



CCSSE 2015 Findings for Tulsa Community College

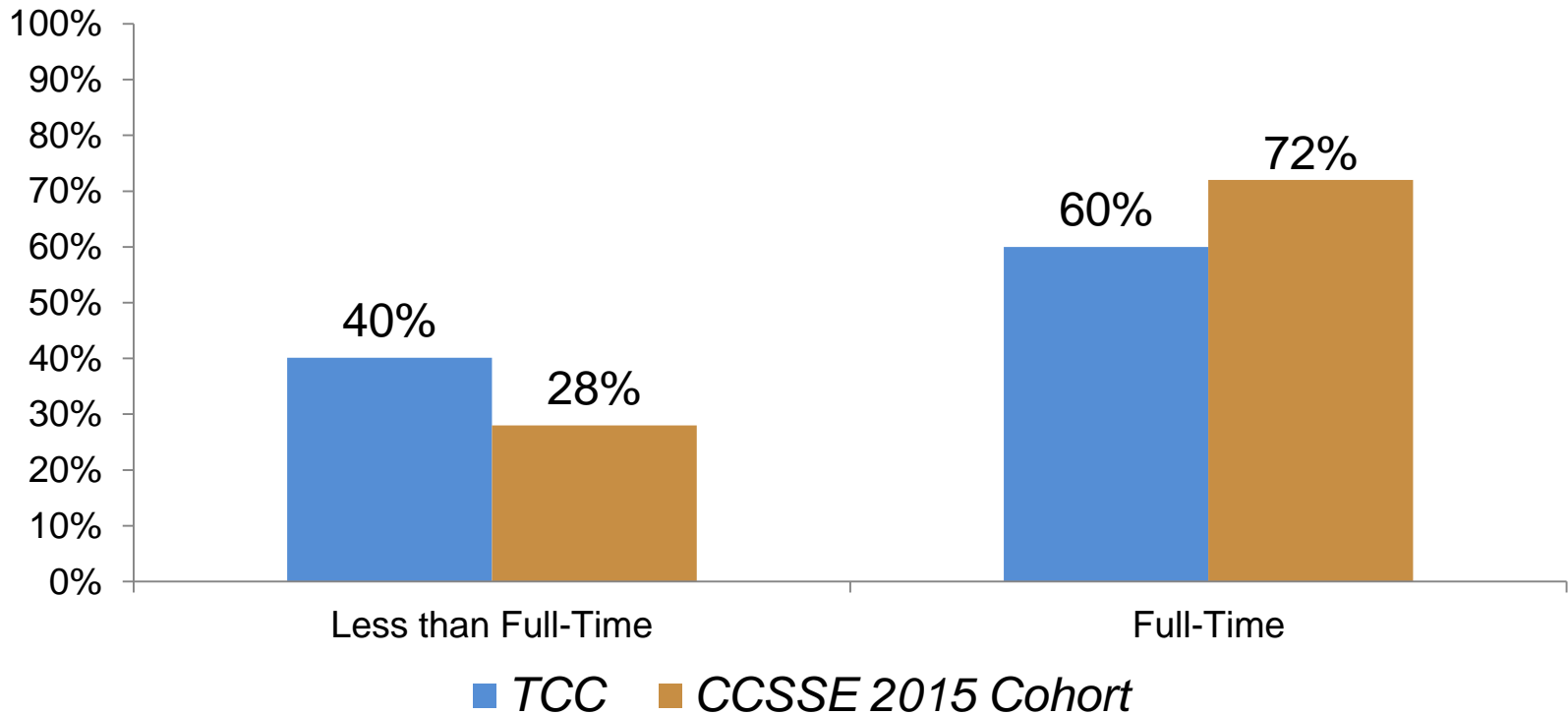
September 29, 2015



The Community College Survey of Student Engagement (CCSSE)

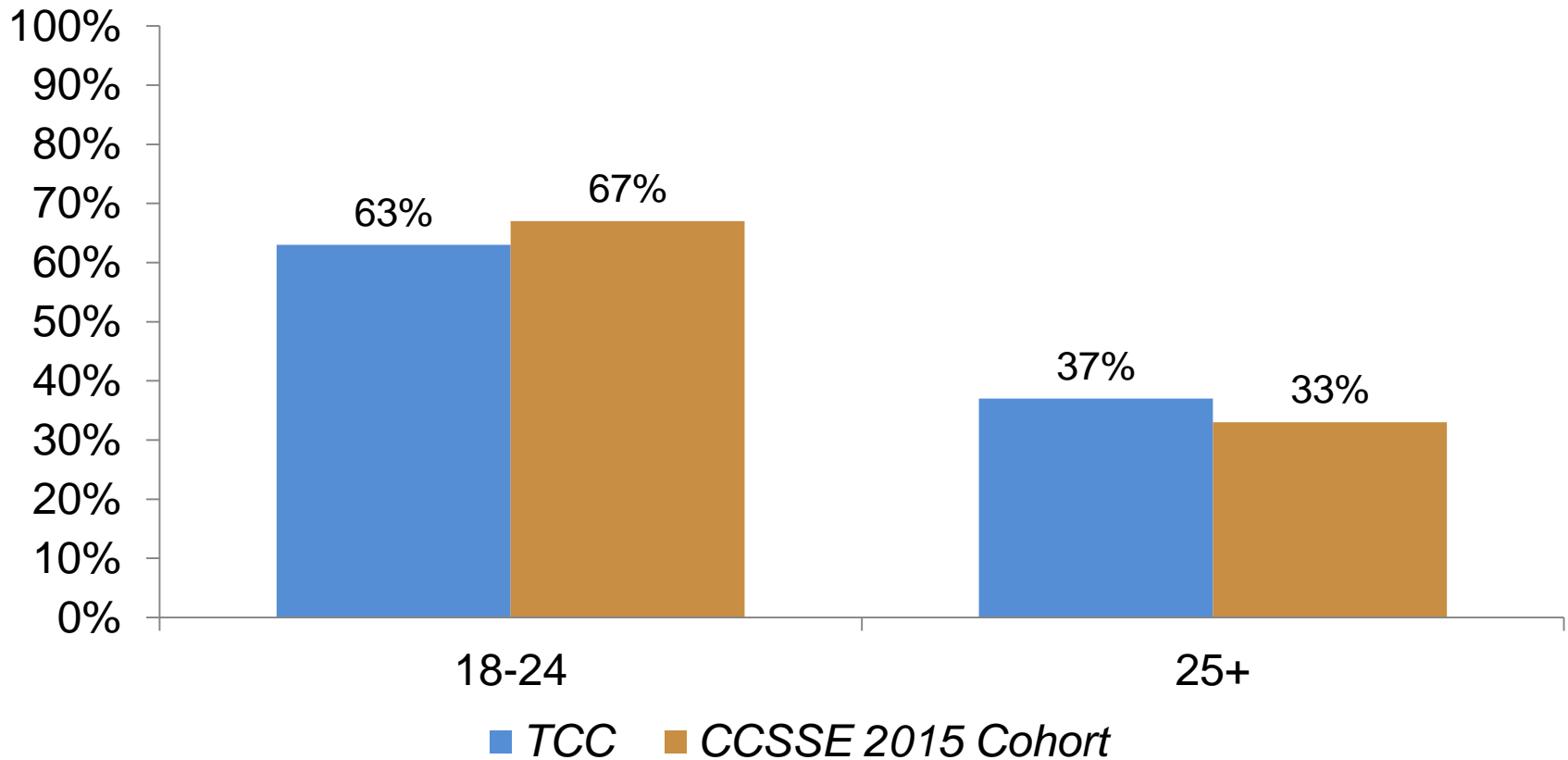
- Surveys completed in class during Spring 2015
 - 145 standard survey items assessing various forms of engagement
 - 15 custom items for TCC
- 1,021 adjusted survey count
 - 85% of “target” (1,200)
 - 56% of sampled (1,821 duplicated) from 116 courses

Student Respondent Profile: Enrollment Status



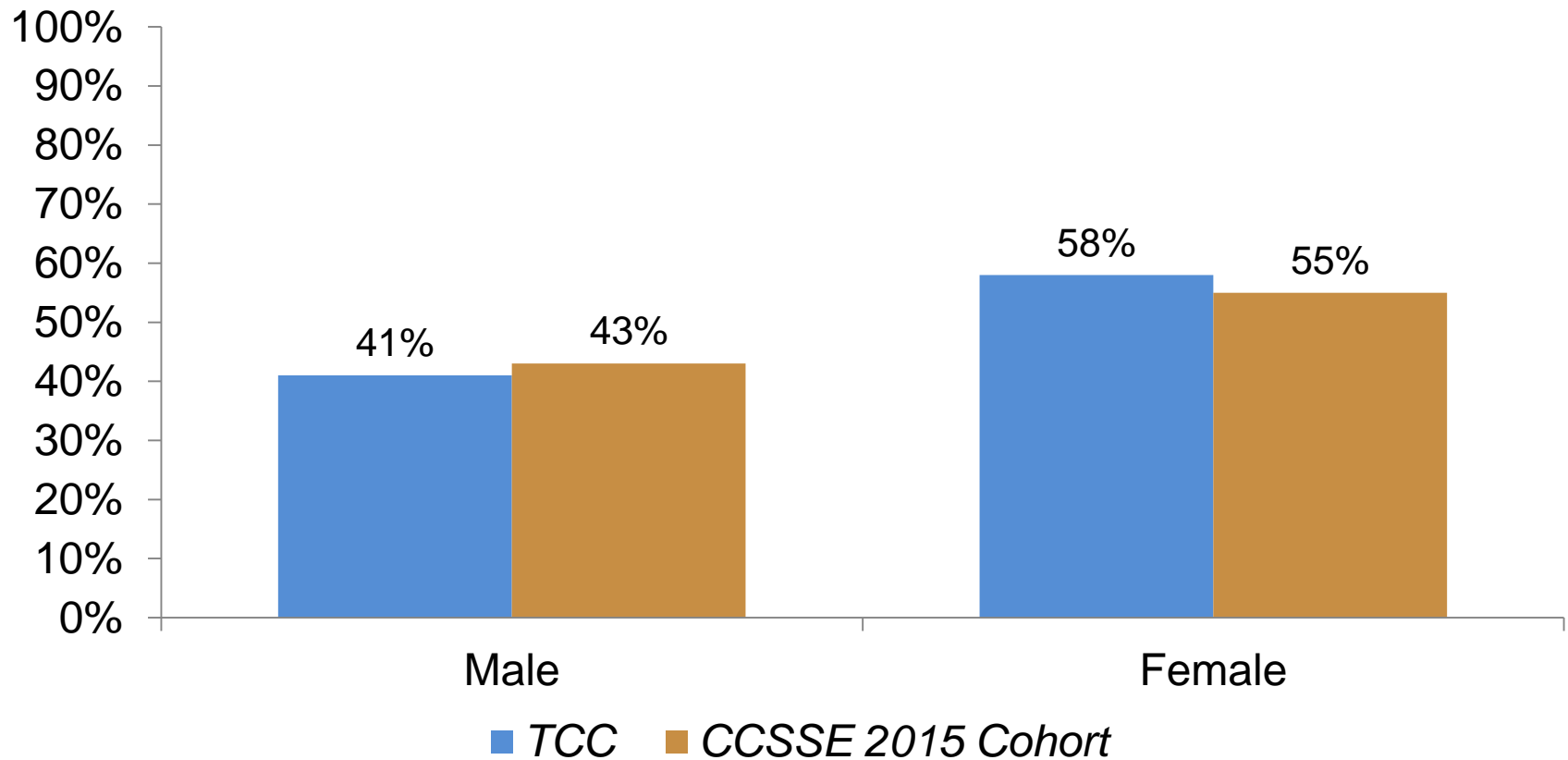
Source: 2015 CCSSE data

Student Respondent Profile: Age



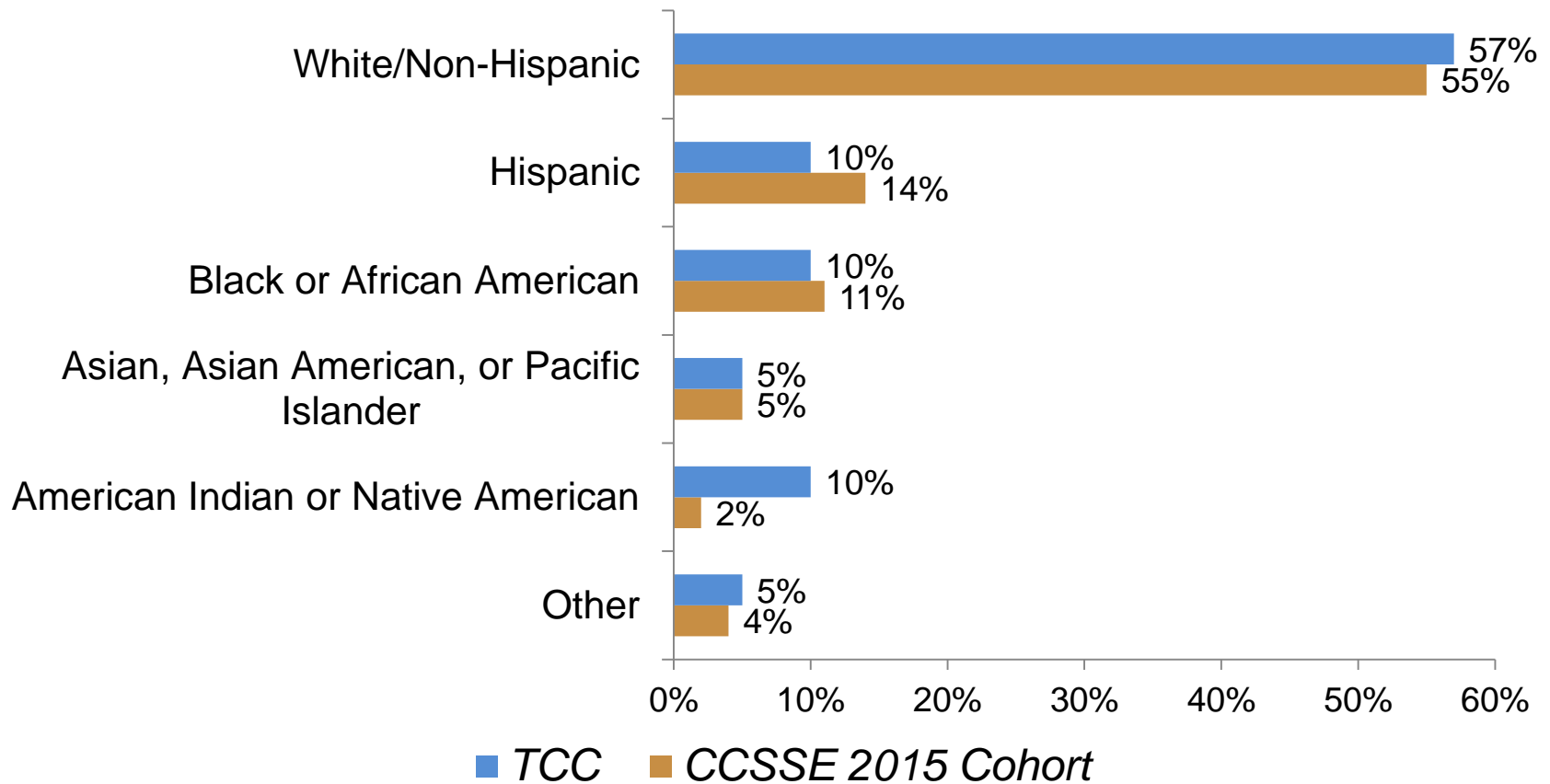
Source: 2015 CCSSE data

Student Respondent Profile: Sex



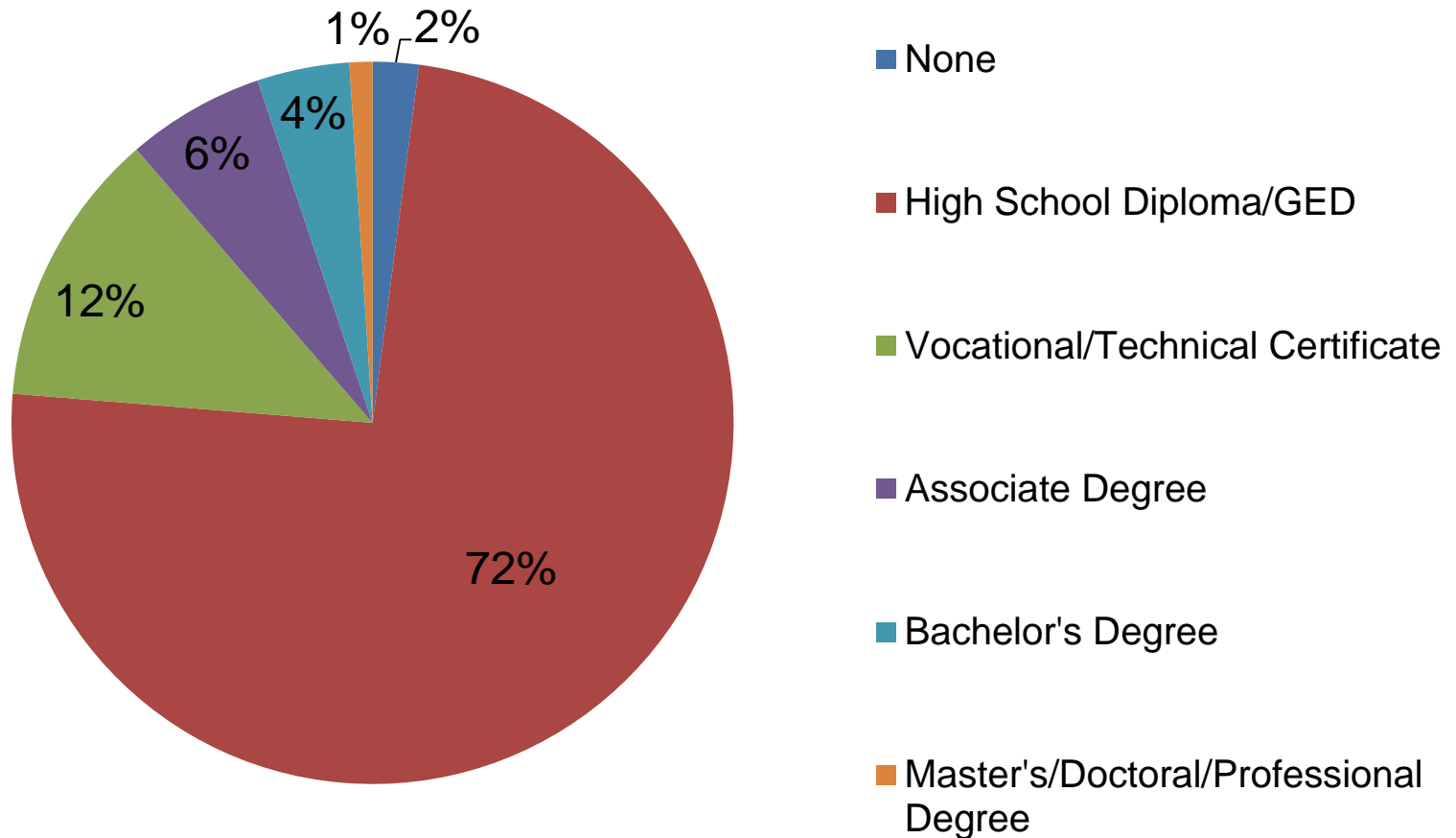
Source: 2015 CCSSE data

Student Respondent Profile: Racial Identification



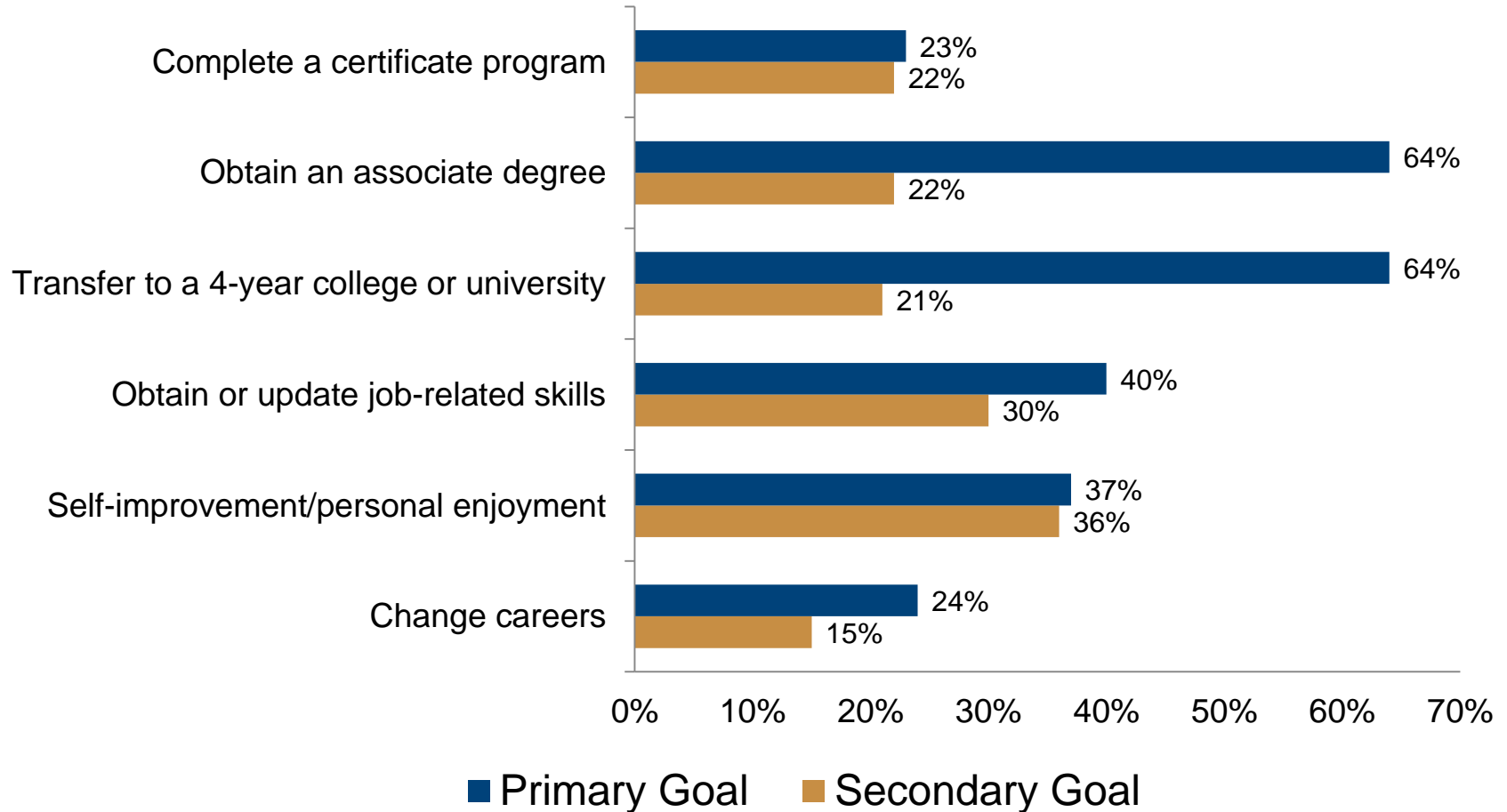
Source: 2015 CCSSE data

Student Respondent Profile: Educational Attainment



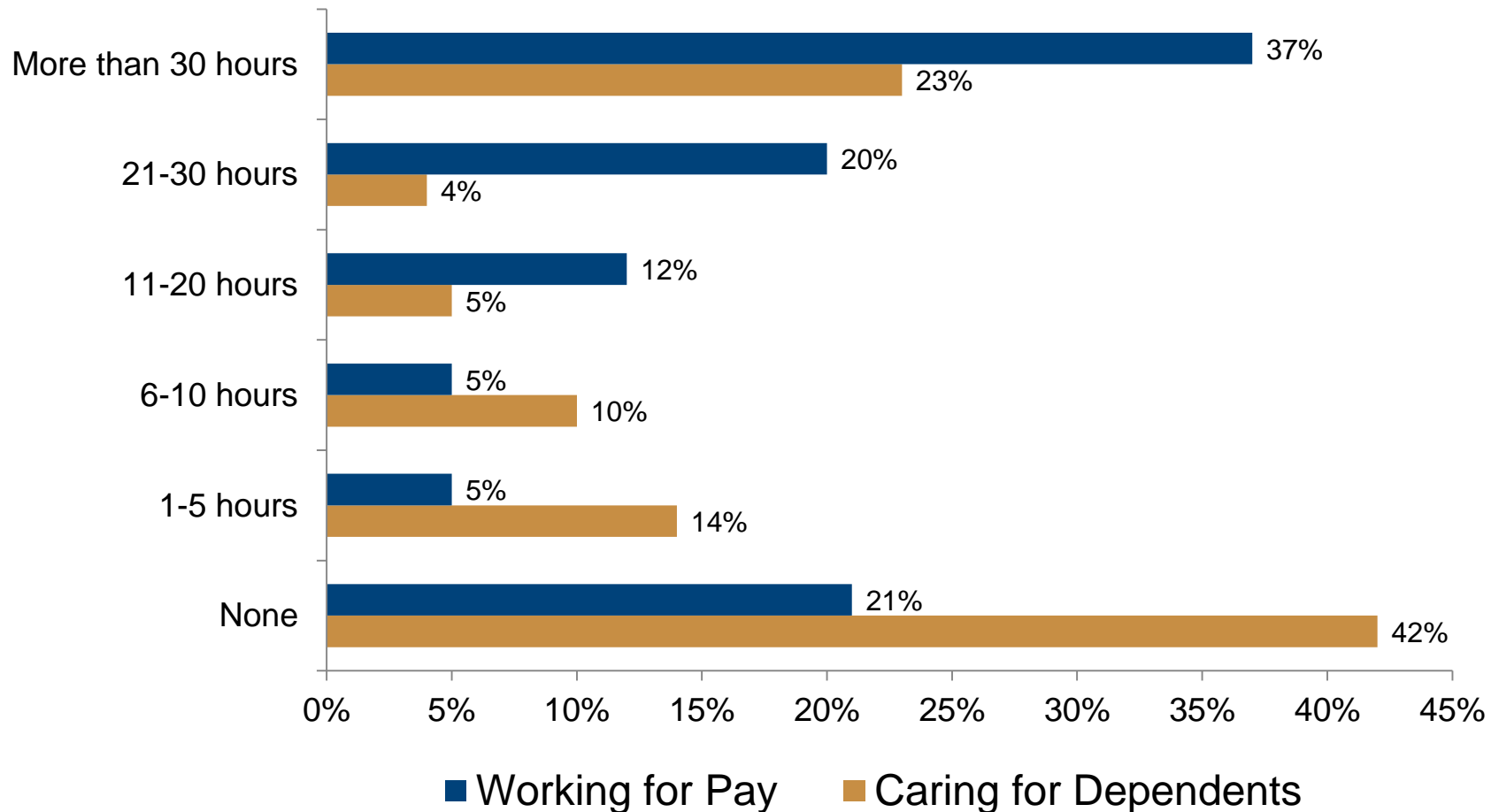
Source: 2015 CCSSE data

Student Respondent Profile: Goals



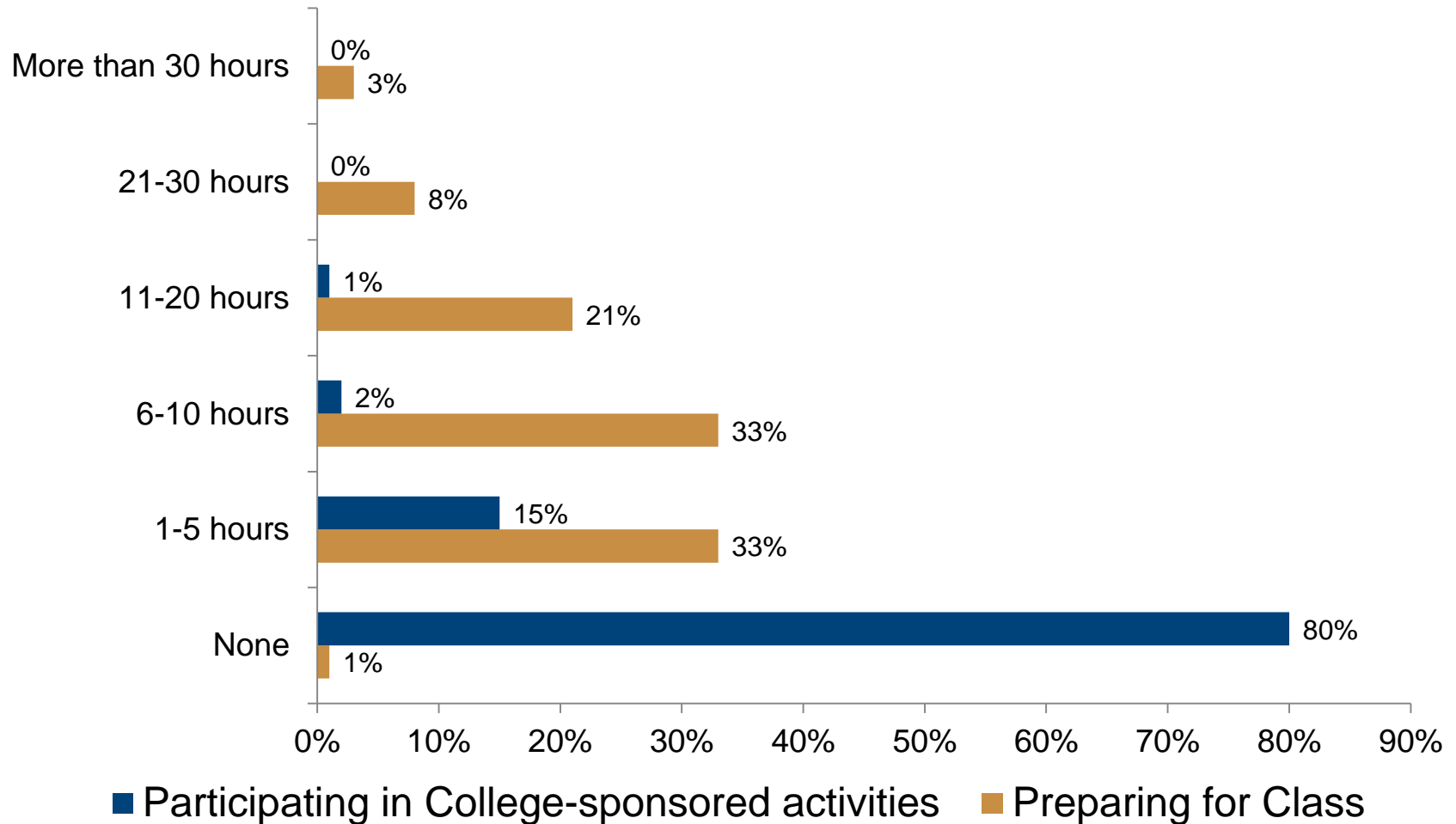
Source: 2015 CCSSE data

Student Respondent Profile: External Commitments



Source: 2015 CCSSE data

Student Respondent Profile: College-Related Activities



Source: 2015 CCSSE data

CCSSE Benchmarks for Effective Educational Practice

The five *CCSSE* benchmarks are

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

Active and Collaborative Learning

- 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 (64%; 65%)
 - Made a class presentation (29%; 33%) **+5% vs. 2013**
 - Worked with other students on projects during class (43%; 50%)
 - Worked with classmates outside of class to prepare class assignments (21%; 25%)
 - Tutored or taught other students (paid or voluntary) (6%; 9%)
 - Participated in a community-based project as a part of a regular course (6%; 8%)
 - Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (50%; 50%)

Source: 2015 CCSSE data

Student Effort (TCC %; CCSSE Cohort %)

- 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 (64%; 65%)
 - Come to class without completing readings or assignments (14%; 13%) **+4% vs. 2013**
- During the current school year, how often have you (% “Sometimes” or “Often”):
 - Used peer or other tutoring services (23%; 31%)
 - Used skill labs (42%; 43%) **-4% vs. 2013**
 - Used a computer lab (61%; 62%)
- 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; 23%; 22%)
 - How many hours did you spend in a typical week preparing for class (11 or more; 31%; 29%)

Source: 2015 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%; 55%)
- 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 (70%; 70%)
 - Synthesizing and organizing ideas, information, or experiences in new ways (62%; 63%)
 - Making judgments about the value or soundness of information, arguments, or methods (56%; 55%)
 - Applying theories or concepts to practical problems or in new situations (55%; 60%)
 - Using information you have read or heard to perform a new skill (60%; 65%)
- During the current school year:
 - How many assigned textbooks, manuals, books, or book-length packs of course readings did you read (5 or more; 51%; 56%)
 - How many papers or reports of any length did you write (5 or more; 59%; 60%)
 - To what extent have your exams challenged you to do your best work (5, 6, or 7 on 7-pt scale; 72%; 66%)
- How much does this college emphasize (% “Quite a bit” or “Very much”):
 - Encouraging you to spend significant amounts of time studying (73%; 75%)

Source: 2015 CCSSE data

Student-Faculty Interaction (TCC %; CCSSE %)

- During the current school year, how often have you (% “Often” or “Very often”):
 - Used e-mail to communicate with an instructor (70%; 65%) **+10% vs. 2013**
 - Discussed grades or assignments with an instructor (50%; 51%) **+4% vs. 2013**
 - Talked about career plans with an instructor or advisor (27%; 31%)
 - Discussed ideas from your readings or classes with instructors outside of class (16%; 19%)
 - Received prompt feedback (written or oral) from instructors on your performance (58%; 60%)
 - Worked with instructors on activities other than coursework (6%; 11%)

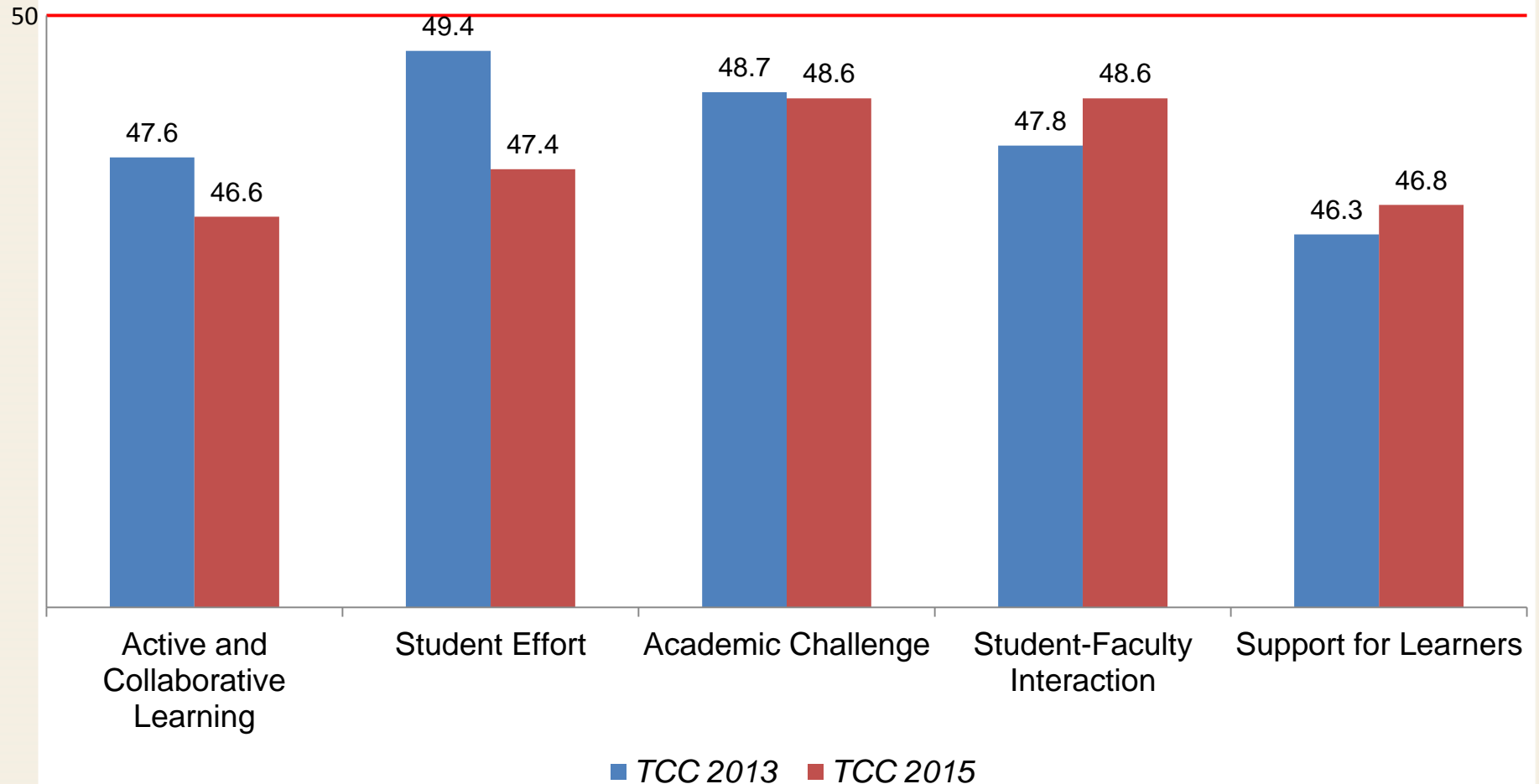
Source: 2015 CCSSE data

Support for Learners (TCC %; CCSSE %)

- How much does this college emphasize (% “*Quite a bit*” or “*Very much*”):
 - Providing the support you need to help you succeed at this college (71%; 74%)
 - Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (51%; 54%) **+5% vs. 2013**
 - Helping you cope with your nonacademic responsibilities (work, family, etc.) (21%; 29%)
 - Providing the support you need to thrive socially (26%; 37%)
 - Providing the financial support you need to afford your education (56%; 53%)
- During the current school year, how often have you (% “*Sometimes*” or “*Often*”):
 - Used academic advising/planning services (65%; 61%) **+6% vs. 2013**
 - Used career counseling services (24%; 30%)

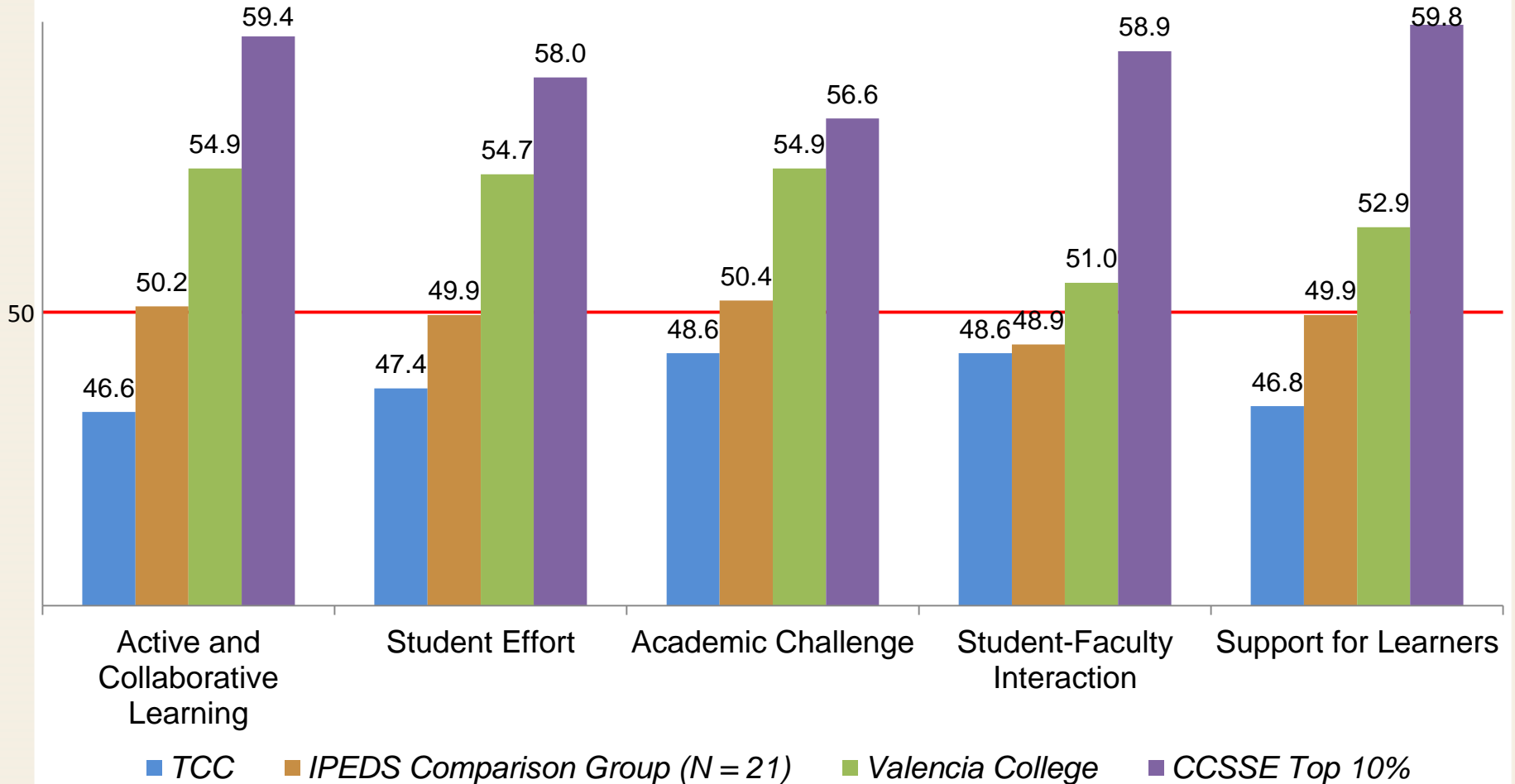
Source: 2015 CCSSE data

CCSSE Benchmarks for Effective Educational Practice



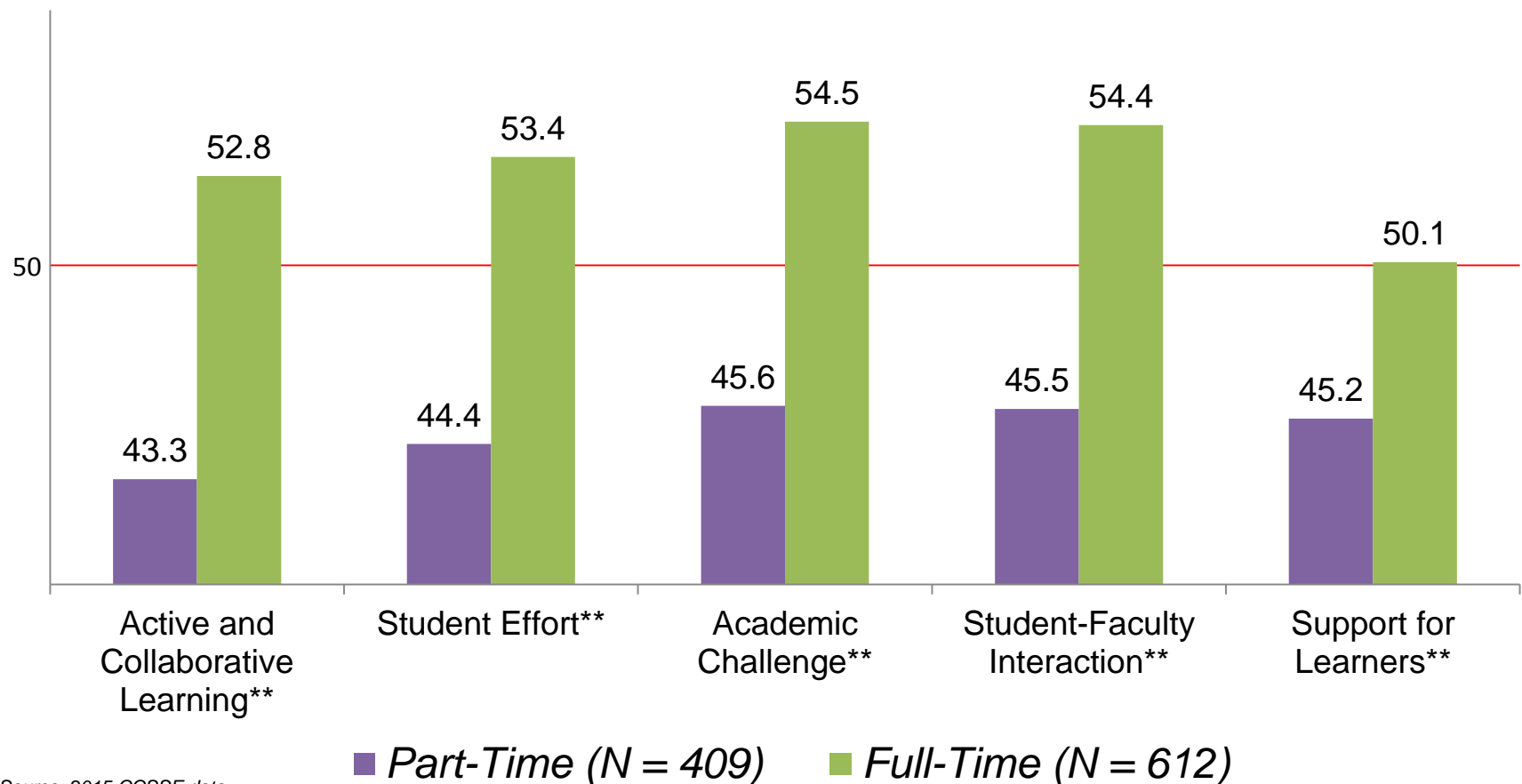
Source: 2013 & 2015 CCSSE data

CCSSE 2015 Benchmarks for Effective Educational Practice



Source: 2015 CCSSE data

CCSSE 2015 Benchmarks for Effective Educational Practice



Source: 2015 CCSSE data
** Significant, $p < .001$

CCSSE 2015 Benchmarks for Effective Educational Practice

- Full-time students are significantly more likely to...
 - Make a class presentation
 - Prepare multiple drafts of a paper
 - Integrated ideas or information into a paper
 - Worked on group projects
 - Worked with classmates outside of class
 - Used email to communicate with instructor
 - Talked about career plans with instructor or advisor
 - Participate in study skills course, honors course, orientation
 - Use computers in academic work
 - Use academic advising and TCC computer labs
 - Leave TCC to transfer to a 4-year institution

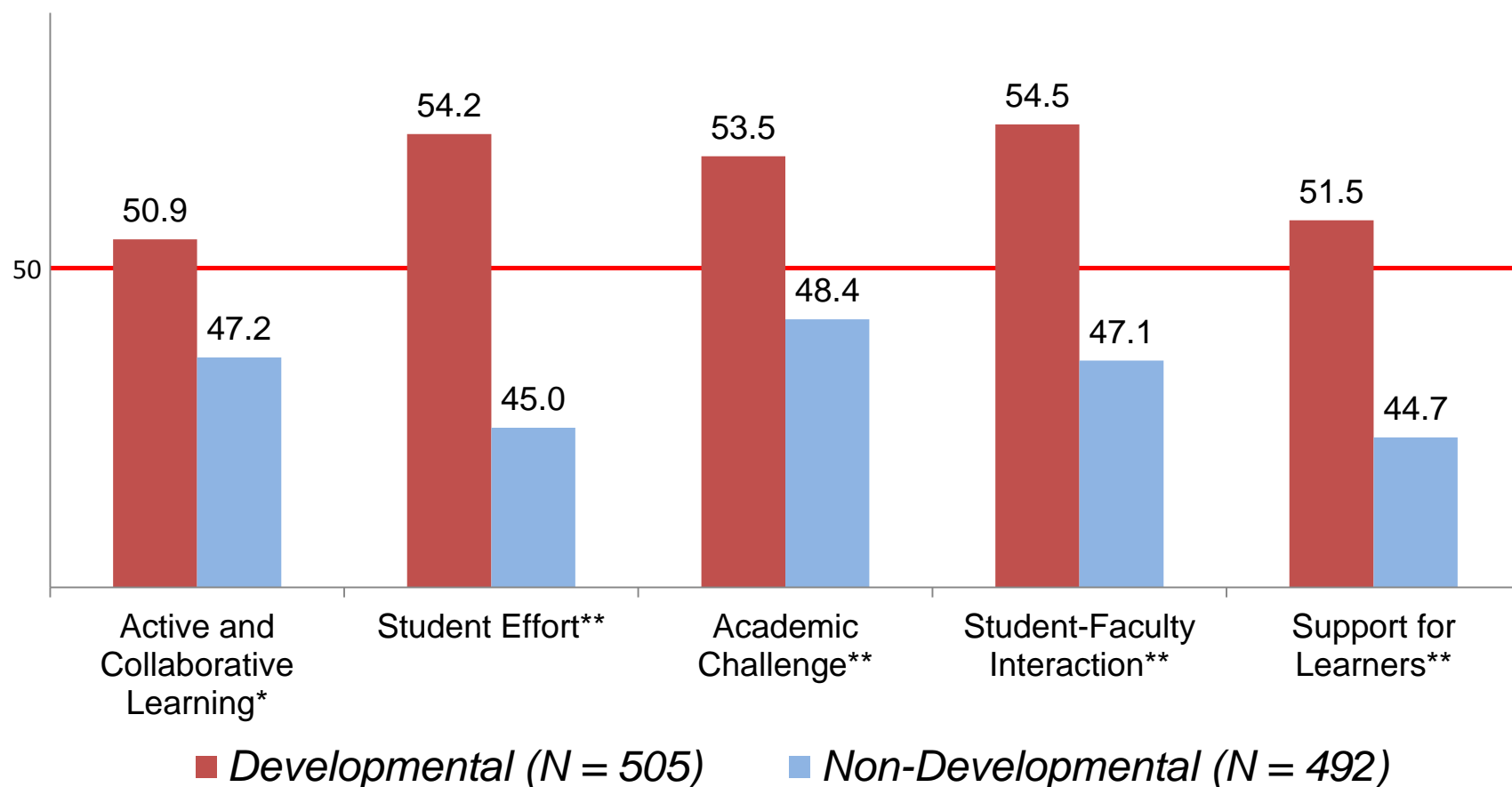
CCSSE 2015 Benchmarks for Effective Educational Practice

- Full-time students also...
 - Feel more financially supported by the college
 - Spend more time preparing for class
 - Spend less time working and caring for dependents
 - Participate more in college activities
 - Are more satisfied with our skills labs, computer labs, and student organizations

CCSSE 2015 Benchmarks for Effective Educational Practice

- Full-time students feel like TCC contributes to their development in the following more than part-time students...
 - Acquiring a broad general education
 - Writing clearly and effectively
 - Speaking clearly and effectively
 - Thinking critically and analytically
 - Solving numerical problems
 - Working effectively with others
 - Developing clearer career goals

CCSSE 2015 Benchmarks for Effective Educational Practice

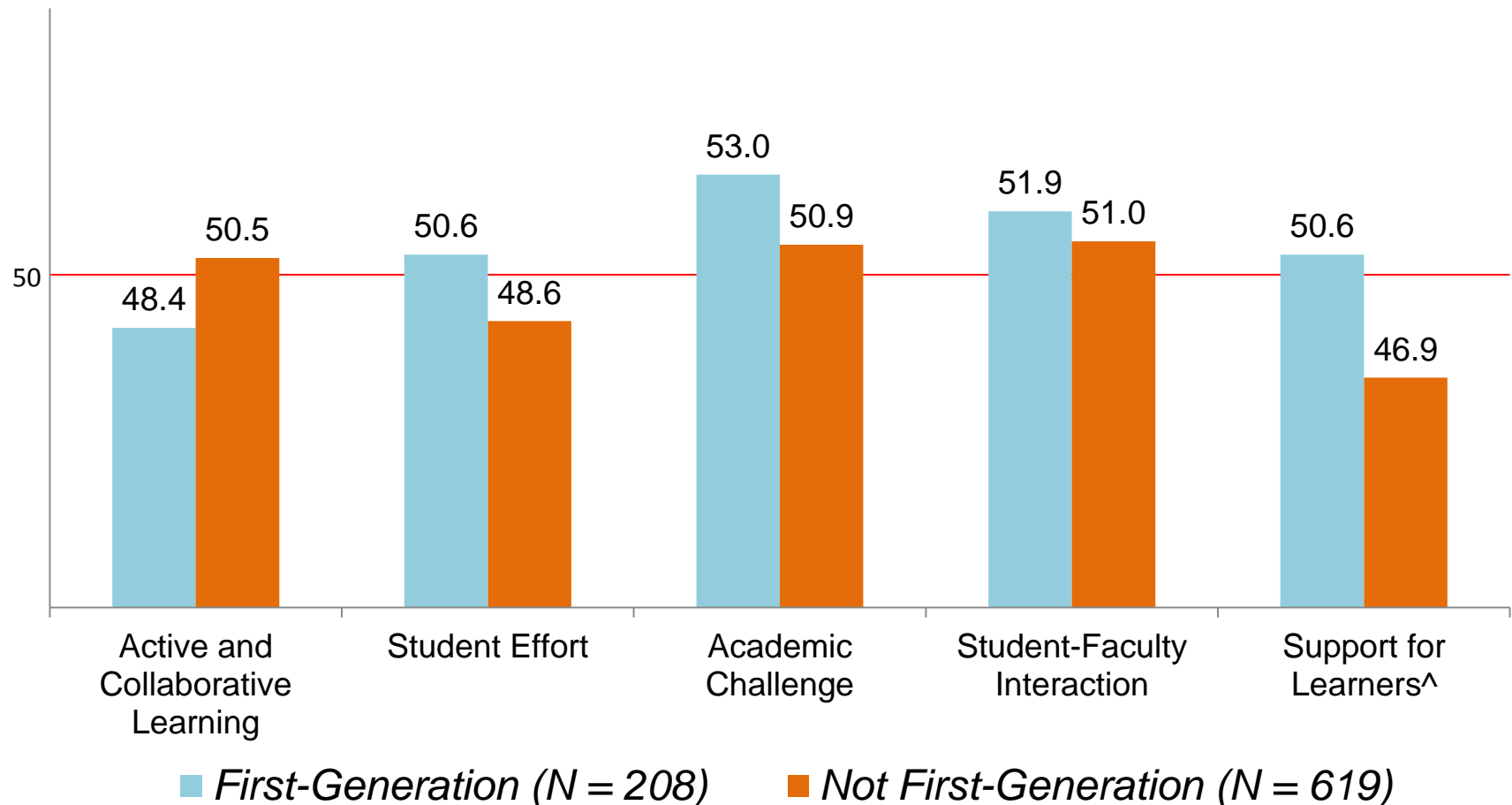


Source: 2015 CCSSE data

*Significant, $p < .01$

**Significant, $p < .001$

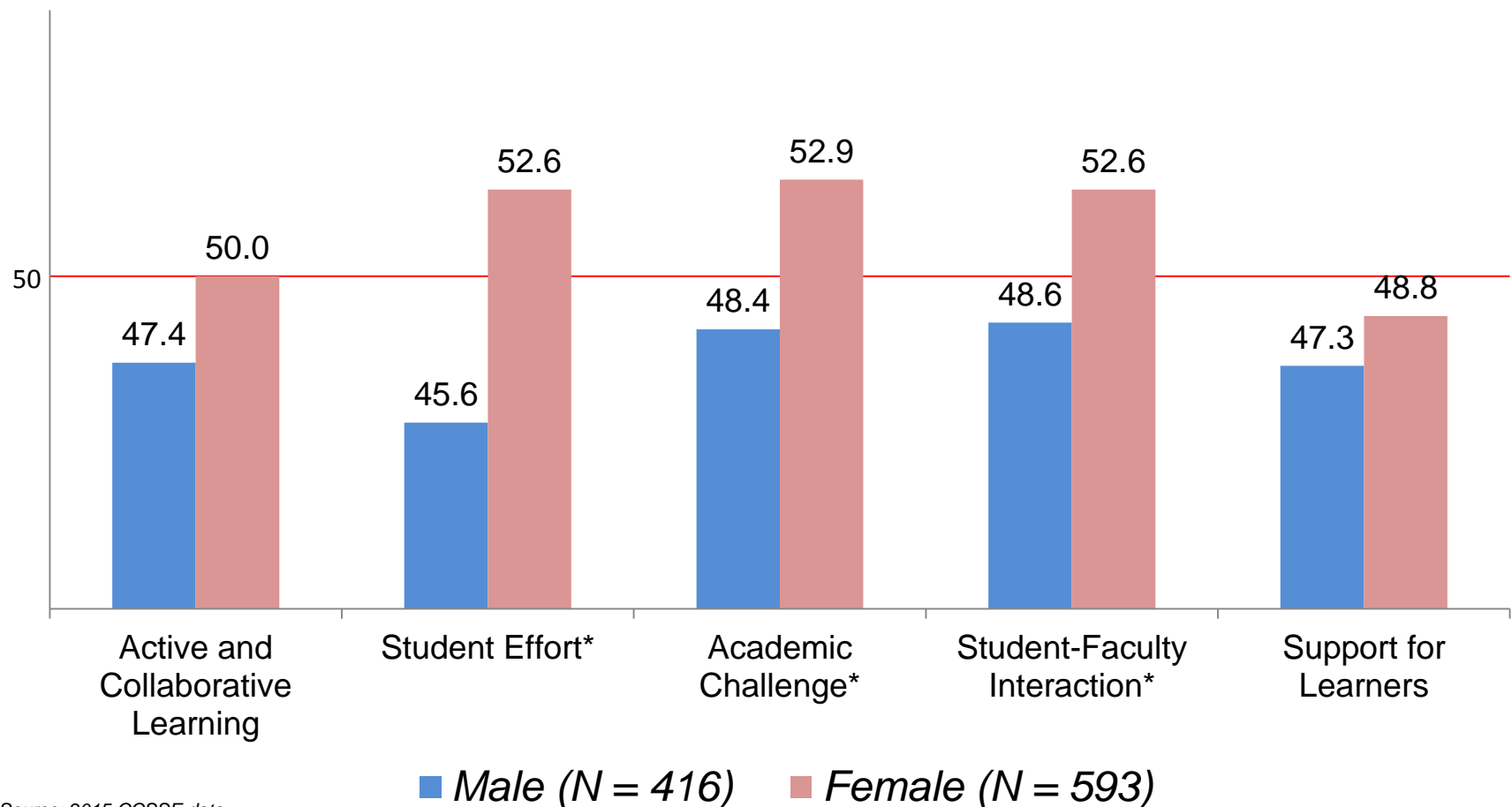
CCSSE 2015 Benchmarks for Effective Educational Practice



Source: 2015 CCSSE data

^Significant, $p < .05$

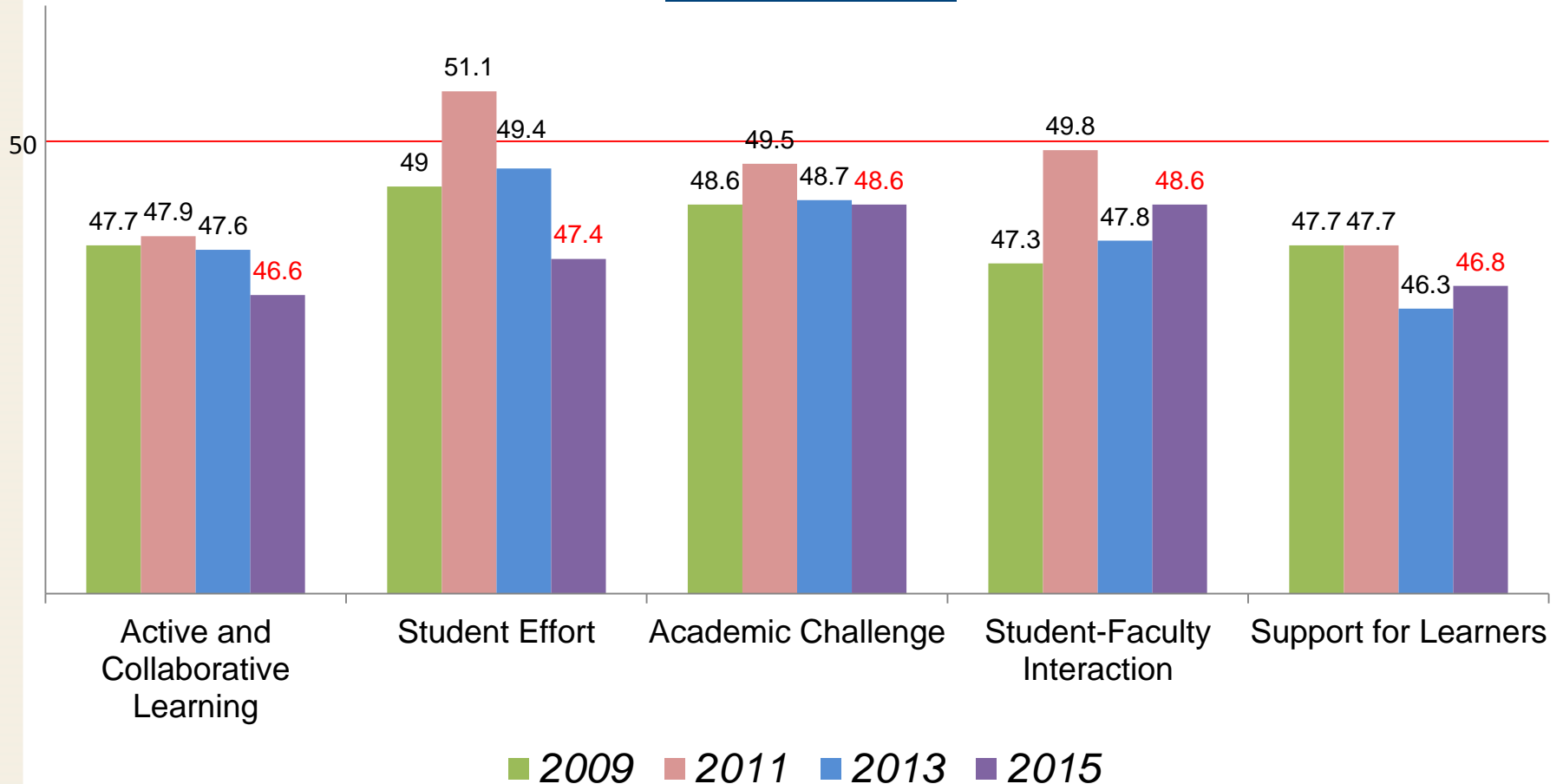
CCSSE 2015 Benchmarks for Effective Educational Practice



Source: 2015 CCSSE data
*Significant, $p < .01$

CCSSE Benchmarks for Effective Educational Practice

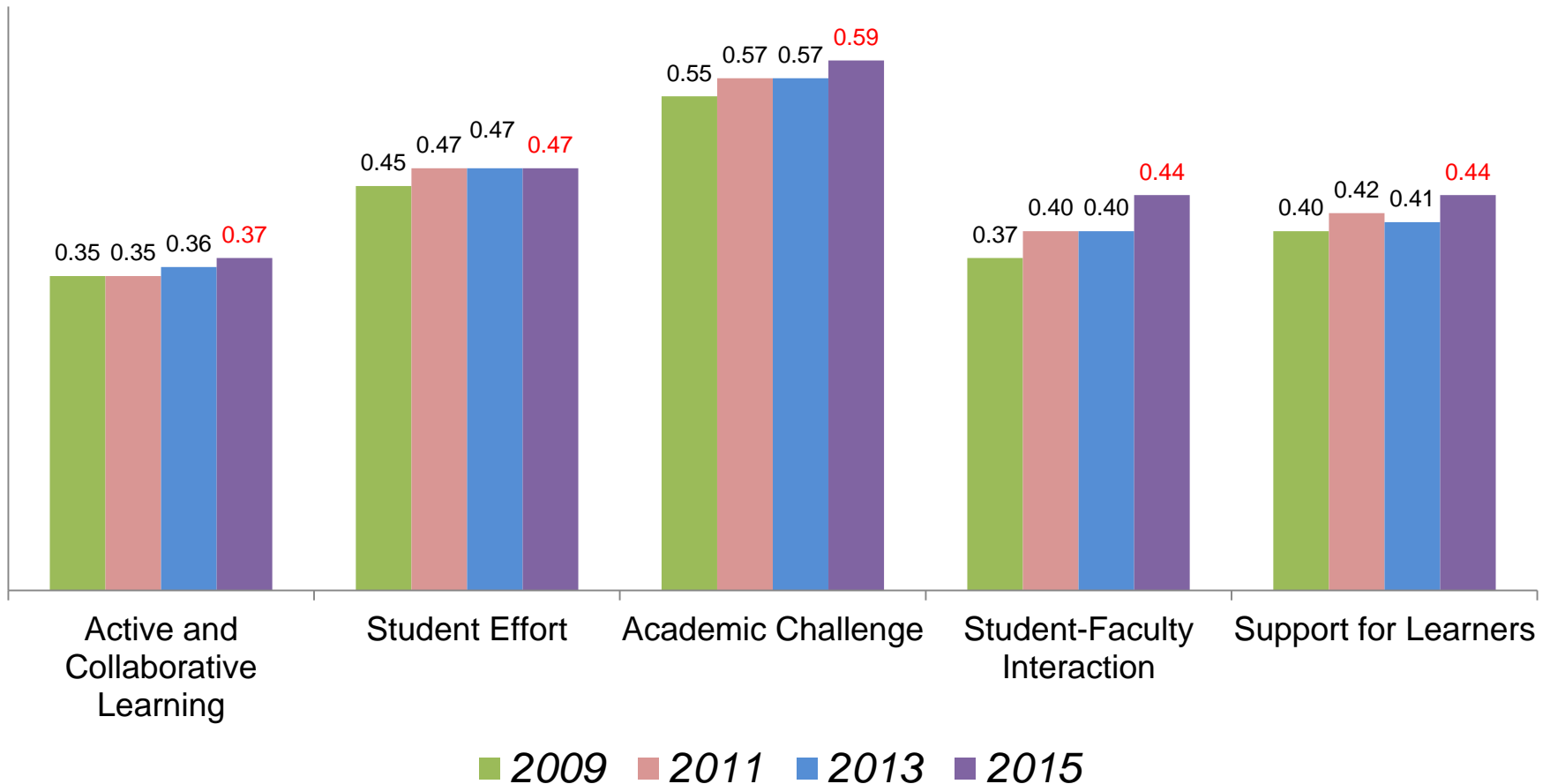
TCC's CCSSE Standardized Benchmarks



Source: 2009, 2011, 2013, and 2015 CCSSE data

CCSSE Benchmarks for Effective Educational Practice

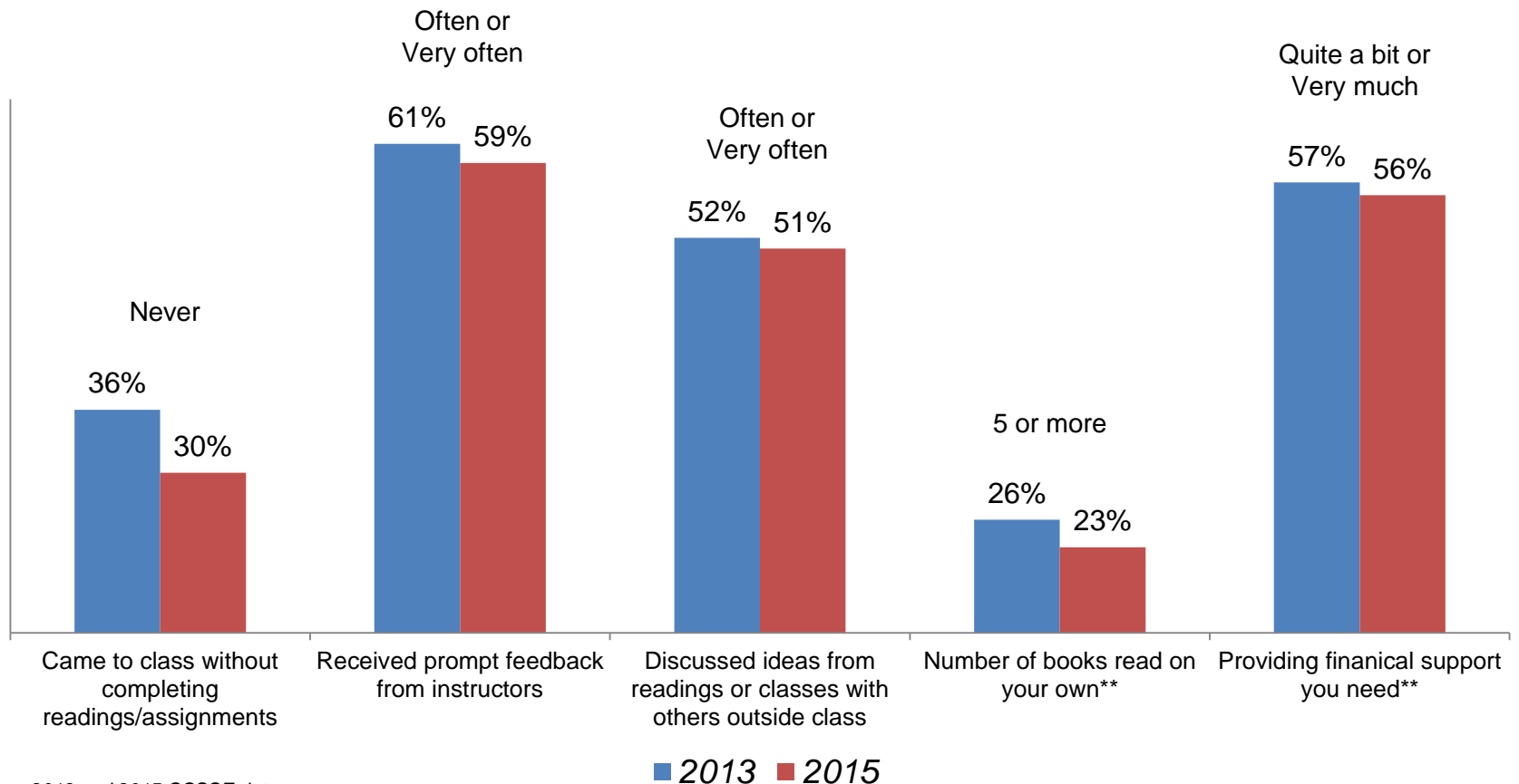
TCC's CCSSE Raw Benchmarks



Source: 2009, 2011, 2013, and 2015 CCSSE data

CCSSE Benchmarks for Effective Educational Practice

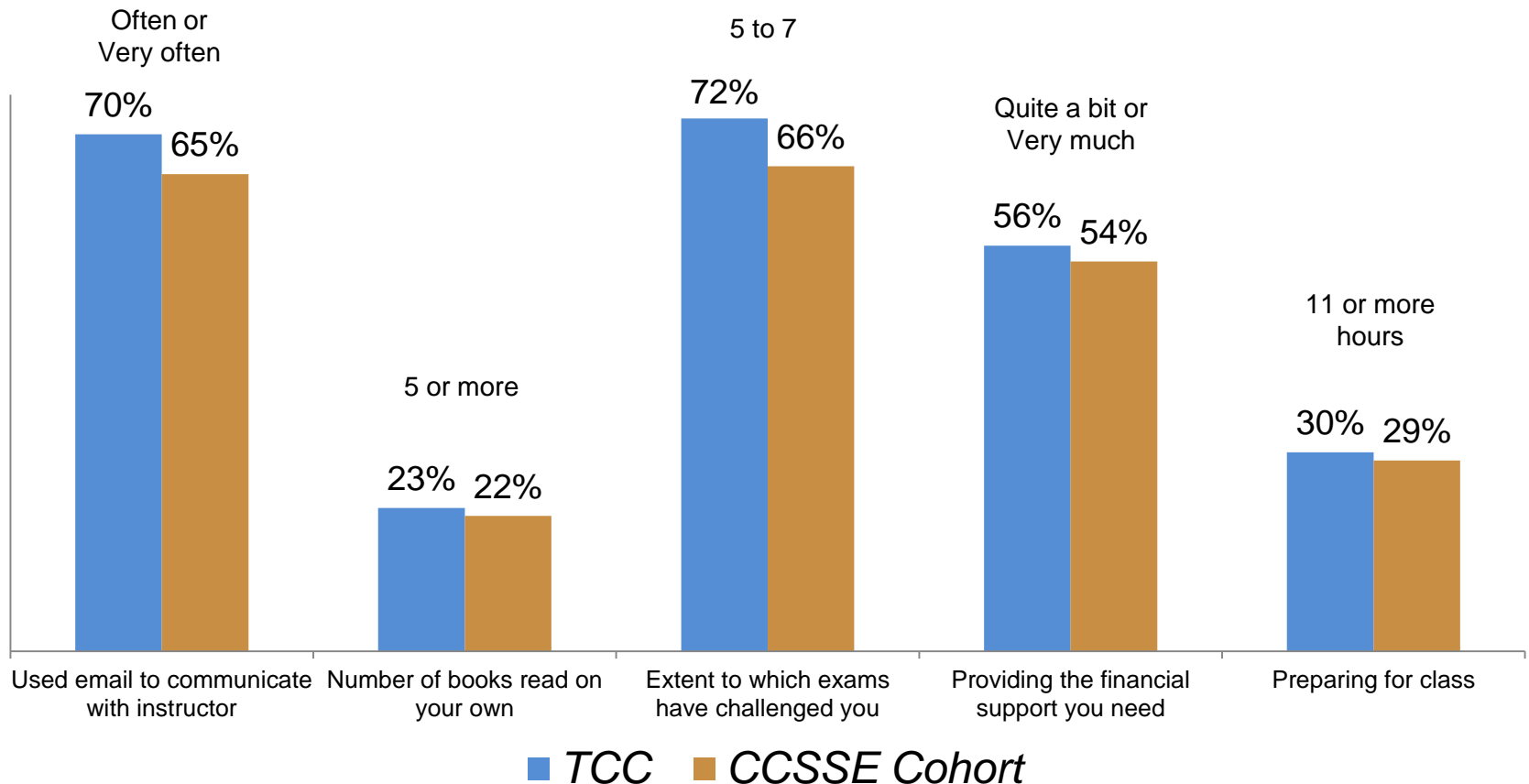
Aspects of TCC's 2013 Highest Student Engagement



Source: 2013 and 2015 CCSSE data
 **Appeared in top 5 both 2013 and 2015

CCSSE 2015 Benchmarks for Effective Educational Practice

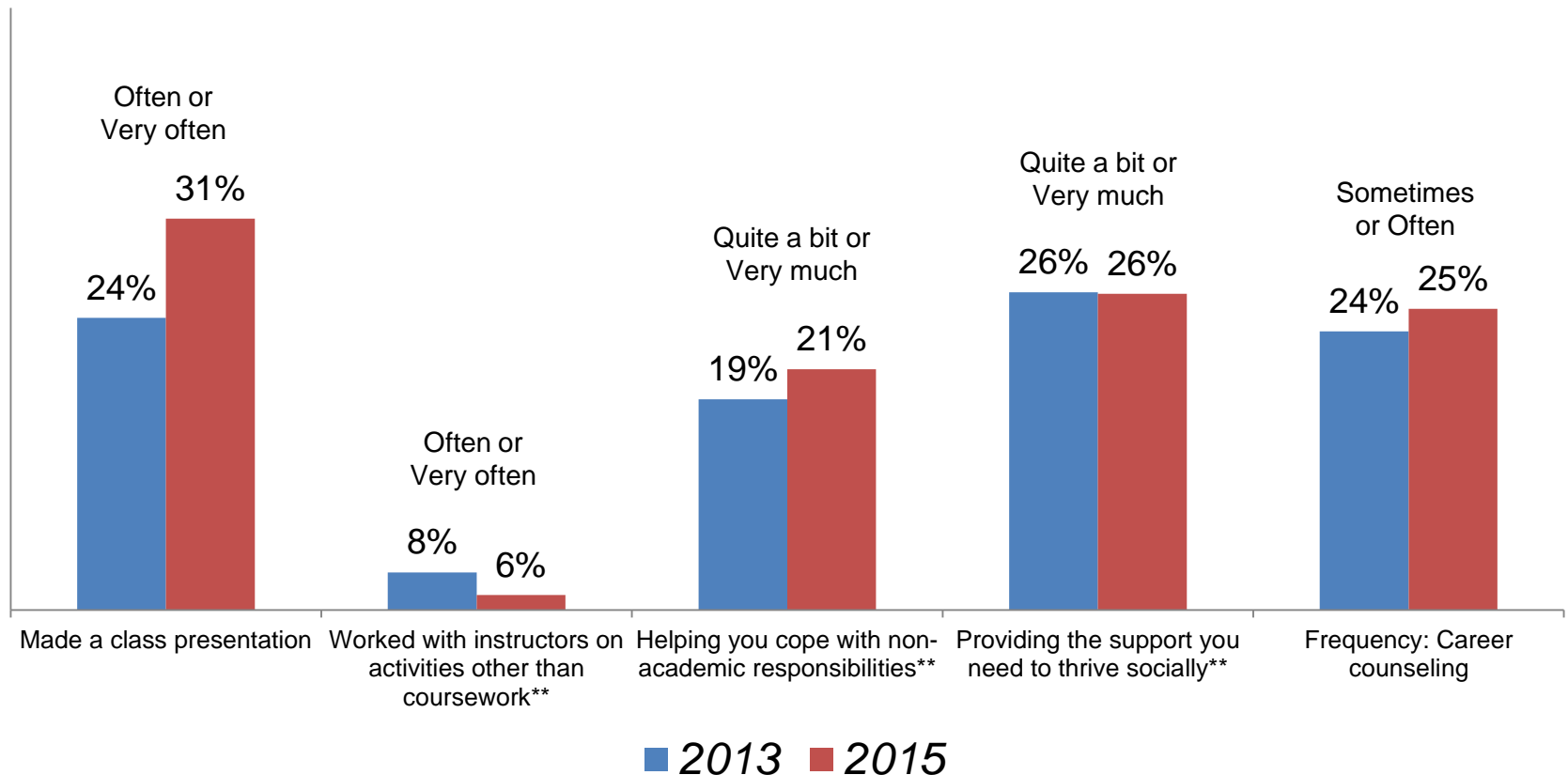
Aspects of TCC's 2015 Highest Student Engagement



Source: 2015 CCSSE data

CCSSE Benchmarks for Effective Educational Practice

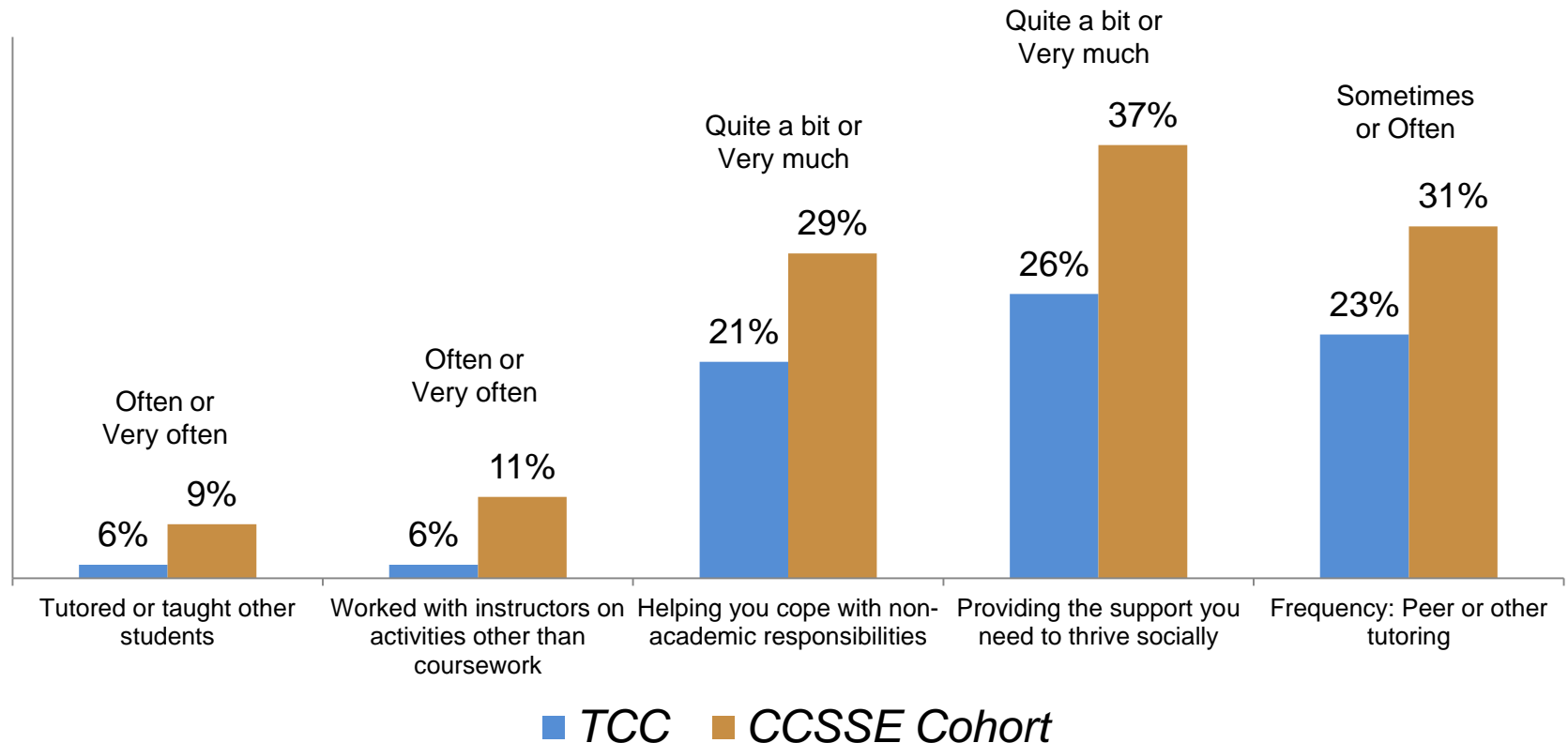
Aspects of TCC's 2013 Lowest Student Engagement



Source: 2013 and 2015 CCSSE data
 **Appeared in bottom 5 both 2013 and 2015

CCSSE 2015 Benchmarks for Effective Educational Practice

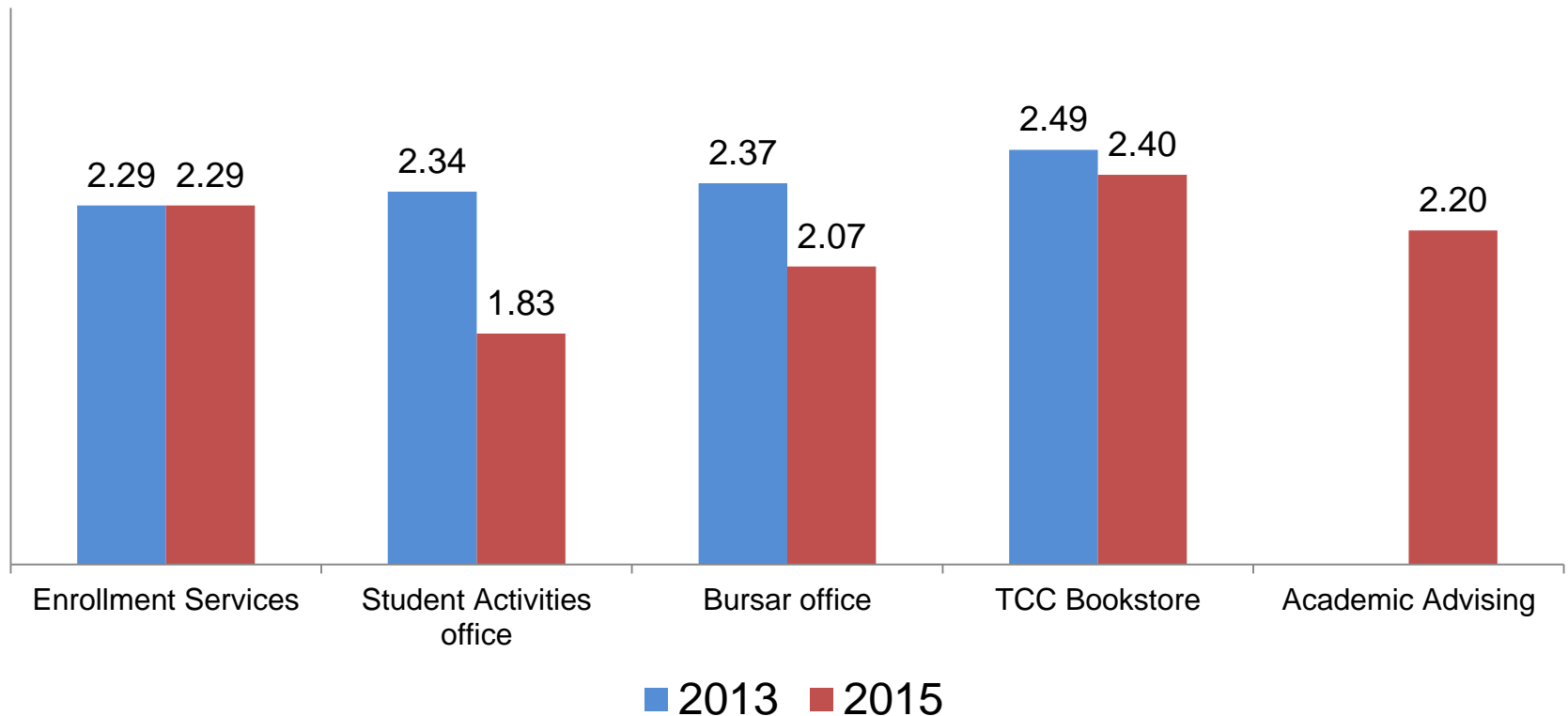
Aspects of TCC's 2015 Lowest Student Engagement



Source: 2015 CCSSE data

TCC Custom Items

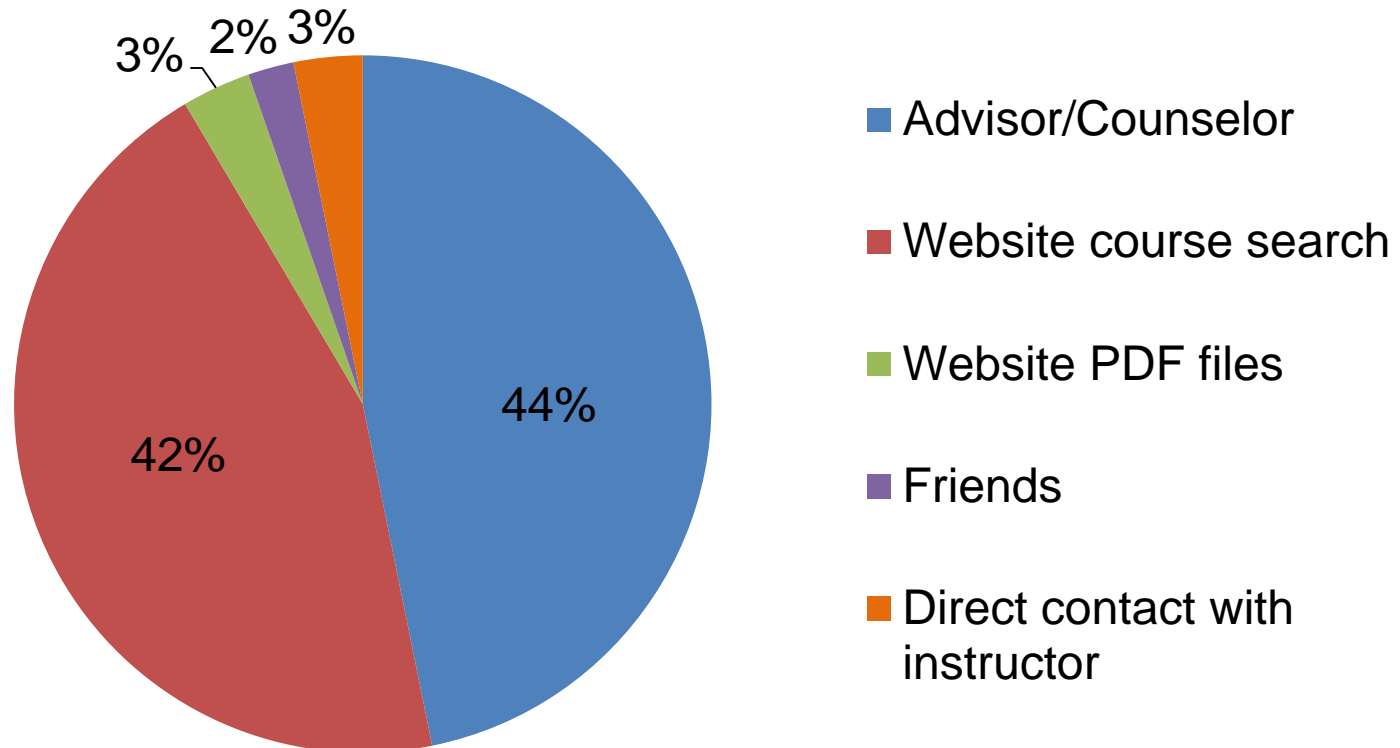
1 = Not at all; 2 = Somewhat; 3 = Very
In general, I am satisfied with the services in the...



Source: 2013 and 2015 CCSSE data

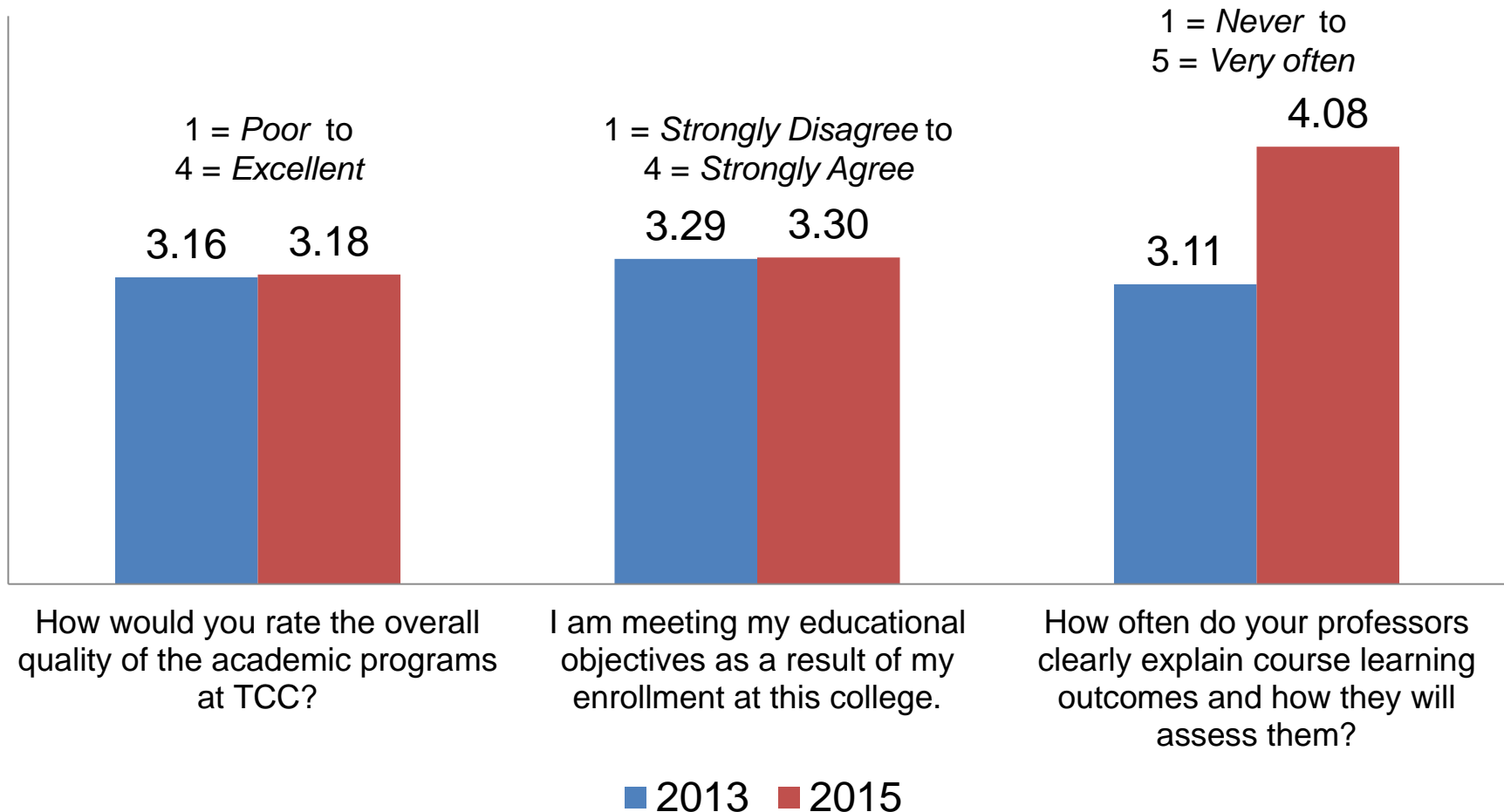
TCC Custom Items

How do you most often determine which classes you are going to schedule each semester?



Source: 2015 CCSSE data

TCC Custom Items

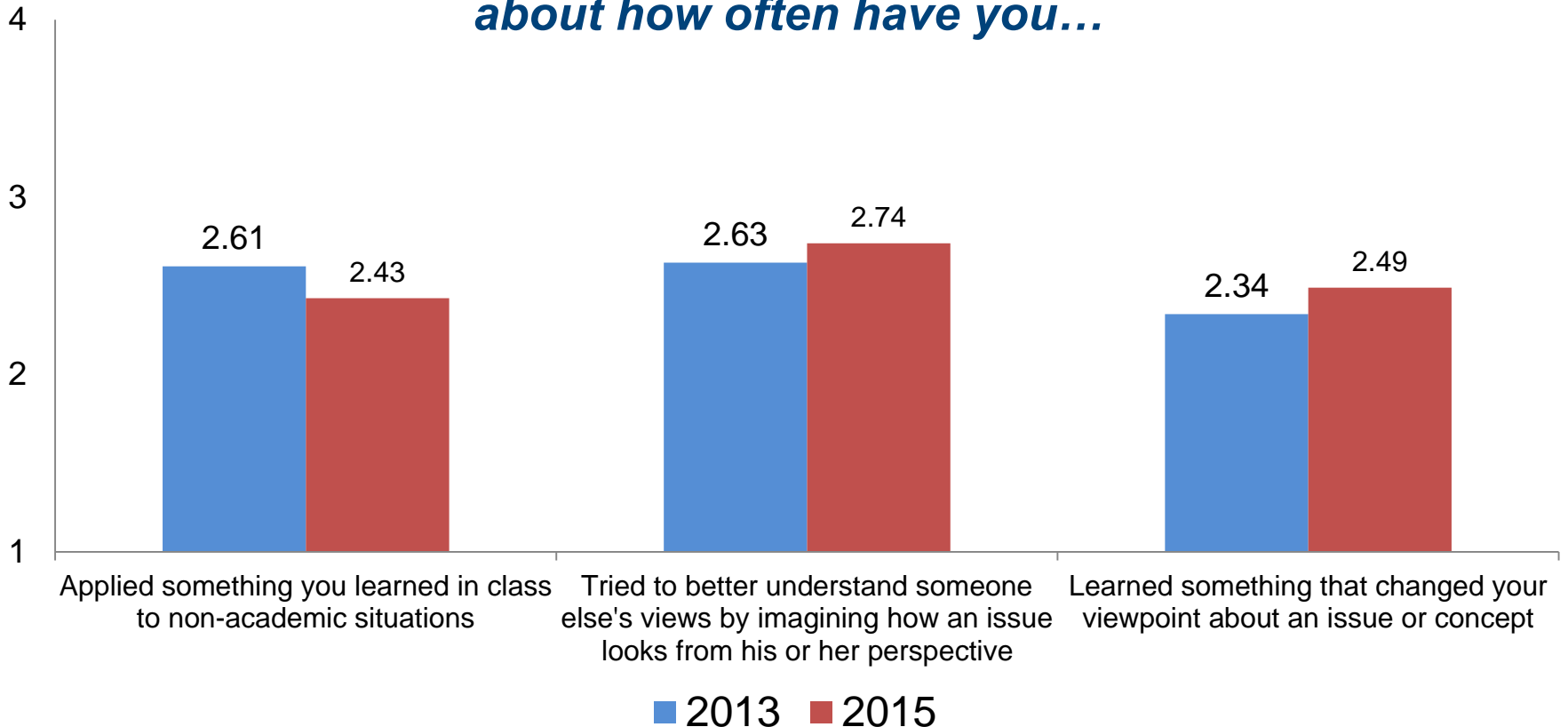


Source: 2013 and 2015 CCSSE data

TCC Custom Items

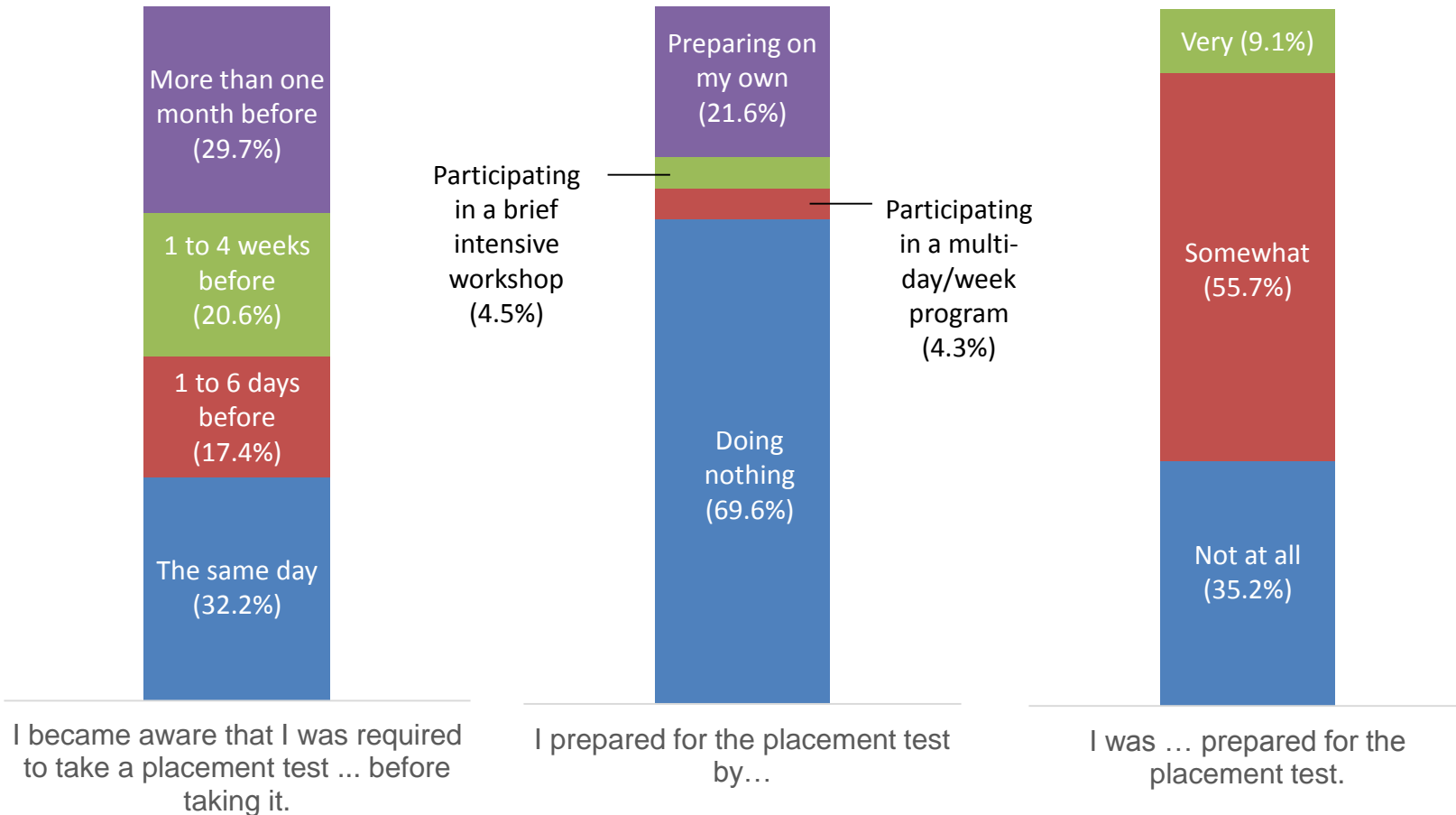
1 = Never; 2 = Sometimes; 3 = Often; 4 = Very often

In your experience at this college during the current school year, about how often have you...



Source: 2013 and 2015 CCSSE data

TCC Custom Items

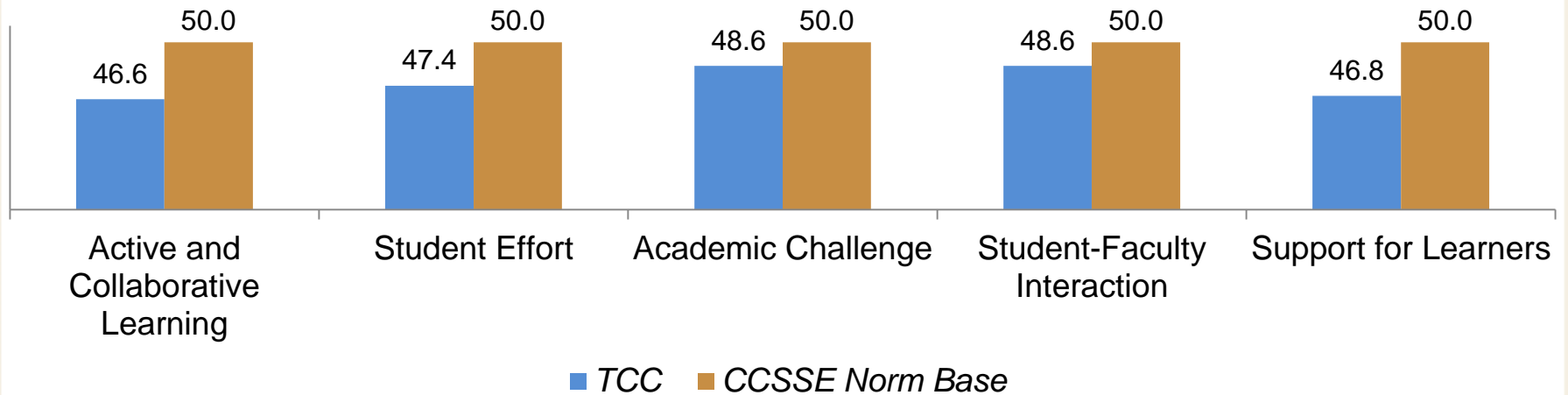


Source: 2015 CCSSE data

CCSSE vs. PACE

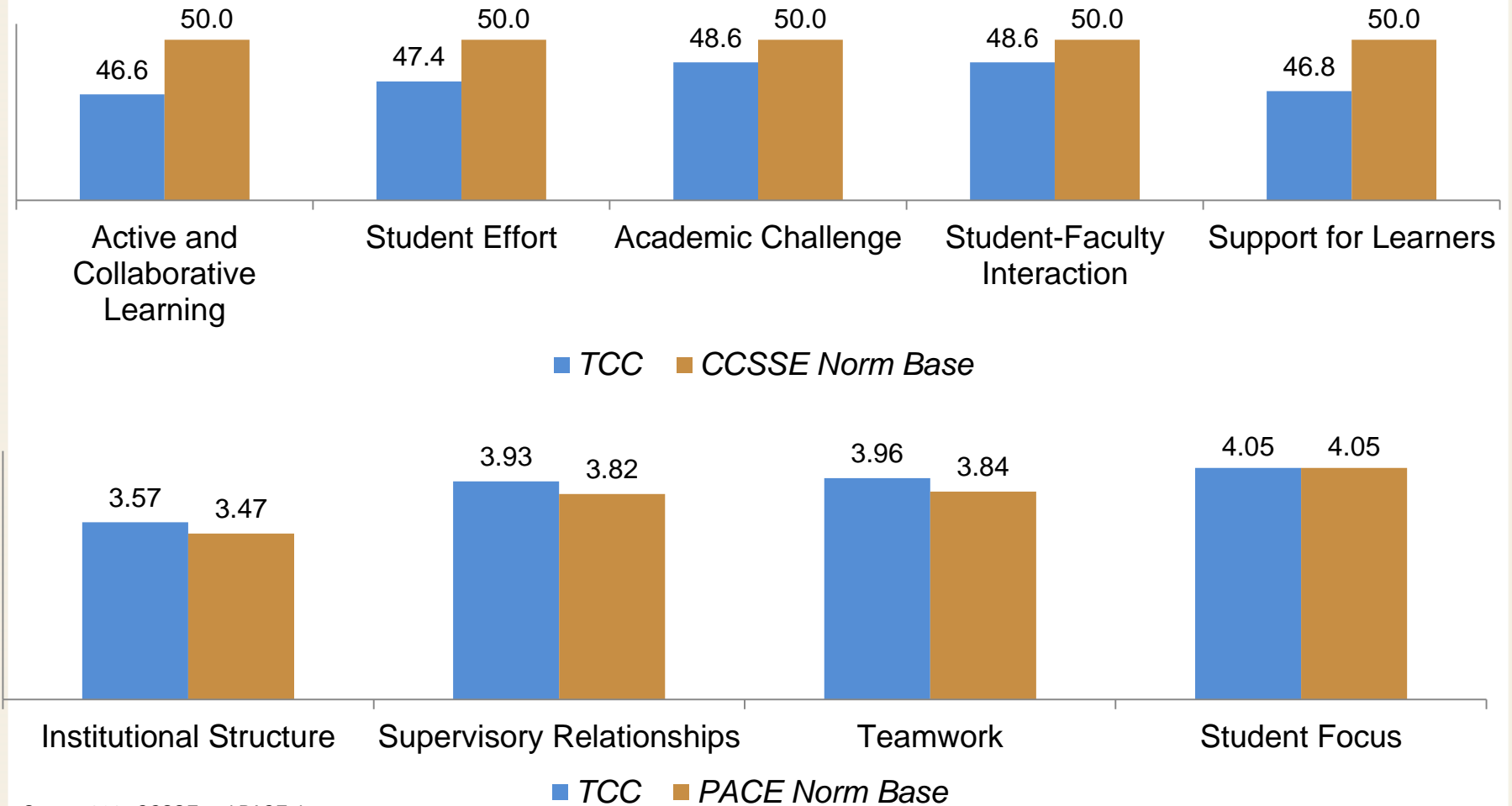
Source: 2015 CCSSE and PACE data

CCSSE vs. PACE



Source: 2015 CCSSE and PACE data

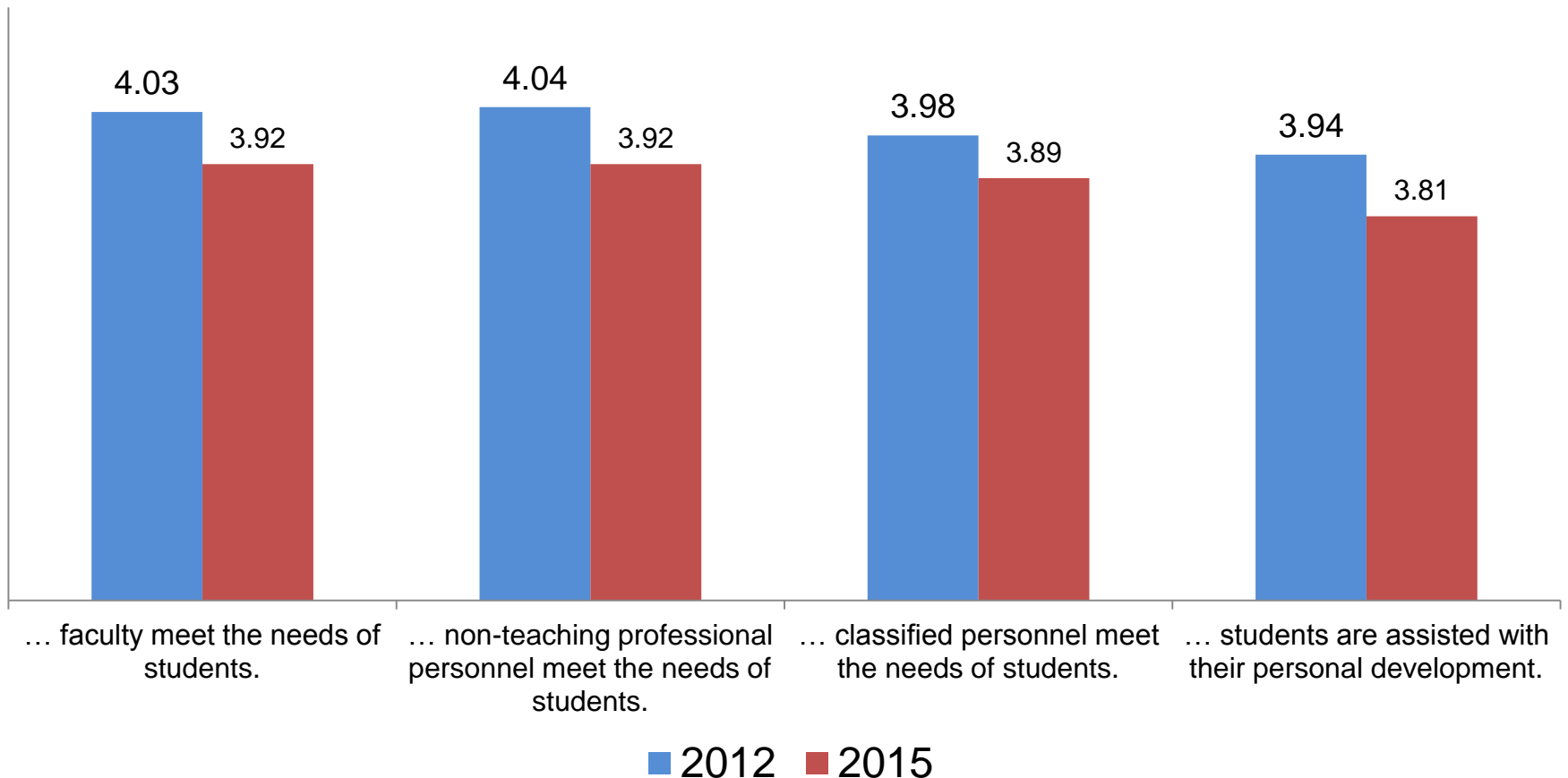
CCSSE vs. PACE



Source: 2015 CCSSE and PACE data

PACE 2012 to 2015

The extent to which...



Source: 2012 and 2015 PACE data
All significant at $p < .05$

So what?

- Increase engagement →
 - Increase retention and completion (SP KPI's 1-6, 10, 23)
 - Improve success in developmental courses (KPI 9)
 - Improve success in gateway courses (PI 8)
 - Improve advising (KPI's 7-8)
 - Increase employee perception of meeting students needs (PI 17)
 - Increase student perception of their own engagement (PI 12-16)

Questions?

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

