



# Community College Survey of Student Engagement (CCSSE) 2017

Presented by the Office of Institutional Research



# Presentation Overview

---

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



# CCSSE Overview

# Please note

---

- 2017 marked the first administration of the Center's refreshed *CCSSE* survey instrument.
- As a result, *CCSSE* 2017 utilizes a single-year cohort (2017 *CCSSE* participants only) in all of its data analyses, including the computation of benchmark scores.
- Daytona State College classified as a large college.
  - Criteria: 8,000 – 14,999 credit students
  - Included in this classification: 63 colleges

# CCSSE Administration

---

- **April 2017 (Spring Term)**
- **Format:**
  - Paper/Pencil
- **Administered to:**
  - College courses
  - On-campus classes
  - Sample of 58 sections surveyed
    - Randomly selected by CCSSE
- **Result:**
  - Overall completion rate of 48%



# Student Respondent Profile at Daytona State College

# Survey Respondents

---

- In *CCSSE* sampling procedures, students are sampled at the classroom level.
  - 742 respondents submitted usable surveys<sup>1</sup>
  - 74% overall percent of target rate<sup>2</sup>

<sup>1</sup> Adjusted Survey Count includes only data used in the national *CCSSE* analysis. See *CCSSE* exclusion rules for details.

<sup>2</sup>The percent of target rate is the ratio of the adjusted number of completed surveys (surveys that were filled out properly and did not fall into any of the exclusionary categories) to the target sample size.

Source: 2017 *CCSSE* data

# Excluded Respondents

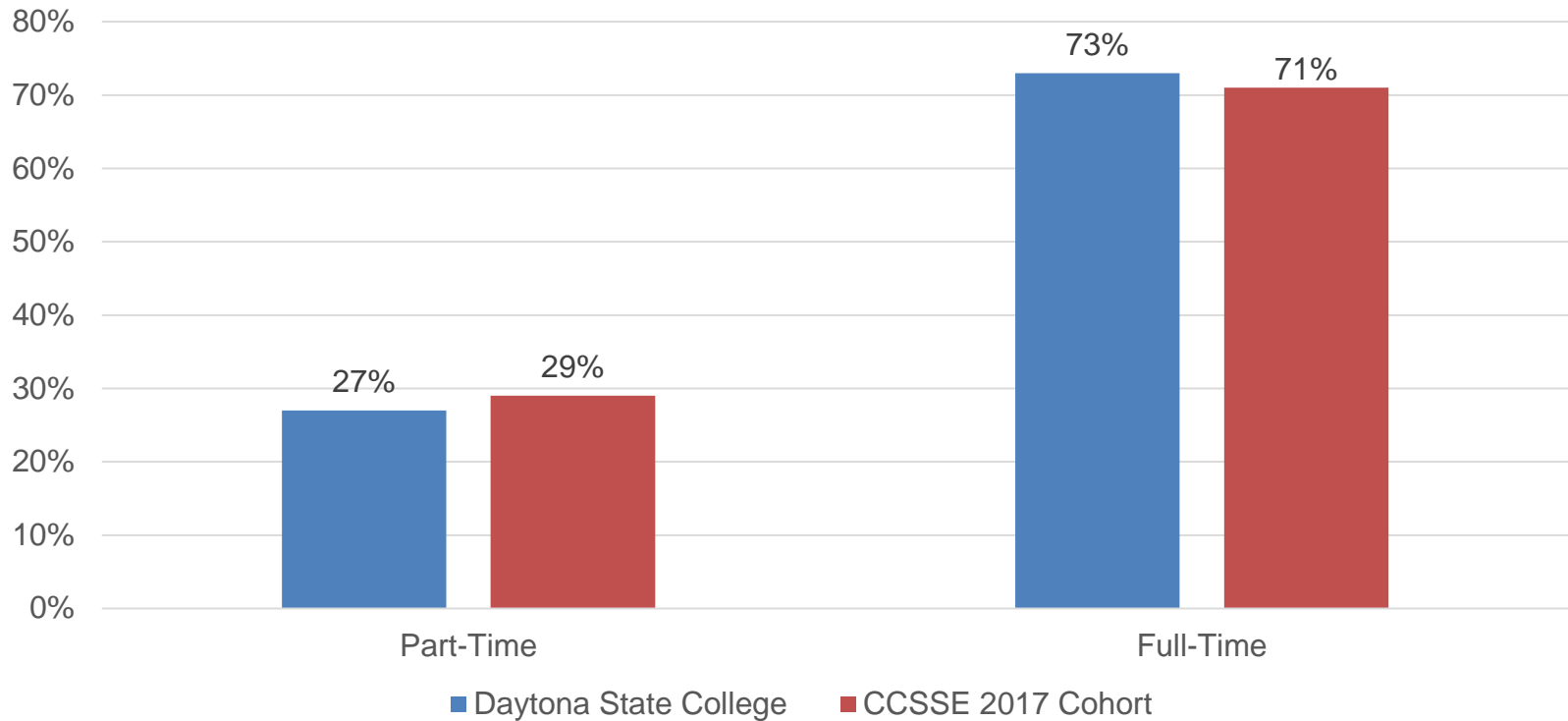
---

- The following respondents were excluded from reporting:
  - Respondents not indicating enrollment status
  - Respondents marking invalid data selections
  - Respondents under the age of 18
  - Respondents indicating previous survey submission
- Oversample respondents were also excluded.



# Student Respondent Profile: Enrollment Status

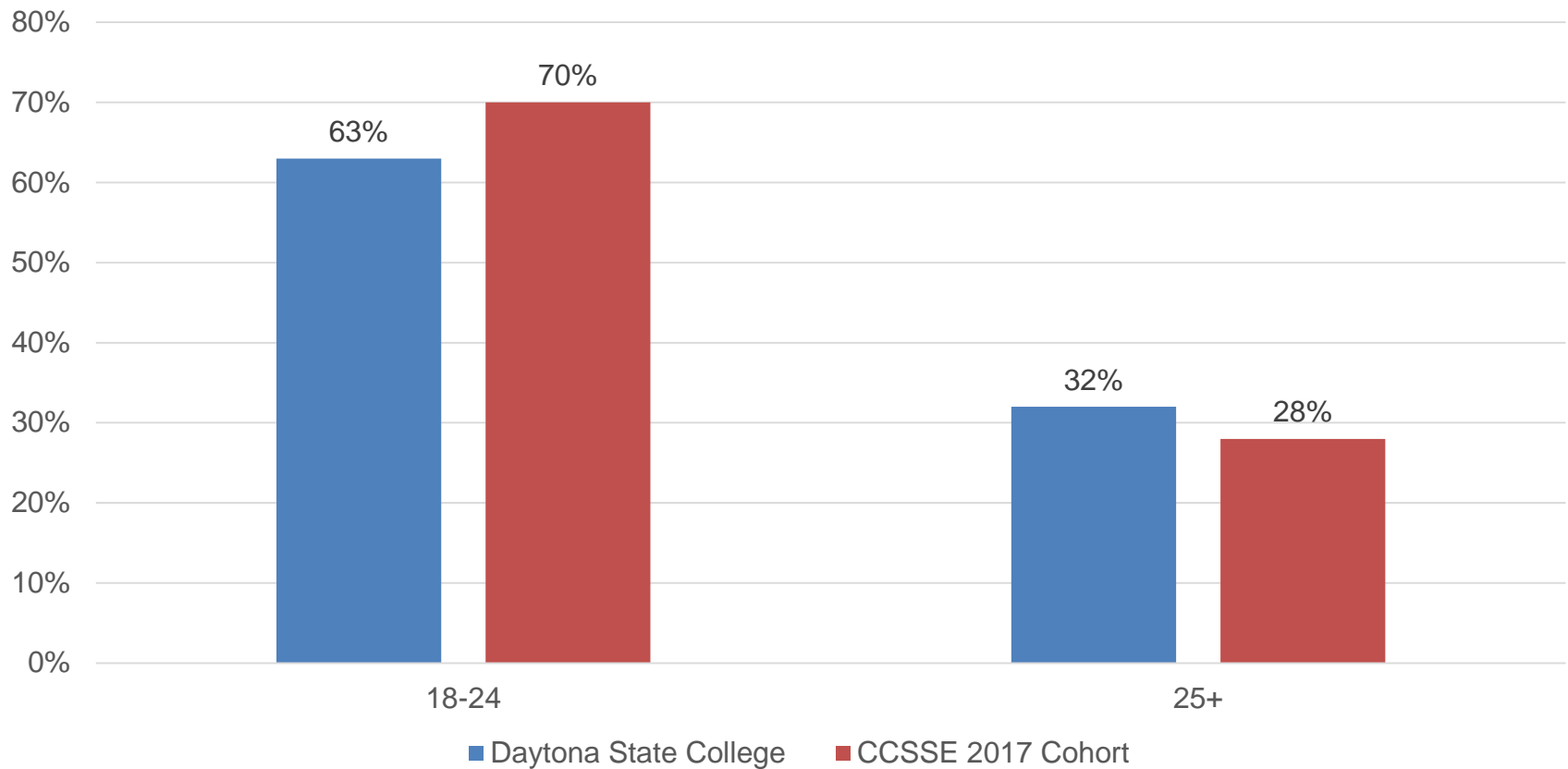
---



Population data are those reported for the most recent IPEDS enrollment report.

Source: 2017 CCSSE data

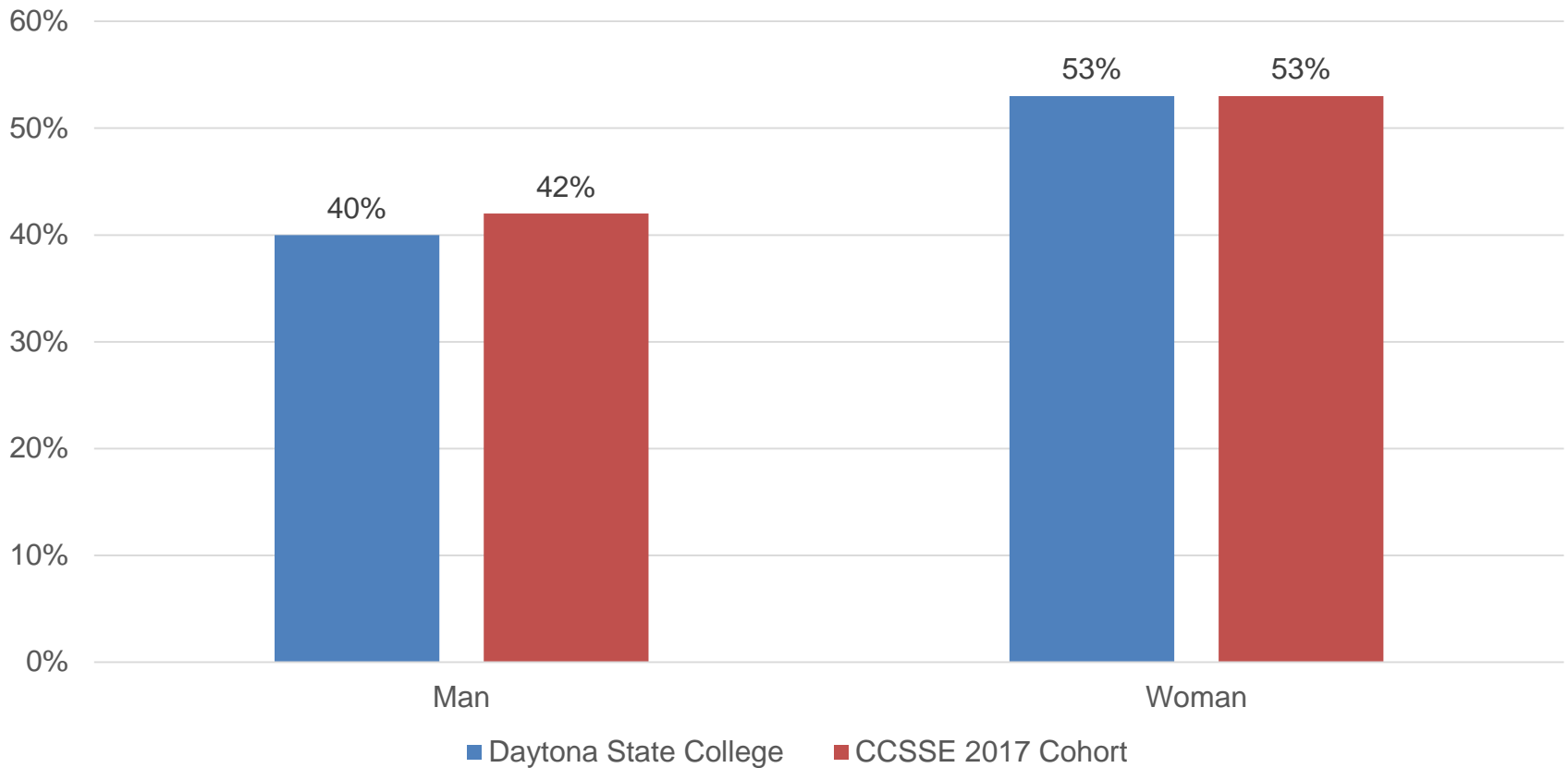
# Student Respondent Profile: Age



Population data are those reported for the most recent IPEDS enrollment report.

Source: 2017 CCSSE data

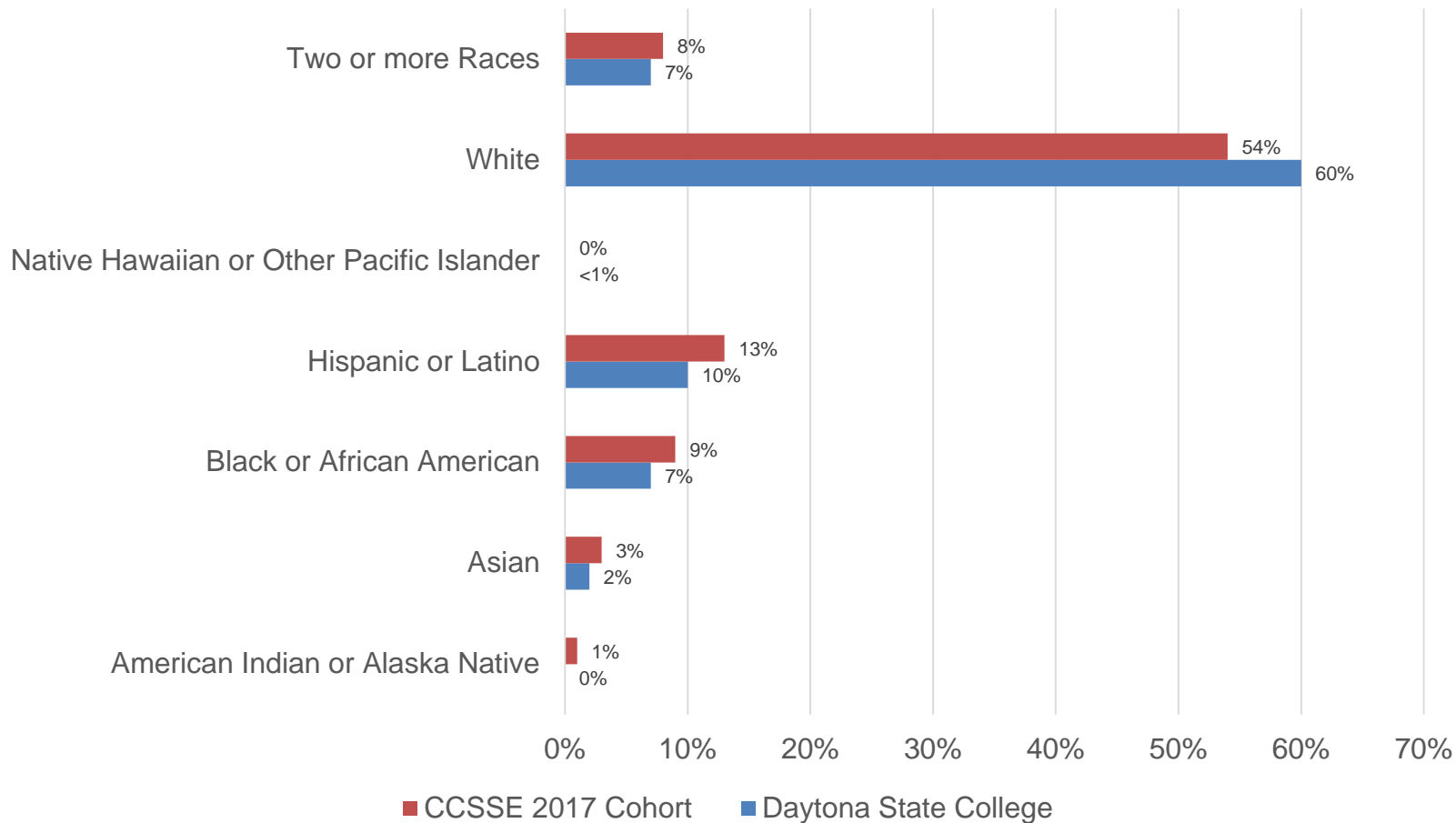
# Student Respondent Profile: Gender Identity



Population data are those reported for the most recent IPEDS enrollment report.  
IPEDS does not report "Other" and "I prefer not to respond".

Source: 2017 CCSSE data

# Student Respondent Profile: Racial/Ethnic Identification

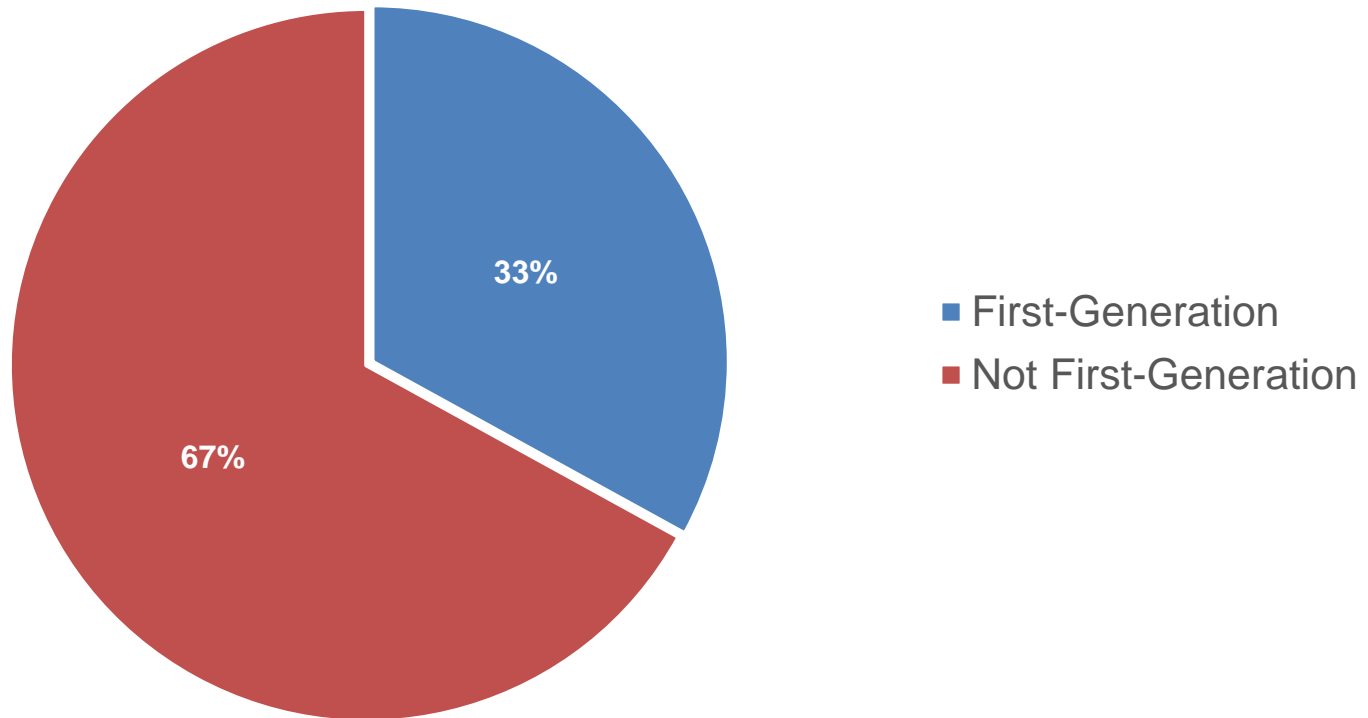


Population data are those reported for the most recent IPEDS enrollment report.

Source: 2017 CCSSE data

# Student Respondent Profile: First-Generation Status

---

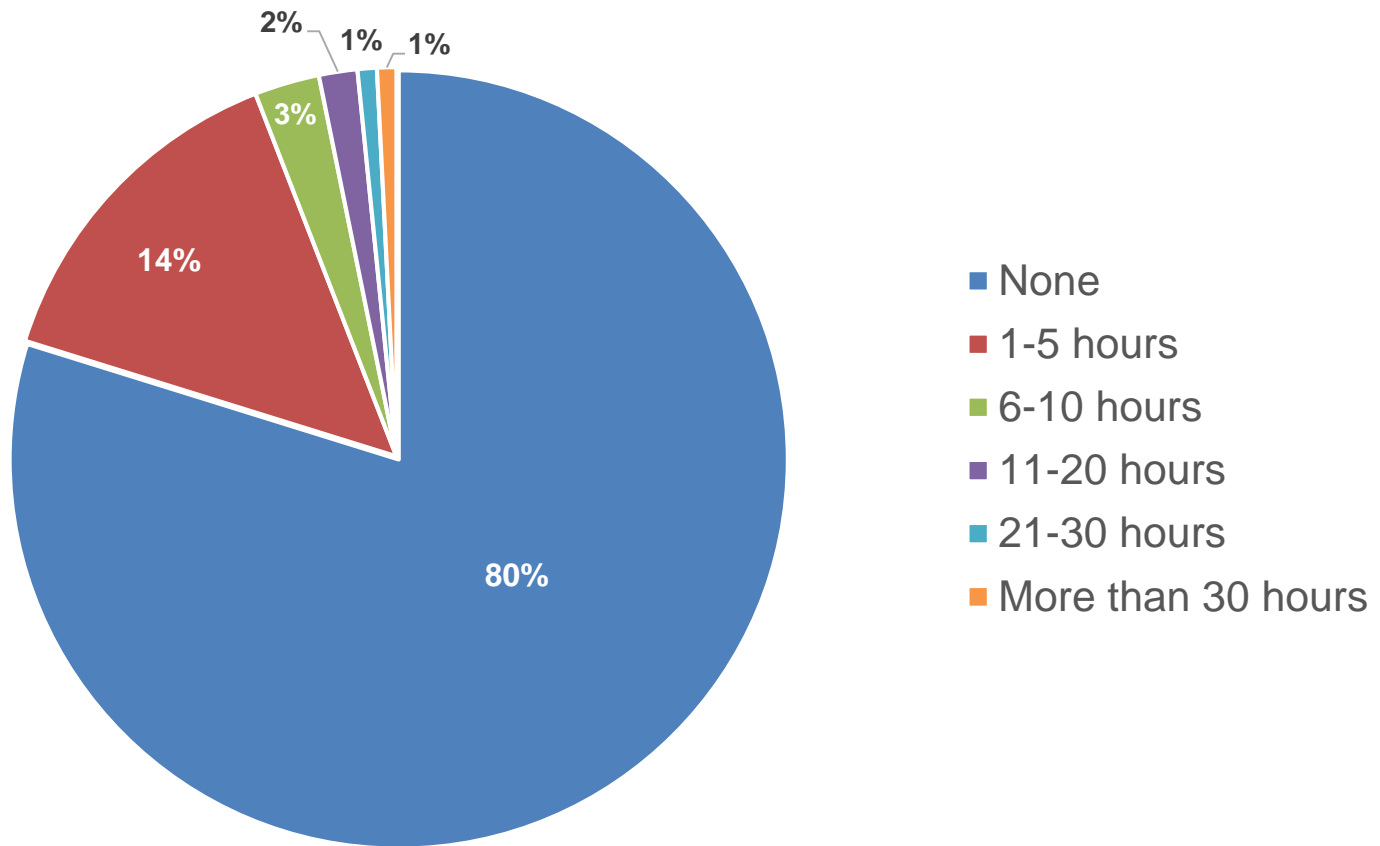


Student respondents that indicate that neither parent attended at least some college are considered “first generation”.

*Source: 2017 CCSSE data*

# Student Respondent Profile: College-Sponsored Activities<sup>1</sup>

Hours spent participating in a typical 7-day week

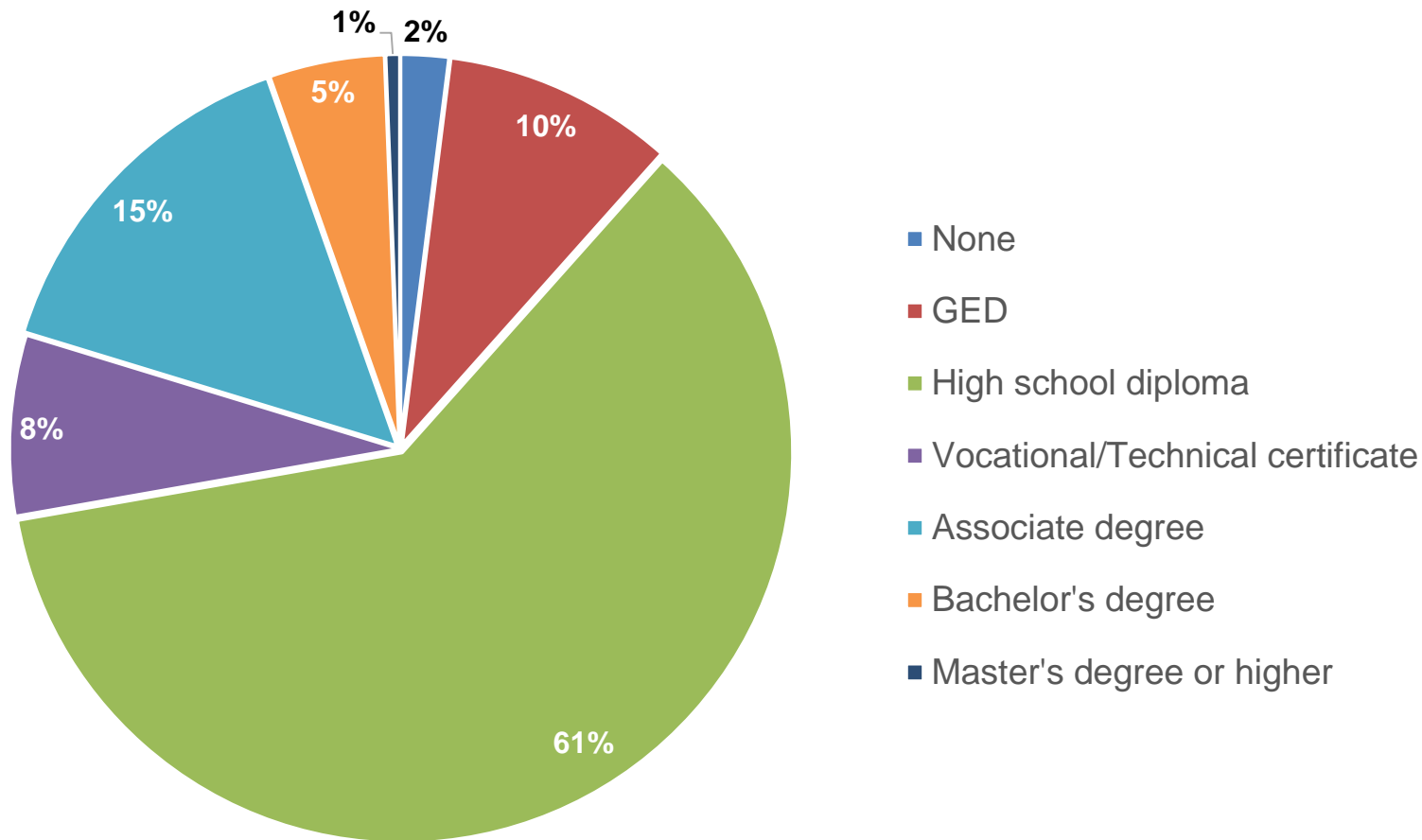


<sup>1</sup>College-sponsored activities include organizations, campus publications, student government, intramural sports, etc.

Source: 2017 CCSSE data

# Student Respondent Profile: Educational Attainment

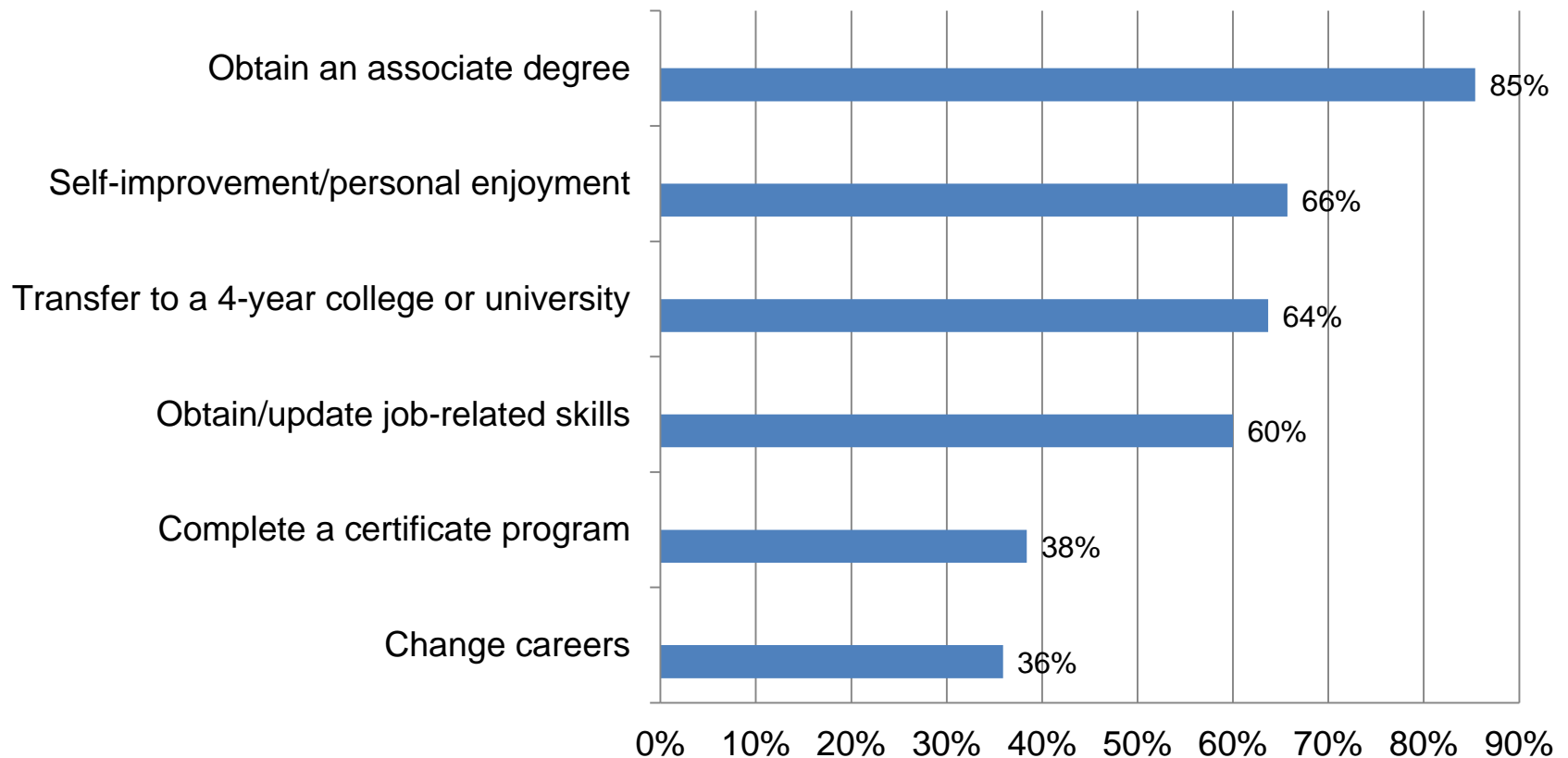
---



Source: 2017 CCSSE data

# Student Respondent Profile: Goals

## ■ Reasons for attending this College

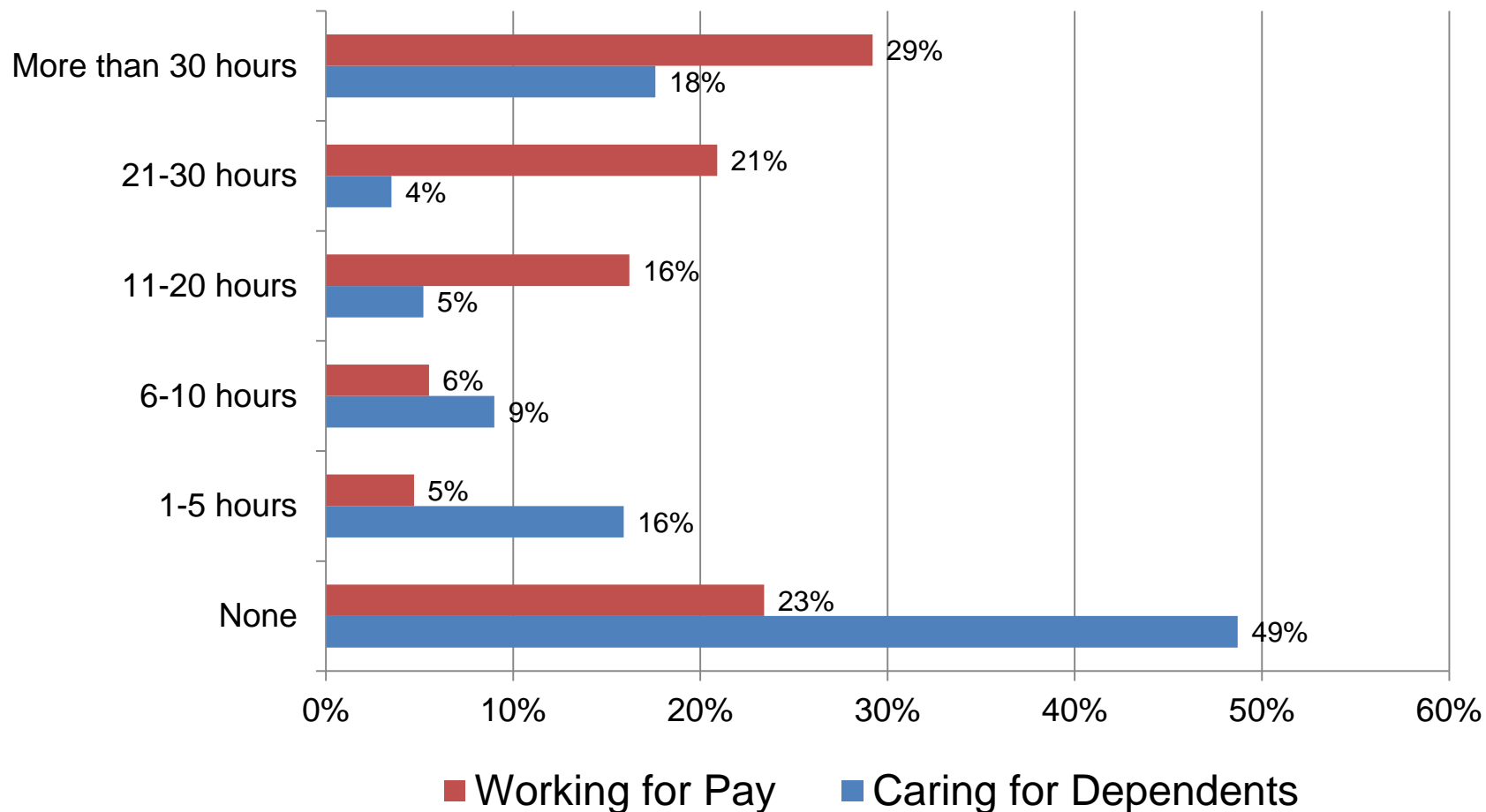


Note: Students could choose more than one reason.

Source: 2017 CCSSE data



# Student Respondent Profile: External Commitments



Source: 2017 CCSSE data



# CCSSE Benchmarks

## Overview

# CCSSE Benchmarks for Effective Educational Practice

---

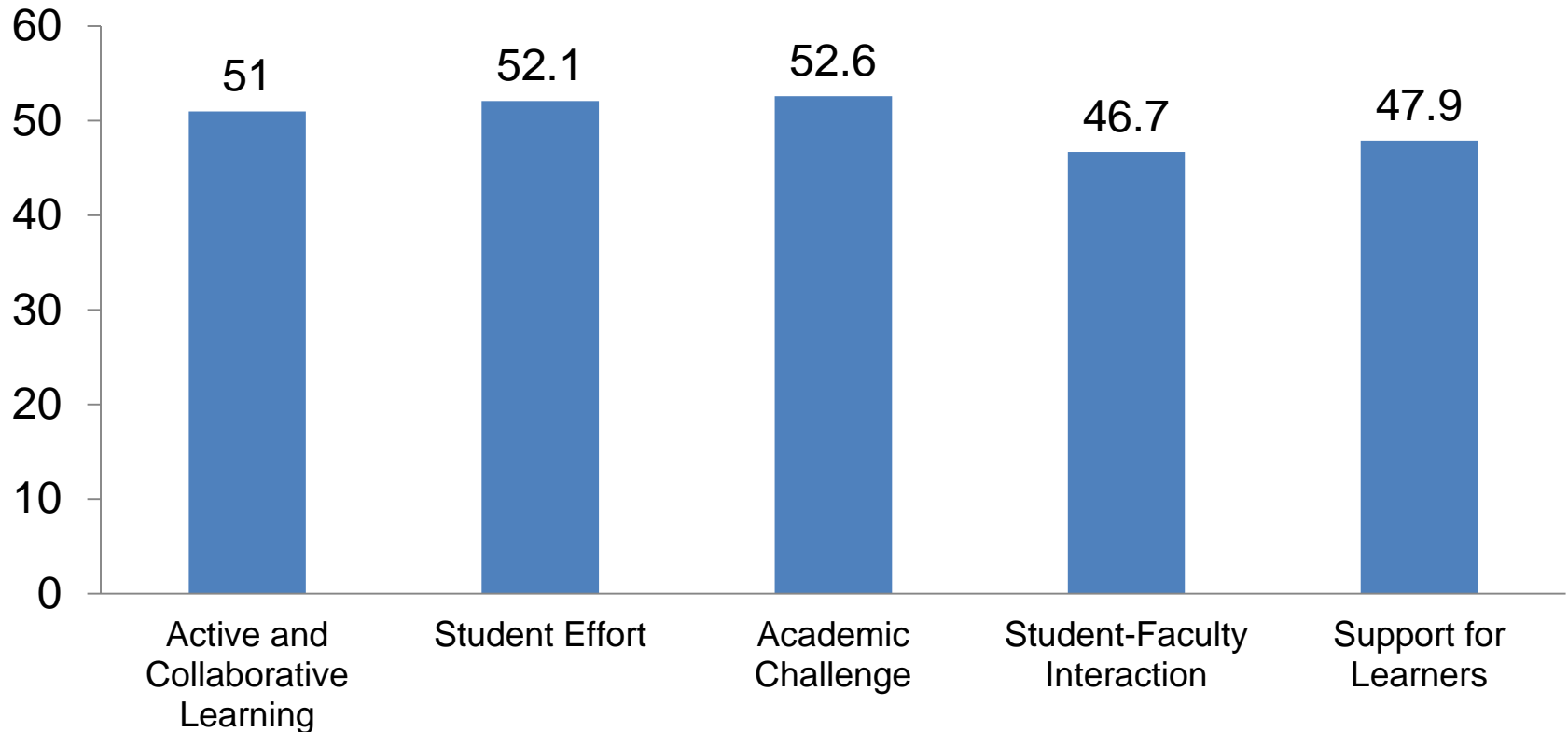
The five *CCSSE* benchmarks<sup>1</sup> are:

- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners

<sup>1</sup>Benchmarks 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

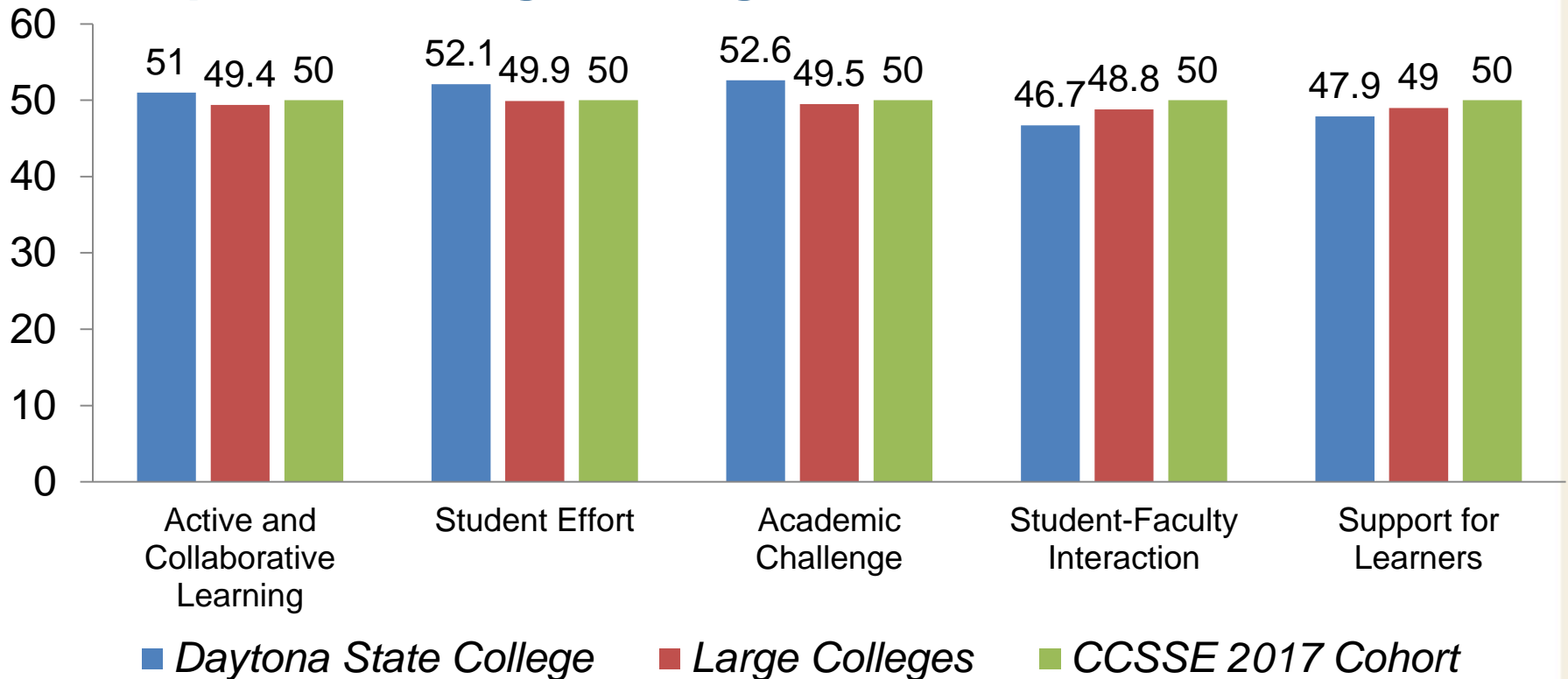
## CCSSE Benchmark Scores for Daytona State College



*Note: Benchmark scores are standardized so the mean is always 50 and the standard deviation is 25.  
Source: 2017 CCSSE data*

# CCSSE Benchmarks for Effective Educational Practice

## CCSSE Benchmark Scores for Daytona State College compared to Large Colleges and CCSSE 2017 Cohort



Note: Benchmark scores are standardized so the mean is always 50 and the standard deviation is 25.  
Source: 2017 CCSSE data

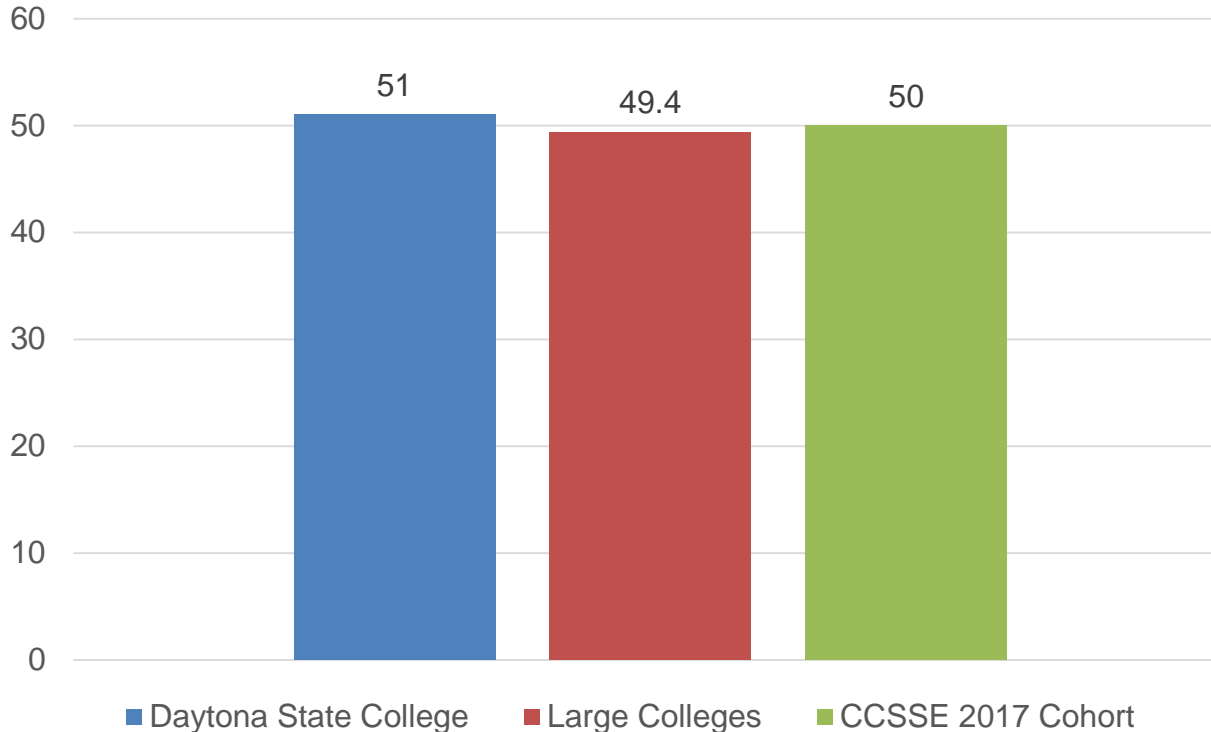


# Active and Collaborative Learning

CCSSE Benchmarks

# CCSSE Benchmarks for Active and Collaborative Learning

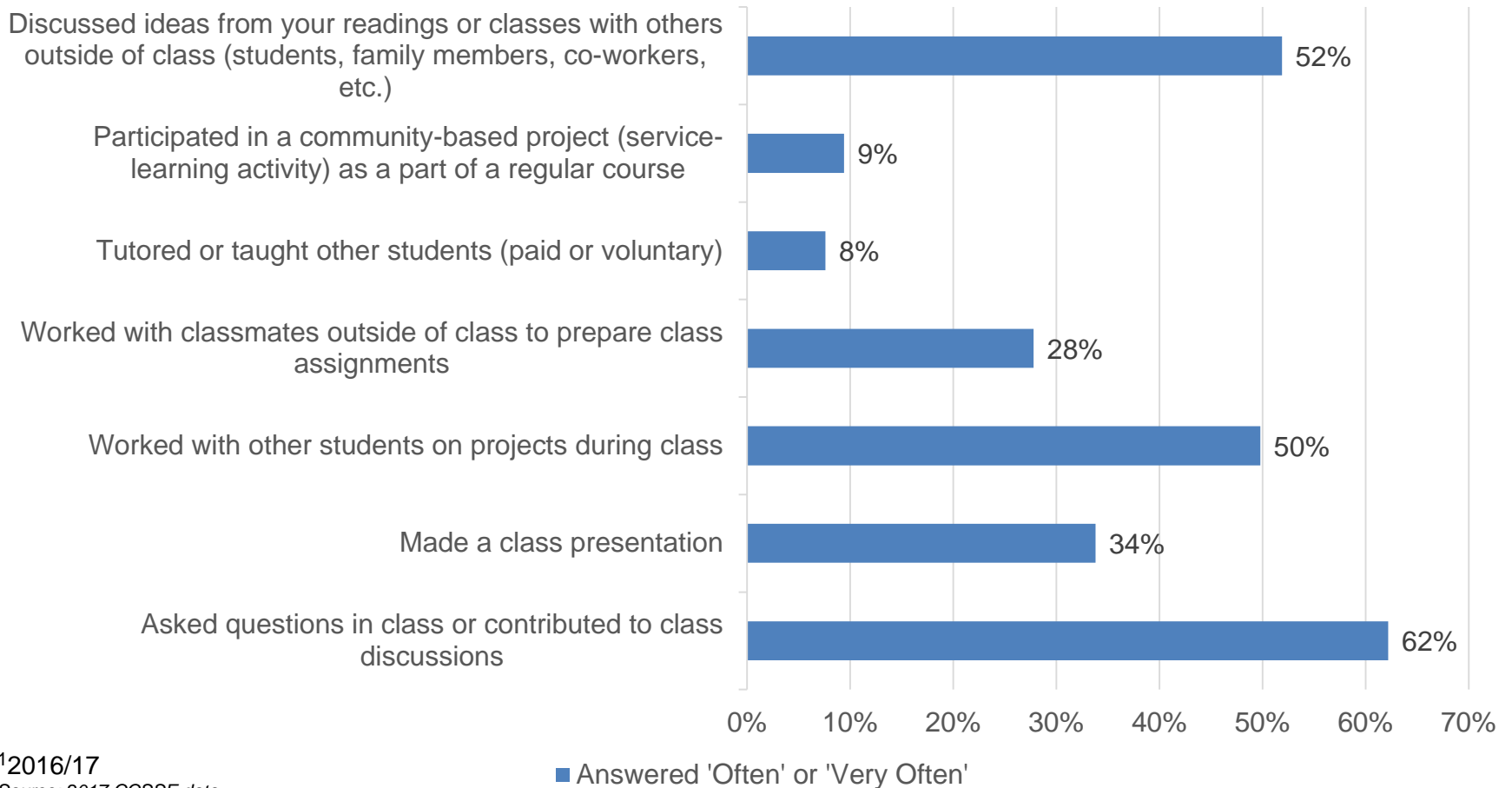
**Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings.**



*Note: Benchmark scores are standardized so the mean is always 50 and the standard deviation is 25.  
Source: 2017 CCSSE data*

# Active and Collaborative Learning

During the current academic year<sup>1</sup>, how often have you:



<sup>1</sup>2016/17

Source: 2017 CCSSE data



# 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.



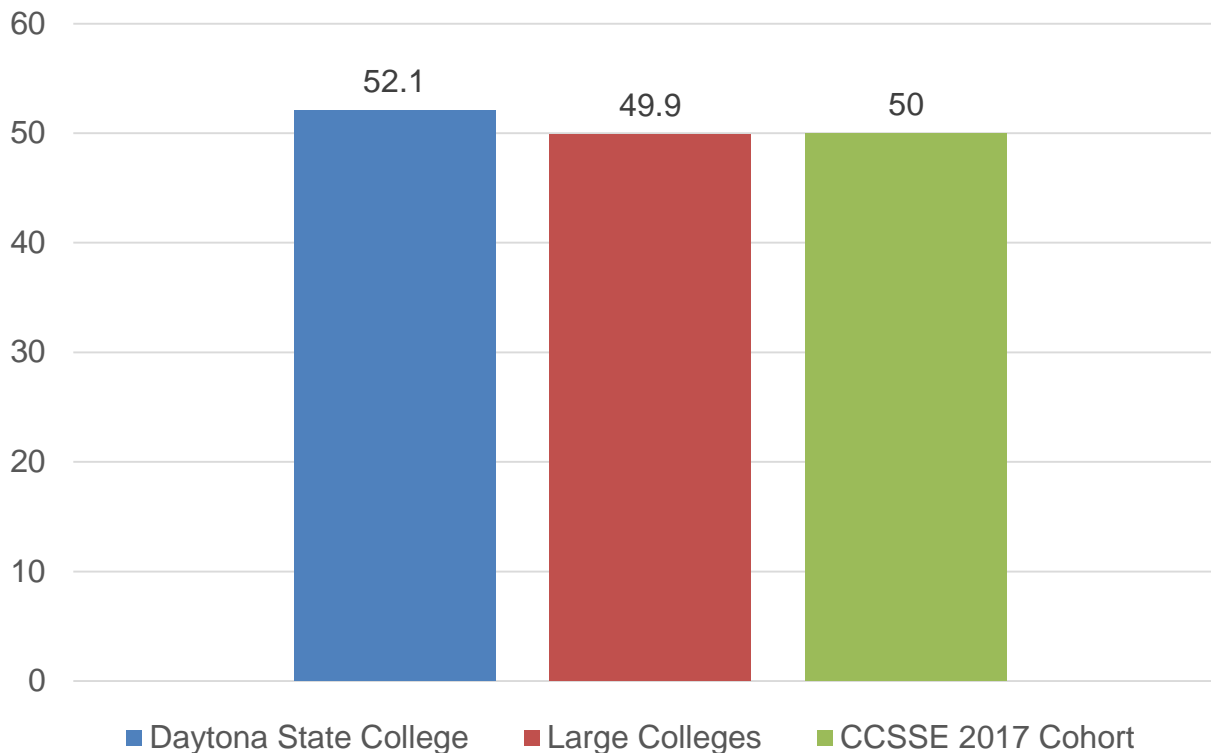


# Student Effort

CCSSE Benchmarks

# CCSSE Benchmarks for Student Effort

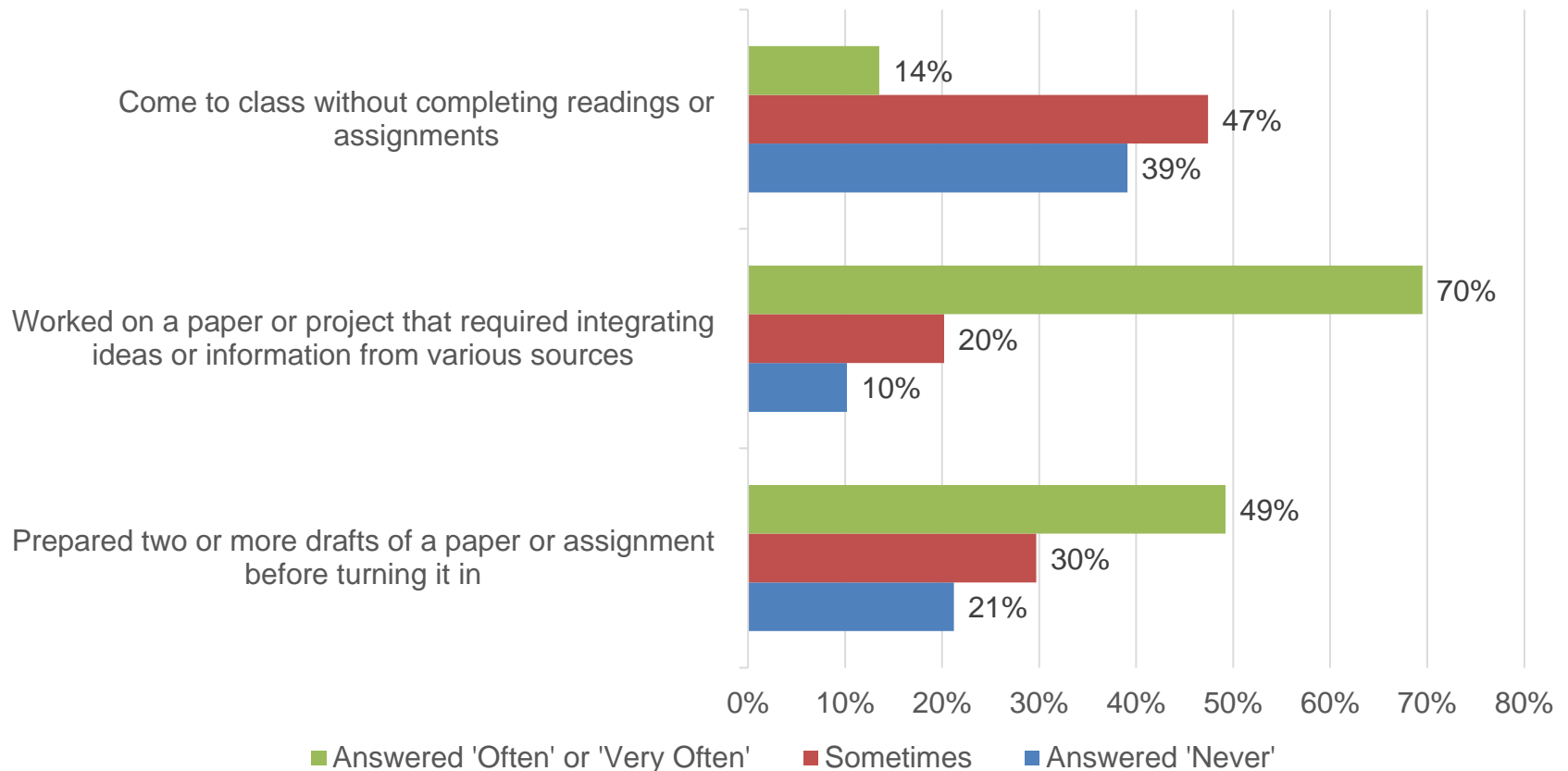
Indicates to what extent students are applying themselves in the learning process and engaging in activities important to their learning and success.



*Note: Benchmark scores are standardized so the mean is always 50 and the standard deviation is 25.  
Source: 2017 CCSSE data*

# Student Effort

During the current academic year<sup>1</sup>, how often have you:



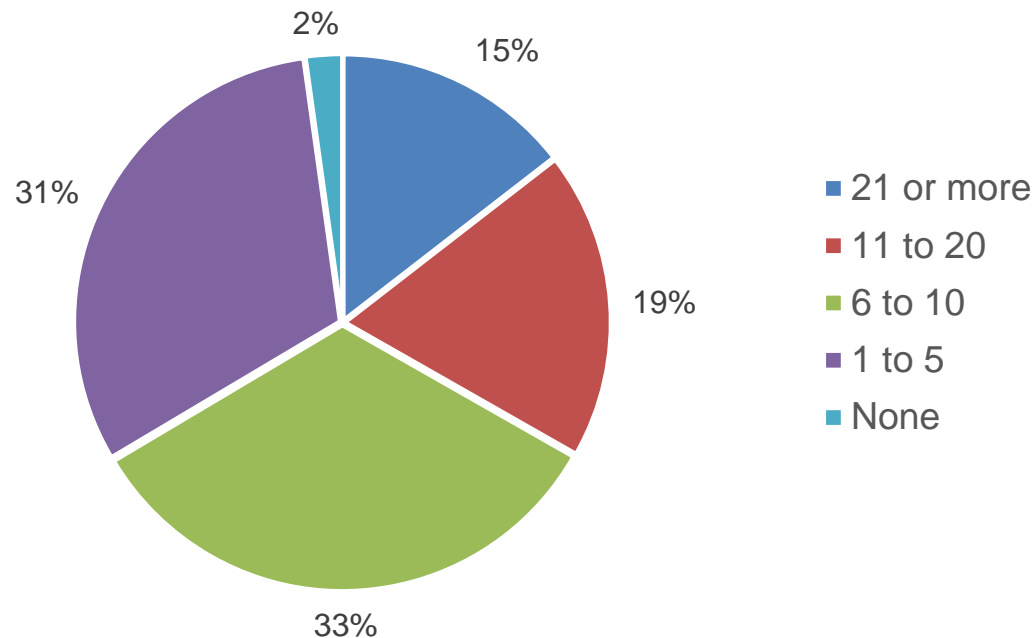
<sup>1</sup>2016/17

Source: 2017 CCSSE data

# Student Effort

During the current academic year<sup>1</sup>:

How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program)

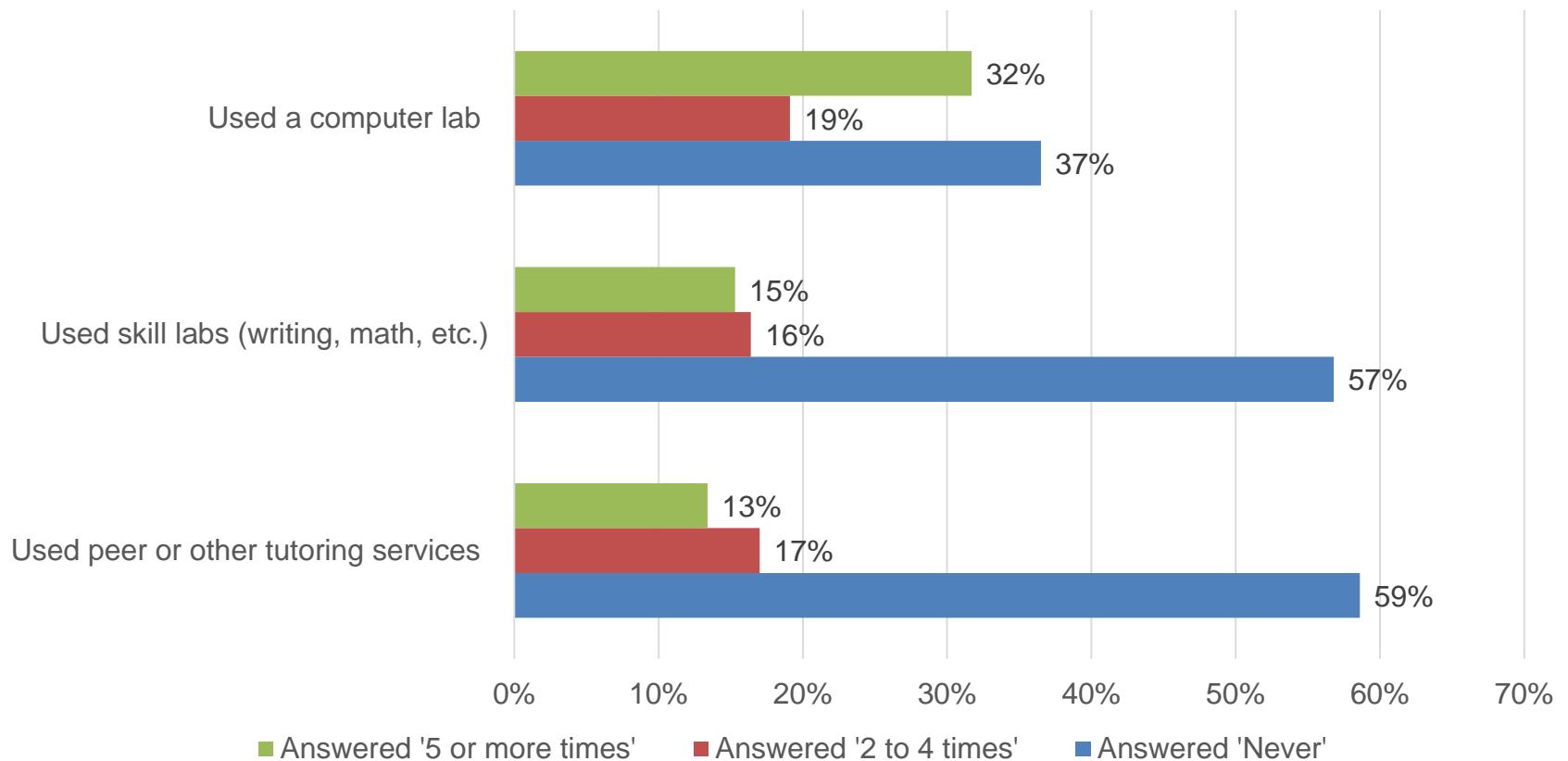


<sup>1</sup>2016/17

Source: 2017 CCSSE data

# Student Effort

During the current academic year<sup>1</sup>, how often have you:



<sup>1</sup>2016/17

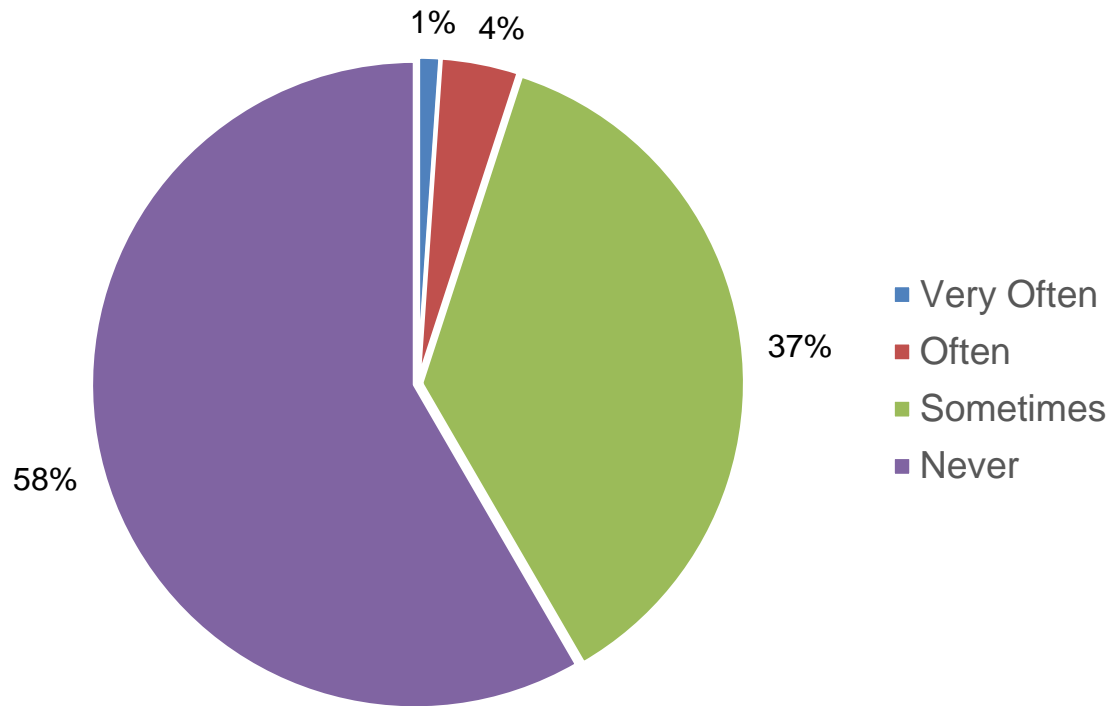
Source: 2017 CCSSE data

# Student Effort

---

## Class Attendance

During the current school year, how often have you skipped class?



Source: 2017 CCSSE data

# 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.





# Build and Encourage Relationships

---

- 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.



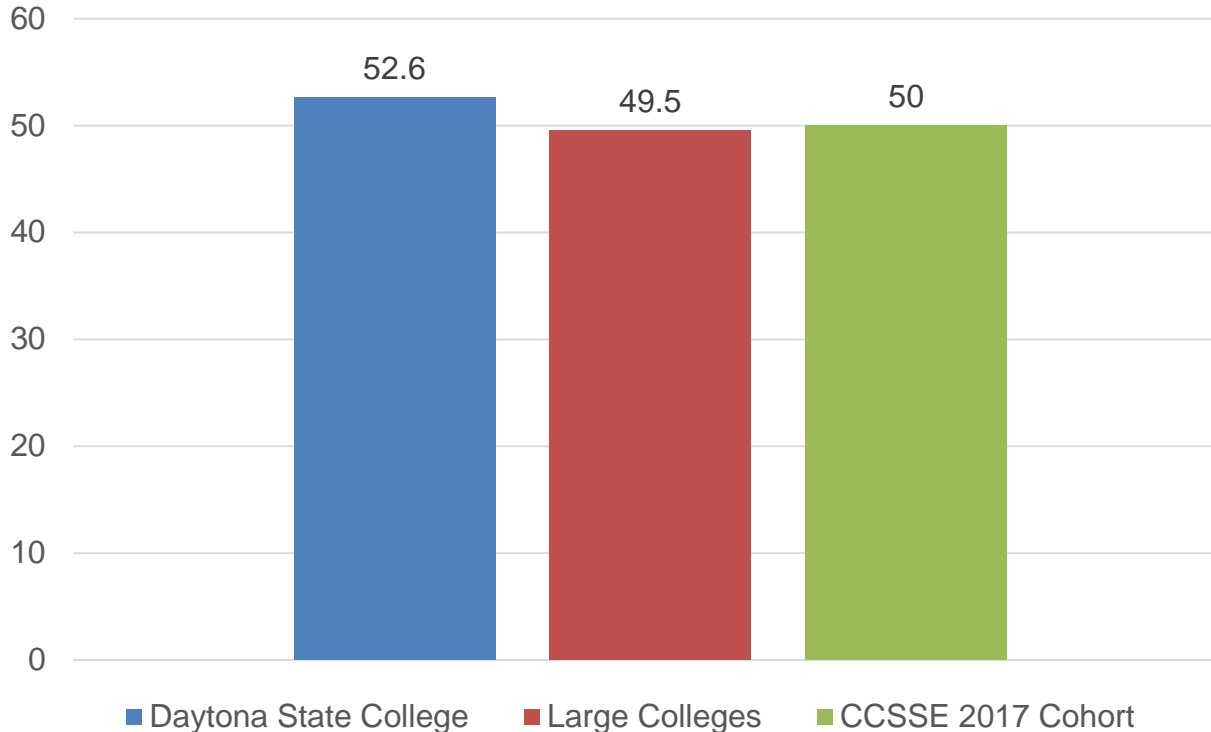


# Academic Challenge

CCSSE Benchmarks

# CCSSE Benchmarks for Academic Challenge

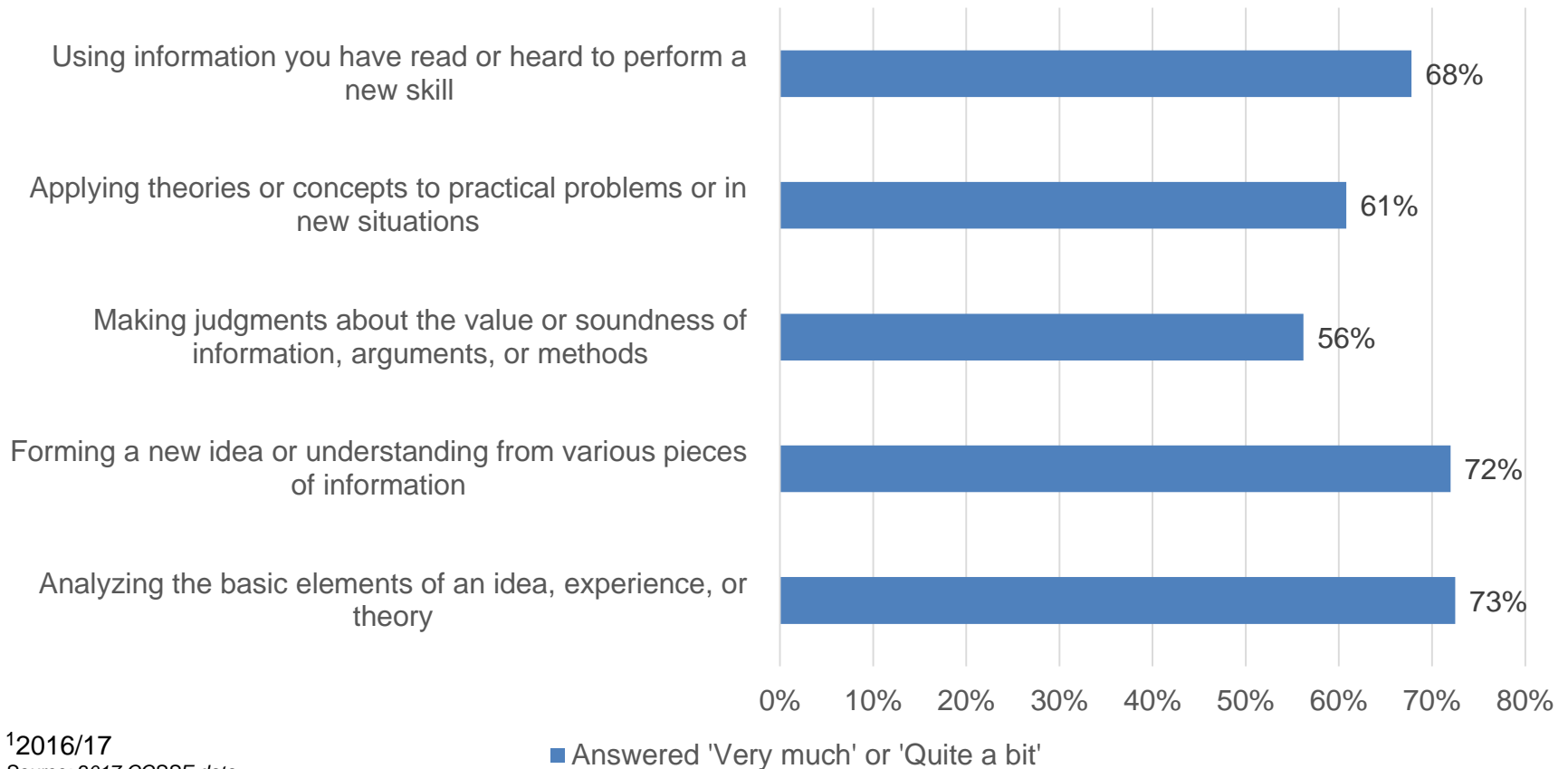
The nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.



*Note: Benchmark scores are standardized so the mean is always 50 and the standard deviation is 25.  
Source: 2017 CCSSE data*

# Academic Challenge

During the current academic year<sup>1</sup>, how much has your coursework emphasized:



<sup>1</sup>2016/17

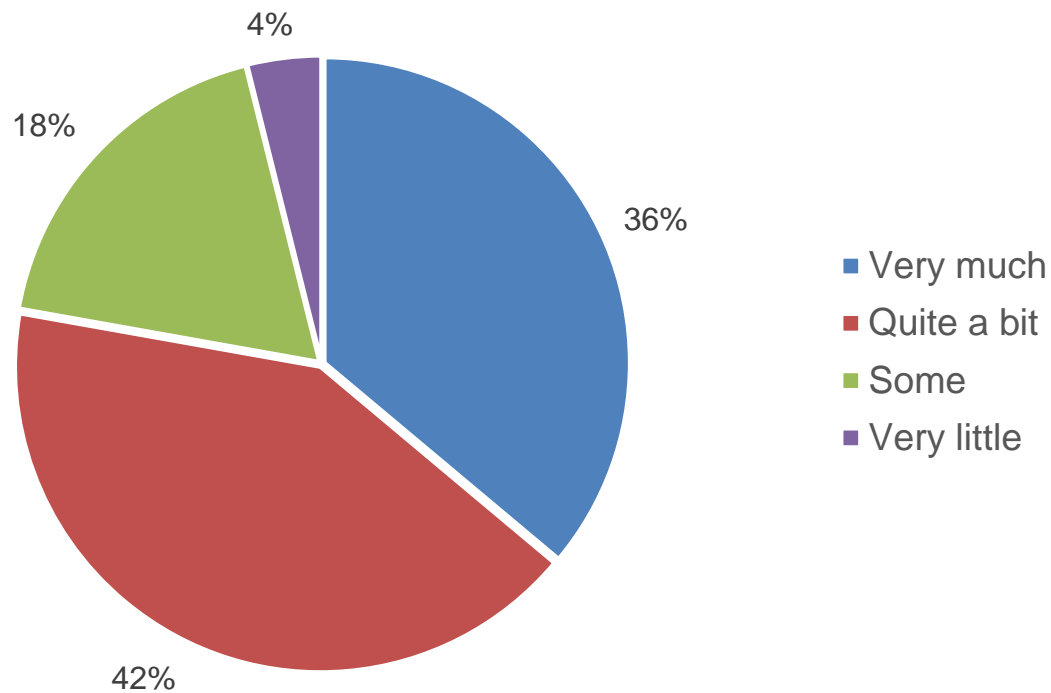
Source: 2017 CCSSE data

# Academic Challenge

---

How much does this College emphasize:

Encouraging you to spend significant amounts of time studying



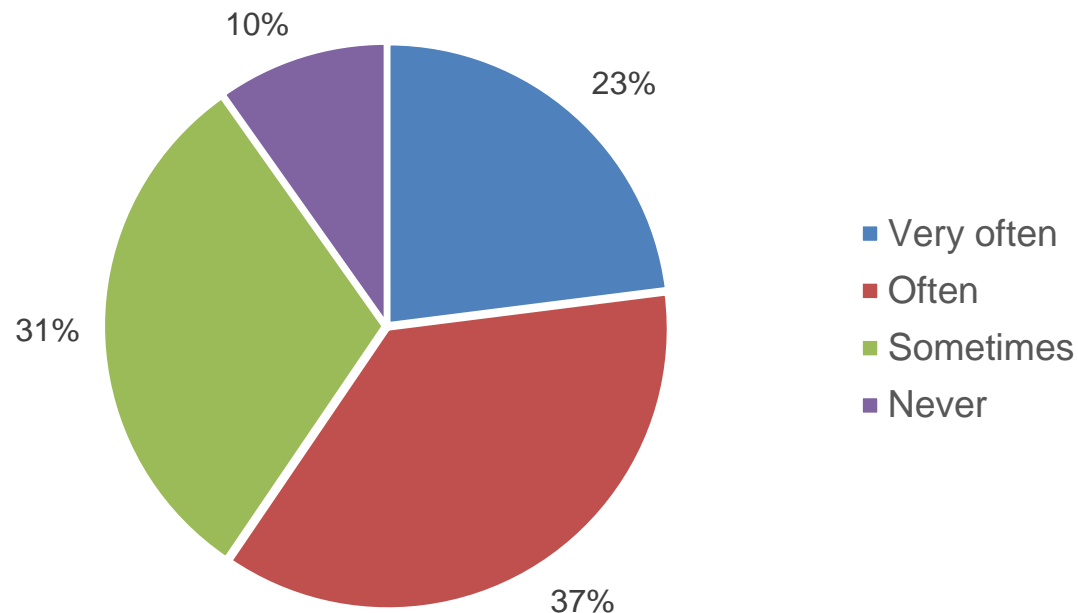
Source: 2017 CCSSE data

# Academic Challenge

---

During the current academic year<sup>1</sup>, how often have you:

Worked harder than you thought you could to meet an instructor's standards or expectations

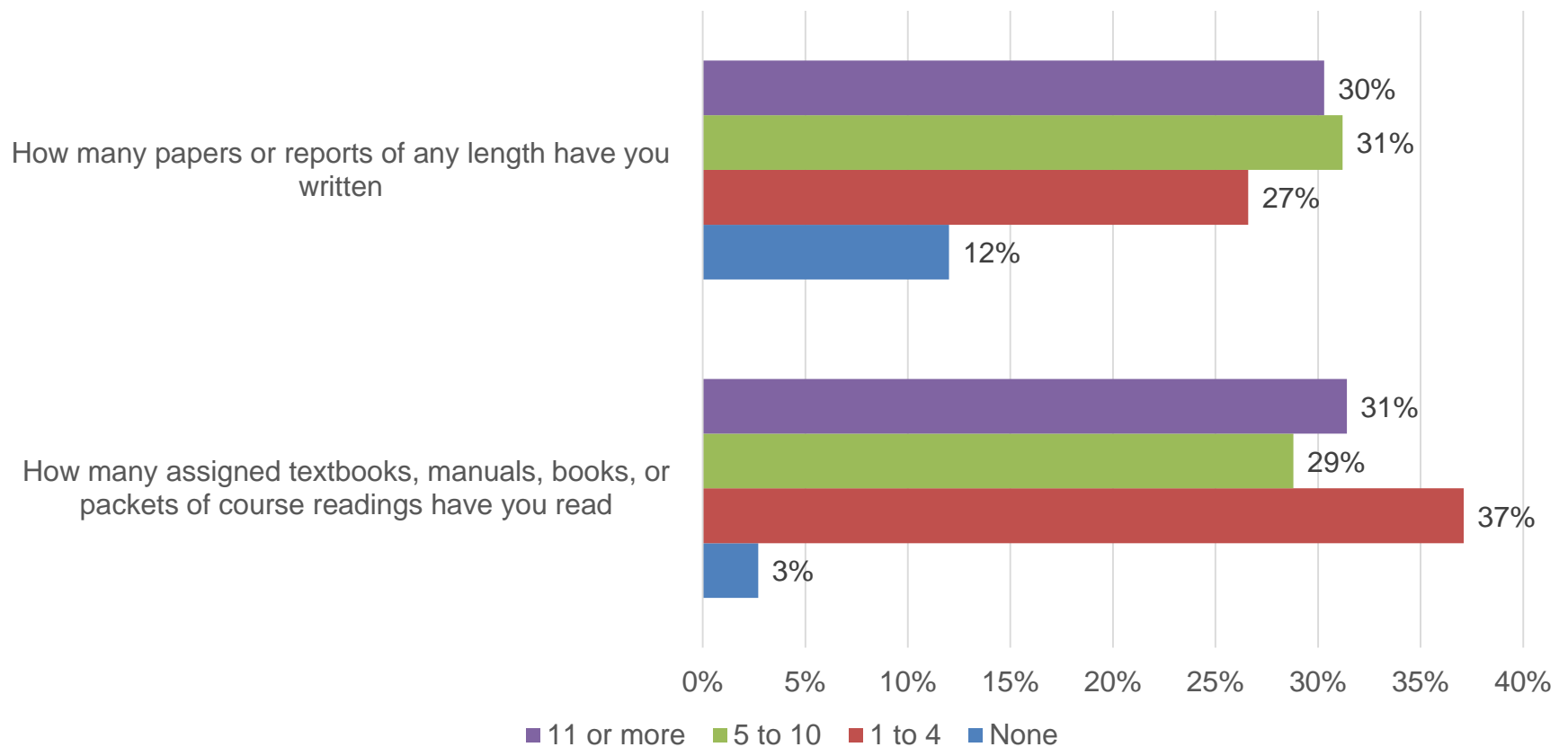


<sup>1</sup>2016/17

Source: 2017 CCSSE data

# Academic Challenge

During the current academic year<sup>1</sup>:



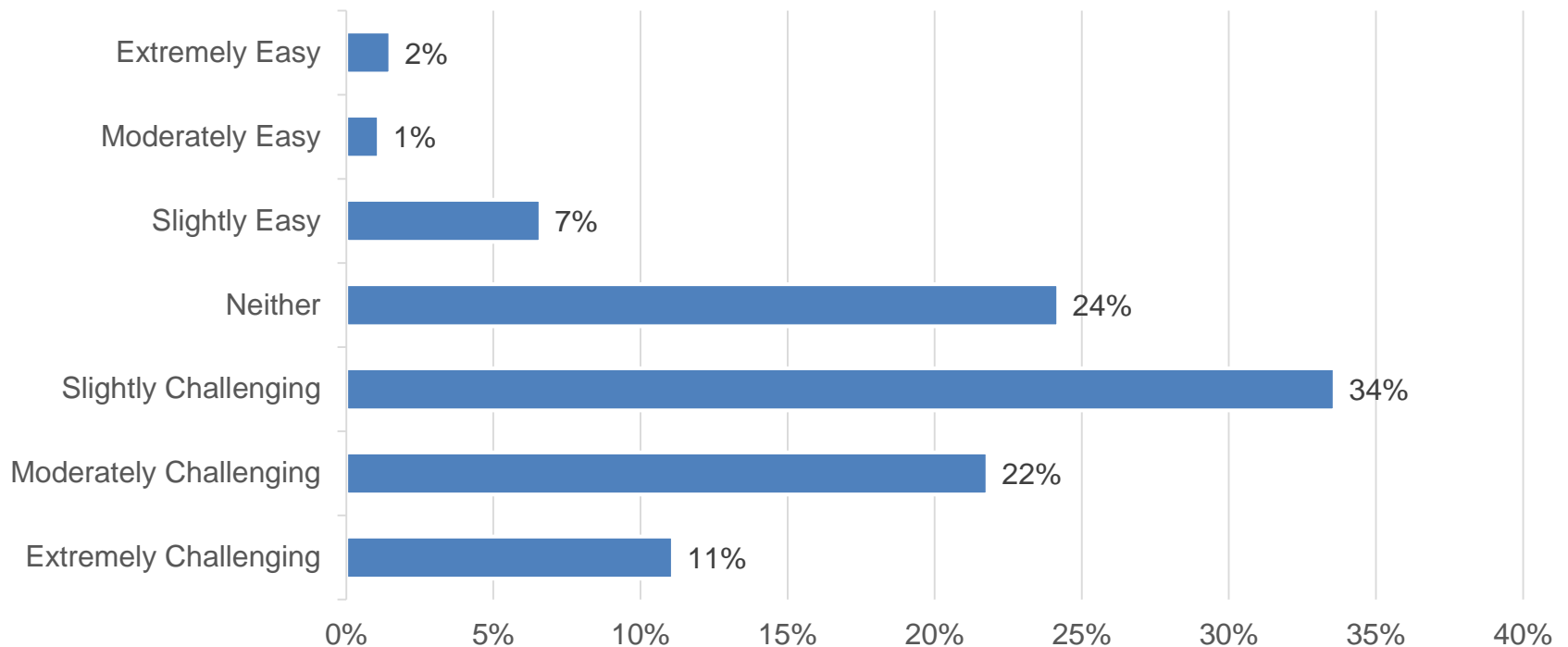
<sup>1</sup>2016/17

Source: 2017 CCSSE data

# Academic Challenge

During the current academic year<sup>1</sup>:

To what extent have your exams challenged you to do your best work



<sup>1</sup>2016/17

Source: 2017 CCSSE data



# Raise Expectations

---

- Instructors should set high standards and communicate them clearly, deliberately, and consistently.
- Students work hard to meet instructors' expectations:
  - 60% of students *often* or *very often* work harder than they thought they could to meet an instructor's standards or expectations.

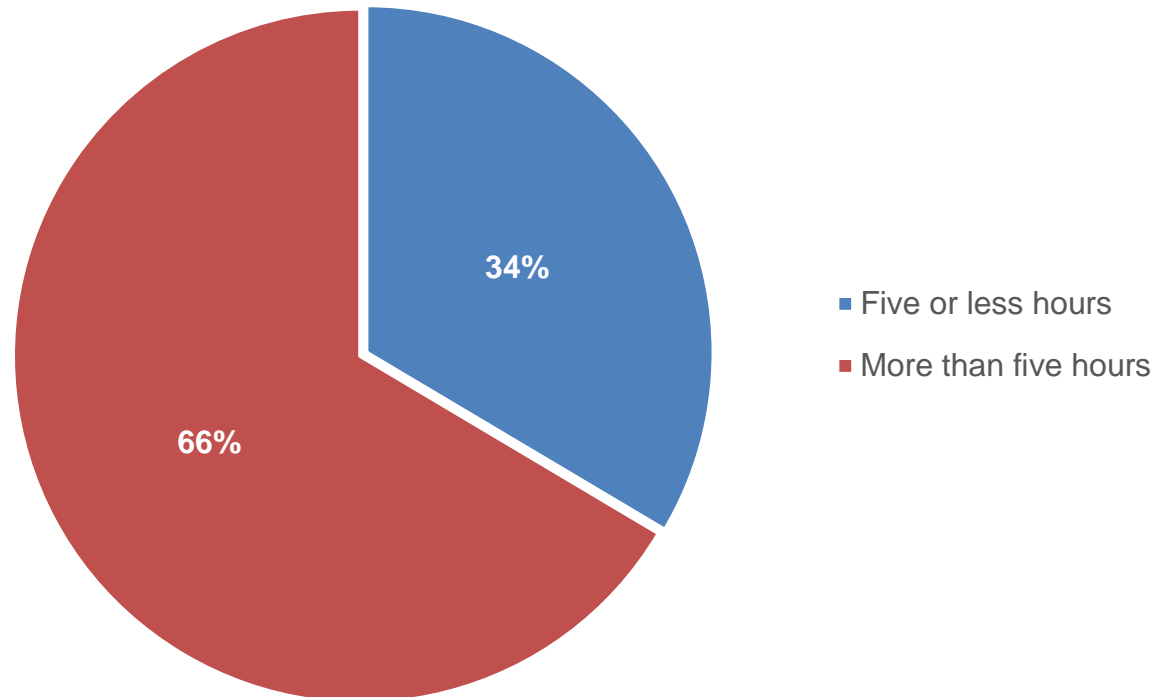


# Raise Expectations

---

But expectations may not be as high as they need to be:

Time Spent Preparing for Class



Source: 2017 CCSSE data

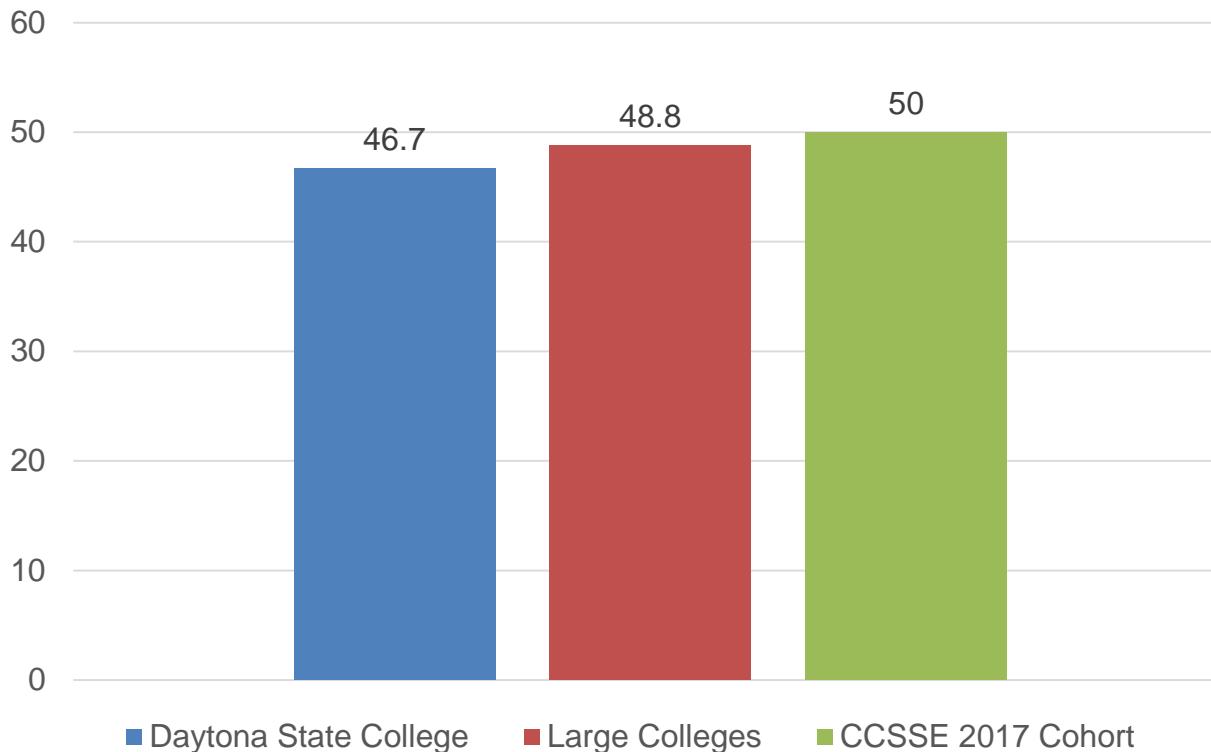


# Student-Faculty Interaction

CCSSE Benchmarks

# CCSSE Benchmarks for Student-Faculty Interaction

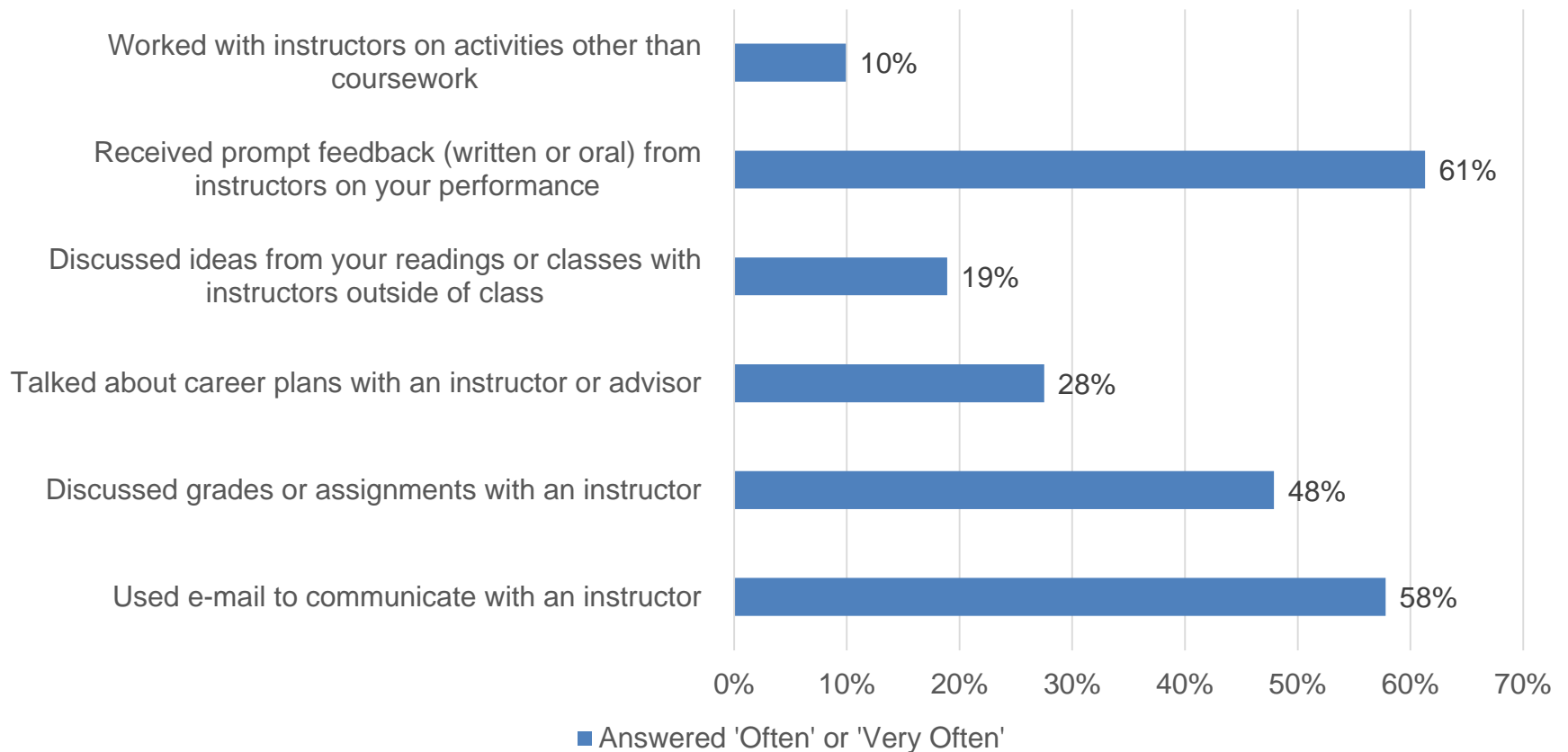
## Daytona State College compared to Large Colleges and CCSSE 2017 Cohort



*Note: Benchmark scores are standardized so the mean is always 50 and the standard deviation is 25.  
Source: 2017 CCSSE data*

# Student-Faculty Interaction

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

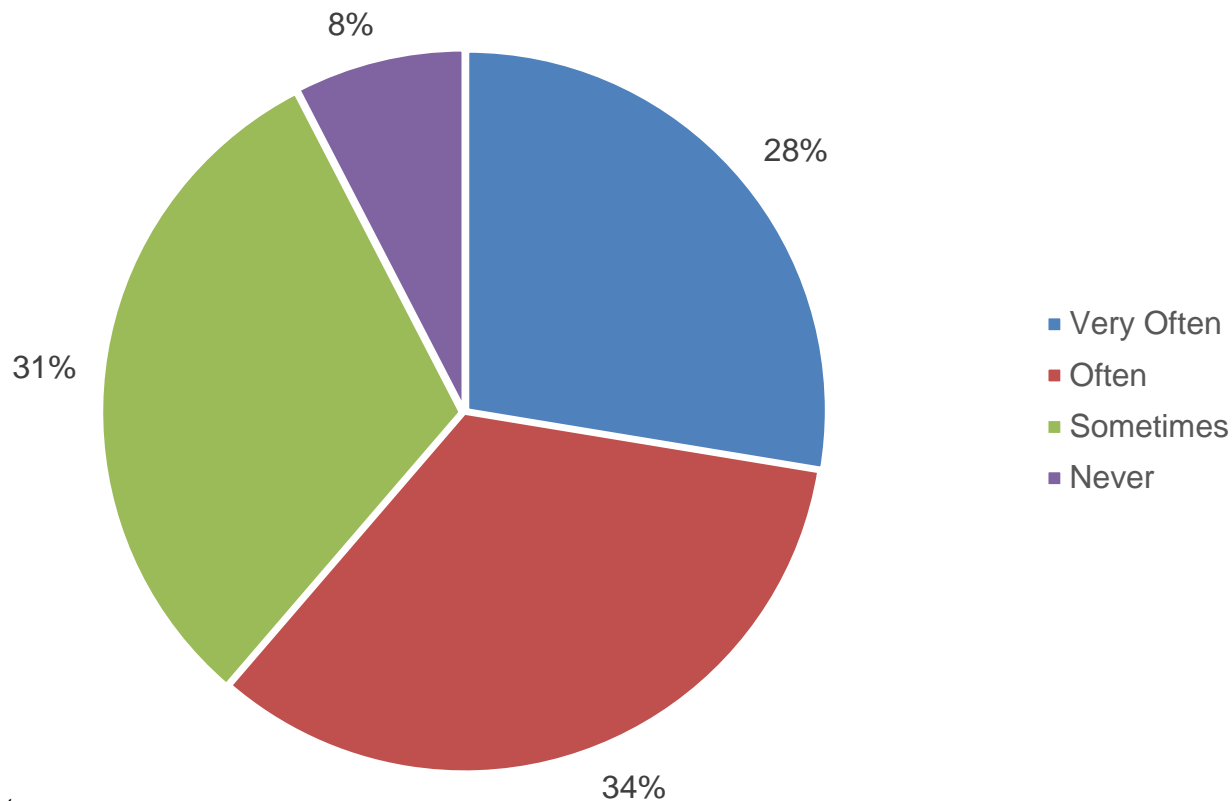


Source: 2017 CCSSE data

# Student-Faculty Interaction

## Student Perceptions of Feedback

During the current school year<sup>1</sup>, how often have you received prompt feedback (written or oral) from instructors on your performance?



<sup>1</sup>2016/17

Source: 2017 CCSSE data

# 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.





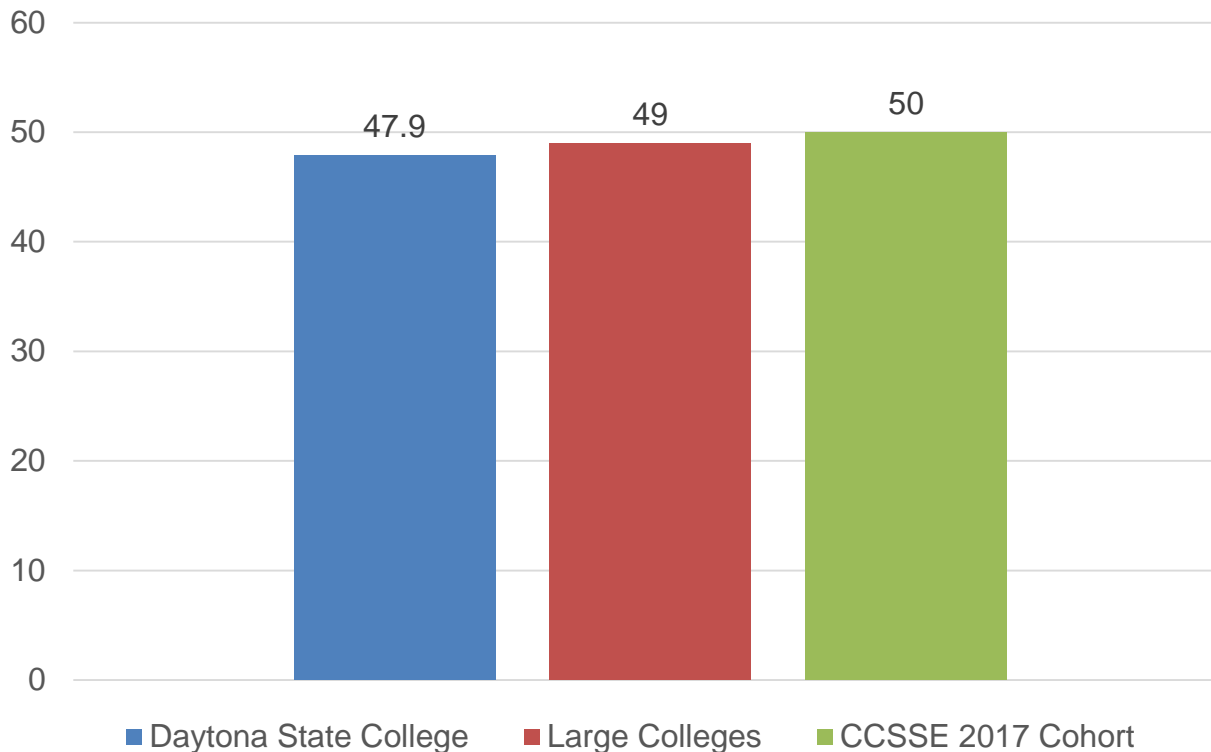
# Support for Learners

CCSSE Benchmarks



# CCSSE Benchmarks for Support for Learners

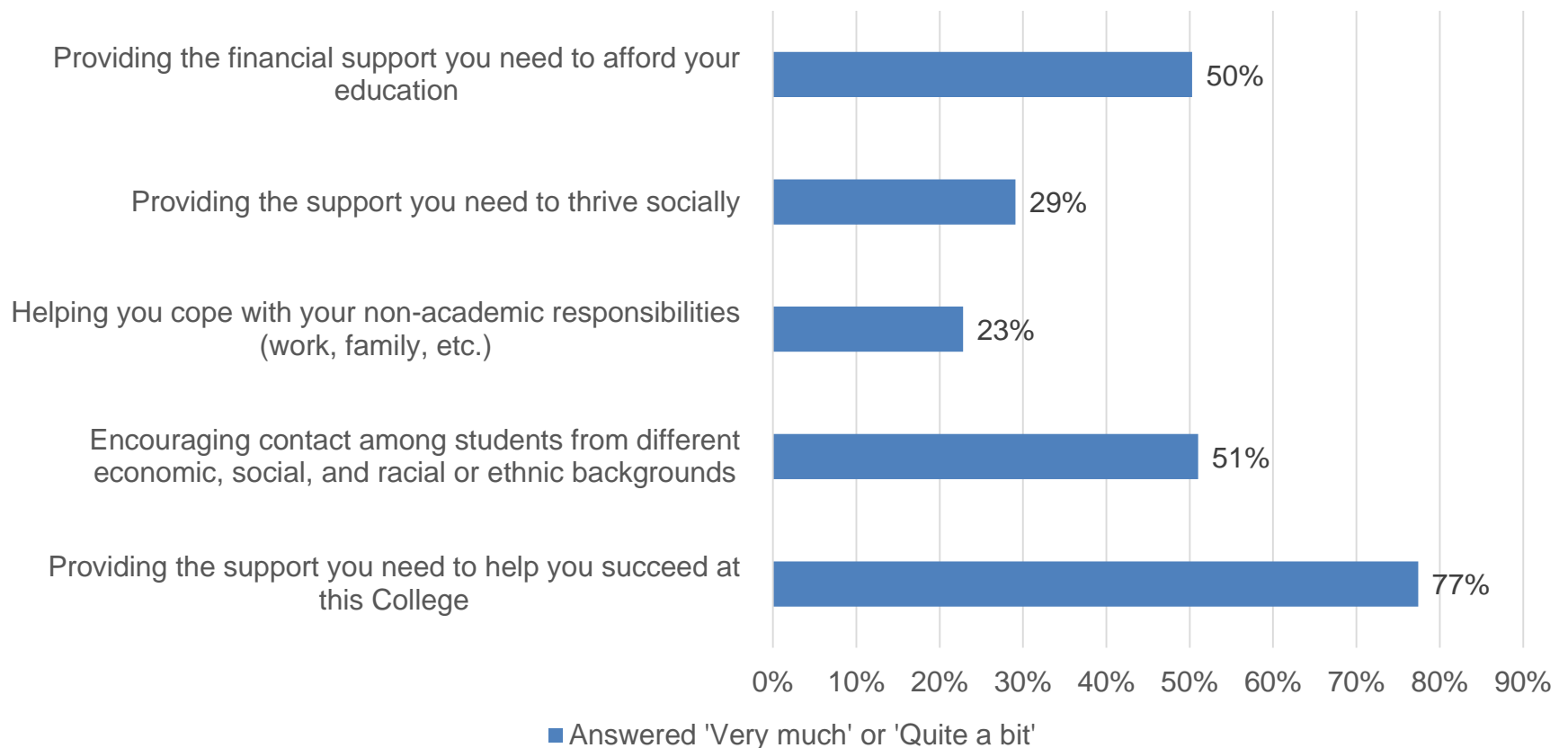
## Daytona State College compared to Large Colleges and CCSSE 2017 Cohort



*Note: Benchmark scores are standardized so the mean is always 50 and the standard deviation is 25.  
Source: 2017 CCSSE data*

# Support for Learners

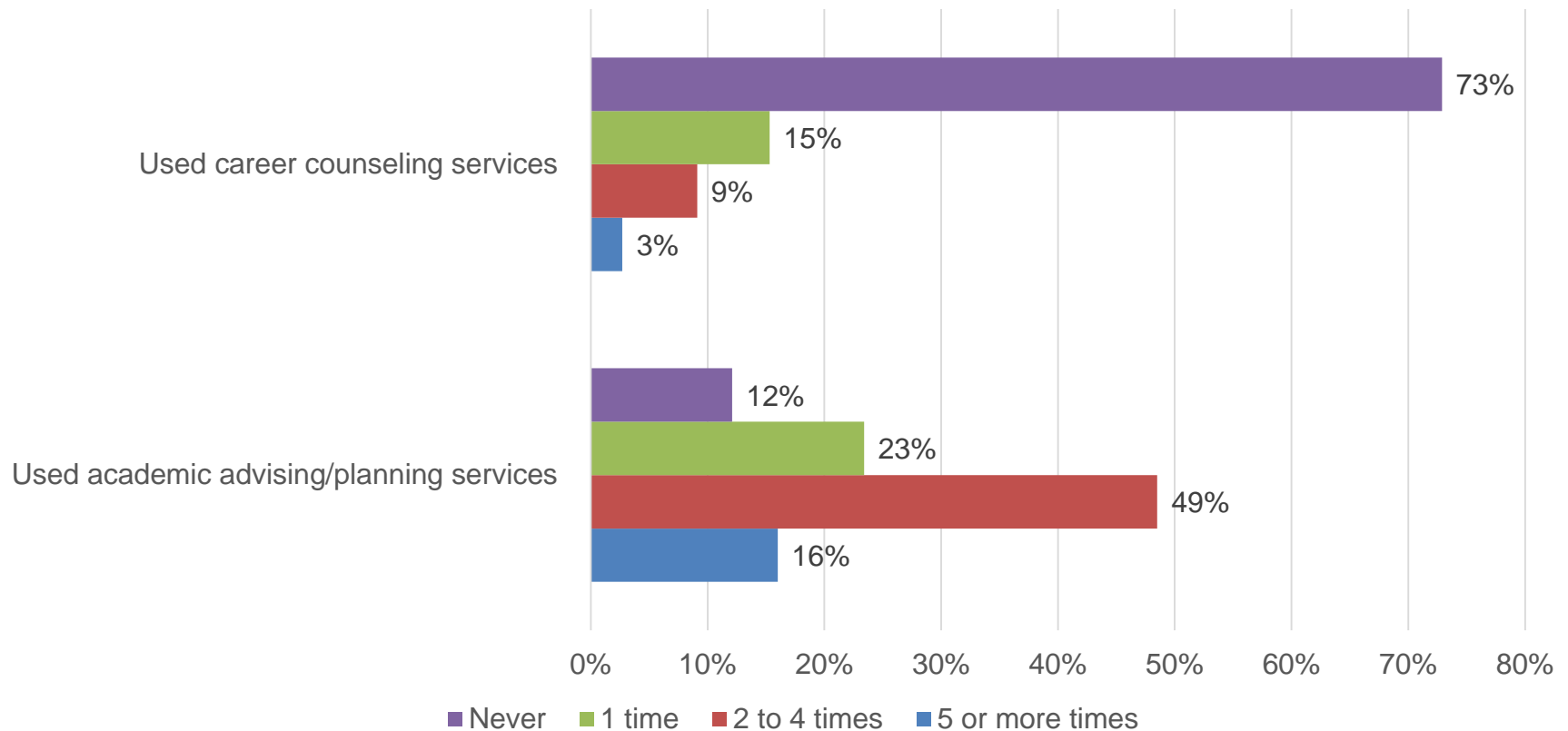
How much does this College emphasize:



Source: 2017 CCSSE data

# Support for Learners

During the current academic year<sup>1</sup>, how often have you:



<sup>1</sup>2016/17

Source: 2017 CCSSE data

# 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.

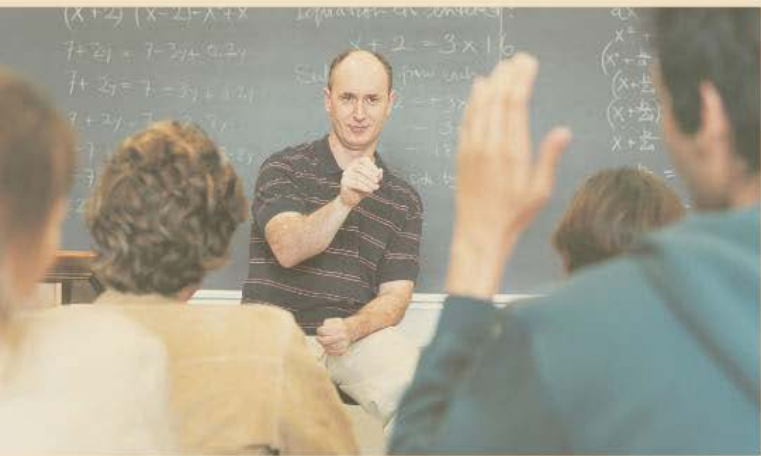


# Integrate Student Support into Learning Experiences

---

- Community colleges offer a wide variety of support services, but students cannot use services if they are unaware of them.
- In addition, 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.





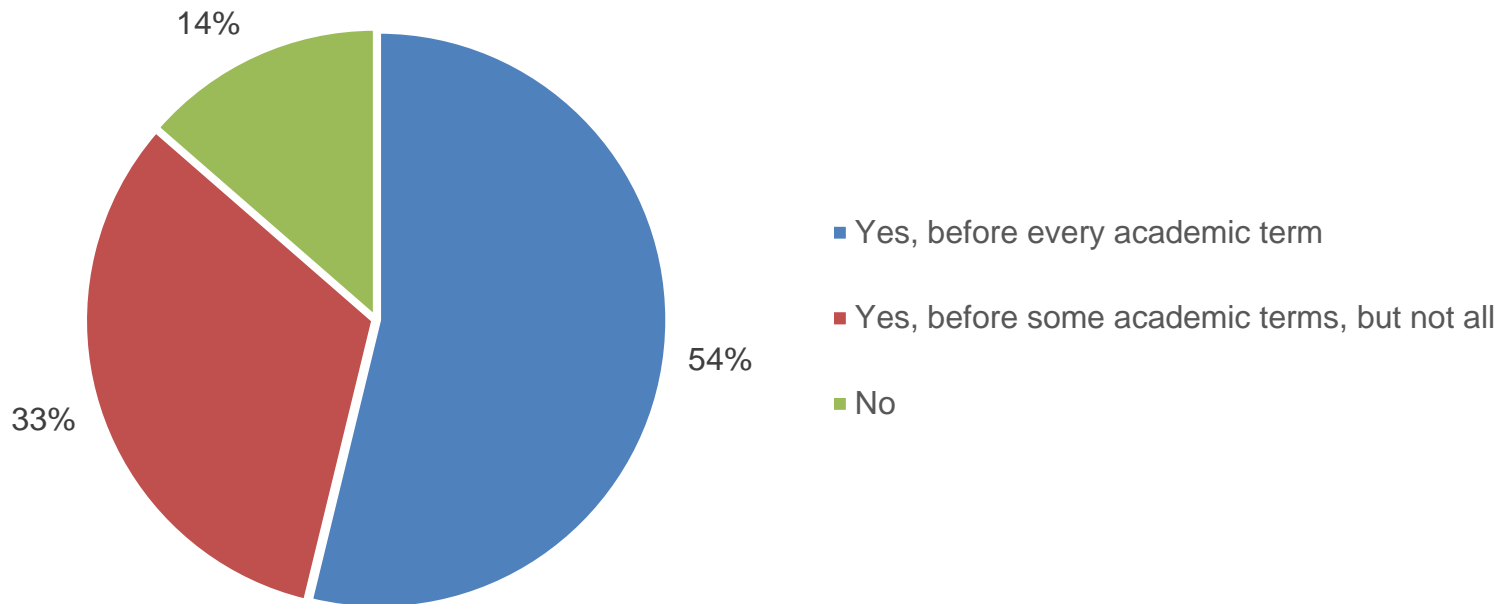
# 2017 Special Focus

Academic Advising and Planning

# Special Focus: Academic Advising and Planning

---

Since your first academic term<sup>1</sup> at this College, have you met (in person or online) with an academic advisor before registering for classes each term?



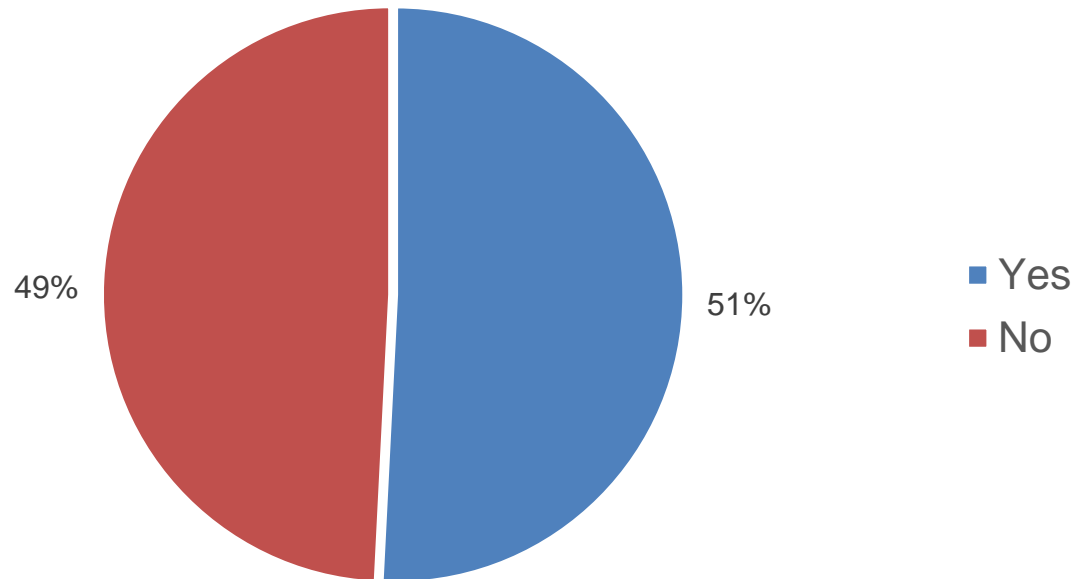
<sup>1</sup>Spring 2017

Source: 2017 CCSSE data

# Special Focus: Academic Advising and Planning

---

Prior to registering for classes before this academic term<sup>1</sup> at this College, were you required to meet (in person or online) with an academic advisor?



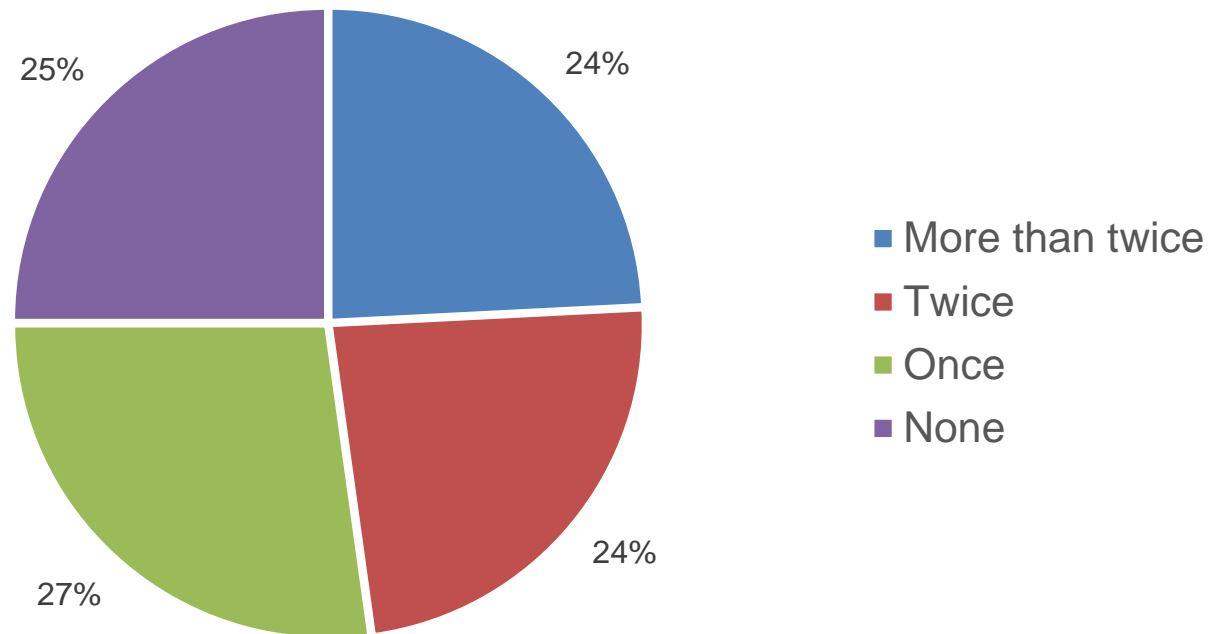
<sup>1</sup>Spring 2017

Source: 2017 CCSSE data



# Special Focus: Academic Advising and Planning

During this academic term<sup>1</sup> at this College, how many times have you met (in person or online) with an academic advisor?

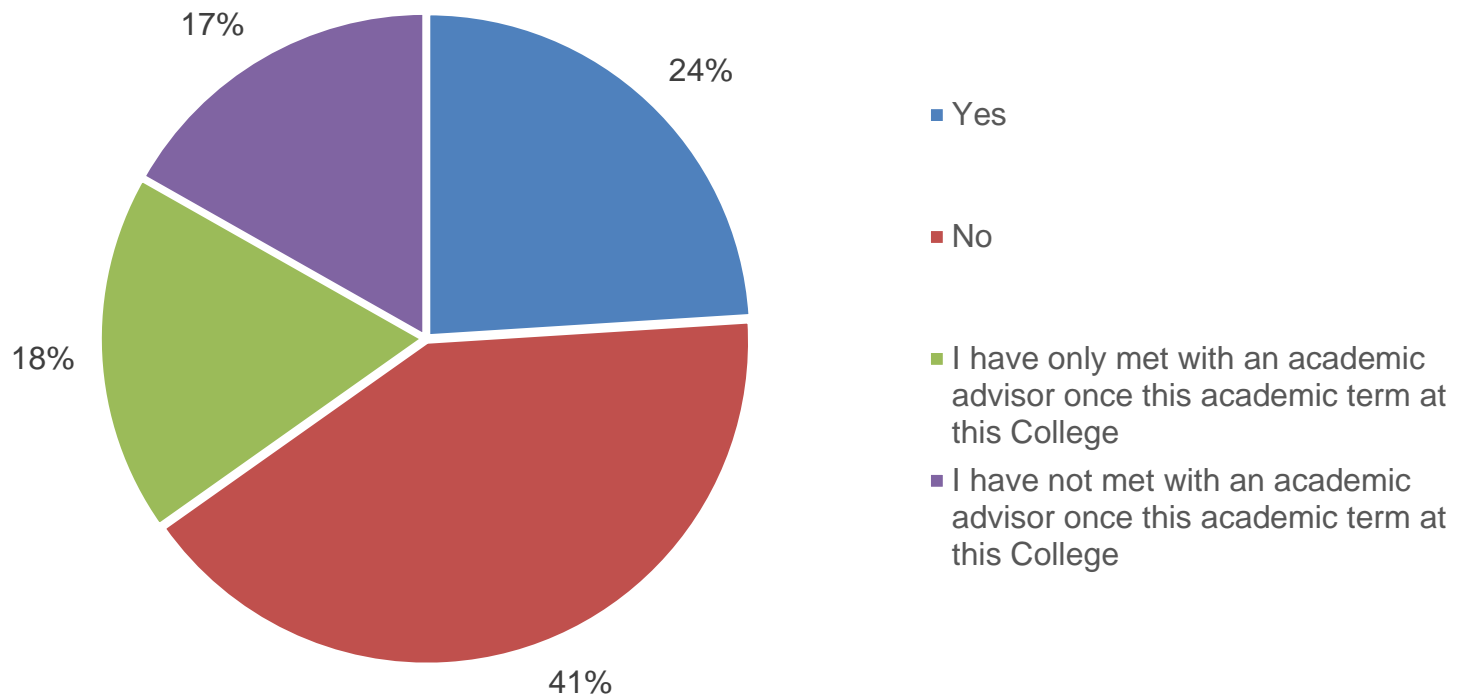


<sup>1</sup>Spring 2017

Source: 2017 CCSSE data

# Special Focus: Academic Advising and Planning

During this academic term<sup>1</sup> at this College, if you have met (in person or online) with an academic advisor more than once, did you meet with the same academic advisor each time?



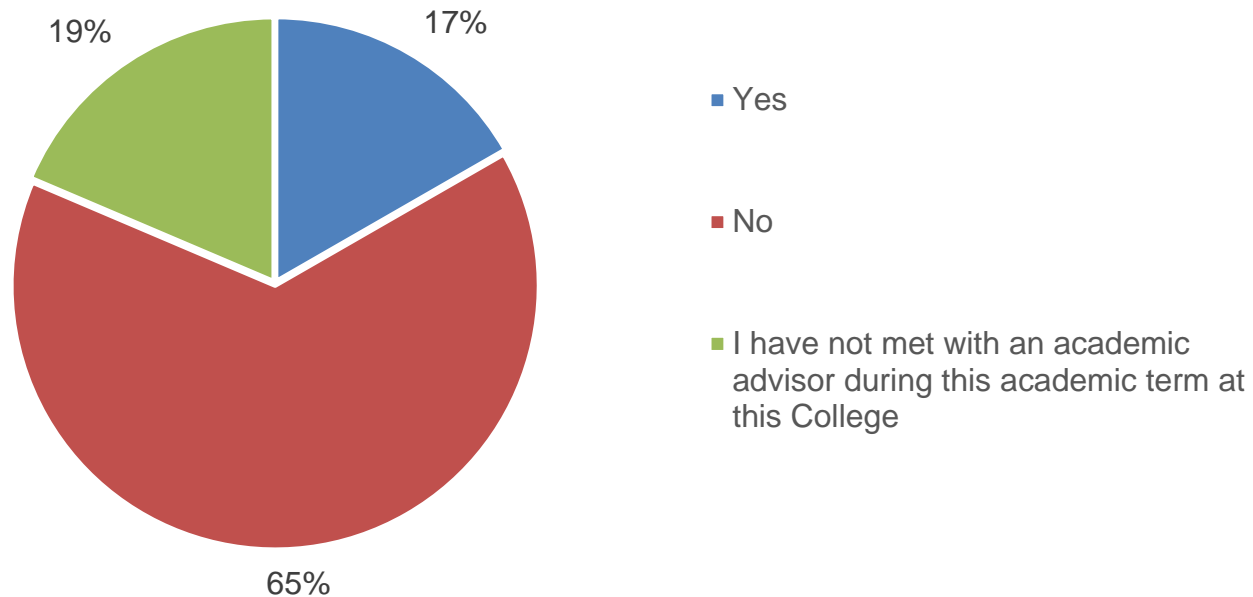
<sup>1</sup>Spring 2017

Source: 2017 CCSSE data

# Special Focus: Academic Advising and Planning

---

During your most recent meeting (in person or online) with an academic advisor during this academic term<sup>1</sup> at this College, he or she discussed when your next advising session should be.



<sup>1</sup>Spring 2017

Source: 2017 CCSSE data



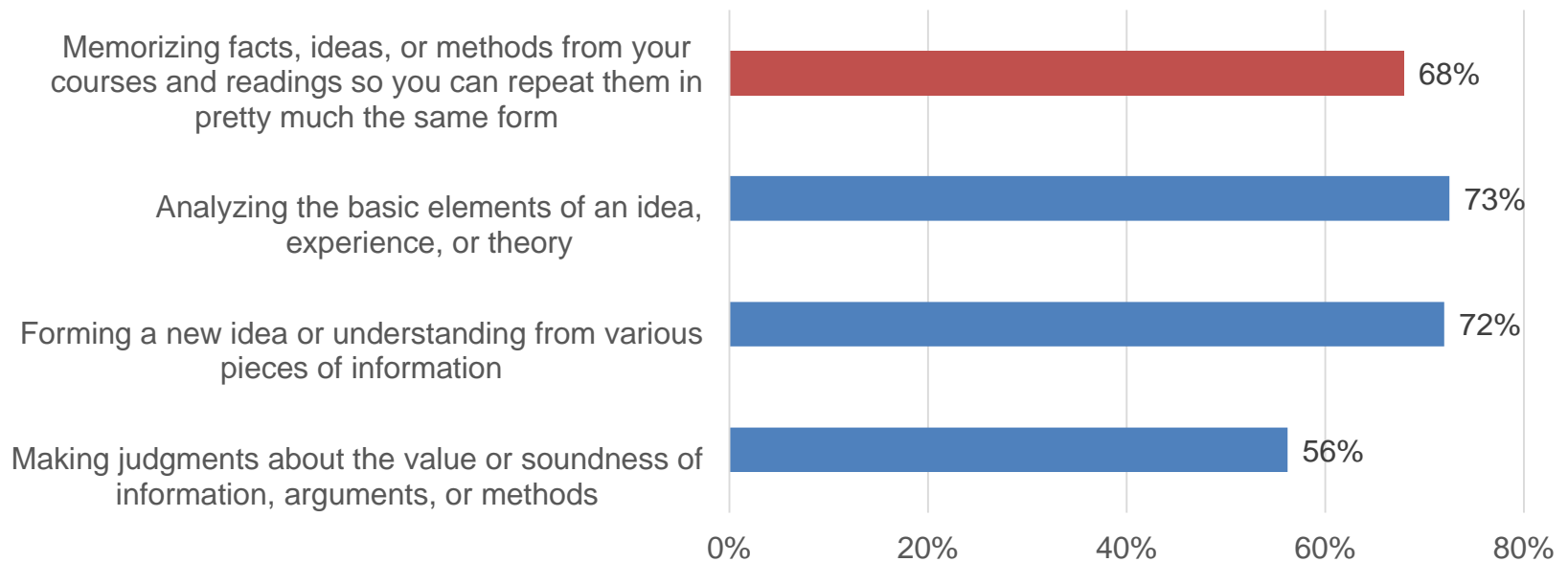
## Other Questions

# Other Questions

## Memorization vs. Deep Learning

During the current academic year<sup>1</sup>, how much of your coursework at this College emphasized the following mental activities?

■ Memorization      ■ Deep Learning



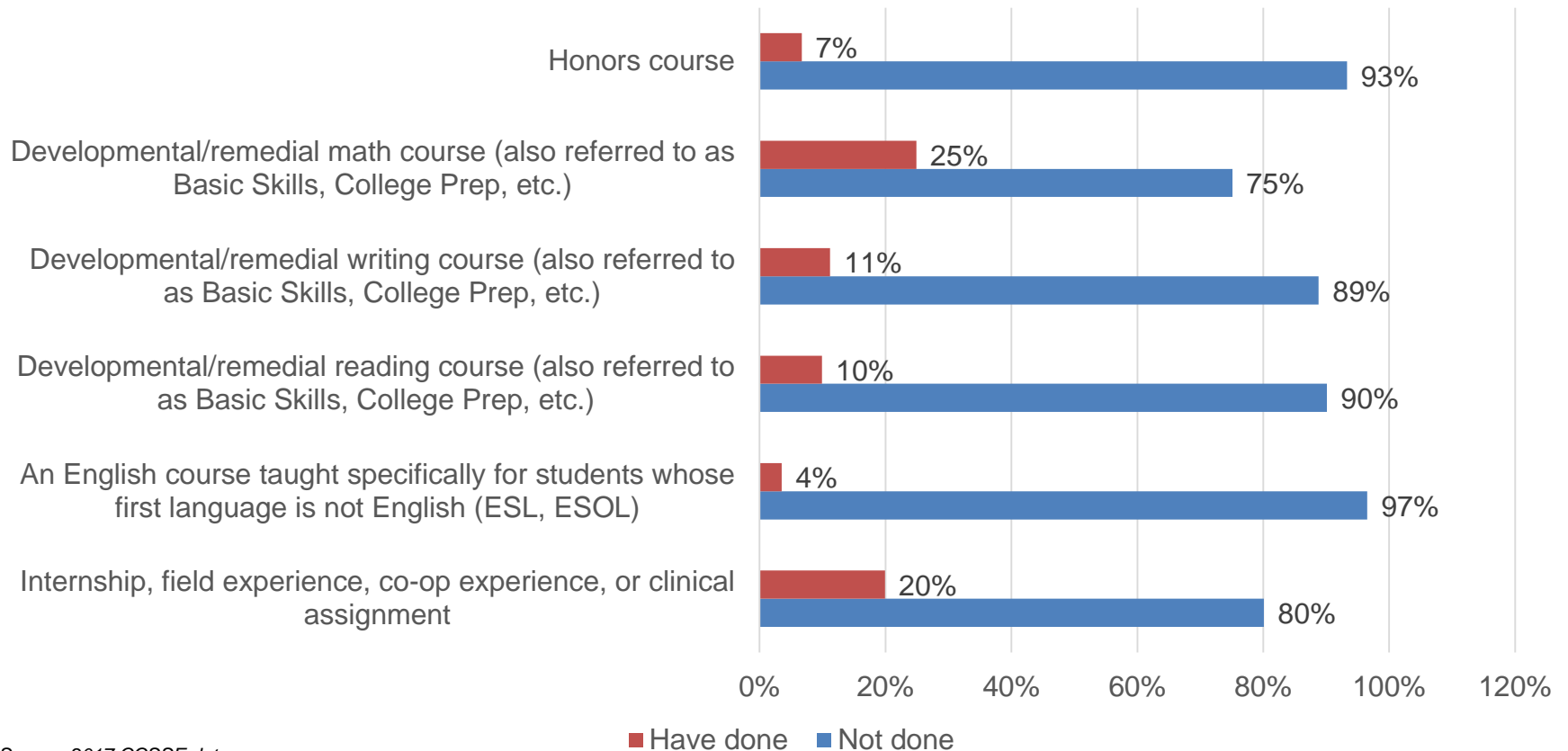
Percentage of students responding *quite a bit* or *very much*

<sup>1</sup>2016/17

Source: 2017 CCSSE data

# Other Questions

Which of the following have you done while attending this College?



Source: 2017 CCSSE data

# Other Questions

How much has your experience at this College contributed to your knowledge, skills, and personal development in the following areas?

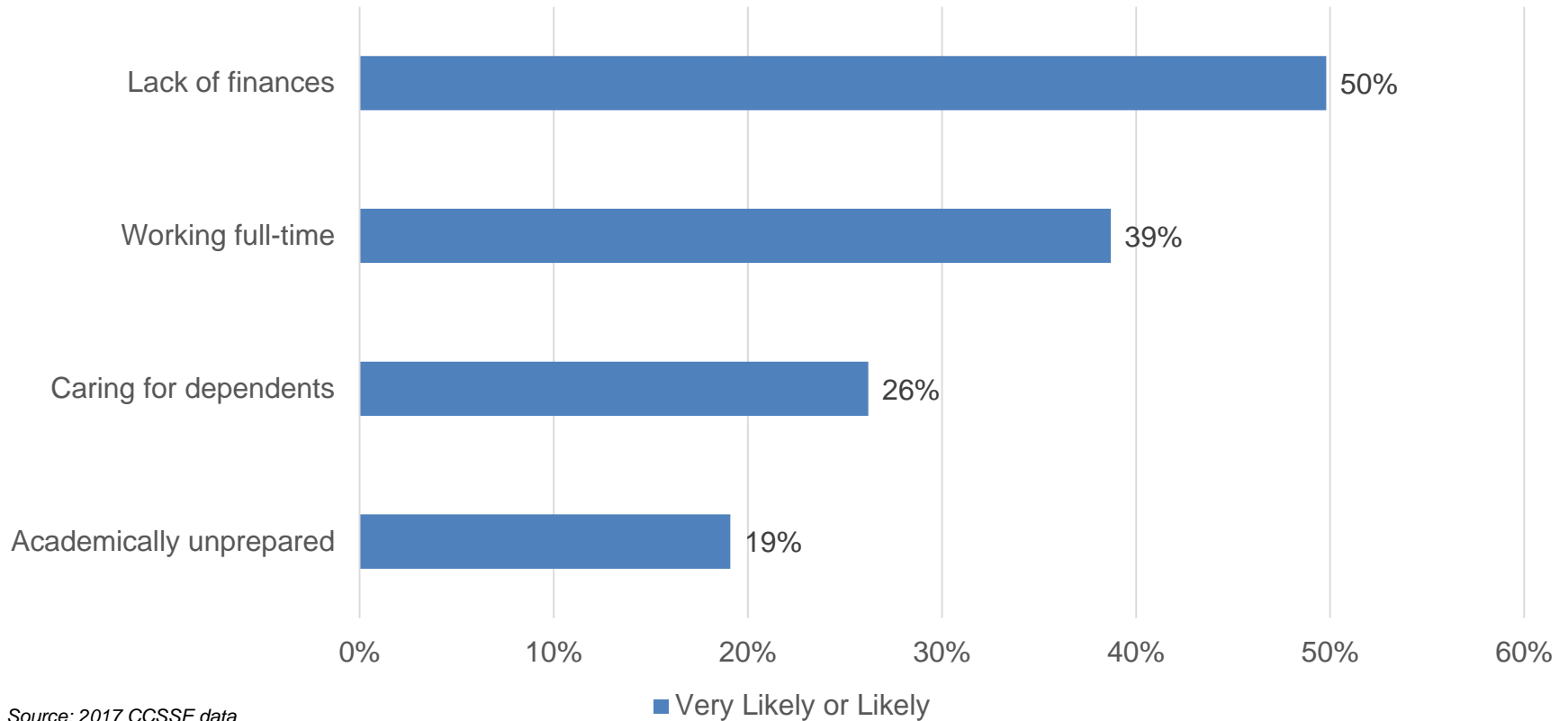


Source: 2017 CCSSE data

# Other Questions

## Barriers to Returning to College

How likely is it that the following issues would cause you to withdraw from class or from this College?



Source: 2017 CCSSE data





# Community College Faculty Survey of Student Engagement (*CCFSSE*) 2017

Presented by the Office of Institutional Research





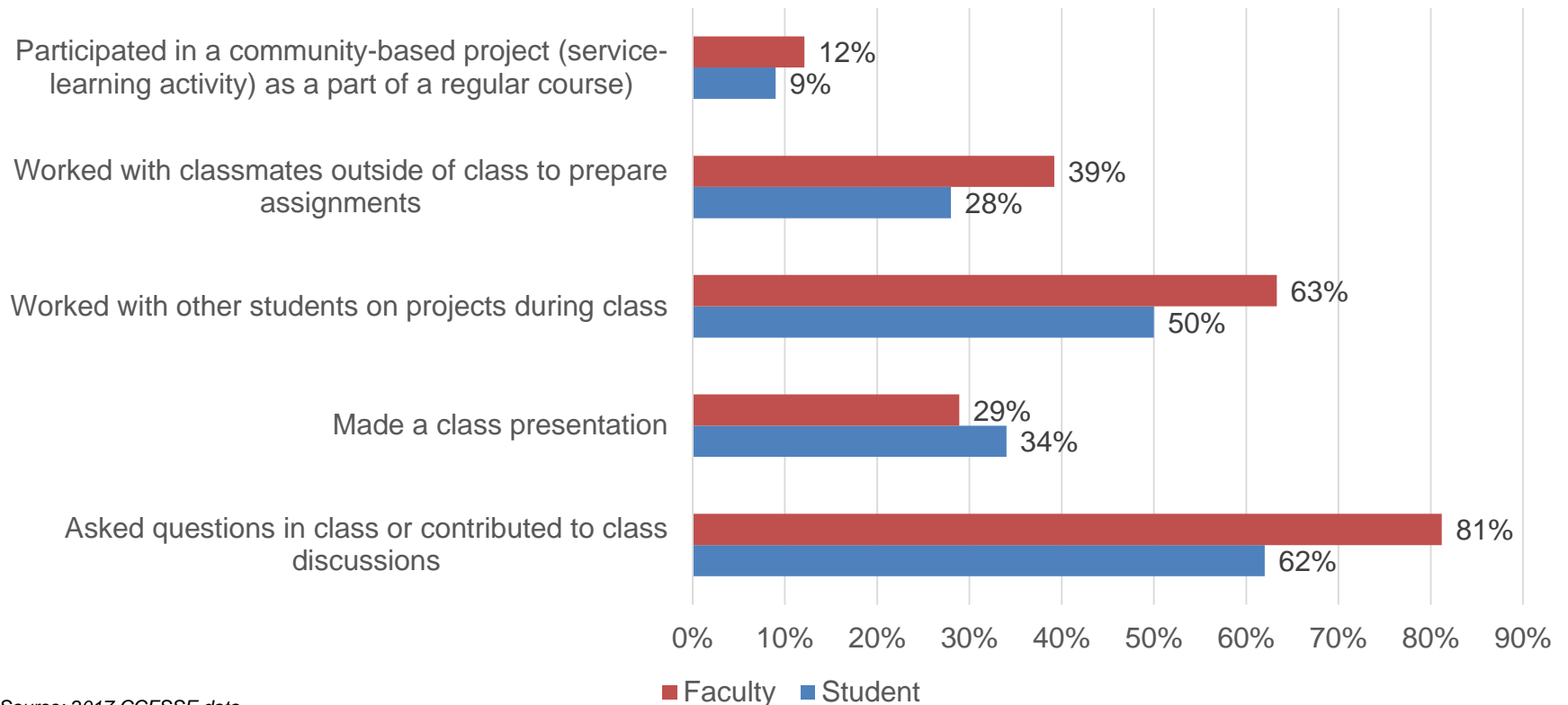
# *CCFSSE* Overview

Faculty survey about their teaching practices, the ways they spend their professional time both in and out of class, and their perceptions regarding students' educational experiences.

# Active and Collaborative Learning

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

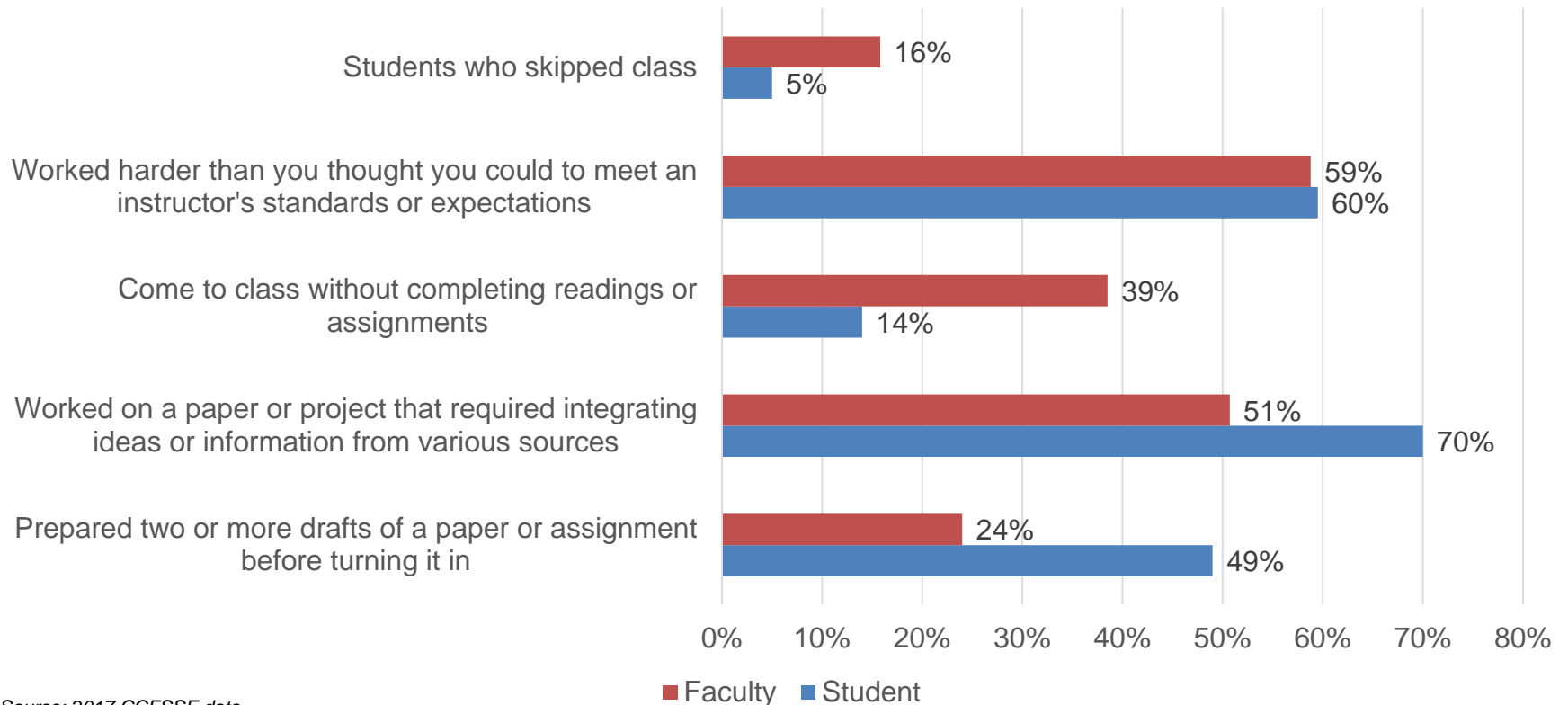
Answered 'Often' or 'Very Often'



Source: 2017 CCFSSSE data

# Student Effort

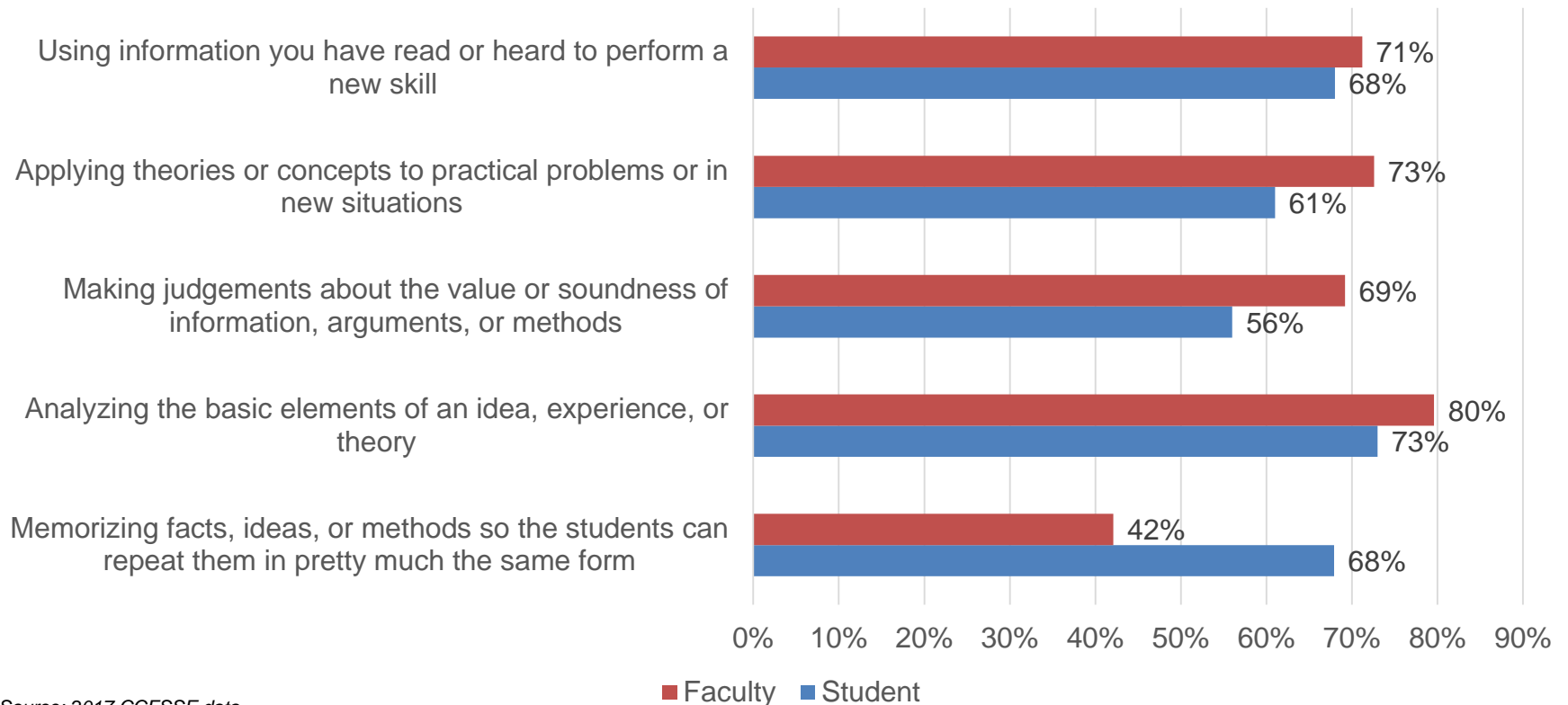
How often do students in your selected course section do the following?  
Answered 'Often' or 'Very Often'



Source: 2017 CCFSSSE data

# Academic Challenge

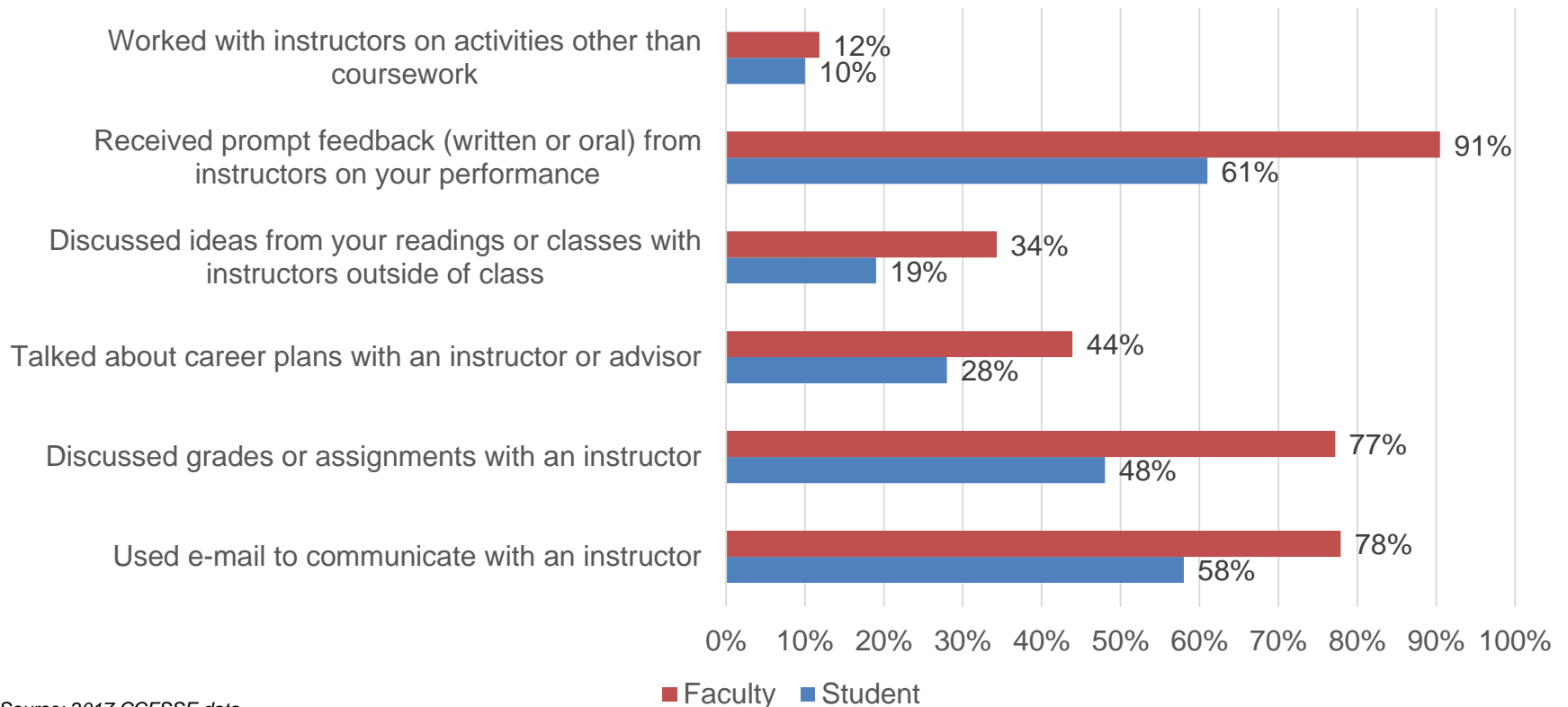
How much does the coursework in your selected course section do the following?  
Answered 'Quite a bit' or 'Very much'



Source: 2017 CCFSSSE data

# Student-Faculty Interaction

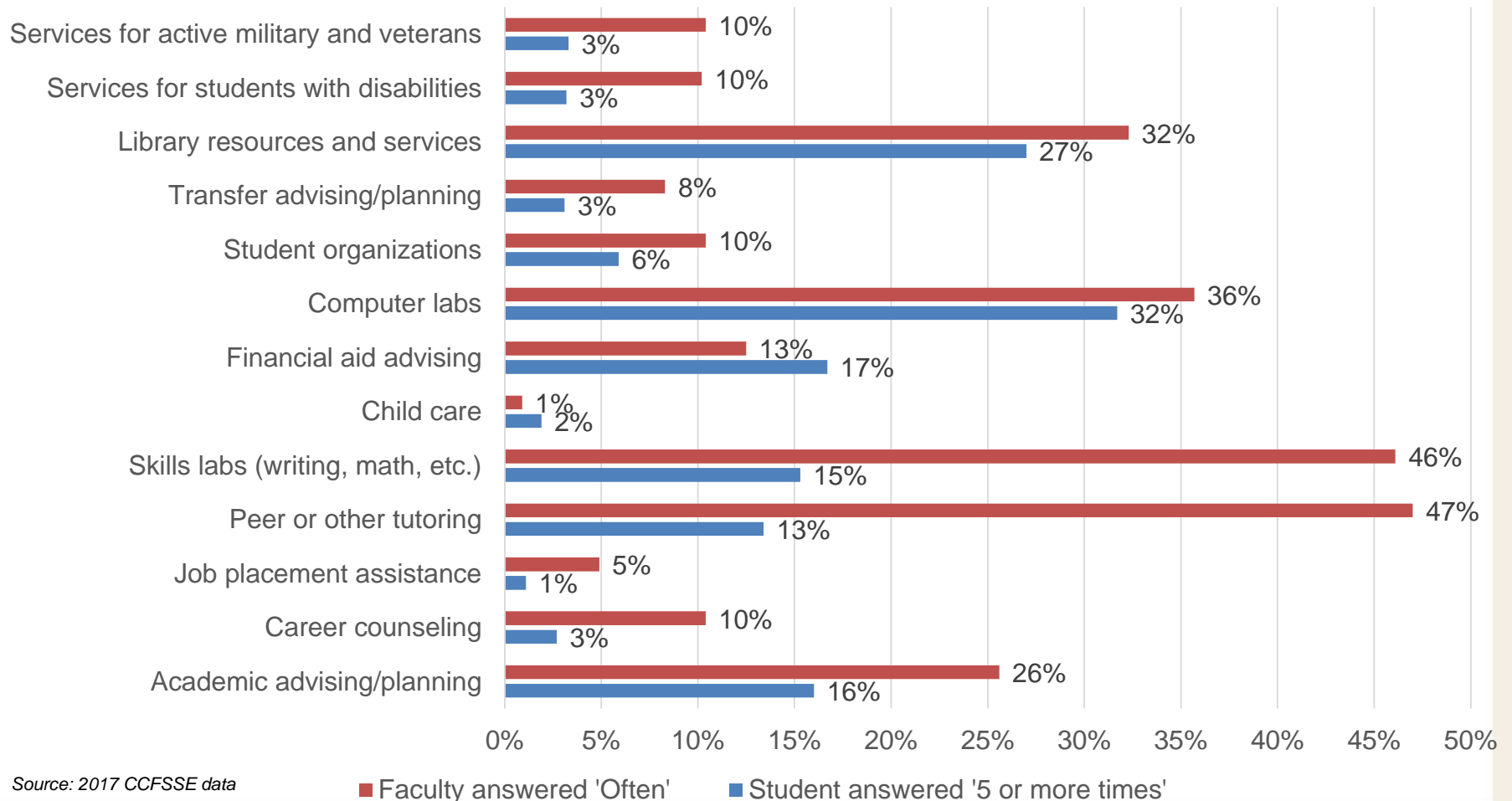
How often do students in your selected course section do the following?  
Answered 'Often' or 'Very Often'



Source: 2017 CCFSSSE data

# Support for Learners

Faculty frequency of referrals vs. Student frequency of use





# Closing Remarks and Questions