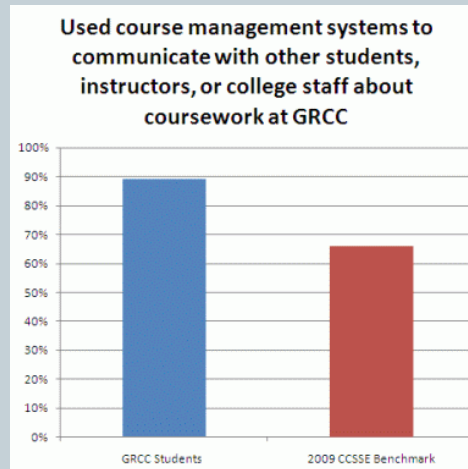


Community College Survey of Student Engagement



CCSSE 2009



CCSSE: Student Results



Comparative Groups



- **2009 CCSSE COHORT**
 - 663 extra-large colleges across 48 states
 - 400,886 respondents
- **2009 CONSORTIUM**
 - 34 ATD colleges

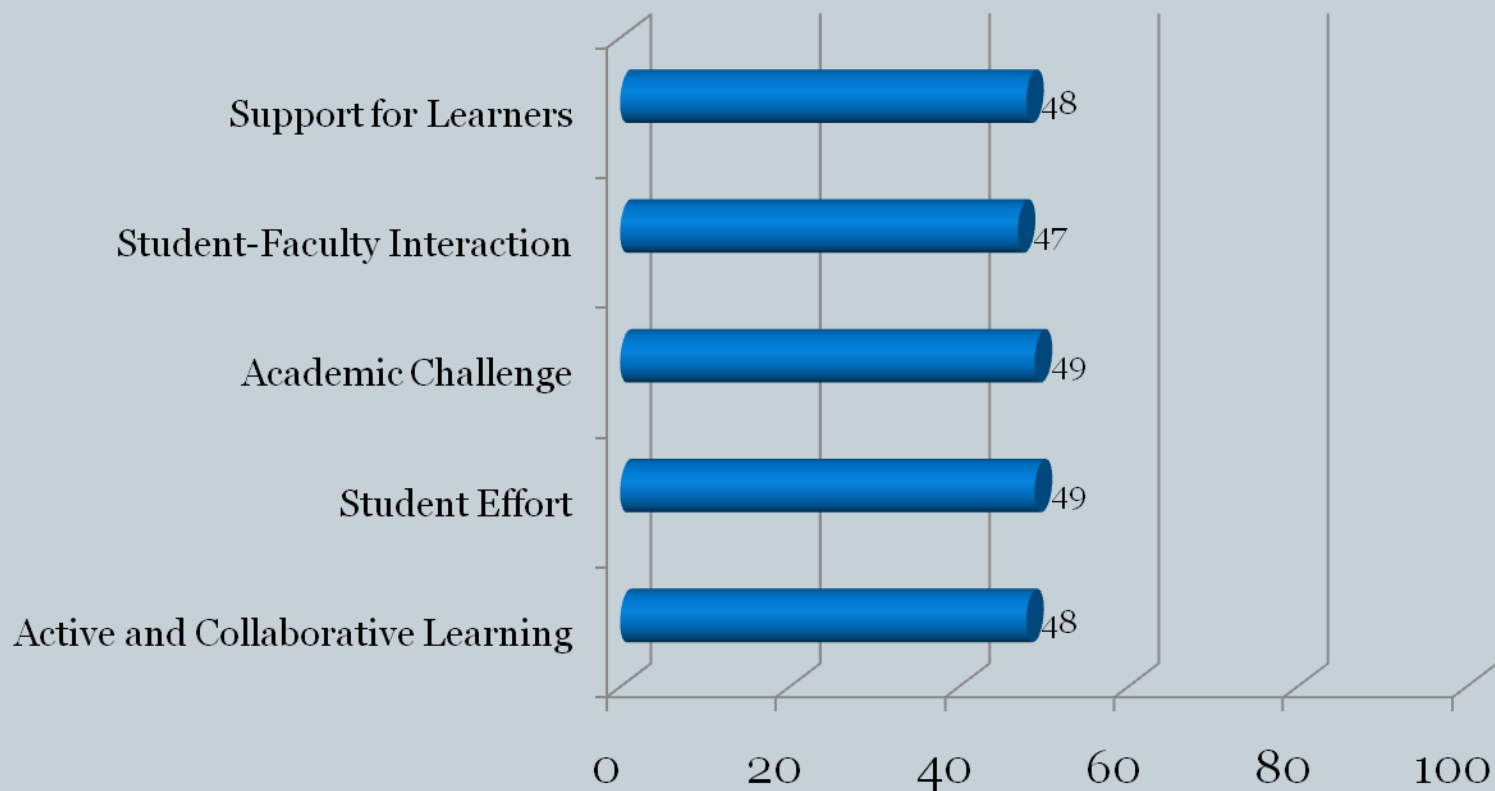
TCC Respondents



- **1,007 TOTAL STUDENTS**
- **55% OVERALL COMPLETION RATE**
- **90% OF TARGETED CLASSES SURVEYED**
- **59% WITHIN CLASS COMPLETION RATE**
- **ENROLLMENT STATUS**
 - Significantly more full-time and significantly less part-time students responded*

**FT and PT results weighted to correct for response variation.*

TCC's Percentile Ranking on CCSSE Benchmarks Compared to Peer Colleges

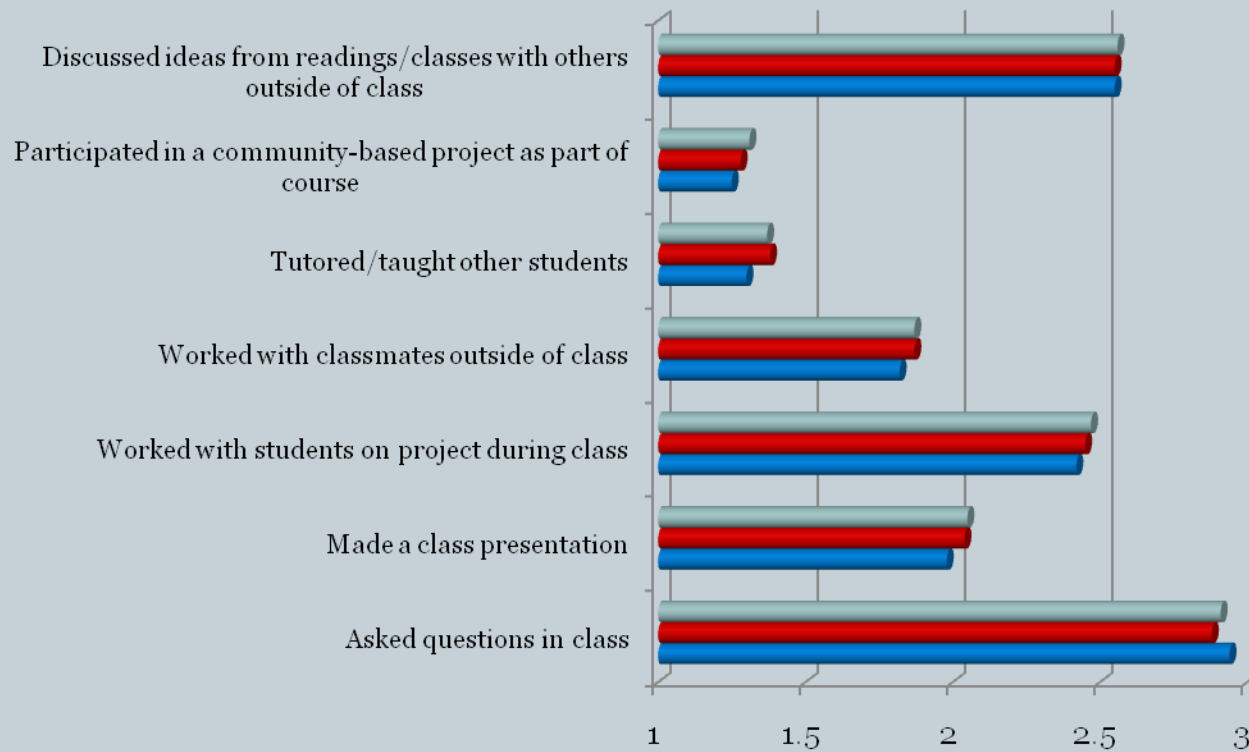


Percentile scores were based on standardized scores where the mean was set at 50 and the standard deviation was 25.

Benchmark #1: Active and Collaborative Learning

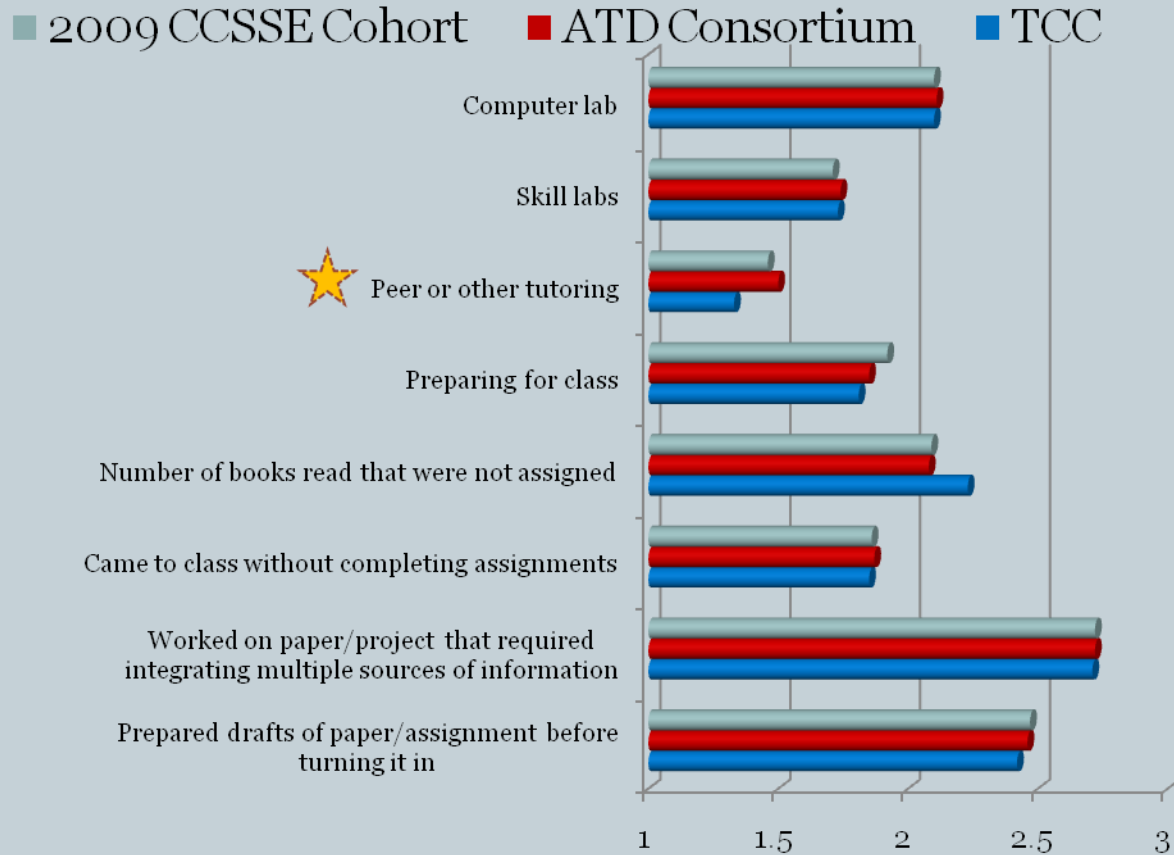


■ 2009 CCSSE Cohort ■ ATD Consortium ■ TCC



1=Never, 2=Sometimes, 3=Often, 4=Very Often

Benchmark #2: Student Effort



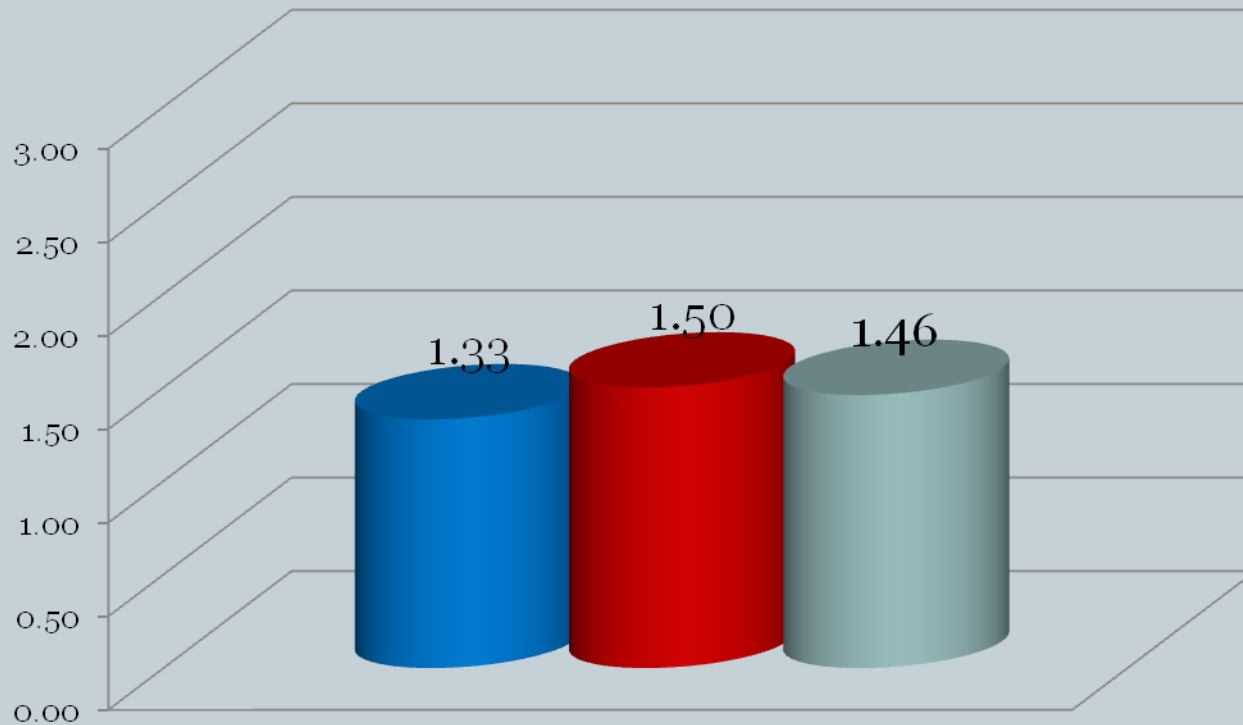
1=Never, 2=Sometimes, 3=Often, 4=Very Often

Benchmark #2: Student Effort



Frequency of Peer or Other Tutoring

■ TCC ■ ATD Consortium ■ 2009 CCSSE Cohort



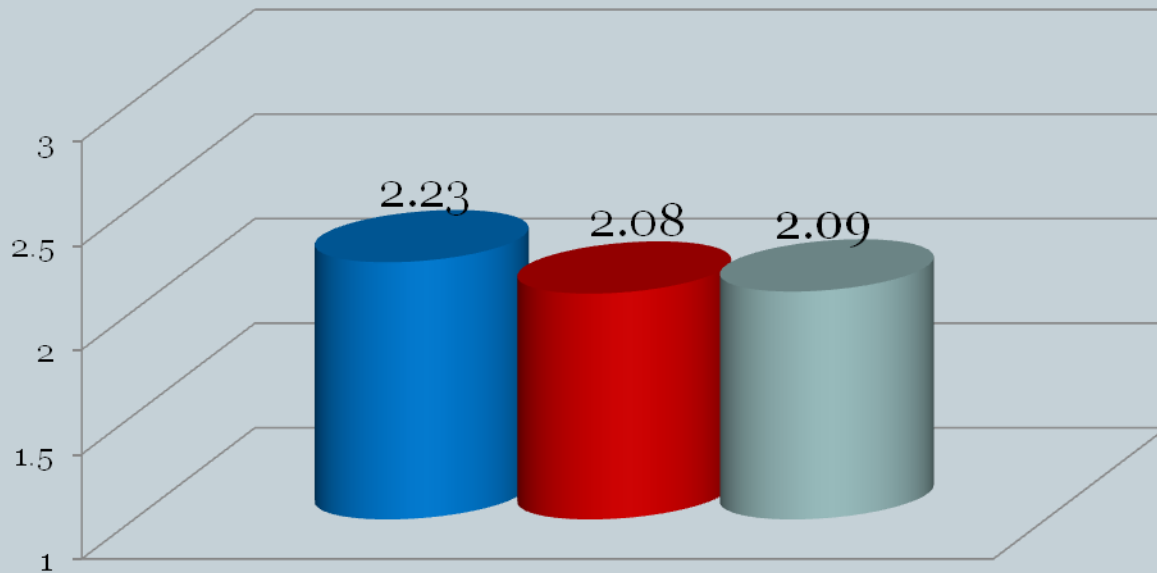
1=None, 2=1 to 4, 3=5 to 10, 4=11 to 20, 5=20 or more

Benchmark #2: Student Effort



Number of Books Read for Own Personal Enjoyment or Academic Enrichment

■ TCC ■ ATD Consortium ■ 2009 CCSSE Cohort



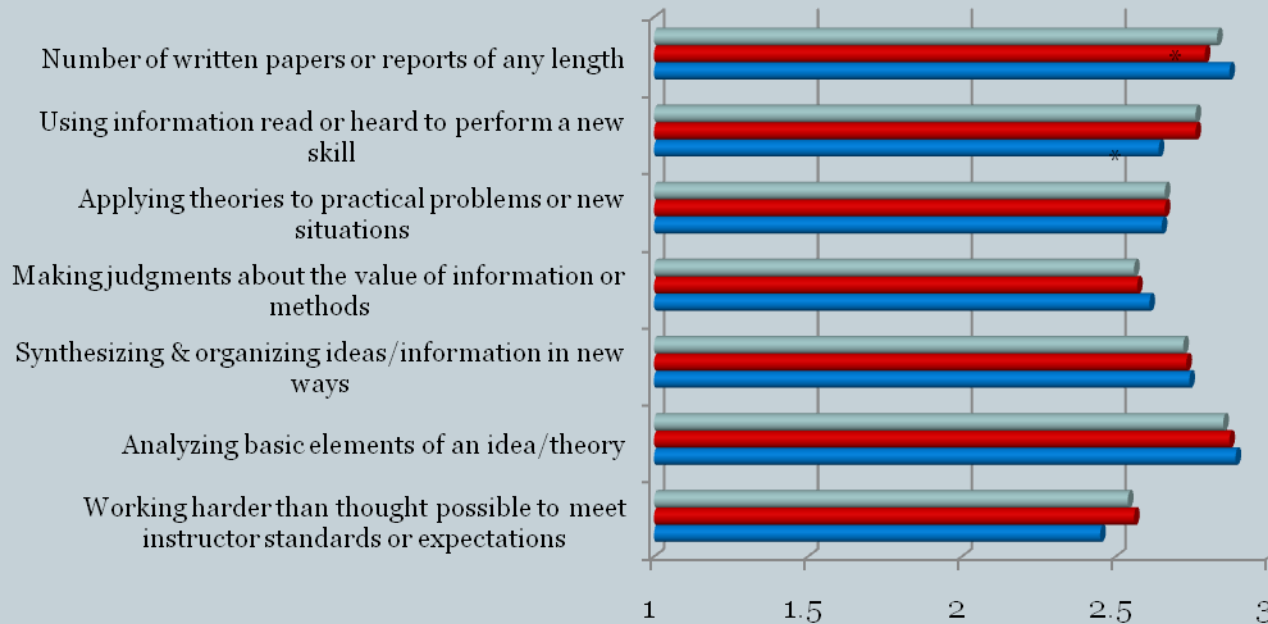
1=None, 2=1 to 4, 3=5 to 10, 4=11 to 20, 5=20 or more

Benchmark #3: Academic Challenge



Frequency of Engagement in Following Coursework Activities

■ 2009 CCSSE Cohort ■ ATD Consortium ■ TCC



* Indicates statistical significance at .05

** Indicates statistical significant .001

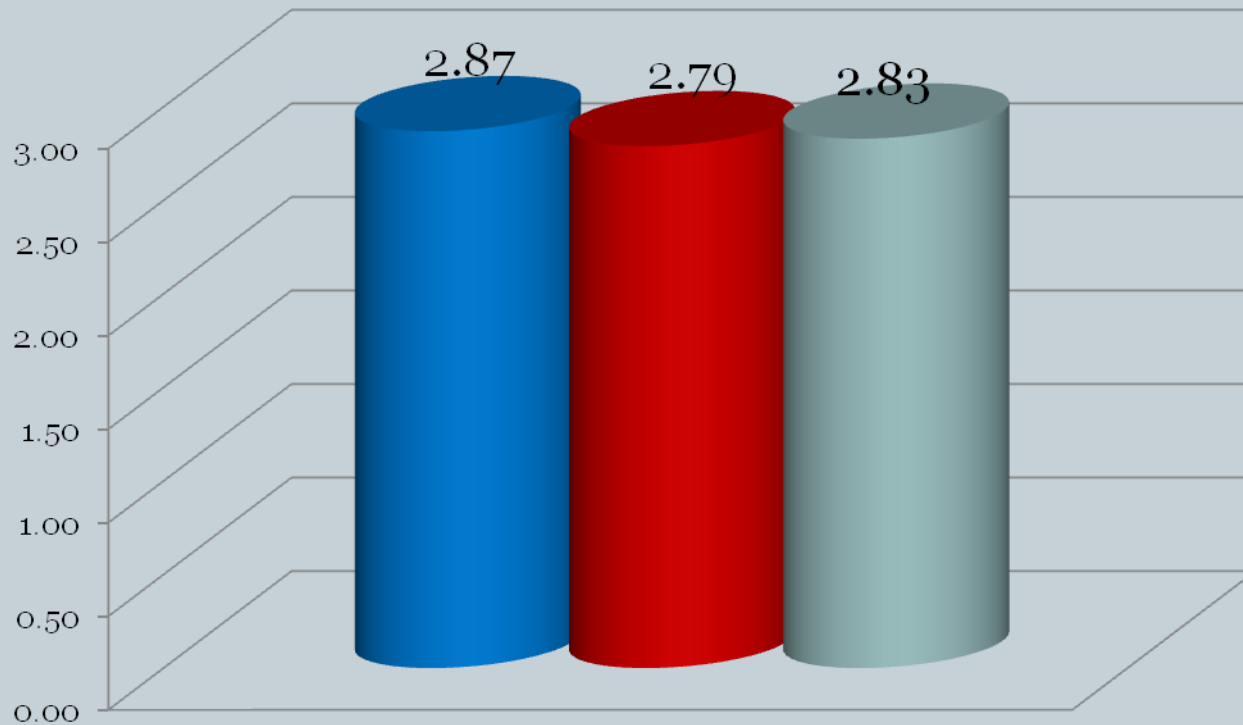
1=Very Little , 2=Some, 3=Quite a Bit, 4=Very Much

Benchmark #3: Academic Challenge



Number of papers and other reports

■ TCC ■ ATD Consortium ■ 2009 CCSSE Cohort



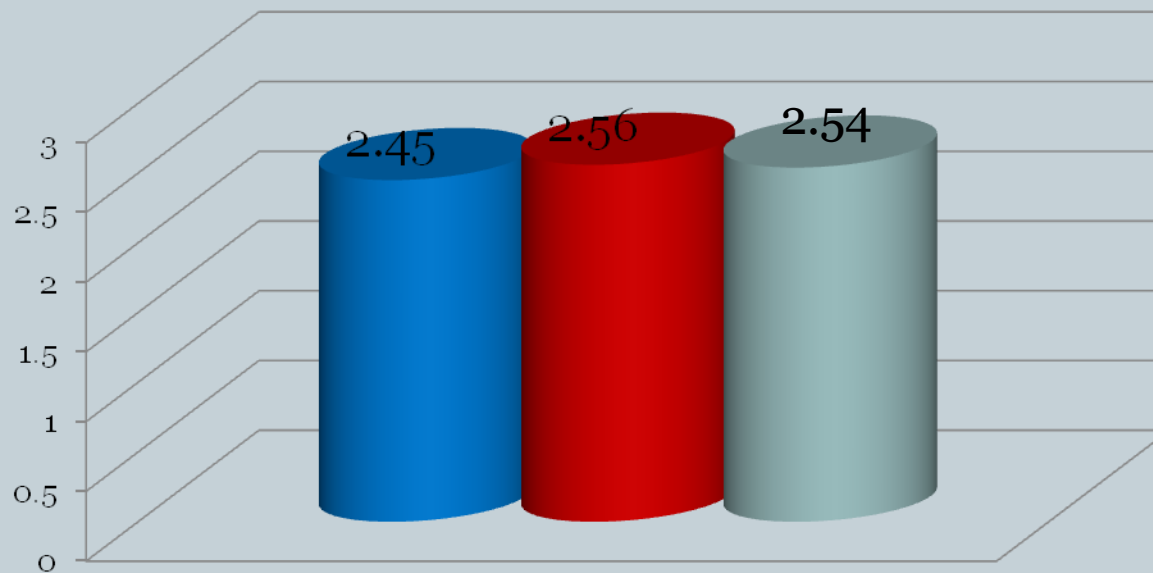
1=None, 2=1 to 4, 3=5 to 10, 4=11 to 20, 5=20 or more

Benchmark #3: Academic Challenge



Student worked harder than they thought they could to meet Instructor's expectations

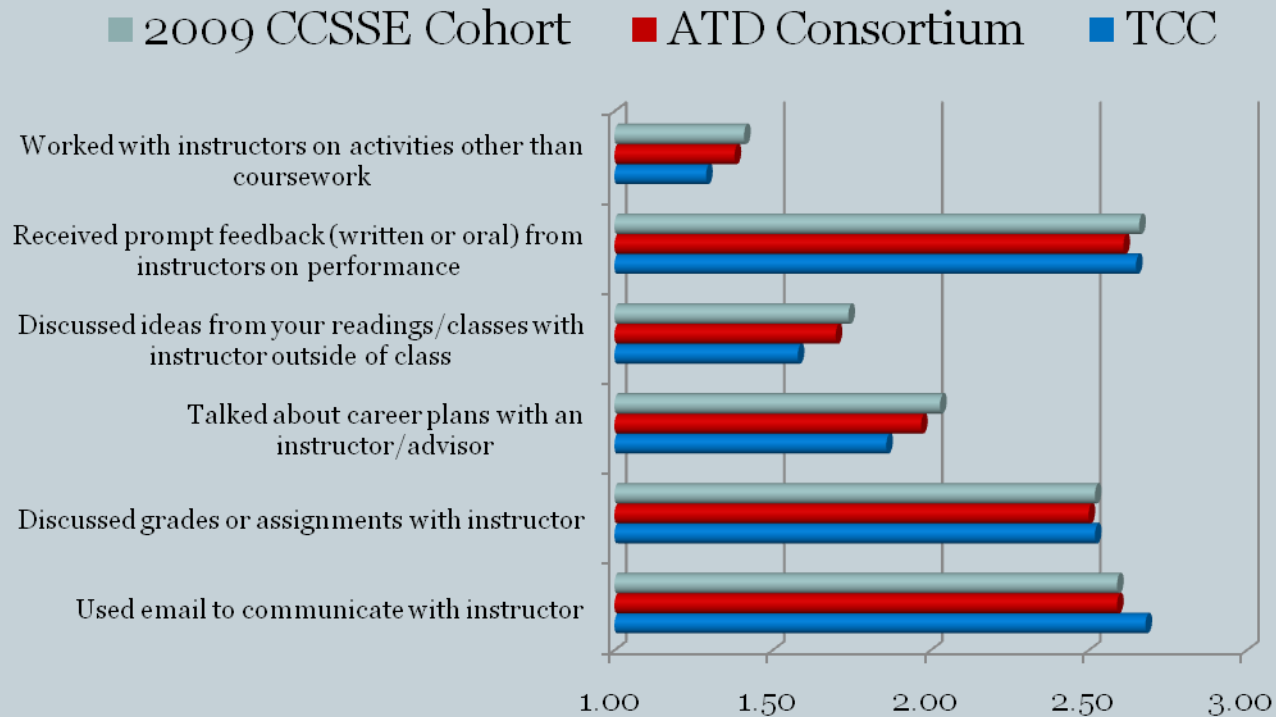
■ TCC ■ ATD Consortium ■ 2009 CCSSE Cohort



1=Never, 2=Sometimes, 3=Often, 4=Very Often

Benchmark #4: Student-Faculty Interaction

Communication for Coursework Activities



* Indicates statistical significance at .05

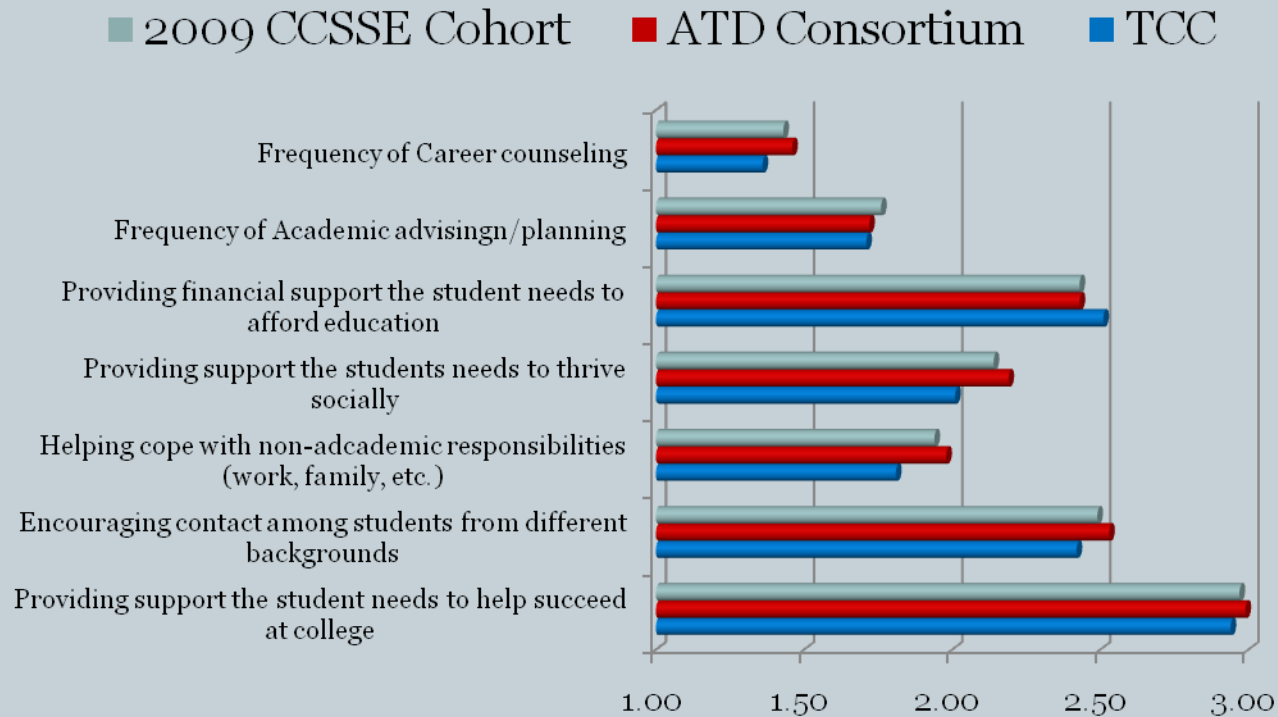
** Indicates statistical significant .001

1=Never , 2=Sometimes, 3=Often , 4=Very Often

Benchmark #5: Support for Learners



Support provided to the Student by the College



* Indicates statistical significance at .05

** Indicates statistical significant .001

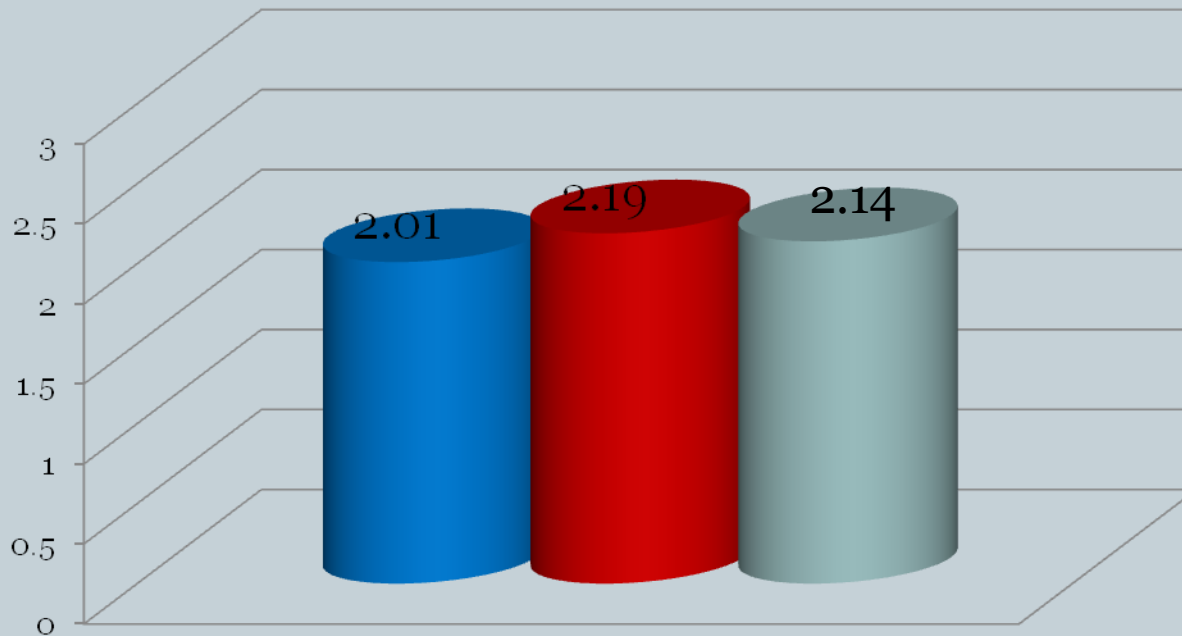
1=Very Little , 2=Some, 3=Quite a Bit, 4=Very Much

Benchmark #5: Support for Learners



Providing students the support they need to thrive socially

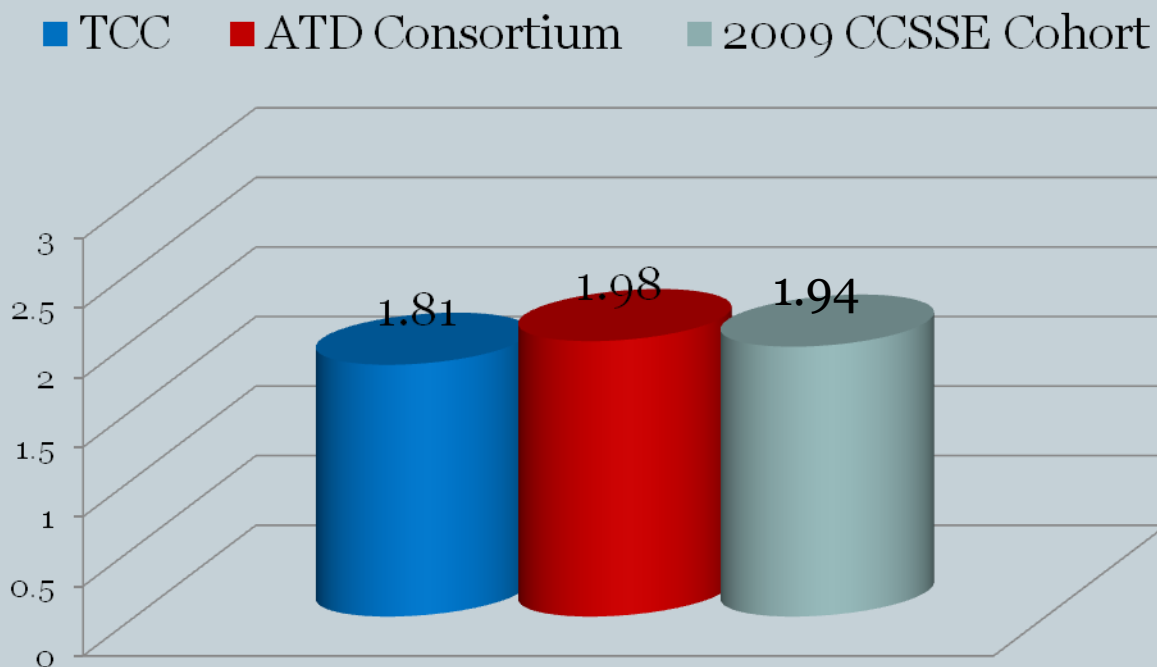
■ TCC ■ ATD Consortium ■ 2009 CCSSE Cohort



1=Never, 2=Sometimes, 3=Often, 4=Very Often

Benchmark #5: Support for Learners

Helping students cope with non-academic responsibilities (work, family, etc.)



1=Never, 2=Sometimes, 3=Often, 4=Very Often

Means Summary Report



Item	# Above the Mean of Peer College Cohort	# Below the Mean of Peer College Cohort
College Activities	0	0
Opinions About Your School	0	0
Weekly Activities	0	0
Educational and Personal Growth	0	6
Student Services	0	3
College Experiences	0	0
Total	0	9

Educational and Personal Growth



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
1=Very Little , 2=Some, 3=Quite a Bit, 4=Very Much			

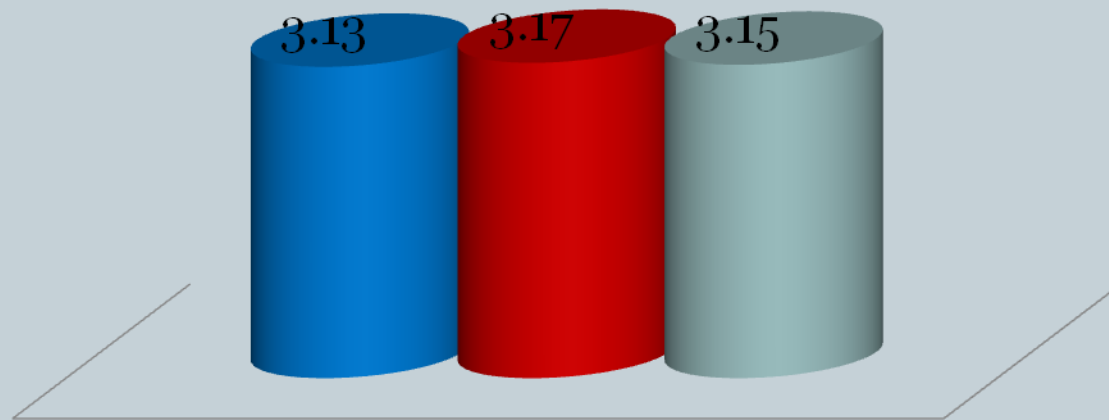
Note: Rows shaded in blue are significant at the .01 level. All other rows are significant at the .05 level.

College Experience: Full-time students



How would you evaluate your entire educational experience at this college?

■ TCC ■ ATD Colleges ■ Extra-Large Colleges

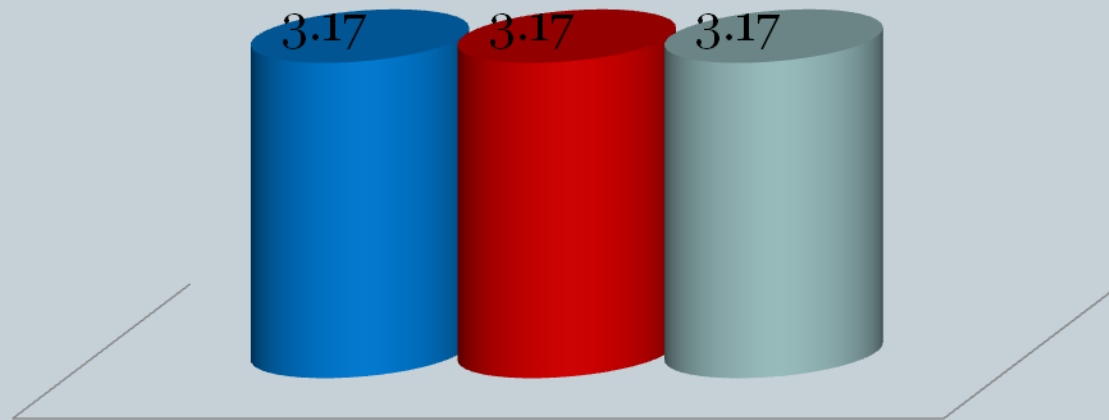


College Experience: Part-time students



How would you evaluate your entire educational experience at this college?

■ TCC ■ ATD Colleges ■ Extra-Large Colleges



Student Summary

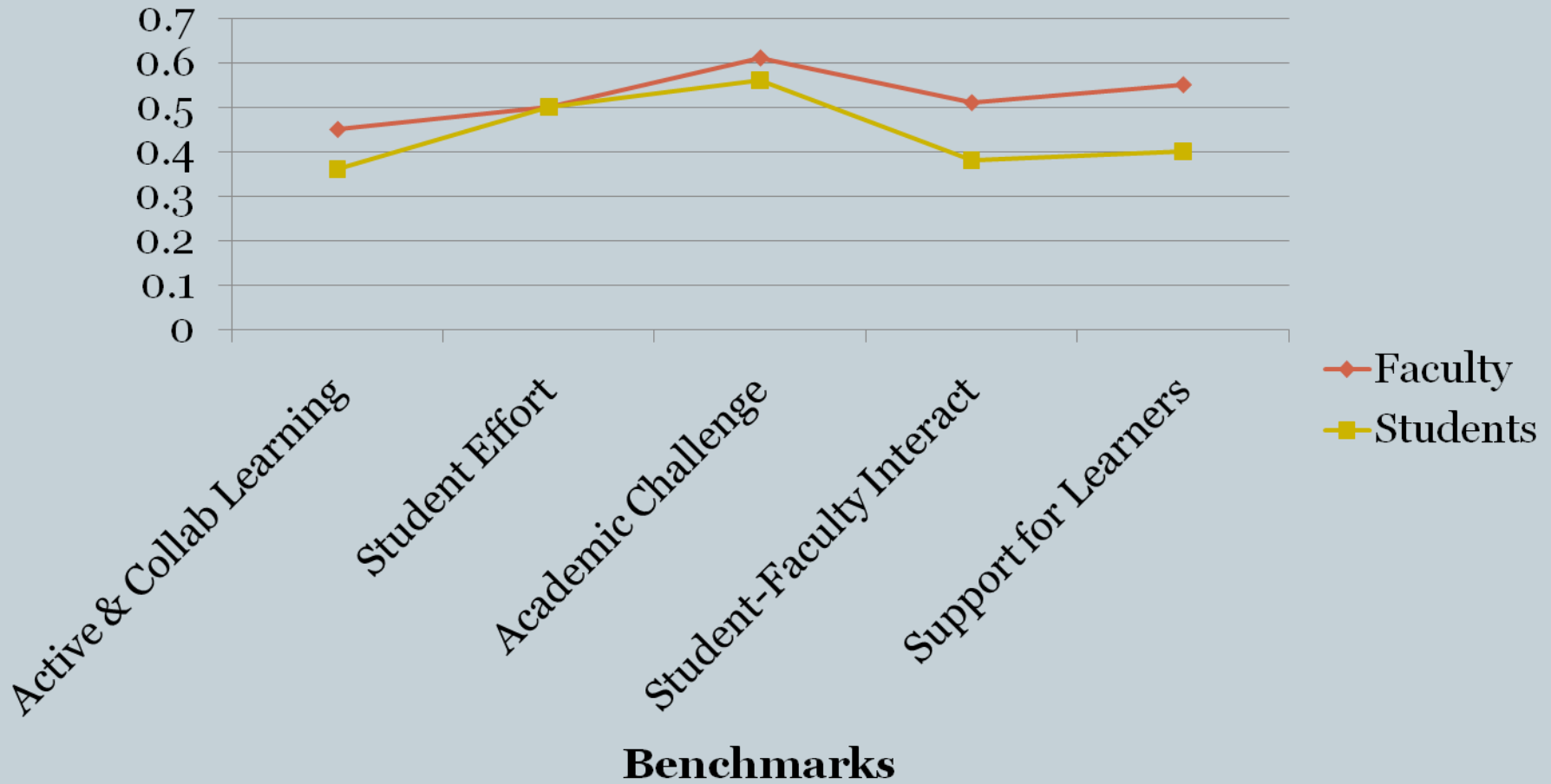


- TCC student respondents were representative of the college (stratified sample used)
 - Only full-time/part-time demographic was not represented
 - This is common artifact nation-wide
- TCC responses paralleled national responses
- Student perceptions of benchmarks constructs largely match the national average with the following gap:
 - Student Effort

CCFSSE: Faculty Results



National Norms



National Norms



	Faculty Responses	Student Responses
Use email to communicate with you	64%	51%
Discuss grades or assignments with you	70%	46%
Talk about career plans with you	39%	24%
Discuss ideas from your readings or classes with you outside of class	29%	16%
Receive prompt feedback (written or oral) from you about their performance	92%	56%

TCC Results

N = 204



	Faculty Responses	Student Responses
Use email to communicate with you	70%	55%
Discuss grades of assignments with you	67%	46%
Talk about career plans with you	31%	20%
Discuss ideas from your readings or classes with you outside of class	22%	12%
Receive prompt feedback (written or oral) from you about their performance	95%	56%

Faculty Summary



- TCC faculty respondents were representative of the college (stratified sample used)
 - 64% part-time respondents
 - 36% full-time respondents
- TCC responses paralleled national responses
- Faculty perceptions and student perceptions are similar with faculty somewhat more optimistic about the following:
 - Active and Collaborative Learning
 - Academic Challenge
 - Student-Faculty Interaction
 - Support for Learning