



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.

The Community College Student Report

Instructions: It is essential that you use a No. 2 pencil to complete this survey. Mark your answers as shown in the following example: ● Correct Mark ○ Incorrect Marks

1. Did you begin college at this college or elsewhere? Started here Started elsewhere

2. Thinking about this current academic term, how would you characterize your enrollment at this college? Full-time Less than full-time

3. Have you taken this survey in another class this term? Yes No

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

	Very often	Often	Sometimes	Never
a. Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Tutored or taught other students (paid or voluntary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Participated in a community-based project as a part of a regular course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Used the Internet or instant messaging to work on an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Used e-mail to communicate with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Discussed grades or assignments with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Talked about career plans with an instructor or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Discussed ideas from your readings or classes with instructors outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Received prompt feedback (written or oral) from instructors on your performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Worked with instructors on activities other than coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Had serious conversations with students of a different race or ethnicity other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Skipped class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. During the current school year, how much has your coursework at this college emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Analyzing the basic elements of an idea, experience, or theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Synthesizing and organizing ideas, information, or experiences in new ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Making judgments about the value or soundness of information, arguments, or methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Using information you have read or heard to perform a new skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PLEASE DO NOT MARK IN THIS AREA



SERIAL #

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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

COURSENO	
ANTH-130-6177	ESL-106-7348
AOJ-148-6109	GEOG-120-8864
AOJ-150-6111	HED-158-6426
ART-124-7407	HIST-108-7767
ART-141-6250	HIST-137-8962
ART-171-6277	MATH-090-7884
ASTR-110-6342	MATH-175-7995
CA-172-6919	MATH-180-8018
CD-121-6671	MUS-106-8097
CD-125-6674	MUS-133-8132
CHEM-142-6660	PHIL-110-8320
Combined: ART-130-6227 / ART-229-6312 / ART-283C-6295	PHIL-112-8331
Combined: ENGL-140-7274 / ENGL-143-7277	PHIL-130-8339
Combined: ES-060A-7449 / ES-060B-7451 / ES-060C-7453	PHYC-140-8875
COMM-120-6755	PSY-201-9271
COMM-120-8823	RELG-140-8455
CSIS-110-6818	SCI-110-8482
DANC-110-6979	SOC-120-8504
ECON-120-7035	SPAN-120-8534
ENGL-090-7079	SPAN-121-8561
ENGL-098-7097	THTR-155-8720
ENGL-110-7155	
ENGL-120-7230	
ENGL-120-9160	
ENGL-124-7248	
ES-006-7392	
ES-023-7413	
ES-023-7420	

Survey Respondents

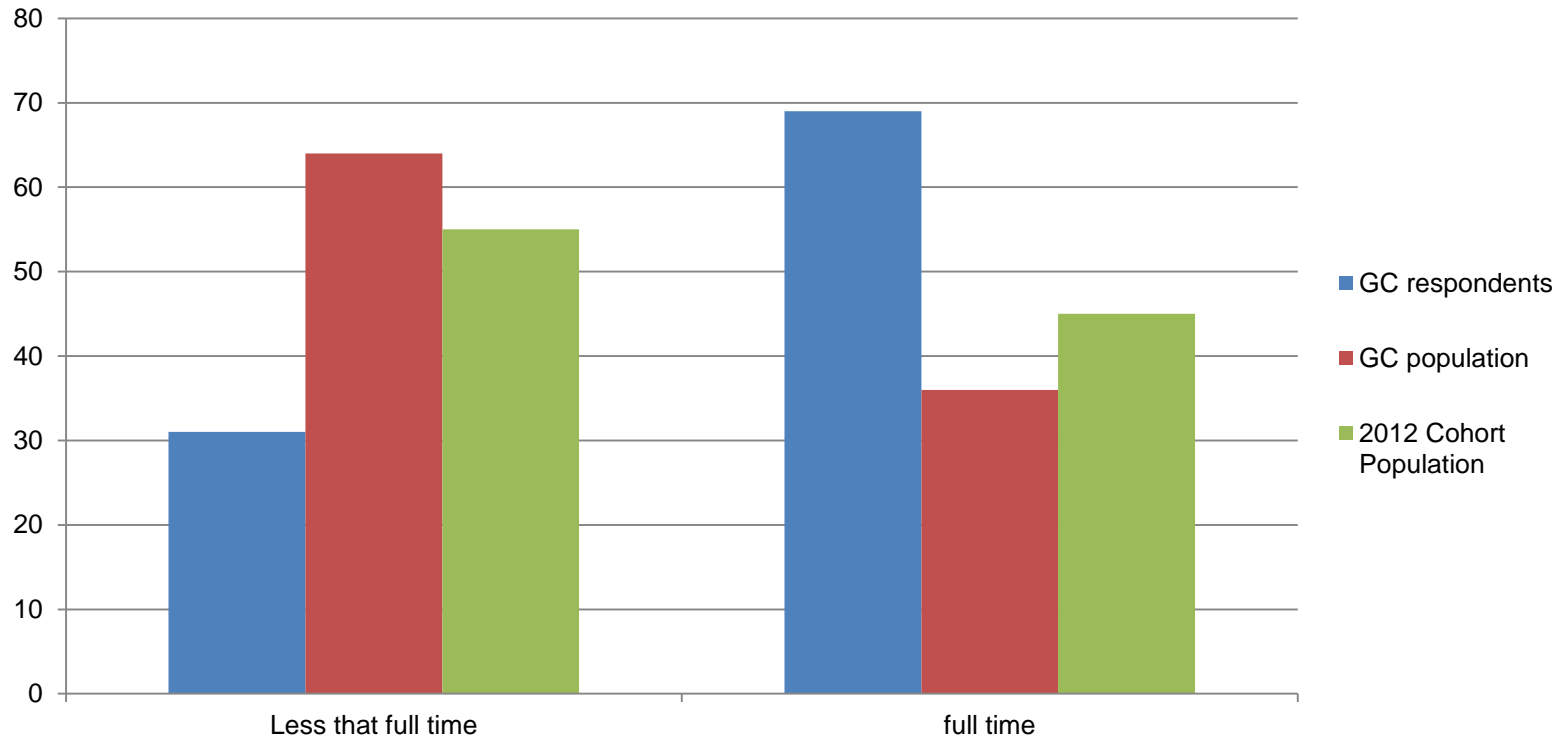
- 1120 adjusted survey count
- 93% overall “percent of target” rate (1200 students)

Source: 2012 CCSSE data

Excluded Respondents

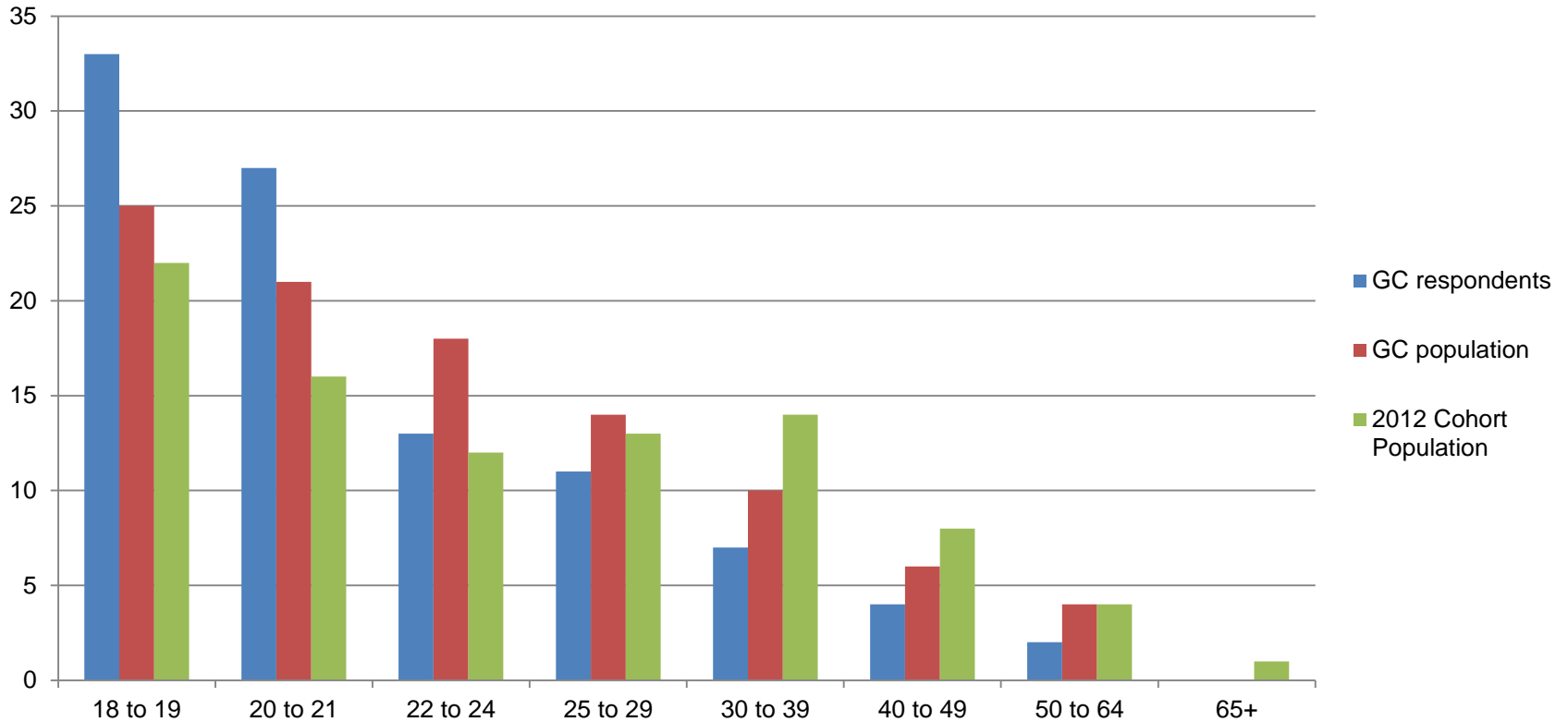
- The following respondents were excluded from reporting:
 - Respondents not indicating enrollment status
 - Respondents marking invalid data selections
 - Respondents under the age of 18
 - Respondents indicating previous survey submission
- Oversample respondents were also excluded.

Student Respondent Profile: Enrollment Status



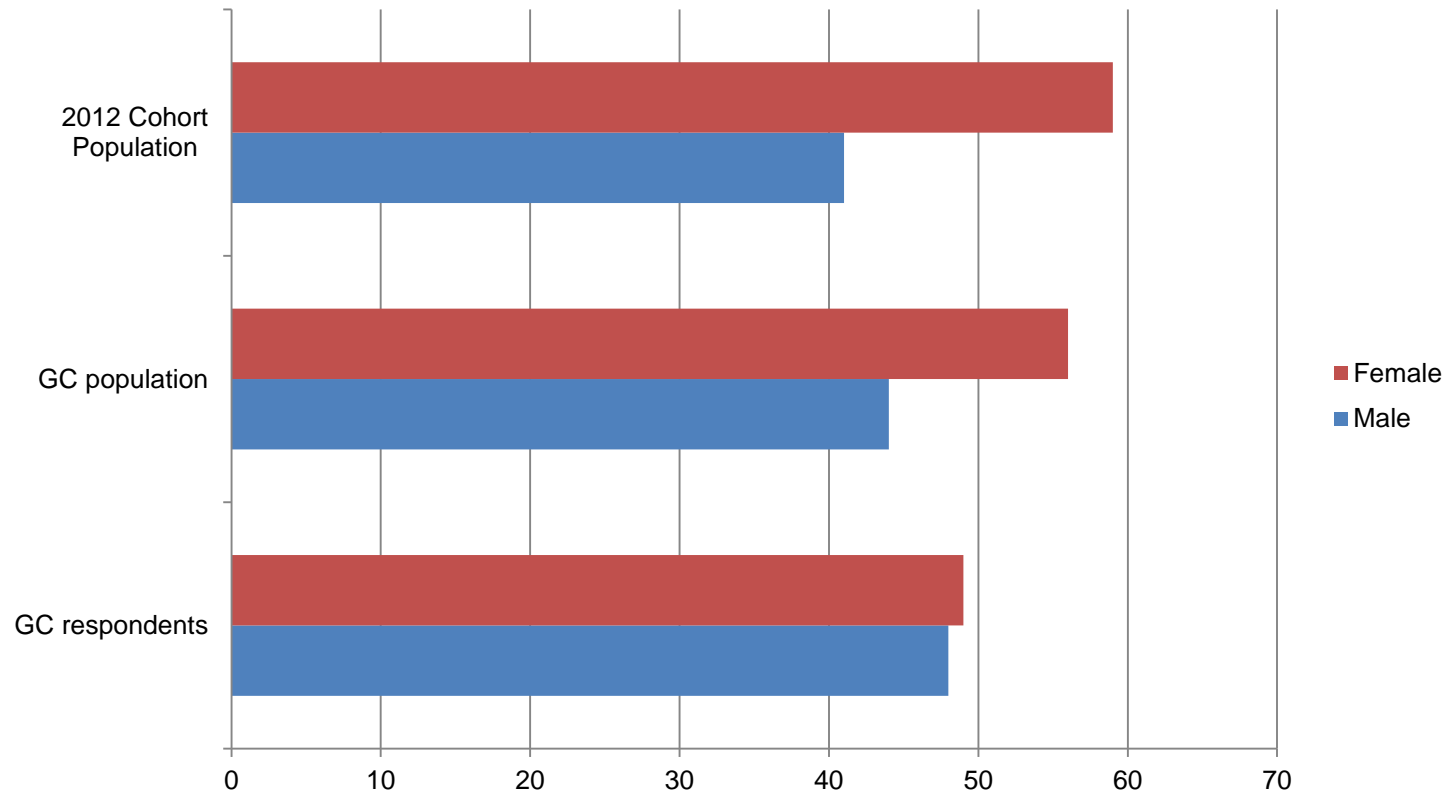
Source: 2012 CCSSE data

Student Respondent Profile: Age



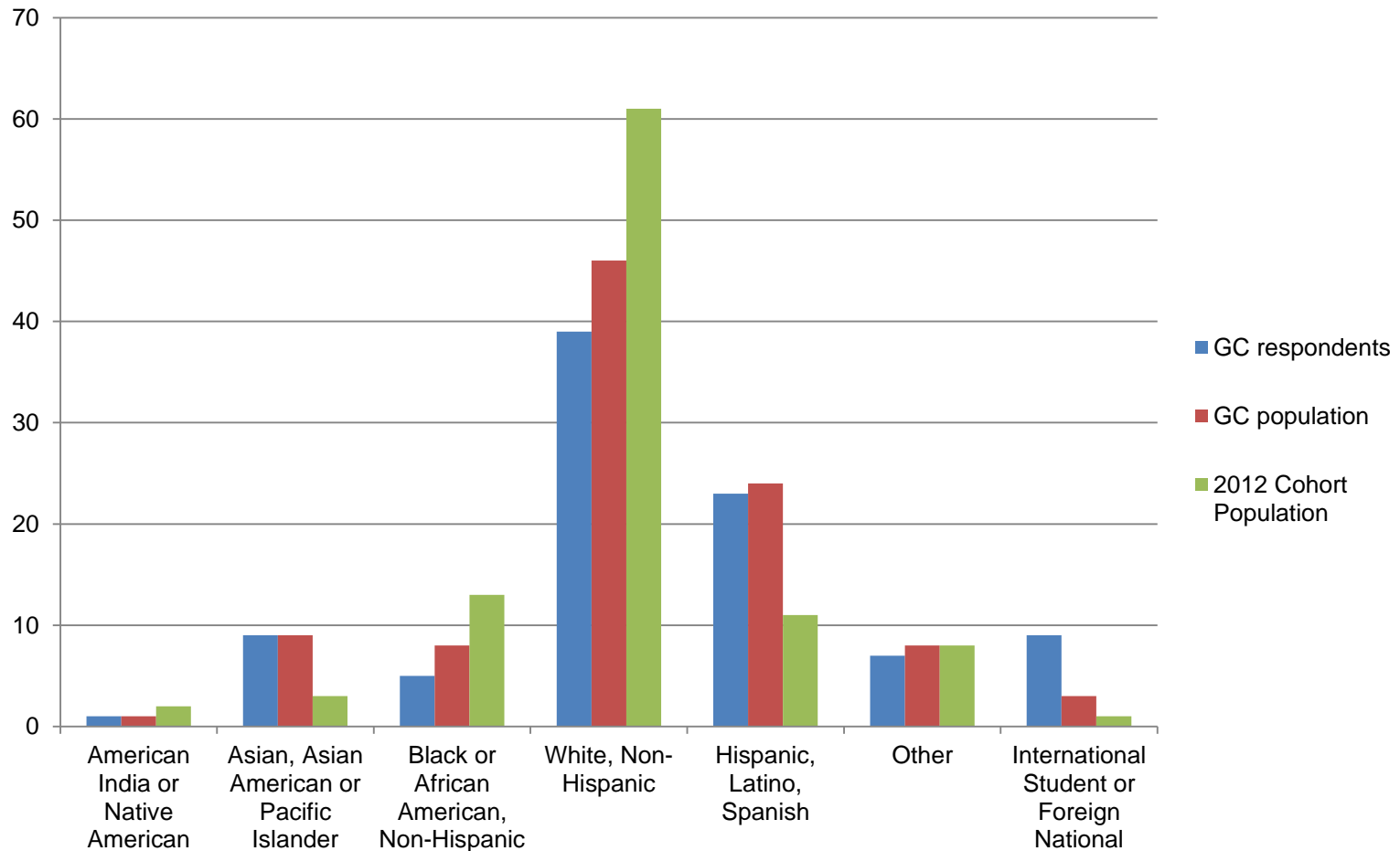
Source: 2012 CCSSE data

Student Respondent Profile: Gender



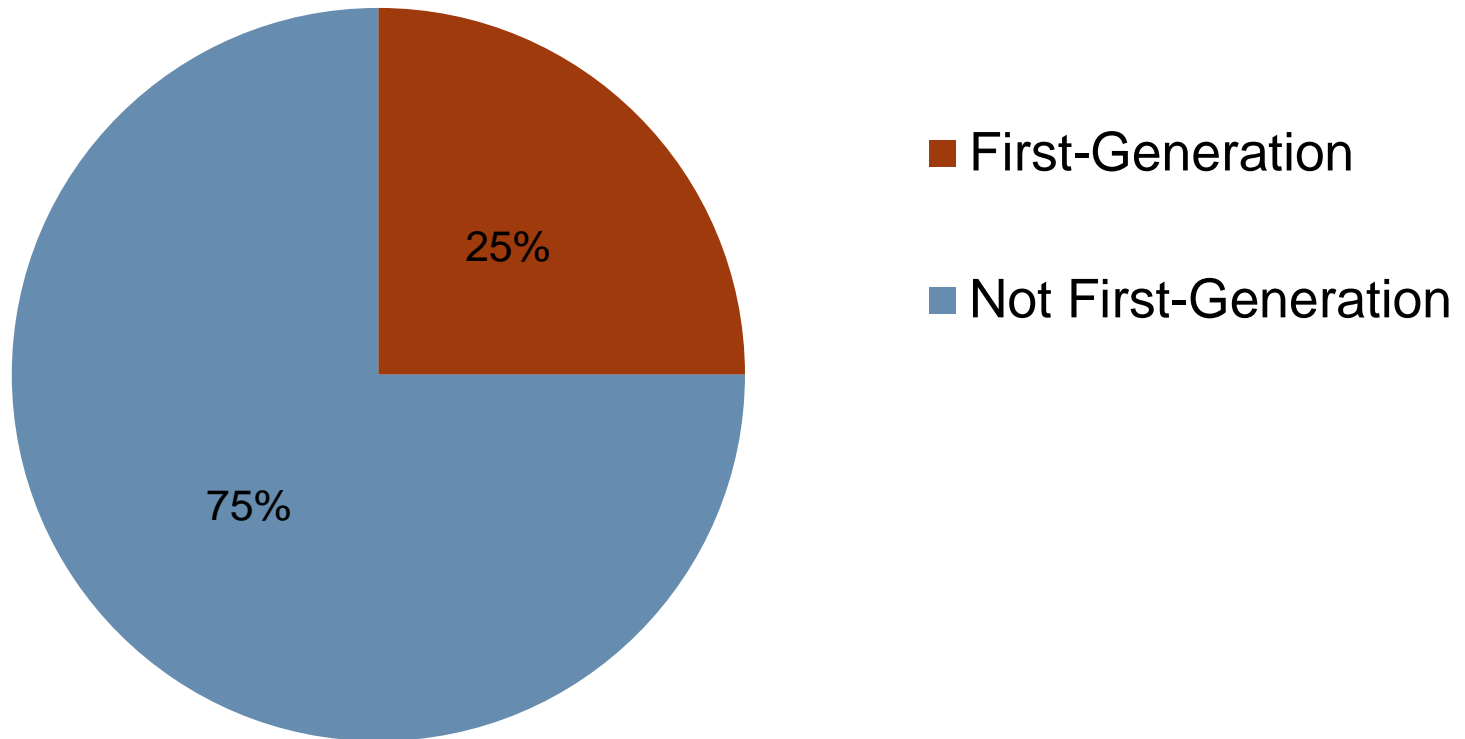
Source: 2012 CCSSE data

Student Respondent Profile: Race & Ethnicity



Source: 2012 CCSSE data

Student Respondent Profile: First-Generation Status

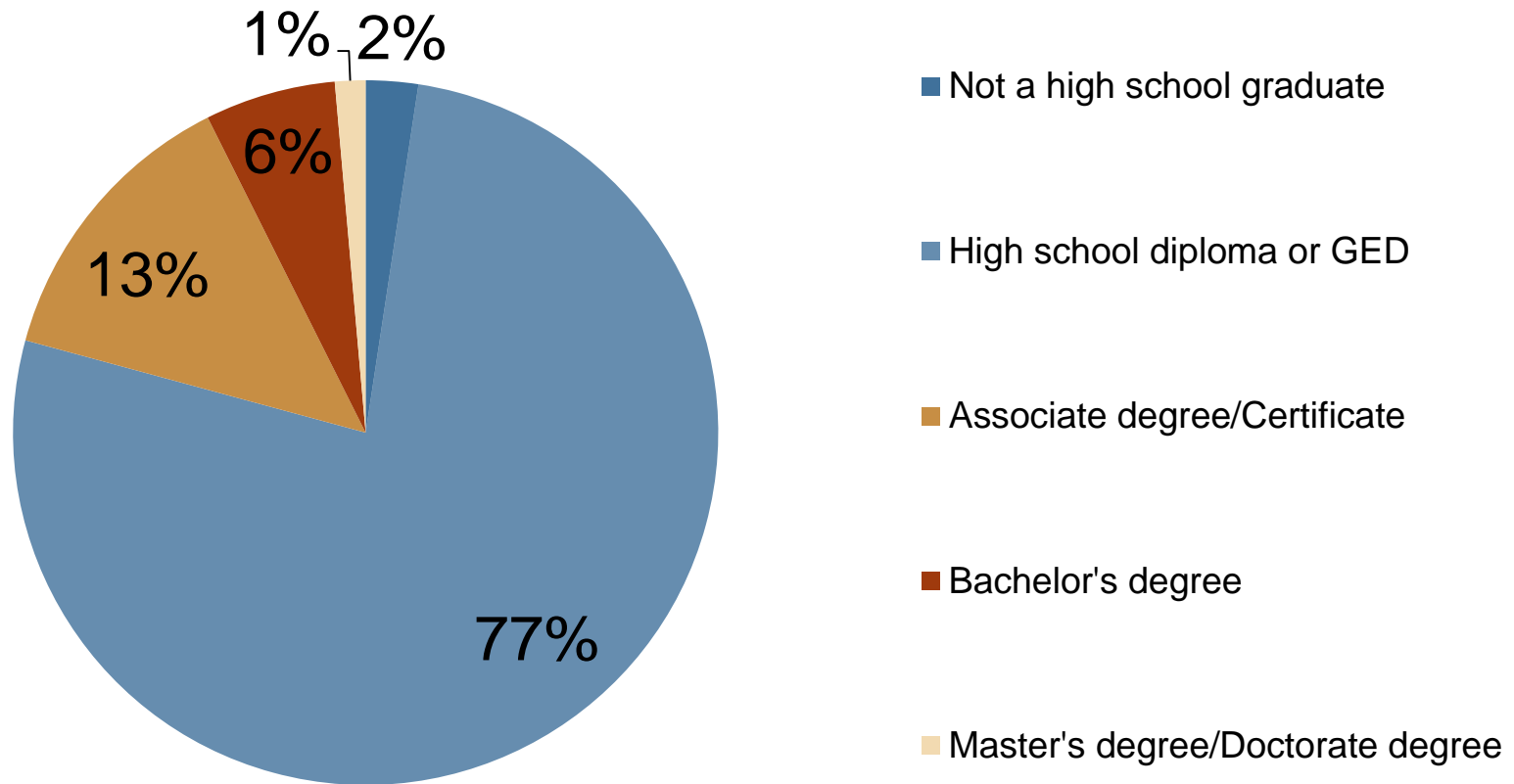


First-Generation Status

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."

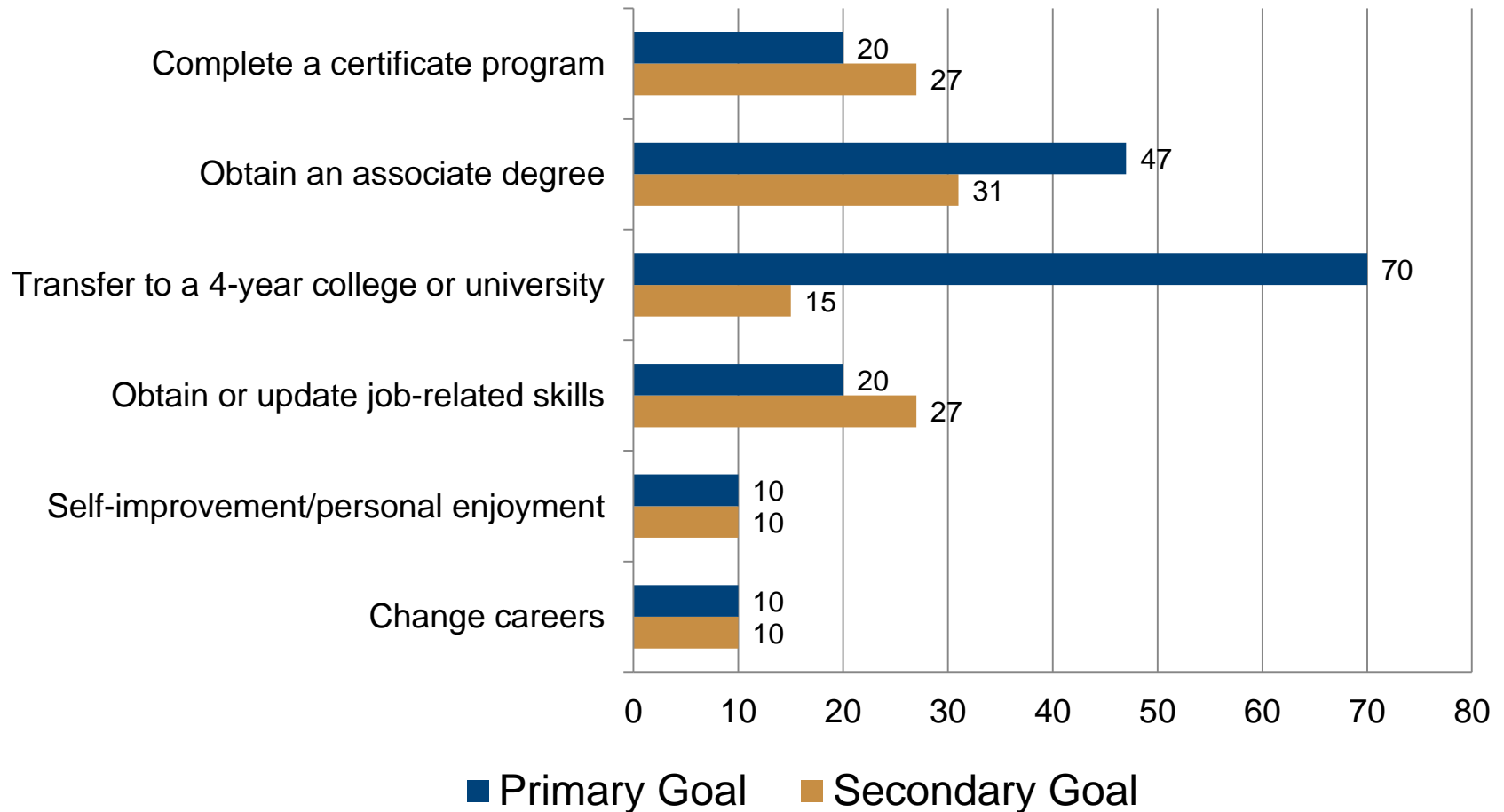
Source: 2012 CCSSE data

Student Respondent Profile: Educational Attainment



Source: 2012 CCSSE data

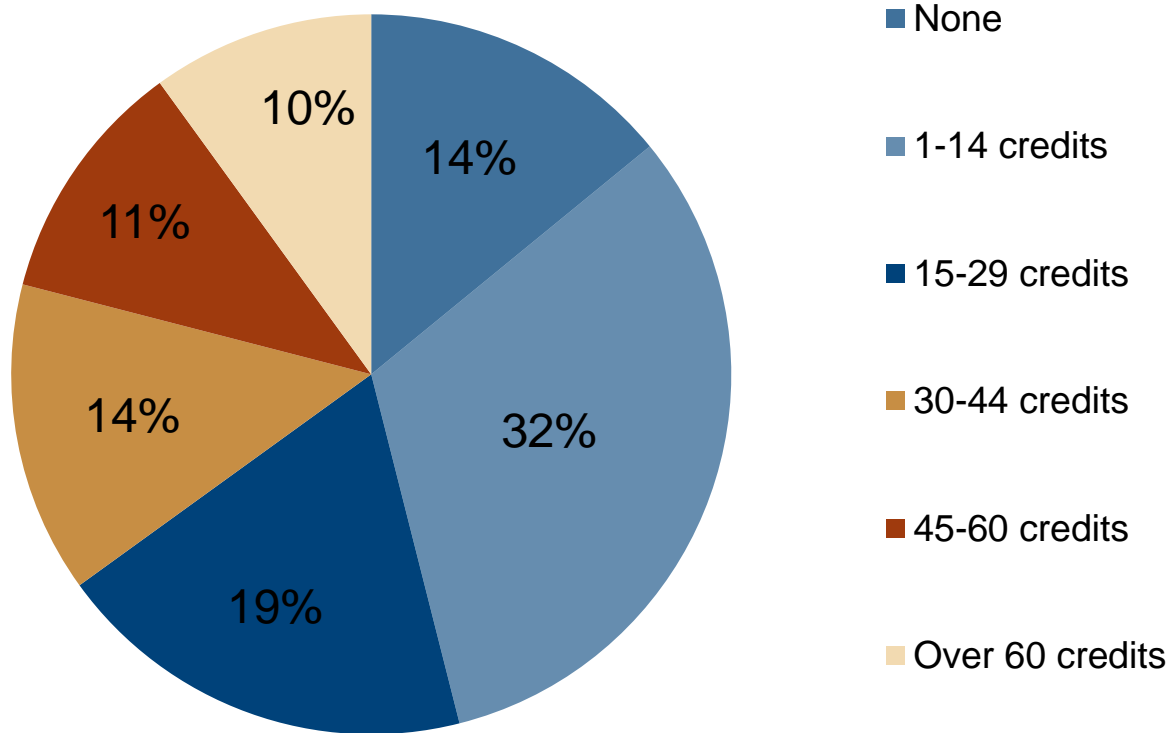
Student Respondent Profile: Goals



Source: 2012 CCSSE data

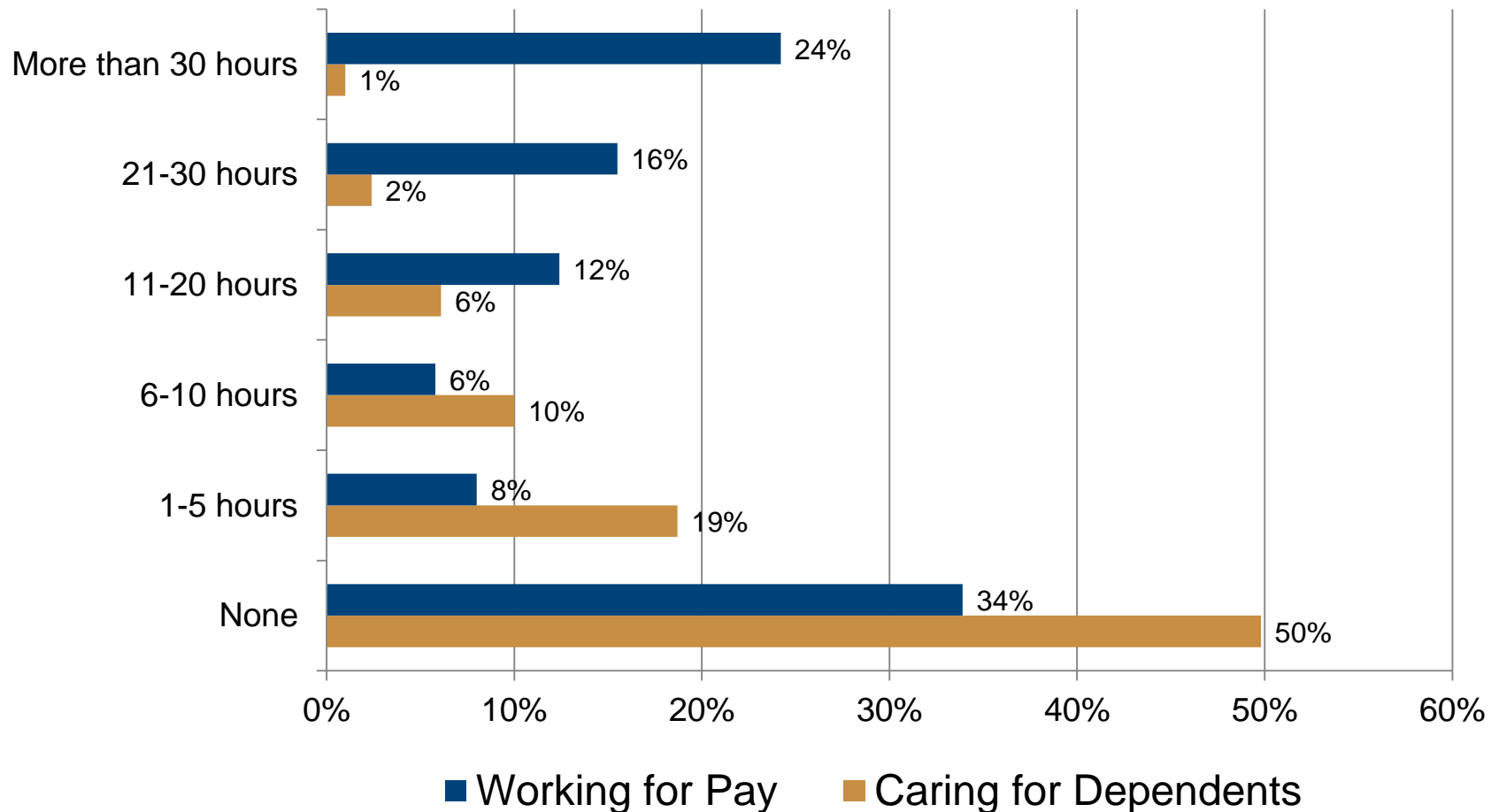
Student Respondent Profile:

Total Credit Hours Earned up to this term but not counting the units for this term



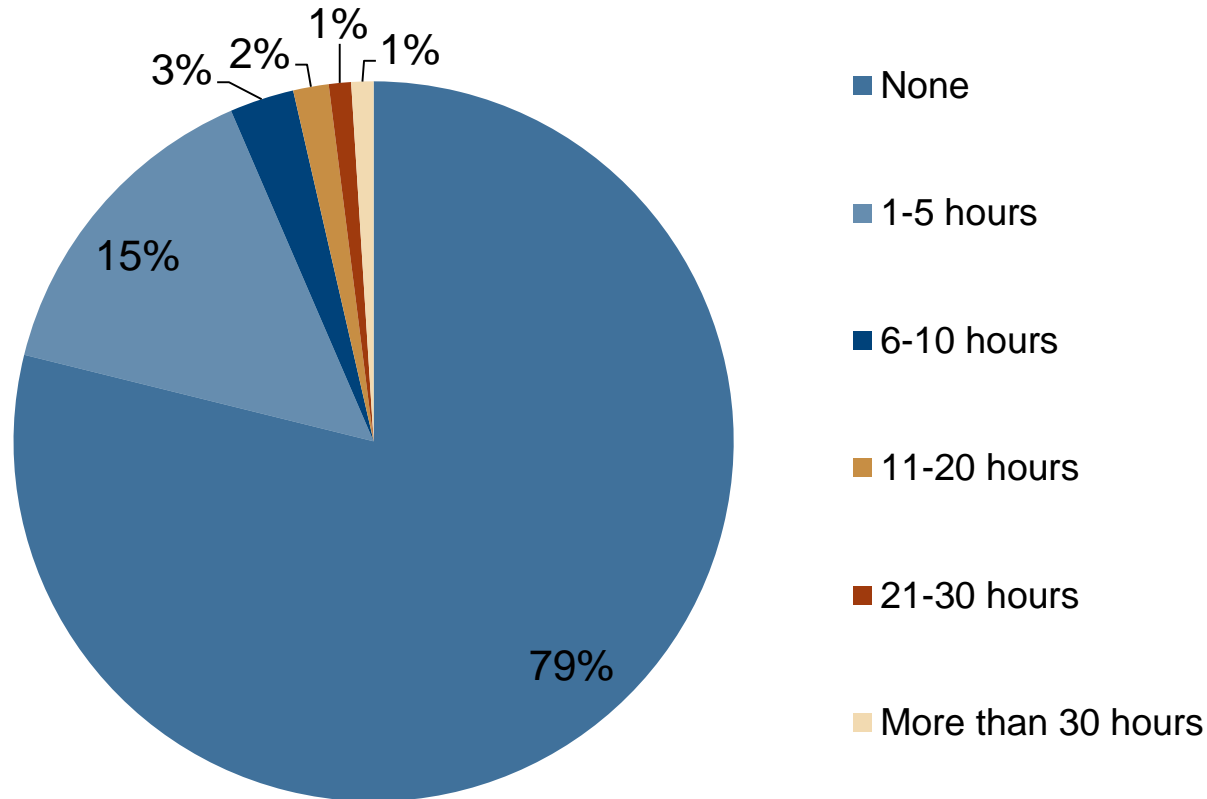
Source: 2012 CCSSE data

Student Respondent Profile: External Commitments



Source: 2012 CCSSE data

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.)



CCSSE Benchmarks

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

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

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

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%)

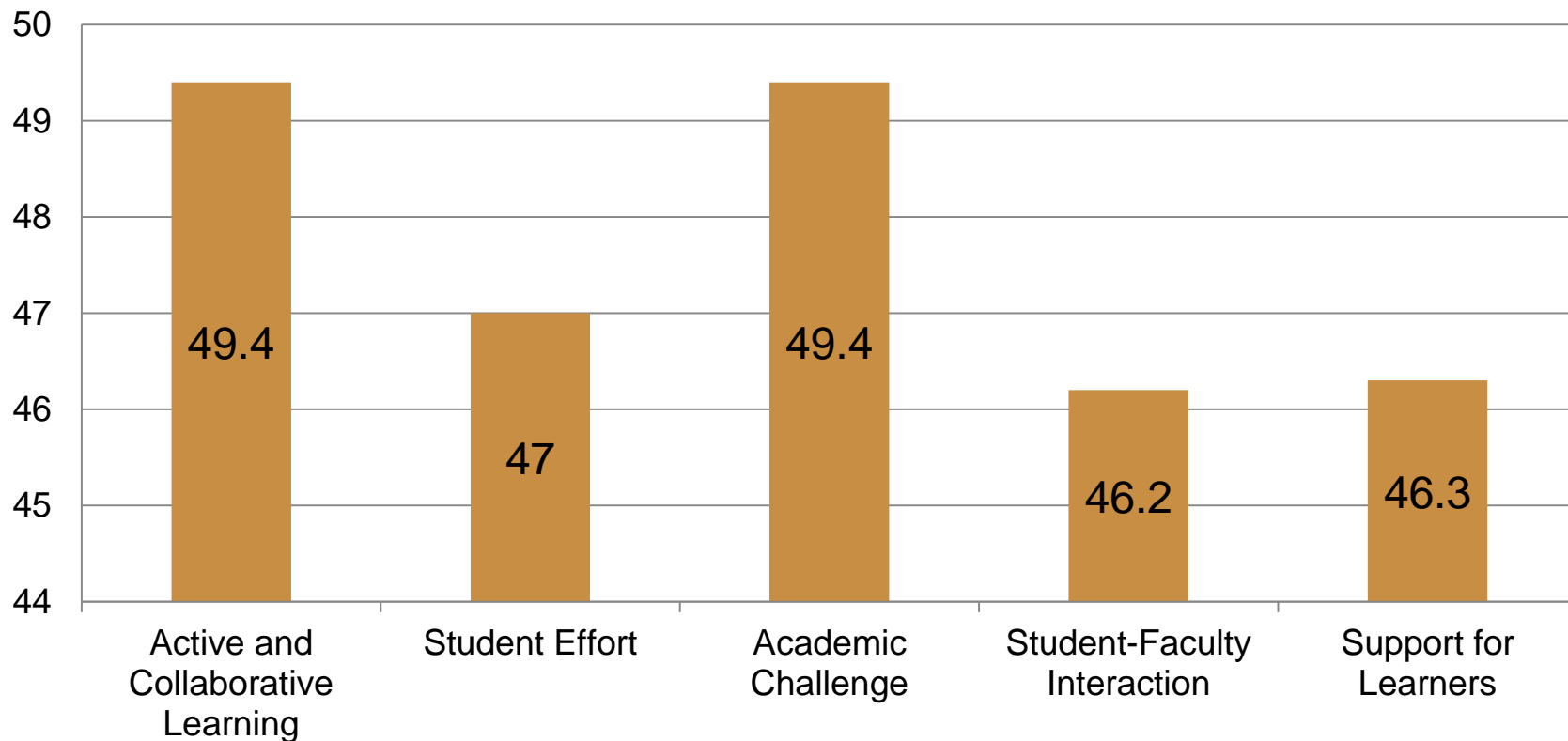
- **During the current school year, how often have you:**
 - Used academic advising/planning services (47%)
 - Used career counseling services (29%)
 - *Used Peer or other tutoring at this college? (32%)*

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

Source: 2012 CCSSE data

CCSSE Benchmarks for Effective Educational Practice

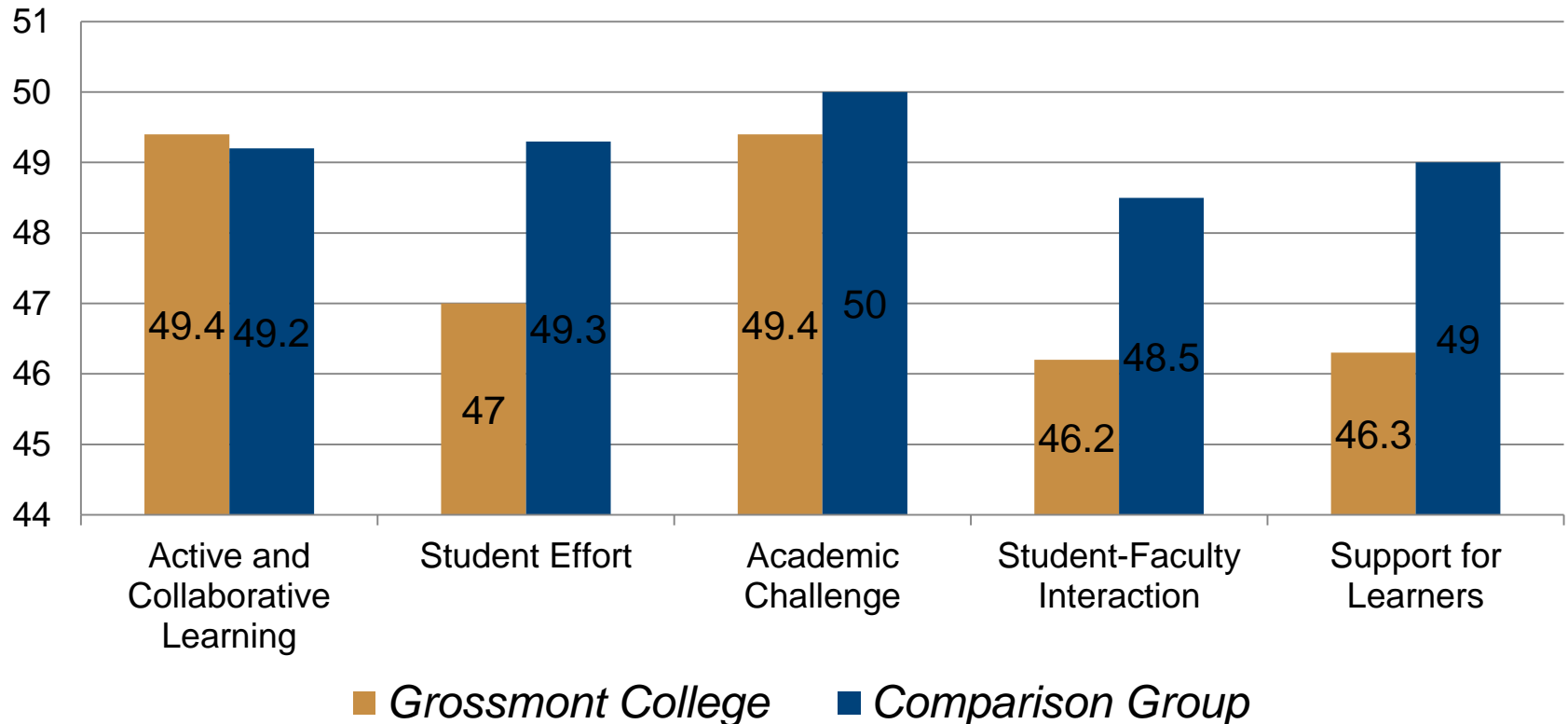
CCSSE Benchmark Scores for Grossmont College



Source: 2012 CCSSE data

CCSSE Benchmarks for Effective Educational Practice

CCSSE Benchmark Scores for Grossmont College compared to Comparison Groups



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.

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

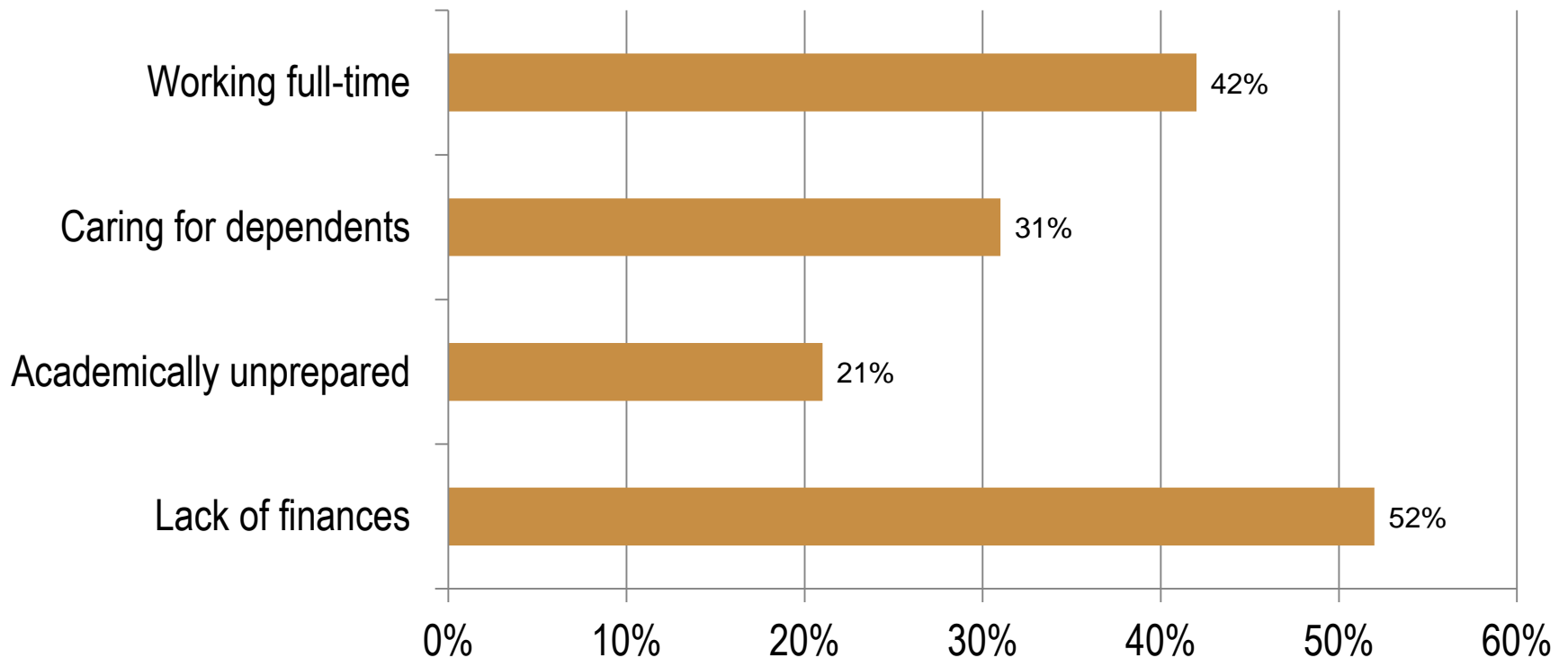
Note: Respondents may indicate more than one goal.

Source: 2012 CCSSE data

Student Persistence

Barriers to Returning to College

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



Source: 2012 CCSSE data



Faculty vs Student Perceptions

Active and Collaborative Learning

	Faculty Response	Student Response
How often do students in your selected course section ask questions in class or contribute to class discussions?	87%	59%
How often do your student s in your selected course make a class presentation?	35%	28%
How often do students in your selected course work with other students outside of class to prepare class assignments?	27%	24%
How often do students in your selected course work with other students on projects during class?	63%	38%

Responses saying Often or Very Often

Student Effort

	Faculty Response	Student Response
How often do students come to class without completing readings or assignments?	36%	16%
How often do students in your selected course work on a paper or project that requires integrating ideas or information from various sources?	55%	61%
How often do students in your selected course work harder than they thought they could to meet your standards or expectations?	63%	50%
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.	36%	45%
How often do you refer students to peer or other tutoring?*	46%	10%*

Responses saying Often or Very Often

Academic Challenge

	Faculty Response	Student Response
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)	63%	50%
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)	51%	69%
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)	81%	62%
In your selected course, what is the number of written papers or reports of any length that you assign? (saying 3 or less papers)	87%	78%

Student Faculty Interaction

	Faculty Response	Student Response
How often do students in your selected course use e-mail to communicate with you? (often or very often)	78%	56%
How often do student in your selected course discuss grades or assignments with you? (often or very often)	79%	44%
How often do students in your selected course receive prompt feedback (written or oral) from you about their performance? (often or very often)	93%	59%

Support for Learners

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



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

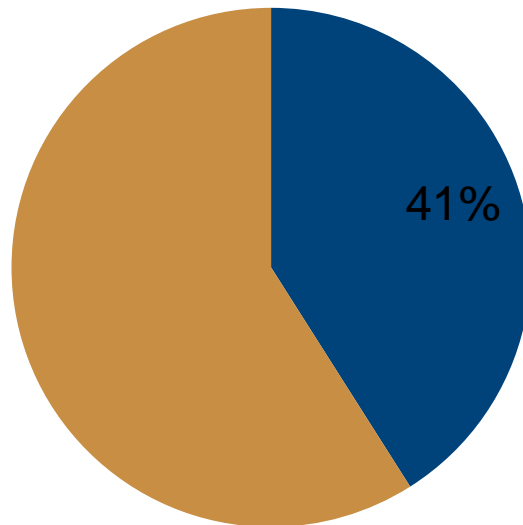
Students work hard to meet instructors' expectations:

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

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

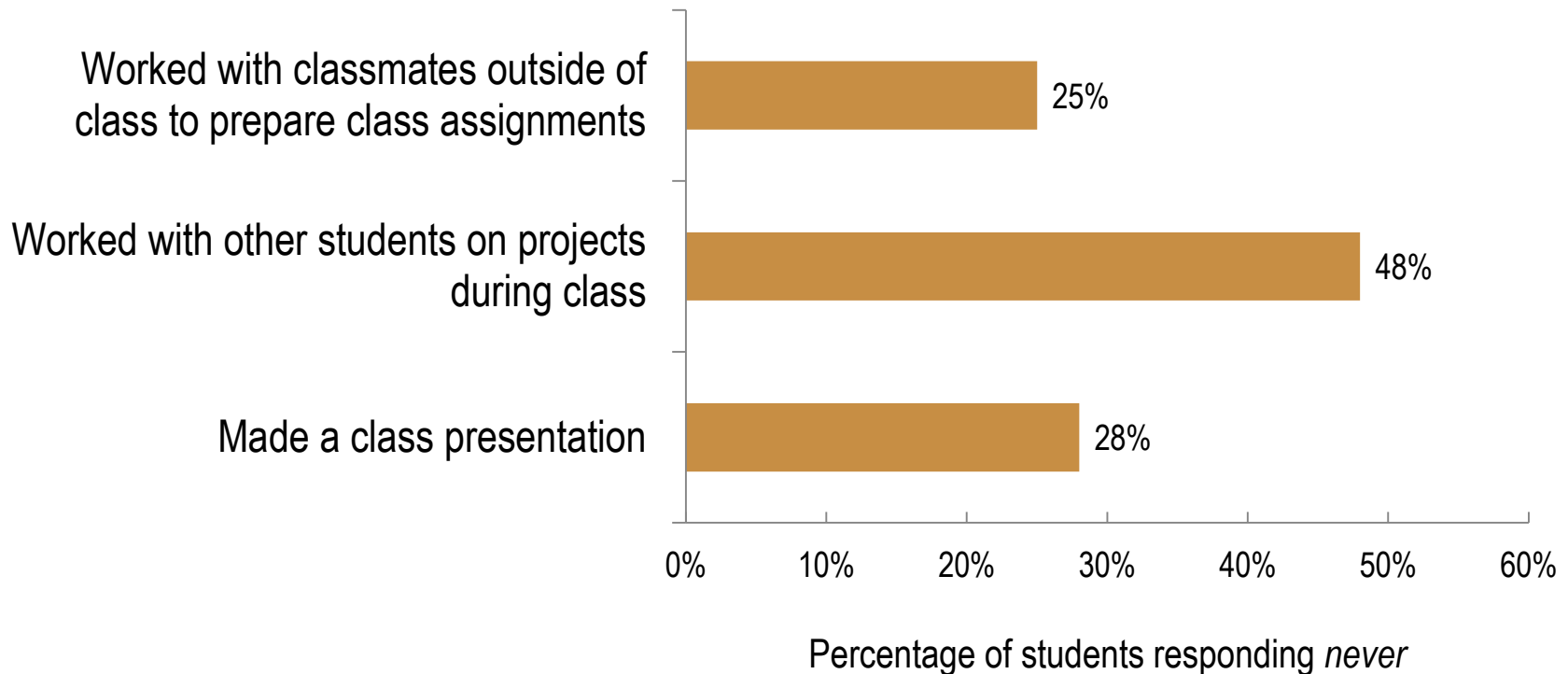
Students learn and retain more information — and persist and succeed at higher levels — when they are actively involved in learning rather than passively receiving information.



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?



Source: 2012 CCSSE data

Emphasize Deep Learning

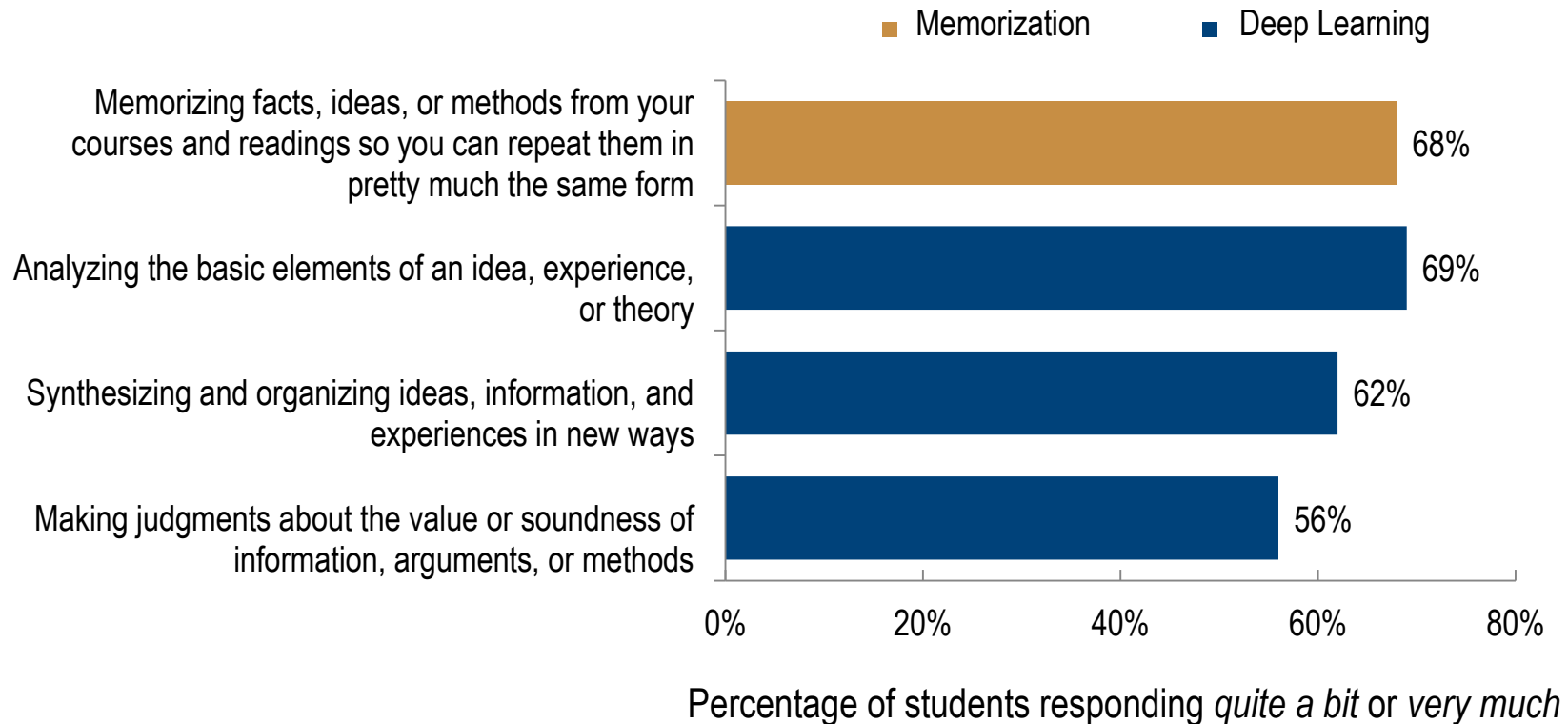
Deep learning:

- 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?



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

Ensure that Students Know Where They Stand

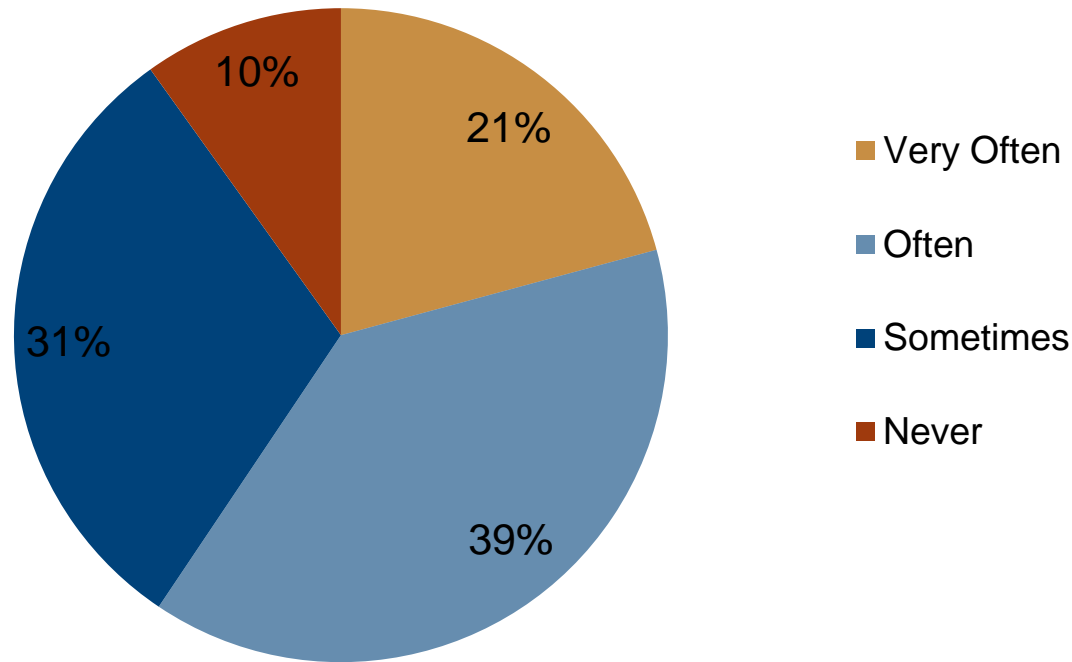
Feedback on academic performance greatly affects student retention



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?



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?

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

How often do you use the services?

	<i>Rarely/Never</i>
Academic advising/planning	40%
Career counseling	51%
Peer or other tutoring	47%
Skill labs (writing, math, etc.)	43%

Source: 2012 CCSSE data

Focus Institutional Policies on Creating the Conditions for Learning

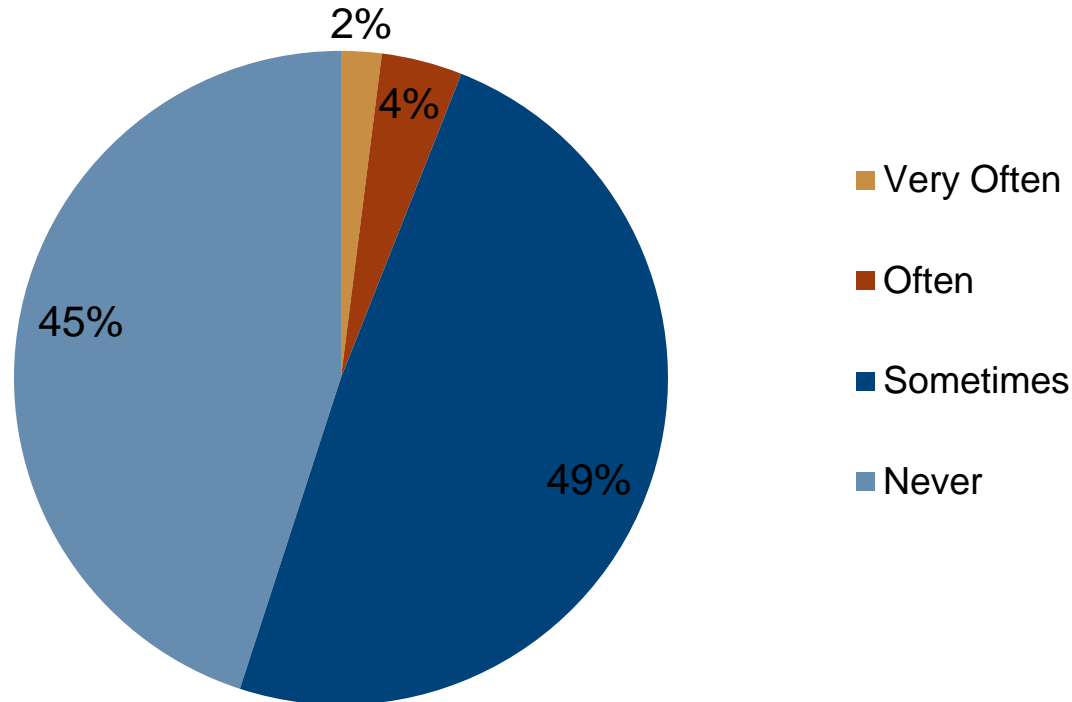
Institutional policies focused on student success are most effective when colleges mandate student participation in activities that are shown to increase persistence and improve student outcomes



Focus Institutional Policies on Creating the Conditions for Learning

Class Attendance

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



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