CCSSE 2012 Findings for Grossmont College
Presentation Overview

- CCSSE Overview
- Student Respondent Profile
- CCSSE Benchmarks
- Community College Students and Stories
- Faculty vs Student Responses
- Strategies to Promote Learning that Matters
CCSSE Overview
What is Student Engagement?

…the amount of time and energy students invest in meaningful educational practices

…the institutional practices and student behaviors that are highly correlated with student learning and retention
The Community College Survey of Student Engagement (CCSSE)

CCSSE is designed to capture student engagement as a measure of institutional quality.
CCSSE: A Tool for Community Colleges

- As a tool for improvement, CCSSE helps us
  - Assess quality in community college education
  - Identify and learn from good educational practice
  - Identify areas in which we can improve

- Basic principles
  - Provides reliable data on issues that matter
  - Reports data publicly
  - Is committed to using data for improvement
Things to think about during this presentation:

- What data confirm facts you already know?
- What results did you not expect?
- What areas appear to be meeting your college’s goals/expectations?
- What areas appear to need further investigation?
- What benchmarks, trends, or services are most important to our college? Examples might include particular benchmark areas (academic challenge, student-faculty interaction, etc.); critical issues, such as retention; or services that are key to student success, such as academic advising or college orientation.
- What educational practices most concern our college?
- How do our mission and specific programs at our college relate to the CCSSE benchmarks and survey items?
- What new programs are being developed at our college?
Student Respondent Profile at Grossmont College
<table>
<thead>
<tr>
<th>COURSENO</th>
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<tbody>
<tr>
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<td>CHEM-142-6660</td>
<td>PHIL-110-8320</td>
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<tr>
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<td>PHIL-112-8331</td>
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<tr>
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<td>PHIL-130-8339</td>
</tr>
<tr>
<td>Combined: ES-060A-7449 / ES-060B-7451 / ES-060C-7453</td>
<td>PHYC-140-8875</td>
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<tr>
<td>COMM-120-6755</td>
<td>PSY-201-9271</td>
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<td>COMM-120-8823</td>
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<td>SCI-110-8482</td>
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<td>DANC-110-6979</td>
<td>SOC-120-8504</td>
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<td>ECON-120-7035</td>
<td>SPAN-120-8534</td>
</tr>
<tr>
<td>ENGL-090-7079</td>
<td>SPAN-121-8561</td>
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<td>ENGL-098-7097</td>
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<td>ENGL-120-9160</td>
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<tr>
<td>ES-023-7420</td>
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</tr>
</tbody>
</table>
Survey Respondents

- 1120 adjusted survey count
- 93% overall “percent of target” rate (1200 students)

Source: 2012 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

Source: 2012 CCSSE data
Student Respondent Profile: Age

Source: 2012 CCSSE data
Student Respondent Profile: Gender

Source: 2012 CCSSE data

2012 Cohort Population

GC population

GC respondents

Female
Male

Source: 2012 CCSSE data
Student Respondent Profile: Race & Ethnicity

Source: 2012 CCSSE data
First-Generation Status
25% of student respondents indicate that neither parent has earned a degree higher than a high school diploma nor has college experience; accordingly, these students are considered "first-generation."

Source: 2012 CCSSE data
Student Respondent Profile: Educational Attainment

- Not a high school graduate: 1%
- High school diploma or GED: 13%
- Associate degree/Certificate: 6%
- Bachelor's degree: 2%
- Master's degree/Doctorate degree: 77%

Source: 2012 CCSSE data
Student Respondent Profile: Goals

Source: 2012 CCSSE data

- Complete a certificate program: Primary Goal: 20, Secondary Goal: 27
- Obtain an associate degree: Primary Goal: 47, Secondary Goal: 31
- Transfer to a 4-year college or university: Primary Goal: 70
- Obtain or update job-related skills: Primary Goal: 27, Secondary Goal: 20
- Self-improvement/personal enjoyment: Primary Goal: 10, Secondary Goal: 10
- Change careers: Primary Goal: 10, Secondary Goal: 10
Student Respondent Profile:
Total Credit Hours Earned up to this term but not counting the units for this term

- None: 10%
- 1-14 credits: 14%
- 15-29 credits: 32%
- 30-44 credits: 19%
- 45-60 credits: 14%
- Over 60 credits: 11%

Source: 2012 CCSSE data
Student Respondent Profile: External Commitments

Source: 2012 CCSSE data

- None: 50%
- 1-5 hours: 19%
- 6-10 hours: 10%
- 11-20 hours: 12%
- 21-30 hours: 6%
- More than 30 hours: 1%

- Working for Pay
- Caring for Dependents

Center for Community College Student Engagement
Student Respondent Profile: College-Sponsored Activities

College-Sponsored Activities
79% of student respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intercollegiate or intramural sports, etc.)
To assist colleges in their efforts to reach for excellence, the Center reports national benchmarks of effective educational practice in community colleges. Research shows that the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter—the more likely they are to learn and to achieve their academic goals. CCSSE benchmarks focus on institutional practices and student behaviors that promote student engagement—and that are positively related to student learning and persistence.
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:

  - Asked questions in class or contributed to class discussions (59%)
  - Made a class presentation (28%)
  - Worked with other students on projects during class (48%)
  - Worked with classmates outside of class to prepare class assignments (25%)
  - Tutored or taught other students (paid or voluntary) (8%)
  - Participated in a community-based project as a part of a regular course (6%)
  - Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (50%)

*Students who answered “often” or “very often” on survey*

Source: 2012 CCSSE data
Student Effort

During the current school year, how often have you:

- Prepared two or more drafts of a paper or assignment before turning it in (48%)
- Worked on a paper or project that required integrating ideas or information from various sources (60%)
- Skipped class (6%)
- Come to class without completing readings or assignments (16%)
- Used peer or other tutoring services (10%)
- Used skill labs (11%)
- Used a computer lab (23%)

During the current school year:

- How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment (26% said none)
- How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program) (45% said 5 hours or less)

Students who answered “often” or “very often” on survey

Source: 2012 CCSSE data
Academic Challenge

During the current school year, how often have you:
- Worked harder than you thought you could to meet an instructor’s standards or expectations (51%) *Students who answered “often” or “very often” on survey*

How much does your coursework at this college emphasize: Percentage chose Quite a bit or Very Much
- Analyzing the basic elements of an idea, experience, or theory (70%)
- Worked with classmates outside of class to prepare class assignments (25%)
- Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form (68%)
- Synthesizing and organizing ideas, information, or experiences in new ways (61%)
- Making judgments about the value or soundness of information, arguments, or methods (56%)
- Applying theories or concepts to practical problems or in new situations (60%)
- Using information you have read or heard to perform a new skill (60%)

During the current school year:
- How many papers or reports of any length did you write (68% said 10 or less pages)

How much does this college emphasize:
- Encouraging you to spend significant amounts of time studying (52% said quite a bit or very much)

*Source: 2012 CCSSE data*
Student-Faculty Interaction

- During the current school year, how often have you:
  - Used e-mail to communicate with an instructor (56%)
  - Discussed grades or assignments with an instructor (44%)
  - Talked about career plans with an instructor or advisor (20%)
  - Discussed ideas from your readings or classes with instructors outside of class (16%)
  - Received prompt feedback (written or oral) from instructors on your performance (60%)

*Students who answered “often” or “very often” on survey*

Source: 2012 CCSSE data
Support for Learners

This is an opportunity to customize one or more of your slides using the following Support for Learners benchmark items:

- How much does this college emphasize:
  - Providing the support you need to help you succeed at this college (69%)
  - Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (51%)
  - Helping you cope with your nonacademic responsibilities (work, family, etc.) (23%)
  - Providing the support you need to thrive socially (33%)
  - Providing the financial support you need to afford your education (39%)

- During the current school year, how often have you:
  - Used academic advising/planning services (47%)
  - Used career counseling services (29%)
  - Used Peer or other tutoring at this college? (32%)

*Students who answered “often” or “very often” on survey*

Source: 2012 CCSSE data
CCSSE Benchmarks for Effective Educational Practice

CCSSE Benchmark Scores for Grossmont College

- Active and Collaborative Learning: 49.4
- Student Effort: 47
- Academic Challenge: 49.4
- Student-Faculty Interaction: 46.2
- Support for Learners: 46.3

Source: 2012 CCSSE data
CCSSE Benchmarks for Effective Educational Practice

CCSSE Benchmark Scores for Grossmont College compared to Comparison Groups

<table>
<thead>
<tr>
<th>Category</th>
<th>Grossmont College</th>
<th>Comparison Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>49.4</td>
<td>49.2</td>
</tr>
<tr>
<td>Student Effort</td>
<td>47</td>
<td>49.3</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>49.4</td>
<td>50</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>46.2</td>
<td>48.5</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>46.3</td>
<td>49</td>
</tr>
</tbody>
</table>

Source: 2012 CCSSE data
Community College Students and Stories
## Student Aspirations

### Students’ Goals

Indicate which of the following are your reasons/goals for attending this college.

<table>
<thead>
<tr>
<th>Goal</th>
<th>A goal</th>
<th>Not a goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a certificate program</td>
<td>47%</td>
<td>53%</td>
</tr>
<tr>
<td>Obtain an associate degree</td>
<td>78%</td>
<td>22%</td>
</tr>
<tr>
<td>Transfer to a four-year college or university</td>
<td>84%</td>
<td>16%</td>
</tr>
<tr>
<td>Obtain or update job-related skills</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>Self-improvement/personal enjoyment</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>Change careers</td>
<td>39%</td>
<td>61%</td>
</tr>
</tbody>
</table>

Note: Respondents may indicate more than one goal.

*Source: 2012 CCSSE data*
Barriers to Returning to College

How likely is it that the following issues would cause you to withdraw from class or from this college?

- Working full-time: 42%
- Caring for dependents: 31%
- Academically unprepared: 21%
- Lack of finances: 52%

Source: 2012 CCSSE data
Faculty vs Student Perceptions
### Active and Collaborative Learning

<table>
<thead>
<tr>
<th></th>
<th>Faculty Response</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do students in your selected course section ask questions in class or contribute to class discussions?</td>
<td>87%</td>
<td>59%</td>
</tr>
<tr>
<td>How often do your students in your selected course make a class presentation?</td>
<td>35%</td>
<td>28%</td>
</tr>
<tr>
<td>How often do students in your selected course work with other students outside of class to prepare class assignments?</td>
<td>27%</td>
<td>24%</td>
</tr>
<tr>
<td>How often do students in your selected course work with other students on projects during class?</td>
<td>63%</td>
<td>38%</td>
</tr>
</tbody>
</table>

Responses saying Often or Very Often
# Student Effort

<table>
<thead>
<tr>
<th>Question</th>
<th>Faculty Response</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do students come to class without completing readings or assignments?</td>
<td>36%</td>
<td>16%</td>
</tr>
<tr>
<td>How often do students in your selected course work on a paper or project that requires integrating ideas or information from various sources?</td>
<td>55%</td>
<td>61%</td>
</tr>
<tr>
<td>How often do students in your selected course work harder than they thought they could to meet your standards or expectations?</td>
<td>63%</td>
<td>50%</td>
</tr>
<tr>
<td>About how many hours do you think full and part-time students at this college spend in a typical 7-day week preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to their programs)? Respondents that said 5 or less hours.</td>
<td>36%</td>
<td>45%</td>
</tr>
<tr>
<td>How often do you refer students to peer or other tutoring?*</td>
<td>46%</td>
<td>10%*</td>
</tr>
</tbody>
</table>

Responses saying Often or Very Often
## Academic Challenge

<table>
<thead>
<tr>
<th>Question</th>
<th>Faculty Response</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do students in your selected course work harder than they thought they could to meet your standards or expectations? (Often or Very Often)</td>
<td>63%</td>
<td>50%</td>
</tr>
<tr>
<td>During the current school year, how much does the coursework in your selected course emphasize the memorizing facts, ideas or methods so that students can repeat them in pretty much the same form? (Quite a bit or Very much)</td>
<td>51%</td>
<td>69%</td>
</tr>
<tr>
<td>During the current school year, how much does the coursework in your selected course emphasize synthesizing and organizing ideas, information, or experiences in new ways? (Quite a bit or Very much)</td>
<td>81%</td>
<td>62%</td>
</tr>
<tr>
<td>In your selected course, what is the number of written papers or reports of any length that you assign? (saying 3 or less papers)</td>
<td>87%</td>
<td>78%</td>
</tr>
</tbody>
</table>
## Student Faculty Interaction

<table>
<thead>
<tr>
<th>Question</th>
<th>Faculty Response</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do students in your selected course use e-mail to communicate</td>
<td>78%</td>
<td>56%</td>
</tr>
<tr>
<td>with you? (often or very often)</td>
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</tr>
<tr>
<td>How often do students in your selected course discuss grades or</td>
<td>79%</td>
<td>44%</td>
</tr>
<tr>
<td>assignments with you? (often or very often)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do students in your selected course receive prompt feedback</td>
<td>93%</td>
<td>59%</td>
</tr>
<tr>
<td>(written or oral) from you about their performance? (often or very</td>
<td></td>
<td></td>
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<tr>
<td>often)</td>
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</tbody>
</table>
# Support for Learners

<table>
<thead>
<tr>
<th>Question</th>
<th>Faculty Response</th>
<th>Student Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>How important is it to you that students participate in a college orientation program or course when appropriate?</td>
<td>52%</td>
<td>60% *</td>
</tr>
<tr>
<td>How often do you refer students to peer or other tutoring? (often or very often)</td>
<td>84%</td>
<td>33%</td>
</tr>
<tr>
<td>How often do you refer students to transfer assistance? (often or very often)</td>
<td>43%</td>
<td>30%</td>
</tr>
<tr>
<td>How important do you believe academic advising/planning is to students at this college? (very important)</td>
<td>81%</td>
<td>63%</td>
</tr>
<tr>
<td>How often do you refer students to academic advising/planning? (often)</td>
<td>22%</td>
<td>11%</td>
</tr>
</tbody>
</table>
Strategies to Promote Learning that Matters
Strategies to Promote Learning that Matters

The Center describes four key strategies to promote strengthened classroom experiences:

- Strengthen classroom engagement
- Integrate student support into learning experiences
- Focus institutional policies on creating the conditions for learning
- Expand professional development focused on engaging students
Strengthen Classroom Engagement

- Raise expectations
- Promote active, engaged learning
- Emphasize deep learning
- Build and encourage relationships
- Ensure that students know where they stand
Raise Expectations

Instructors should set high standards and communicate them clearly, deliberately, and consistently.
Raise Expectations

Students work hard to meet instructors’ expectations:

- 50% of students often or very often work harder than they thought they could to meet an instructor’s standards or expectations.

Source: 2012 CCSSE data
Raise Expectations

But expectations may not be as high as they need to be:

- **Time Spent Studying**

  Percentage of full-time students who report spending
  *five or fewer hours per week* preparing for class
  (blue)

  Source: 2012 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.
Promote Active, Engaged Learning

Student Perceptions of Engaged Learning

In your experiences at this college during the current school year, about how often have you done each of the using activities?

- Worked with classmates outside of class to prepare class assignments: 25%
- Worked with other students on projects during class: 48%
- Made a class presentation: 28%

Source: 2012 CCSSE data
Emphasize Deep Learning

Deep learning:

- Refers to broadly applicable thinking, reasoning, and judgment skills — learning associated with higher-order cognitive tasks
- Is typically contrasted with rote memorization.
Emphasize Deep Learning

Memorization vs. Deep Learning

During the current school year, how much of your coursework at this college emphasized (does the coursework in your selected course section emphasize) the using mental activities?

- Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form: 68%
- Analyzing the basic elements of an idea, experience, or theory: 69%
- Synthesizing and organizing ideas, information, and experiences in new ways: 62%
- Making judgments about the value or soundness of information, arguments, or methods: 56%

Source: 2012 CCSSE data
Build and Encourage Relationships

Personal connections are a critical factor in student success
Build and Encourage Relationships

- Nearly half of students respond that the college emphasizes interaction among students and providing support for student to thrive socially *quite a bit* or *very much*....

- BUT, less than 6% *often* or *very often* work with an instructor on activities other than coursework

*Source: 2012 CCSSE data*
Ensure that Students Know Where They Stand

Feedback on academic performance greatly affects student retention
Ensure that Students Know Where They Stand

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

- Very Often: 10%
- Often: 21%
- Sometimes: 31%
- Never: 39%

Source: 2012 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

## Student Use and Value of Student Services

### How important are the services?

<table>
<thead>
<tr>
<th>Service</th>
<th>Very (%)</th>
<th>Not at all (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising/planning</td>
<td>63%</td>
<td>10%</td>
</tr>
<tr>
<td>Career counseling</td>
<td>53%</td>
<td>19%</td>
</tr>
<tr>
<td>Peer or other tutoring</td>
<td>42%</td>
<td>28%</td>
</tr>
<tr>
<td>Skill labs (writing, math, etc.)</td>
<td>43%</td>
<td>26%</td>
</tr>
</tbody>
</table>

### How often do you use the services?

<table>
<thead>
<tr>
<th>Service</th>
<th>Rarely/Never (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising/planning</td>
<td>40%</td>
</tr>
<tr>
<td>Career counseling</td>
<td>51%</td>
</tr>
<tr>
<td>Peer or other tutoring</td>
<td>47%</td>
</tr>
<tr>
<td>Skill labs (writing, math, etc.)</td>
<td>43%</td>
</tr>
</tbody>
</table>

*Source: 2012 CCSSE data*
Focus Institutional Policies on Creating the Conditions for Learning

Institutional policies focused on student success are most effective when colleges mandate student participation in activities that are shown to increase persistence and improve student outcomes.
Focus Institutional Policies on Creating the Conditions for Learning

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

- 49% Sometimes
- 45% Never
- 4% Often
- 2% Very Often

Source: 2012 CCSSE data
Expand Professional Development
Focused on Engaging Students

Instructors – both part-time and full-time – must be given the opportunities to learn about effective teaching strategies.
Closing Remarks and Questions