

2011 Community College Survey of Student Engagement



Robert Stanley, Institutional Research, Daytona State College



***CCSSE* Overview**



Student Engagement

-National research indicates that the more actively engaged students are with college faculty and staff, other students, and the subject matter they study, the more likely they are to learn, stick with their studies, and attain their academic goals.

-CCSSE's survey instrument, the Community College Student Report (CCSR), is designed to capture student engagement as a measure of institutional quality.



***CCSSE*: A Tool for Improvement**

***CCSSE* helps us:**

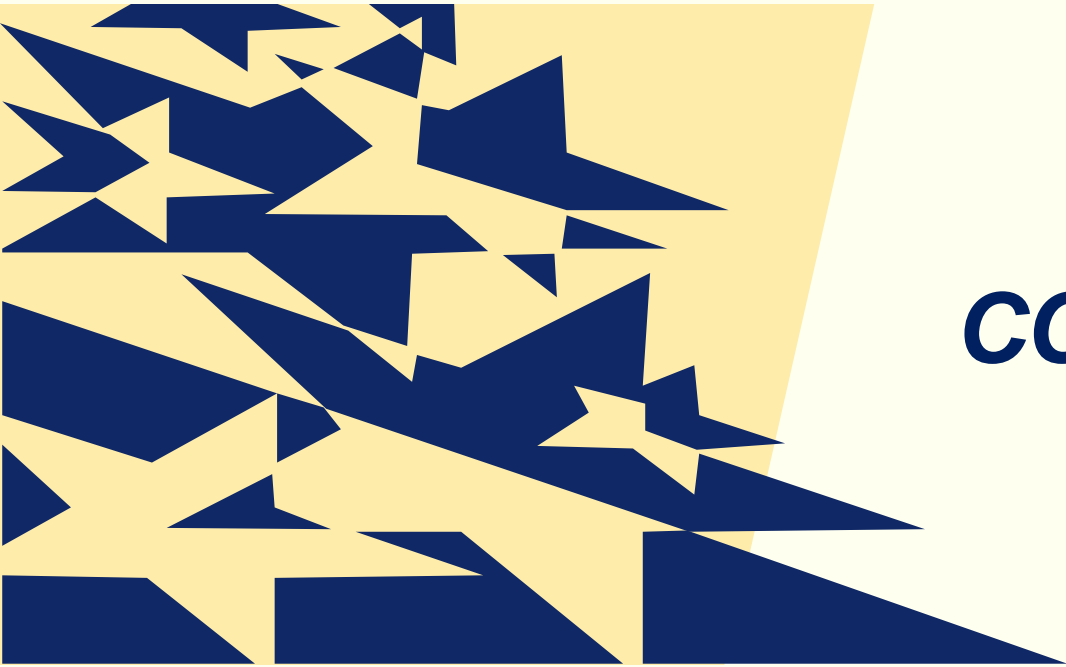
- **Provide reliable data on issues that matter**
- **Identify and learn from good educational practice**
- **Identify areas in which we can improve**



CCSSE: Our Student Respondents

- **The survey was administered to**
 - college credit courses
 - on-campus classes
 - randomly selected

- **987 students submitted usable surveys**



***CCSSE* Benchmarks**



CCSSE Benchmarks



are groups of conceptually related items that address key areas of student engagement.

The five CCSSE benchmarks are:

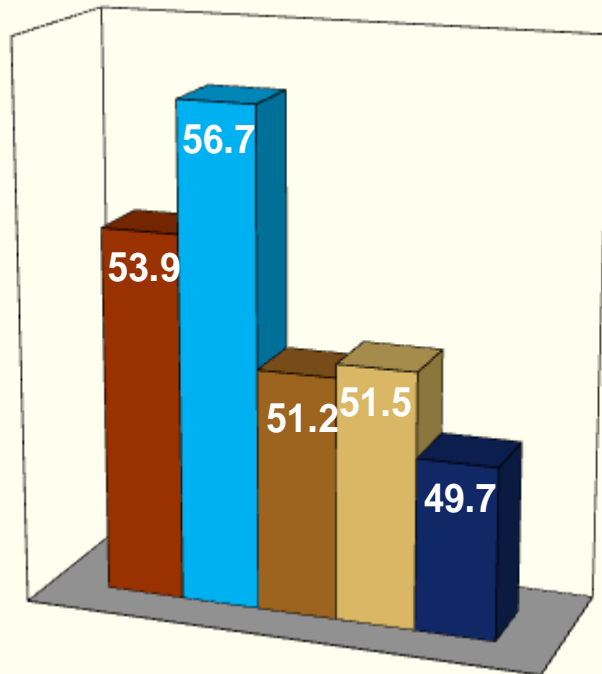
- **Active and Collaborative Learning**
- **Student Effort**
- **Academic Challenge**
- **Student-Faculty Interaction**
- **Support for Learners**



CCSSE Benchmarks for Effective Educational Practice

Daytona State College 2011

Benchmark Scores



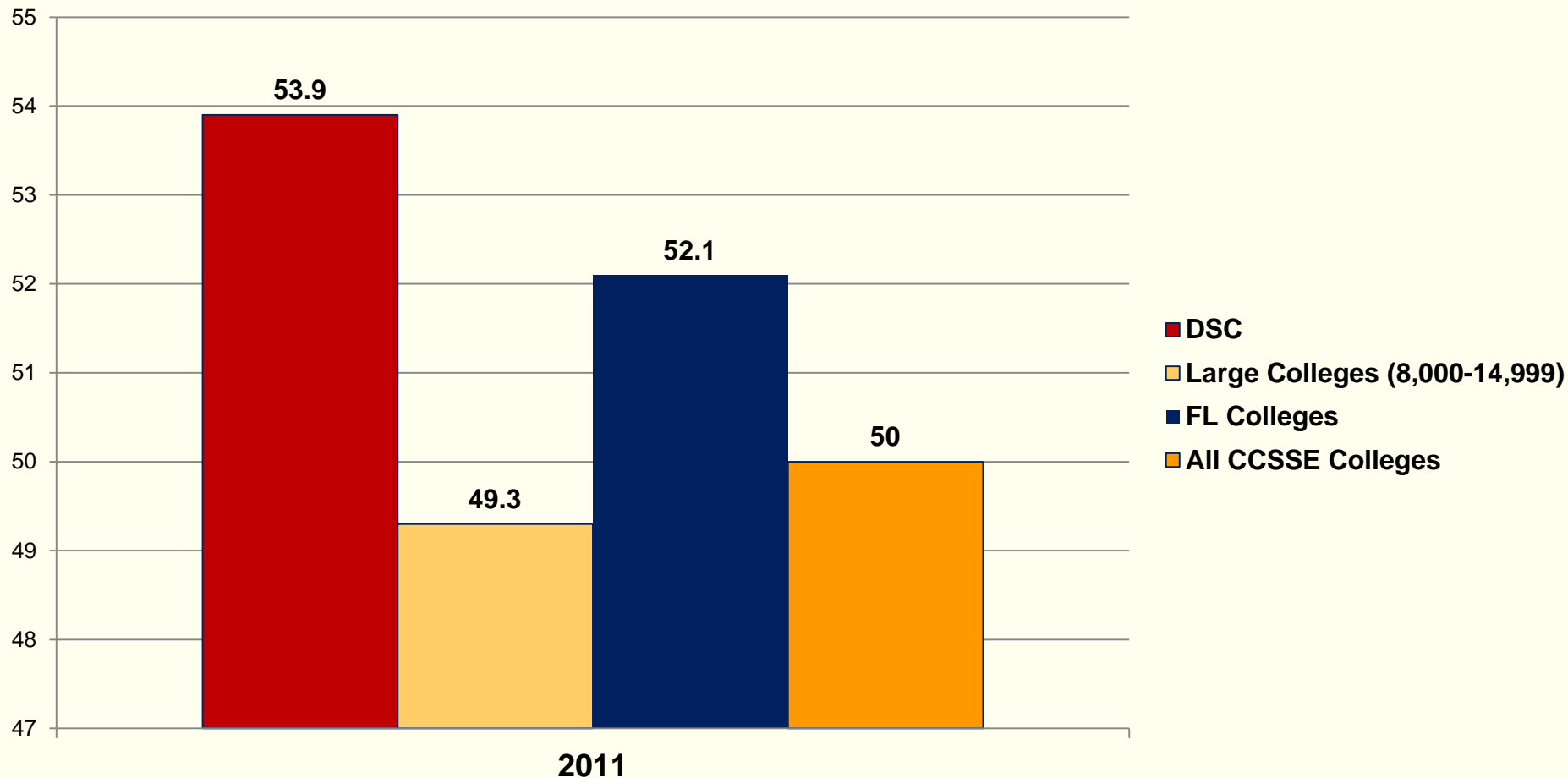
- Active and collaborative learning
- Student effort
- Academic challenge
- Student-faculty interaction
- Support for learners

Benchmark scores are standardized so that the mean score is 50.



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.

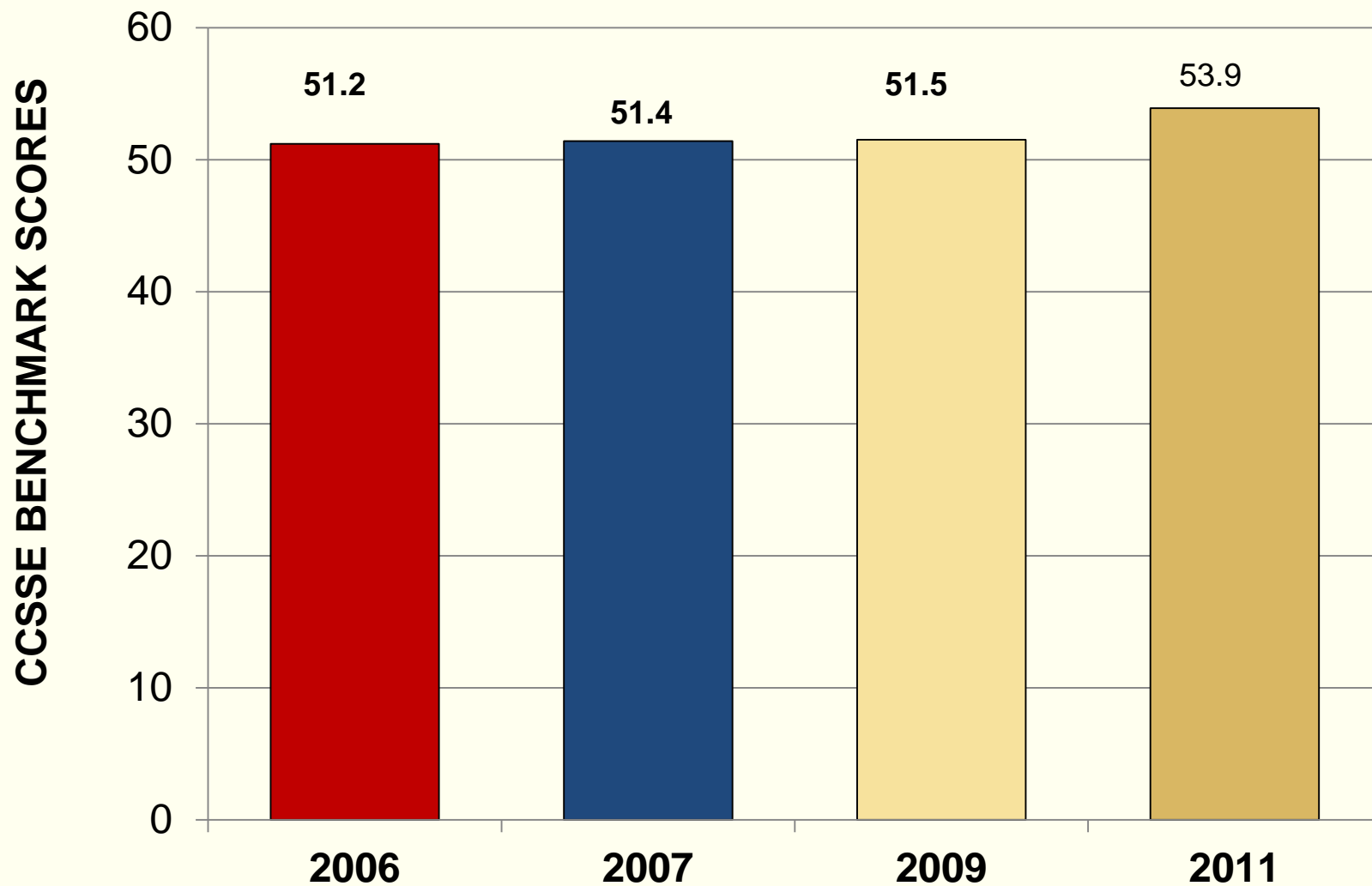




Active and Collaborative Learning



Daytona State College's 4yr History

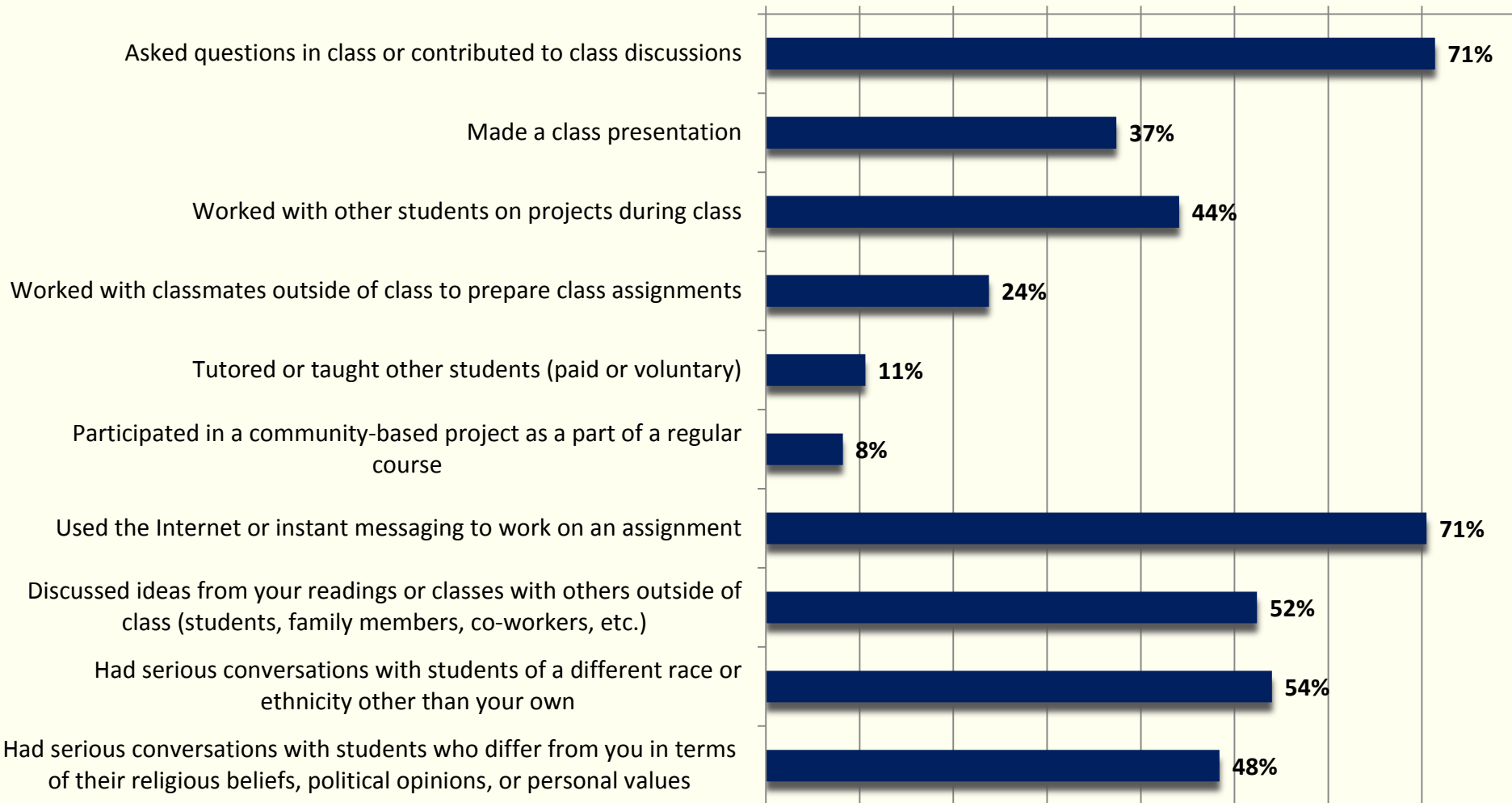


Active and Collaborative Learning



In your experiences at this college during the current school year, about how often have you done each of the following (Students who answered 'Often' or 'Very Often')?

0% 10% 20% 30% 40% 50% 60% 70% 80%

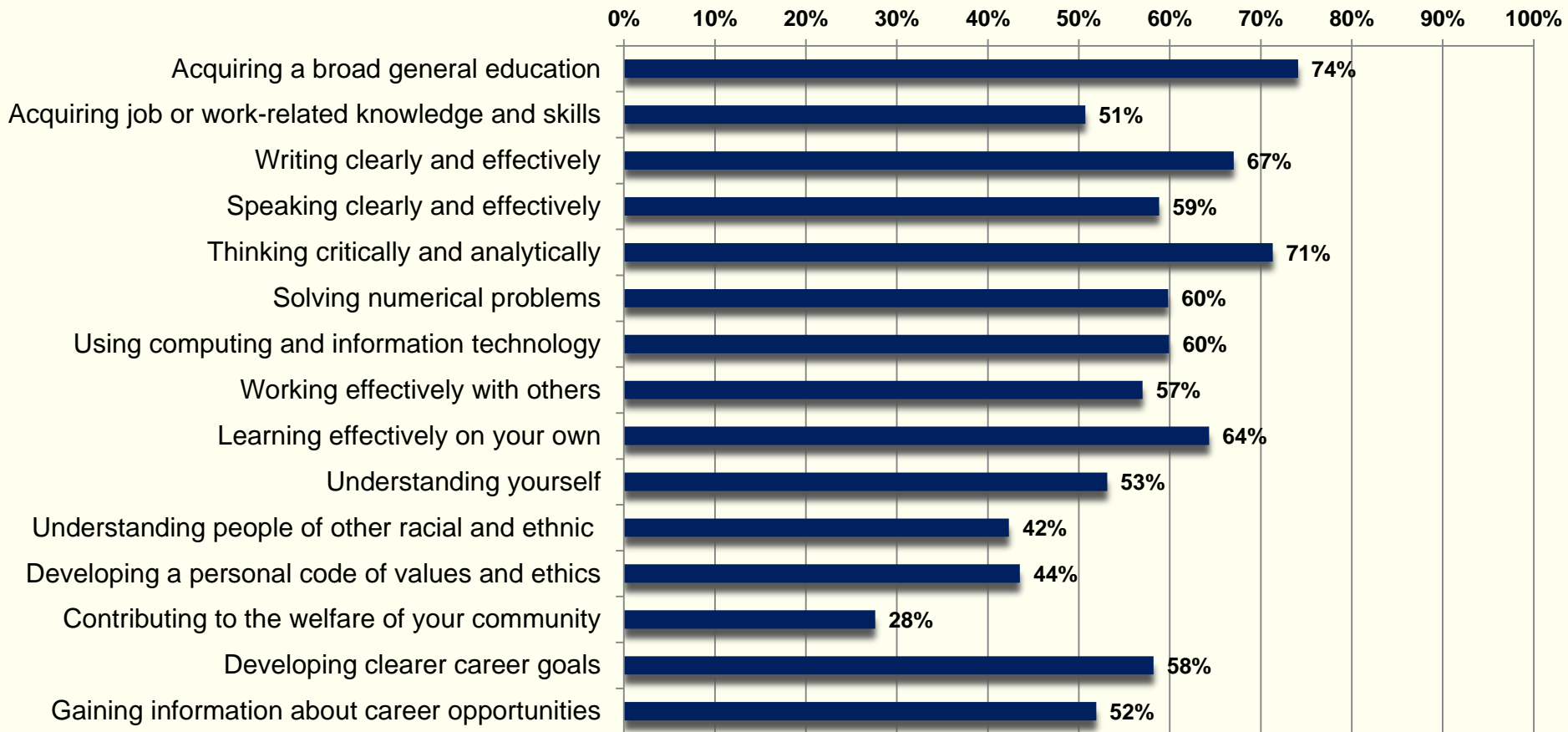




Active and Collaborative Learning



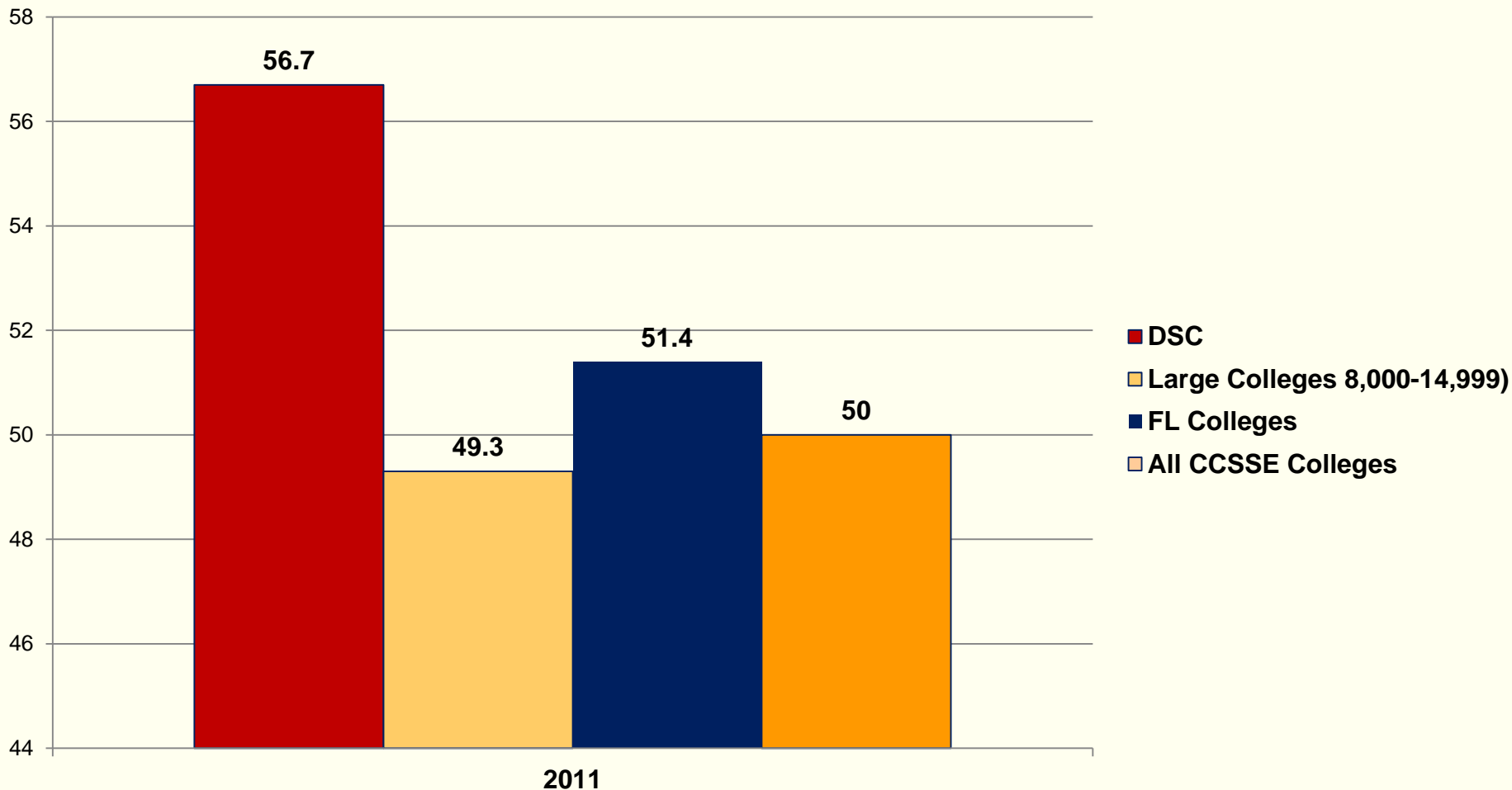
How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas (Students answering 'Often' or 'Very Often')?





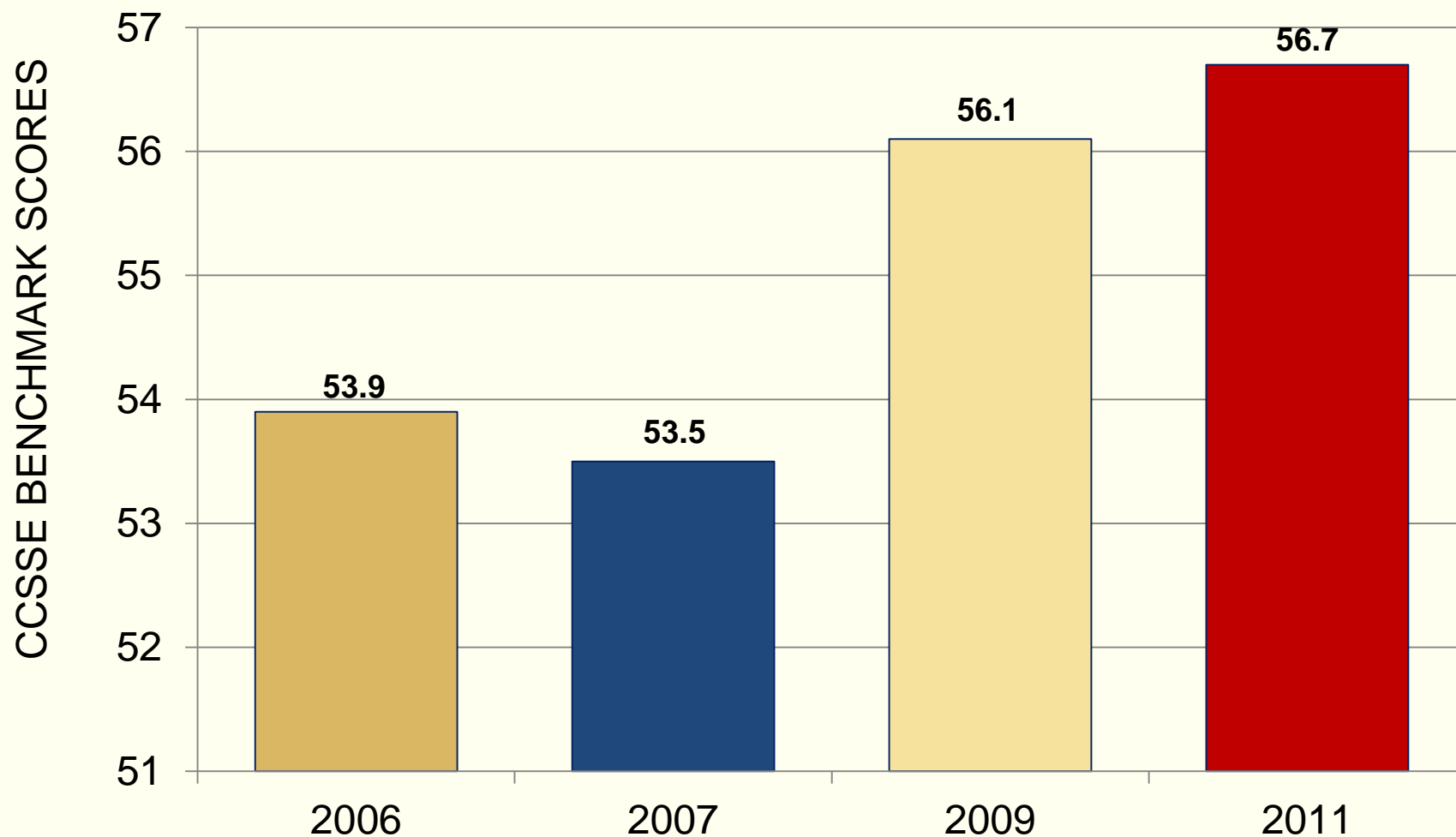
Student Effort

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



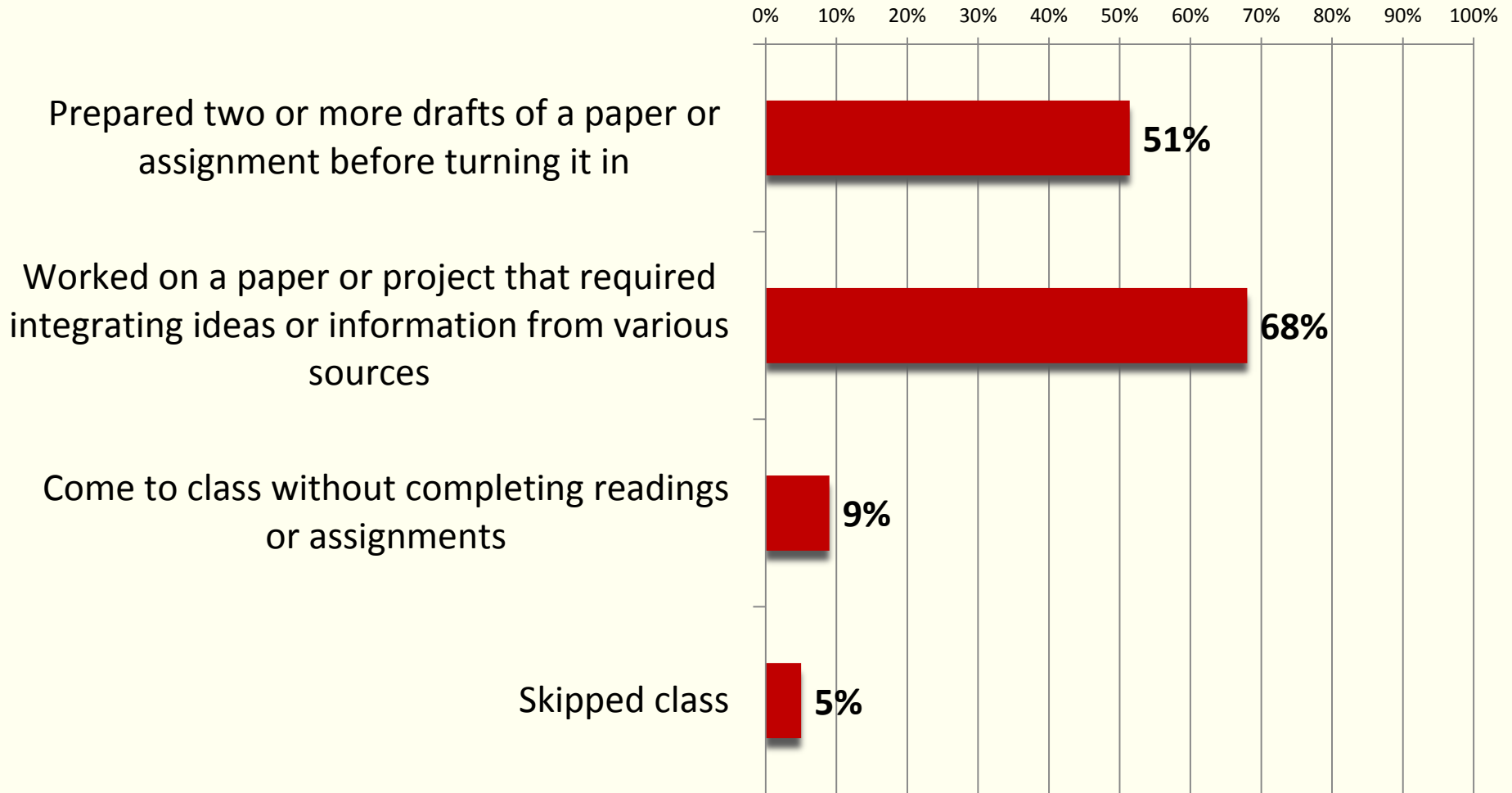


Daytona State College's 4yr History



Student Effort

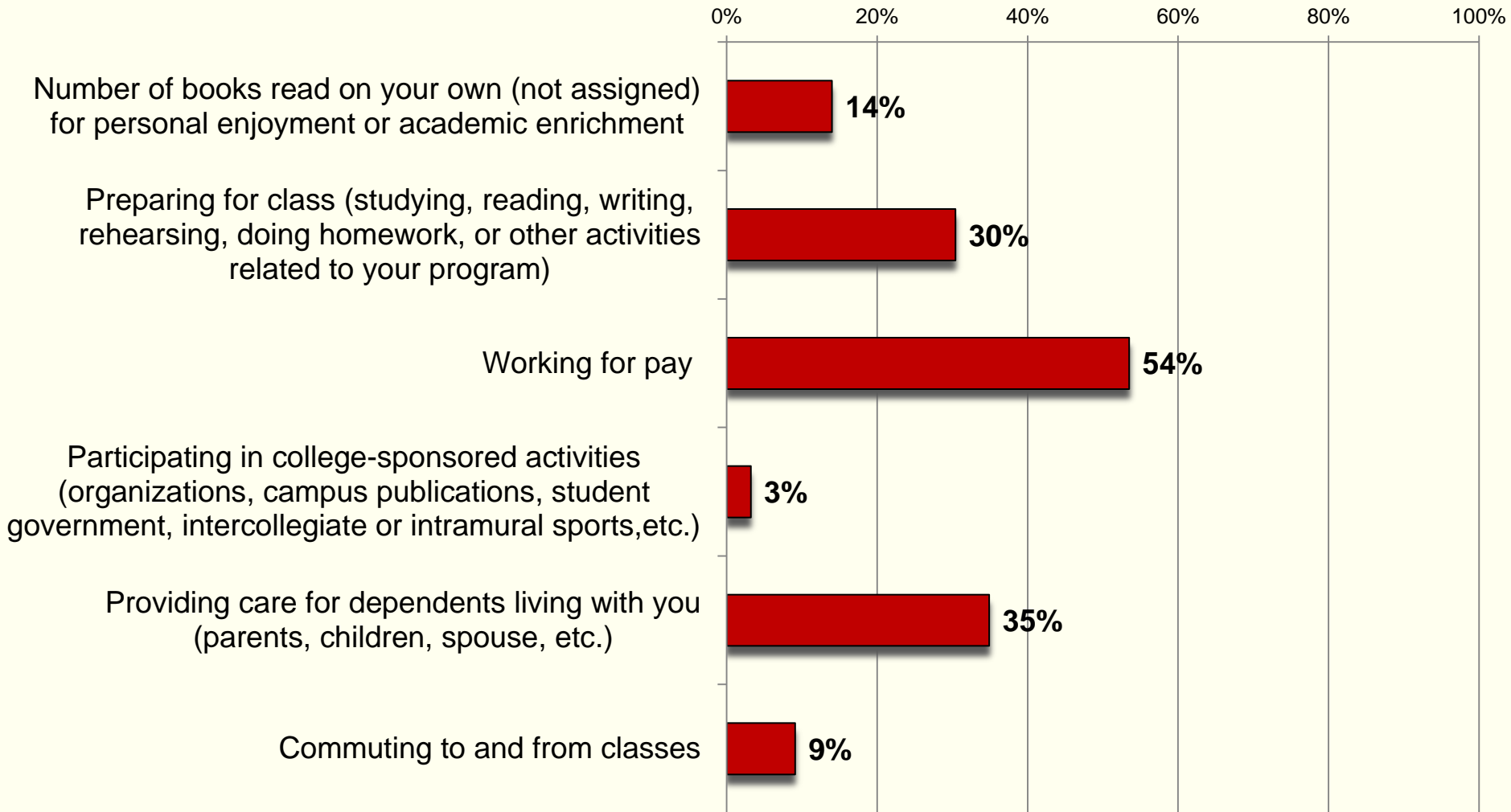
In your experience at the college during the current school year, how often have you done each of the following (Students who answered 'Often' or 'Very Often')?



Student Effort

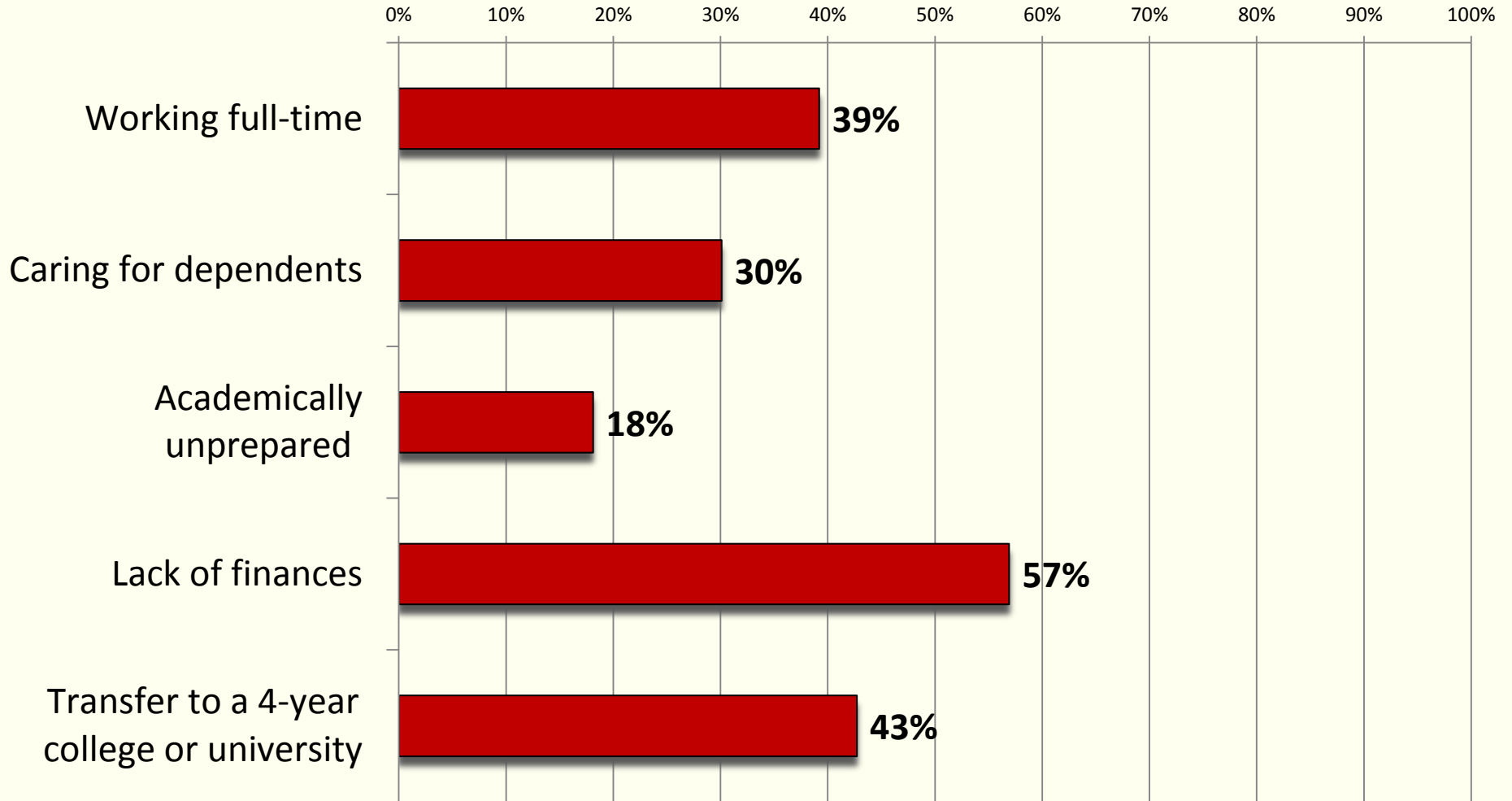


How many hours in a typical 7-day week do you spend doing each of the following (Students who answered 'over 10 hours')?





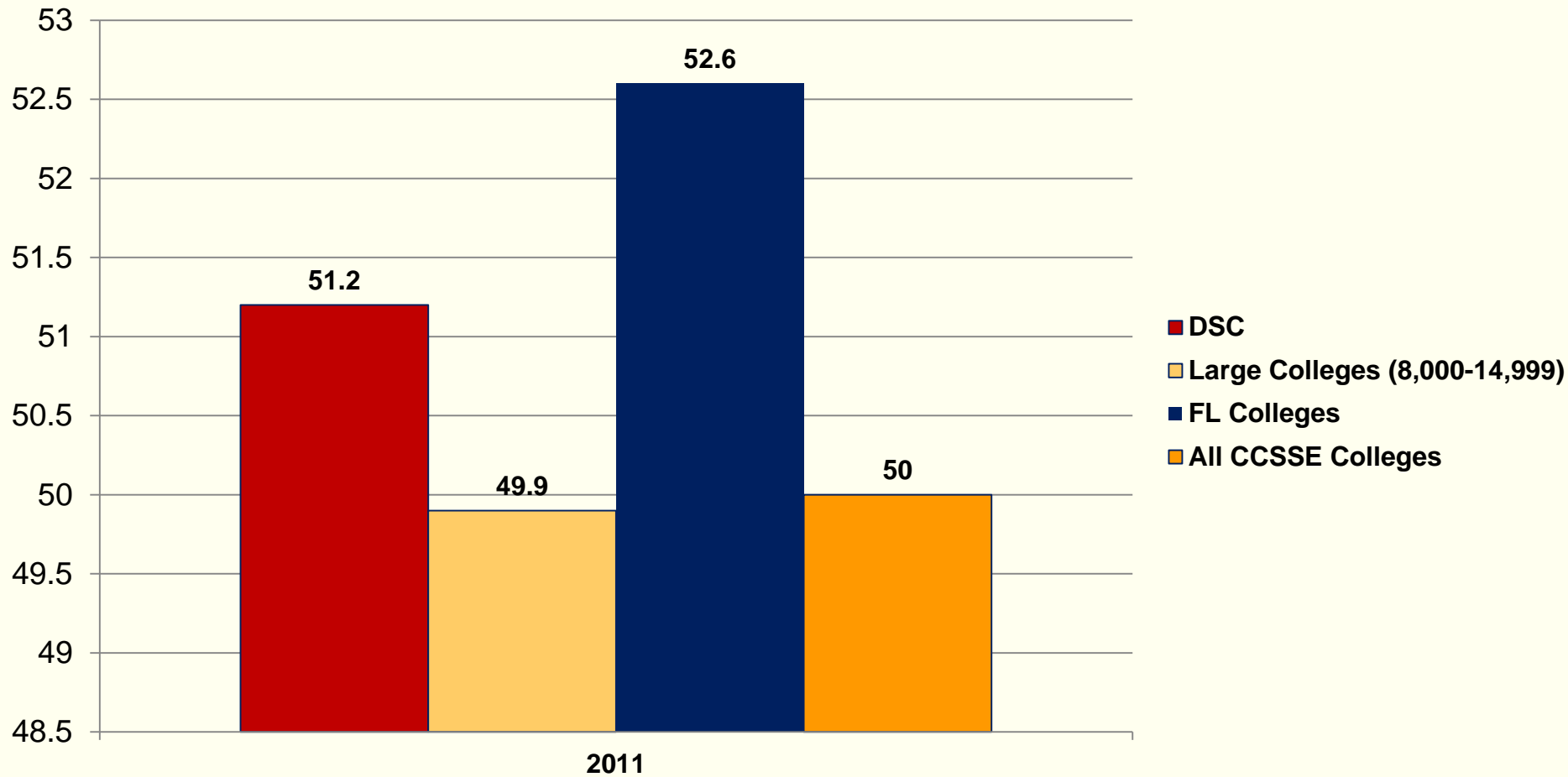
How likely is it that these things would cause you to withdraw from class (Students answering 'Likely' or 'Very Likely')?





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.

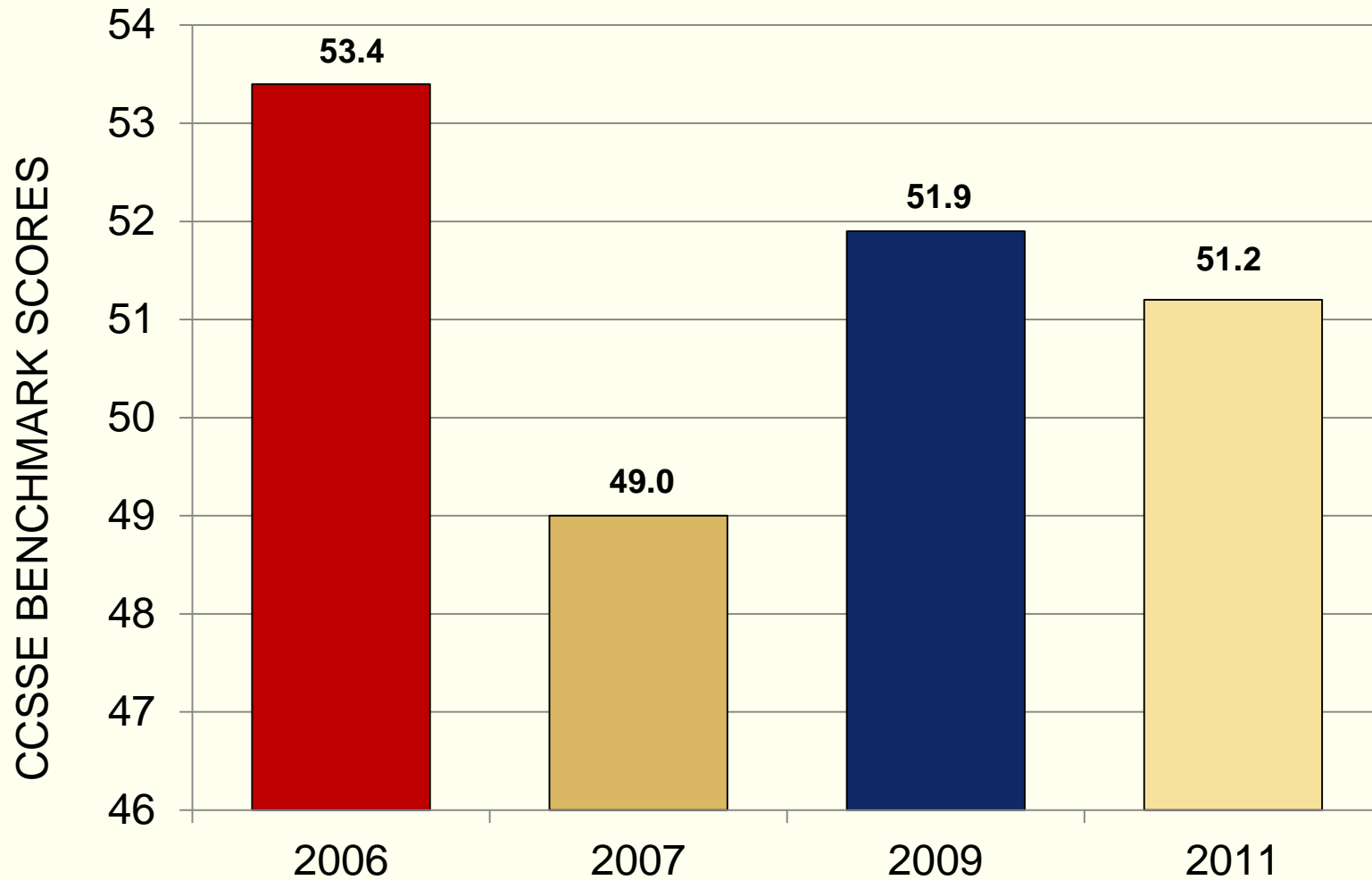




Academic Challenge

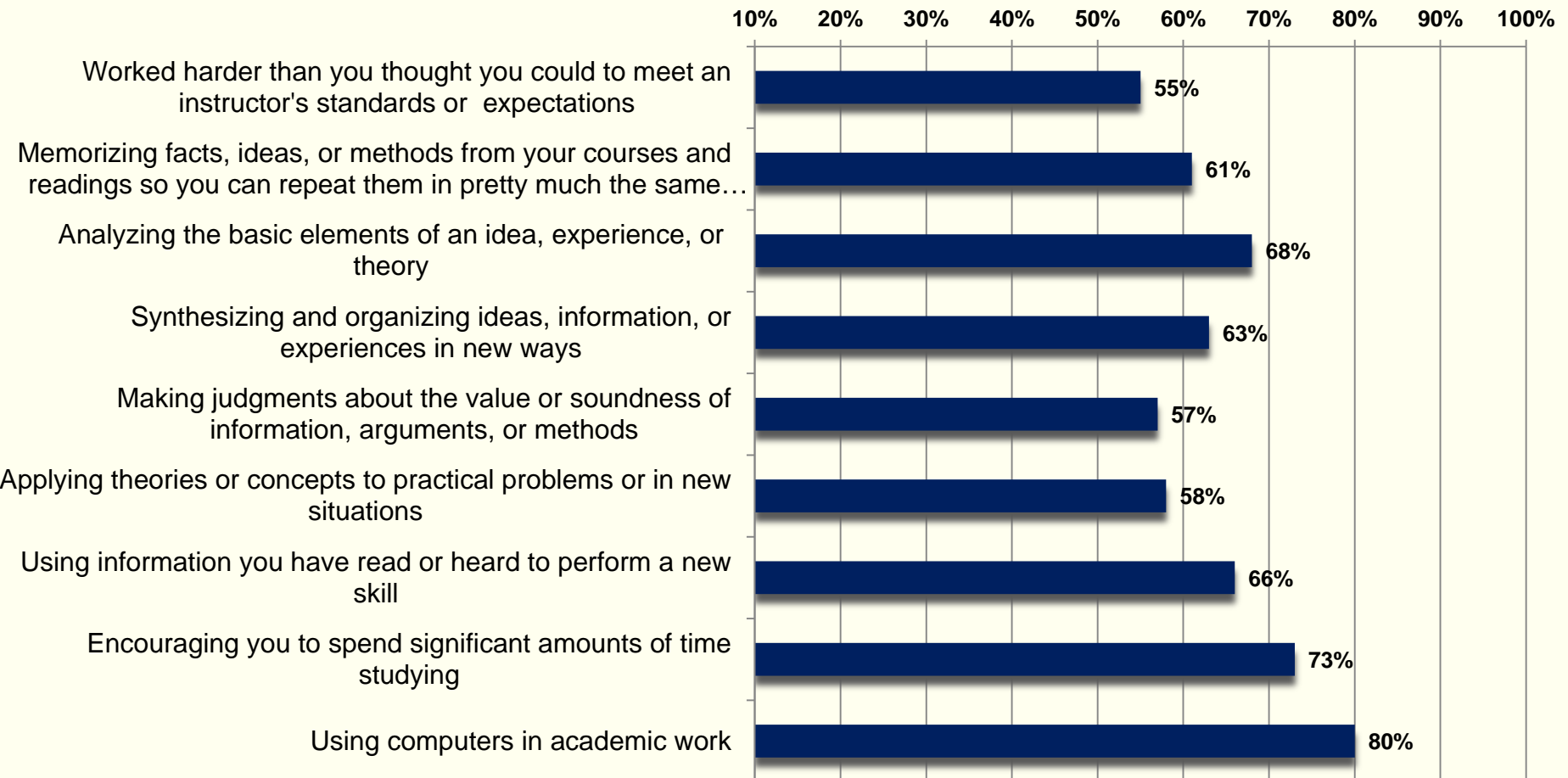


Daytona State College's 4yr History



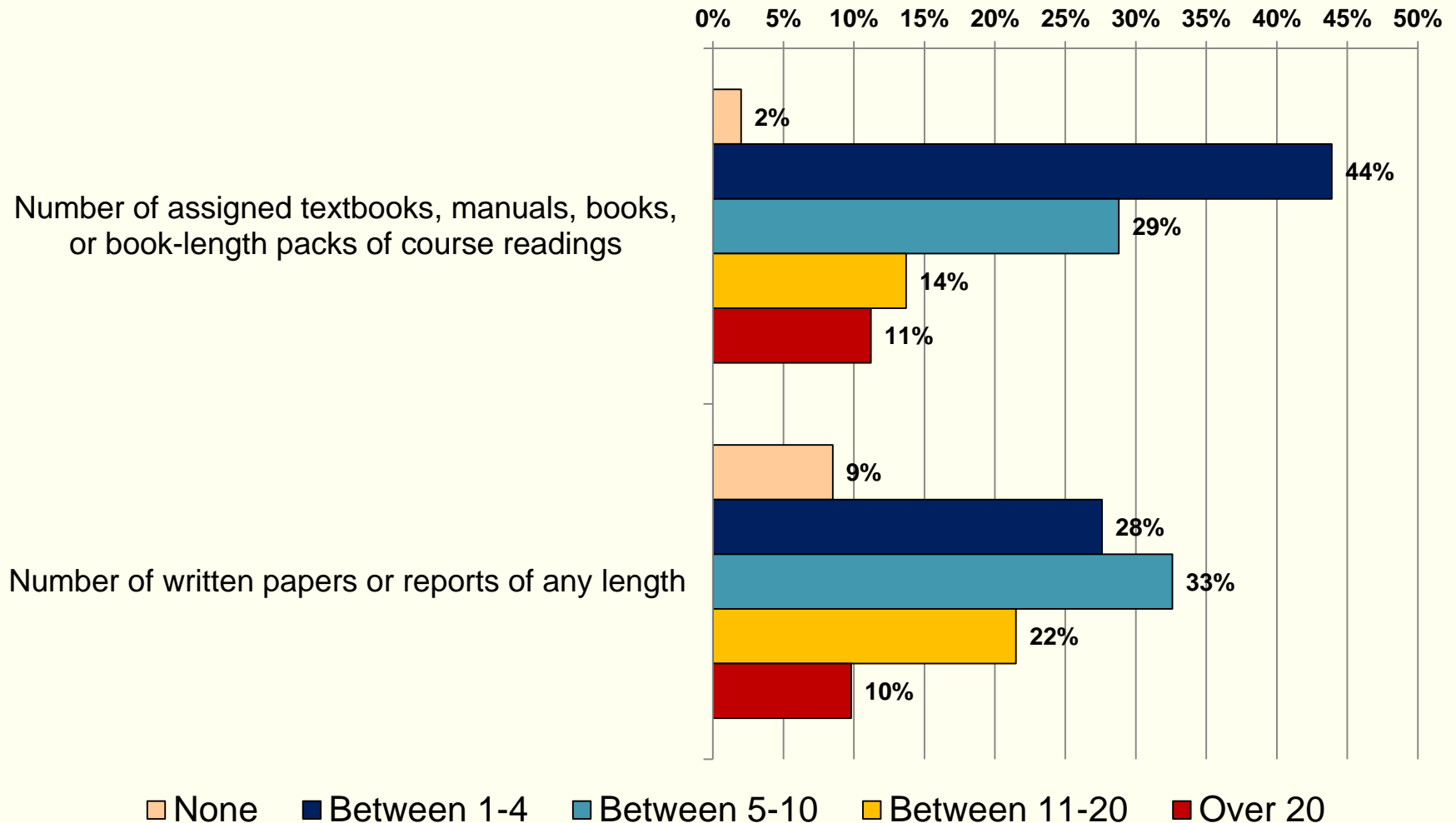
Academic Challenge

In your experiences at the college during the current school year, about how often have you done each of the following or how often has the college emphasized each of the following (Students who answered 'Often' or 'Very Often')?



Academic Challenge

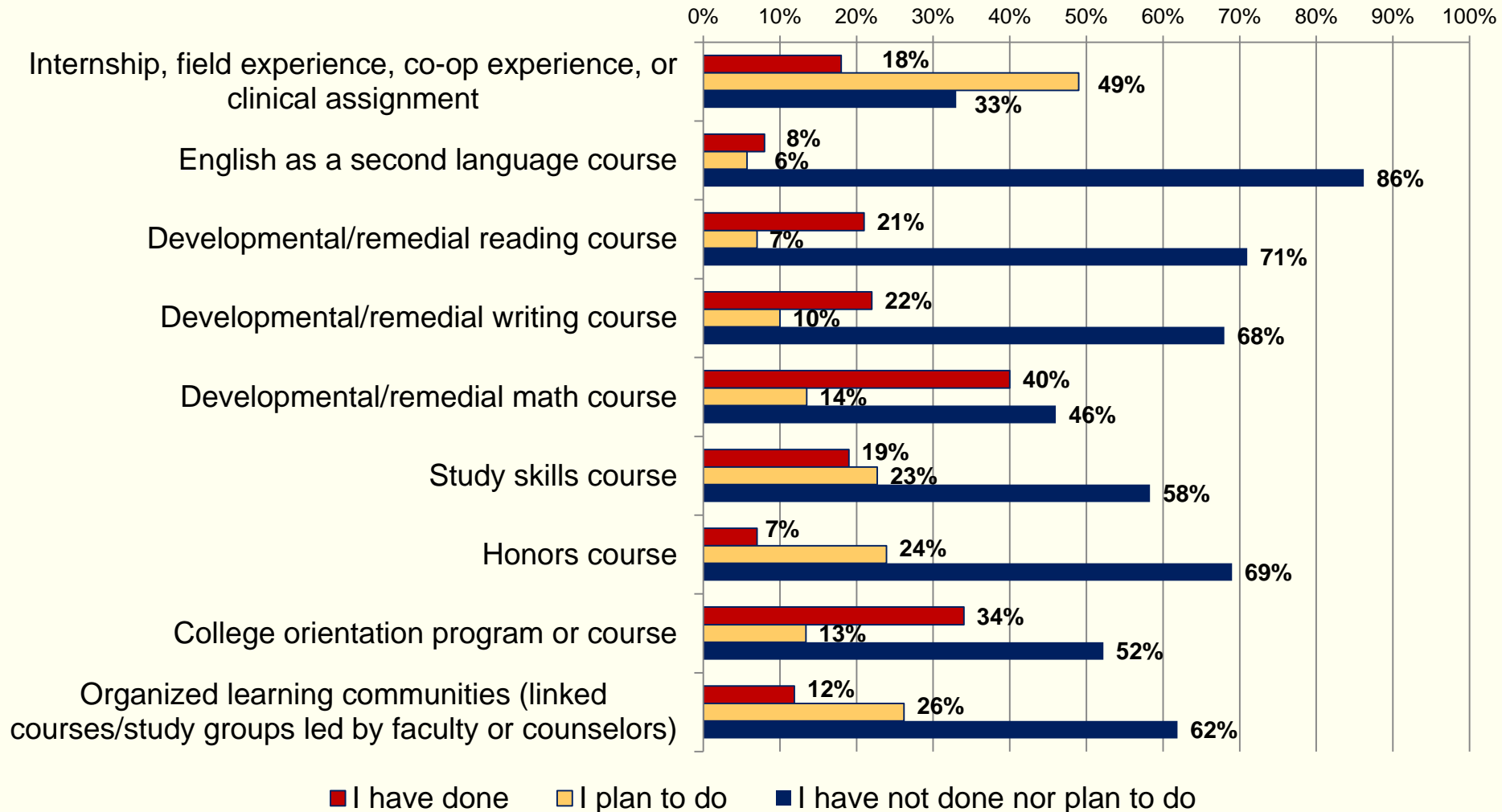
During the current school year, about how much reading and writing have you done at this college?



Academic Challenge

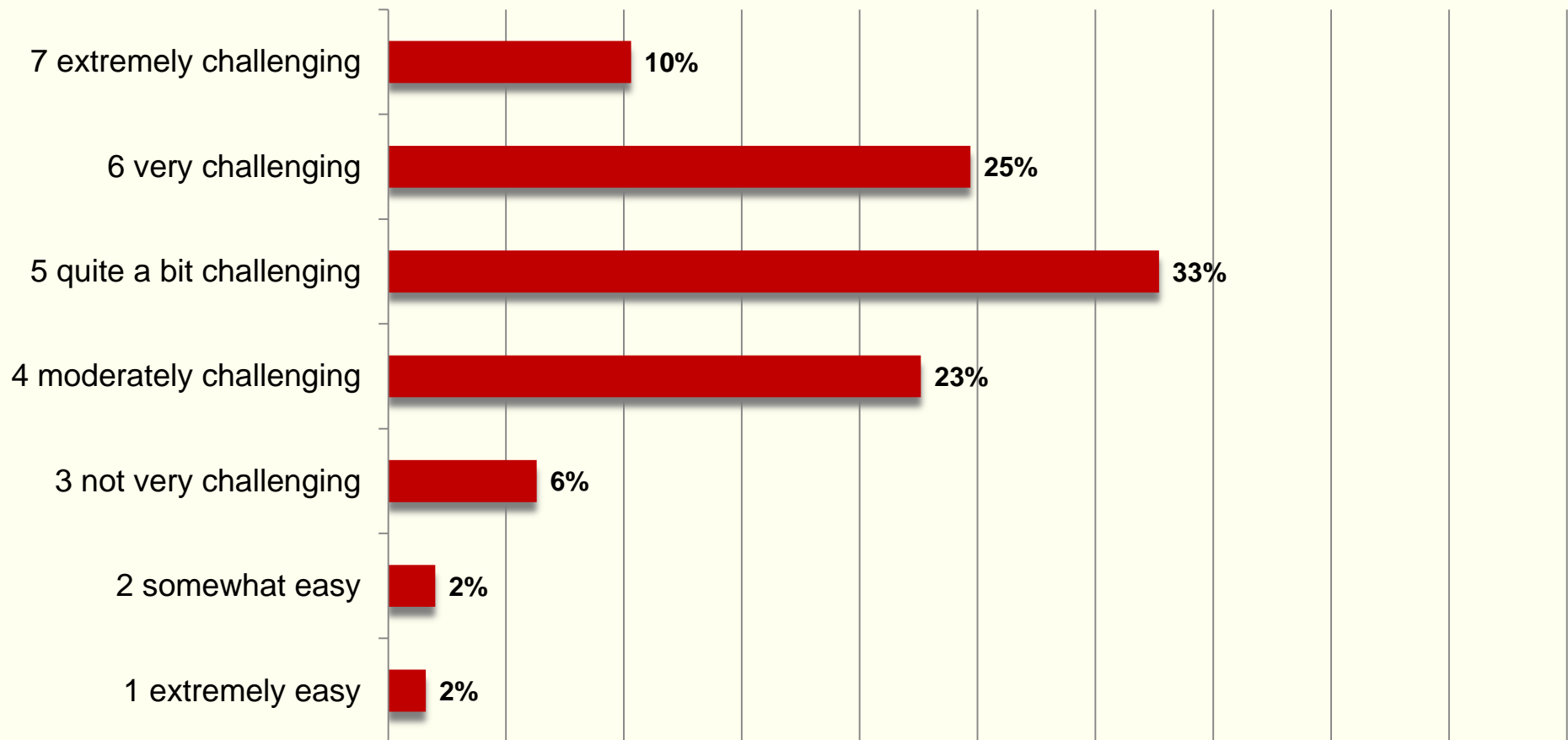


Which of the following have you done, are you doing, or do you plan to do while attending this college?



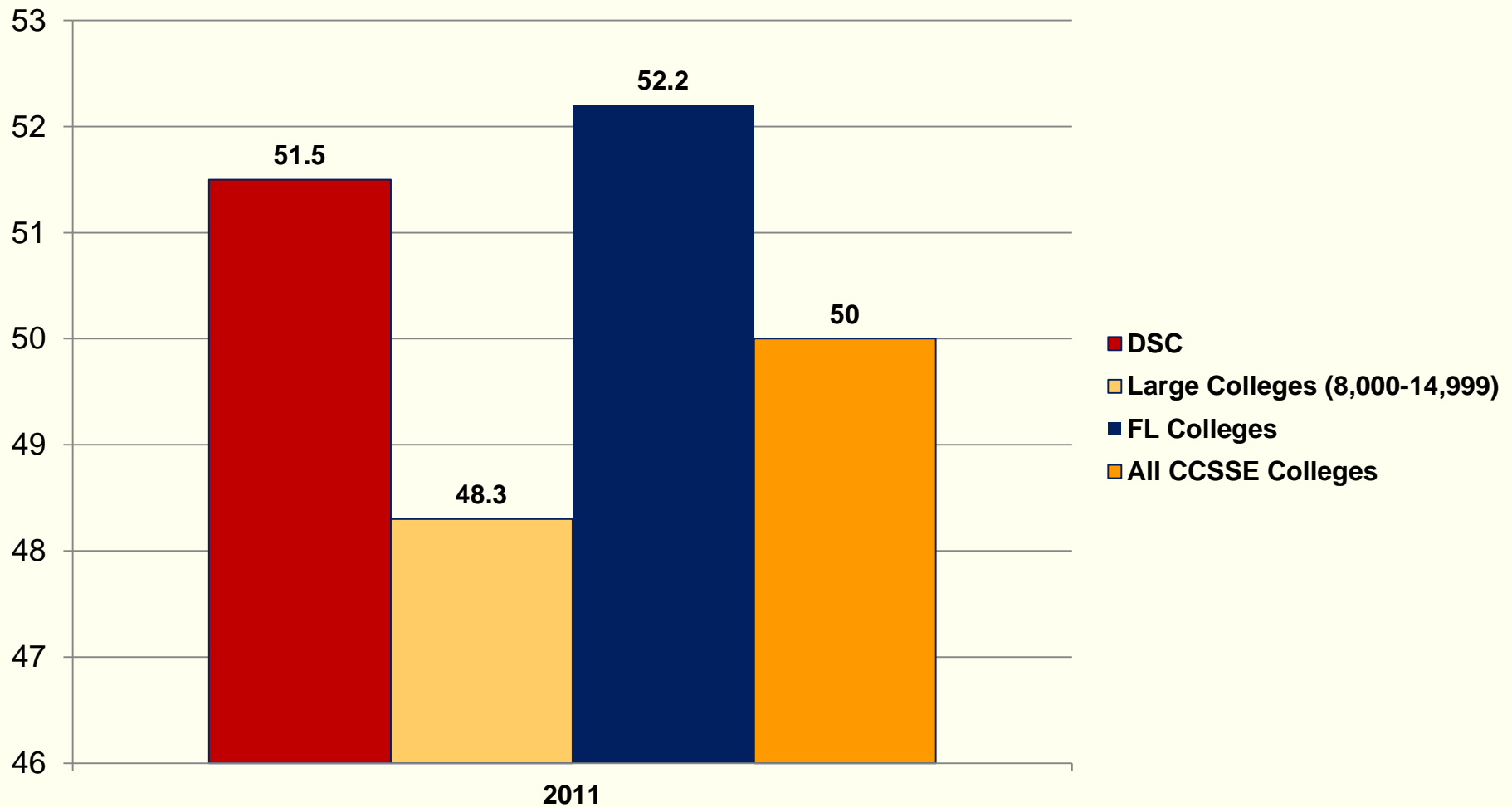


Mark the box that best represents the extent to which your exams during the current school year have challenged you to do your best work at this college.



Student-Faculty Interaction

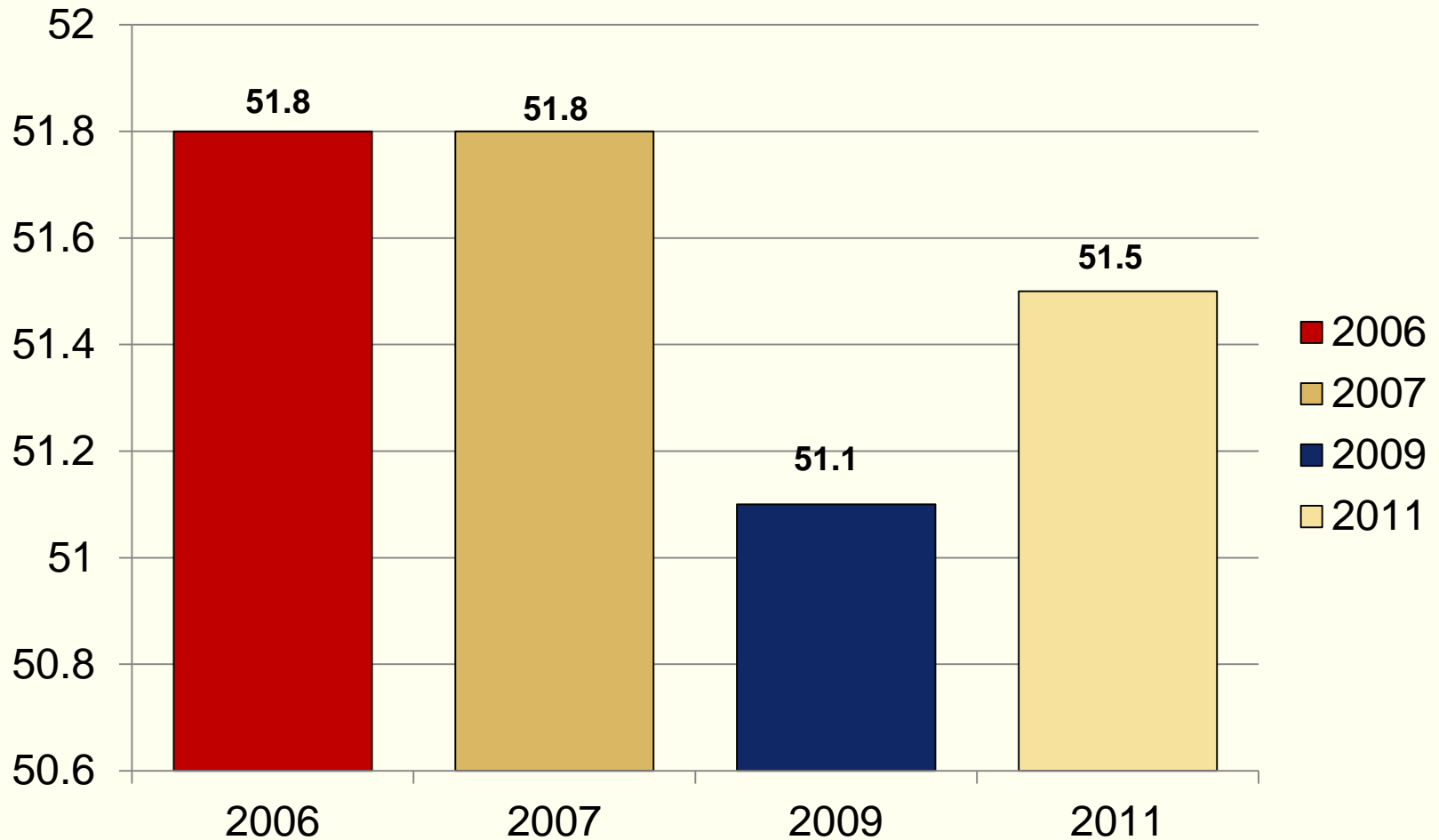
The more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals.



Student-Faculty Interaction

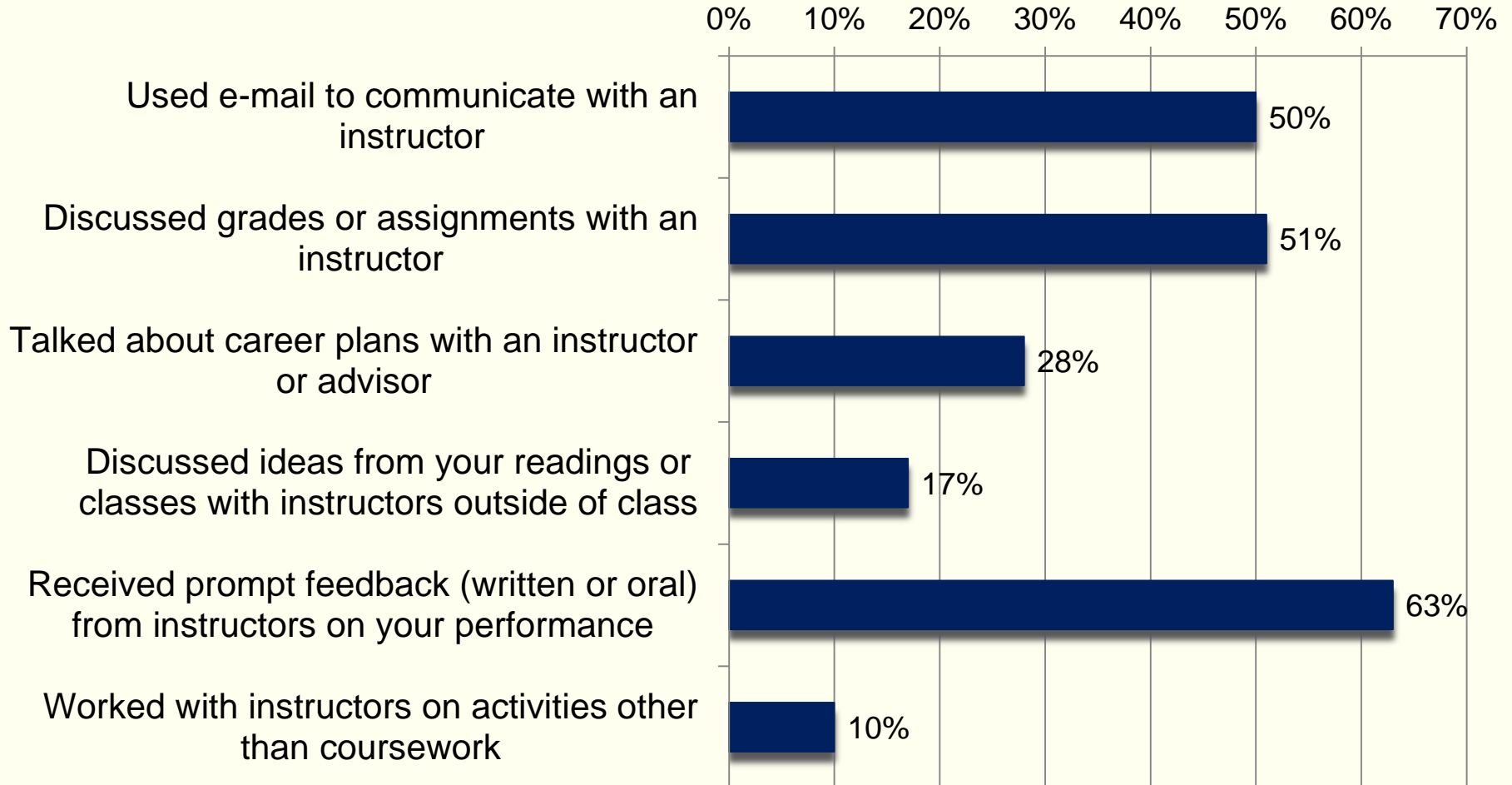


Daytona State College's 4yr History





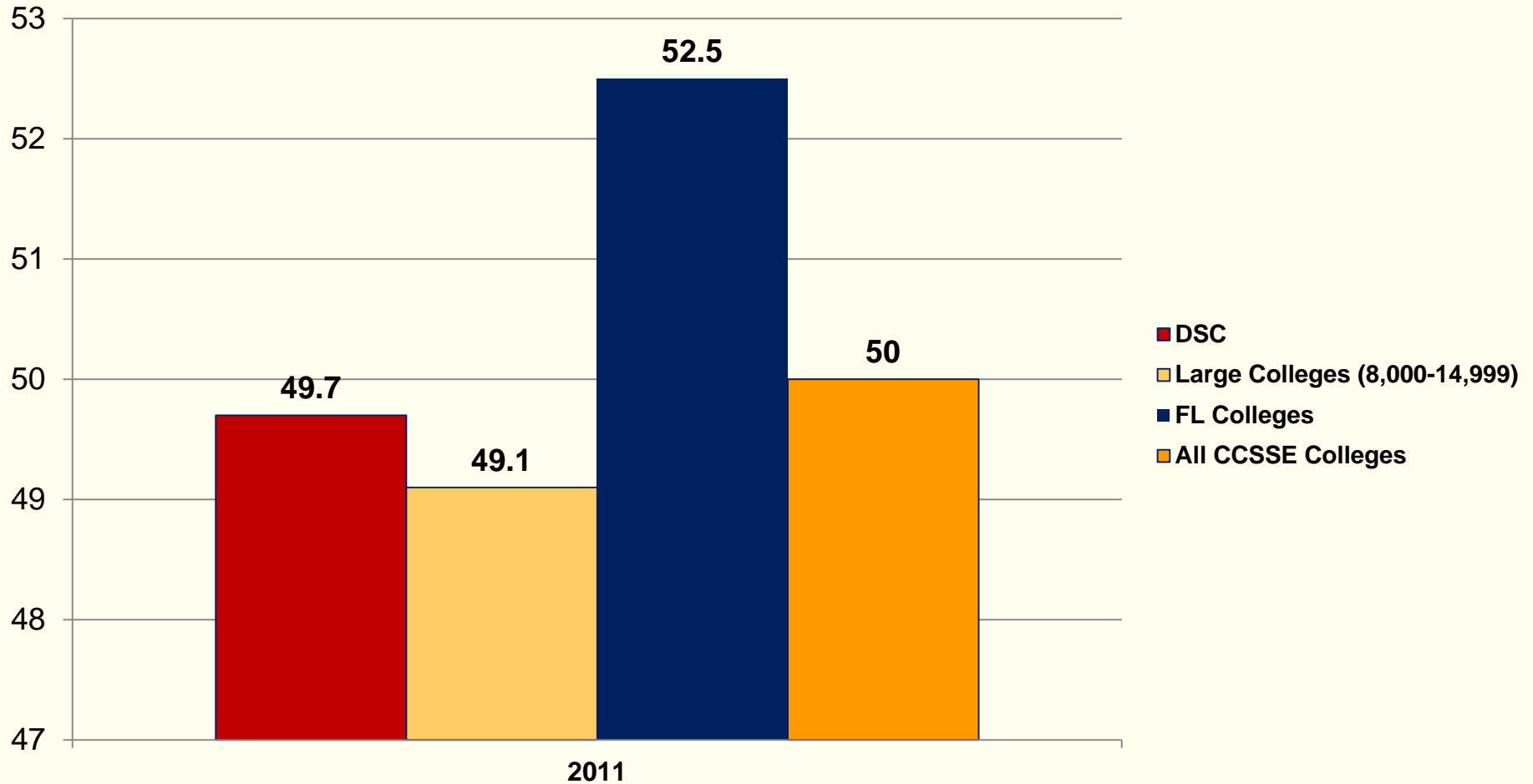
In your experience at this college during the current school year, how often have you done each of the following ?





Support for Learners

Students perform better and are more satisfied at colleges that are committed to their causes and cultivate positive working and social relationships among different groups on campus.

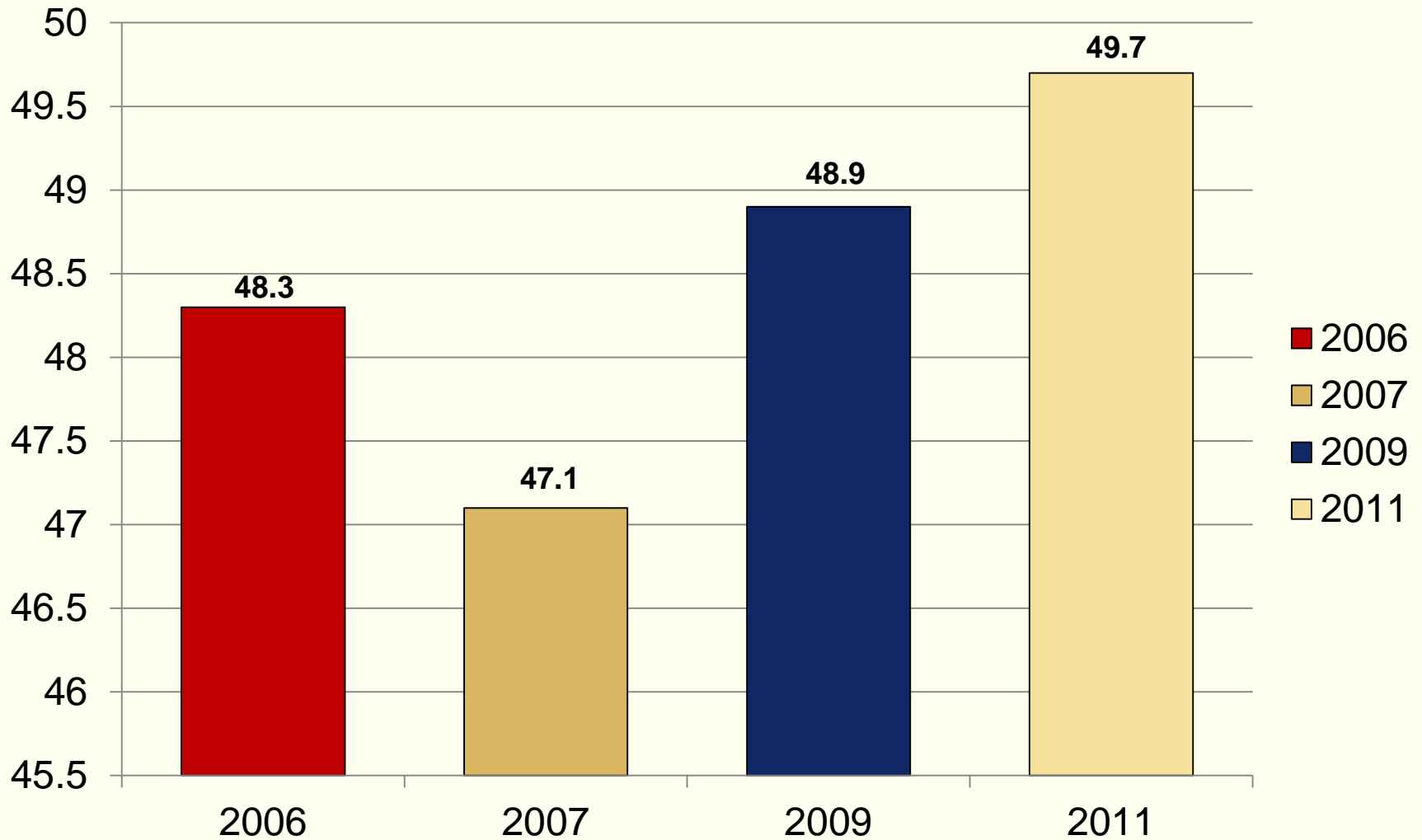




Support for Learners



Daytona State College's 4yr History

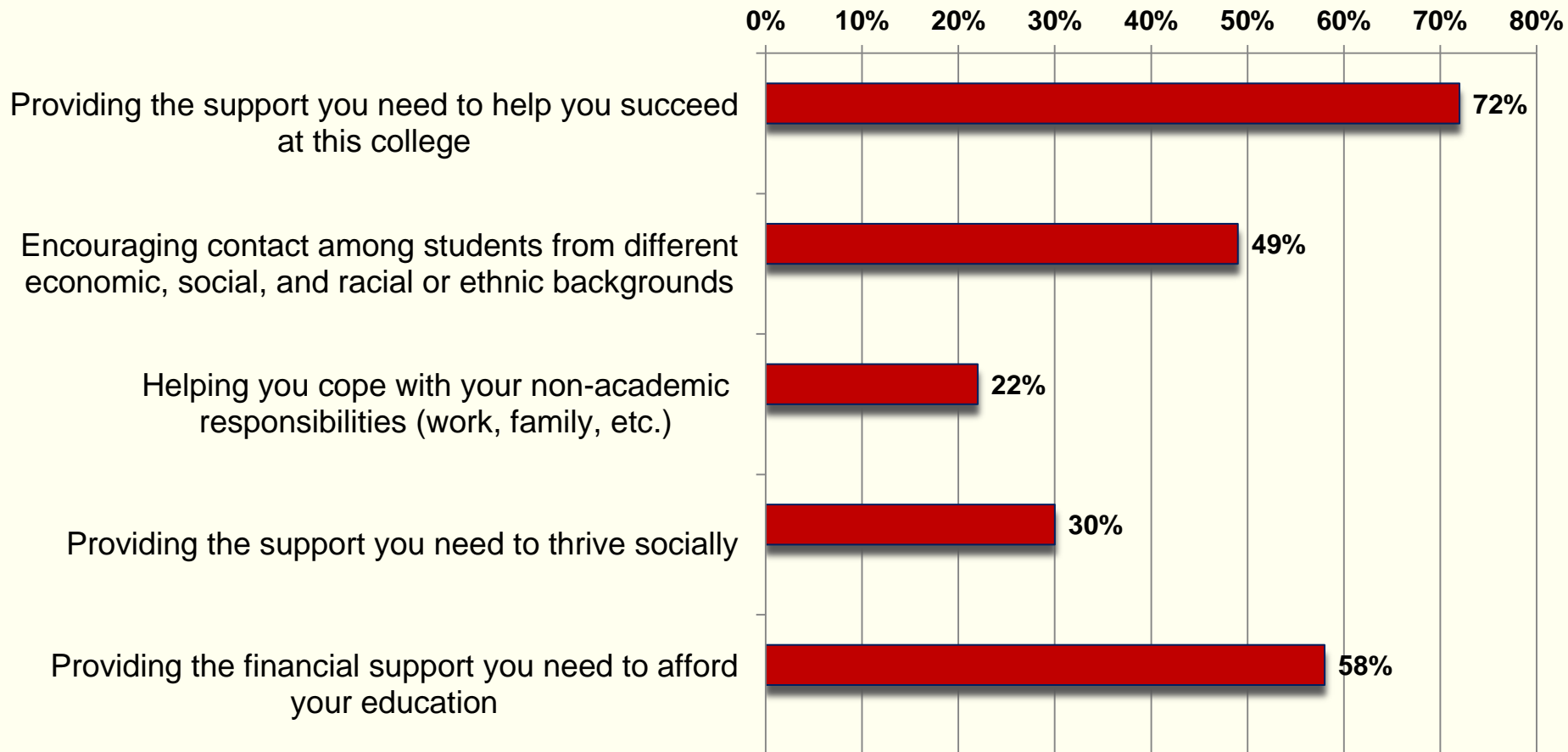




Support for Learners



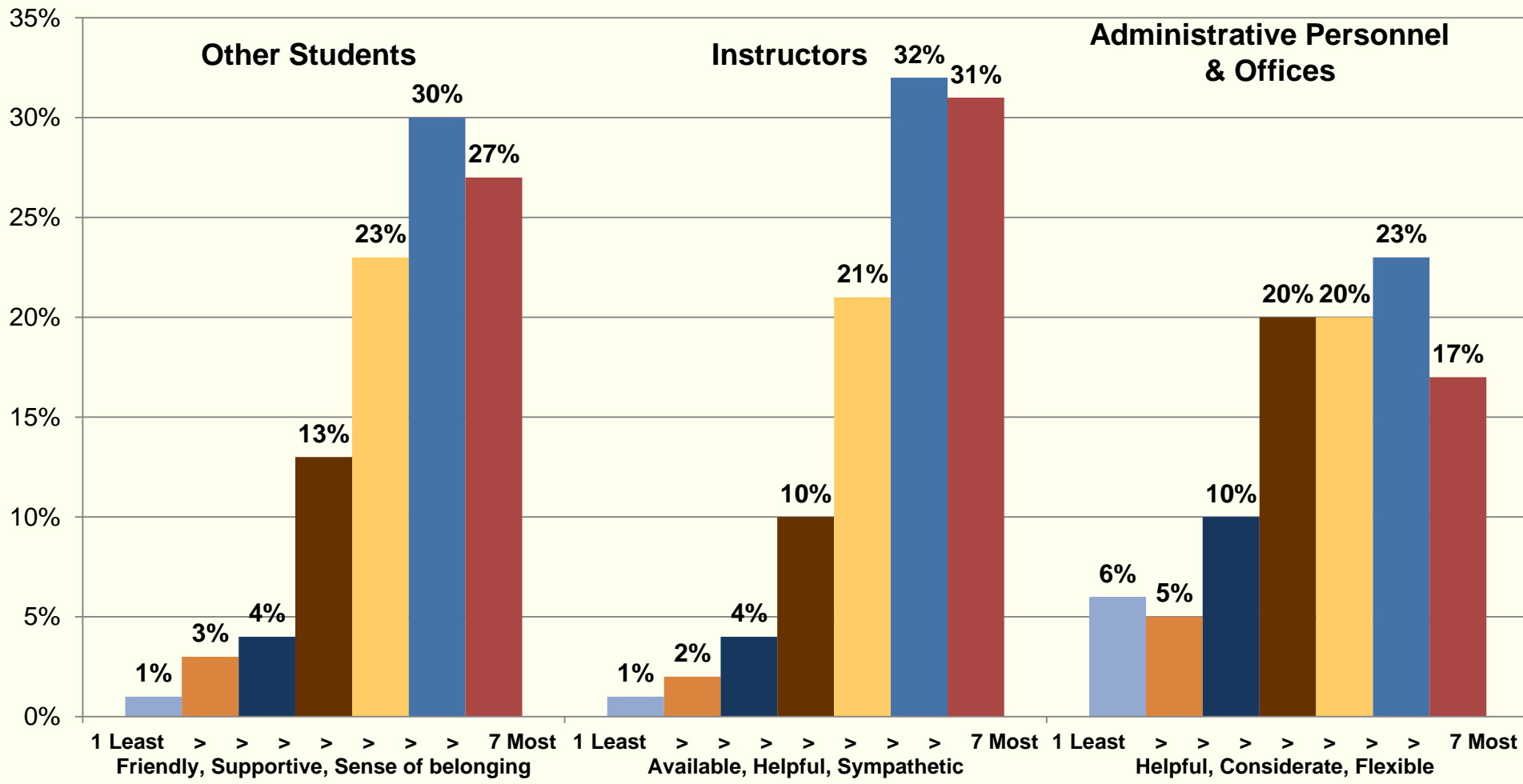
How much does this college emphasize each of the following (Students who answered 'Very Much' or 'Quite a Bit')?



Support for Learners



Mark the number that best represents the quality of your relationships with people at this college

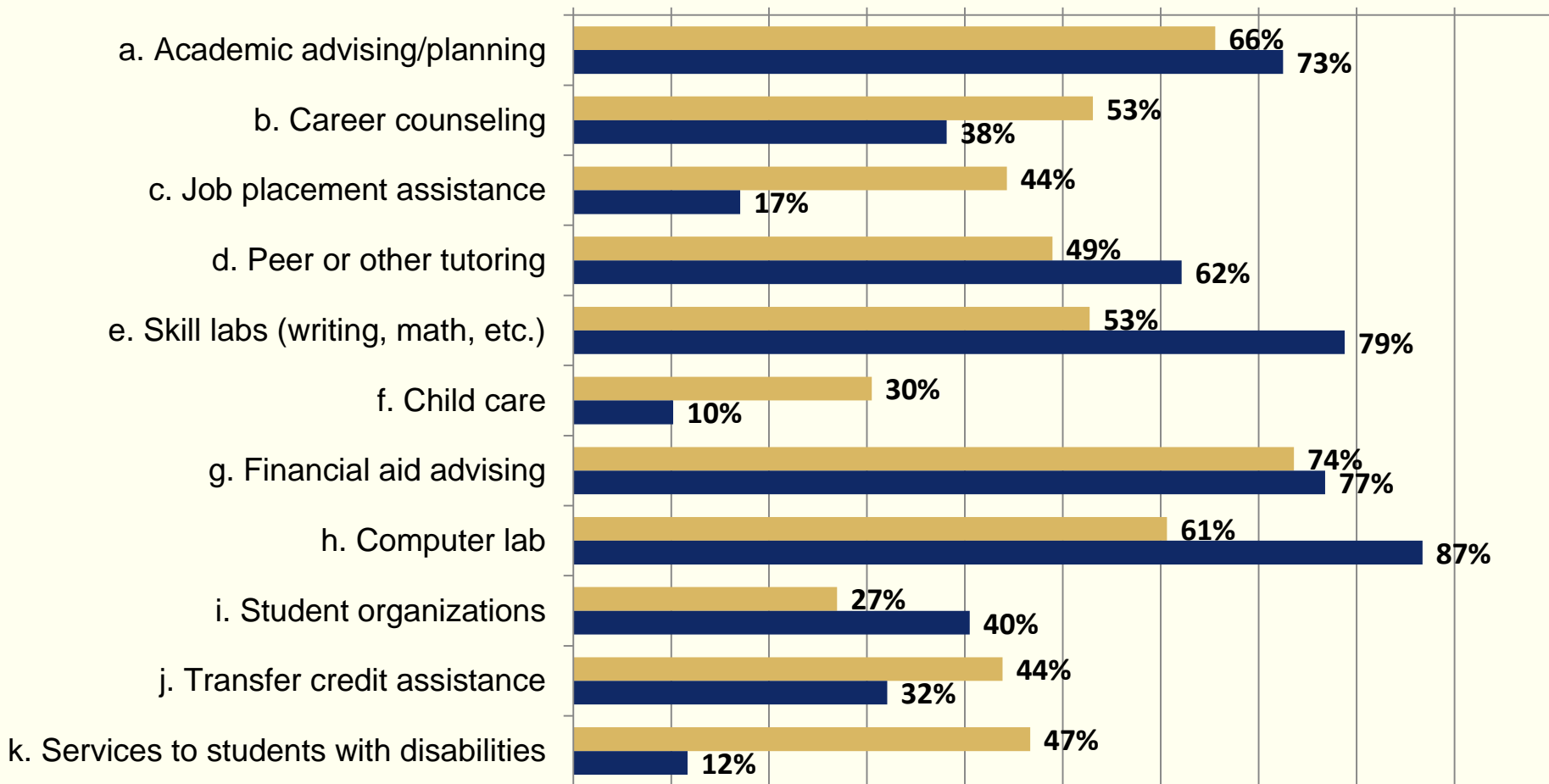




Percent of Students finding the Service "Very" Important and used the service "Often or Sometimes"

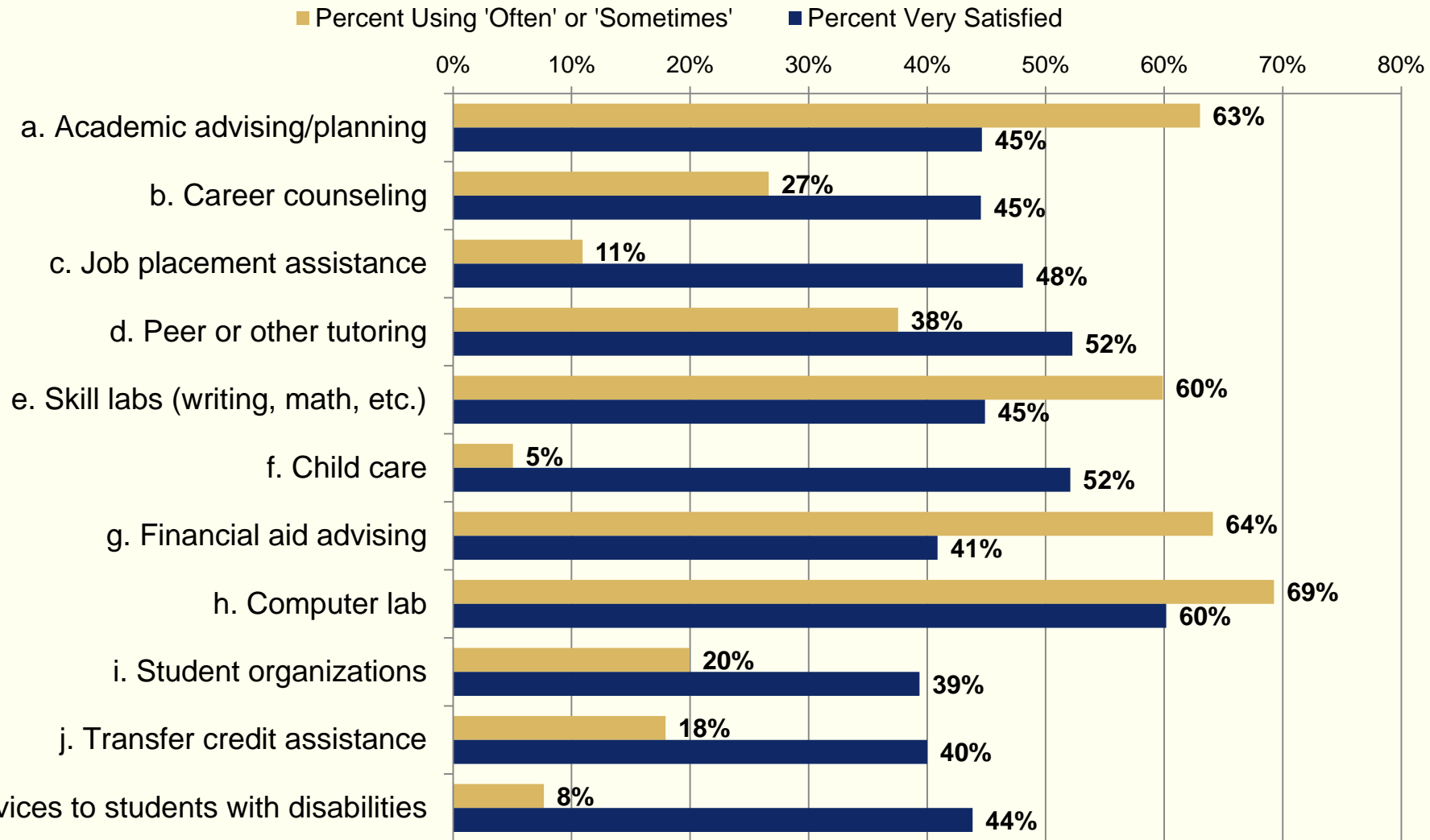
■ Percent answering 'Very' Important ■ Percent Used 'Often' or 'Sometimes'

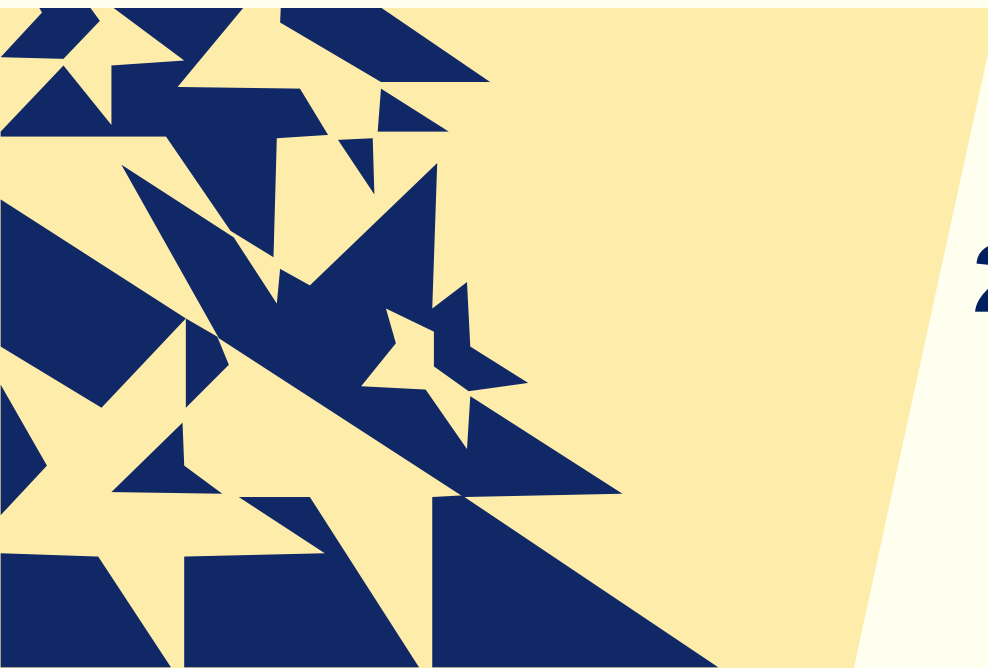
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



Support for Learners

Percent of students using services "Often" or "Sometimes" and were "Very Satisfied"





2011 *CCSSE* Special Focus Findings



Promising Educational Practices

The 2011 special-focus items elicited new information about students' experiences associated with promising educational practices such as early registration, orientation, freshman seminars, organized learning communities, and student success courses.

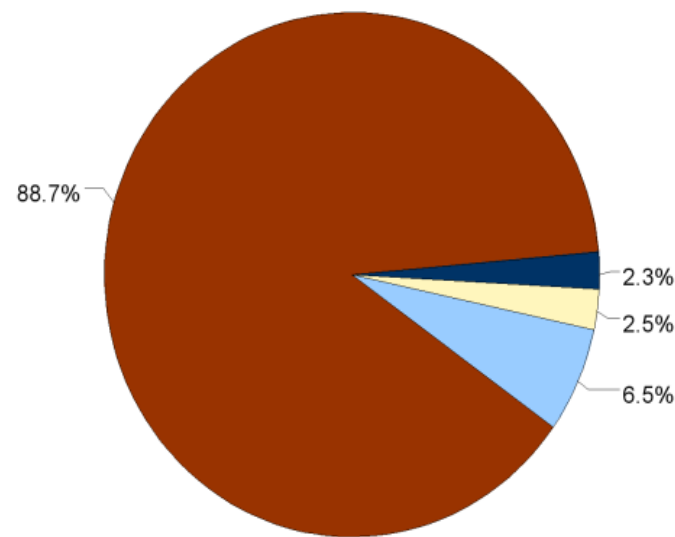
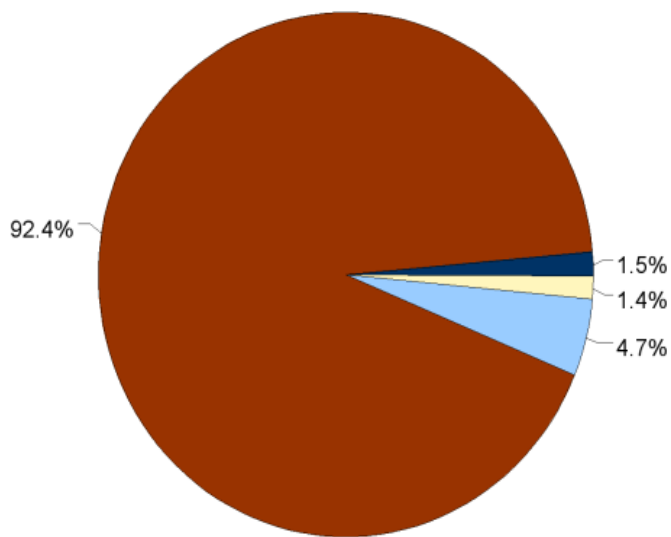
2011 Special Focus



During the current semester/quarter at this college, I completed registration before the first class session(s).

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2011 Cohort



- Yes, I was registered for ALL of my courses before the first class session(s)
- Mostly; I was registered for MOST of my courses before the first class session(s)
- Partly; I was registered for SOME of my courses before the first class session(s)
- No, I was NOT registered for ANY of my courses before the first class session(s)

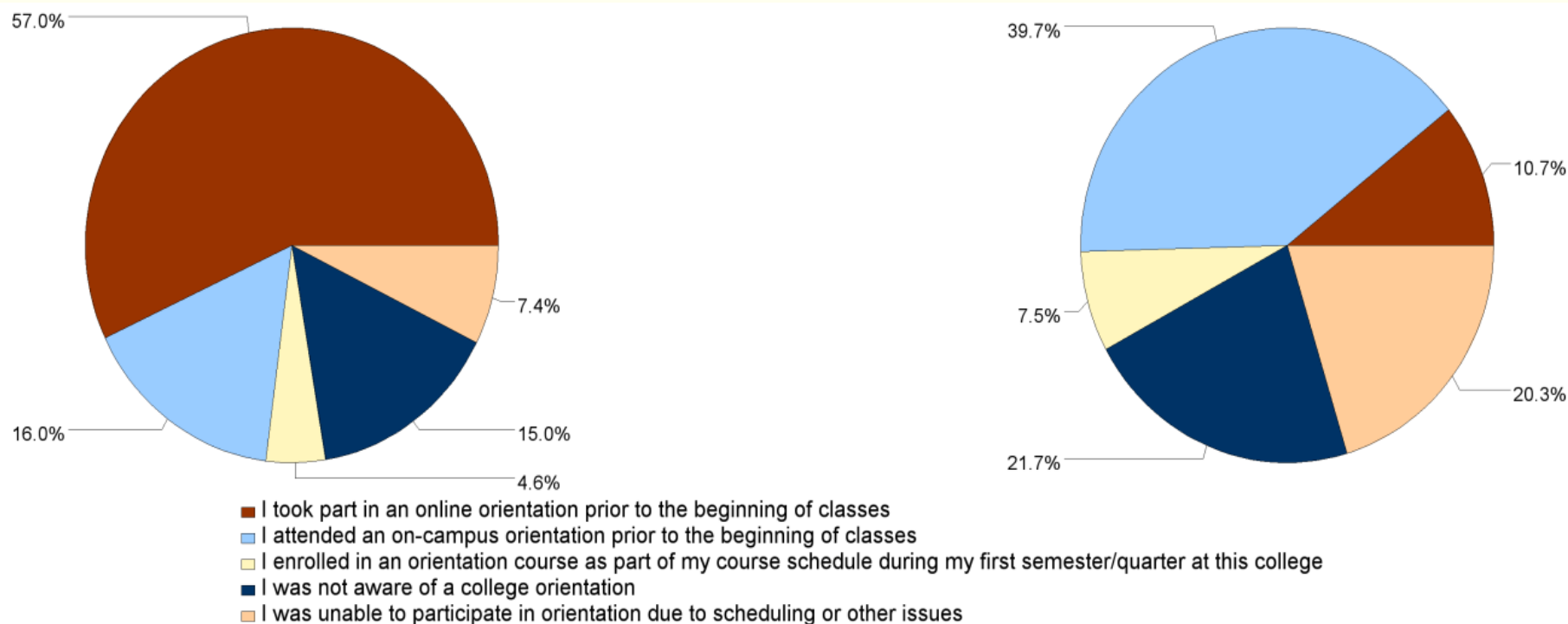
2011 Special Focus



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

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2011 Cohort



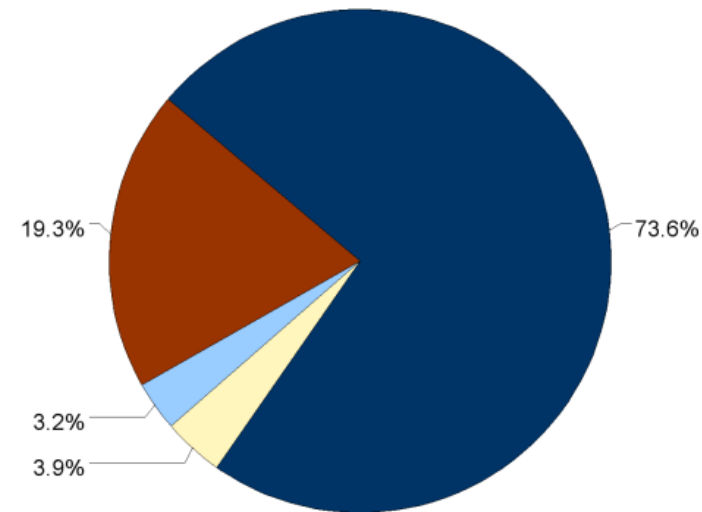
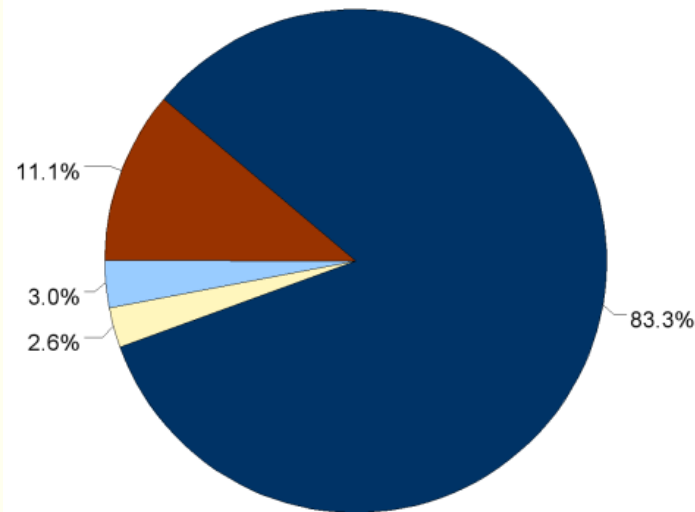
2011 Special Focus



During my first semester/quarter at this college, I participated in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience").

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2011 Cohort



- Yes, in my first semester/quarter at this college
- Yes, in my first AND in at least one other semester/quarter at this college
- Yes, but NOT in my first semester/quarter at this college
- No, I did not

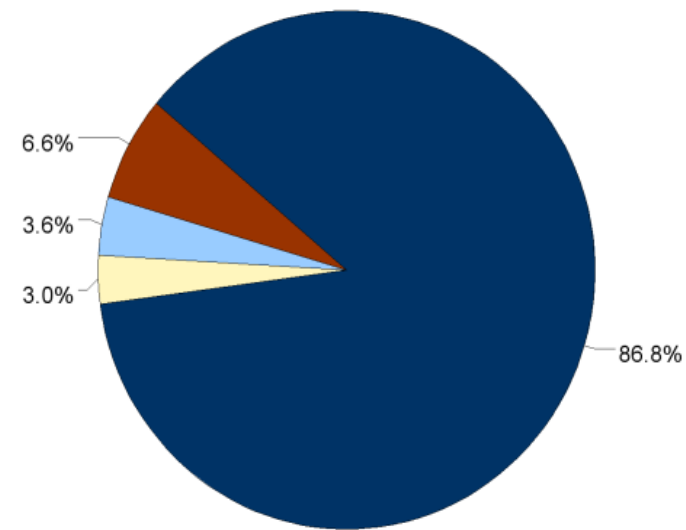
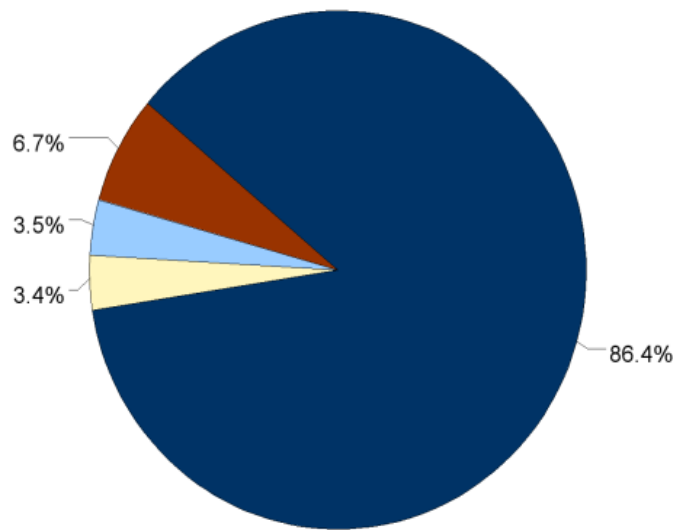
2011 Special Focus



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

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2011 Cohort



- Yes, in my first semester/quarter at this college
- Yes, in my first AND in at least one other semester/quarter at this college
- Yes, but NOT in my first semester/quarter at this college
- No, I did not

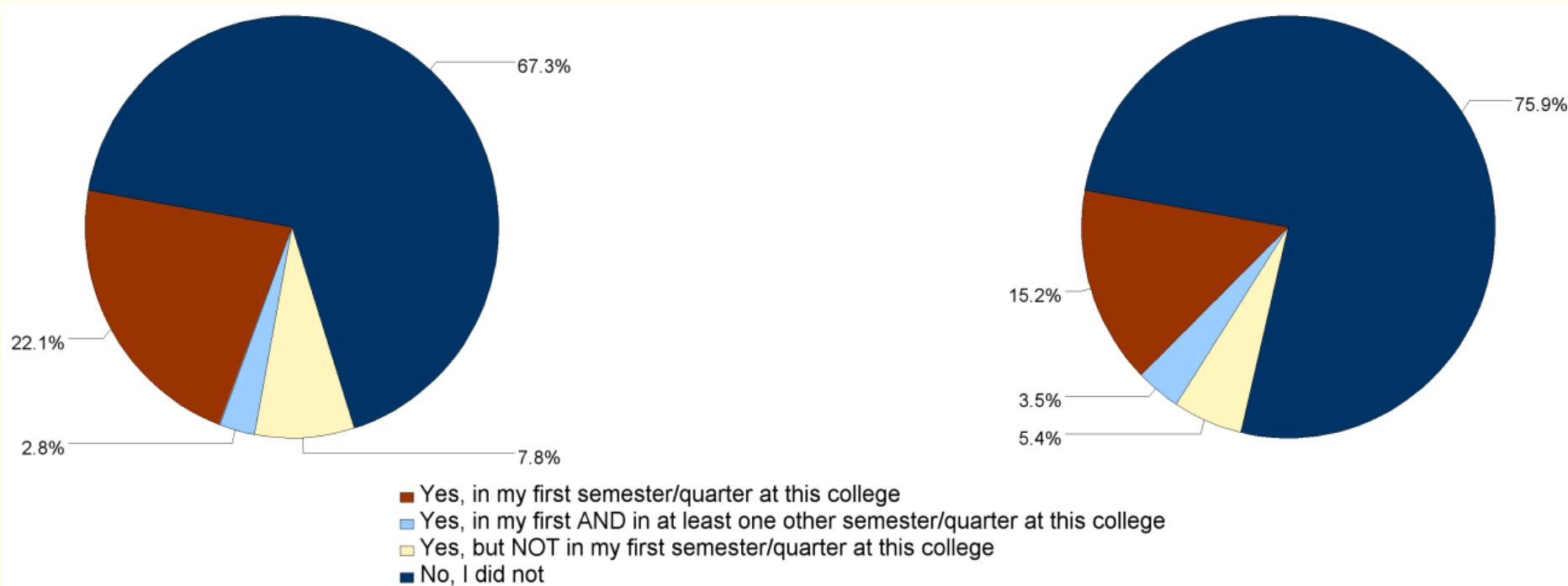
2011 Special Focus



During my first semester/quarter at this college, I enrolled in a student success course (such as a student development, extended orientation, study skills, student life skills, or college success course).

Daytona State College

2011 Cohort





***CCFSSE* Findings**



CCFSSE:

- **Elicits information from faculty about their teaching practices, the ways they spend their professional time both in and out of class, and their perceptions regarding students' educational experiences.**
- **Is aligned with *CCSSE* to allow colleges to contrast student and faculty perceptions.**



CCFSSE: How Daytona State College Faculty Members Use Class Time

In your selected course section, on average, what percentage of class time is spent on each of these activities?

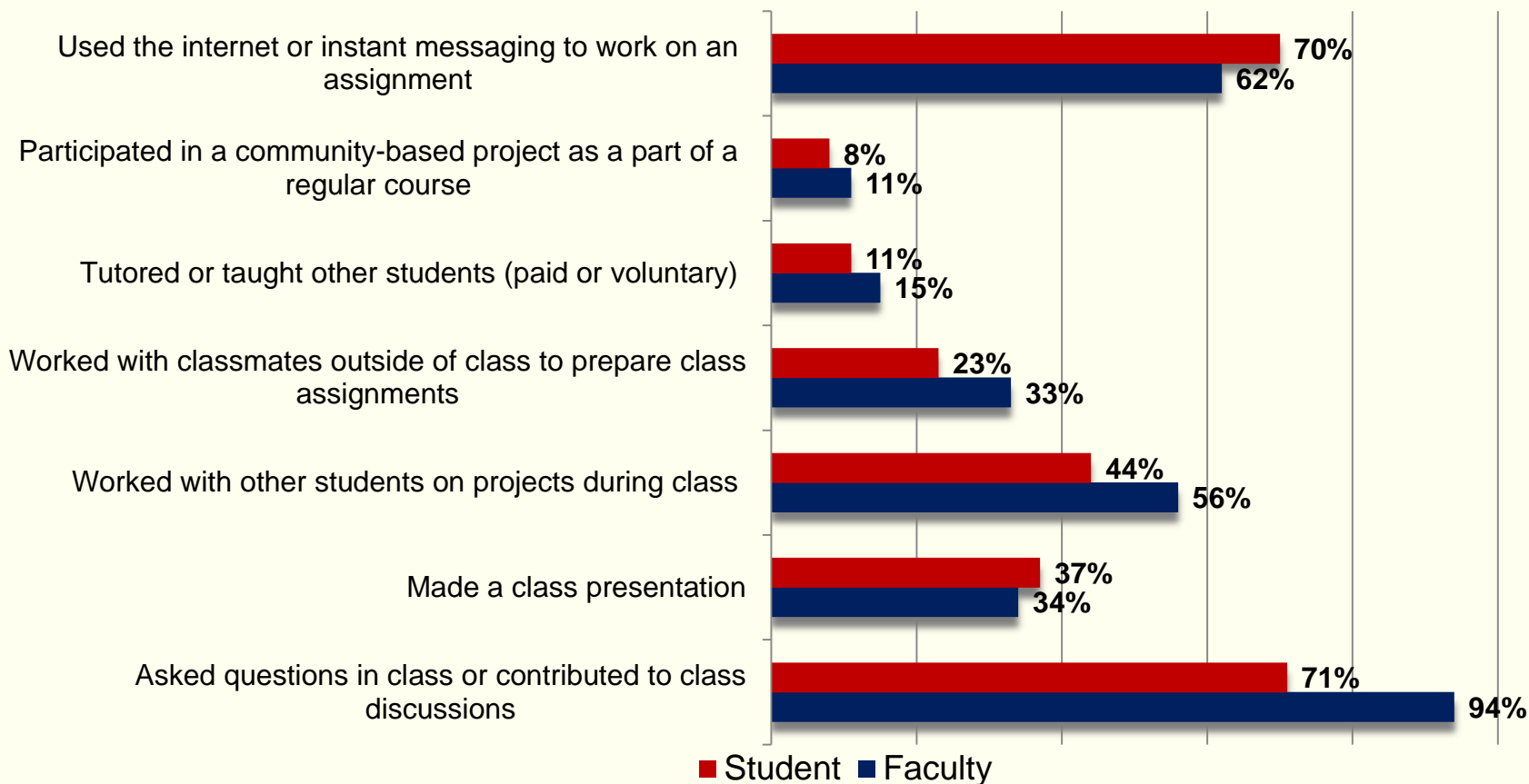
	0%	1–19%	20–49%	50–74%	75–100%
Lecture	0%	28%	48%	17%	7%
Teacher-led discussion	5%	44%	43%	7%	2%
Teacher-student shared responsibility	21%	42%	30%	6%	1%
Small group activities	19%	46%	27%	5%	2%
Student presentations	36%	46%	15%	2%	1%
In-class writing	48%	38%	10%	3%	2%
Experiential	64%	23%	10%	3%	1%
Hands-on practice	22%	38%	28%	7%	5%

Note: Percentages may not total 100% due to rounding.



CCFSSE: Faculty/student perceptions about Active & Collaborative Learning

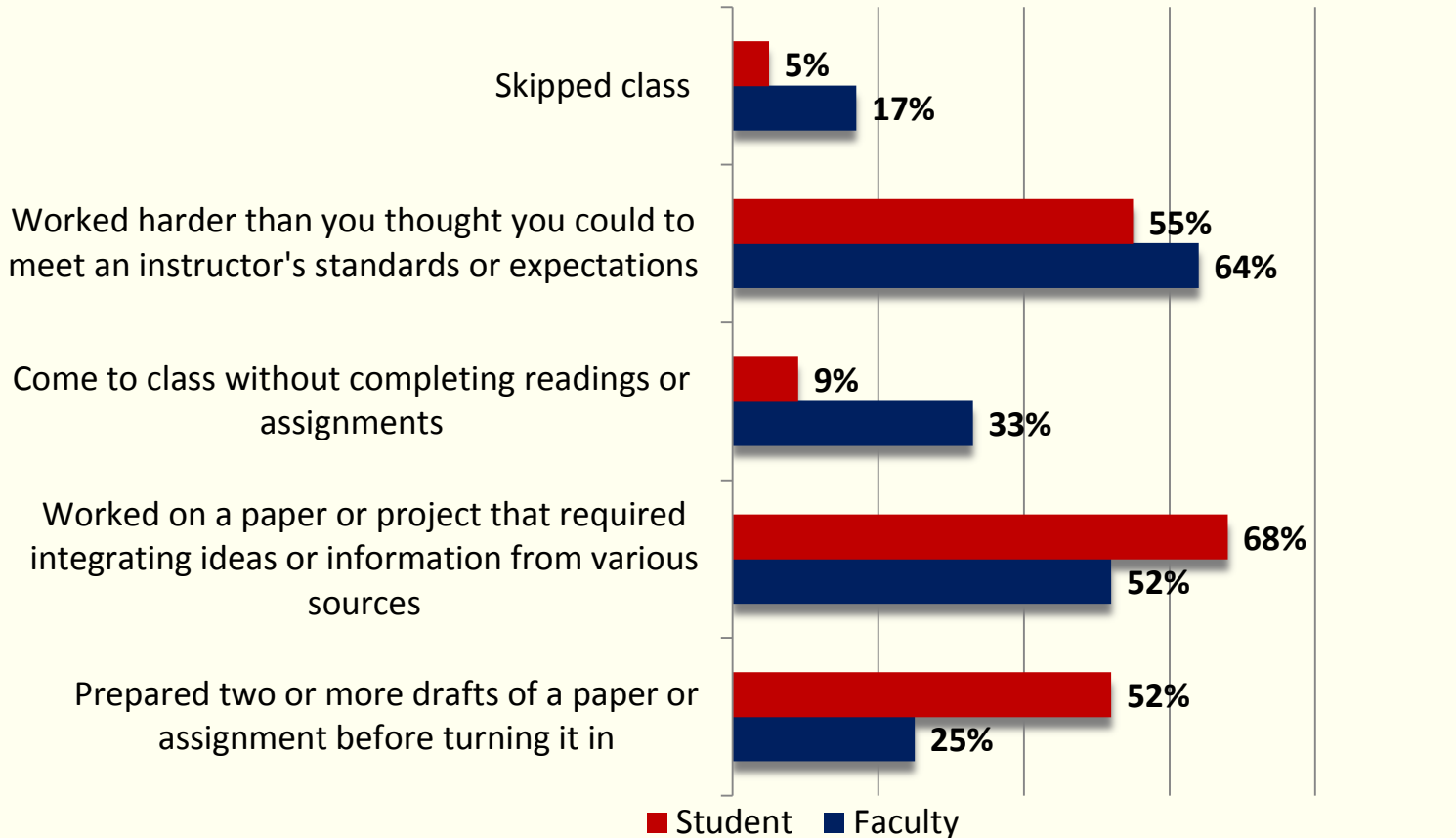
Faculty/Students who responded 'Often' or 'Very Often'





CCFSSE: Faculty/student perceptions about Student Effort

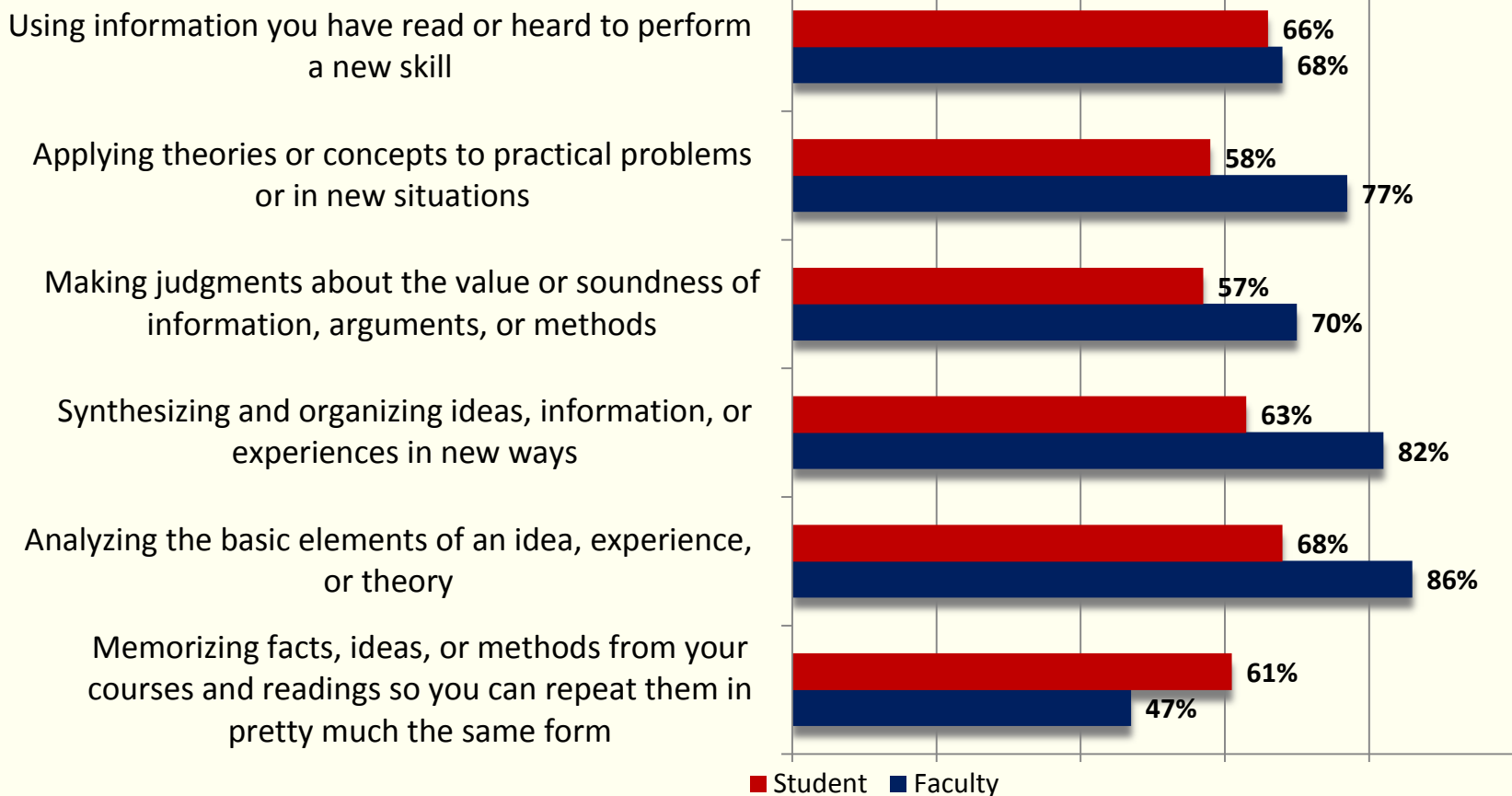
Faculty/Students who responded 'Often' or 'Very Often'





CCFSSE: Faculty/student perceptions about Academic Challenge

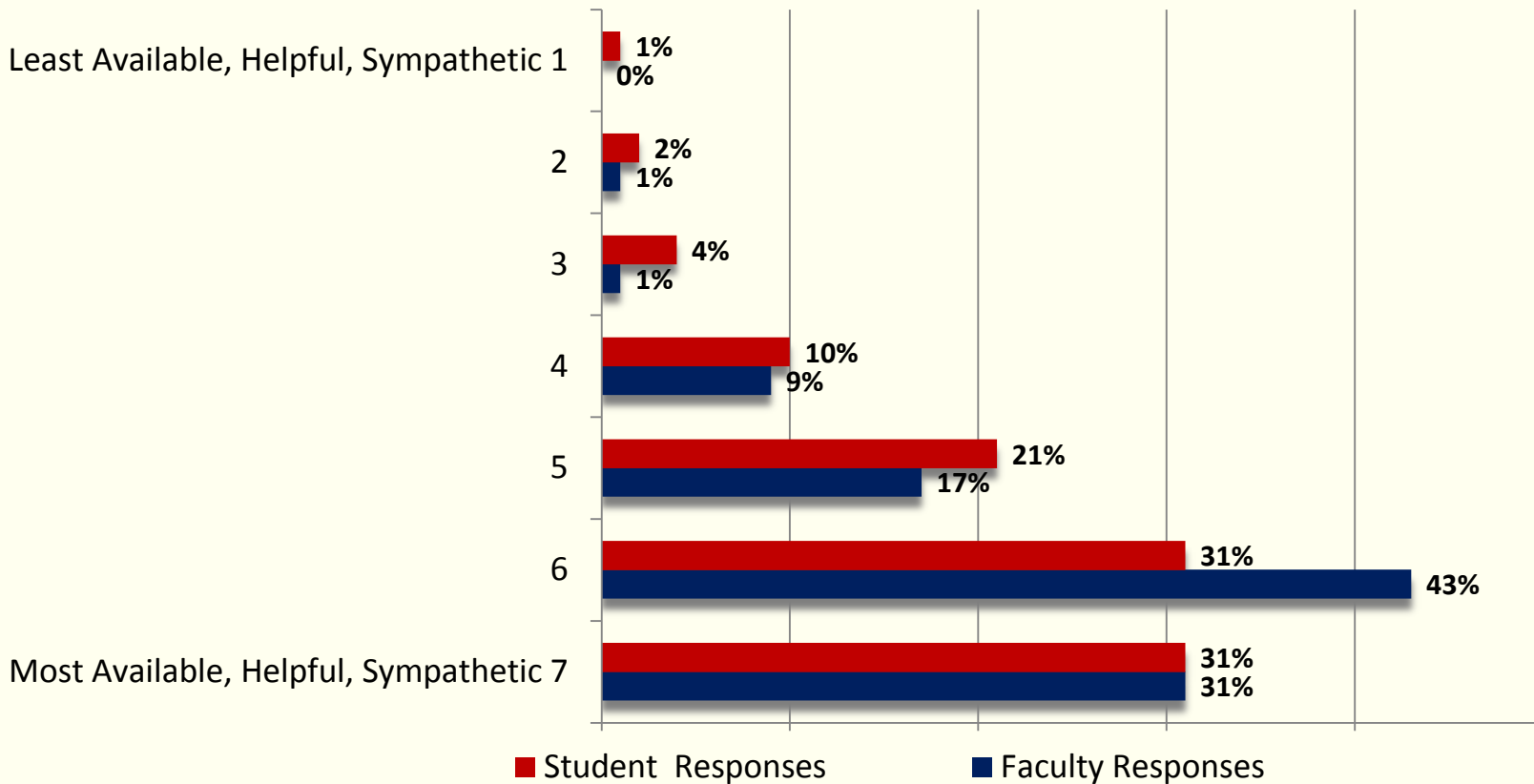
Faculty/Students who responded 'Quite a Bit' or 'Very Much'





CCFSSE: Faculty/student perceptions about Student-Faculty Interaction

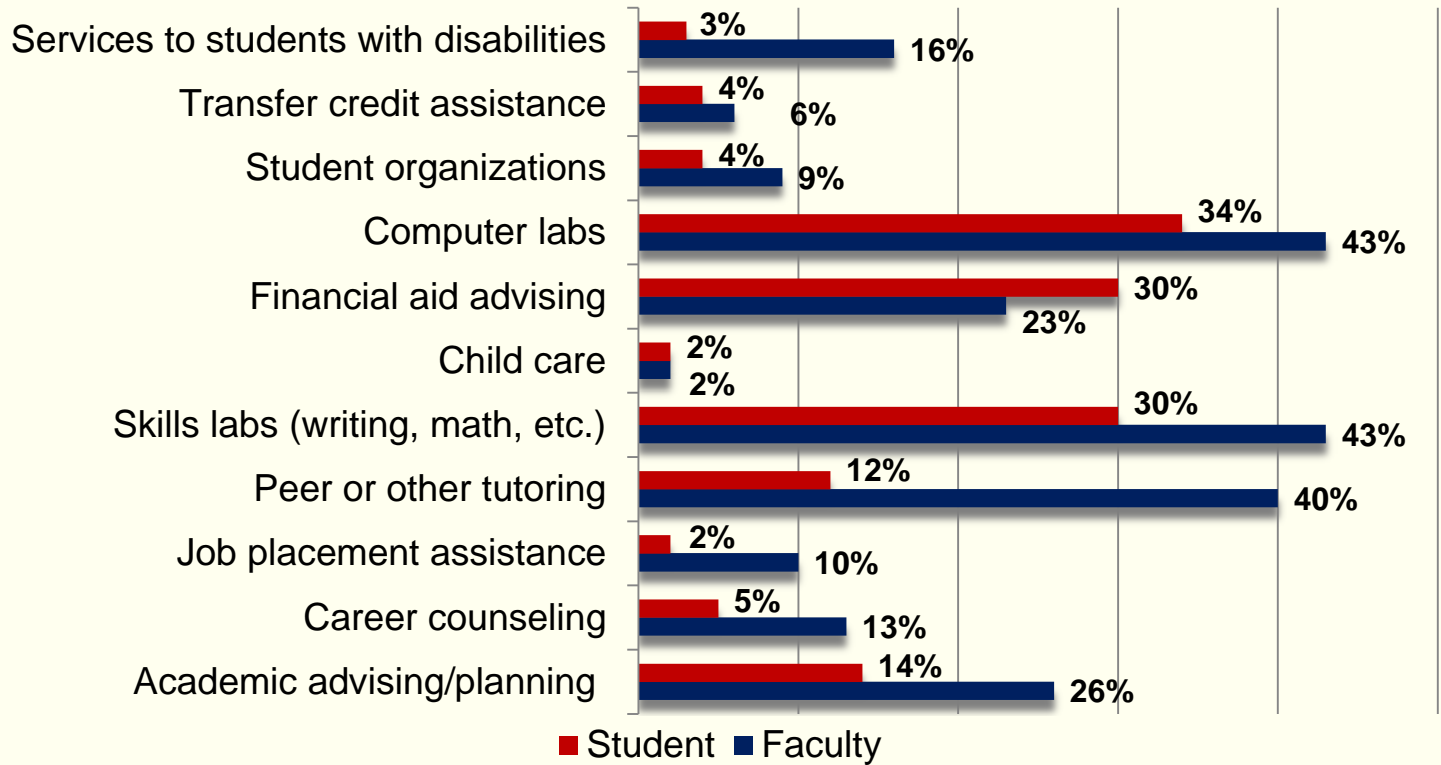
Mark the number that best represents the quality of your relationships with your instructors/your students





CCFSSE: Faculty/student perceptions about Support for Learners

Faculty: How often do you refer students to these services?
Students: How often do you use these services?
(Faculty/Students answering 'Often')





Using *CCSSE* Results

- **Share the data and examine areas the college values.**
- **Compare performance to the national average and assess performance on individual survey items.**
- **Examine practices of high-performing colleges.**
(www.ccsse.org)
- **Design strategies and set targets.**
- **Make the most important comparison: where you are now and where you want to be. This is the mark of an institution committed to continuous improvement.**

Don't forget, the SACS reaffirmation is in 2014!!!



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For more CCSSE information please visit

Institutional Research at:

<http://www.daytonastate.edu/ir/>