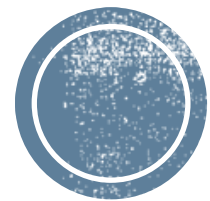
Personal connections are a critical factor in student success.

- Focus group participants report that relationships with other students, faculty, and staff members strengthened their resolve to return to class the next day, the next month, and the next year.

Personal connections may boost attendance and retention.

- *Initiative on Student Success* focus group participants suggest that just knowing someone else's name can make a wary student feel more comfortable.
- Moreover, being called by name, which eliminates the option of hiding behind anonymity, is a powerful motivator.

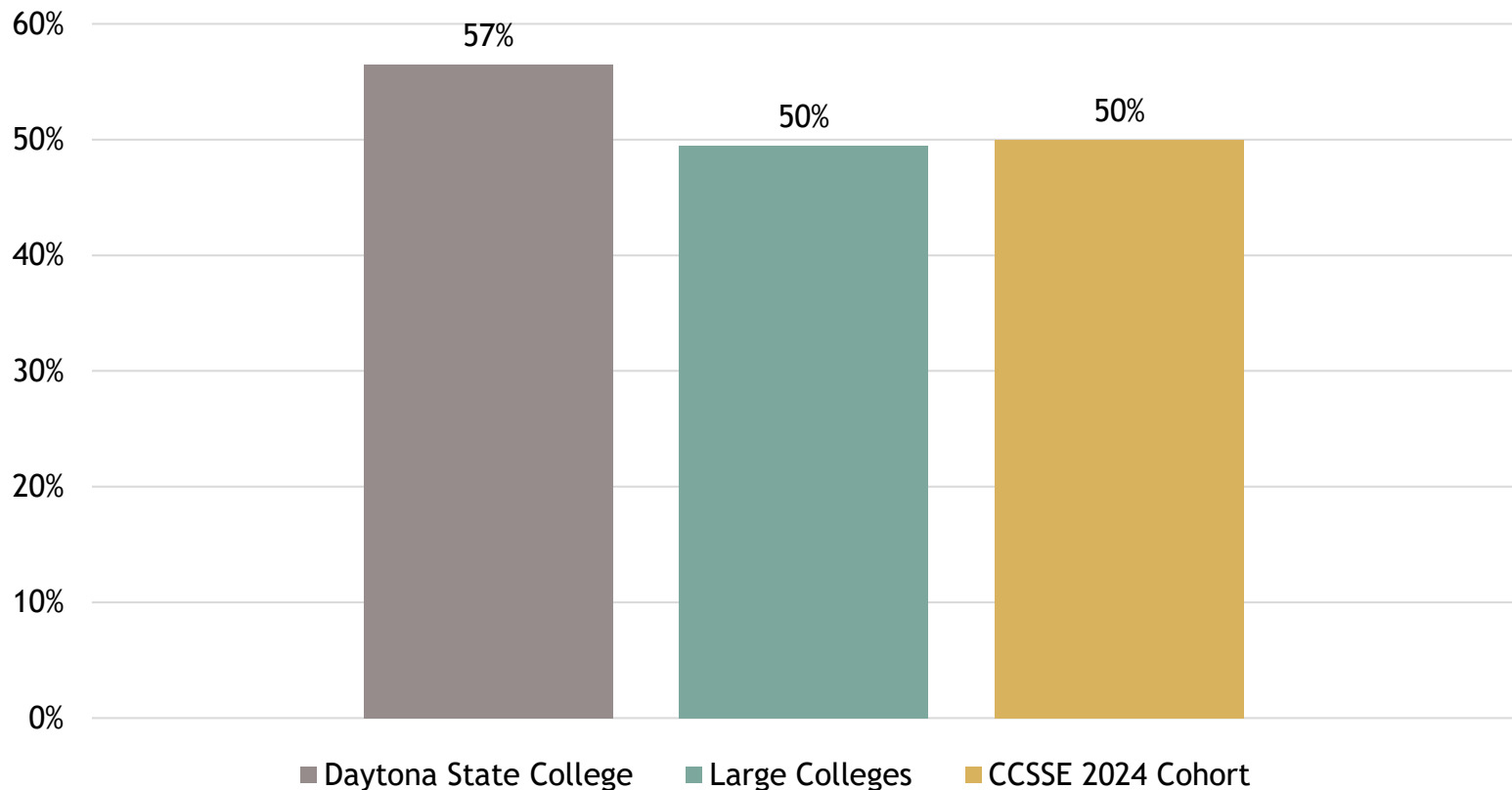




Academic Challenge

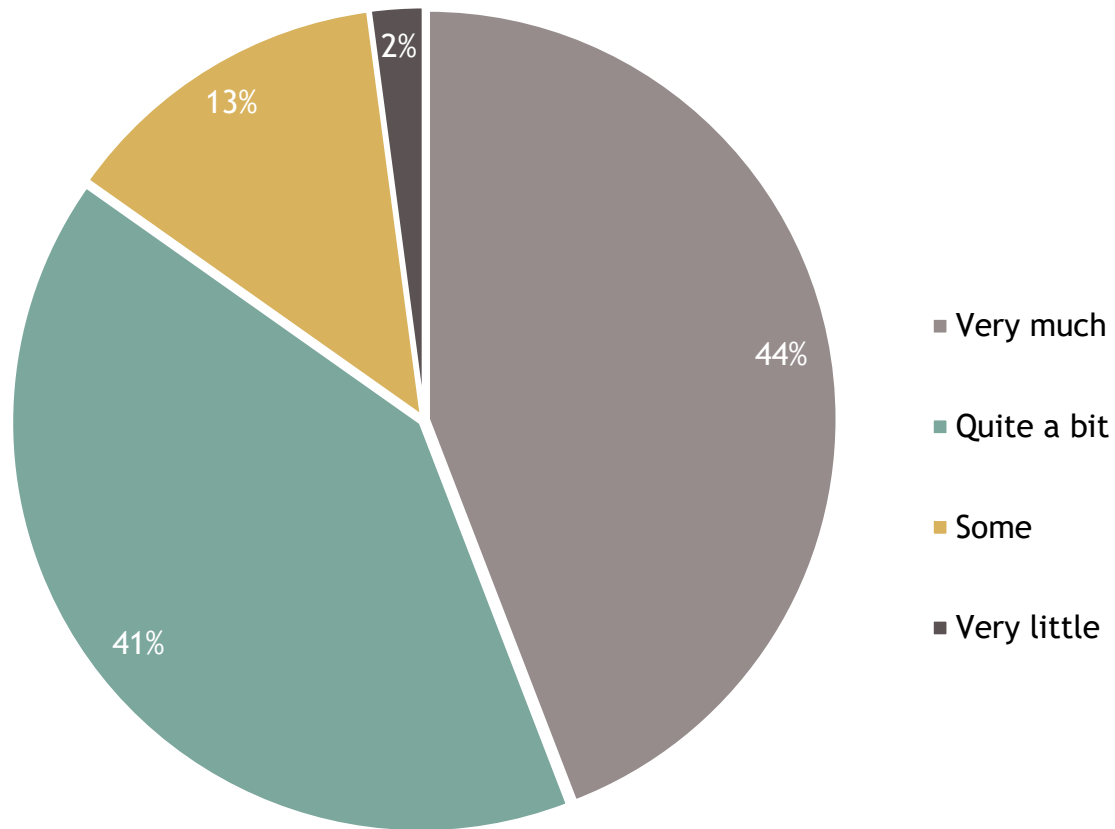
CCSSE Benchmarks for Academic Challenge

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.



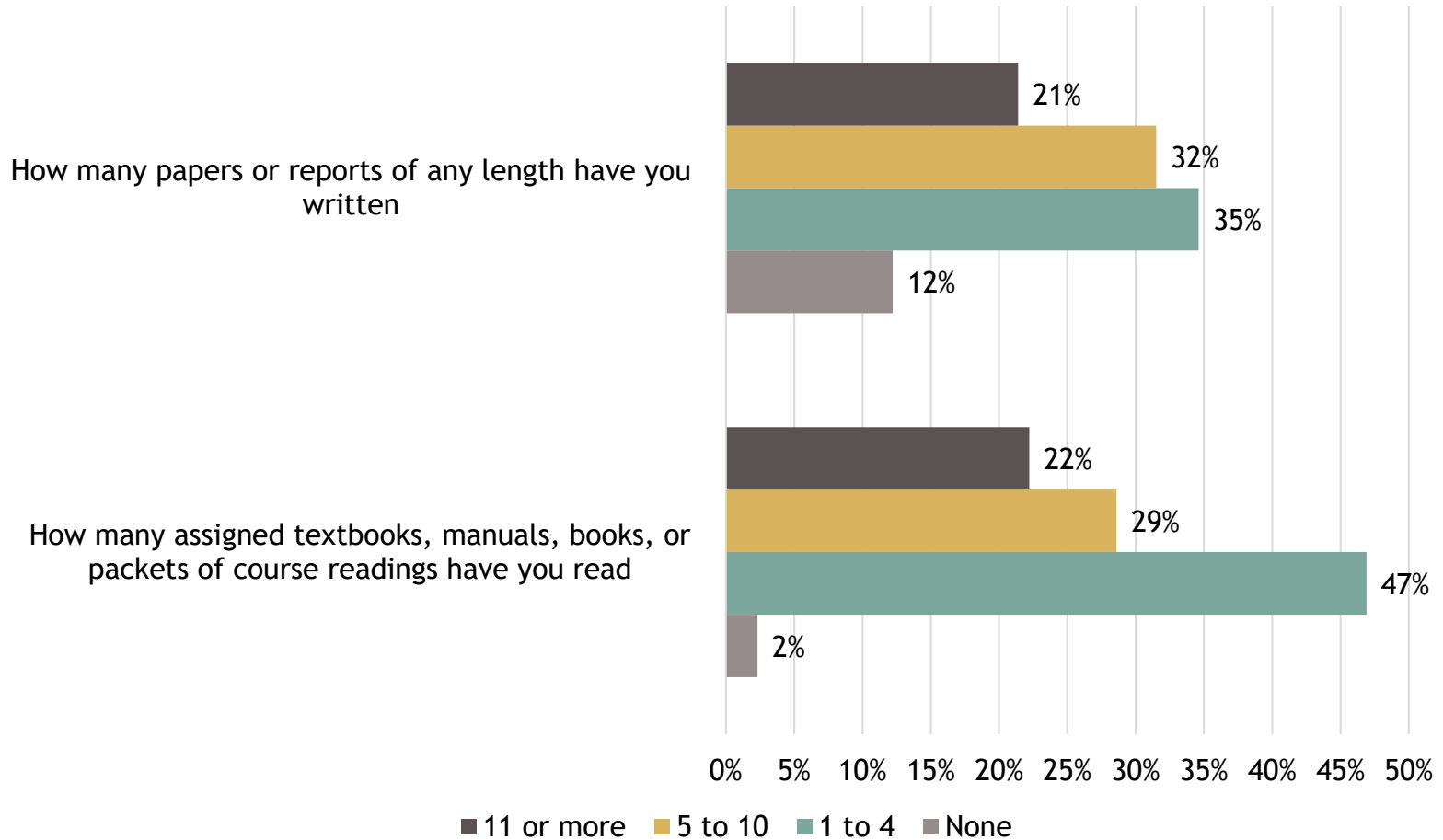
Academic Challenge

How much does this College emphasize encouraging you to spend significant amounts of time studying?:



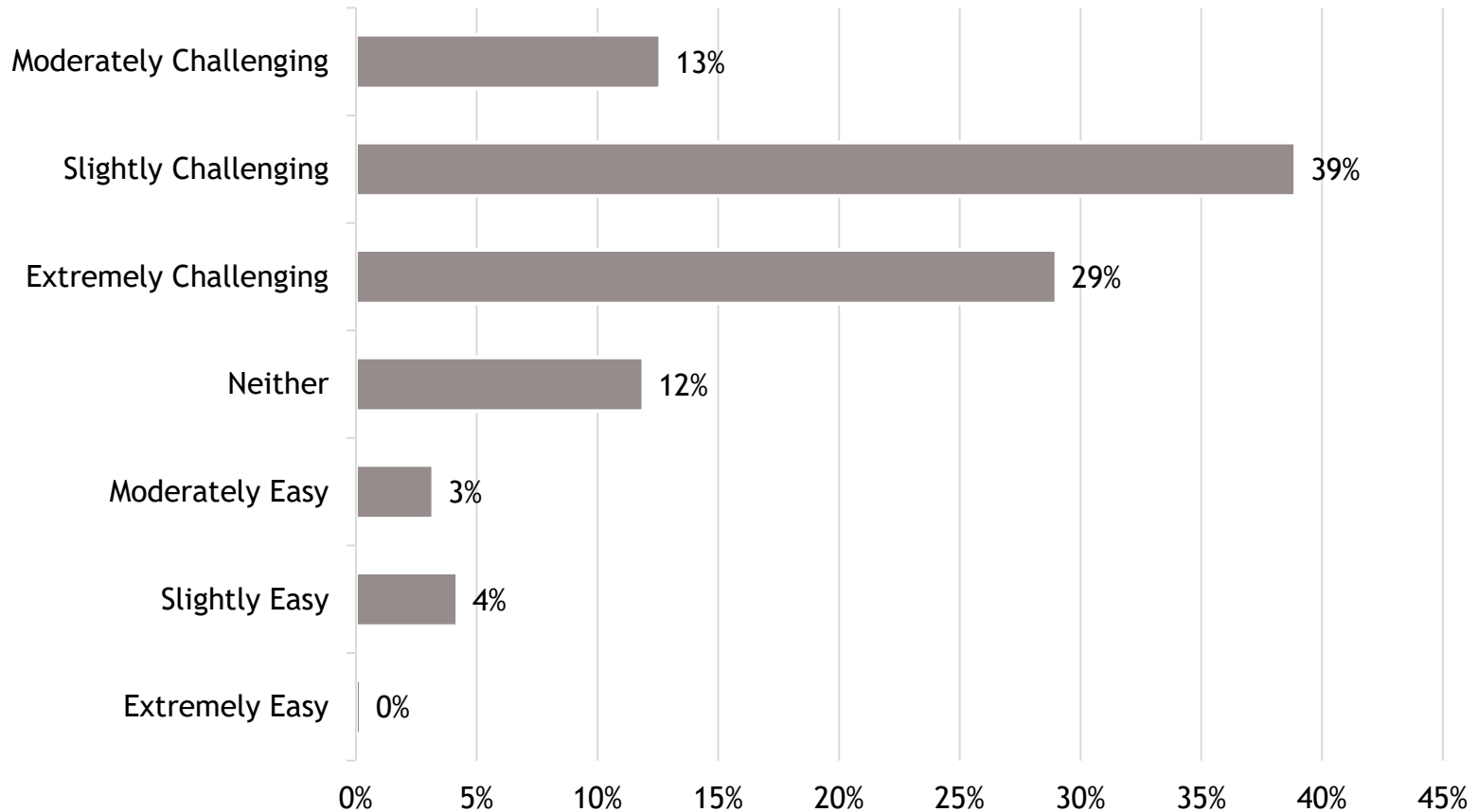
Academic Challenge

During the current academic year:



Academic Challenge

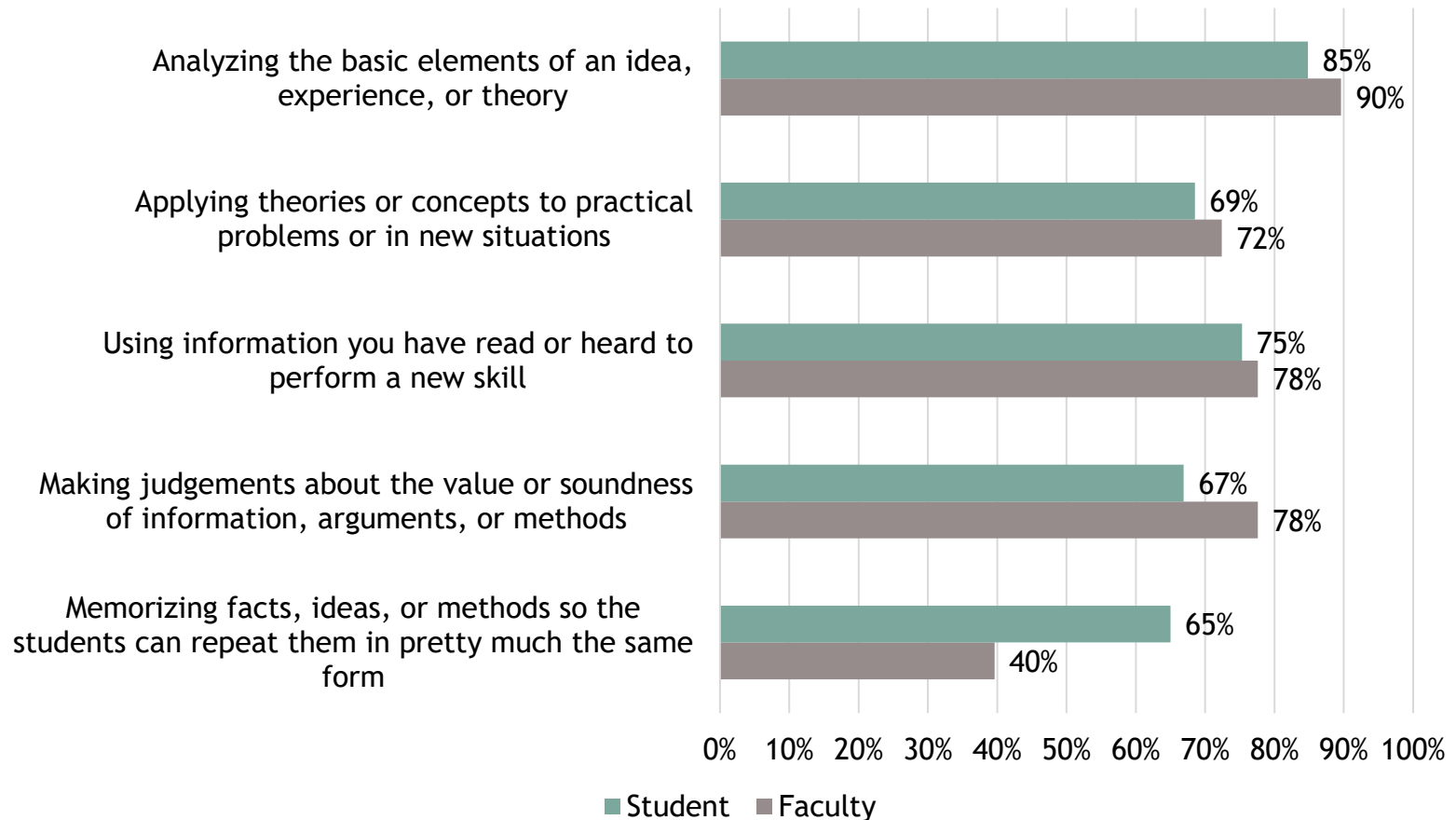
During the current academic year: to what extent have your exams challenged you to do your best work?



CCFSSE Academic Challenge

How much does the coursework in your selected course section do the following:

Answered 'Quite a bit' or 'Very much'



Raise Expectations

- Instructors should set high standards and communicate them clearly, deliberately, and consistently.
- Students work hard to meet instructors' expectations:
 - 67% of students *often* or *very often* work harder than they thought they could to meet an instructor's standards or expectations.

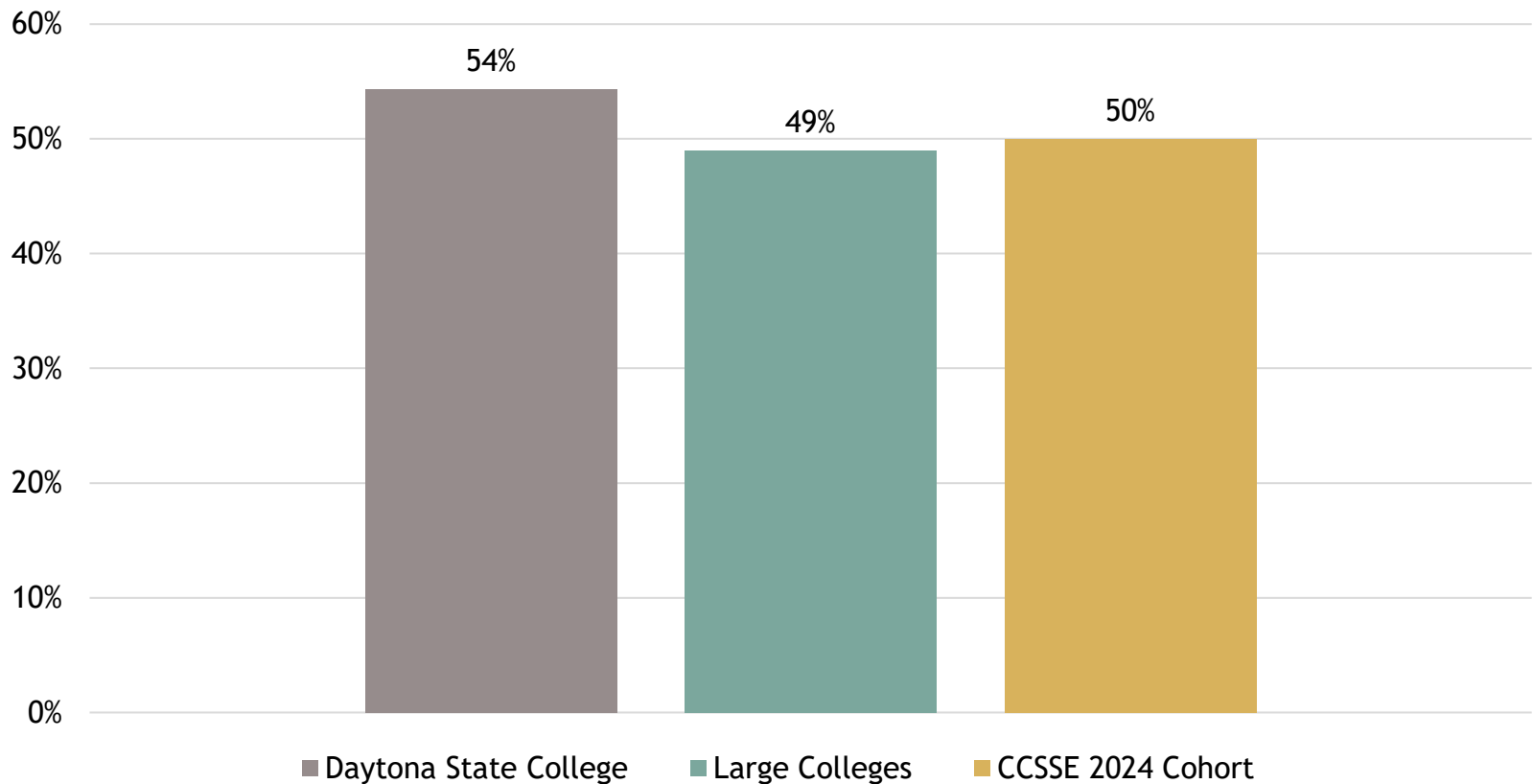




Student-Faculty Interaction

CCSSE Benchmarks for Student-Faculty Interaction

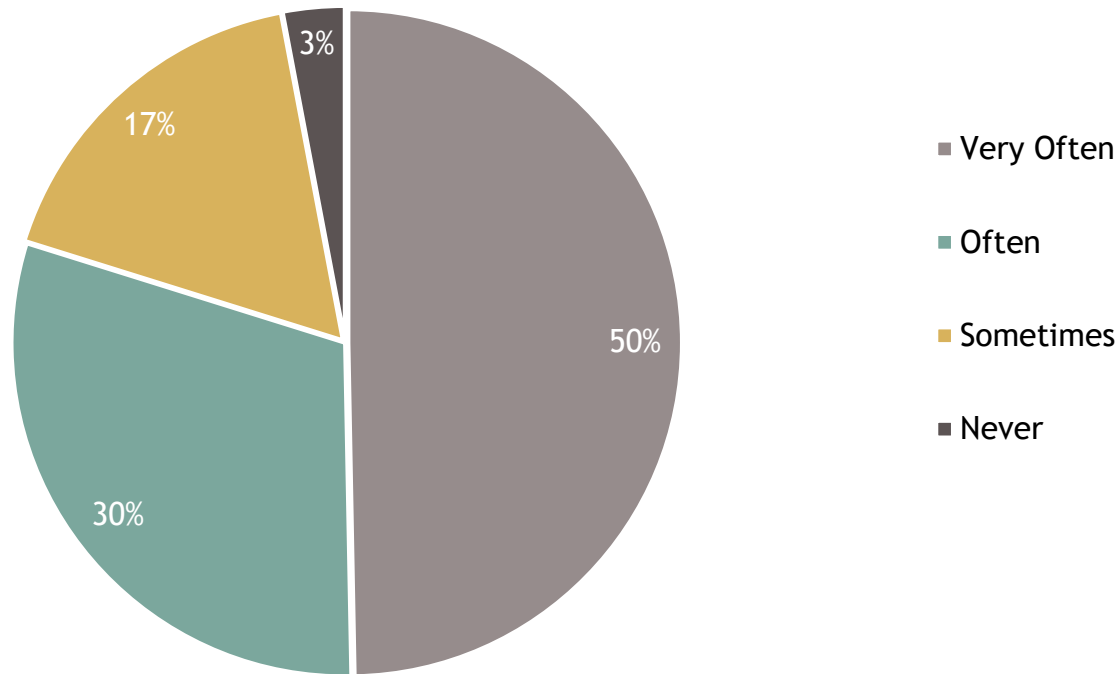
Daytona State College compared to Large Colleges and CCSSE 2024 Cohort



Student-Faculty Interaction

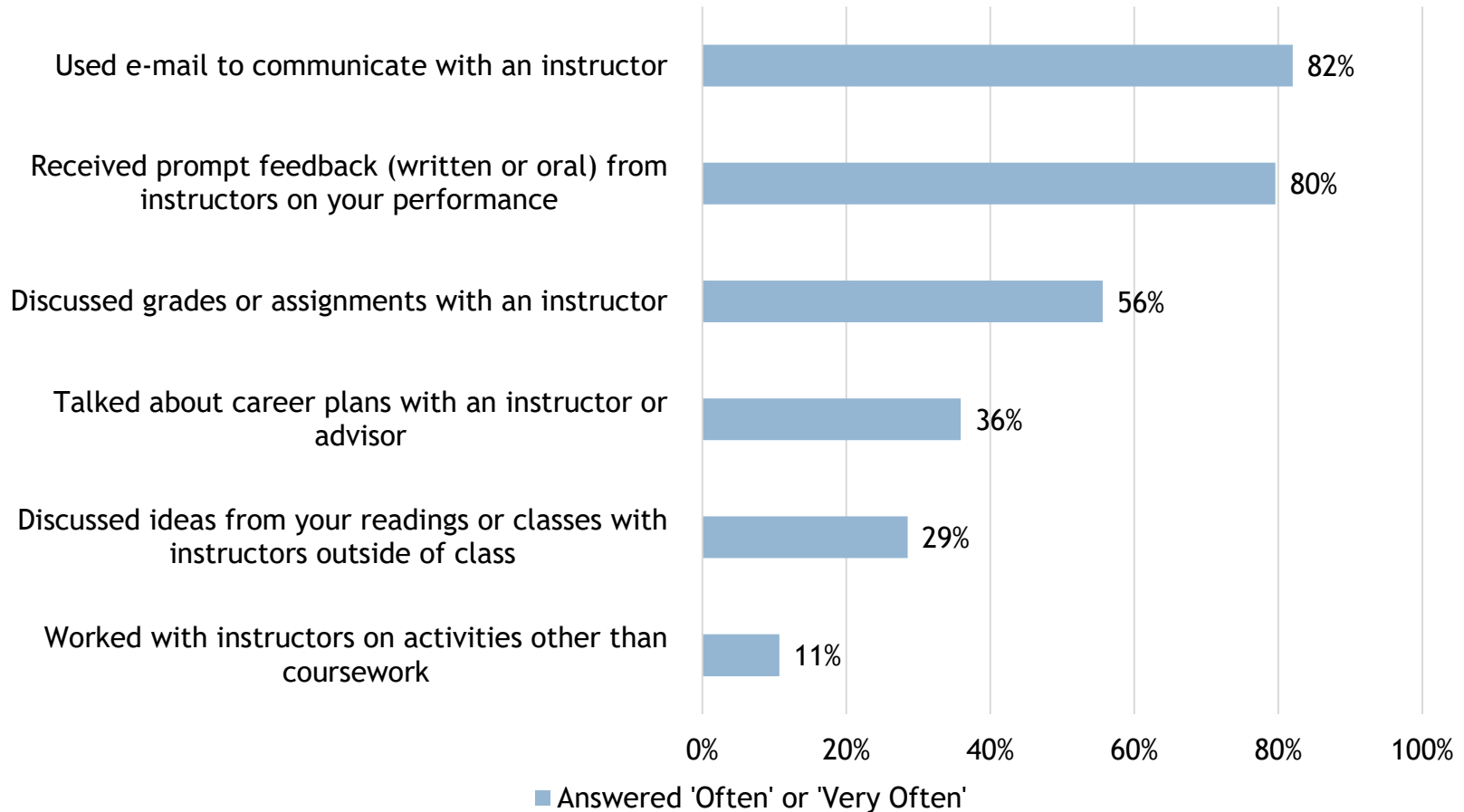
Student's Perception of Feedback

During the current school year, how often have you received prompt feedback (written or oral) from instructors on your performance?



Student-Faculty Interaction

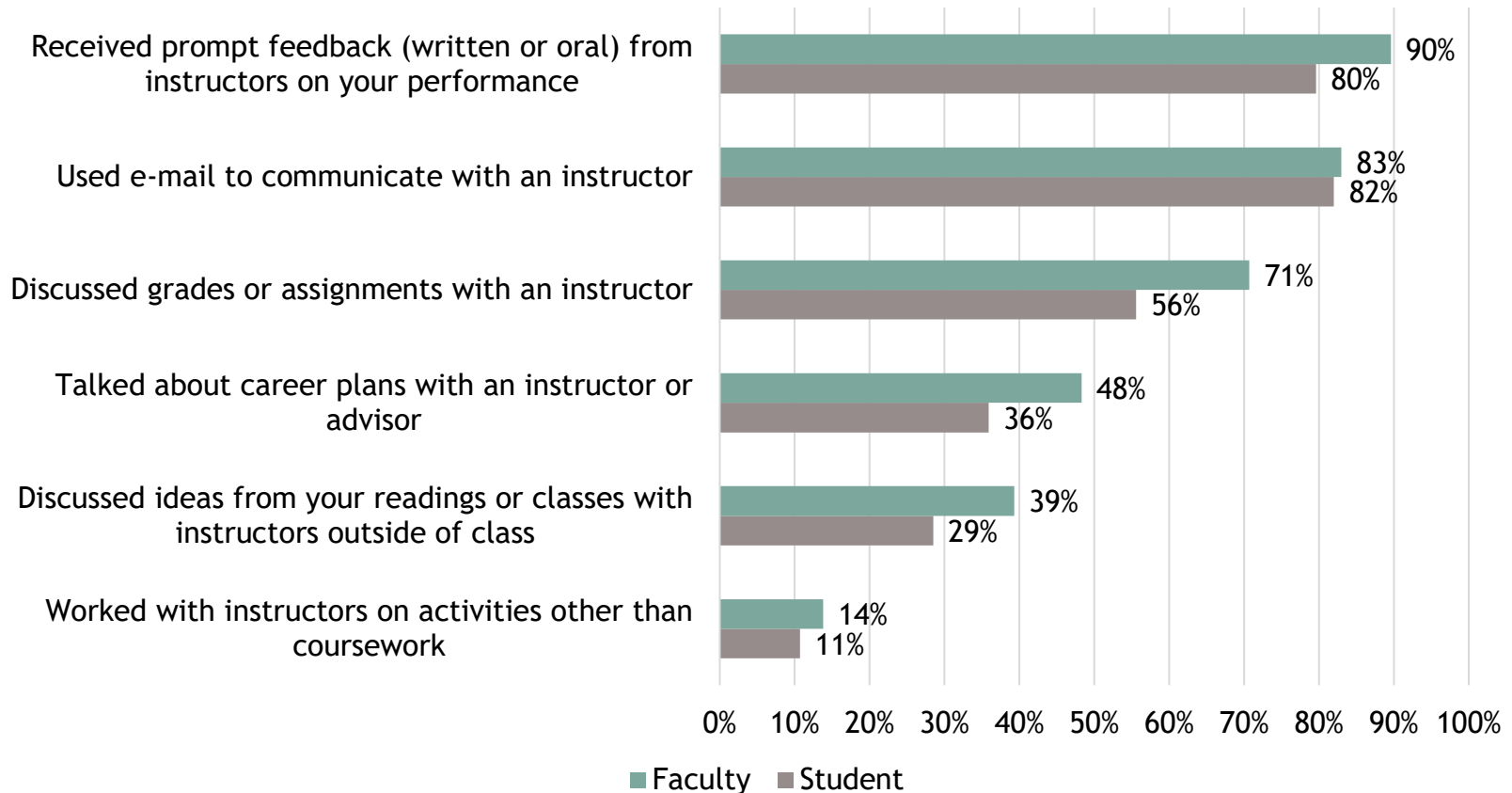
During the current school year, how often have you:



CCFSSE Student-Faculty Interaction

During the current school year, how often do students in your selected course section do the following:

Answered 'Often' or 'Very Often'



Ensure that Students Know Where They Stand

- Feedback on academic performance greatly affects student retention.
- Some community college students may need help understanding where they stand and how to use feedback productively.
- In focus groups, students frequently report that they were unaware of their poor academic standing in a particular course until it was too late to salvage their grade.

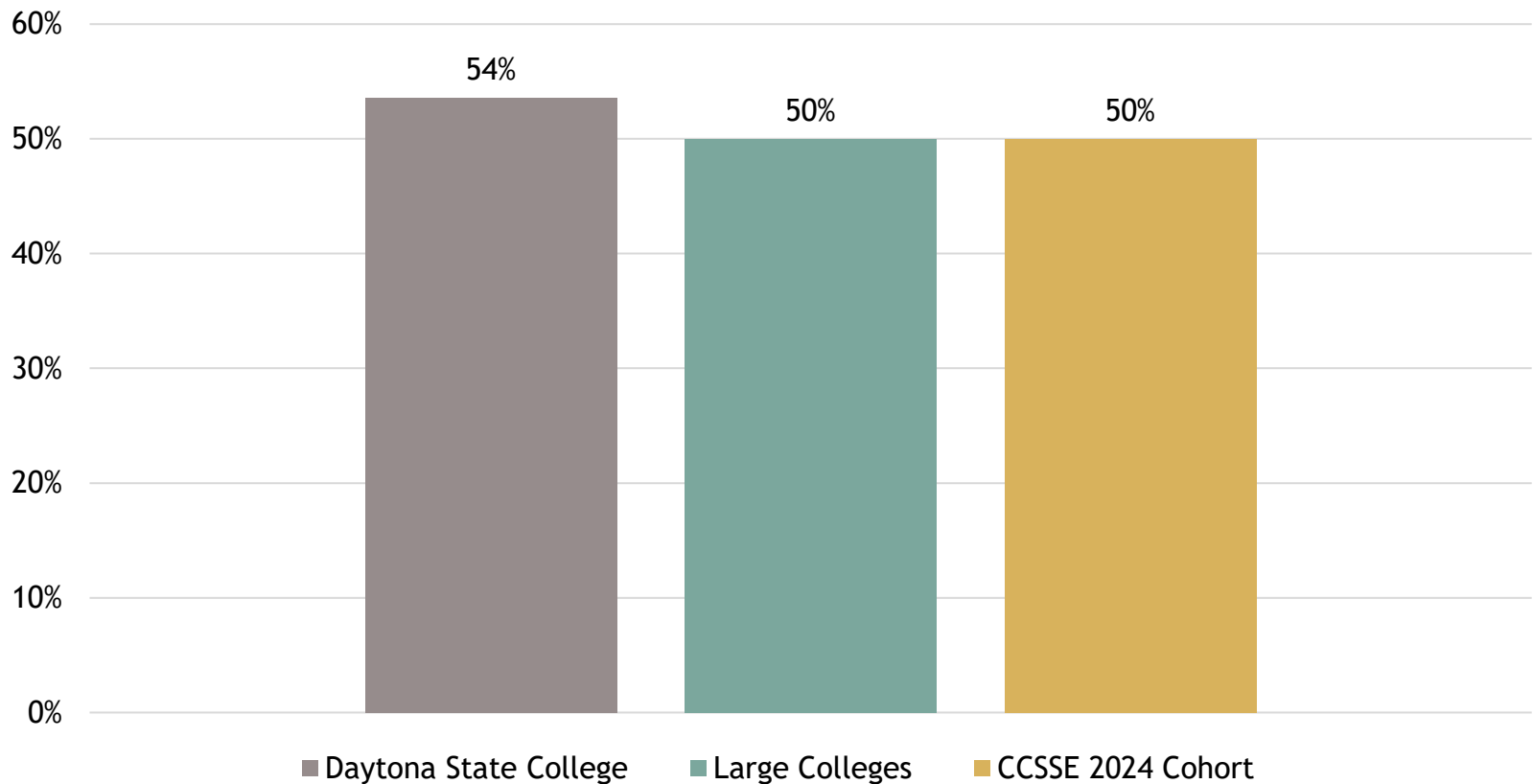




SUPPORT FOR LEARNERS

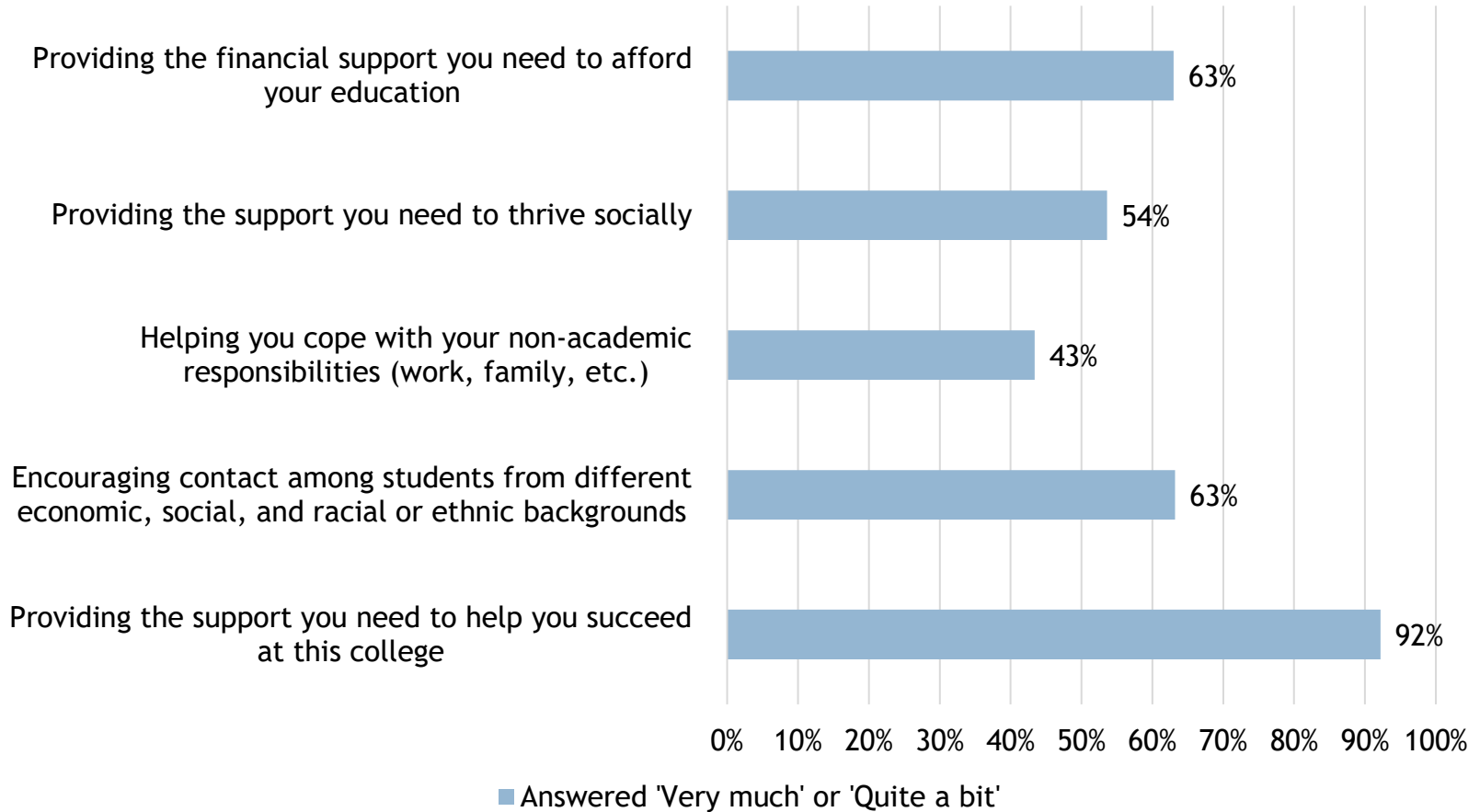
CCSSE Benchmarks for Support for Learners

Daytona State College compared to Large Colleges and CCSSE 2024 Cohort



Support for Learners

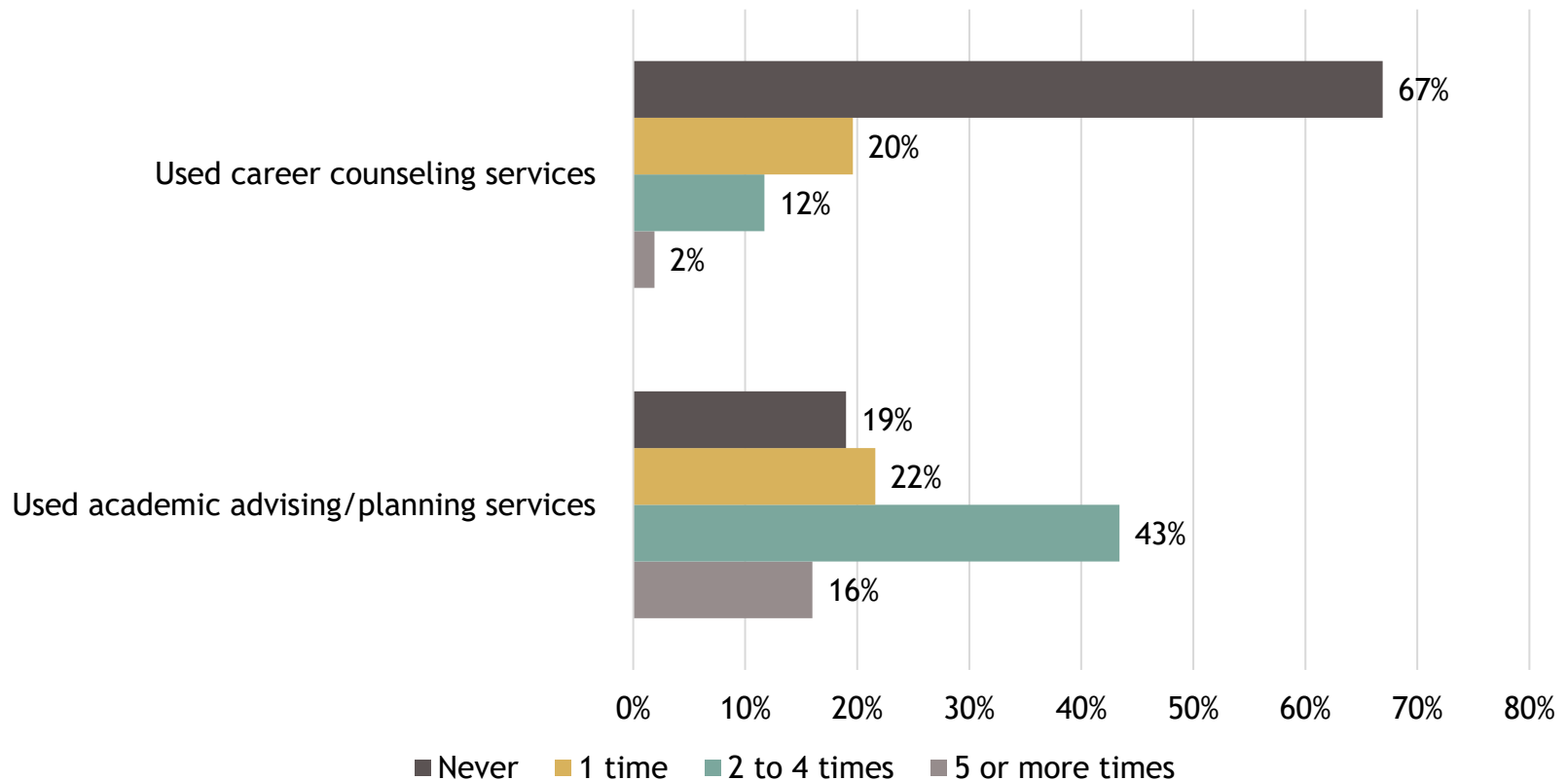
How much does this College emphasize:



Support for Learners

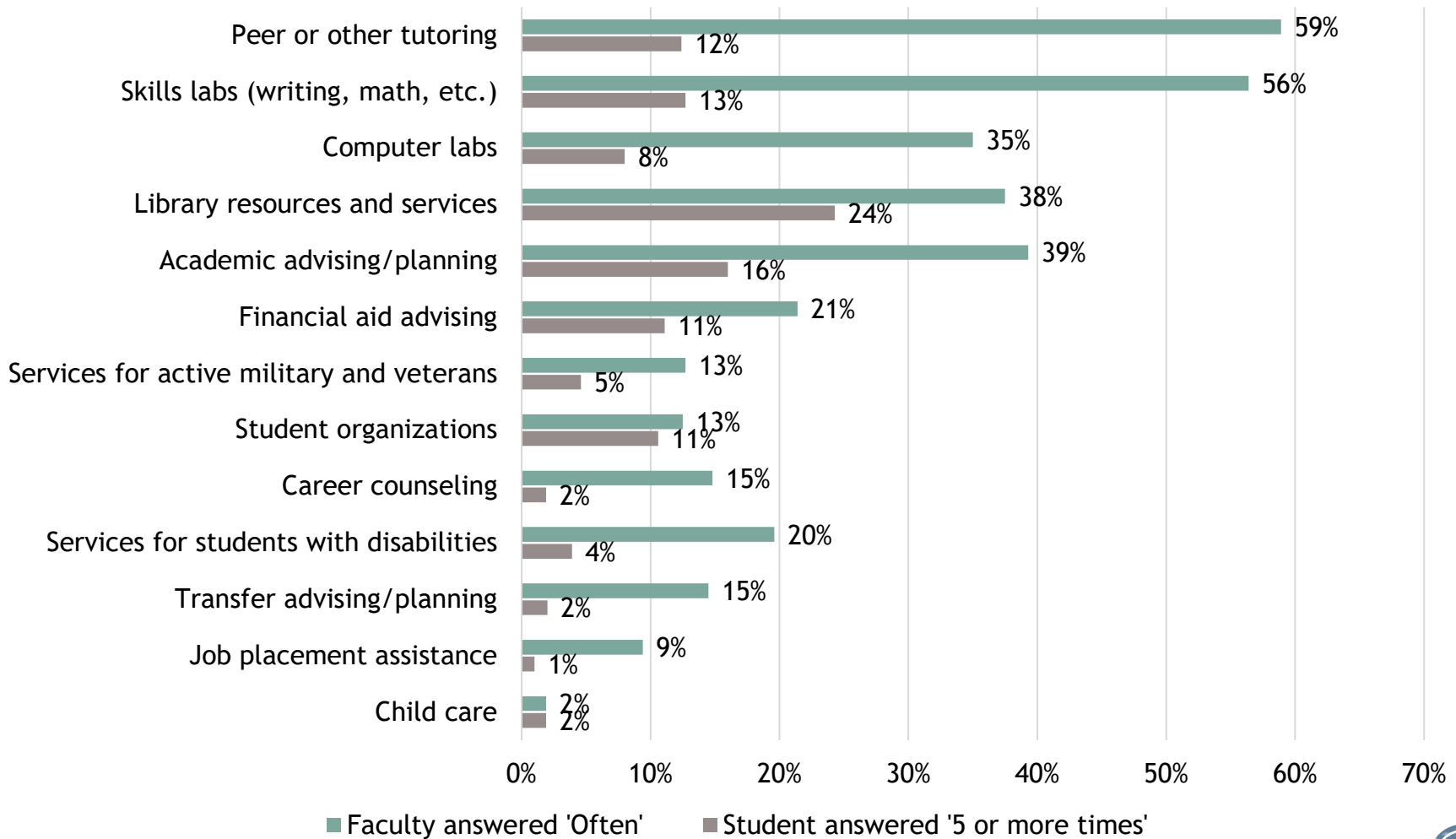
Student's Perception of Feedback

During the current school year, how often have you:



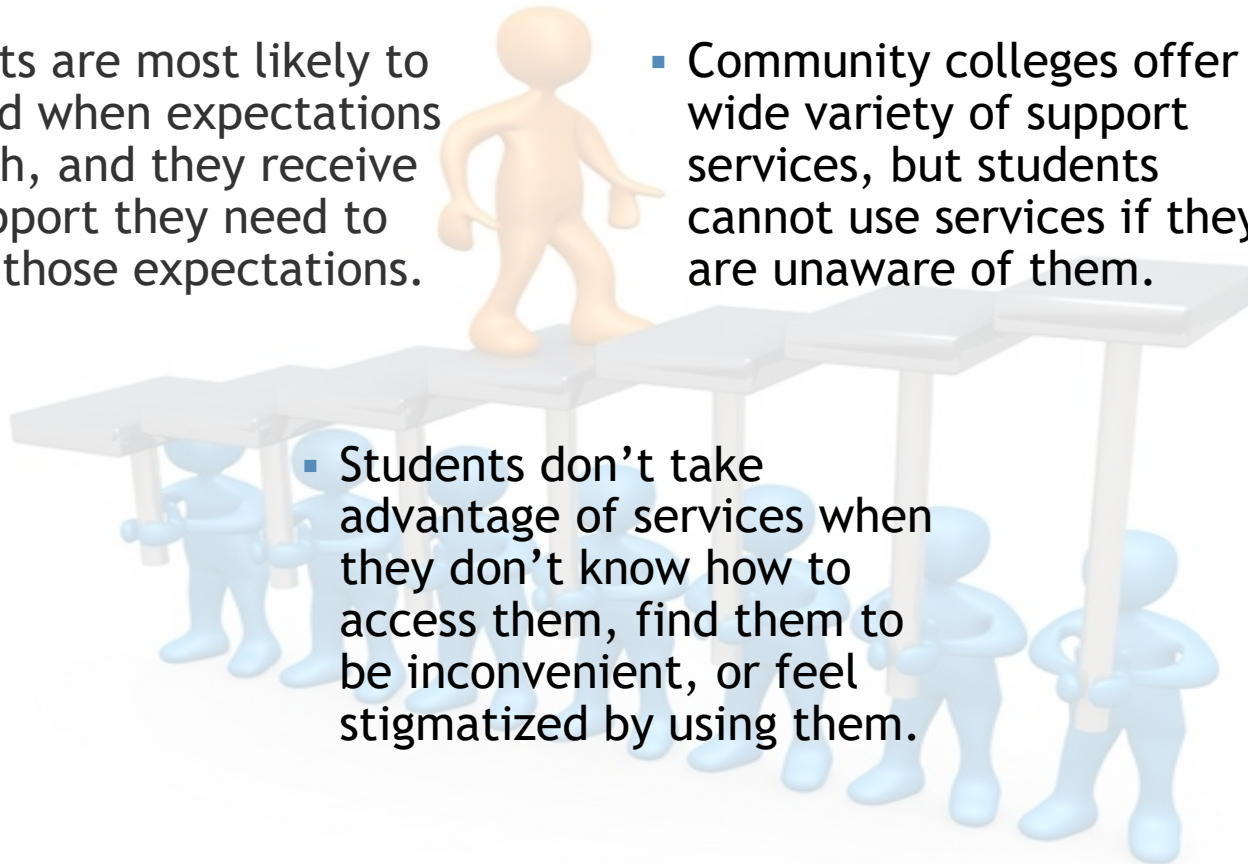
CCFSSE Support for Learners

Faculty frequency of referrals vs. Student frequency of use



Integrate Student Support into Learning Experiences

- Students are most likely to succeed when expectations are high, and they receive the support they need to rise to those expectations.
- Community colleges offer a wide variety of support services, but students cannot use services if they are unaware of them.
- Students don't take advantage of services when they don't know how to access them, find them to be inconvenient, or feel stigmatized by using them.

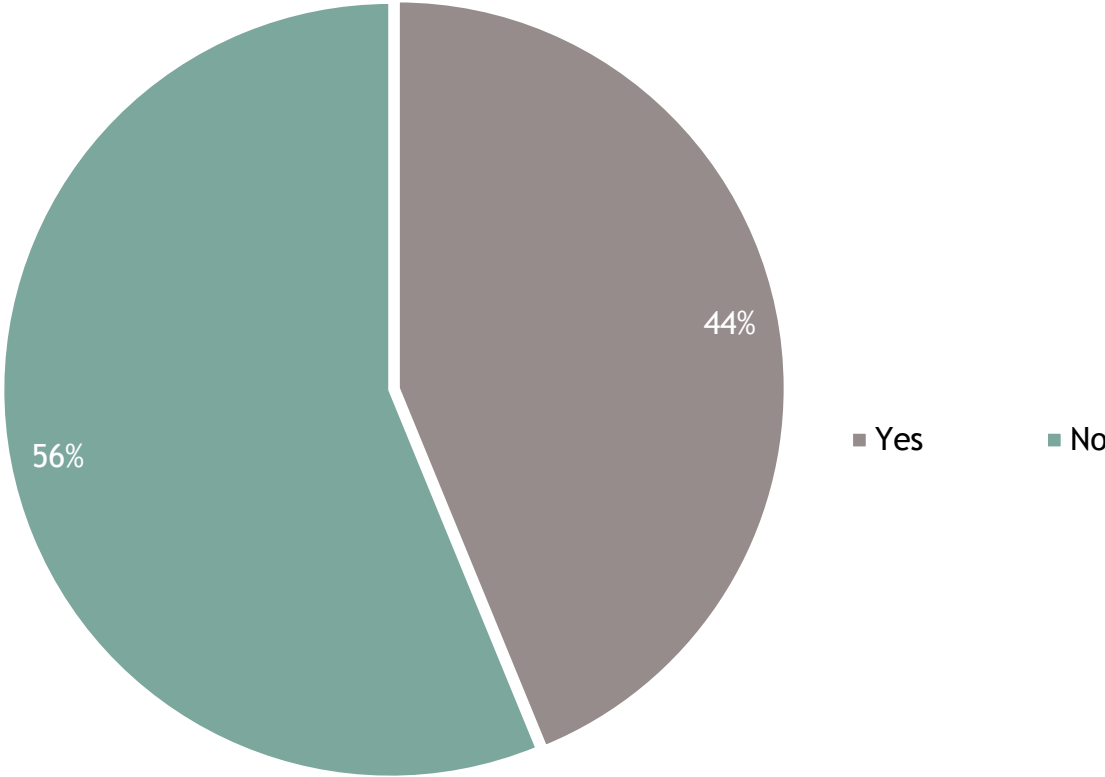




2024 SPECIAL FOCUS

Special Focus

Did you receive a federal Pell Grant as part of your financial aid package at this college this year?

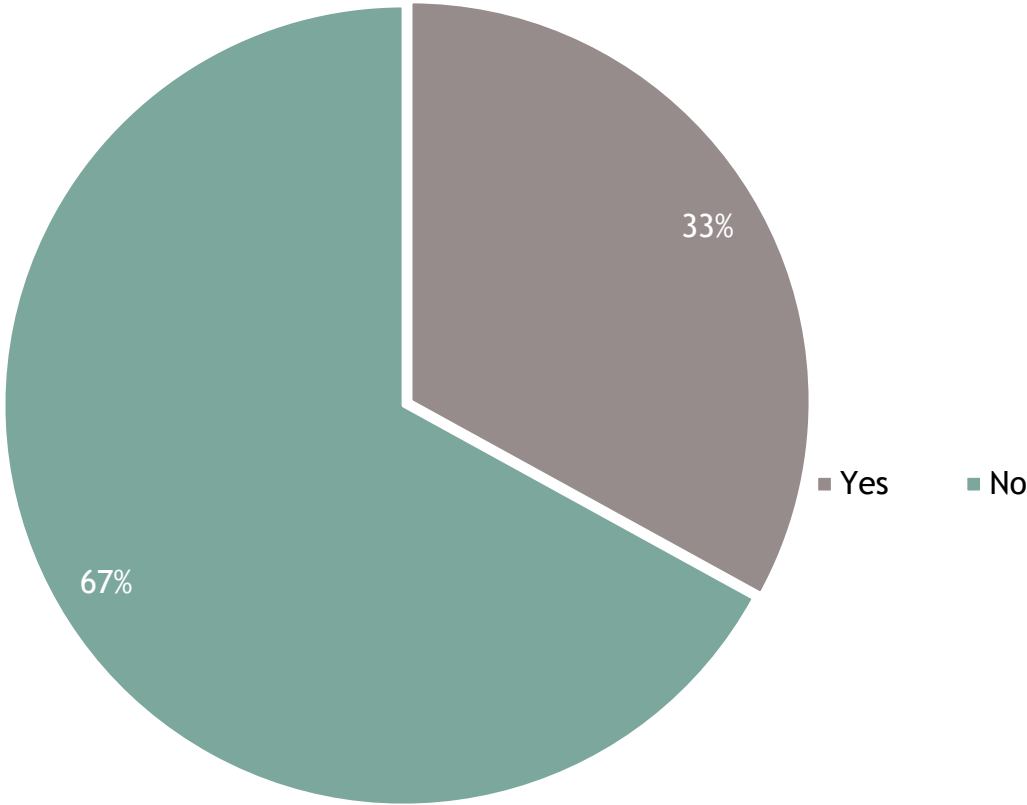


Source: 2024 CCSSE data



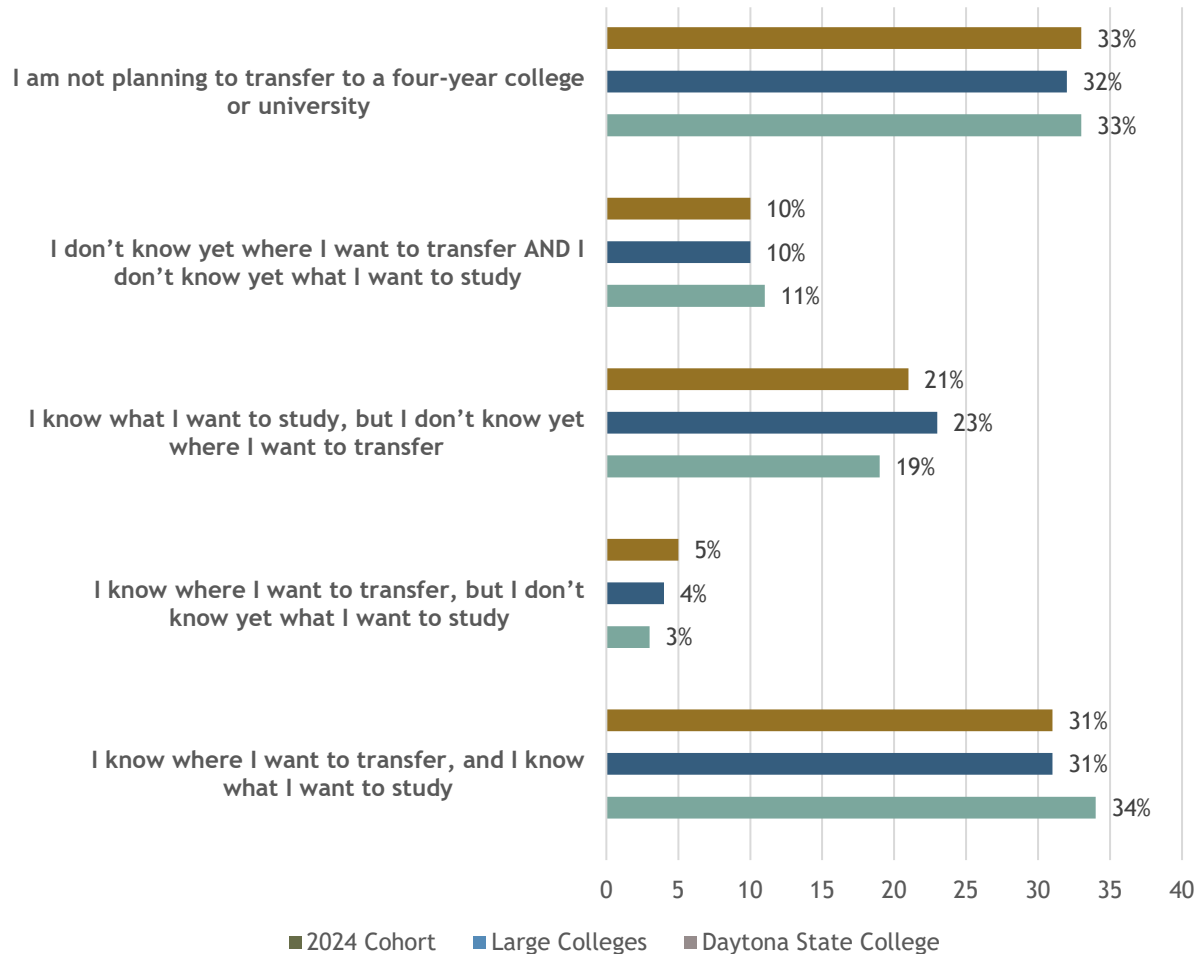
Special Focus

Has a staff member or instructor at this college talked with you about the application process for transferring to a four-year college or university?



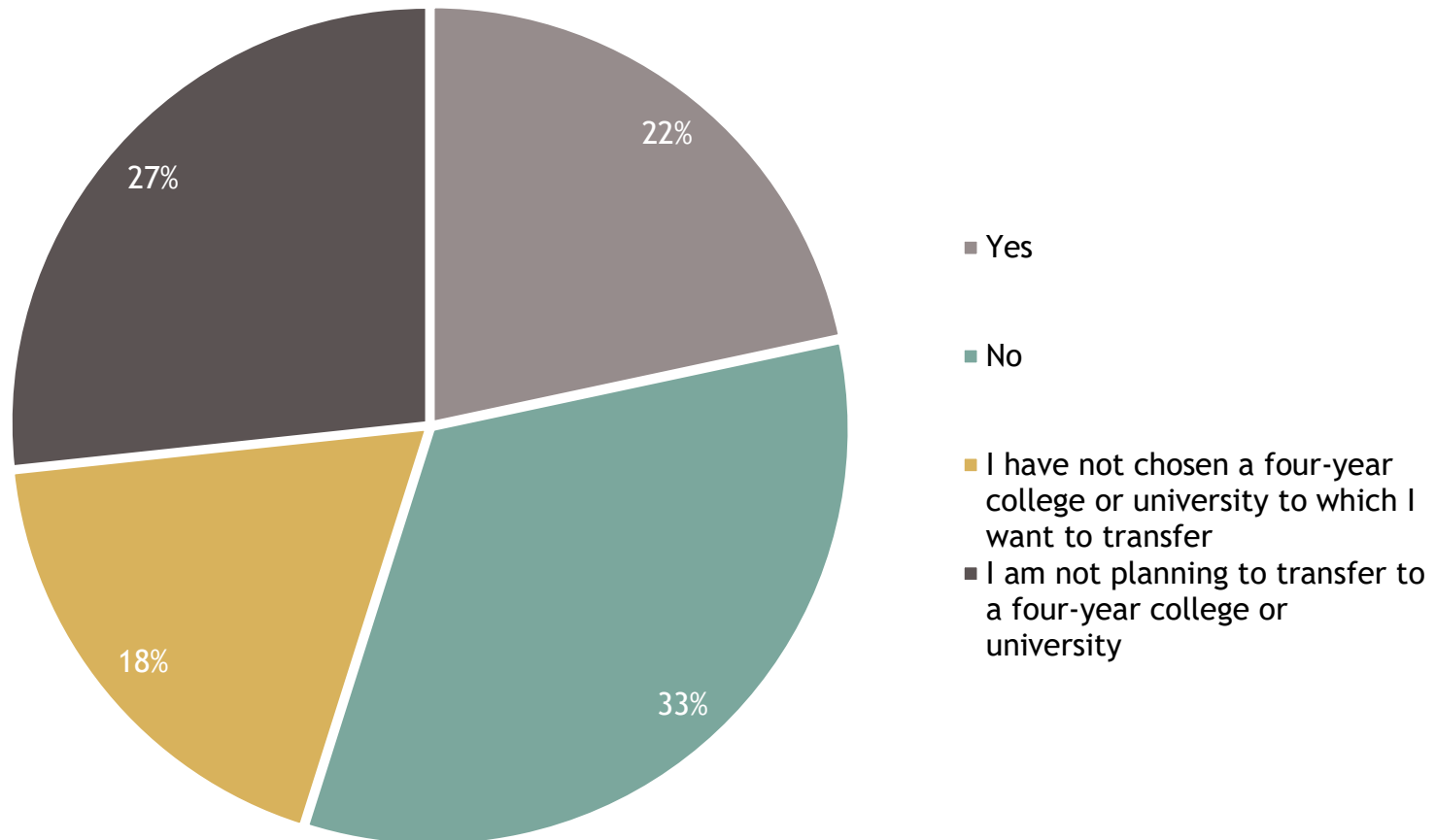
Special Focus

Which of the following statements best describes your intentions regarding transfer to a four-year college or university?



Special Focus

If you plan to transfer to a four-year college or university, has a staff member at this college talked with you about which credits will transfer toward the four-year college(s) or university(s) of your choice?



Special Focus

If you plan to transfer to a four-year college or university, how useful is the information about how to transfer to a four-year college or university on this college's website?

