Community College Survey of Student Engagement

ASA College

2014 Key Findings
About CCSSE

Developed by national experts in the field of community and technical college research and practice, the Community College Survey of Student Engagement (CCSSE) is designed to provide a clear picture of institutional practices and student behaviors that are highly correlated with student learning and retention. CCSSE is a well-established, research-based tool with multiple uses:

- **Analyzing** — Through the CCSSE online reporting system, member colleges have the capability of generating frequency and means reports using either weighted or unweighted data.

- **Benchmarking** — The CCSSE Benchmarks of Effective Practice denote areas that educational research has shown to be important to students' college experience and educational outcomes. Every CCSSE member college receives a standardized score for each Benchmark. Each individual Benchmark score is computed by averaging the scores on survey items that compose that Benchmark. The standardized scores make it possible for colleges to compare their own performance across benchmarks and to compare their own performance with groups of similar colleges.

- **Diagnosing** — The CCSSE online reporting system makes it very easy for colleges to target improvement efforts by disaggregating results to explore differences among student groups (e.g., male & female, developmental & non-developmental, full-time & less than full-time, etc.).

- **Monitoring** — With multiple administrations of CCSSE, colleges can document and measure institutional effectiveness over time to examine the impact of interventions aimed at improving students' collegiate experiences.

- **Responding** — Institutions may choose to use CCSSE data to demonstrate accountability to the college community, as well as to accrediting agencies' calls for institutional self-study and quality improvement strategies.

CCSSE was piloted in 2001 by the Center for Community College Student Engagement and since has been administered annually. An initiative of the Program in Higher Education Leadership in the College of Education at The University of Texas at Austin, the Center is an umbrella organization for quantitative and qualitative research, as well as for service to community colleges across the United States and internationally.

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For more information about CCSSE or the Center, please visit www.ccsse.org or contact us at info@ccsse.org or 512-471-6807.
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2014 Key Findings

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Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2014 Community College Survey of Student Engagement (CCSSE). The report provides college-specific data in an easy-to-share format including benchmark comparisons between the college, top-performing colleges, and the CCSSE cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five of the CCSSE special-focus items on promising educational practices. Select faculty survey data are also highlighted.

Promising Practices for Student Success

In each annual administration, CCSSE has included special-focus items to allow participating colleges and national researchers to delve more deeply into areas of student experience and institutional performance of great interest to the field. The 2014 special-focus items are part of an ongoing national research project focused on community college students’ participation in a defined collection of promising practices for which there is emerging evidence of effectiveness in strengthening student learning, persistence, and attainment. This work will link data from the CCSSE special-focus items; related items on the faculty survey (CCFSSE), which explore the extent of faculty members’ use of the identified promising practices in their teaching; and institutional data collected from the Community College Institutional Survey (CCIS) that address questions about how these promising practices are implemented across varied institutions.

This data collection will provide empirical confirmation of promising educational practices in community colleges, quantification of the extent to which those practices are part of the current experience of our students, and information about whether participation in these types of practices varies across subgroups of students. Ongoing data analysis will provide new evidence of how student participation in these practices is related to overall student engagement, academic progress, and college completion.

Benchmark Overview by Enrollment Status

Figure 1 below represents your institution’s CCSSE benchmark scores by students’ enrollment status.
Benchmarks of Effective Educational Practice

The CCSSE benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students’ college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy “Responsible Uses of CCSSE and SENSE Data,” available at www.cccse.org.

CCSSE uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2014 CCSSE Cohort (2012-2014) throughout all reports.

**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.cccse.org.
Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding CCSSE data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored highest and the five items on which the college scored lowest relative to the 2014 CCSSE Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2014 CCSSE Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college’s goals; thus, it is important to review all institutional reports on the CCSSE online reporting system at www.ccsse.org.

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2014 CCSSE Cohort. For instance, 50.0% of ASA College students, compared with 28.7% of other students in the cohort, responded quite a bit or very much on item 9d. It is important to note that some colleges’ highest scores might be lower than the cohort mean.

![Figure 3](image-url)

**Table 1**

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Item Number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support For Learners</td>
<td>9d</td>
<td>Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
</tr>
<tr>
<td>Support For Learners</td>
<td>9e</td>
<td>Providing the support you need to thrive socially</td>
</tr>
<tr>
<td>Support For Learners</td>
<td>13b1</td>
<td>Frequency: Career counseling</td>
</tr>
<tr>
<td>Student Effort</td>
<td>13d1</td>
<td>Frequency: Peer or other tutoring</td>
</tr>
<tr>
<td>Student Effort</td>
<td>13h1</td>
<td>Frequency: Computer lab</td>
</tr>
</tbody>
</table>

Notes:
For Item(s) 9, quite a bit and very much responses are combined.
For Item(s) 13, sometimes and often responses are combined.
Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2014 CCSSE Cohort. For instance, 46.7% of ASA College students, compared with 49.8% of other students in the cohort, responded often or very often on item 4f. It is important to note that some colleges’ lowest scores might be higher than the cohort mean.

![Figure 4](image)

Table 2

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Item Number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>4f</td>
<td>Worked with other students on projects during class</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>4k</td>
<td>Used email to communicate with an instructor</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>4o</td>
<td>Received prompt feedback (written or oral) from instructors on your performance</td>
</tr>
<tr>
<td>Active and Collaborative Learning</td>
<td>4r</td>
<td>Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>7</td>
<td>Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college</td>
</tr>
</tbody>
</table>

Notes:

For Item(s) 4 (except 4e), often and very often responses are combined.

For Item 7, 5, 6, and 7 responses on the 1 - 7 challenge scale are combined.
2014 CCSSE Special-Focus Items

The Center adds special-focus items to CCSSE each year to augment the core survey, helping participating colleges and the field at large to further explore fundamental areas of student engagement. The 2014 special-focus items continue to elicit new information about students’ experiences associated with promising educational practices such as early registration, orientation, freshman seminars, organized learning communities, and student success courses. Frequency results from the first five promising practices items for your college and the CCSSE promising practices respondents are displayed across pages 6 and 7.

Figure 5: During the current term at this college, I completed registration before the first class session(s).

### Figure 5

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes; I was registered for ALL of my courses before the first class session(s)</td>
<td>87.5%</td>
</tr>
<tr>
<td>Mostly; I was registered for MOST of my courses before the first class session(s)</td>
<td>89.2%</td>
</tr>
<tr>
<td>Partially; I was registered for SOME of my courses before the first class session(s)</td>
<td>6.0%</td>
</tr>
<tr>
<td>Not; I was NOT registered for ANY of my courses before the first class session(s)</td>
<td>6.4%</td>
</tr>
</tbody>
</table>

- **ASA College (N=511)**
- **2012-2014 Promising Practices Respondents (N=395,950)**

Figure 6: The ONE response that best describes my experience with orientation when I first came to this college is:

### Figure 6

<table>
<thead>
<tr>
<th>Experience Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I took part in an online orientation prior to the beginning of classes</td>
<td>6.8%</td>
</tr>
<tr>
<td>I attended an on-campus orientation prior to the beginning of classes</td>
<td>12.3%</td>
</tr>
<tr>
<td>I enrolled in an orientation course as part of my course schedule during my first term at this college</td>
<td>42.5%</td>
</tr>
<tr>
<td>I was not aware of a college orientation</td>
<td>8.2%</td>
</tr>
<tr>
<td>I was not aware of a college orientation</td>
<td>8.3%</td>
</tr>
<tr>
<td>I was not aware of a college orientation</td>
<td>6.5%</td>
</tr>
<tr>
<td>I was unable to participate in orientation due to scheduling or other issues</td>
<td>19.2%</td>
</tr>
<tr>
<td>I was unable to participate in orientation due to scheduling or other issues</td>
<td>13.3%</td>
</tr>
</tbody>
</table>

- **ASA College (N=511)**
- **2012-2014 Promising Practices Respondents (N=394,316)**
Figure 7: During my first term at this college, I participated in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience").

Figure 8: During my first term at this college, I enrolled in an organized "learning community" (two or more courses that a group of students take together).

Figure 9: During my first term at this college, I enrolled in a student success course (such as a student development, extended orientation, student life skills, or college success course).
CCFSSE

The Community College Faculty Survey of Student Engagement (CCFSSE) results displayed below reveal the proportion of full- and part-time faculty members from ASA College that are involved in teaching or facilitating organized 'learning communities' (two or more courses that a group of students take together), structured experiences for new students (sometimes called a 'freshman seminar' or 'first-year experience'), and student success courses (such as a student development, extended orientation, study skills, student life skills, or college success courses). Additionally, these results can be viewed alongside the corresponding CCSE special-focus item results featured on page 7 to reveal a more complete picture of how students and faculty are participating in the same promising practices.

Figure 10: During the current academic year at this college, have you been involved in teaching or facilitating a(n)

![Bar chart showing involvement of full-time and part-time faculty in different types of learning experiences]

Table 3

<table>
<thead>
<tr>
<th>Response</th>
<th>Organized learning community</th>
<th>Structured experience for new students</th>
<th>Student success course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did teach or facilitate</td>
<td>Full-time faculty (N) = 22</td>
<td>Part-time faculty (N) = 28</td>
<td>Full-time faculty (N) = 25</td>
</tr>
<tr>
<td>Did not teach or facilitate</td>
<td>Full-time faculty (N) = 24</td>
<td>Part-time faculty (N) = 83</td>
<td>Full-time faculty (N) = 21</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>111</td>
<td>46</td>
</tr>
</tbody>
</table>

*Updated
The Community College Faculty Survey of Student Engagement (CCFSSE) results displayed below reveal the proportion of full- and part-time faculty members from ASA College that are involved in teaching or facilitating organized learning communities (two or more courses that a group of students take together), structured experiences for new students (sometimes called a 'freshman seminar' or 'first-year experience'), and student success courses (such as a student development, extended orientation, study skills, student life skills, or college success courses). Additionally, these results can be viewed alongside the corresponding CCSE special-focus item results featured on page 7 to reveal a more complete picture of how students and faculty are participating in the same promising practices.

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<tr>
<td></td>
<td>Full-time faculty (N)</td>
<td>Part-time faculty (N)</td>
<td>Full-time faculty (N)</td>
</tr>
<tr>
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