CCSSE 2016 Findings for Tarrant County College District

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What is Student Engagement as Defined by CCSSE?

…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

Note: This is one of many measures (e.g., retention or graduation). The hope is that higher engagement translates into higher success.
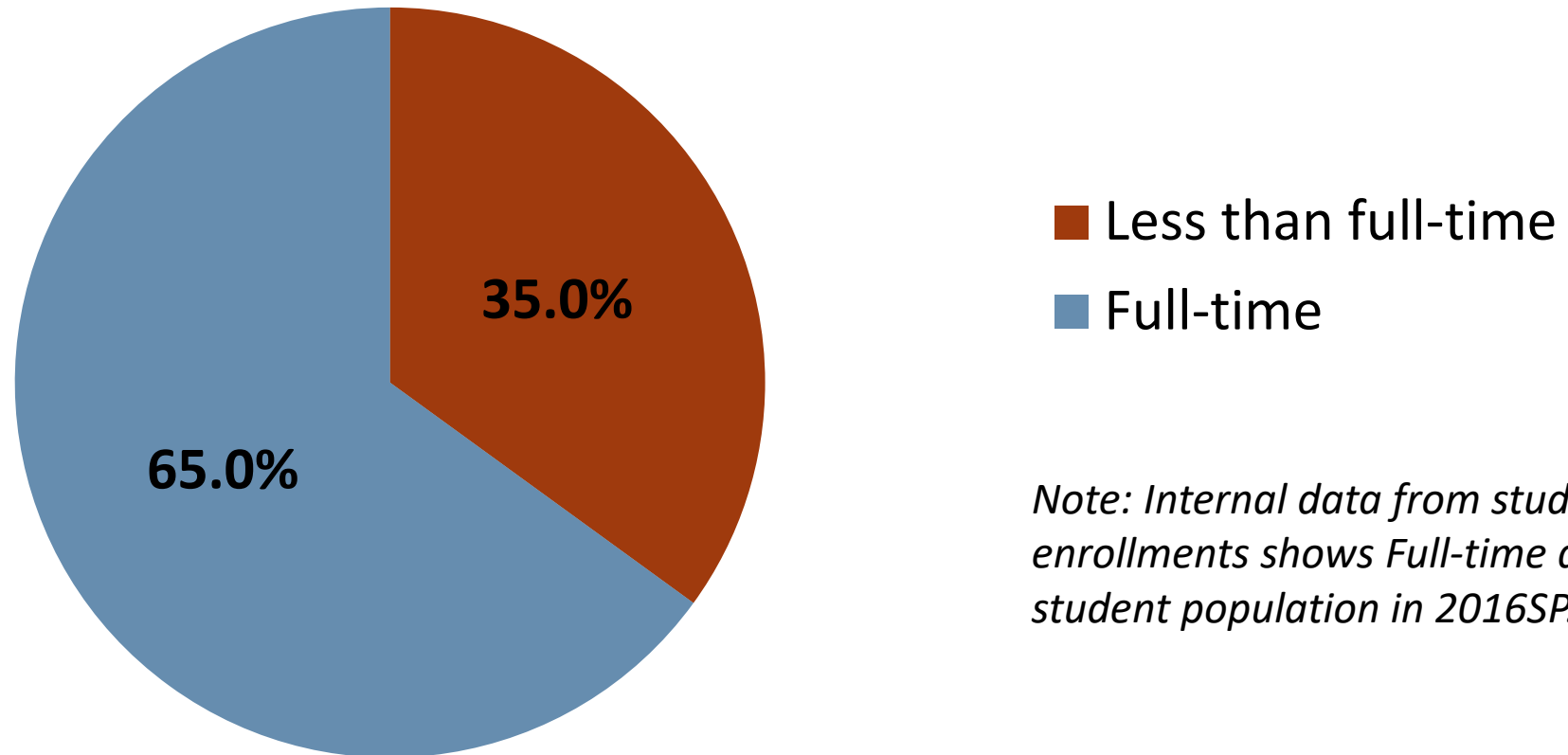
Who took CCSSE at TCCD?

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

- *n = 1,620*
  - *Sample was from 100 course sections from all physical campuses, none online*

Student Respondent Profile: Enrollment Status

Less than full-time
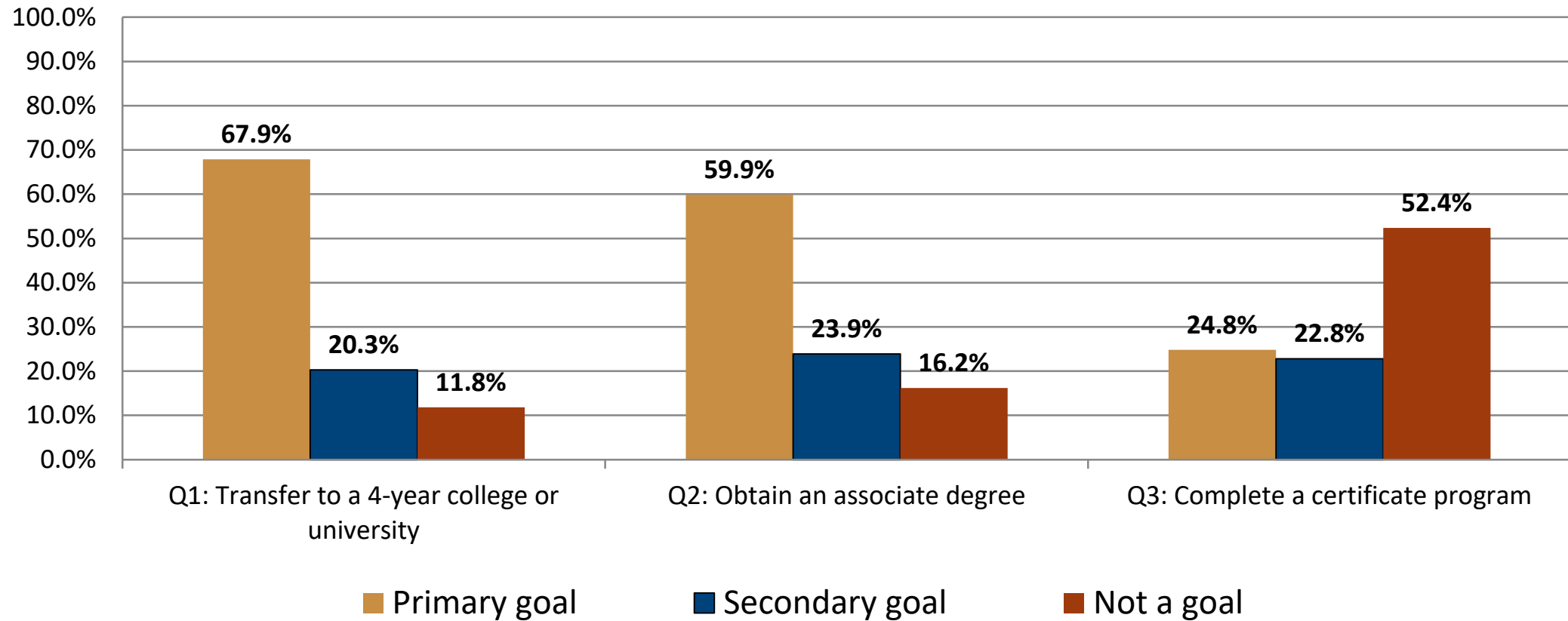**Full-time**

35.0%

65.0%

Note: Internal data from student enrollments shows Full-time at 26.3% of student population in 2016SP. N = 48,922

n = 1,620

Source: 2016 CCSSE data; TCCD ST Student Enrollments

What are some goals of our students?

Student Goals

Chart showing student goals percentages:

Q1: Transfer to a 4-year college or university
- Primary goal: 67.9%
- Secondary goal: 20.3%
- Not a goal: 11.8%

Q2: Obtain an associate degree
- Primary goal: 59.9%
- Secondary goal: 23.9%
- Not a goal: 16.2%

Q3: Complete a certificate program
- Primary goal: 24.8%
- Secondary goal: 22.8%
- Not a goal: 52.4%

Legend: ■ Primary goal ■ Secondary goal ■ Not a goal

Source: 2016 CCSSE data

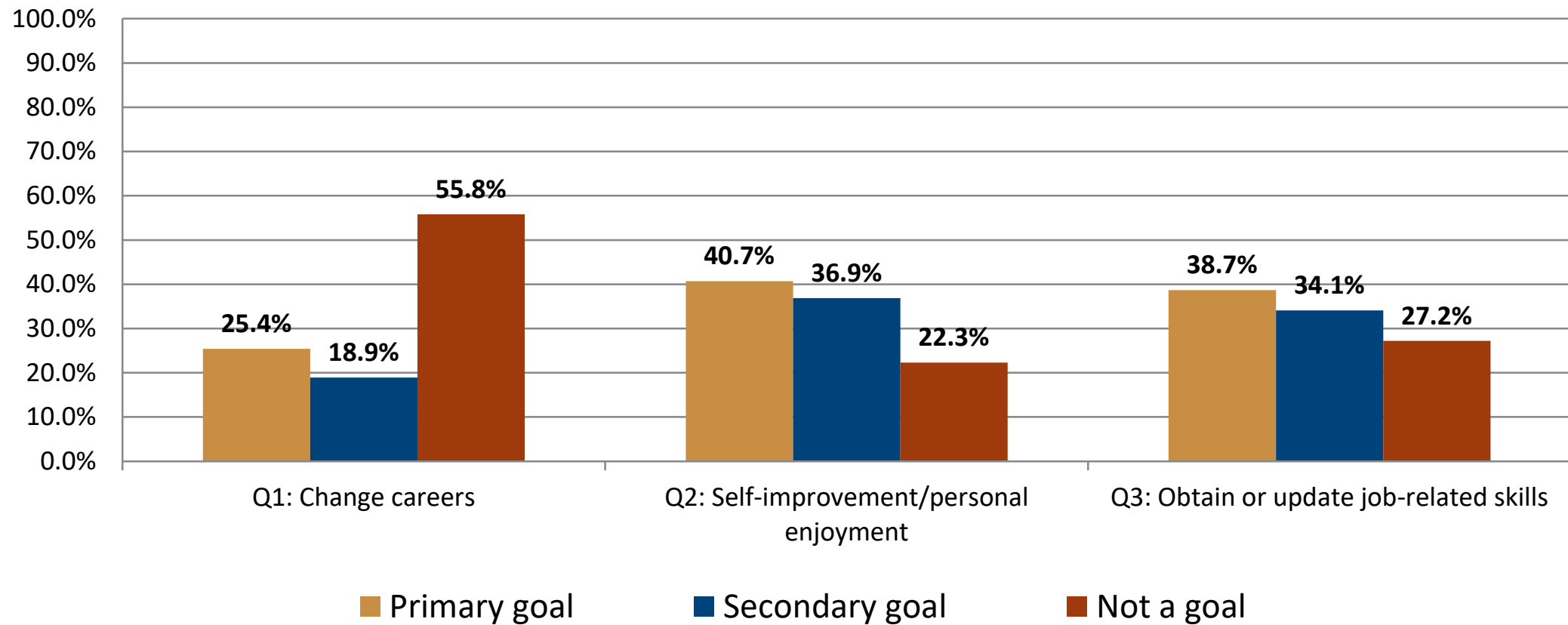Percentages are weighted to compensate for differences in full-time and part-time sample vs population.

Student Goals
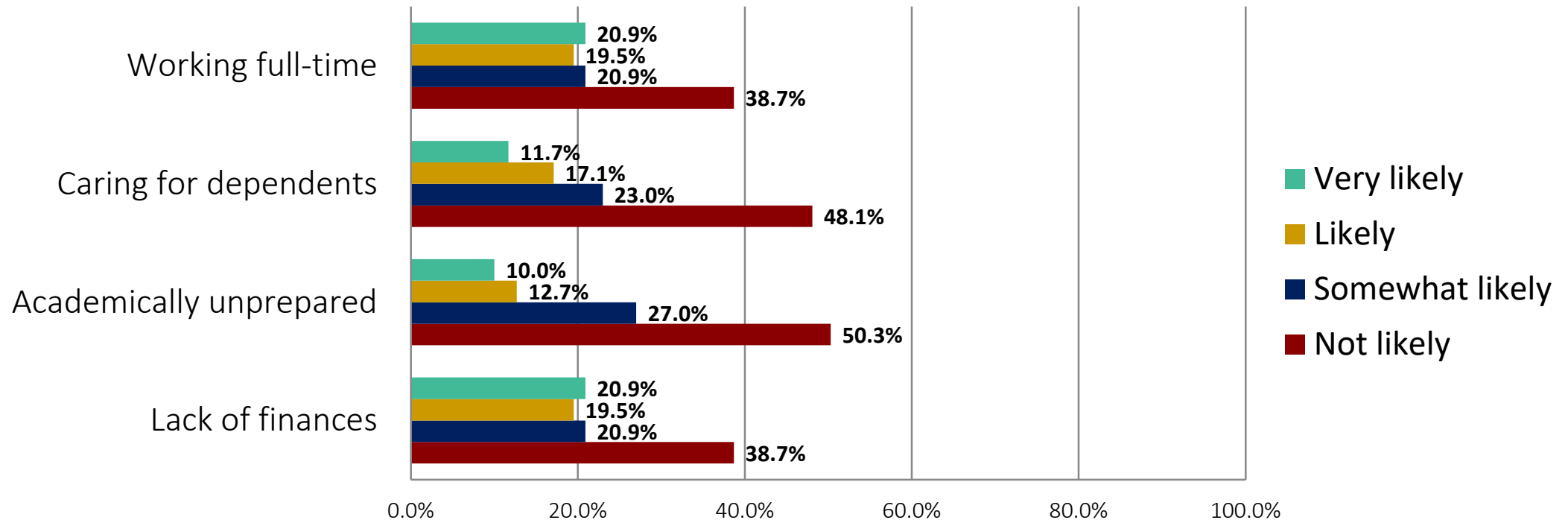

Source: 2016 CCSSE data

Percentages are weighted to compensate for differences in full-time and part-time sample vs population.

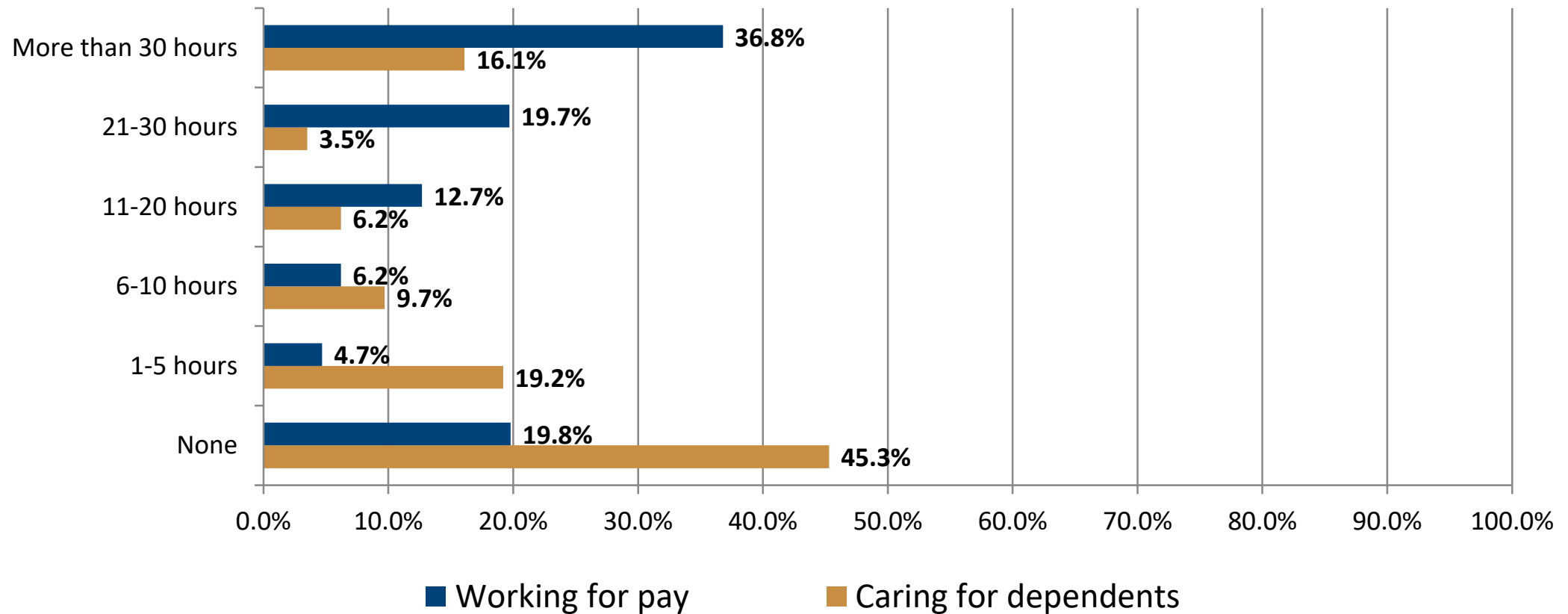# What are some barriers to our students' goals?

Student Persistence

Barriers to Returning to College

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

Working full-time
- Very likely: 20.9%
- Likely: 19.5%
- Somewhat likely: 20.9%
- Not likely: 38.7%

Caring for dependents
- Very likely: 11.7%
- Likely: 17.1%
- Somewhat likely: 23.0%
- Not likely: 48.1%

Academically unprepared
- Very likely: 10.0%
- Likely: 12.7%
- Somewhat likely: 27.0%
- Not likely: 50.3%

Lack of finances
- Very likely: 20.9%
- Likely: 19.5%
- Somewhat likely: 20.9%
- Not likely: 38.7%

Legend:
- Very likely
- Likely
- Somewhat likely
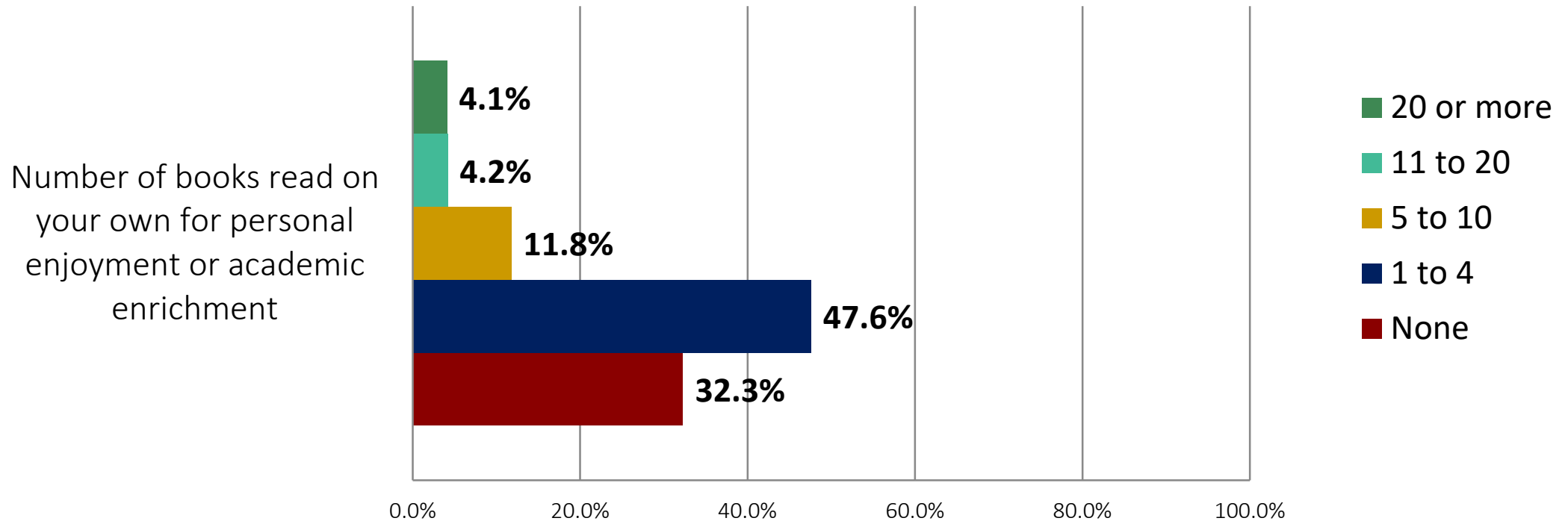- Not likely

Source: 2016 CCSSE data

External Commitments

Source: 2016 CCSSE data

Student Effort

During the current school year, about how much reading and writing have you done at this college?

Number of books read on your own for personal enjoyment or academic enrichment

- 20 or more: 4.1%
- 11 to 20: 4.2%
- 5 to 10: 11.8%
- 1 to 4: 47.6%
- None: 32.3%

Source: 2016 CCSSE data

Student Effort

About how many hours do you spend in a typical 7-day week doing each of the following?
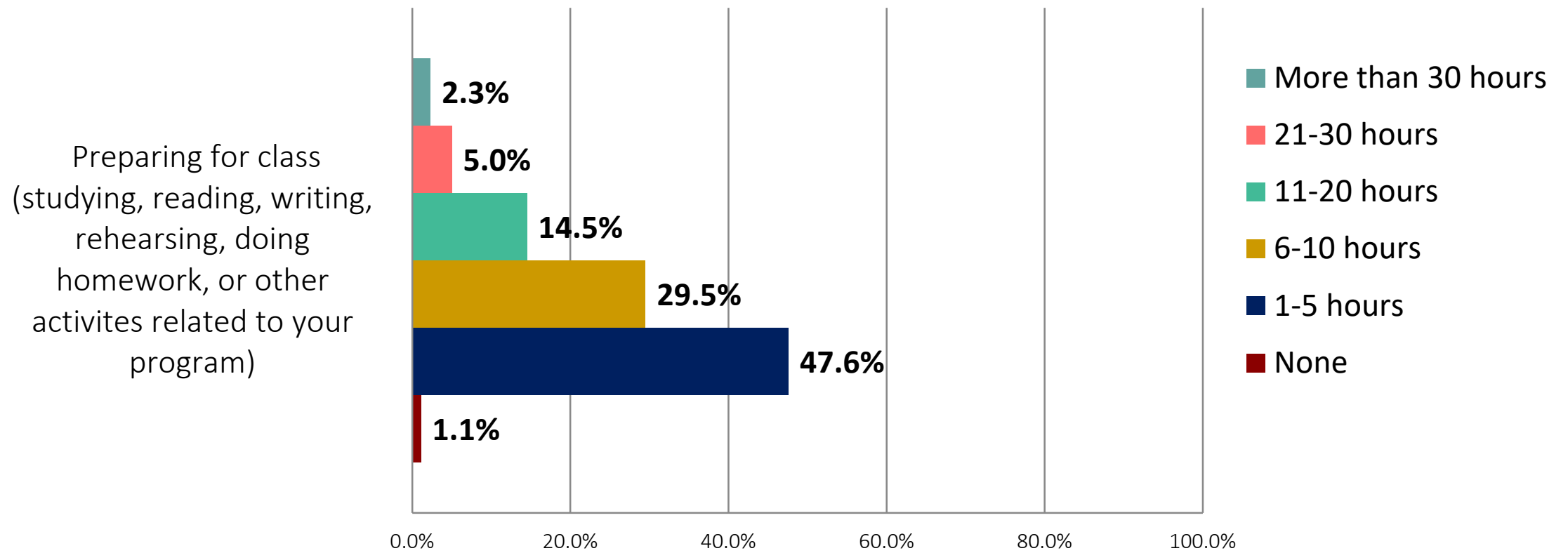
Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activites related to your program)

- More than 30 hours: 2.3%
- 21-30 hours: 5.0%
- 11-20 hours: 14.5%
- 6-10 hours: 29.5%
- 1-5 hours: 47.6%
- None: 1.1%

Source: 2016 CCSSE data

Student Effort

During the current school year, how often have you:				
Question:	**Never**	**Sometimes**	**Often**	**Very often**
Come to class without completing readings or assignments	34.0%	52.6%	9.5%	3.9%
Question:	**Don't know/NA**	**Rarely/Never**	**Sometimes**	**Often**
Used peer or other tutoring services	23.2%	44.2%	22.4%	10.2%
Used skill labs	14.3%	32.8%	31.7%	21.2%

Source: 2016 CCSSE data

How does our college provide support?

Support for Learners

How much does this college emphasize:				
Question	**Very little**	**Some**	**Very much**	**Quite a bit**
Providing the support you need to help you succeed at this college	3.6%	16.4%	39.2%	40.8%
Helping you cope with your nonacademic responsibilities (work, family, etc.)	33.6%	35.6%	19.5%	11.3%
Providing the support you need to thrive socially	23.0%	38.6%	24.9%	13.6%
Providing the financial support you need to afford your education	20.4%	24.2%	27.4%	28.0%

Source: 2016 CCSSE data

Support for Learners

During the current school year, how often have you:				
Question	Don't know	Never	Sometimes	Often
Used academic advising/planning services	3.9%	34.1%	47.6%	14.3%
Used career counseling services	19.3%	50.7%	23.5%	6.4%

Source: 2016 CCSSE data

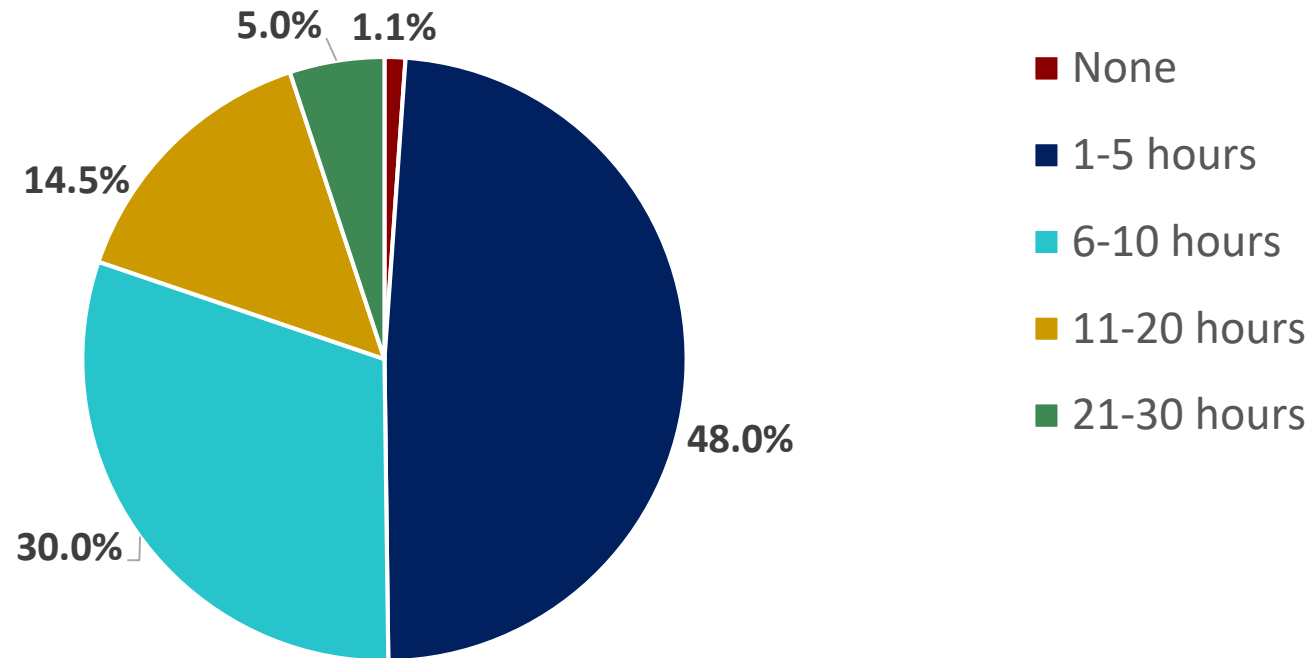# In addition to support systems, what are some additional strategies?

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
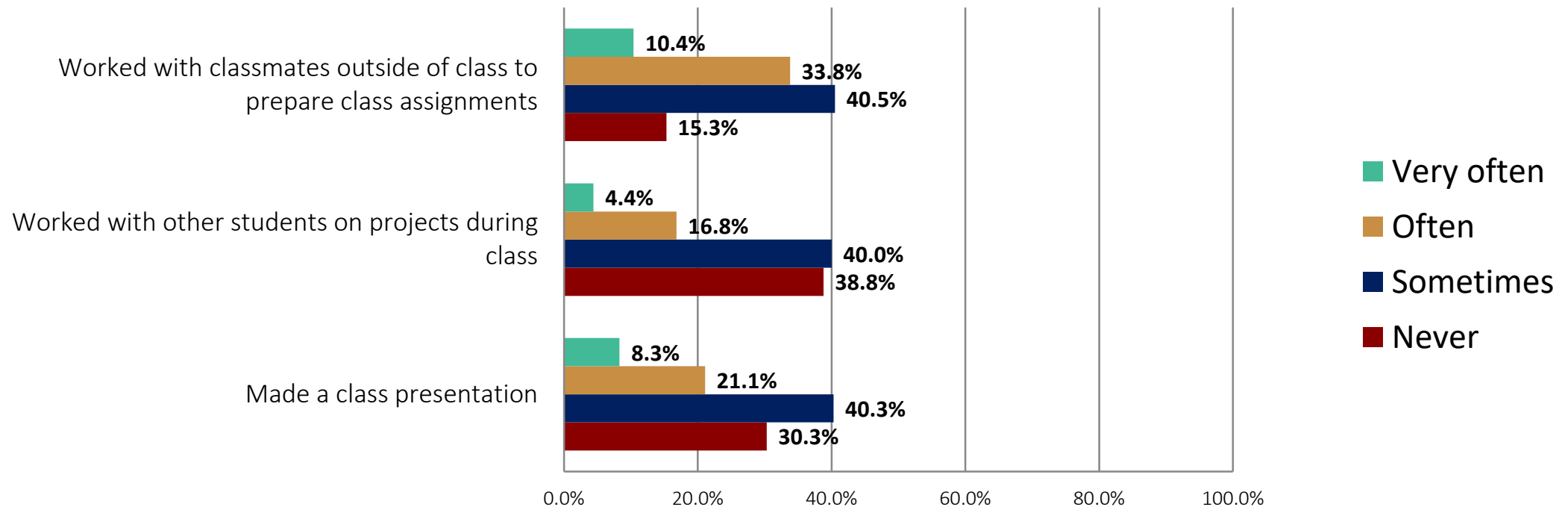
Raise Expectations

Time Spent Preparing for Class

Legend:
- None
- 1-5 hours
- 6-10 hours
- 11-20 hours
- 21-30 hours

Pie chart values: 5.0%, 1.1%, 14.5%, 48.0%, 30.0%

Source: 2016 CCSSE data

Promote Active, Engaged Learning

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

Legend:
- Very often
- Often
- Sometimes
- Never

Worked with classmates outside of class to prepare class assignments:
- 10.4%
- 33.8%
- 40.5%
- 15.3%

Worked with other students on projects during class:
- 4.4%
- 16.8%
- 40.0%
- 38.8%

Made a class presentation:
- 8.3%
- 21.1%
- 40.3%
- 30.3%

Source: 2016 CCSSE data
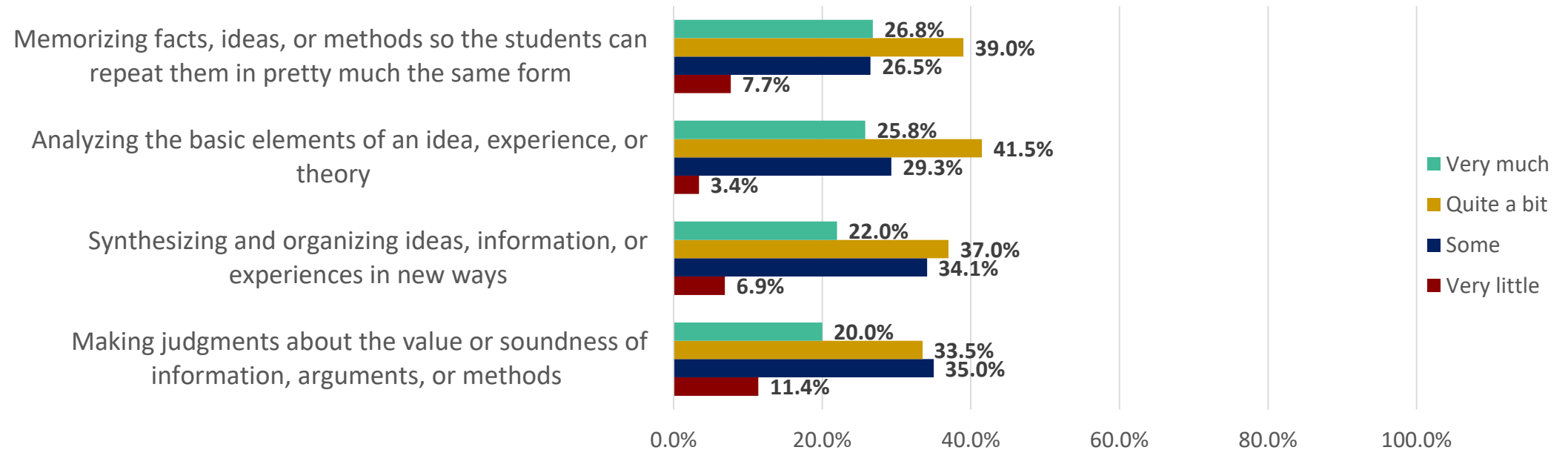
Emphasize Deep Learning

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) using mental activities?

Memorizing facts, ideas, or methods so the students can repeat them in pretty much the same form
- 26.8%
- 39.0%
- 26.5%
- 7.7%

Analyzing the basic elements of an idea, experience, or theory
- 25.8%
- 41.5%
- 29.3%
- 3.4%

Synthesizing and organizing ideas, information, or experiences in new ways
- 22.0%
- 37.0%
- 34.1%
- 6.9%

Making judgments about the value or soundness of information, arguments, or methods
- 20.0%
- 33.5%
- 35.0%
- 11.4%

Legend:
- Very much
- Quite a bit
- Some
- Very little

X-axis: 0.0% 20.0% 40.0% 60.0% 80.0% 100.0%

Source: 2016 CCSSE data

Build and Encourage Relationships

- Students' responses that the college emphasizes interaction among students

Very Little	Some	Quite a bit	Very much
12.0%	28.0%	32.6%	27.3%

- Work with an instructor on activities other than coursework

Never	Sometimes	Often	Very often
73.9%	19.3%	4.9%	1.9%

Source: 2016 CCSSE data

Integrate Student Support into Learning Experiences

Value of Student Services
How important are the services?

	N.A.	Not at all	Somewhat	Very
Academic advising/planning	11.6%	7.8%	44.4%	36.2%
Career counseling	42.4%	10.5%	27.9%	19.2%
Peer or other tutoring	44.3%	7.5%	24.0%	24.2%
Skill labs (writing, math, etc.)	30.9%	4.8%	27.6%	36.7%
Child care	82.3%	7.9%	6.2%	3.6%
Computer lab	30.0%	4.8%	26.4%	38.7%
Transfer credit assistance	57.%	6.8%	20.5%	15.8%
Services to students with disabilities	77.7%	5.6%	8.2%	8.5%

Student Use
How often do you use the services?

	Don't know/NA	Rarely/Never	Sometimes	Often
Academic advising/planning	3.9%	34.1%	47.6%	14.3%
Career counseling	19.3%	50.7%	23.5%	6.4%
Peer or other tutoring	23.2%	44.2%	22.4%	10.2%
Skill labs (writing, math, etc.)	14.3%	32.8%	31.7%	21.2%
Child care	58.3%	38.5%	2.3%	1.0%
Computer lab	16.8%	30.3%	31.4%	21.5%
Transfer credit assistance	34.5%	42.7%	15.6%	7.1%
Services to students with disabilities	55.6%	37.0%	3.2%	4.2%

Source: 2016 CCSSE data

Focus Institutional Policies on Creating the Conditions for Learning

Class Attendance

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

- Very often
- Often
- Sometimes
- Never

1.2%
4.3%
52.3%
42.2%
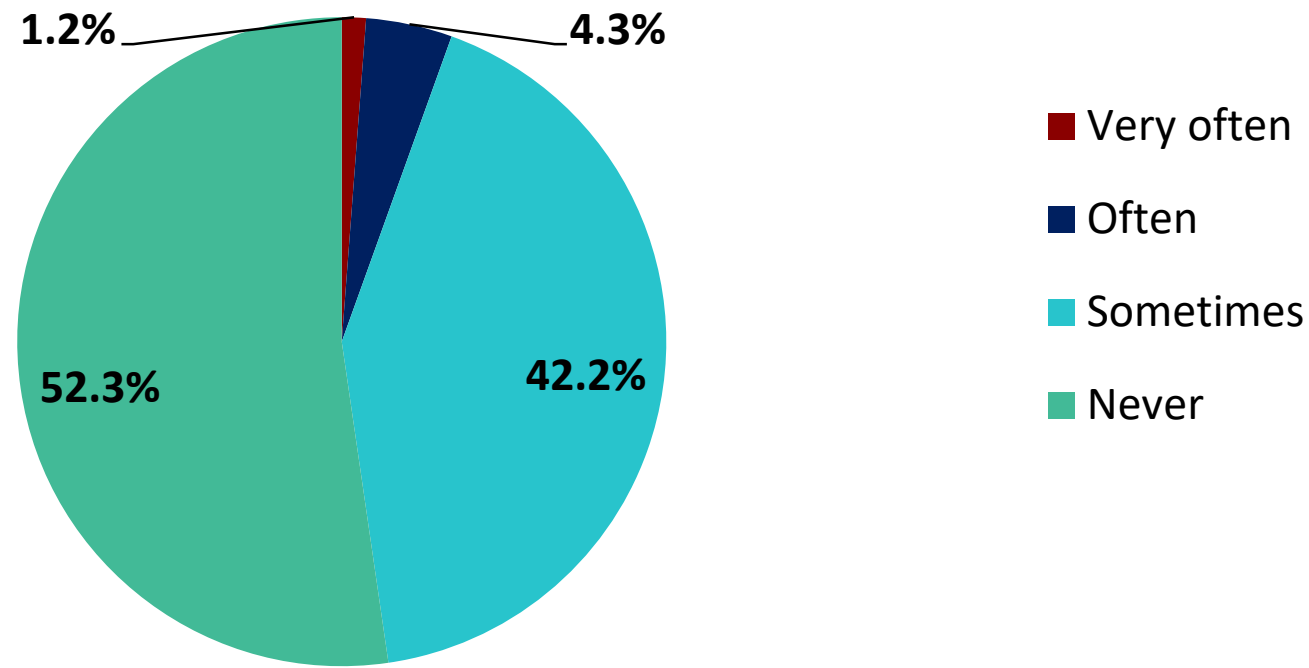
Source: 2016 CCSSE data

Do students and faculty share the same perspective?

Integrate Student Support into Learning Experiences

Faculty Perspective   **Student Perspective**

Faculty Response	Don't know	Never	Sometimes	Often	Very often	Student Response	Never	Sometimes	Often	Very often
Students ask questions	-	0.6%	17.9%	35.3%	46.2%	Students ask questions	5.6%	38.7%	34.0%	21.7%
Work with other students on projects during class	1.2%	18.2%	34.3%	24.4%	21.8%	Work with other students on projects during class	15.3%	40.5%	33.8%	10.4%
Use the Internet or instant messaging to work on an assignment	9.8%	5.0%	26.0%	24.1%	35.2%	Use the Internet or instant messaging to work on an assignment	5.0%	20.8%	28.3%	46.0%
Use e-mail to communicate with you	0.2%	-	17.7%	37.7%	44.4%	Use e-mail to communicate with you	8.0%	29.6%	32.0%	30.5%
Provide prompt feedback (written or oral) from you about their performance	-	0.3%	11.1%	39.5%	49.1%	Receive prompt feedback (written or oral) from you about their performance	13.0%	37.7%	32.4%	16.9%

Faculty: n = 277
Student: n = 1,620

Source: 2016 CCSSE data; 2016 CCFSSE data

Integrate Student Support into Learning Experiences

Faculty Perspective

Faculty Response	Not important	Somewhat important	Very important
Importance of student orientation	5.0%	35.0%	59.9%
Participate in organized learning communities	15.7%	50.5%	33.7%

Student Perspective

Student Response	I have not done, nor plan to do	I plan to do	I have done
Importance of Student orientation	43.7%	9.2%	47.1%
Participate in organized learning communities	65.2%	23.3%	11.6%

Faculty: n = 277

Student: n = 1,620

Office of Institutional Intelligence & Research

Raise Expectations

Question:

- Do you think you (the student) worked harder than you thought you could to meet an instructor's standards or expectations:

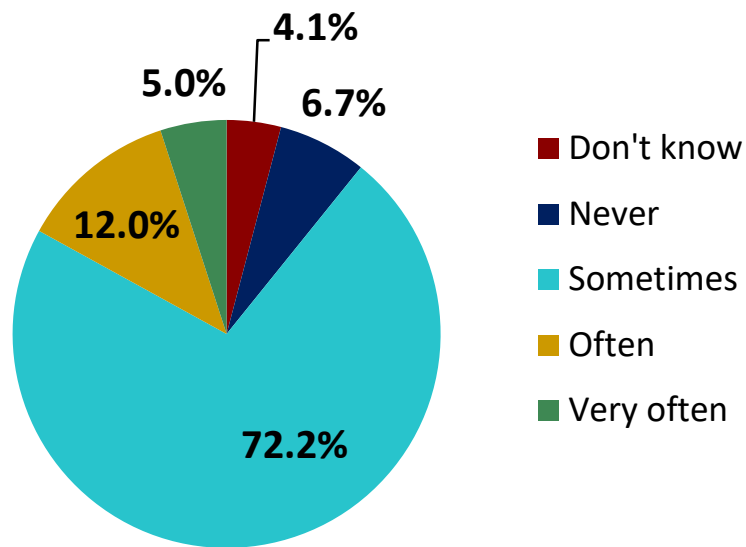| Faculty Response	Don't know	Never	Sometimes	Often	Very often
	6.8%	1.4%	31.0%	41.5%	19.4%

Student Response	Never	Sometimes	Often	Very often
	10.8%	36.4%	37.2%	15.6%

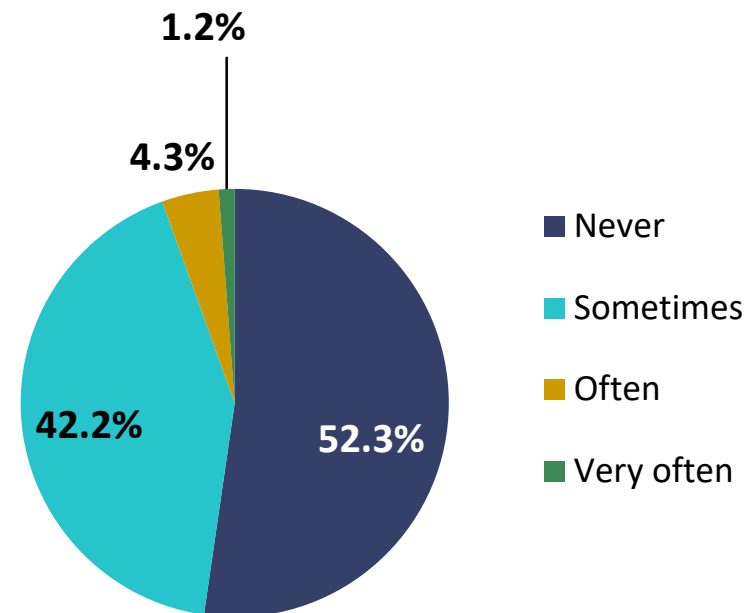*Source: 2016 CCSSE data; 2016 CCFSSE data*

Focus Institutional Policies on Creating the Conditions for Learning

Class Attendance

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

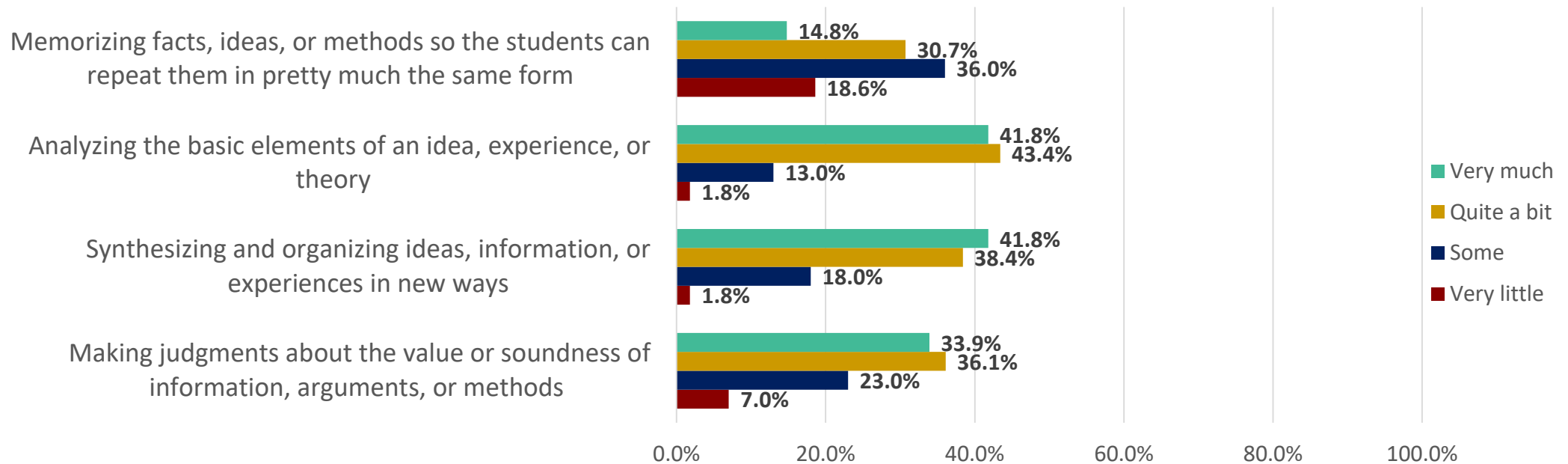### Faculty Response

- Don't know — 4.1%
- Never — 6.7%
- Sometimes — 72.2%
- Often — 12.0%
- Very often — 5.0%

Student Response

- Never — 52.3%
- Sometimes — 42.2%
- Often — 4.3%
- Very often — 1.2%

Source: 2016 CCSSE data; 2016 CCFSSE data

Faculty Reported Deep Learning

Memorization vs. Deep Learning

During the current school year, how much does the coursework in your selected course section emphasize using mental activities?

Memorizing facts, ideas, or methods so the students can repeat them in pretty much the same form
- 14.8%
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Analyzing the basic elements of an idea, experience, or theory
- 41.8%
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Synthesizing and organizing ideas, information, or experiences in new ways
- 41.8%
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- 1.8%

Making judgments about the value or soundness of information, arguments, or methods
- 33.9%
- 36.1%
- 23.0%
- 7.0%

Legend:
- Very much
- Quite a bit
- Some
- Very little

X-axis: 0.0%, 20.0%, 40.0%, 60.0%, 80.0%, 100.0%

Source: 2016 CCSSE data; 2016 CCFSSE data

Closing Remarks and Questions

Closing Remarks

Questions/Comments