



CCSSE 2013 Findings for Tarrant County College

Prepared by the Office of Institutional Research,
Planning and Effectiveness



Presentation Overview

- *CCSSE* Overview
- Student Respondent Profile
- *CCSSE* Benchmarks
- Community College Students and Stories
- Strategies to Promote Learning that Matters



CCSSE Overview

What is Student Engagement?

...the amount of time and energy students invest in meaningful educational practices

...the institutional practices and student behaviors that are highly correlated with student learning and retention

The Community College Survey of Student Engagement (CCSSE)

CCSSE is designed to capture student engagement as a measure of institutional quality.

The Community College Student Report

Instructions: It is essential that you use a No. 2 pencil to complete this survey. Mark your answers as shown in the following example: ● Correct Mark ○ Incorrect Marks

1. Did you begin college at this college or elsewhere? Started here Started elsewhere

2. Thinking about this current academic term, how would you characterize your enrollment at this college? Full-time Less than full-time

3. Have you taken this survey in another class this term? Yes No

4. In your experiences at this college during the current school year, about how often have you done each of the following?

	Very often	Often	Sometimes	Never
a. Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Tutored or taught other students (paid or voluntary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Participated in a community-based project as a part of a regular course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Used the Internet or instant messaging to work on an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Used e-mail to communicate with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Discussed grades or assignments with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Talked about career plans with an instructor or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Discussed ideas from your readings or classes with instructors outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Received prompt feedback (written or oral) from instructors on your performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Worked with instructors on activities other than coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Had serious conversations with students of a different race or ethnicity other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Skipped class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. During the current school year, how much has your coursework at this college emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Analyzing the basic elements of an idea, experience, or theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Synthesizing and organizing ideas, information, or experiences in new ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Making judgments about the value or soundness of information, arguments, or methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Using information you have read or heard to perform a new skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PLEASE DO NOT MARK IN THIS AREA



SERIAL #

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CCSSE: A Tool for Community Colleges

- As a tool for improvement, *CCSSE* helps us
 - Assess quality in community college education
 - Identify and learn from good educational practice
 - Identify areas in which we can improve
- Basic principles
 - Provides reliable data on issues that matter
 - Reports data publicly
 - Is committed to using data for improvement



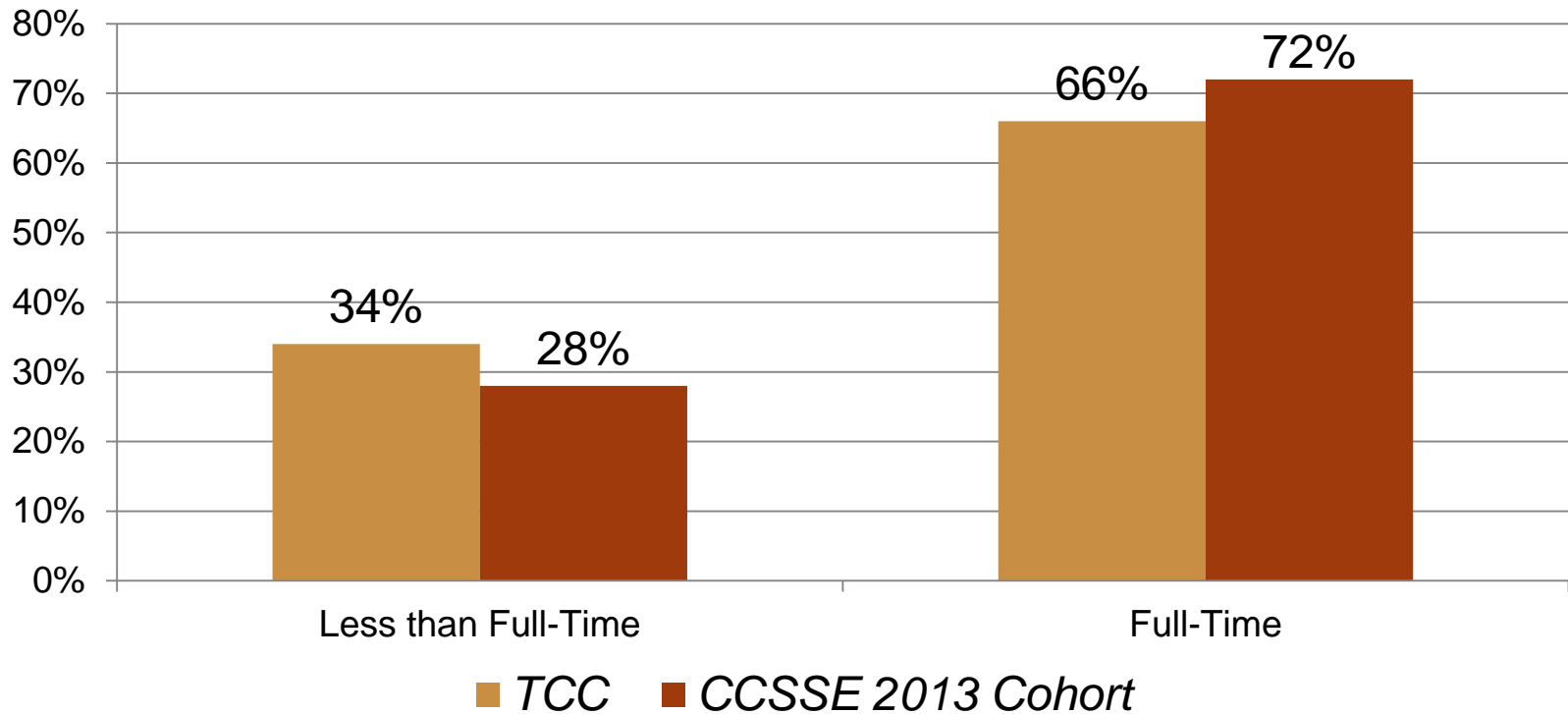
Student Respondent Profile at Tarrant County College

Survey Respondents

- 1,425 adjusted survey count
- 95% overall “percent of target” rate
- 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.

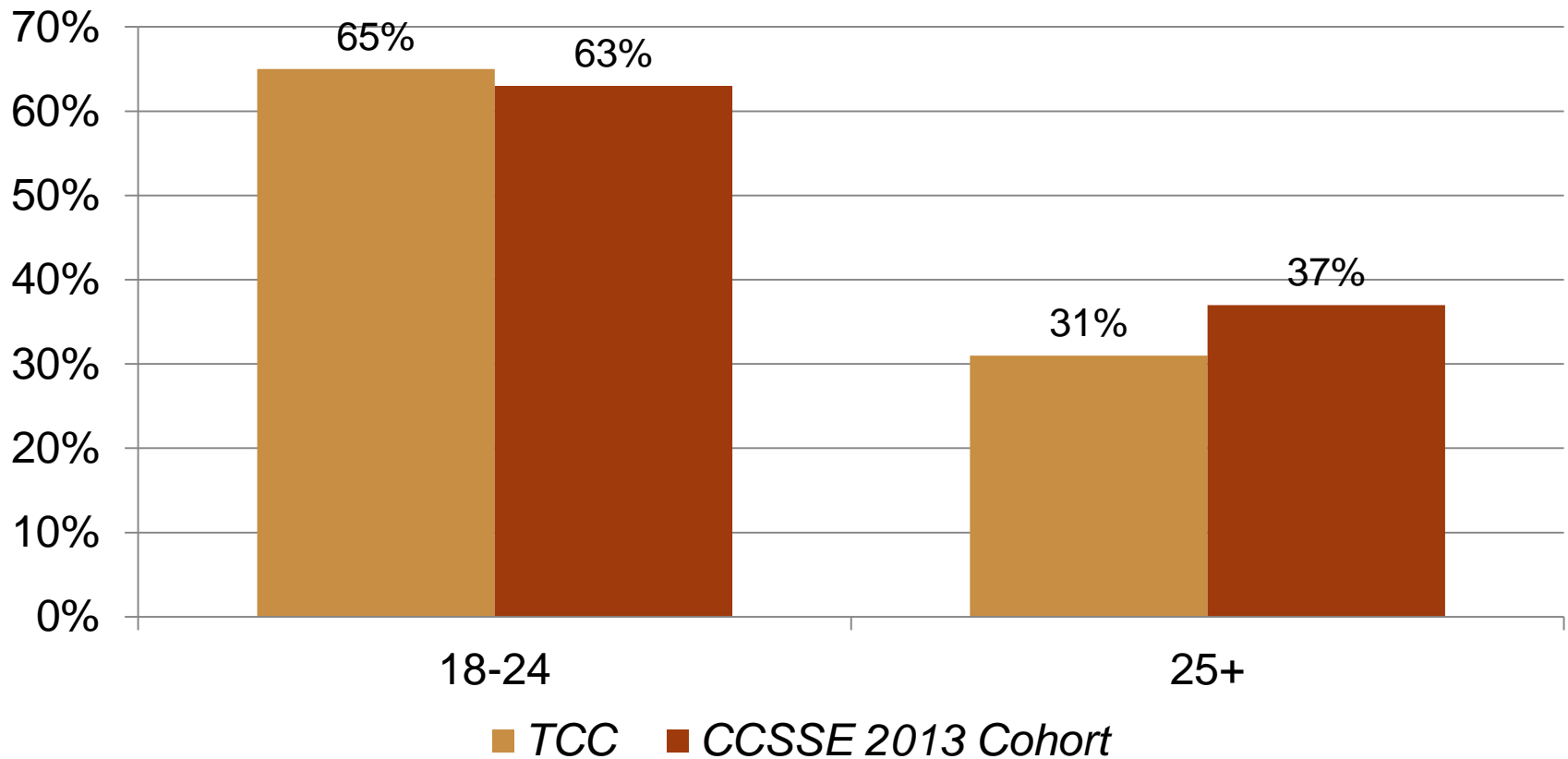
Source: 2013 CCSSE data

Student Respondent Profile: Enrollment Status



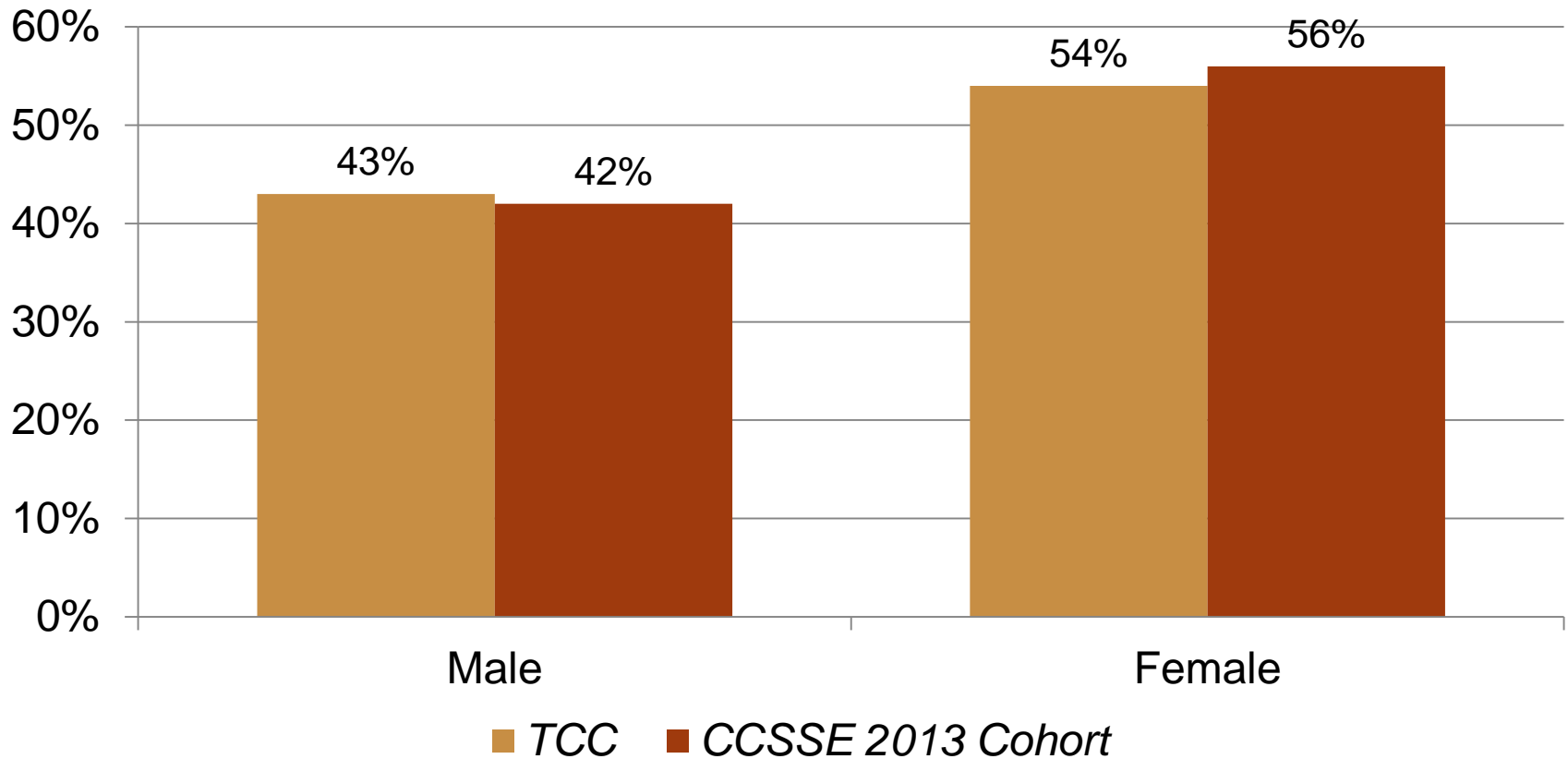
Source: 2013 CCSSE data

Student Respondent Profile: Age



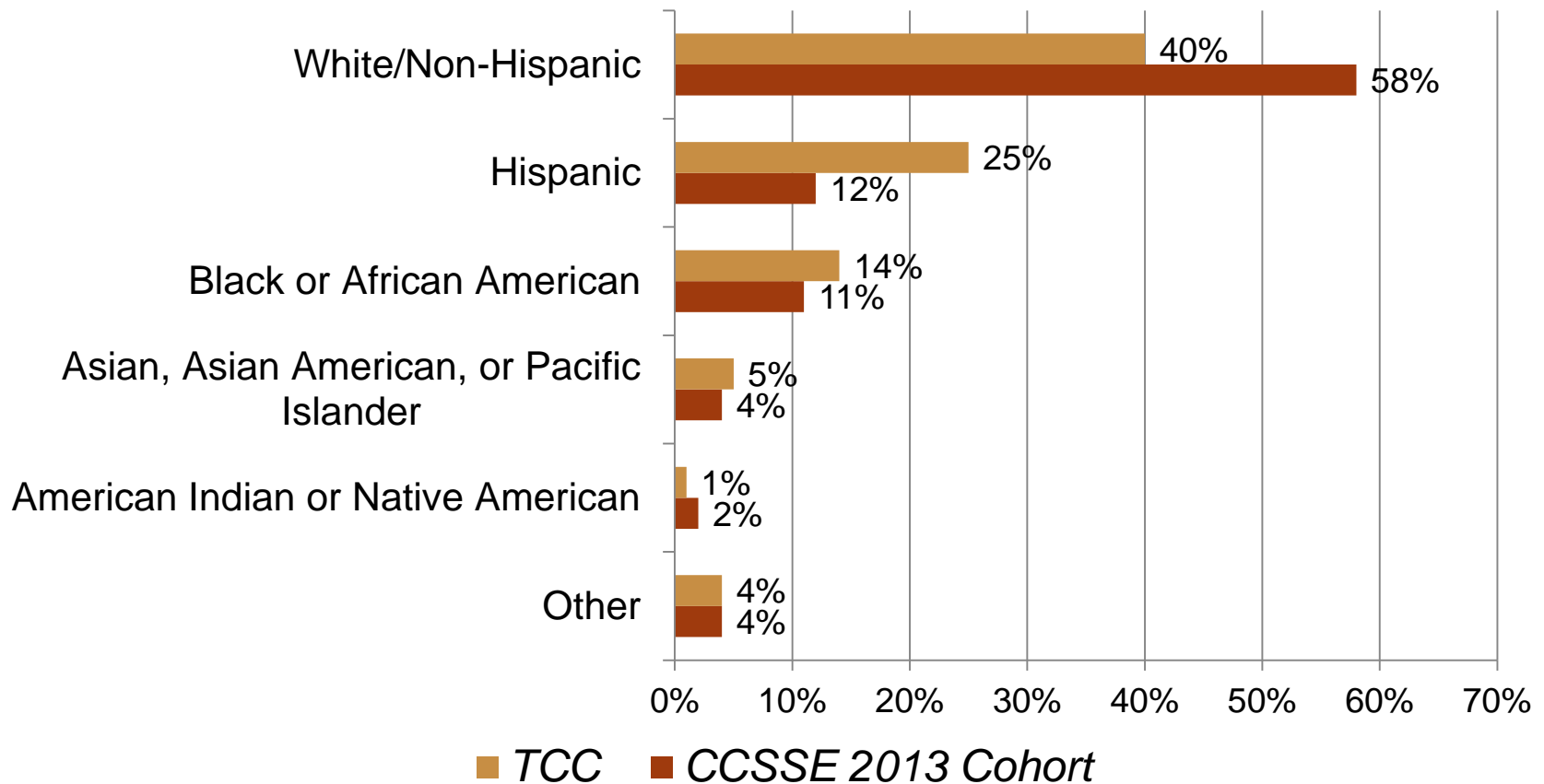
Source: 2013 CCSSE data

Student Respondent Profile: Gender



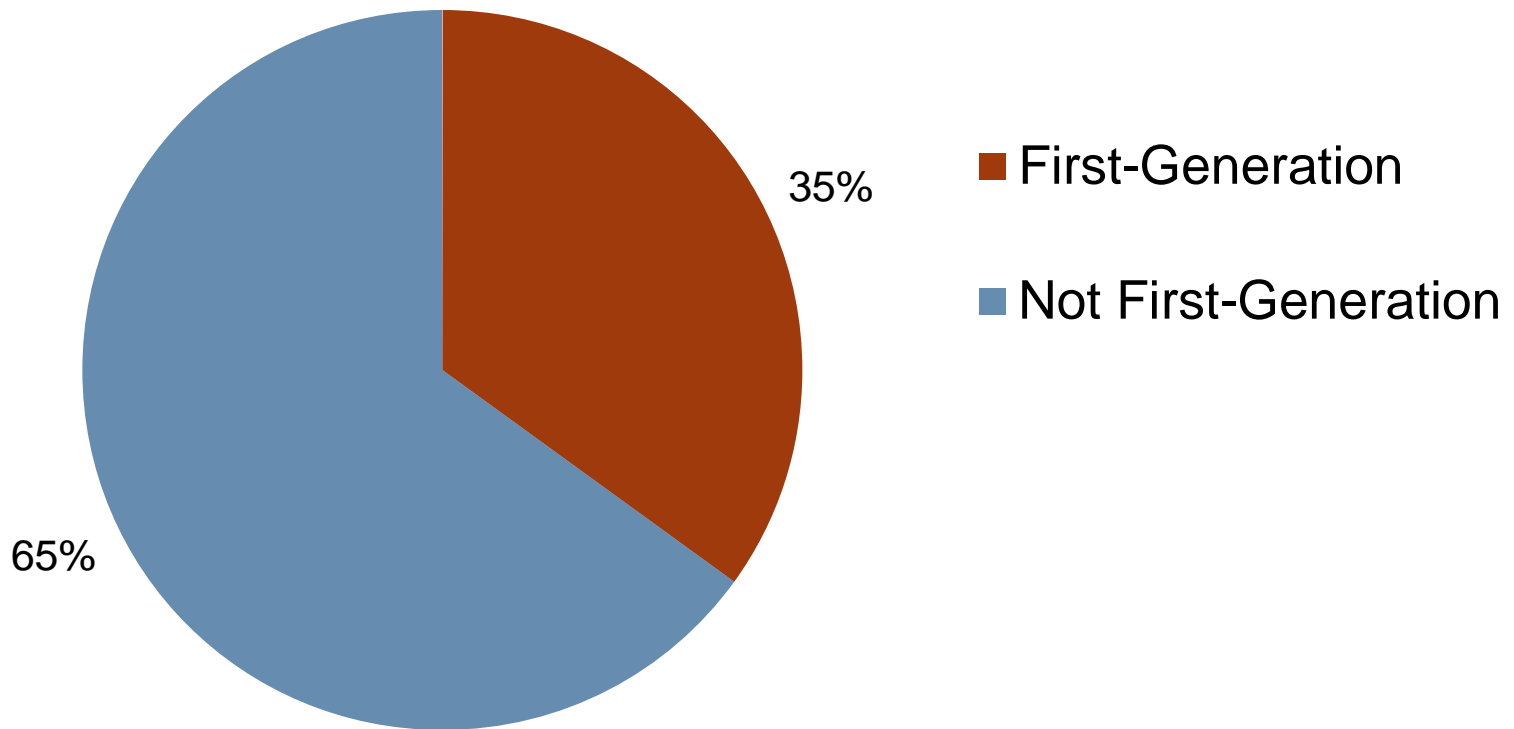
Source: 2013 CCSSE data

Student Respondent Profile: Race and Ethnicity



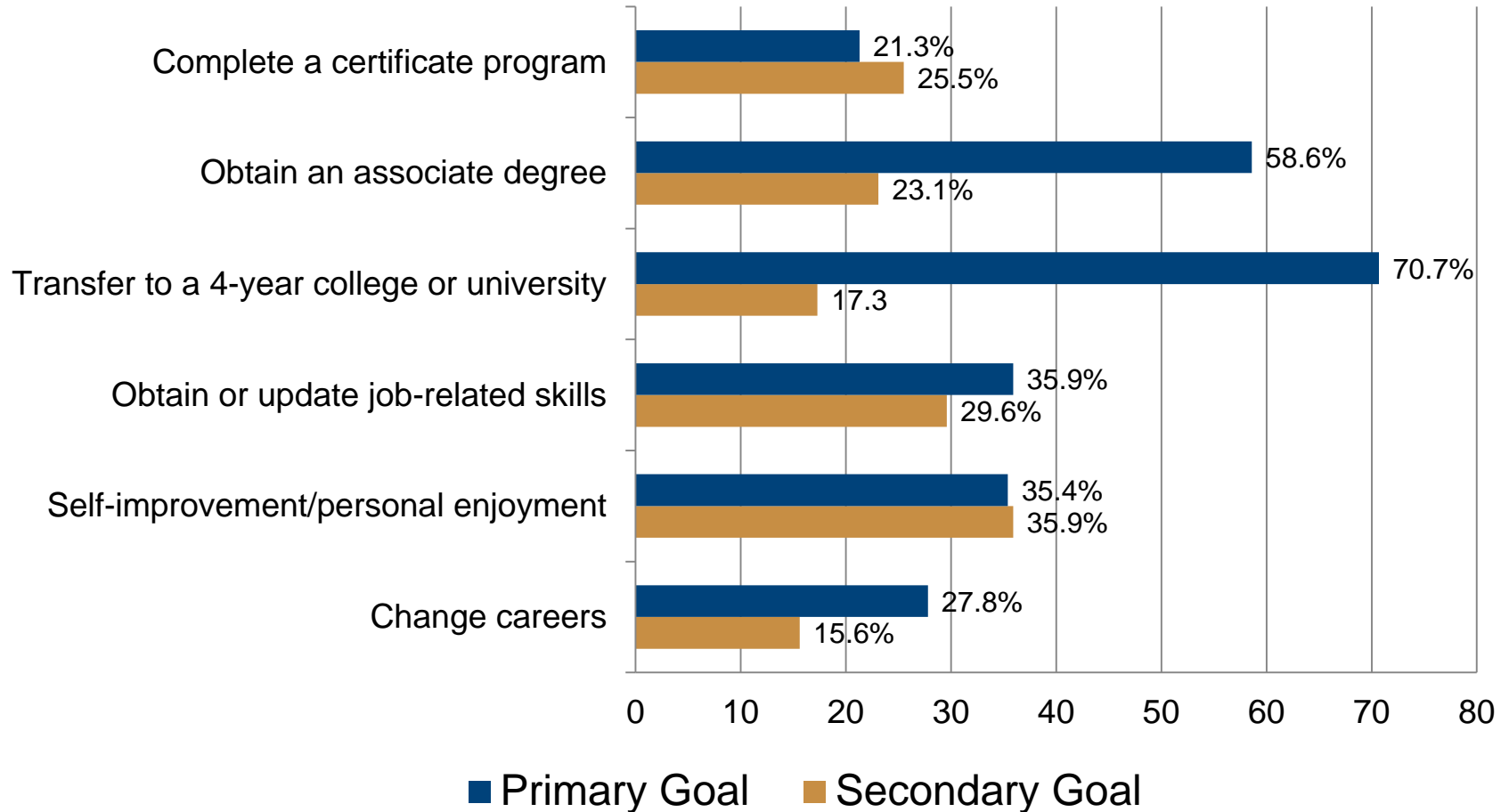
Source: 2013 CCSSE data

Student Respondent Profile: First-Generation Status



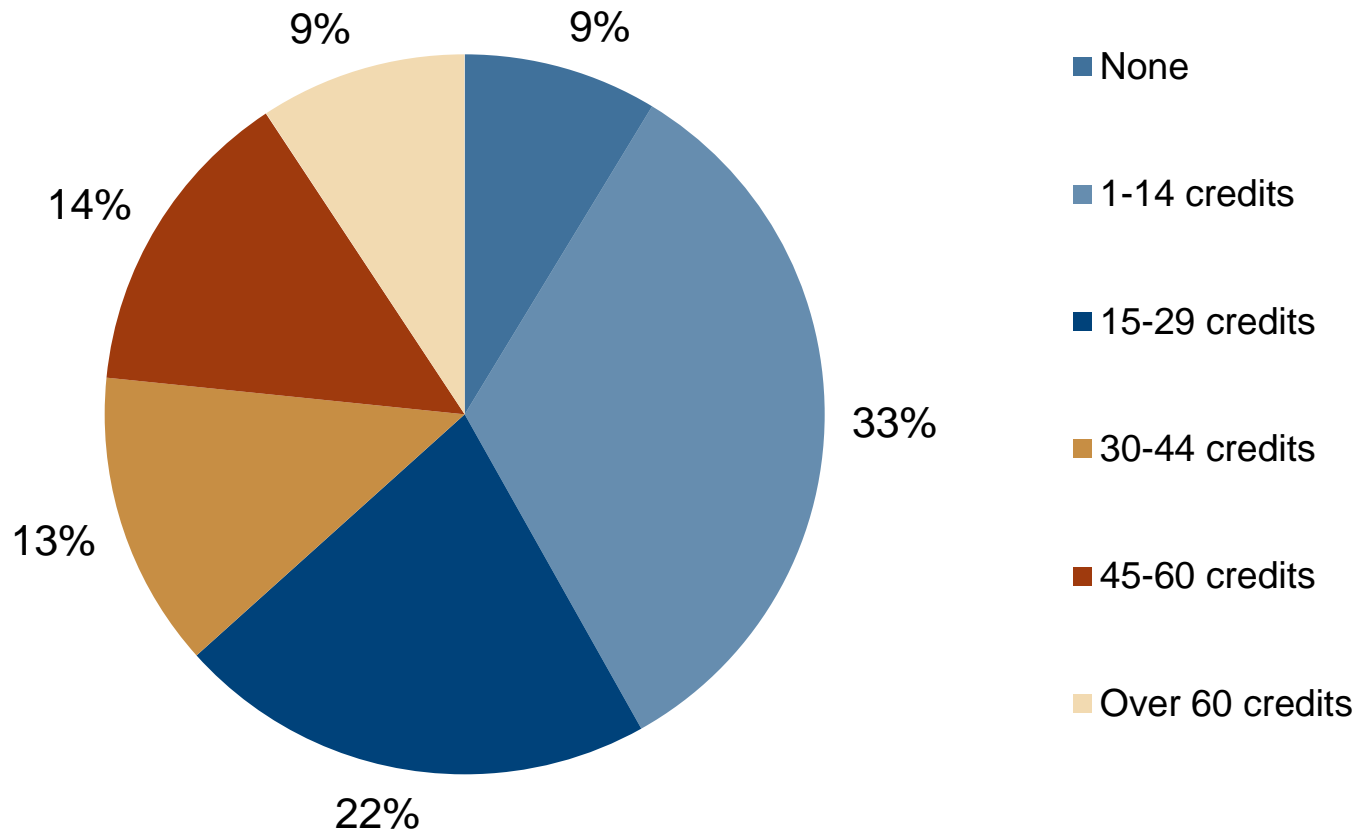
Source: 2013 CCSSE data

Student Respondent Profile: Goals



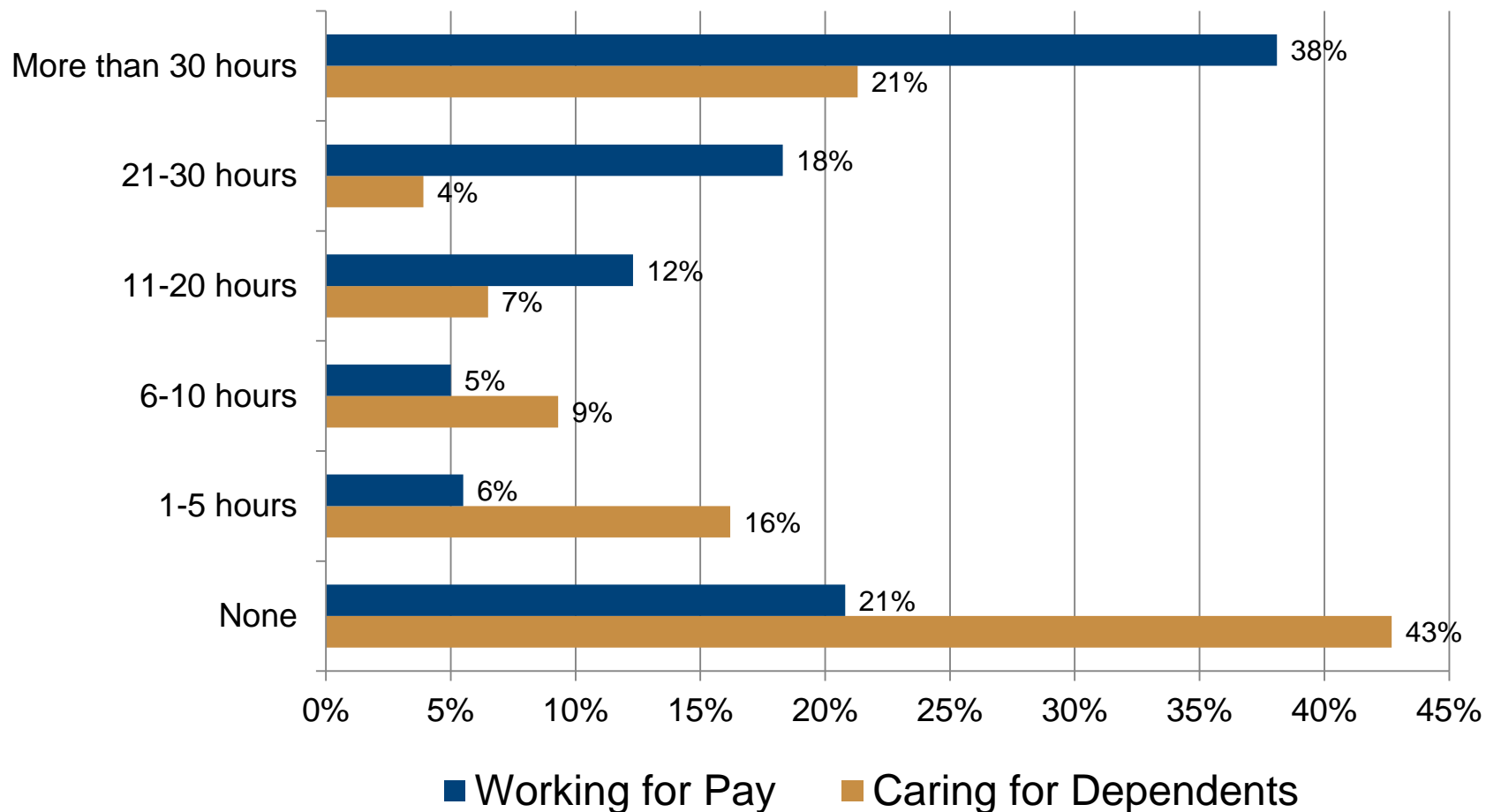
Source: 2013 CCSSE data

Student Respondent Profile: Total Credit Hours Earned



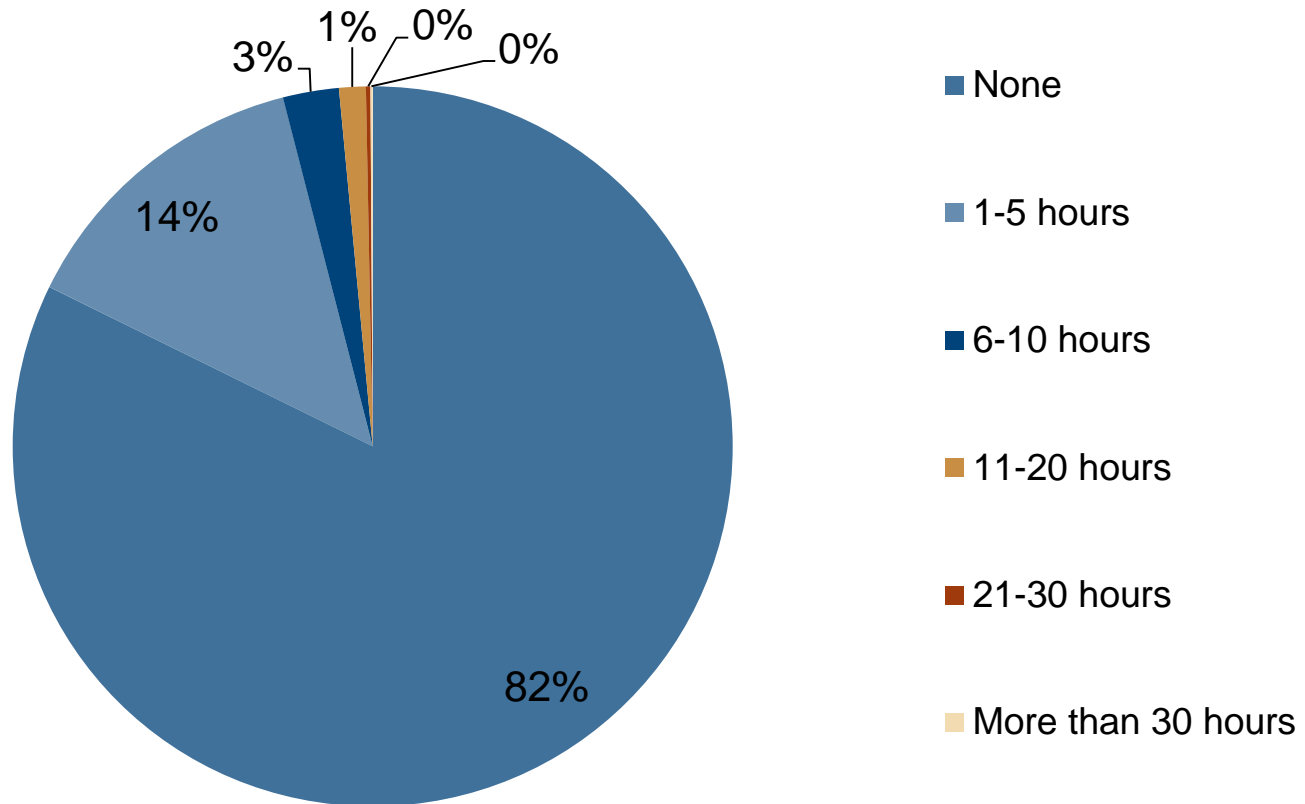
Source: 2013 CCSSE data

Student Respondent Profile: External Commitments



Source: 2013 CCSSE data

Student Respondent Profile: College-Sponsored Activities



Source: 2013 CCSSE data



CCSSE Benchmarks

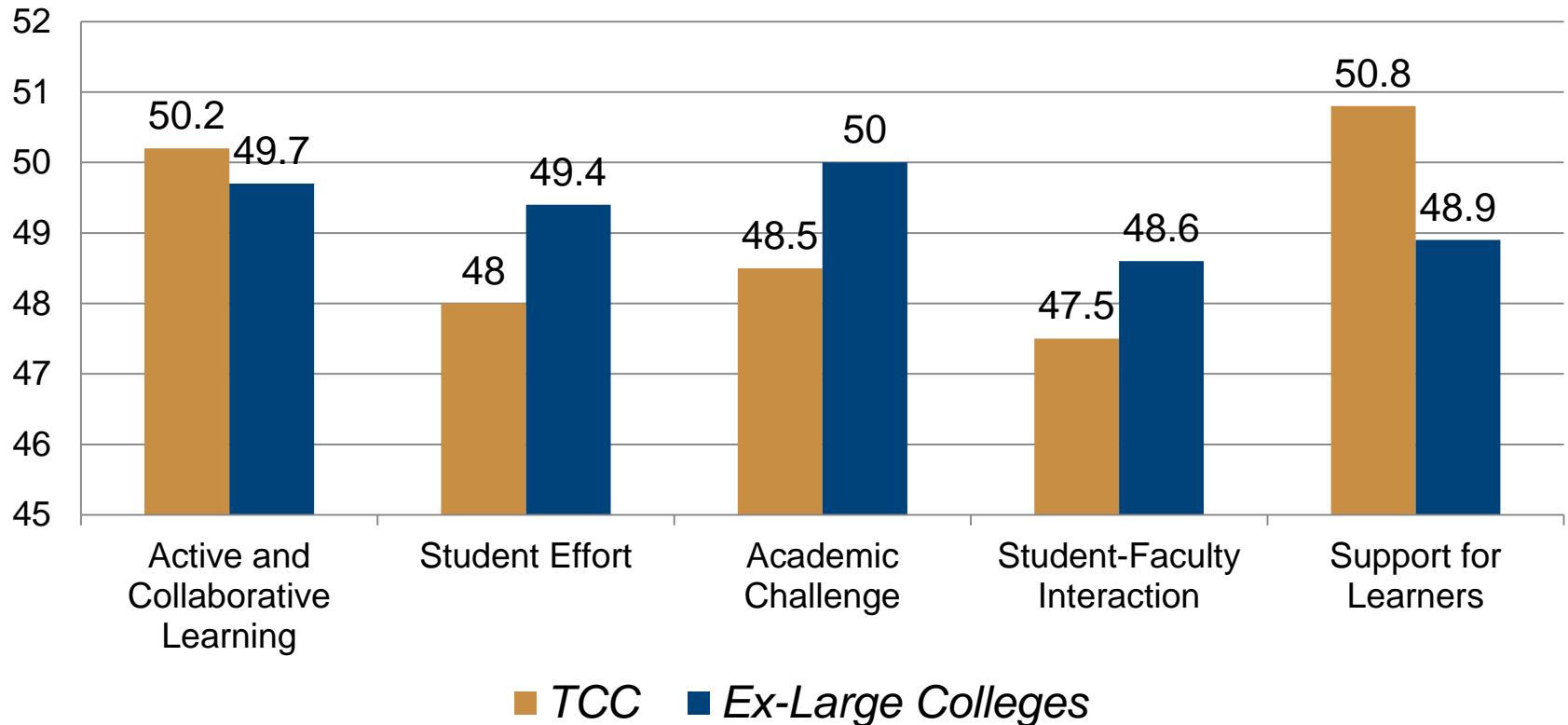
CCSSE Benchmarks for Effective Educational Practice

The five *CCSSE* benchmarks are

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

CCSSE Benchmarks for Effective Educational Practice

CCSSE Benchmark Scores for Tarrant County College compared to Ex-Large Colleges



Source: 2013 CCSSE data

Active and Collaborative Learning

- During the current school year, how often have you (response of never):
 - Asked questions in class or contributed to class discussions **3.4%**
 - Made a class presentation **23.1%**
 - Worked with other students on projects during class **12.6%**
 - Worked with classmates outside of class to prepare class assignments **30.2%**
 - Tutored or taught other students (paid or voluntary) **71.8%**
 - Participated in a community-based project as a part of a regular course **76.6%**
 - Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) **13.7%**

Source: 2013 CCSSE data

Student Effort

- During the current school year, how often have you (response of never or rarely/never):
 - Prepared two or more drafts of a paper or assignment before turning it in **21.1%**
 - Worked on a paper or project that required integrating ideas or information from various sources **8%**
 - Come to class without completing readings or assignments **26.9%**
 - Used peer or other tutoring services **44.5%**
 - Used skill labs **36.6%**
 - Used a computer lab **30.5%**
- During the current school year (response of none):
 - How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment **32%**
 - How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program) **2.3%**

Source: 2013 CCSSE data

Academic Challenge

- During the current school year, how often have you (response of never) :
 - Worked harder than you thought you could to meet an instructor's standards or expectations **11.7%**
- How much does your coursework at this college emphasize (response of very little):
 - Analyzing the basic elements of an idea, experience, or theory **5.6%**
 - Synthesizing and organizing ideas, information, or experiences in new ways **8.5%**
 - Making judgments about the value or soundness of information, arguments, or methods **12.8%**
 - Applying theories or concepts to practical problems or in new situations **10.8%**
 - Using information you have read or heard to perform a new skill **8%**
- During the current school year (response of none or extremely easy):
 - How many assigned textbooks, manuals, books, or book-length packs of course readings did you read **4.9%**
 - How many papers or reports of any length did you write **8.4%**
 - To what extent have your examinations challenged you to do your best work **1%**
- How much does this college emphasize (response of very little):
 - Encouraging you to spend significant amounts of time studying **3.5%**

Source: 2013 CCSSE data

Student-Faculty Interaction

- During the current school year, how often have you (response of never):
 - Used e-mail to communicate with an instructor **5.4%**
 - Discussed grades or assignments with an instructor **10.3%**
 - Talked about career plans with an instructor or advisor **28.8%**
 - Discussed ideas from your readings or classes with instructors outside of class **48.8%**
 - Received prompt feedback (written or oral) from instructors on your performance **11.6%**
 - Worked with instructors on activities other than coursework **71.7%**

Source: 2013 CCSSE data

Support for Learners

- How much does this college emphasize (response of very little):
 - Providing the support you need to help you succeed at this college **4.4%**
 - Encouraging contact among students from different economic, social, and racial or ethnic backgrounds **15%**
 - Helping you cope with your nonacademic responsibilities (work, family, etc.) **40.1%**
 - Providing the support you need to thrive socially **25.2%**
 - Providing the financial support you need to afford your education **21.2%**
- During the current school year, how often have you (response of rarely/never):
 - Used academic advising/planning services **37.7%**
 - Used career counseling services **53.9%**

Source: 2013 CCSSE data



Strategies to Promote Learning that Matters

Strategies to Promote Learning that Matters

The Center describes four key strategies to promote strengthened classroom experiences:

- Strengthen classroom engagement
- Integrate student support into learning experiences
- Focus institutional policies on creating the conditions for learning
- Expand professional development focused on engaging students

Strengthen Classroom Engagement

- Raise expectations
- Promote active, engaged learning
- Emphasize deep learning
- Build and encourage relationships
- Ensure that students know where they stand

Raise Expectations

Instructors should set high standards and communicate them clearly, deliberately, and consistently.



Raise Expectations

Students work hard to meet instructors' expectations:

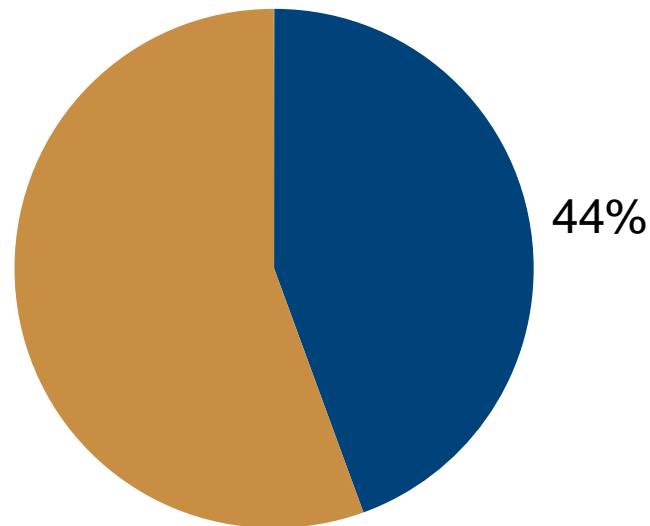
- 50.6% of students *often* or *very often* work harder than they thought they could to meet an instructor's standards or expectations

Source: 2013 CCSSE data

Raise Expectations

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

Time Spent Preparing for Class



Percentage of full-time students who report spending *five or fewer hours per week* preparing for class

Source: 2013 CCSSE data

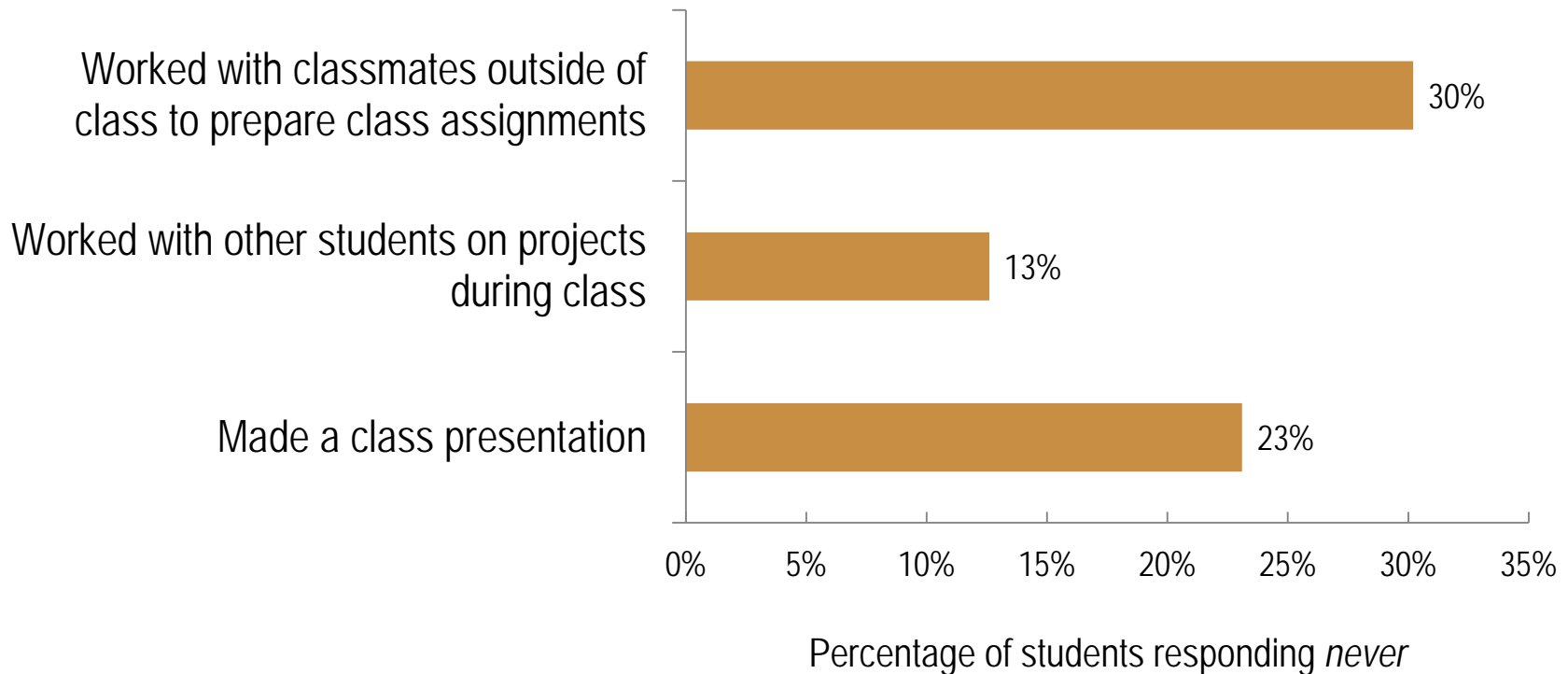
Promote Active, Engaged Learning

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.



Promote Active, Engaged Learning

In your experiences at this college during the current school year, about how often have you done each of the using activities?



Source: 2013 CCSSE data

Emphasize Deep Learning

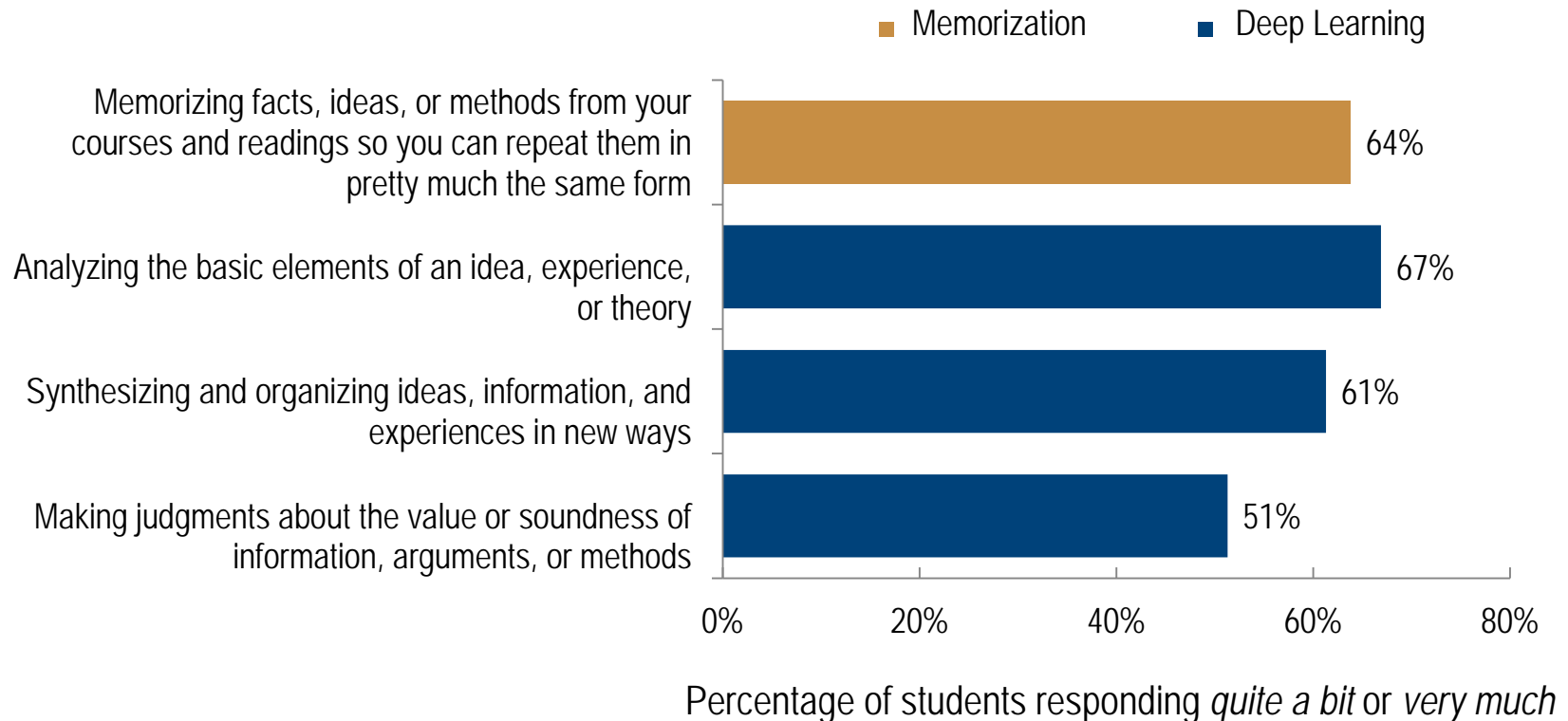
Deep learning:

- Refers to broadly applicable thinking, reasoning, and judgment skills — learning associated with higher-order cognitive tasks
- Is typically contrasted with rote memorization.

Emphasize Deep Learning

Memorization vs. Deep Learning

During the current school year, how much of your coursework at this college emphasized (does the coursework in your selected course section emphasize) the using mental activities?



Source: 2013 CCSSE data

Build and Encourage Relationships

Personal connections are a critical factor in student success



Build and Encourage Relationships

- Over half of students respond that the college emphasizes interaction among students *quite a bit* or *very much*....
- BUT, 72% *never* work with an instructor on activities other than coursework

Ensure that Students Know Where They Stand

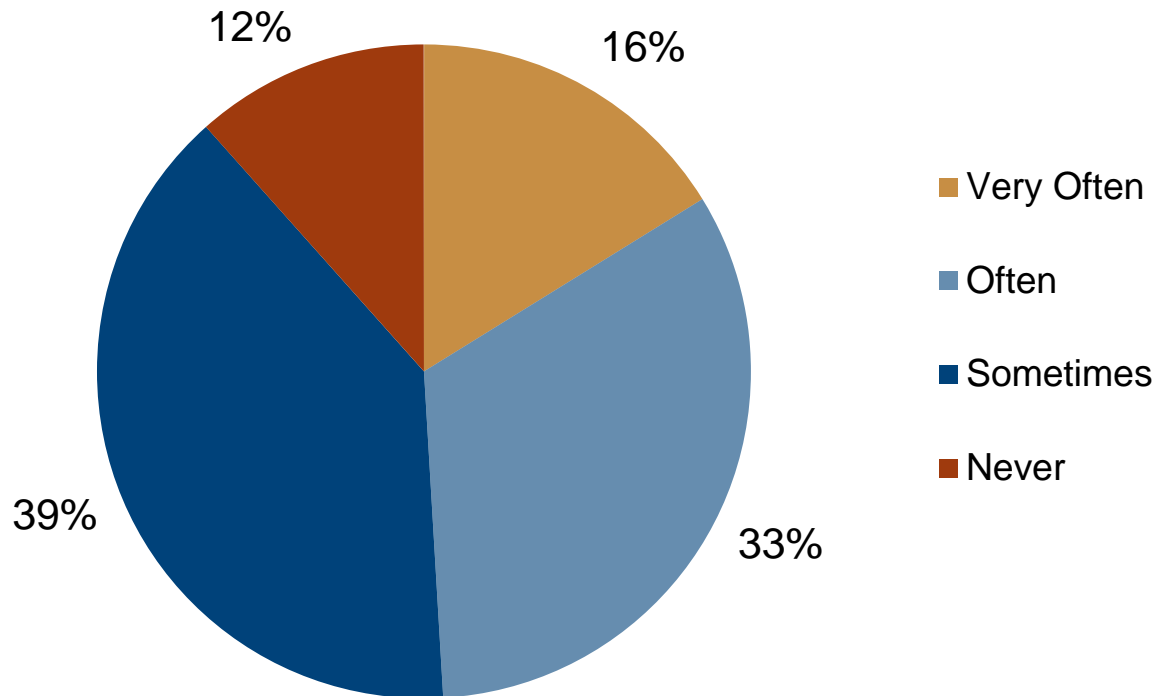
Feedback on academic performance greatly affects student retention



Ensure that Students Know Where They Stand

Student Perceptions of Feedback

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



Source: 2013 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

Student Use and Value of Student Services

How important are the services?

	<i>Very</i>	<i>Not at all</i>
Academic advising/planning	68%	7.4%
Career counseling	56.3%	17%
Peer or other tutoring	46.7%	24.1%
Skill labs (writing, math, etc.)	57.4%	15.7%

How often do you use the services?

	<i>Rarely/Never</i>
Academic advising/planning	37.7%
Career counseling	53.9%
Peer or other tutoring	44.5%
Skill labs (writing, math, etc.)	36.6%

Source: 2013 CCSSE data

Focus Institutional Policies on Creating the Conditions for Learning

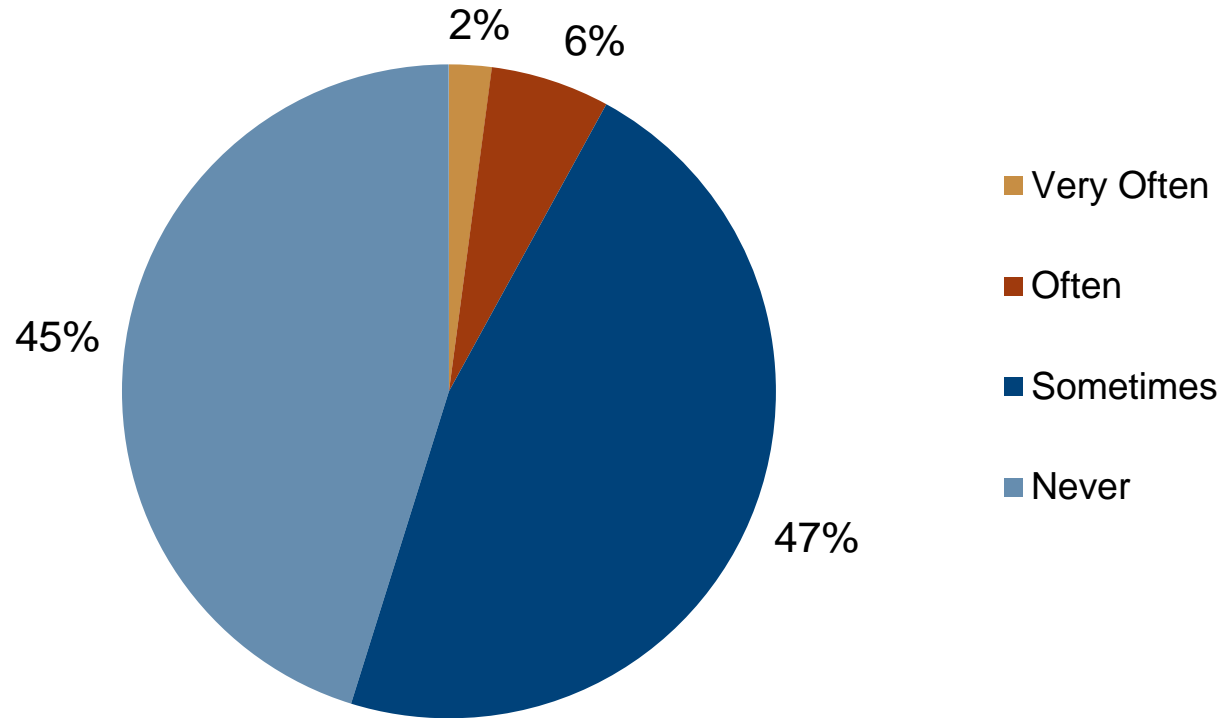
Institutional policies focused on student success are most effective when colleges mandate student participation in activities that are shown to increase persistence and improve student outcomes



Focus Institutional Policies on Creating the Conditions for Learning

Class Attendance

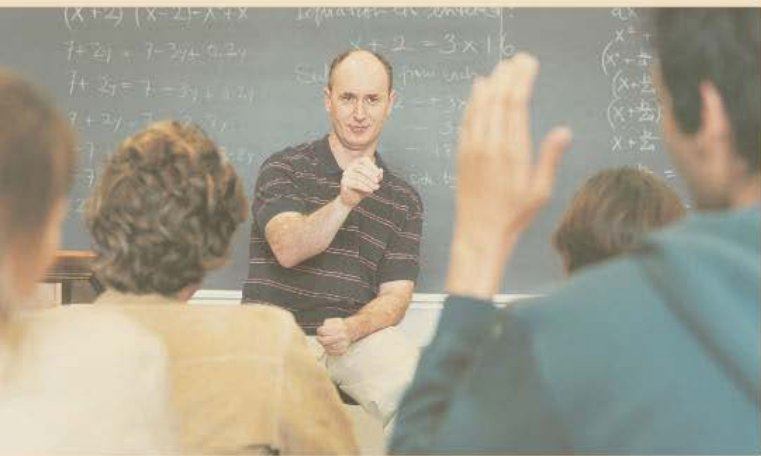
During the current school year, how often have you skipped class?



Source: 2013 CCSSE data

Expand Professional Development Focused on Engaging Students

- Instructors – both part-time and full-time – must be given the opportunities to learn about effective teaching strategies.
- *CCSSE* can help launch dialogue on effective strategies to promote learning, persistence, and college completion for larger numbers of students.



Closing Remarks and Questions

Questions?
