

# Community College Survey of Student Engagement

FDLTCC

**2017 Key Findings**

## **Table of Contents**

Key Findings: A Starting Point	2
Benchmarks of Effective Educational Practice	3
Aspects of Highest Student Engagement	4
Aspects of Lowest Student Engagement	5
2017 <i>CCSSE</i> Special-Focus Items	6
<i>CCFSSE</i>	8

## Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2017 Community College Survey of Student Engagement (CCSSE). The report provides college-specific data in an easy-to-share format including benchmark comparisons between the college, top-performing colleges, and the CCSSE cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five CCSSE special-focus items. Select faculty survey data are also highlighted.

Colleges participating in CCSSE 2017 received a refreshed survey instrument. Most of the items on the survey did not change at all, and the majority of those items that were revised underwent only minor adjustments to wording or response categories. Items that were no longer providing relevant data (e.g., outdated technology items) were eliminated, and the updated instrument includes several high-impact practices items that were not previously on the core survey. The refreshed survey also includes items about library and active military/veteran services, as well as new demographic items about active military/veteran and college athlete status.

This year, reporting will be based on a one-year cohort; 2018 reporting will use a two-year cohort and 2019 reporting will use a three-year cohort of participating colleges in survey analyses.

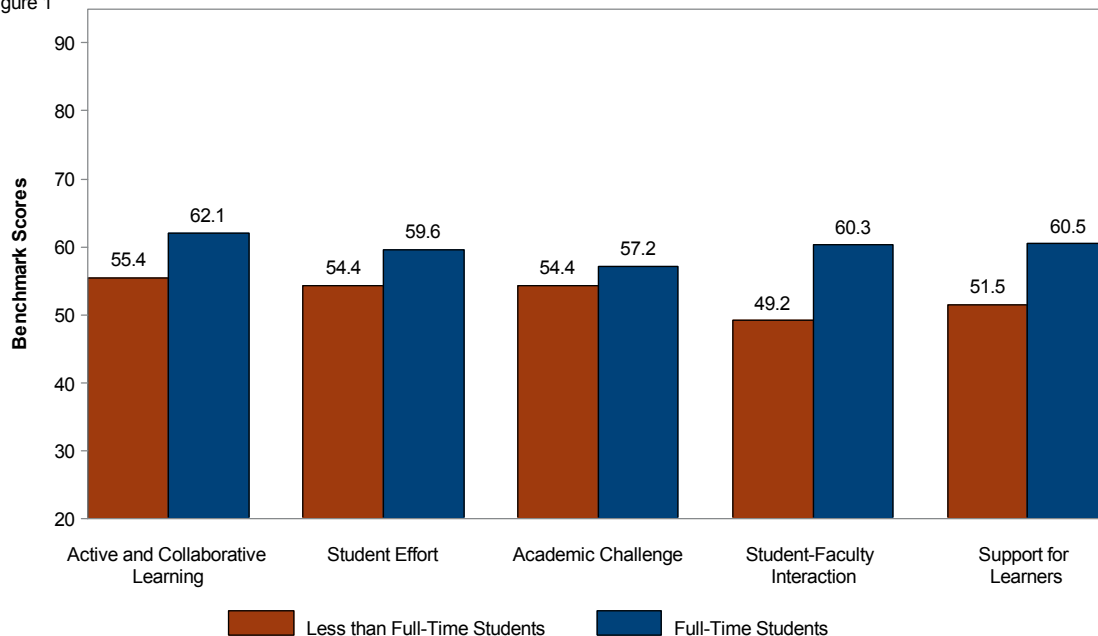
### Academic Advising and Planning

In each annual administration, the Center for Community College Student Engagement has included special-focus items on CCSSE to allow participating colleges and national researchers to delve more deeply into student experiences and areas of institutional performance of greatest interest to the field. Five items designed to elicit information about Academic Advising & Planning among community college students were added to the 2017 CCSSE administration. The results of these findings are on pages 6–7 of this report.

### Benchmark Overview by Enrollment Status

Figure 1 below represents your institution's CCSSE benchmark scores by student enrollment status.

Figure 1



## Benchmarks of Effective Educational Practice

The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy “Responsible Uses of *CCSSE* and *SENSE* Data,” available at [www.cccse.org](http://www.cccse.org).

The current one-year cohort for the refreshed *CCSSE* is referred to as the 2017 *CCSSE* Cohort throughout all reports.

### CCSSE Benchmarks

#### ★ Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

#### ★ Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

#### ★ Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

#### ★ Student-Faculty Interaction

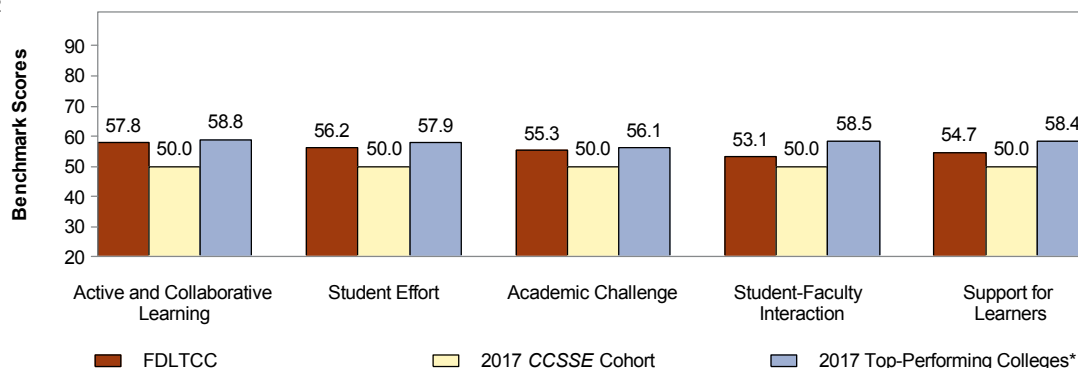
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

#### ★ Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

For further information about *CCSSE* benchmarks, please visit [www.cccse.org](http://www.cccse.org).

Figure 2



\*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit [www.cccse.org](http://www.cccse.org).

# Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding *CCSSE* data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks on which the college scored highest and the five items on which the college scored lowest relative to the 2017 *CCSSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2017 *CCSSE* Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college’s goals; thus, it is important to review all institutional reports on the *CCSSE* online reporting system at [www.ccse.org](http://www.ccse.org).

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2017 *CCSSE* Cohort. For instance, 38.1% of Fond du Lac Tribal and Community College students, compared with 25.9% of other students in the cohort, responded *often* or *very often* on item 4g. It is important to note that some colleges’ highest mean scores might be lower than the cohort mean.

Figure 3

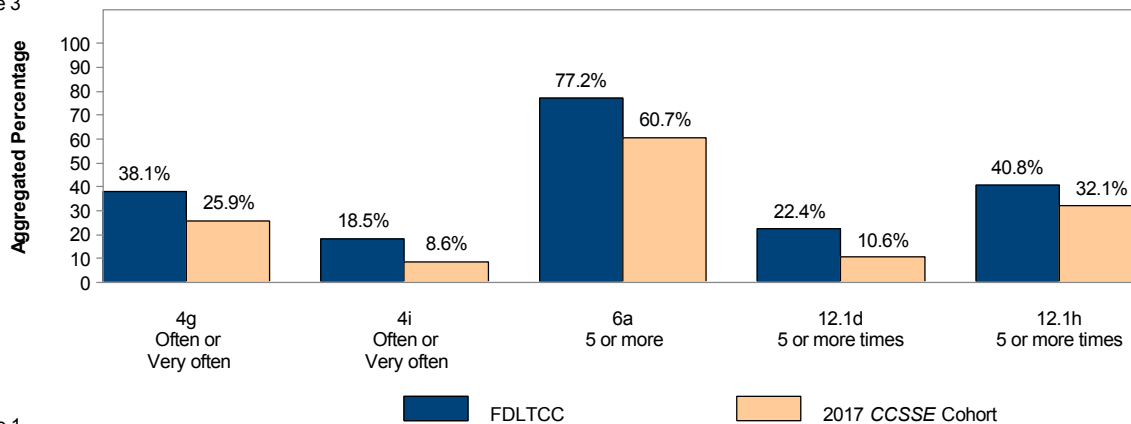


Table 1

Benchmark	Item Number	Item
Active and Collaborative Learning	4g	Worked with classmates outside of class to prepare class assignments
Active and Collaborative Learning	4i	Participated in a community-based project (service-learning activity) as part of a regular course
Academic Challenge	6a	Number of assigned textbooks, manuals, books, or packets of course readings
Student Effort	12.1d	Peer or other tutoring
Student Effort	12.1h	Computer lab

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item(s) 6, 5–10, 11–20, and *more than 20* responses are combined.

## Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2017 CCSSE Cohort. For instance, 64.1% of Fond du Lac Tribal and Community College students, compared with 66.4% of other students in the cohort, responded *often* or *very often* on item 4d. It is important to note that some colleges' lowest mean scores might be higher than the cohort mean.

Figure 4

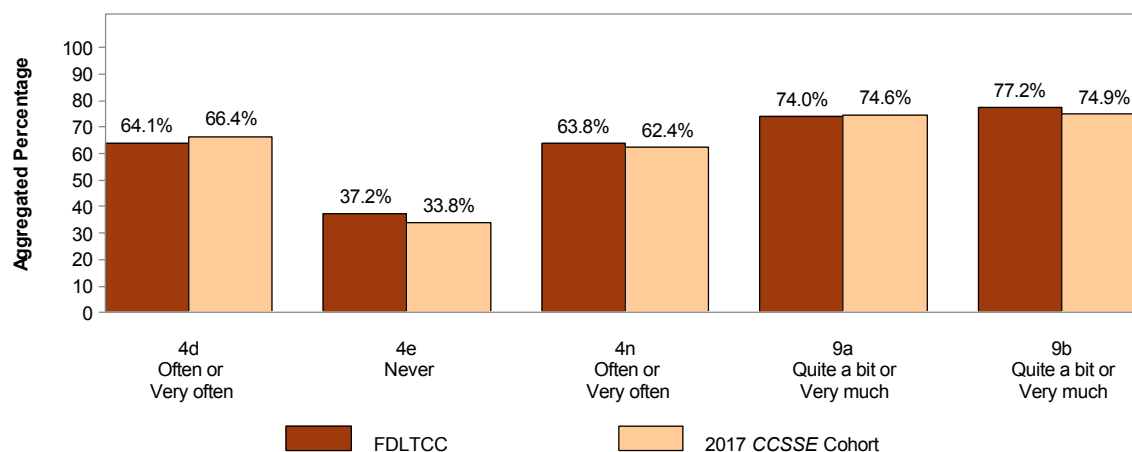


Table 2

Benchmark	Item Number	Item
Student Effort	4d	Worked on a paper or project that required integrating ideas or information from various sources
Student Effort	4e	Come to class without completing readings or assignments
Student-Faculty Interaction	4n	Received prompt feedback (written or oral) from instructors on your performance
Academic Challenge	9a	Encouraging you to spend significant amounts of time studying
Support For Learners	9b	Providing the support you need to succeed at this college

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item 4e, responses have been reversed. The frequency displayed is the percentage of students who report *never* coming to class without completing readings or assignments.

For Item(s) 9, *quite a bit* and *very much* responses are combined.

## 2017 CCSSE Special-Focus Items

The Center adds special-focus items to *CCSSE* each year to augment the core survey, helping participating colleges and the field at large to further explore fundamental areas of student engagement. The 2017 special-focus items elicit new information about students' experiences associated with academic advising and planning such as whether students were required to meet with an advisor before registering for classes, how many times they met with an advisor over the course of one academic term, and whether they met with the same person each time. Frequency results from the first five special-focus items for your college and the 2017 *CCSSE* Academic Advising and Planning item-set respondents are displayed across pages 6 and 7.

Figure 5: Since your first academic term at this college, have you met (in person or online) with an academic advisor before registering for classes each term?

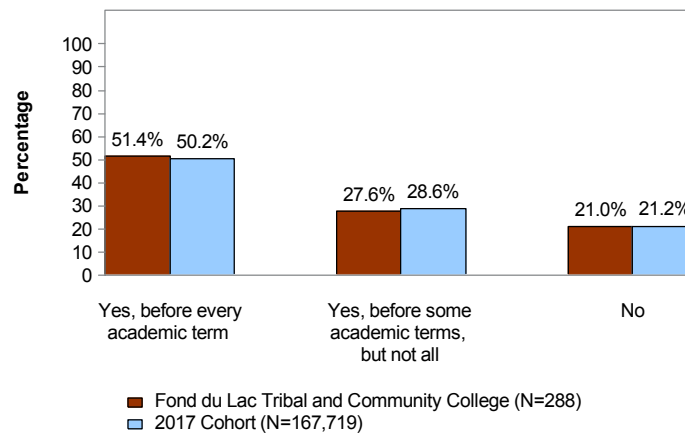


Figure 6: Prior to registering for classes before this academic term at this college, were you required to meet (in person or online) with an academic advisor?

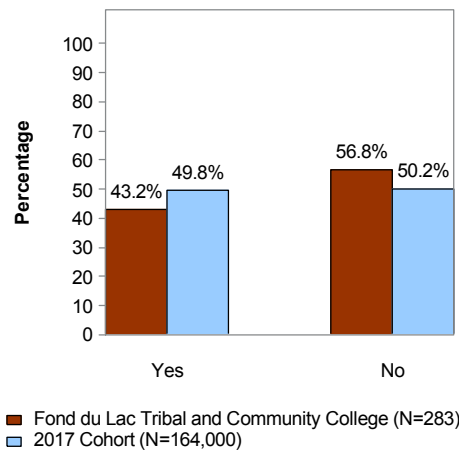


Figure 7: During this academic term at this college, how many times have you met (in person or online) with an academic advisor?

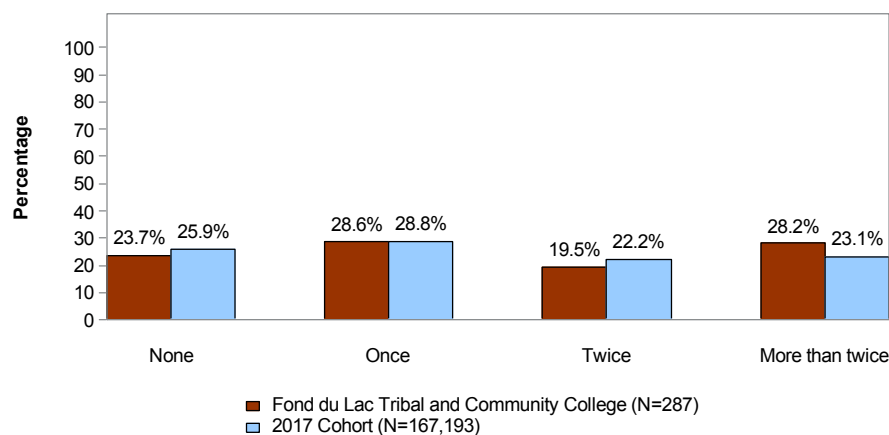


Figure 8: During this academic term at this college, if you have met (in person or online) with an academic advisor more than once, did you meet with the same academic advisor each time?

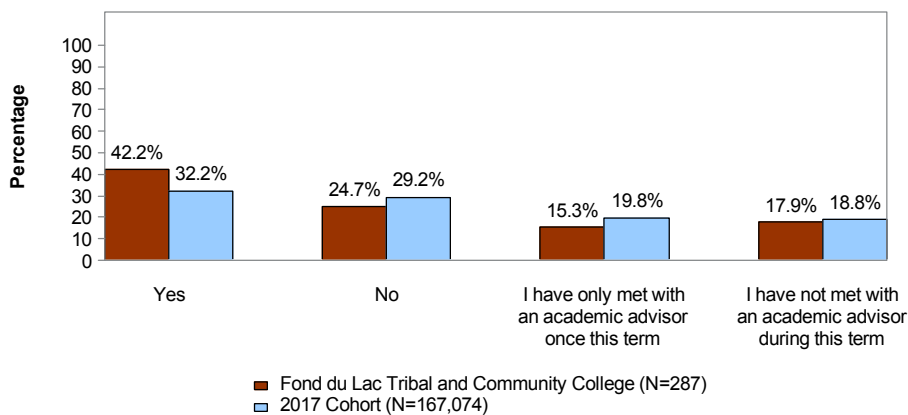
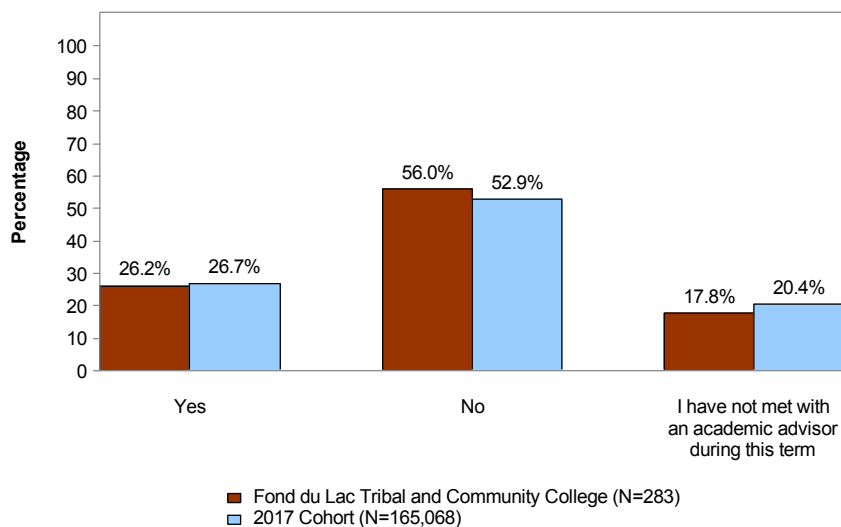


Figure 9: During your most recent meeting (in person or online) with an academic advisor during this academic term at this college, he or she discussed when your next advising session should be.



# CCFSSE

The Community College Faculty Survey of Student Engagement (*CCFSSE*), designed as a companion survey to *CCSSE*, elicits information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time—both in and out of the classroom.

*CCFSSE* data suggest that at most colleges, part-time faculty outnumber full-time faculty, and are also less likely to serve as academic advisors for students. Below you will find frequency results for part- and full-time faculty at your college describing whether advising is part of the teaching role and how many hours faculty spend in a typical week advising students. *CCFSSE cohort respondent data are provided.*

Figure 10: About how many hours do you spend in a typical 7-day week advising students?

Response	Part-Time N	Part-Time Percentage	Full-Time N	Full-Time Percentage
None	1169	32.8%	622	11.2%
1-4	2052	57.5%	3432	61.9%
5-8	230	6.4%	953	17.2%
9-12	63	1.8%	295	5.3%
13-16	18	0.5%	104	1.9%
17-20	9	0.3%	63	1.1%
21-30	9	0.3%	37	0.7%
More than 30	16	0.4%	40	0.7%

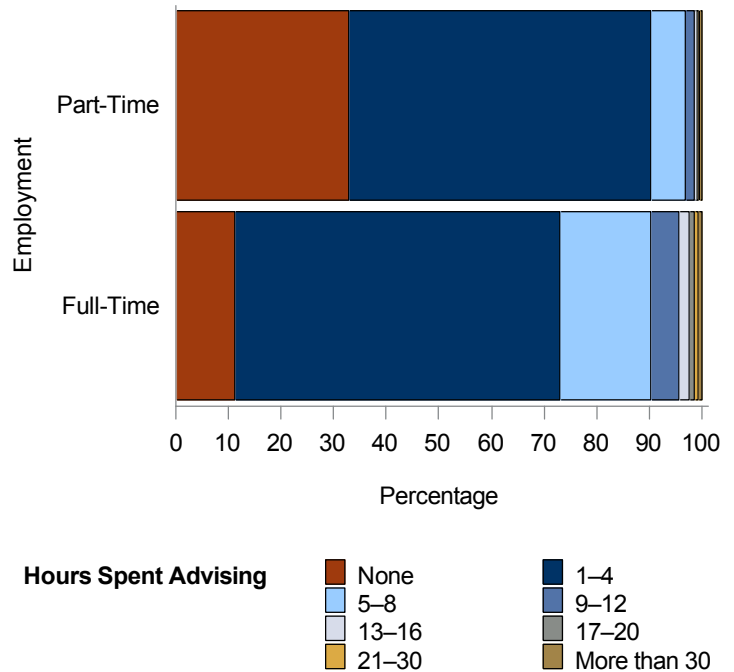


Figure 11: During the current academic year, which of the following are part of your teaching role at this college? (Mark all that apply)

