

## Community College Survey of Student Engagement 2009

### Executive Summary

The Community College Survey (CCSSE) was administered to both students and faculty during the Spring 2009 semester. Nationally, 400,886 students responded from 663 institutions in 48 states. TCC responses were compared to those of extra-large institutions (15,000 or more students) as its 2009 CCSSE cohort. TCC responses were also compared to those of 34 participating Achieving the Dream colleges.

The 1,007 TCC student responses reflected TCC demographics with the exception of enrollment status (full-time or part-time). A total of 41% of students were male and 59% were female. Additionally, 8% of students were African American or black, 3% were Asian, 69% were Caucasian or white, 4% were Hispanic, 10% Native American, 4% were International, and 3% were unknown. There were significantly more full-time respondents than part-time. This is a common outcome for the CCSSE and other student surveys and, consequently, all means used in the creation of the benchmarks were weighted by full-time and part-time status.

A total of 90% of targeted TCC classes completed the CCSSE, with a 59% within class-completion rate. Overall results indicate that TCC students rated their educational experiences similarly to those of TCC's 2009 CCSSE cohort, as well as the participating ATC consortium. TCC's percentile rankings for all five of the CCSSE benchmarks were within 1 to 3 percentiles from the cohort midpoint. The five benchmarks are:

1. Active and Collaborative Learning
2. Student Effort
3. Academic Challenge
4. Student-Faculty Interaction
5. Support for Learners

One item in *Benchmark #2: Student Effort* fell significantly below (95% confidence level) the cohort and consortium means. The frequency of *Peer or Other Tutoring* was rated significantly lower by TCC students than those at peer institutions. Although not of statistical significance, TCC students reported reading higher number of books outside of class time than did students from peer institutions. Other differences, though not statistically significant, can be reviewed in the full report.

Regarding individual item responses, TCC students rated nine items significantly below the mean. It should be noted that in large sample sizes, small differences can result in statistical significance. These nine items are:

How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?	TCC	ATD Consortium	2009 CCSSE Cohort
Acquiring job or work-related knowledge and skills	2.34	2.51	2.58
Understanding yourself	2.43	2.66	2.60
Understanding people of other racial and ethnic backgrounds	2.20	2.43	2.37
Developing a personal code of values and ethics	2.19	2.41	2.36
Developing clearer career goals	2.48	2.70	2.67
Gaining information about career opportunities	2.32	2.56	2.55
<b>1=Very Little , 2=Some, 3=Quite a Bit, 4=Very Much</b>			

How often do you use the following services?	TCC	ATD Consortium	2009 CCSSE Cohort
Frequency Job Placement Assistance	1.811	1.22	1.24
Frequency: Peer or other tutoring	1.33	1.50	1.46
<b>0=Don't know/N.A., 1=Rarely/never, 2=Sometimes, 3=Often</b>			

How important are the services to you?	TCC	ATD Consortium	2009 CCSSE Cohort
Importance: Peer or other tutoring	1.98	2.18	2.10
<b>0=N.A., 1=Not at all, 2=Somewhat, 3=Very</b>			

A stratified random sample of TCC faculty was administered the Community College Faculty Survey of Student Engagement (CCFSSE) during Spring 2009 as well. Their responses were matched to student responses to identify gaps in perception of student engagement. Statistical tests of significance were not conducted between faculty and student responses because item wording was not identical in order to tailor content to both faculty and student respondents. Results show that faculty rated four of the five benchmarks higher than did students. Faculty perceptions tended to be more optimistic regarding Collaborative Learning, Academic Challenge, Student-Faculty Interaction, and Support for Learners. Students and faculty tended to perceive Student Effort more similarly. These trends held true for TCC's national cohort as well.

In summary, TCC students and faculty view student engagement as strongly as do faculty and students nation-wide. Students largely reported that their experiences at TCC have contributed substantially to their knowledge, skills and personal development in multiple areas. However, there were a small number of items that TCC students rated lower than the national norm. Specifically, these items related to *Acquiring job or work-related knowledge and skills*, and included *Understanding yourself*, *Understanding people of other racial and ethnic backgrounds*, *Developing a personal code of values and ethics*, *Developing clearer career goals*, and *Gaining information about career opportunities*. Frequency of use of *Job Placement Assistance* and *Peer of Other Tutoring* were also rated below the mean.

These gaps highlight areas for improvement for the College and are appropriate for discussion and inclusion in strategic planning at the College.