



# CCSSE 2013 Findings for Tulsa Community College

Fall 2013



# Presentation Overview

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- Goals for today:
  - 1) Review methodology and results; and
  - 2) Discuss next steps for sharing and using *CCSSE* results
- Survey administration and respondent profile
- *CCSSE* results
  - Comparisons with 2013 *CCSSE* cohort, across student groups, and with prior years
  - Aspects of highest and lowest engagement
- Sharing and using the *CCSSE* results
- Conclusions

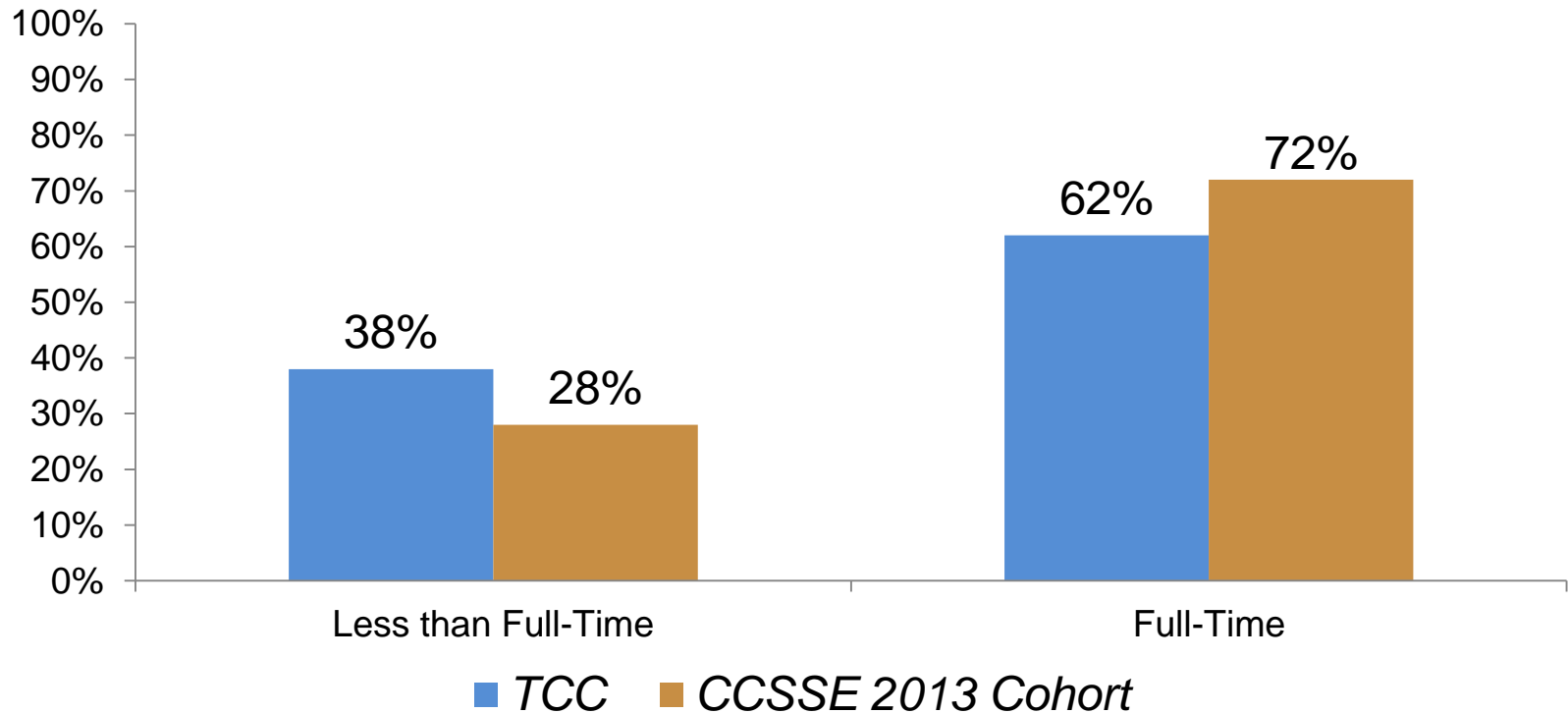
# The Community College Survey of Student Engagement (CCSSE)

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- Surveys completed in class during Spring 2013
  - 145 standard survey items assessing various forms of engagement
  - 15 custom items for TCC from Deans of Student Services, ADs, and LESC
- 1,063 adjusted survey count
  - 89% “percent of target” rate (target was 1,200)

# Student Respondent Profile: Enrollment Status

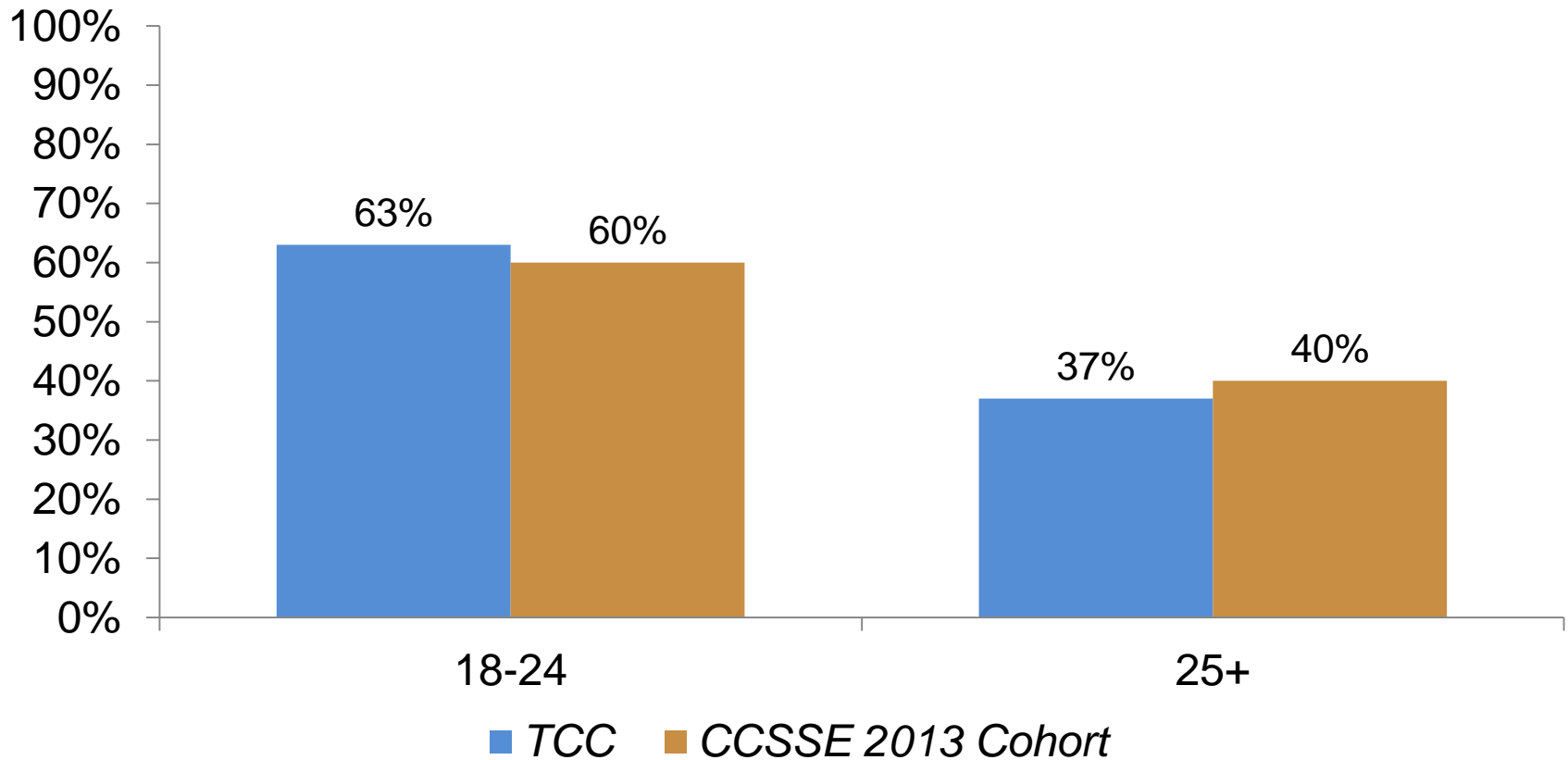
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Source: 2013 CCSSE data

# Student Respondent Profile: Age

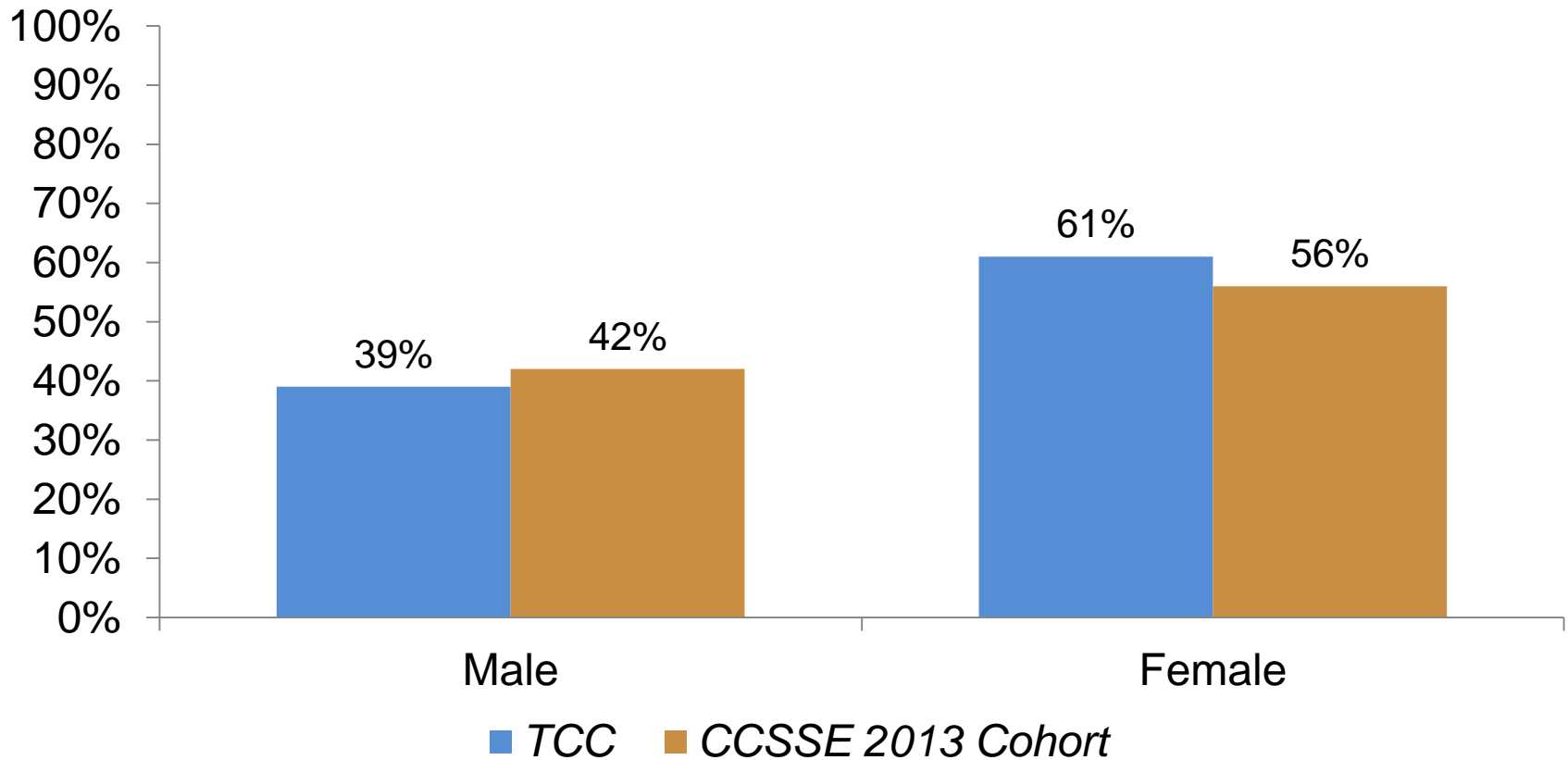
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Source: 2013 CCSSE data

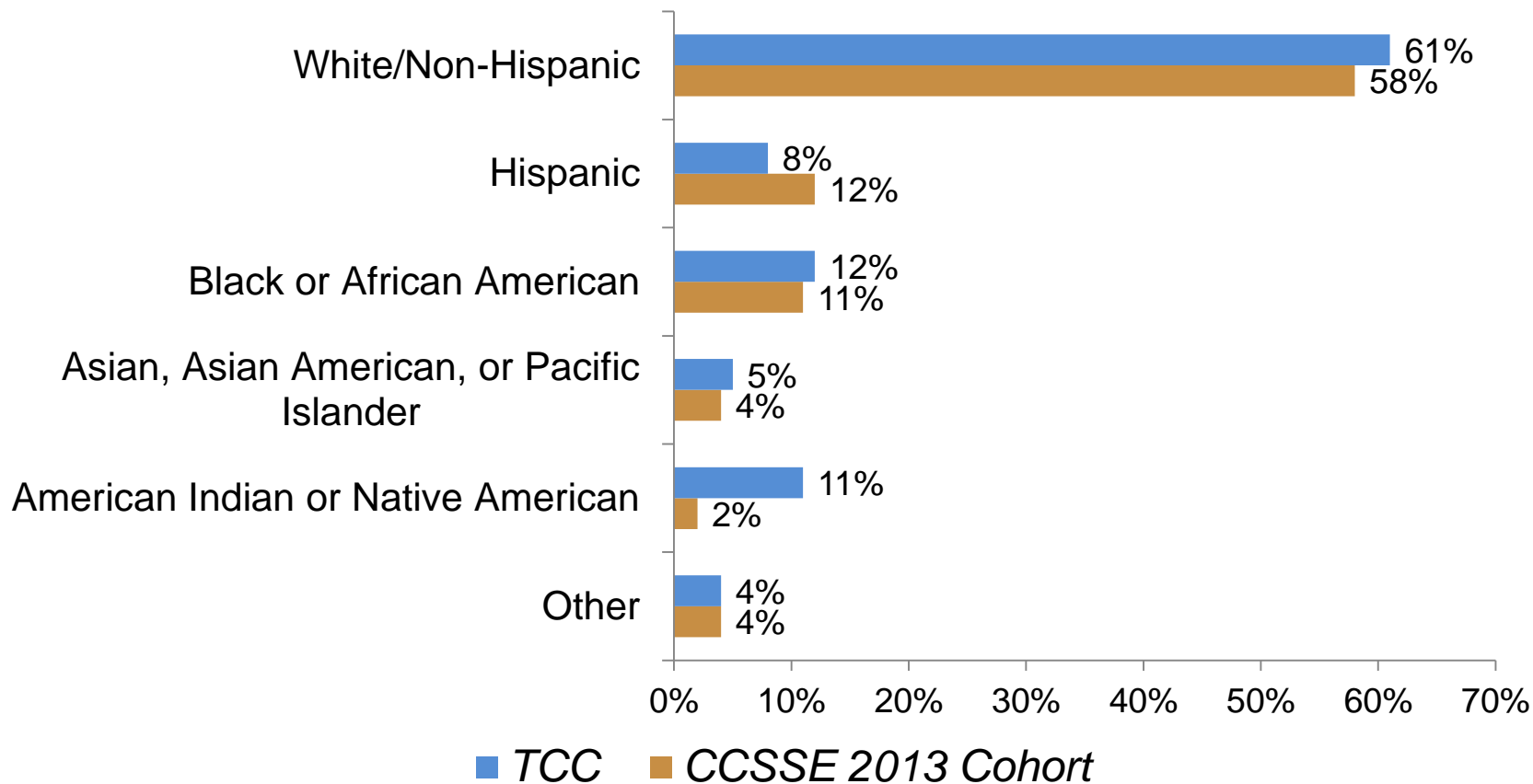
# Student Respondent Profile: Sex

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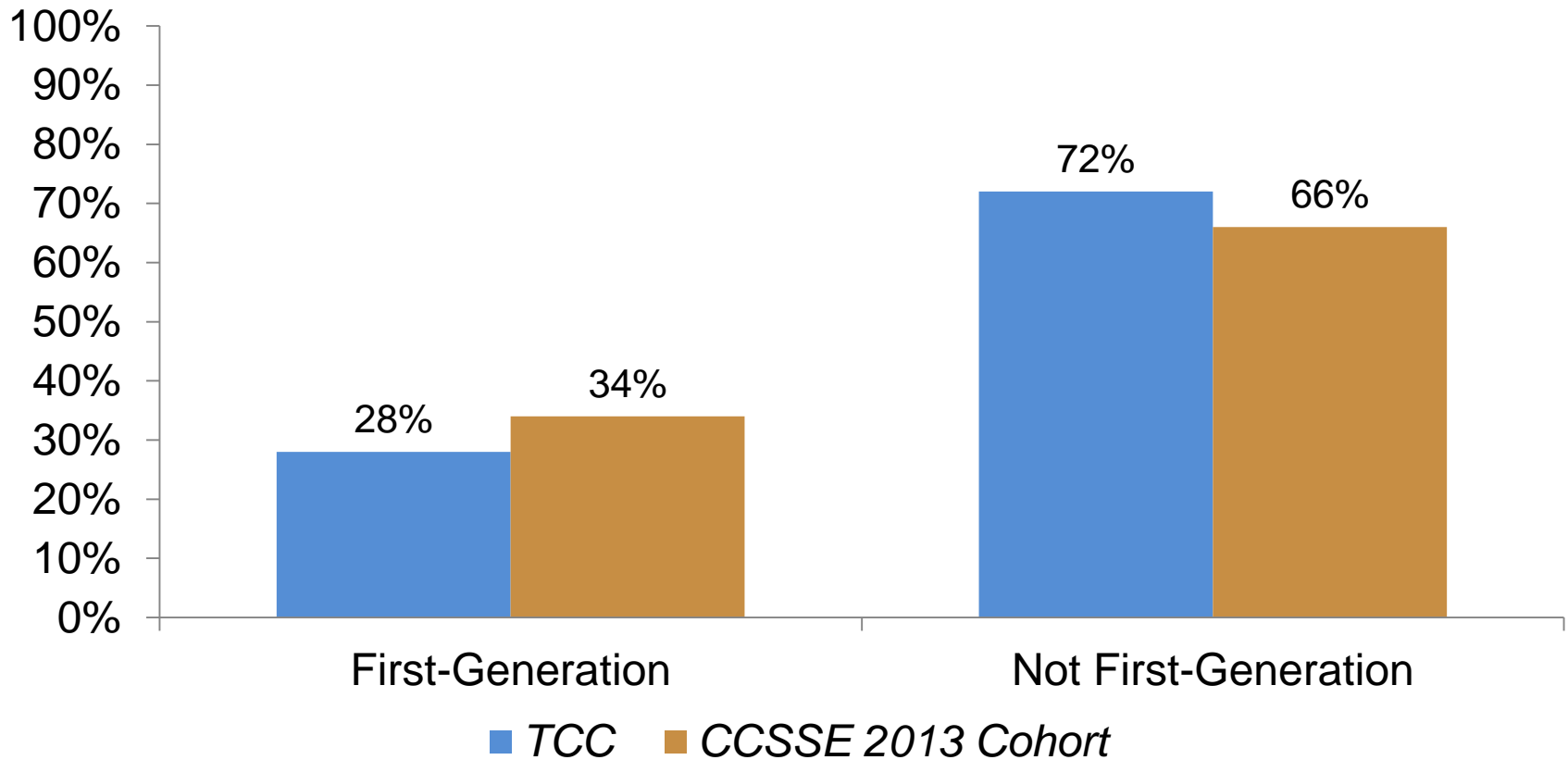
Source: 2013 CCSSE data

# Student Respondent Profile: Racial Identification



Source: 2013 CCSSE data

# Student Respondent Profile: First-Generation Status



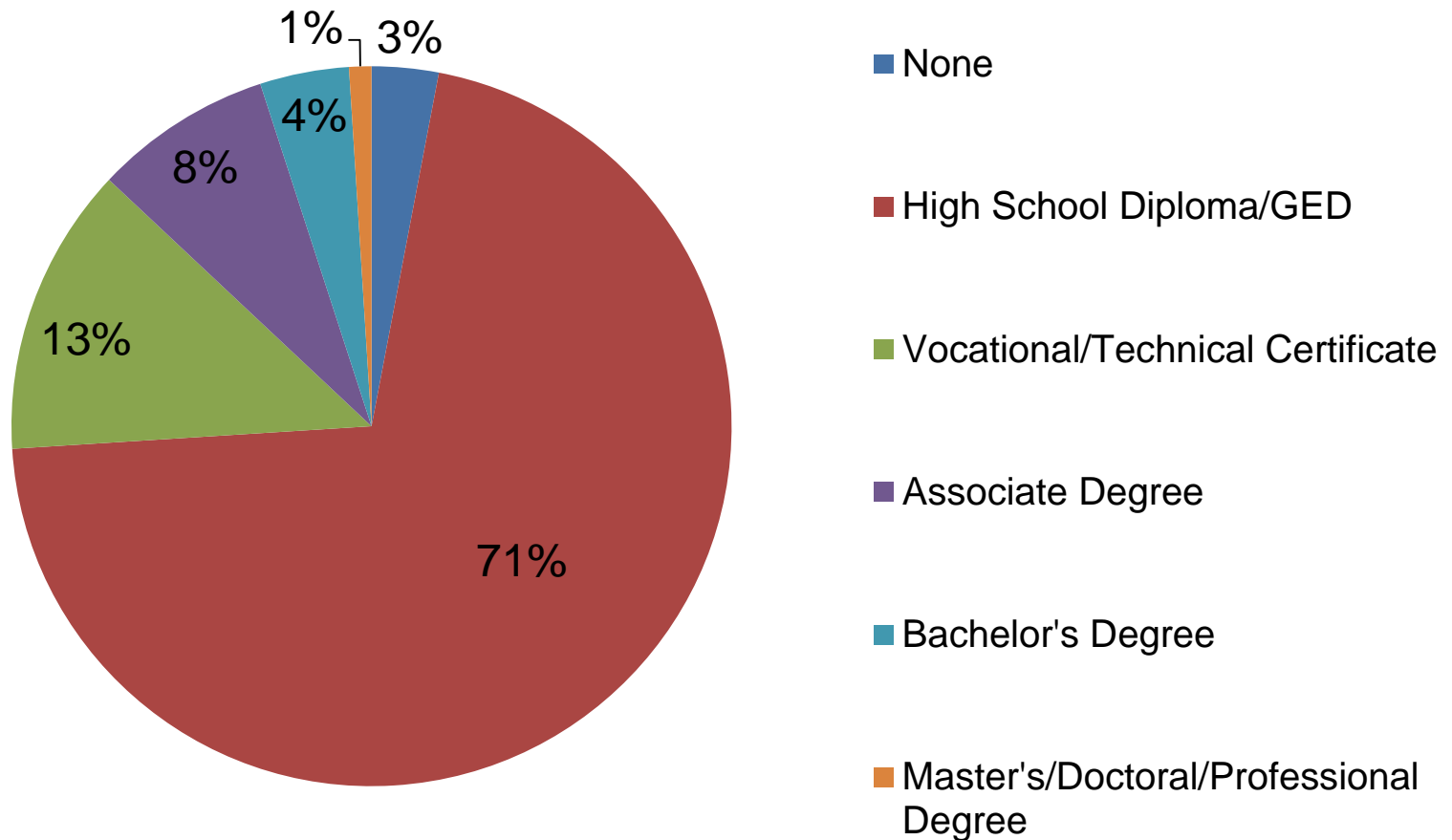
Note: First-generation students were defined as those who responded that neither parent attended some college.

Source: 2013 CCSSE data



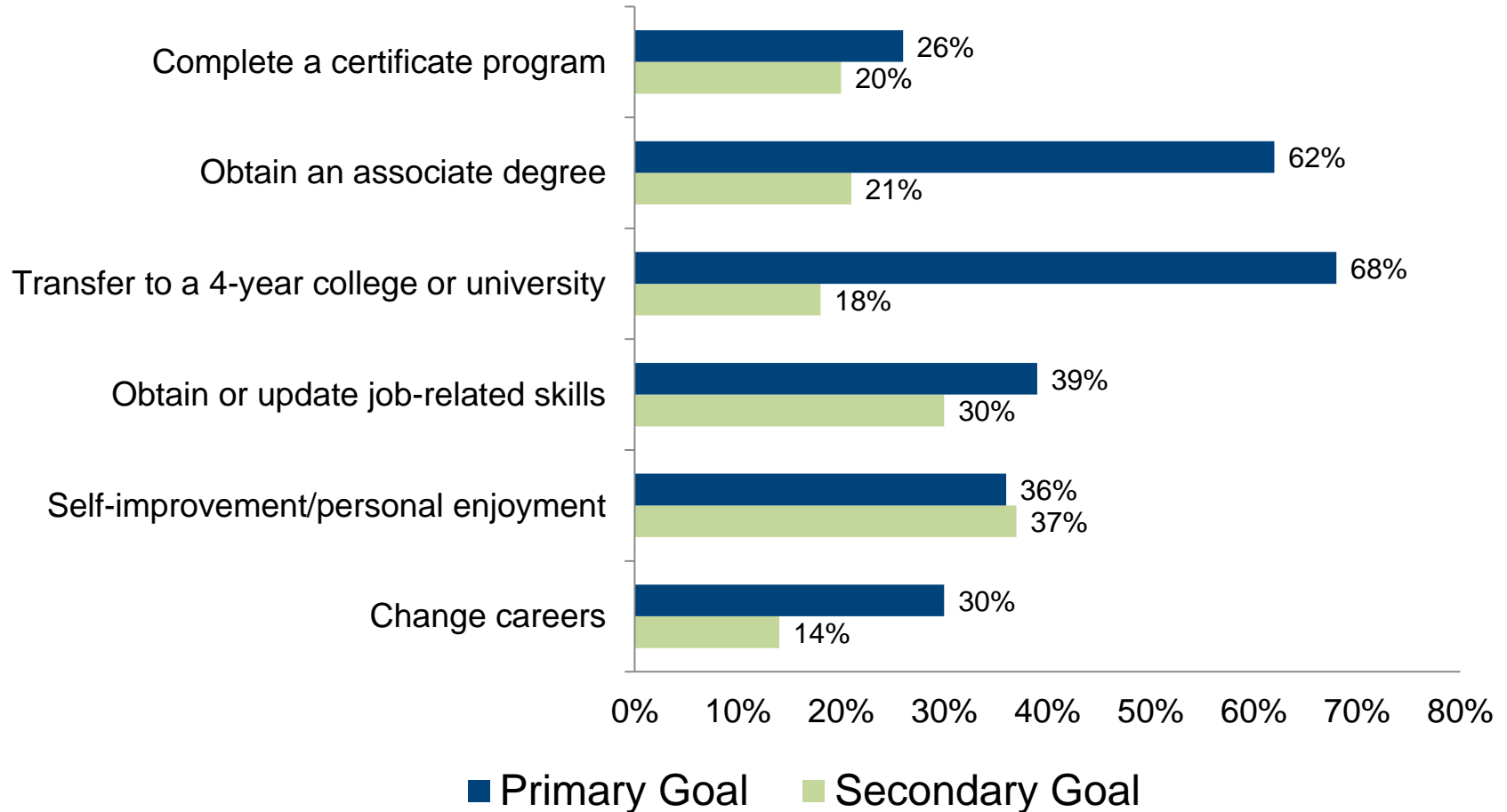
# Student Respondent Profile: Educational Attainment

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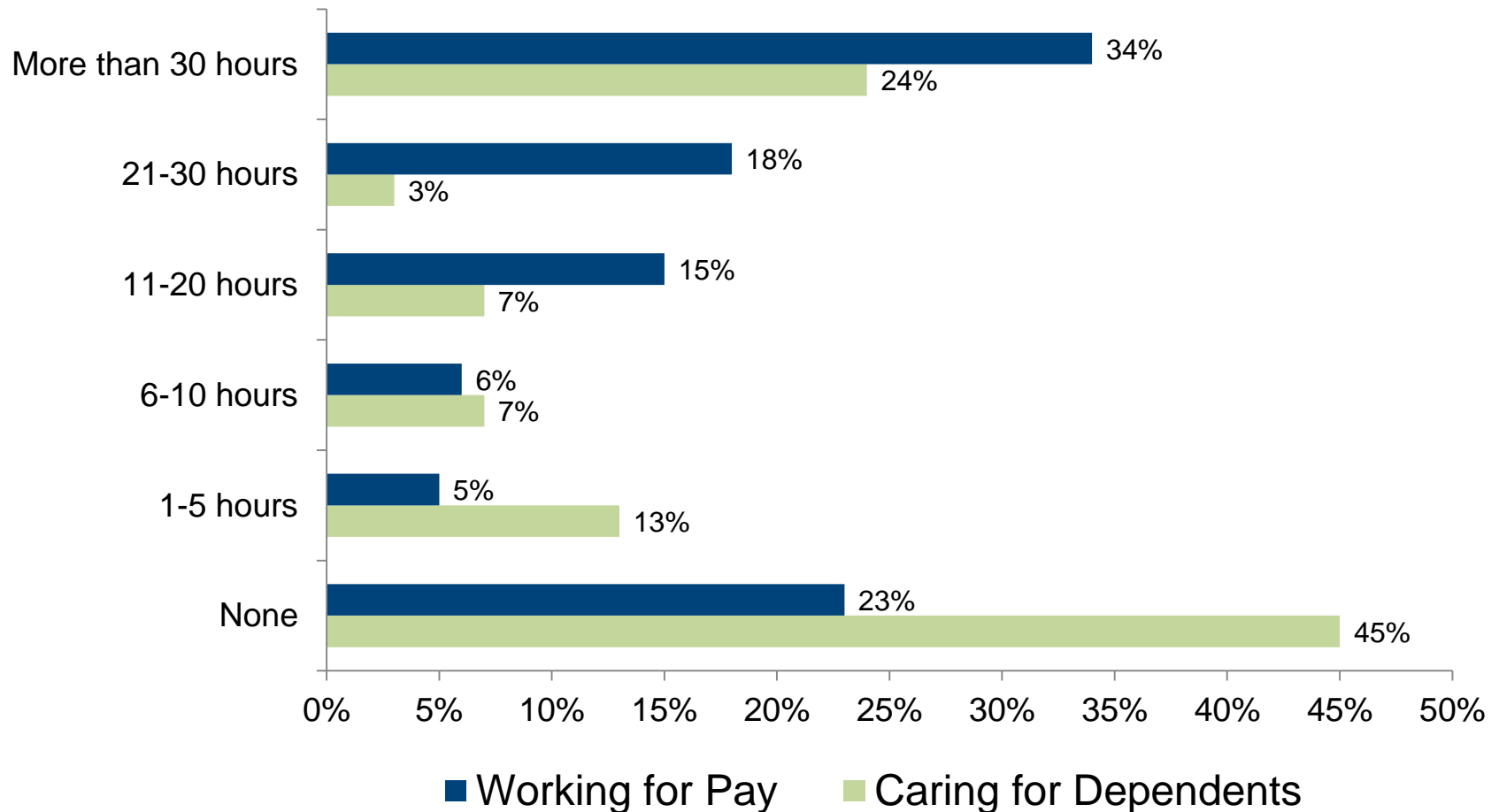
Source: 2013 CCSSE data

# Student Respondent Profile: Goals



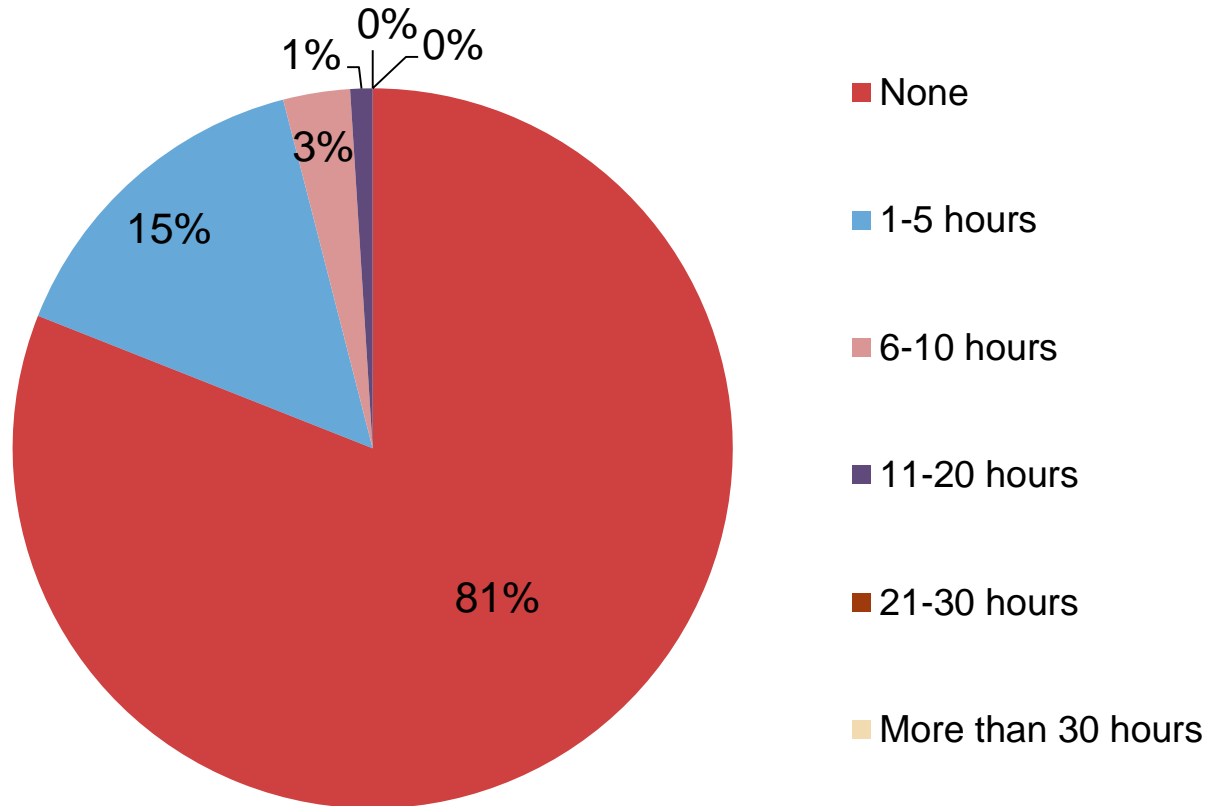
Source: 2013 CCSSE data

# Student Respondent Profile: External Commitments



Source: 2013 CCSSE data

# Student Respondent Profile: College-Sponsored Activities



Source: 2013 CCSSE data

# CCSSE Benchmarks for Effective Educational Practice

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The five *CCSSE* benchmarks are

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

# Active and Collaborative Learning

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- During the current school year, how often have you (% of TCC students reporting “*Often*” or “*Very often*”; CCSSE cohort % in brown):
  - Asked questions in class or contributed to class discussions (67%; 66%)
  - Made a class presentation (24%; 31%)
  - Worked with other students on projects during class (45%; 48%)
  - Worked with classmates outside of class to prepare class assignments (20%; 24%)
  - Tutored or taught other students (paid or voluntary) (7%; 8%)
  - Participated in a community-based project as a part of a regular course (7%; 7%)
  - Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (52%; 49%)

Source: 2013 CCSSE data

# Student Effort (TCC %; CCSSE Cohort %)

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- During the current school year, how often have you (% “Often” or “Very often”):
  - Prepared two or more drafts of a paper or assignment before turning it in (50%; 51%)
  - Worked on a paper or project that required integrating ideas or information from various sources (63%; 64%)
  - Come to class without completing readings or assignments (10%; 13%)
- During the current school year, how often have you (% “Sometimes” or “Often”):
  - Used peer or other tutoring services (25%; 29%)
  - Used skill labs (46%; 42%)
  - Used a computer lab (63%; 63%)
- During the current school year:
  - How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment (5 or more; 26%; 24%)
  - How many hours did you spend in a typical week preparing for class (11 or more; 28%; 29%)

Source: 2013 CCSSE data

# Academic Challenge (TCC %; CCSSE Cohort %)

- During the current school year, how often have you (% “Often” or “Very often”):
  - Worked harder than you thought you could to meet an instructor’s standards or expectations (53%; 54%)
- How much does your coursework at this college emphasize (% “Quite a bit” or “Very much”):
  - Analyzing the basic elements of an idea, experience, or theory (69%; 69%)
  - Synthesizing and organizing ideas, information, or experiences in new ways (63%; 62%)
  - Making judgments about the value or soundness of information, arguments, or methods (57%; 54%)
  - Applying theories or concepts to practical problems or in new situations (56%; 59%)
  - Using information you have read or heard to perform a new skill (60%; 64%)
- During the current school year:
  - How many assigned textbooks, manuals, books, or book-length packs of course readings did you read (5 or more; 52%; 56%)
  - How many papers or reports of any length did you write (5 or more; 60%; 60%)
  - To what extent have your exams challenged you to do your best work (5, 6, or 7 on 7-pt scale; 70%; 67%)
- How much does this college emphasize (% “Quite a bit” or “Very much”):
  - Encouraging you to spend significant amounts of time studying (74%; 75%)

Source: 2013 CCSSE data



# Student-Faculty Interaction (TCC %; CCSSE %)

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- During the current school year, how often have you (% “Often” or “Very often”):
  - Used e-mail to communicate with an instructor (60%; 62%)
  - Discussed grades or assignments with an instructor (46%; 50%)
  - Talked about career plans with an instructor or advisor (25%; 28%)
  - Discussed ideas from your readings or classes with instructors outside of class (16%; 18%)
  - Received prompt feedback (written or oral) from instructors on your performance (61%; 59%)
  - Worked with instructors on activities other than coursework (7%; 10%)

Source: 2013 CCSSE data

# Support for Learners (TCC %; CCSSE %)

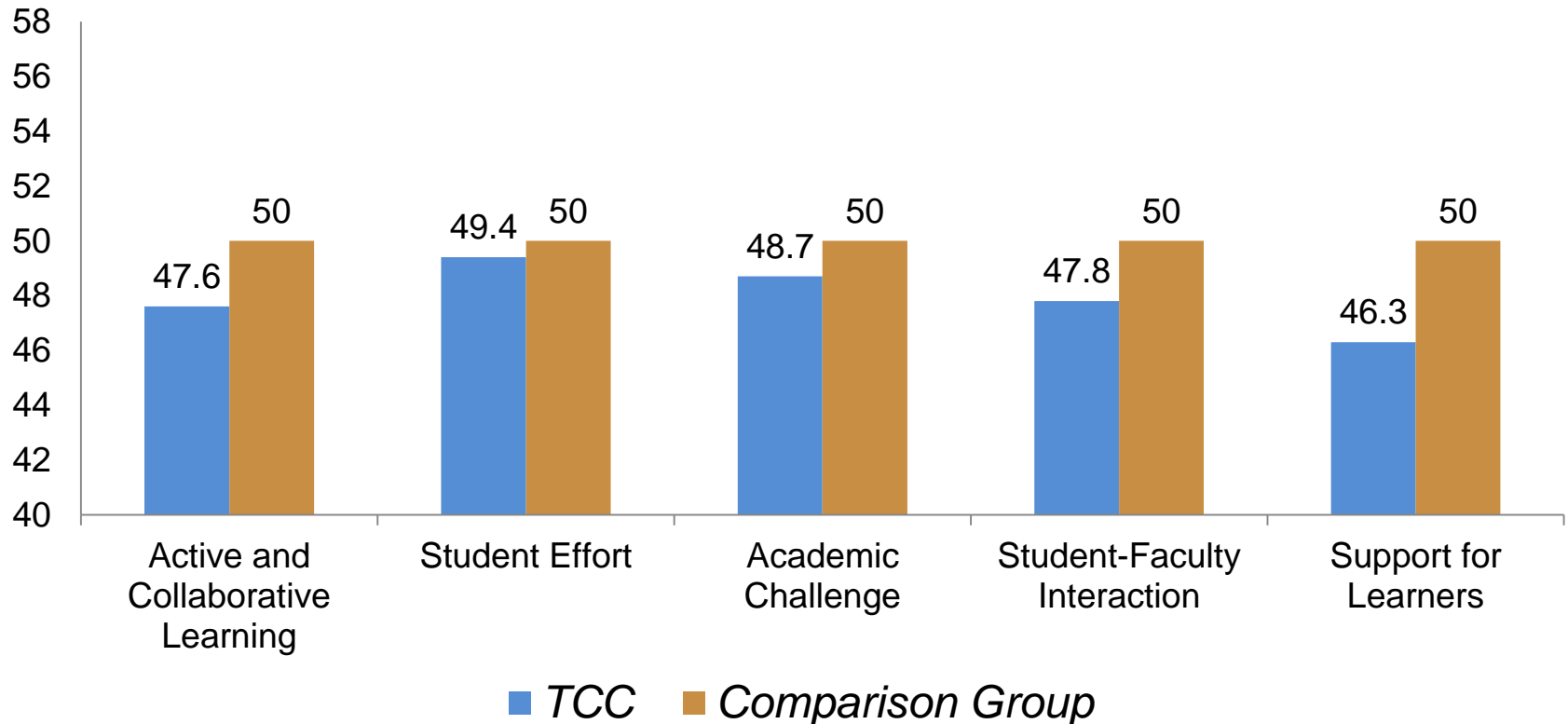
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- How much does this college emphasize (% “*Quite a bit*” or “*Very much*”):
  - Providing the support you need to help you succeed at this college (69%; 73%)
  - Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (46%; 52%)
  - Helping you cope with your nonacademic responsibilities (work, family, etc.) (19%; 28%)
  - Providing the support you need to thrive socially (26%; 35%)
  - Providing the financial support you need to afford your education (57%; 53%)
- During the current school year, how often have you (% “*Sometimes*” or “*Often*”):
  - Used academic advising/planning services (59%; 59%)
  - Used career counseling services (23%; 29%)

Source: 2013 CCSSE data

# CCSSE Benchmarks for Effective Educational Practice

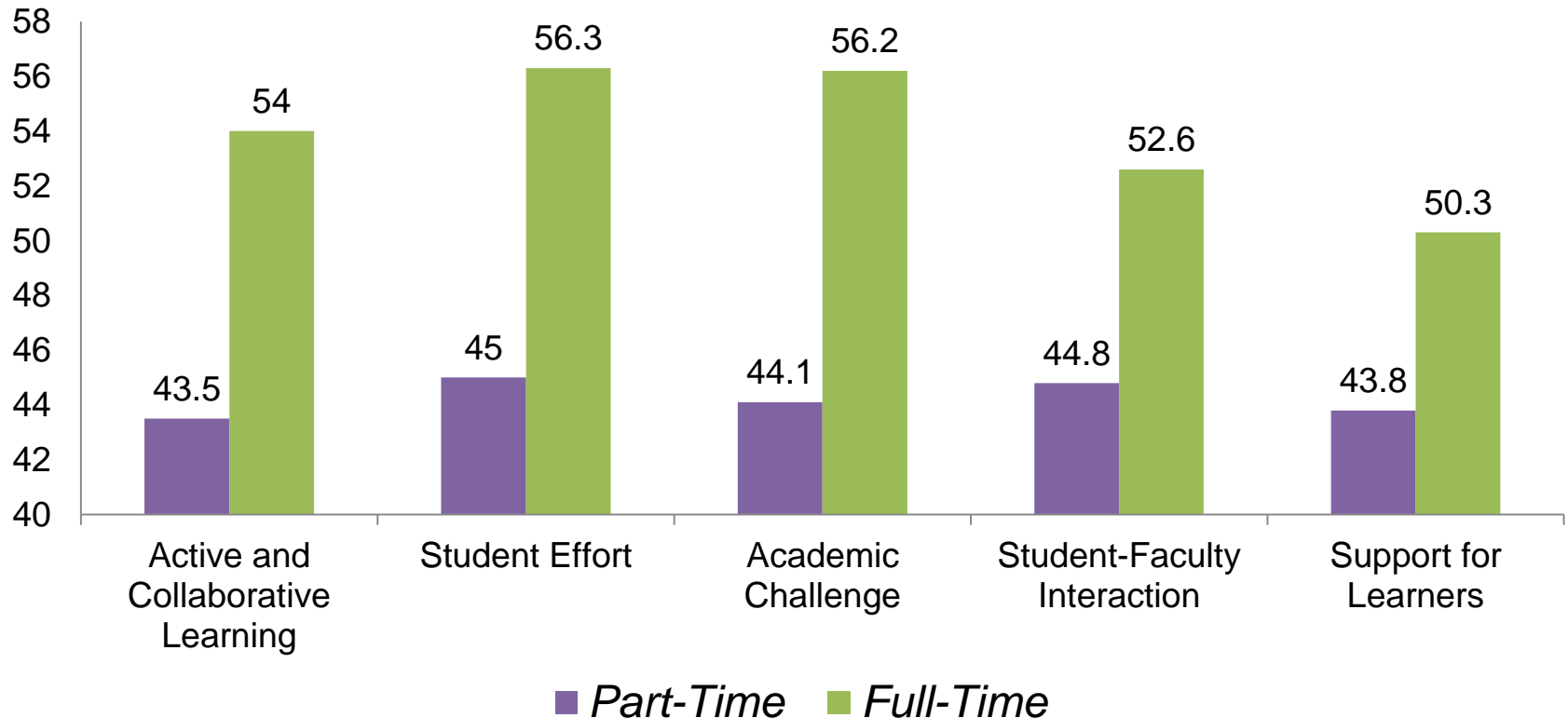
## CCSSE Benchmark Scores for TCC compared to 2013 CCSSE Cohort (N = 718 Colleges)



Source: 2013 CCSSE data

# CCSSE Benchmarks for Effective Educational Practice

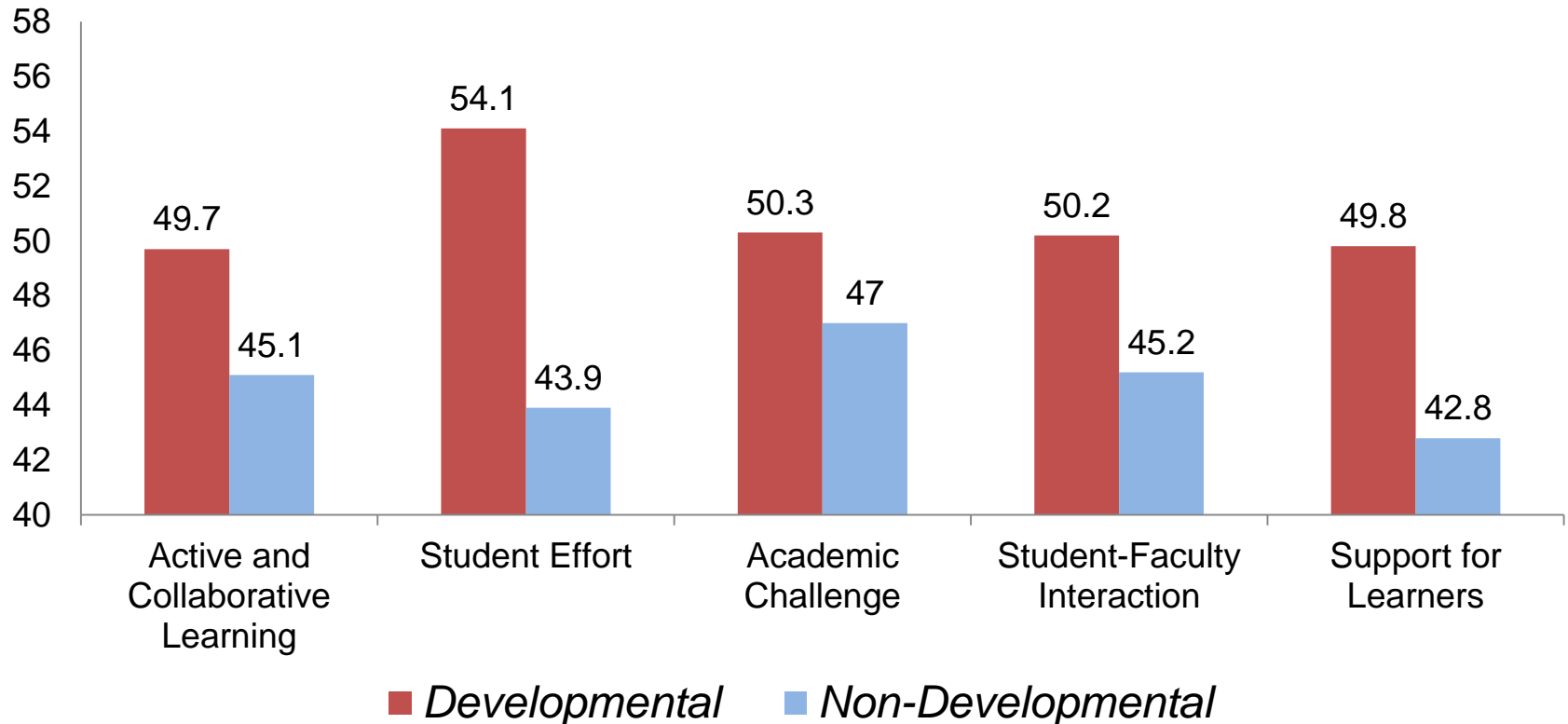
## CCSSE Benchmark Scores for TCC's Part-time and Full-time Students



Source: 2013 CCSSE data

# CCSSE Benchmarks for Effective Educational Practice

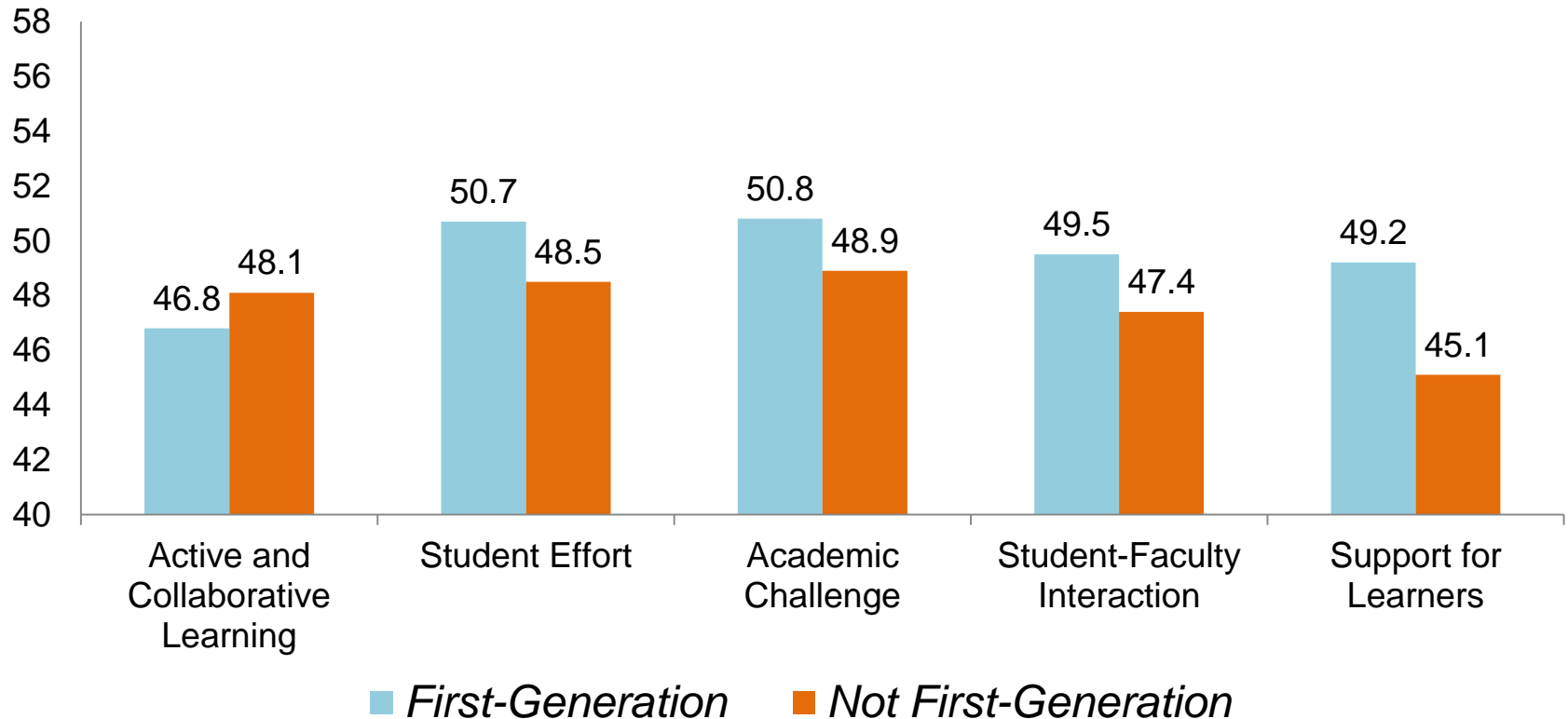
## CCSSE Benchmark Scores for Developmental Students compared to Non-Developmental Students



Source: 2013 CCSSE data

# CCSSE Benchmarks for Effective Educational Practice

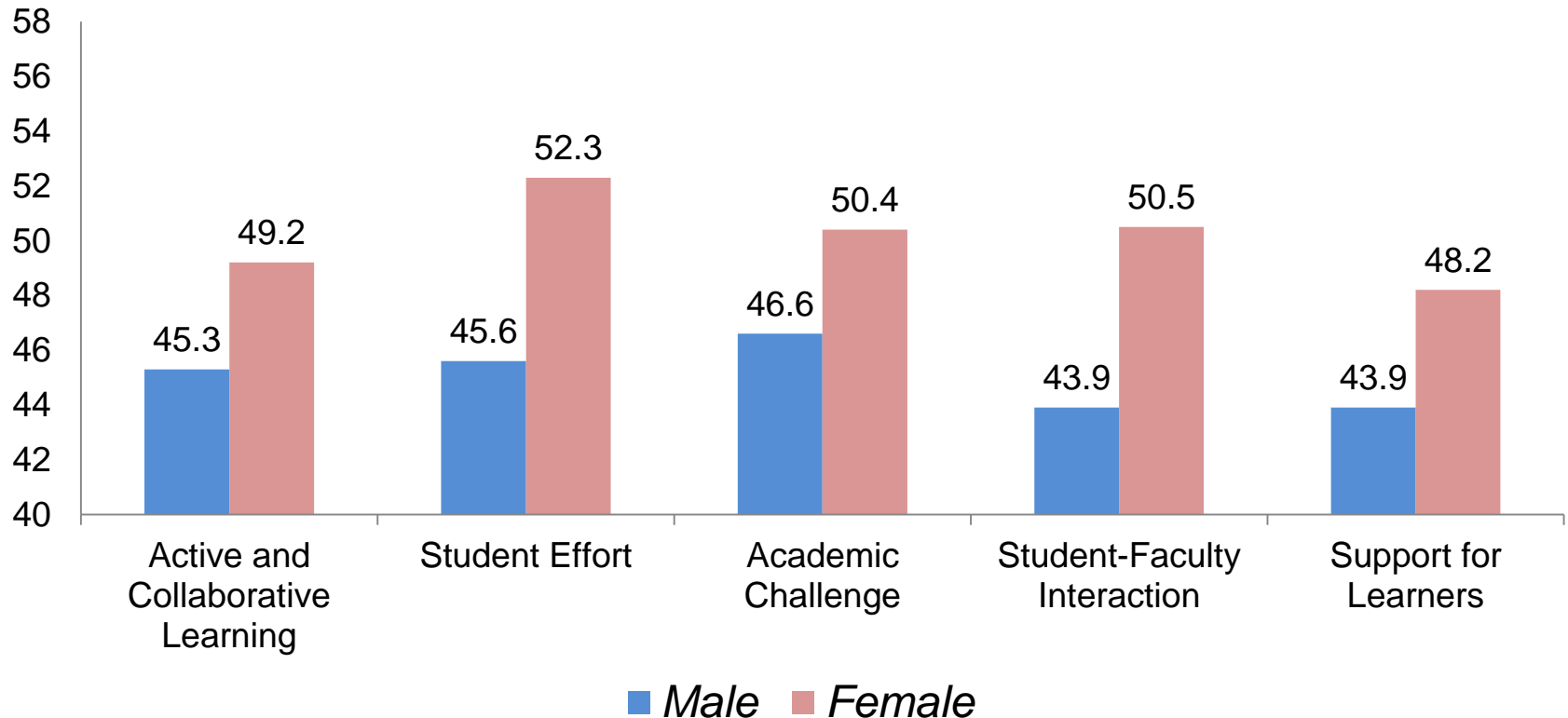
## CCSSE Benchmark Scores for First-Generation and Non-First-Generation Students



Source: 2013 CCSSE data

# CCSSE Benchmarks for Effective Educational Practice

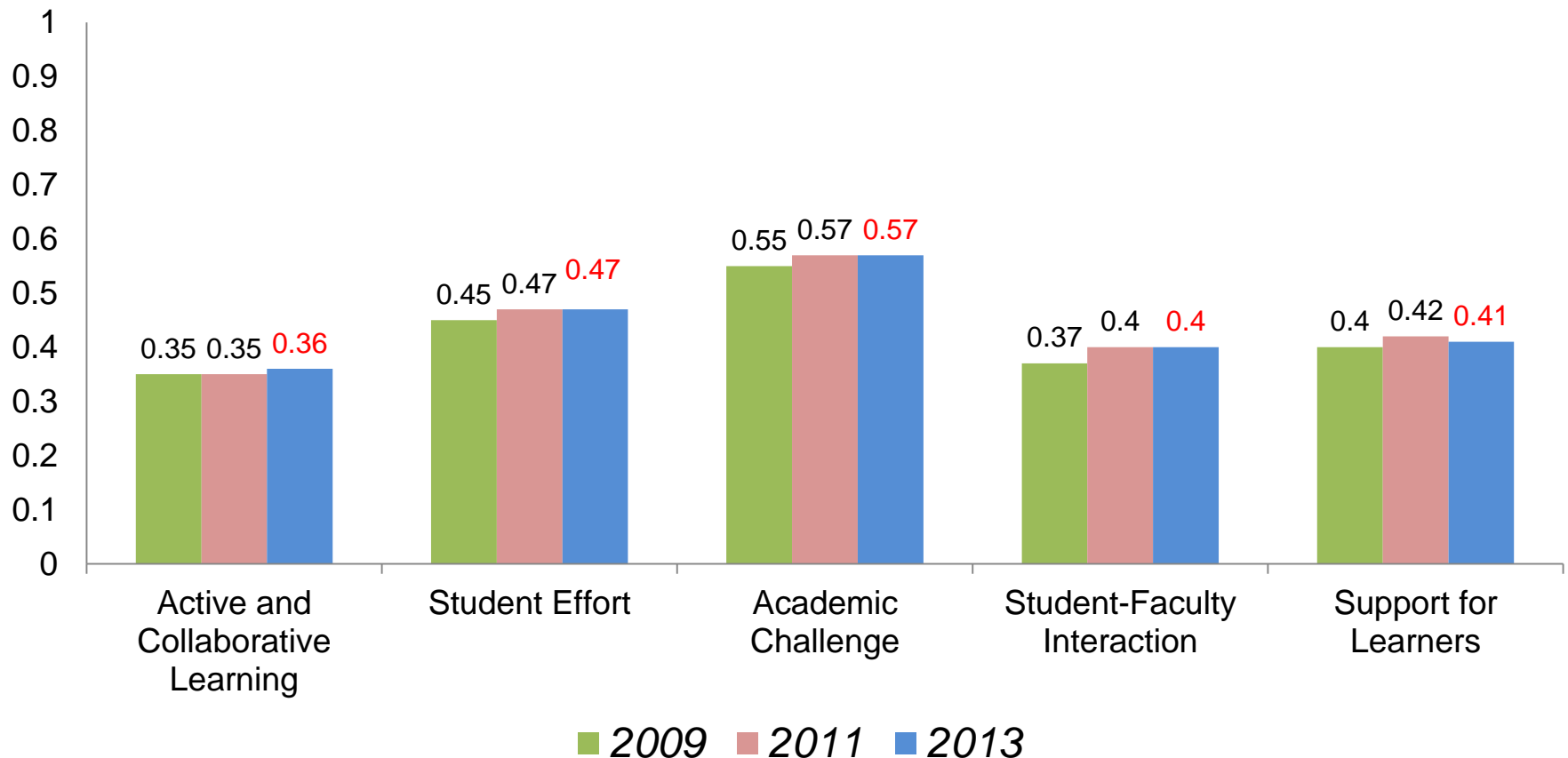
## CCSSE Benchmark Scores for TCC's Male and Female Students



Source: 2013 CCSSE data

# CCSSE Benchmarks for Effective Educational Practice

## CCSSE Raw Benchmarks for TCC in 2009, 2011, and 2013

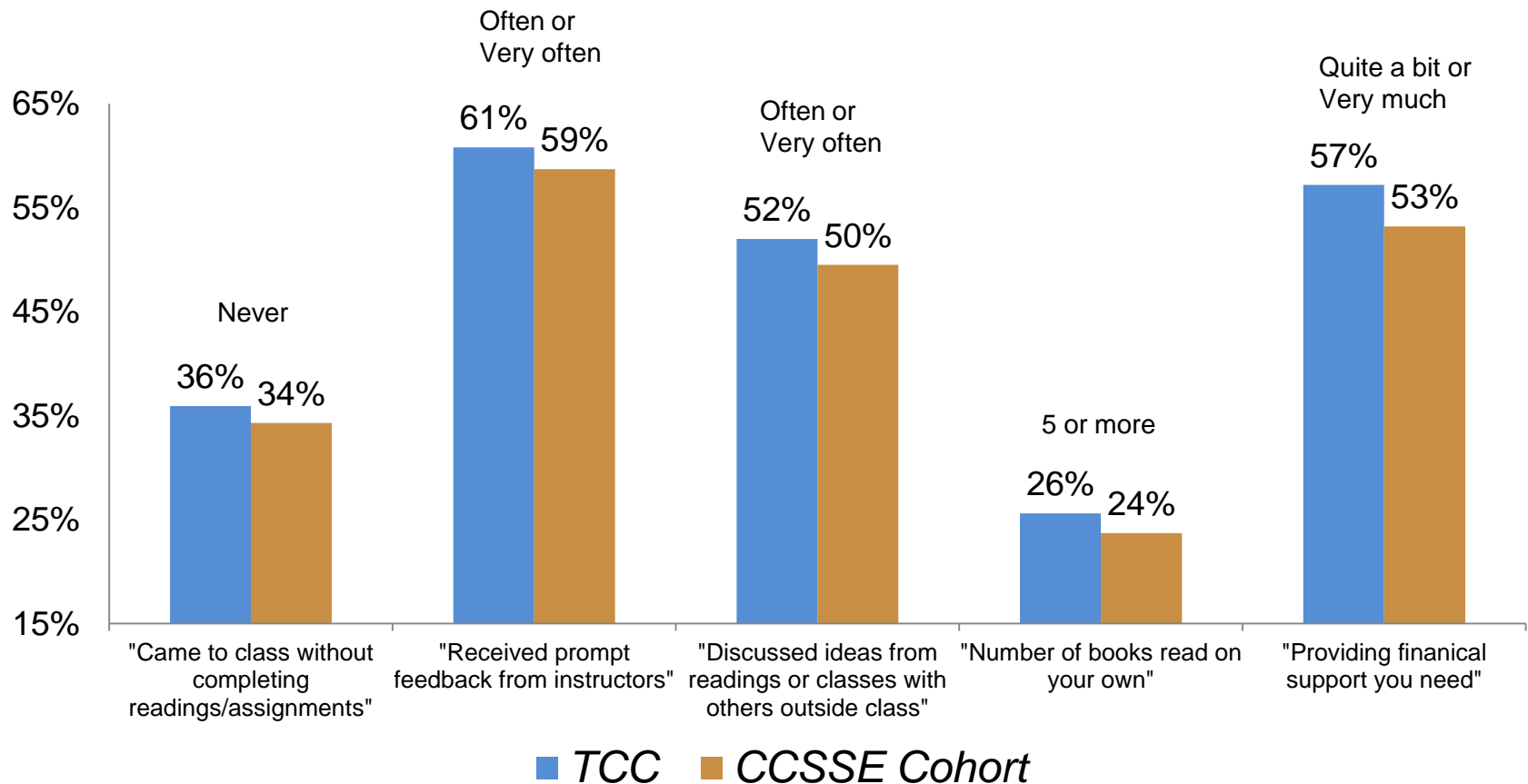


Source: 2009, 2011, and 2013 CCSSE data



# CCSSE Benchmarks for Effective Educational Practice

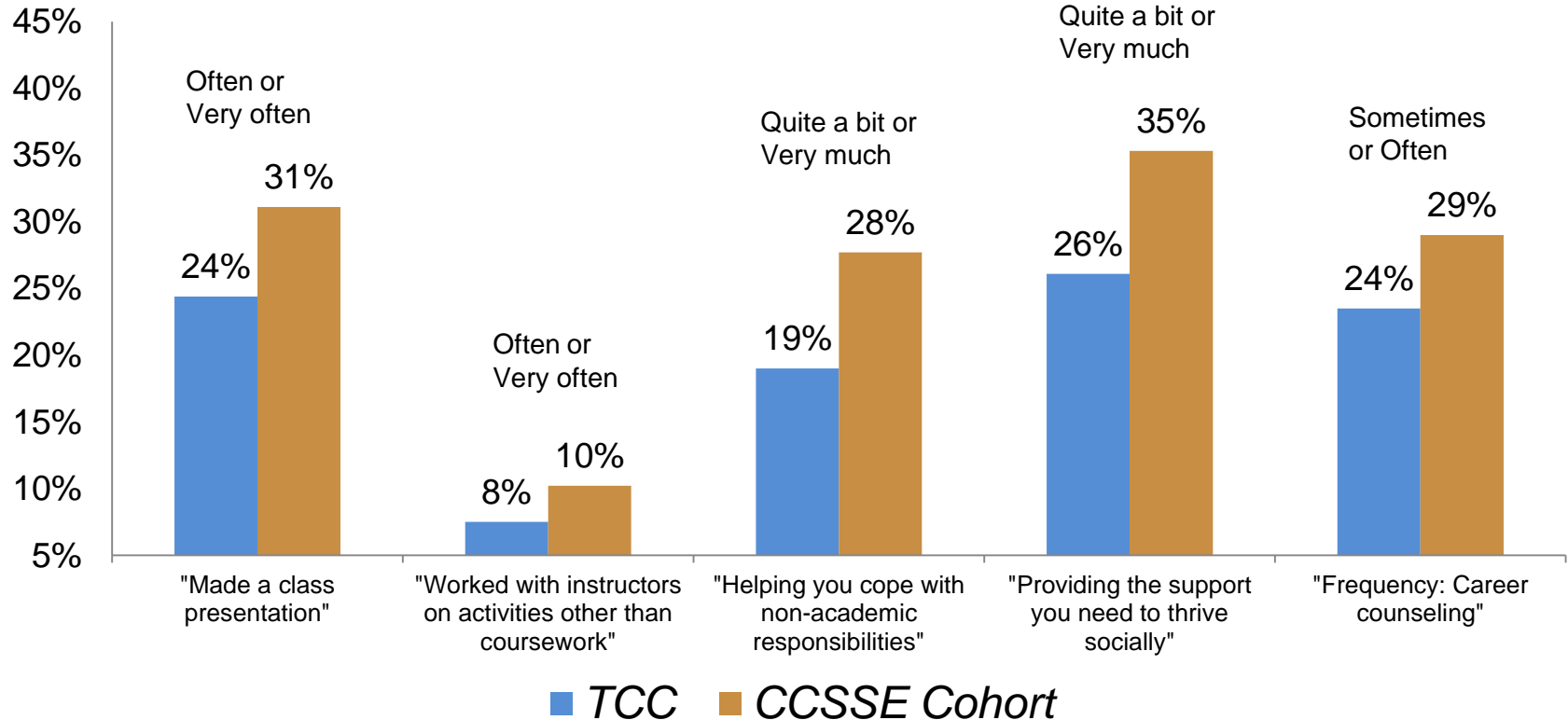
## Aspects of Highest Student Engagement



Source: 2013 CCSSE data

# CCSSE Benchmarks for Effective Educational Practice

## Aspects of Lowest Student Engagement



Source: 2013 CCSSE data

# Conclusions

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- Benchmark scores lower than means of the 2013 CCSSE cohort, but raw scores steady since 2011
  - TCC higher than cohort on some items and scores for TCC full-time students higher on two benchmarks
- Part-time students especially low on engagement

# Conclusions

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- Developmental students appear to be more engaged than non-developmental students
- Female students are more engaged than males
- *CCSSE* provides rich data that can help us prioritize to improve student engagement



# Questions?

- More CCSSE Info: <http://pir.tulsacc.edu/content/student-surveys>

