

Community College Survey of Student Engagement

Palomar College - 2011

Overview

- Introduction
- Methodology
- Results
 - Student Characteristics
 - Benchmarks
 - Satisfaction
- Conclusion

Introduction

- CCSSE
- Engagement
- Benchmarks

Introduction

- **Benchmarks**
 - Active and Collaborative Learning - the extent to which students participate in class, interact with other students, and extend learning outside of the classroom
 - Student Effort - time on task, preparation, and use of student services
 - Academic Challenge - the extent to which students engage in challenging mental activities, such as evaluation and synthesis, as well as the quantity and rigor of their academic work
 - Student-Faculty Interaction - the extent to which students and faculty communicate about academic performance, career plans, and course content and assignments
 - Support for Learners - students' perceptions of their colleges and assesses their use of advising and counseling services

Methodology

- Sampling
 - 65/75
 - 1,342
- Administration
 - National
 - “Current school year....”
- 2011 Cohort

Results

- Student Characteristics
- Benchmarks
 - Group Data Review
 - Report Out
- Satisfaction



Results

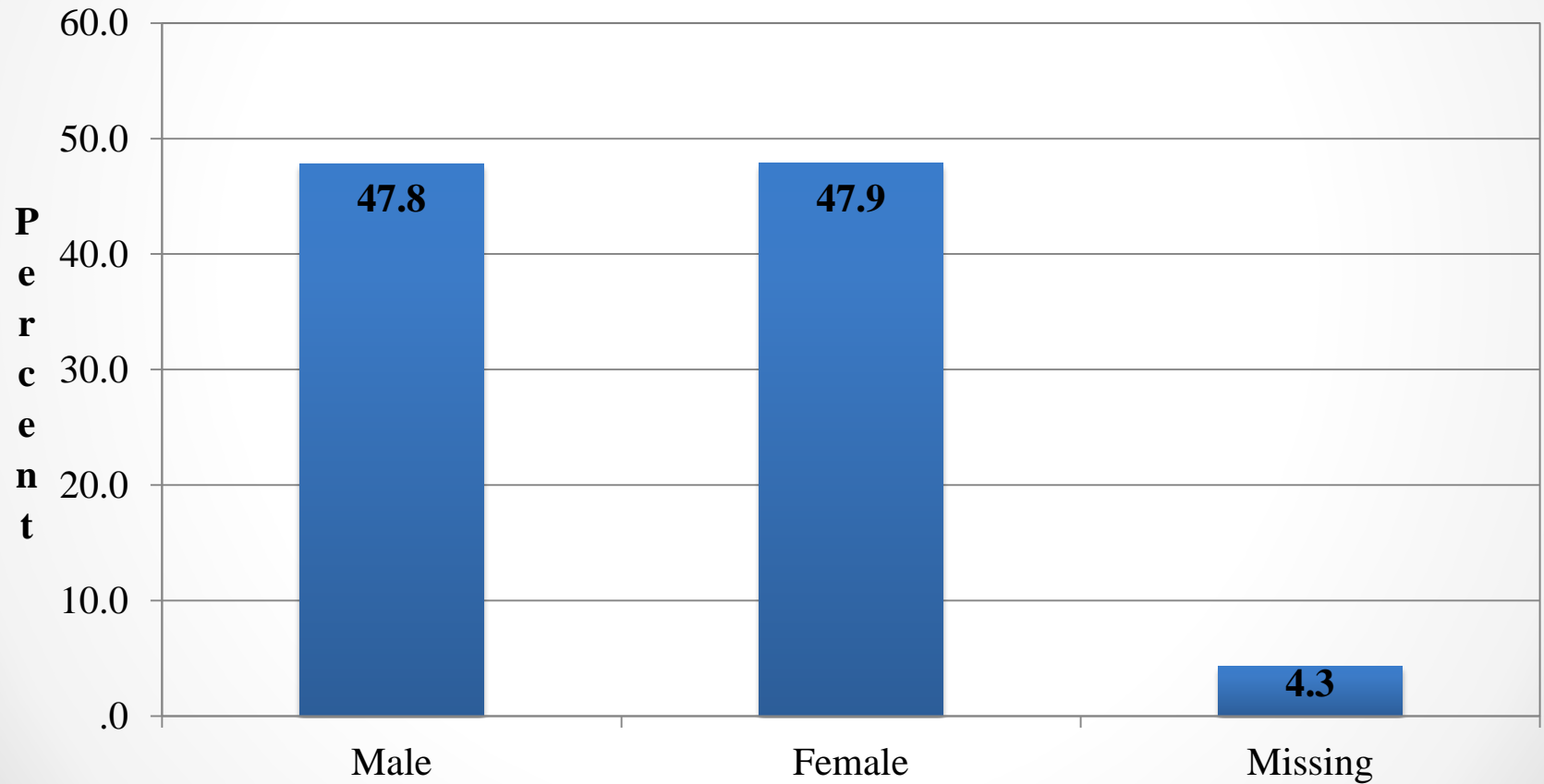
• • •

Student Characteristics



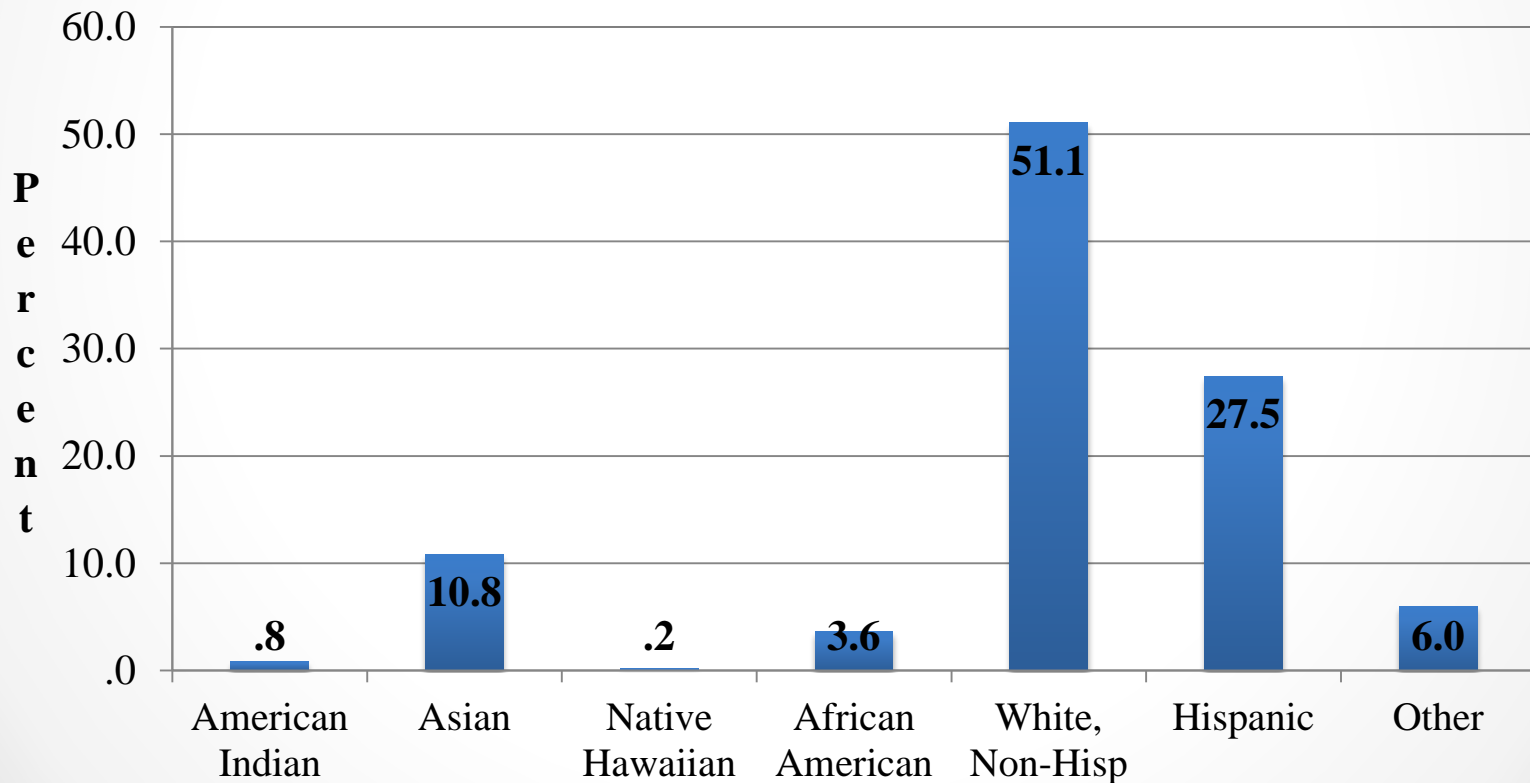
Student Characteristics

Figure 1. Sex of Respondent



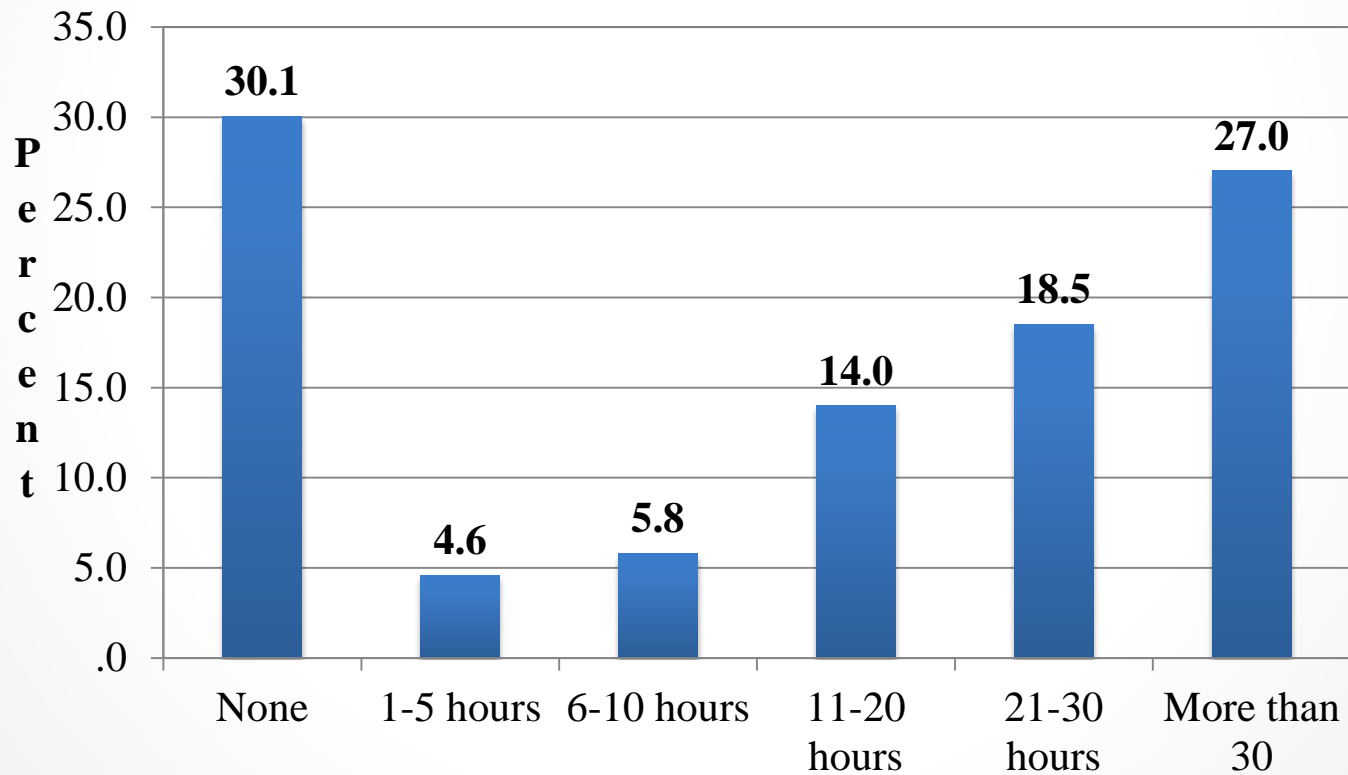
Student Characteristics

Figure 2. Racial Identification



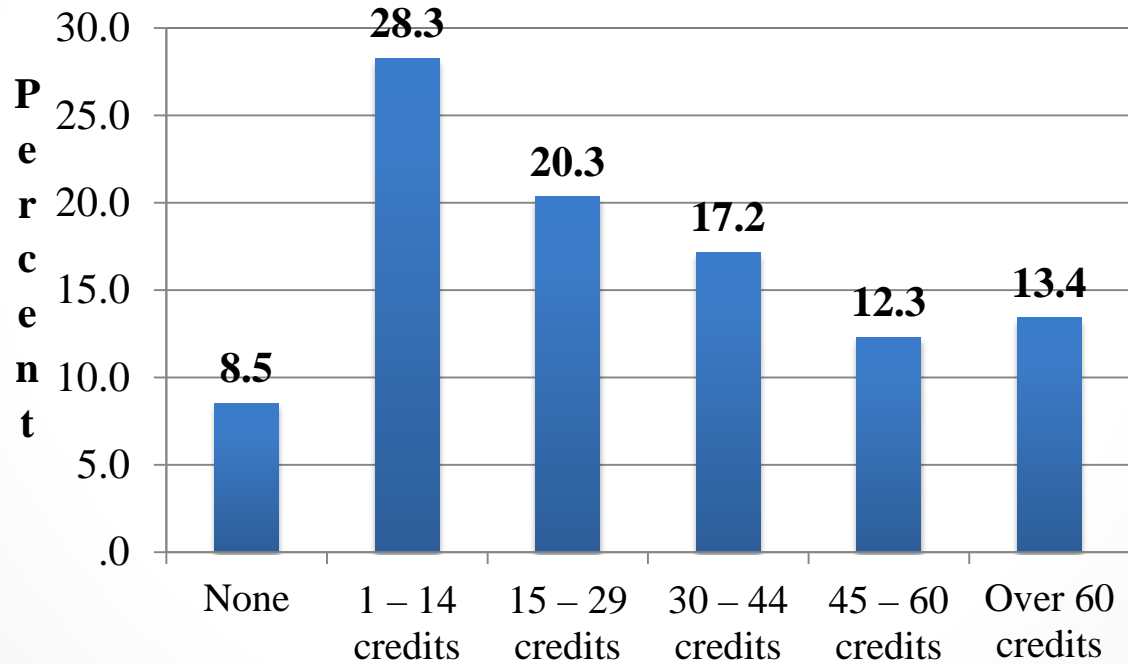
Student Characteristics

Figure 6. Hours per Week Working for Pay



Student Characteristics

Figure 7. Total Credit Hours at Palomar, Excluding This Term



Results

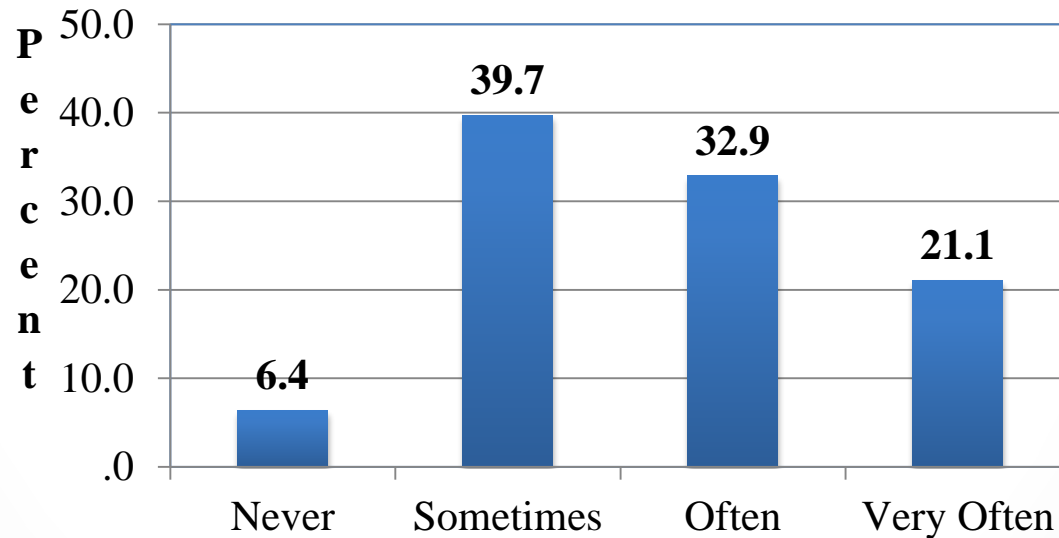
• • •

Benchmarks

Benchmarks

Active & Collaborative Learning

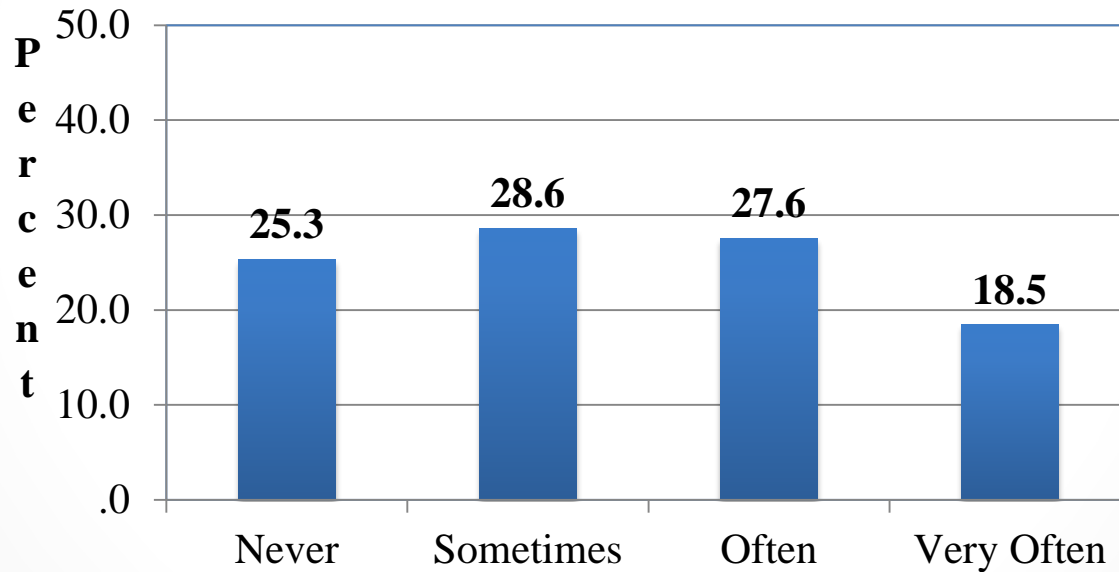
Figure 10a. ACTIVE & COLLABORATIVE LEARNING: Asked Questions In Class Or Contributed To Class Discussions



Benchmarks

Student Effort

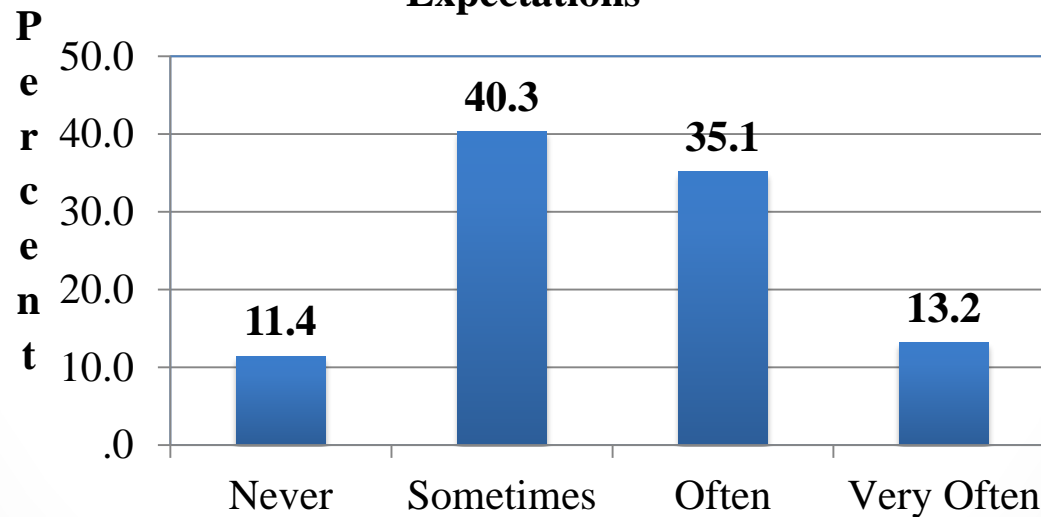
Figure 11a. STUDENT EFFORT: Prepared Two Or More Drafts Of A Paper Or Assignment Before Turning It In



Benchmarks

Academic Challenge

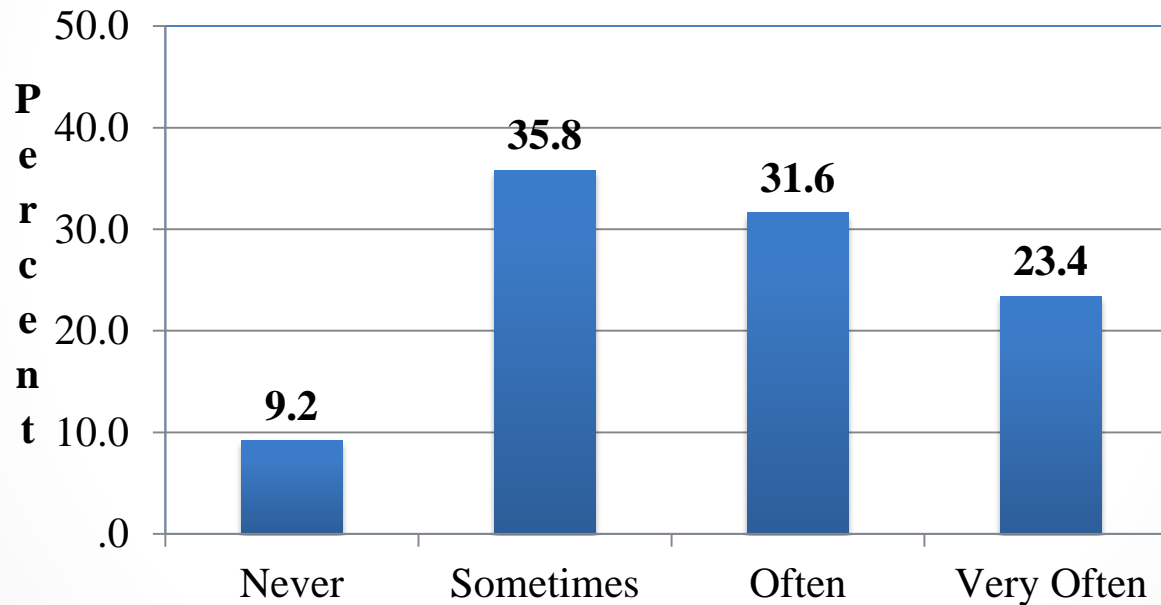
**Figure 12a. ACADEMIC CHALLENGE:
Worked Harder Than You Thought You Could
To Meet An Instructor's Standards Or
Expectations**



Benchmarks

Student-Faculty Interaction

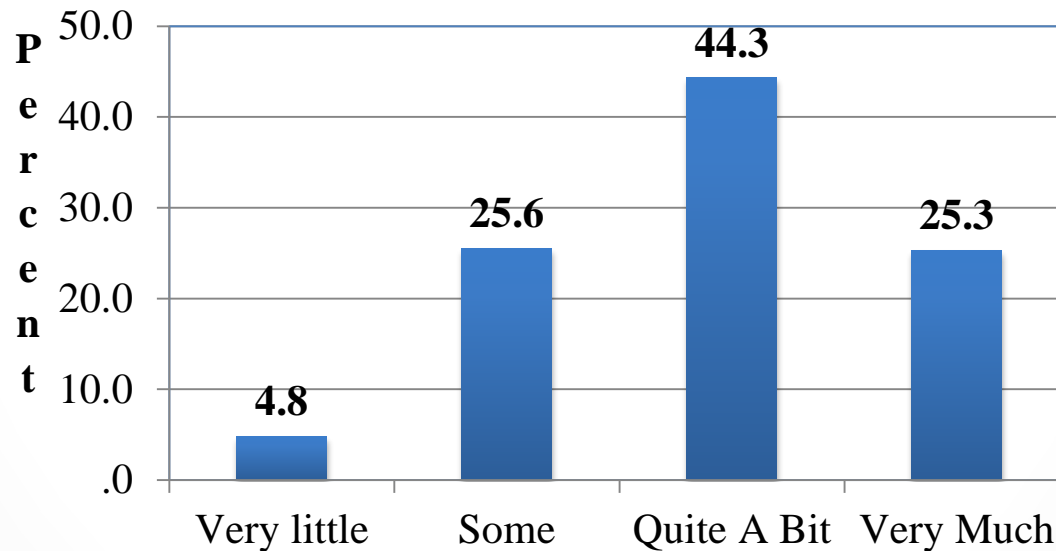
**Figure 13a. STUDENT-FACULTY INTERACTION:
Used Email To Communicate With An Instructor**



Benchmarks

Support for Learners

**Figure 14a. SUPPORT FOR LEARNERS:
College Emphasized Providing The Support You
Need To Help You Succeed At This College**



Engagement?



Benchmarks



Group Data Review – Guiding Questions

Benchmarks



Guiding Questions Discussion

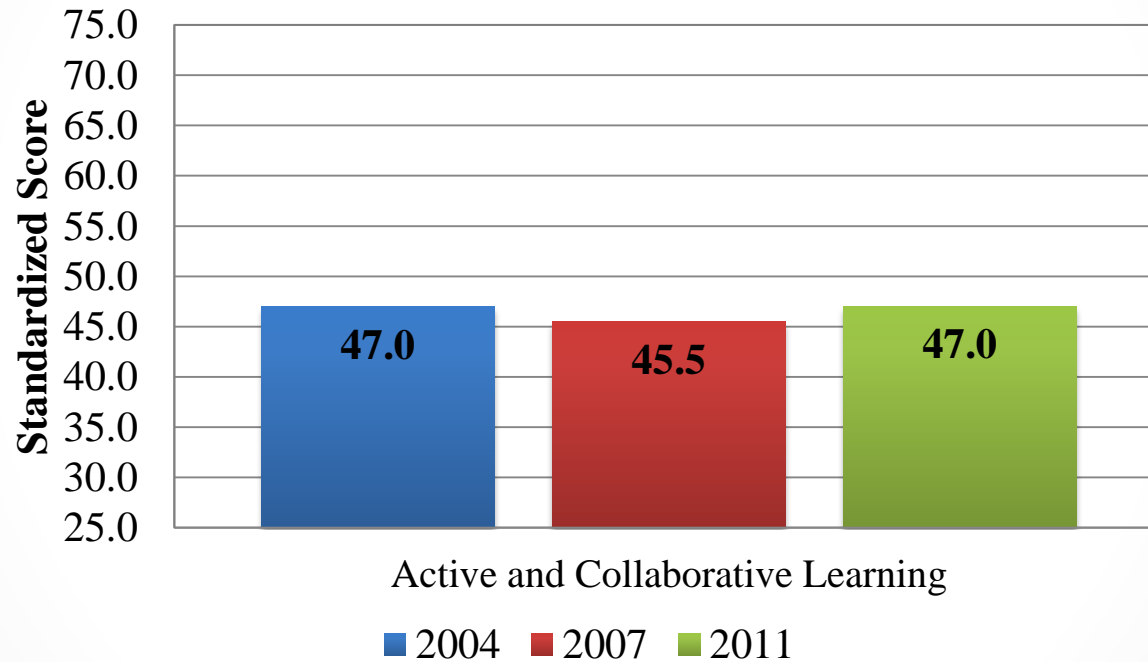
Benchmarks

Table 5. Standardized Benchmark Scores

Benchmark	Mean
Active And Collaborative Learning	47.0
Student Effort	45.2
Academic Challenge	48.4
Student-Faculty Interaction	44.7
Support For Learners	44.7

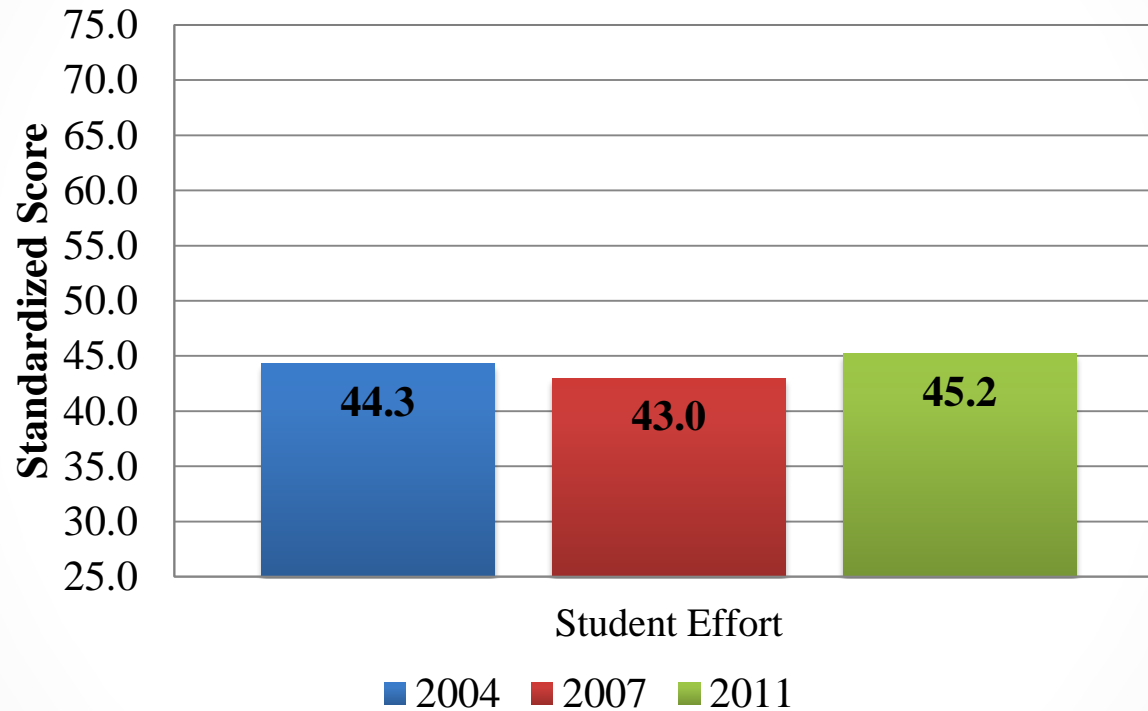
Benchmarks

Figure 10a. Active and Collaborative Learning in 2004, 2007, and 2011



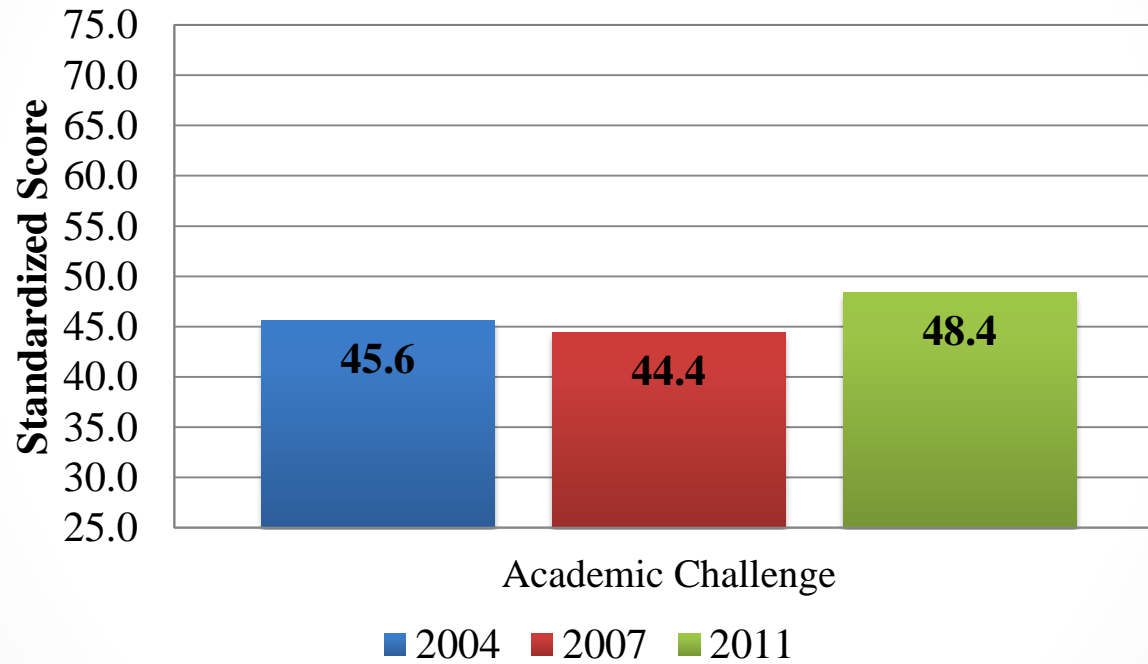
Benchmarks

Figure 10b. Student Effort in 2004, 2007, and 2011



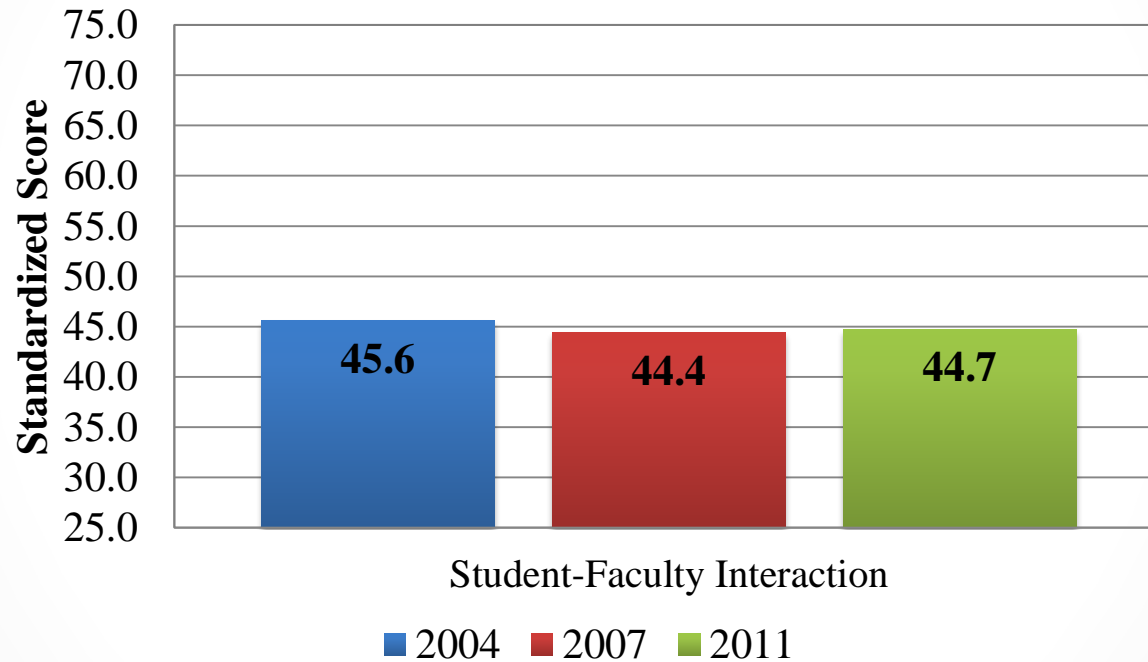
Benchmarks

Figure 10c. Academic Challenge in 2004, 2007, and 2011



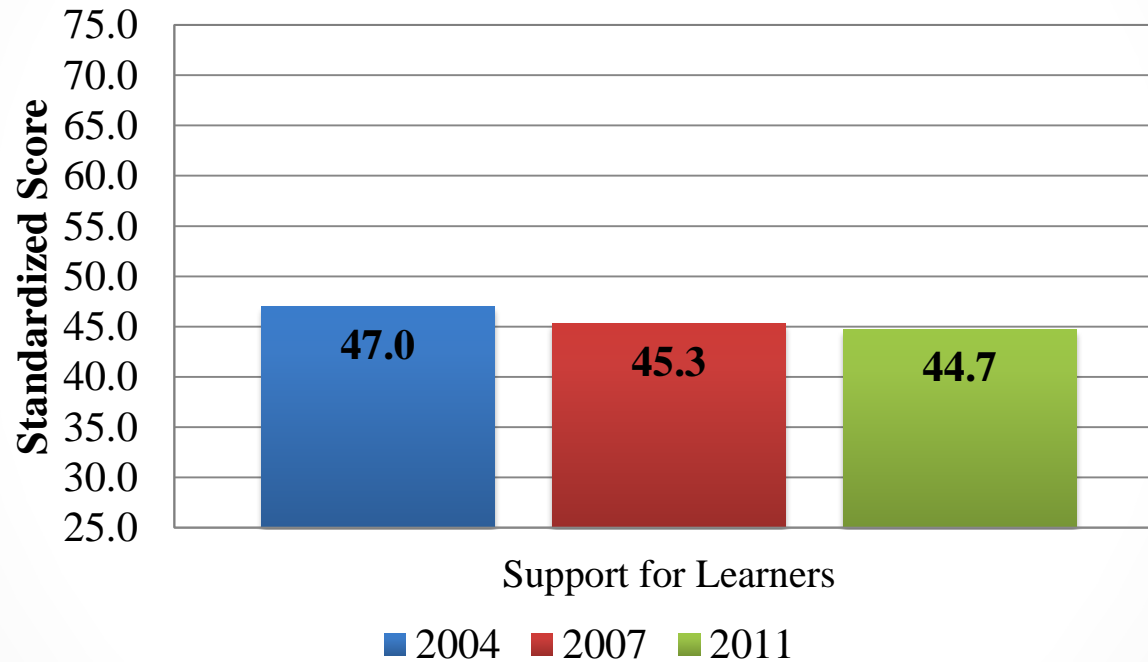
Benchmarks

Figure 10d. Student-Faculty Interaction in 2004, 2007, and 2011



Benchmarks

Figure 10e. Support for Learners in 2004, 2007, and 2011



Activities Associated with Engagement

...

Benchmarks

Table 6. Benchmark Scores and Enrollment in a Student Success Course

Benchmark	Enrolled in a student success course (such as a student development, extended orientation, study skills, student life skills, or college success course)	
	Yes	No
Active And Collaborative Learning	54.03	45.70
Student Effort	51.42	44.01
Academic Challenge	52.92	47.79
Student-Faculty Interaction	50.73	44.11
Support For Learners	51.64	42.66

Benchmarks

Table 7. Benchmark Scores and Participation in an Orientation

Benchmark	Attended an Orientation	
	Yes	No
Active And Collaborative Learning	51.41	43.81
Student Effort	49.79	41.47
Academic Challenge	52.88	45.06
Student-Faculty Interaction	49.36	42.02
Support For Learners	49.57	39.99

Benchmarks

Table 8. Benchmark Scores and Participation in a Learning Community

Benchmark	Participated in a Learning Community	
	Yes	No
Active And Collaborative Learning	53.35	46.58
Student Effort	55.34	44.26
Academic Challenge	51.91	48.34
Student-Faculty Interaction	49.87	44.78
Support For Learners	52.47	43.29

Benchmarks

Table 9. Benchmark Scores and Enrollment Load

Benchmark	Enrollment Load	
	Part-time	Full-time
Active And Collaborative Learning	44.04	53.01
Student Effort	42.26	51.09
Academic Challenge	45.76	53.61
Student-Faculty Interaction	42.00	50.18
Support For Learners	43.46	47.28

Benchmarks

Table 16. Benchmark Scores and Total Units

	Less than 30	30 or More	
Active And Collaborative Learning	44.5	50.2	*
Student Effort	44.6	45.8	
Academic Challenge	47.4	50.1	
Student-Faculty Interaction	42.3	48.0	*
Support For Learners	44.4	44.9	

Benchmarks

Table 18. Benchmark Scores and Parent with an Associate Degree or Higher

Parent Has a Degree (AA or Higher)	Yes	No	
Active And Collaborative Learning	47.3	46.3	
Student Effort	43.2	47.0	*
Academic Challenge	46.8	50.8	*
Student-Faculty Interaction	44.3	45.2	
Support For Learners	43.6	46.3	

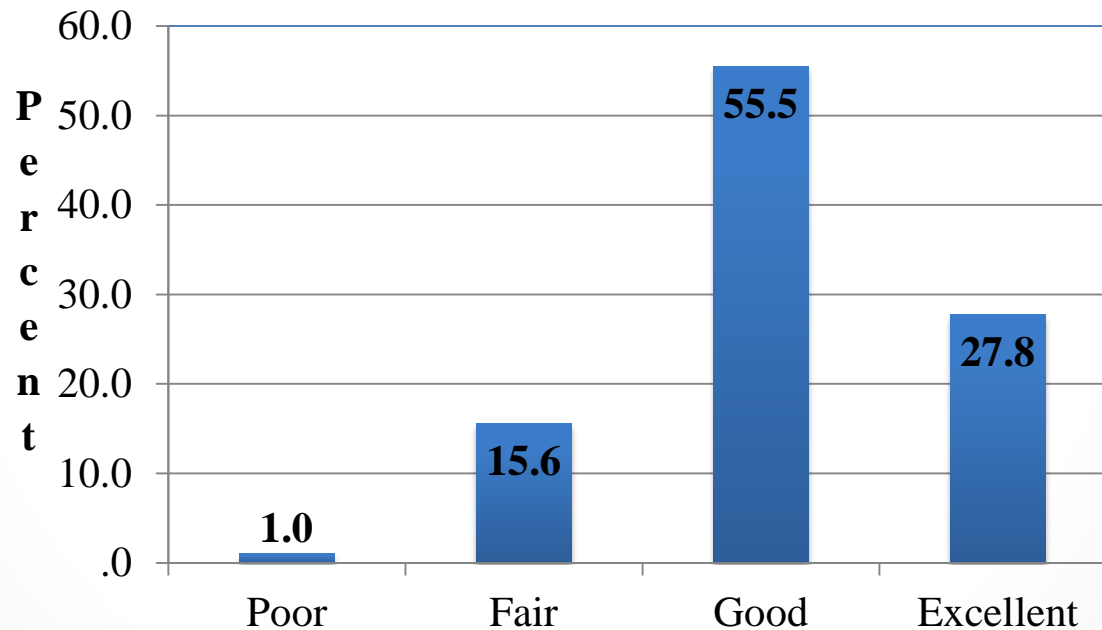
Results

• • •

Satisfaction

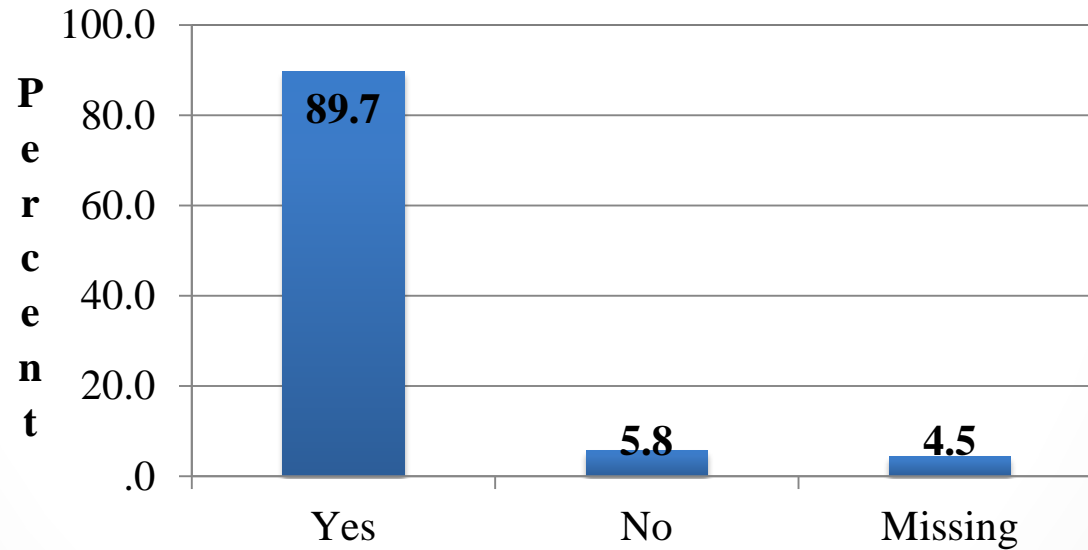
Satisfaction

Figure 16. Rating of Educational Experience at Palomar



Satisfaction

Figure 17. Student Would Recommend This College to a Friend or Family Member



Satisfaction

Table 24. Rating of Educational Experience at Palomar by Developed an Academic Plan for a Degree or Certificate

		Developed an Academic Plan for a Degree or Certificate		
		Yes	No	NOT YET developed an academic plan
Rating Of Educational Experience At Palomar	Poor	0.2%	1.3%	1.7%
	Fair	10.2%	17.8%	21.6%
	Good	56.4%	57.3%	58.6%
	Excellent	33.1%	23.6%	18.1%
	Total	100.0%	100.0%	100.0%



Conclusion

...



Thank you.

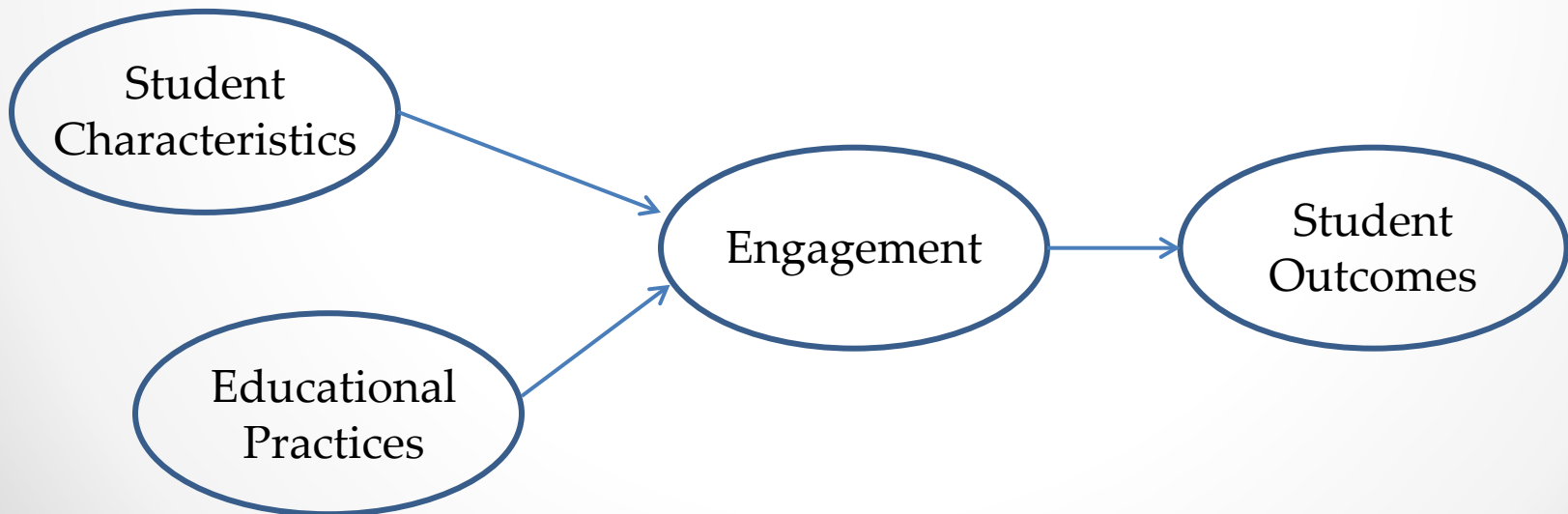
Engagement

The Community College Survey of Student Engagement (CCSSE) is built on the premise that student engagement — **involvement, integration, and quality of effort in social and academic collegiate experiences** — is significantly related to student learning, persistence, and academic attainment.



Model

The Community College Survey of Student Engagement (CCSSE) is built on the premise that student engagement — **involvement, integration, and quality of effort in social and academic collegiate experiences** — is significantly related to student learning, persistence, and academic attainment.



Active and Collaborative Learning

Active and Collaborative Learning

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

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

- | |
|--|
| a . Asked questions in class or contributed to class discussions (ACTCOL) |
| b . Made a class presentation (ACTCOL) |
| f . Worked with other students on projects during class (ACTCOL) |
| g . Worked with classmates outside of class to prepare class assignments (ACTCOL) |
| h . Tutored or taught other students (paid or voluntary) (ACTCOL) |
| i . Participated in a community-based project as a part of a regular course (ACTCOL) |
| r . Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (ACTCOL) |



Student Effort

Student Effort

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

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

c . Prepared two or more drafts of a paper or assignment before turning it in (STUEFF)

d . Worked on a paper or project that required integrating ideas or information from various sources (STUEFF)

e . Came to class without completing readings or assignments (STUEFF)

6. During the current school year, about how much reading and writing have you done at this college?

1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20

b . Number of books read on your own (not assigned) for personal enjoyment or academic enrichment (STUEFF)

Student Effort (Continued)

10. About how many hours do you spend in a typical 7-day week doing each of the

0 = None, 1 = 1-5 hours, 2 = 6-10 hours, 3 = 11-20 hours, 4 = 21-30 hours, 5 = More than 30 hours

a . Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) (STUEFF)

13. How often you use the following services?

1 = Rarely/Never, 2 = Sometimes, 3 = Often

d . Frequency: Peer or other tutoring

e . Frequency: Skill labs (writing, math, etc.)

h . Frequency: Computer lab



Academic Challenge

Academic Challenge

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

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

p . Worked harder than you thought you could to meet an instructor's standards or expectations (ACCHALL)

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

1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much

b . Analyzing the basic elements of an idea, experience, or theory (ACCHALL)

c . Synthesizing and organizing ideas, information, or experiences in new ways (ACCHALL)

d . Making judgments about the value or soundness of information, arguments, or methods (ACCHALL)

e . Applying theories or concepts to practical problems or in new situations (ACCHALL)

f . Using information you have read or heard to perform a new skill (ACCHALL)

Academic Challenge (Continued)

6. During the current school year, about how much reading and writing have you done at this college?

1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More

a . Number of assigned textbooks, manuals, books, or book-length packs of course readings (ACCHALL)

c . Number of written papers or reports of any length (ACCHALL)

7. Mark the box that...

1 = Extremely easy ... 7 = Extremely challenging

7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college (ACCHALL)

9. How much does this college emphasize each of the following?

1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much

a . Encouraging you to spend significant amounts of time studying (ACCHALL)



Student-Faculty Interaction

Student-Faculty Interaction

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

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

k . Used email to communicate with an instructor (STUFAC)

l . Discussed grades or assignments with an instructor (STUFAC)

m . Talked about career plans with an instructor or advisor (STUFAC)

n . Discussed ideas from your readings or classes with instructors outside of class (STUFAC)

o . Received prompt feedback (written or oral) from instructors on your performance (STUFAC)

q . Worked with instructors on activities other than coursework (STUFAC)



Support for Learners

Support for Learners

9. How much does this college emphasize each of the following?

1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much

b . Providing the support you need to help you succeed at this college (SUPPORT)

c . Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (SUPPORT)

d . Helping you cope with your non-academic responsibilities (work, family, etc.) (SUPPORT)

e . Providing the support you need to thrive socially (SUPPORT)

f . Providing the financial support you need to afford your education (SUPPORT)

13. How often you use the following services?

1 = Rarely/Never, 2 = Sometimes, 3 = Often

a . Frequency: Academic advising/planning

b . Frequency: Career counseling

