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\(^1\)
  - 74% overall percent of target rate\(^2\)

\(^1\) Adjusted Survey Count includes only data used in the national CCSSE analysis. See CCSSE exclusion rules for details.

\(^2\) 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 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

Hours spent participating in a typical 7-day week

- 80% None
- 14% 1-5 hours
- 2% 6-10 hours
- 1% 11-20 hours
- 1% 21-30 hours
- 1% More than 30 hours

1College-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

- Obtain an associate degree: 85%
- Self-improvement/personal enjoyment: 66%
- Transfer to a 4-year college or university: 64%
- Obtain/update job-related skills: 60%
- Complete a certificate program: 38%
- Change careers: 36%

Note: Students could choose more than one reason.

Source: 2017 CCSSE data
Student Respondent Profile: External Commitments

Source: 2017 CCSSE data

<table>
<thead>
<tr>
<th>Hours</th>
<th>Working for Pay</th>
<th>Caring for Dependents</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>23%</td>
<td>49%</td>
</tr>
<tr>
<td>1-5 hours</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>6-10 hours</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td>11-20 hours</td>
<td>16%</td>
<td>5%</td>
</tr>
<tr>
<td>21-30 hours</td>
<td>21%</td>
<td>4%</td>
</tr>
<tr>
<td>More than 30 hours</td>
<td>29%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Source: 2017 CCSSE data
CCSSE Benchmarks for Effective Educational Practice

The five CCSSE benchmarks¹ are:

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

¹Benchmarks 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

- Active and Collaborative Learning: 51
- Student Effort: 52.1
- Academic Challenge: 52.6
- Student-Faculty Interaction: 46.7
- Support for Learners: 47.9

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
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\(^1\), how often have you:

- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.): 52%
- Made a class presentation: 34%
- Worked with other students on projects during class: 50%
- Worked with classmates outside of class to prepare class assignments: 28%
- Tutored or taught other students (paid or voluntary): 8%
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.): 9%
- Asked questions in class or contributed to class discussions: 62%

\(^1\)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
During the current academic year\(^1\), how often have you:

- Come to class without completing readings or assignments:
  - Answered 'Often' or 'Very Often': 14%
  - Sometimes: 47%
  - Answered 'Never': 39%

- Worked on a paper or project that required integrating ideas or information from various sources:
  - Answered 'Often' or 'Very Often': 20%
  - Sometimes: 10%

- Prepared two or more drafts of a paper or assignment before turning it in:
  - Answered 'Often' or 'Very Often': 30%
  - Sometimes: 21%

\(^1\)2016/17

Source: 2017 CCSSE data
Student Effort

During the current academic year¹:

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

- 33% 21 or more
- 19% 11 to 20
- 15% 6 to 10
- 31% 1 to 5
- 2% None

¹2016/17
Source: 2017 CCSSE data
## Student Effort

During the current academic year\(^1\), how often have you:

<table>
<thead>
<tr>
<th>Service</th>
<th>Answered '5 or more times'</th>
<th>Answered '2 to 4 times'</th>
<th>Answered 'Never'</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used a computer lab</td>
<td>32%</td>
<td>19%</td>
<td>37%</td>
</tr>
<tr>
<td>Used skill labs (writing, math, etc.)</td>
<td>15%</td>
<td>16%</td>
<td>57%</td>
</tr>
<tr>
<td>Used peer or other tutoring services</td>
<td>13%</td>
<td>17%</td>
<td>59%</td>
</tr>
</tbody>
</table>

\(^1\)2016/17

Source: 2017 CCSSE data
Student Effort

Class Attendance

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

- Very Often: 1%
- Often: 4%
- Sometimes: 37%
- Never: 58%

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
During the current academic year\(^1\), how much has your coursework emphasized:

- Using information you have read or heard to perform a new skill: 68%
- Applying theories or concepts to practical problems or in new situations: 61%
- Making judgments about the value or soundness of information, arguments, or methods: 56%
- Forming a new idea or understanding from various pieces of information: 72%
- Analyzing the basic elements of an idea, experience, or theory: 73%

\(^1\)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\(^1\), how often have you:

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

\(^1\)2016/17

Source: 2017 CCSSE data
Academic Challenge

During the current academic year\(^1\):

- **How many papers or reports of any length have you written**
  - 11 or more: 30%
  - 5 to 10: 31%
  - 1 to 4: 27%
  - None: 12%

- **How many assigned textbooks, manuals, books, or packets of course readings have you read**
  - 11 or more: 31%
  - 5 to 10: 29%
  - 1 to 4: 37%
  - None: 3%

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\(^1\)2016/17
Source: 2017 CCSSE data
Academic Challenge

During the current academic year\(^1\):

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

- Extremely Easy: 2%
- Moderately Easy: 1%
- Slightly Easy: 7%
- Neither: 24%
- Slightly Challenging: 34%
- Moderately Challenging: 22%
- Extremely Challenging: 11%

\(^1\)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

- 66% More than five hours
- 34% Five or less hours

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:

- Worked with instructors on activities other than coursework: 10%
- Received prompt feedback (written or oral) from instructors on your performance: 61%
- Discussed ideas from your readings or classes with instructors outside of class: 19%
- Talked about career plans with an instructor or advisor: 28%
- Discussed grades or assignments with an instructor: 48%
- Used e-mail to communicate with an instructor: 58%

Source: 2017 CCSSE data
Student-Faculty Interaction

Student Perceptions of Feedback
During the current school year¹, how often have you received prompt feedback (written or oral) from instructors on your performance?

- Very Often: 34%
- Often: 31%
- Sometimes: 28%
- Never: 8%

¹2016/17
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:

- Providing the financial support you need to afford your education: 50%
- Providing the support you need to thrive socially: 29%
- Helping you cope with your non-academic responsibilities (work, family, etc.): 23%
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds: 51%
- Providing the support you need to help you succeed at this College: 77%

Source: 2017 CCSSE data

Answered 'Very much' or 'Quite a bit'
Support for Learners

During the current academic year\(^1\), how often have you:

- Used career counseling services: 73% never, 15% 1 time, 9% 2 to 4 times, 3% 5 or more times.
- Used academic advising/planning services: 49% never, 23% 1 time, 16% 2 to 4 times, 12% 5 or more times.

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

- Yes, before every academic term: 54%
- Yes, before some academic terms, but not all: 33%
- No: 14%

Source: 2017 CCSSE data

1Spring 2017
Prior to registering for classes before this academic term\(^1\) at this College, were you required to meet (in person or online) with an academic advisor?

\(^1\)Spring 2017

Source: 2017 CCSSE data
During this academic term\(^1\) at this College, how many times have you met (in person or online) with an academic advisor?

- More than twice: 25%
- Twice: 24%
- Once: 27%
- None: 24%

\(^1\)Spring 2017
Source: 2017 CCSSE data
During this academic term\textsuperscript{1} 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?

- 24% Yes
- 18% No
- 17% I have only met with an academic advisor once this academic term at this College
- 41% I have not met with an academic advisor once this academic term at this College

\textsuperscript{1}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\(^1\) at this College, he or she discussed when your next advising session should be.

- Yes: 17%
- No: 19%
- I have not met with an academic advisor during this academic term at this College: 65%

\(^1\)Spring 2017

Source: 2017 CCSSE data
Other Questions
Other Questions

Memorization vs. Deep Learning

During the current academic year\(^1\), how much of your coursework at this College emphasized the following mental activities?

- **Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form**
  - Memorization: 68%
  - Deep Learning: 73%

- **Analyzing the basic elements of an idea, experience, or theory**
  - Memorization: 72%
  - Deep Learning: 73%

- **Forming a new idea or understanding from various pieces of information**
  - Memorization: 56%
  - Deep Learning: 72%

- **Making judgments about the value or soundness of information, arguments, or methods**
  - Memorization: 56%
  - Deep Learning: 56%

\(^1\)2016/17

Source: 2017 CCSSE data
Which of the following have you done while attending this College?

- Honors course: 93% have done, 7% not done
- Developmental/remedial math course: 75% have done, 25% not done
- Developmental/remedial writing course: 89% have done, 11% not done
- Developmental/remedial reading course: 90% have done, 10% not done
- An English course taught specifically for students whose first language is not English: 97% have done, 4% not done
- Internship, field experience, co-op experience, or clinical assignment: 80% have done, 20% not done

Source: 2017 CCSSE data
How much has your experience at this College contributed to your knowledge, skills, and personal development in the following areas?

- Thinking critically and analytically: 72%
- Learning effectively on your own: 71%
- Working effectively with others: 64%
- Writing clearly and effectively: 63%
- Solving numerical problems: 59%
- Speaking clearly and effectively: 57%
- Developing career goals: 54%
- Gaining information about career opportunities: 44%
- Acquiring job- or work-related knowledge and skills: 43%

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?

- Lack of finances: 50%
- Working full-time: 39%
- Caring for dependents: 26%
- Academically unprepared: 19%

Source: 2017 CCSSE data
Community College Faculty Survey of Student Engagement \textit{(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’

- Participated in a community-based project (service-learning activity) as a part of a regular course: Faculty 9%, Student 12%
- Worked with classmates outside of class to prepare assignments: Faculty 28%, Student 39%
- Worked with other students on projects during class: Faculty 50%, Student 63%
- Made a class presentation: Faculty 29%, Student 34%
- Asked questions in class or contributed to class discussions: Faculty 62%, Student 81%

Source: 2017 CCFSSE data
Student Effort

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

- Students who skipped class: Faculty 5%, Student 16%
- Worked harder than you thought you could to meet an instructor's standards or expectations: Faculty 59%, Student 60%
- Come to class without completing readings or assignments: Faculty 14%, Student 39%
- Worked on a paper or project that required integrating ideas or information from various sources: Faculty 51%, Student 70%
- Prepared two or more drafts of a paper or assignment before turning it in: Faculty 24%, Student 49%

Source: 2017 CCFSSE data
Academic Challenge

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

- Using information you have read or heard to perform a new skill: 71% Faculty, 68% Student
- Applying theories or concepts to practical problems or in new situations: 73% Faculty, 61% Student
- Making judgements about the value or soundness of information, arguments, or methods: 69% Faculty, 56% Student
- Analyzing the basic elements of an idea, experience, or theory: 80% Faculty, 73% Student
- Memorizing facts, ideas, or methods so the students can repeat them in pretty much the same form: 42% Faculty, 68% Student

Source: 2017 CCFSSE data
Student-Faculty Interaction

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

- Worked with instructors on activities other than coursework
- Received prompt feedback (written or oral) from instructors on your performance
- Discussed ideas from your readings or classes with instructors outside of class
- Talked about career plans with an instructor or advisor
- Discussed grades or assignments with an instructor
- Used e-mail to communicate with an instructor

Source: 2017 CCFSSE data
Support for Learners

Faculty frequency of referrals vs. Student frequency of use

<table>
<thead>
<tr>
<th>Service</th>
<th>Faculty: Often</th>
<th>Faculty: Often</th>
<th>Student: 5 or more times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Services for active military and veterans</td>
<td>3%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Services for students with disabilities</td>
<td>3%</td>
<td>10%</td>
<td>5%</td>
</tr>
<tr>
<td>Library resources and services</td>
<td>6%</td>
<td>32%</td>
<td>17%</td>
</tr>
<tr>
<td>Transfer advising/planning</td>
<td>6%</td>
<td>32%</td>
<td>17%</td>
</tr>
<tr>
<td>Student organizations</td>
<td>13%</td>
<td>27%</td>
<td>16%</td>
</tr>
<tr>
<td>Computer labs</td>
<td>10%</td>
<td>32%</td>
<td>26%</td>
</tr>
<tr>
<td>Financial aid advising</td>
<td>17%</td>
<td>32%</td>
<td>26%</td>
</tr>
<tr>
<td>Child care</td>
<td>13%</td>
<td>36%</td>
<td>32%</td>
</tr>
<tr>
<td>Skills labs (writing, math, etc.)</td>
<td>10%</td>
<td>46%</td>
<td>47%</td>
</tr>
<tr>
<td>Peer or other tutoring</td>
<td>15%</td>
<td>46%</td>
<td>47%</td>
</tr>
<tr>
<td>Job placement assistance</td>
<td>13%</td>
<td>46%</td>
<td>47%</td>
</tr>
<tr>
<td>Career counseling</td>
<td>10%</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>Academic advising/planning</td>
<td>16%</td>
<td>26%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Source: 2017 CCFSE data
Closing Remarks and Questions