

***2010 CCSSE
Summary Report
Part I***



CCSSE

*Community College Survey
Of Student Engagement*

Polk State College

Office of Institutional Research, Effectiveness & Planning

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1. Institutional Report Overview

Introduction

The Community College Survey of Student Engagement uses a set of five benchmarks of effective educational practice in community colleges. These benchmarks 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 other groups of similar colleges.

The five benchmarks encompass 38 engagement items from the CCSSE survey that reflect many of the most important aspects of the student experience. These institutional practices and student behaviors are some of the most powerful contributors to effective teaching, and student learning, retention, and attainment. For further information about how the benchmark scores are computed, please visit www.ccsse.org.

CCSSE uses a three-year cohort of participating colleges in all of its analyses. The cohort is referred to as the 2010 CCSSE Cohort (2008 – 2010) throughout all reports.

- **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.

Student Respondents

Only credit classes were sampled and randomly selected – stratified by time of day (morning, afternoon, and evening) – from institutional class data files to participate in the survey. Of those sampled at PSC, 723 students submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 90%.

Survey Participation			
	PSC	FCS	CCSSE Cohort
Percent of Target Rate	N=723	N=8,121	N=403,428
	90%	83%	79%

Table 1

2. Demographic Comparison

To compare the characteristics of student respondents with the characteristics of the underlying student population for each participating college, CCSSE used the data reported by the institution in its most recent IPEDS Enrollment Report for the following variables: gender, race and ethnicity, student age, and enrollment status (full- or part-time). The data were aggregated to compare the 2010 CCSSE survey respondent population to the total student population of 2010 CCSSE member colleges.

Demographic Comparison				
	PSC Sample	PSC Average	PSC 2007	CCSSE 2010
Gender				
Male	45%	37%	30%	41%
Female	55%	63%	70%	59%
Race/Ethnicity				
American Indian or other Native American	1%	1%	1%	1%
Asian, Asian American or Pacific Islander	2%	3%	2%	6%
Black or African American, Non-Hispanic	16%	15%	11%	13%
White, Non-Hispanic	62%	67%	67%	58%
Hispanic, Latino, Spanish	13%	12%	9%	14%
Other	3%	2%	3%	7%
International Student or Foreign National	3%	1%	6%	2%
Age				
18 to 19	34%	28%	31%	26%
20 to 21	27%	19%	28%	18%
22 to 24	11%	15%	11%	14%
25 to 29	10%	13%	10%	14%
30 to 39	10%	14%	11%	15%
40 to 49	6%	8%	7%	9%
50 to 64	2%	3%	2%	4%
65 and over	0%	0%	0%	1%
Enrollment Status				
Full - Time	62%	33%	62%	69%
Part - Time	38%	67%	38%	31%

Table 2

3. Benchmark Group Statistics

As indicated earlier, the five CCSSE benchmarks encompass 38 engagement items from the CCSSE survey that reflect many of the most important aspects of the student experience. These institutional practices and student behaviors are some of the more powerful contributors to effective teaching, learning, student retention, and student success. The factors are:

- 1) Active and Collaborative Learning
- 2) Student Effort
- 3) Academic Challenge
- 4) Student-Faculty Interactions
- 5) Support for Learners

The summary table below contains the scores for all students for PSC in 2010, the totals for PSC in 2007 and 2004, the Florida College System (FCS), and all 2010 CCSSE colleges (defining the 50.0 benchmark).

A more detailed analysis and description of the benchmarks and its components can be found in the following section.

Student Engagement Benchmarks					
Benchmark	PSC 2010 N = 723	Comparative Statistics			
		PSC 2007 N = 664	PSC 2004 N = 638	FCS 2010 N = 8,121	CCSSE 2010 N = 403,428
1. Active and Collaborative Learning	53.1	48.9	48.6	51.4	50.0
		4.2	4.5	1.6	3.1
2. Student Effort	52.0	51.1	50.8	51.1	50.0
		0.9	1.2	0.9	2.0
3. Academic Challenge	51.1	48.8	49.4	52.0	50.0
		2.3	1.7	-0.9	1.1
4. Student- Faculty Interaction	49.3	46.4	46.7	52.3	50.0
		2.9	2.6	-3.0	-0.7
5. Support for Learners	53.3	46.2	45.5	51.4	50.0
		7.1	7.8	1.9	3.3
Number of Colleges		1	1	28	525

Table 3

Highlights indicate that 2010 values are: above Comparison Group below Comparison Group

4. Itemized Benchmark Scales

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 collaboration with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, community, and their personal lives.

Items		PSC	Mean Values			
			- 2007	- 2004	FCS	All
4a	Asked questions in class or contributed to class discussions	2.93	2.80	2.89	2.89	2.91
4b	Made a class presentation	2.09	2.00	2.01	2.07	2.06
4f	Worked with other students on projects during class	2.51	2.46	2.42	2.42	2.48
4g	Worked with classmates outside of class to prepare class assignments	2.02	1.80	1.80	1.97	1.89
4h	Tutored or taught other students (paid or voluntary)	1.49	1.39	1.34	1.4	1.38
4i	Participated in a community-based project as a part of a regular course	1.33	1.29	1.24	1.29	1.31
4r	Discussed ideas from your readings or classes with others outside of class	2.6	2.55	2.51	2.63	2.57

Table 4

Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process.

Items		PSC	Mean Values			
			- 2007	- 2004	FCS	All
4c	Prepared two or more drafts of a paper or assignment before turning it in	2.61	2.50	2.50	2.5	2.48
4d	Worked on a paper or project that required integrating ideas or information from various sources	2.86	2.76	2.77	2.8	2.73
4e	Came to class without completing readings or assignments	1.87	1.92	1.91	1.82	1.84
6b	Number of books read on your own for personal enjoyment or academic enrichment	2.02	2.08	2.07	2.15	2.1
10a	Preparing for class	1.87	1.73	1.69	1.99	1.95
13d	Frequency: Peer or other tutoring	1.66	1.60	1.58	1.51	1.46
13e	Frequency: Skill labs (writing, math, etc.)	1.75	1.76	1.69	1.74	1.71
13h	Frequency: Computer lab	2.01	2.10	2.08	2	2.1

Table 5

Highlights indicate: Significantly Above Mean Significantly Below Mean

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten items from *The Community College Student Report* correspond to components of academic challenge including the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

Items		PSC	Mean Values			
			- 2007	- 2004	FCS	All
4p	Worked harder than you thought you could to meet an instructor's standards or expectations	2.63	2.47	2.45	2.6	2.56
5b	Analyzing the basic elements of an idea, experience, or theory	2.94	2.81	2.83	2.92	2.86
5c	Synthesizing and organizing ideas, information, or experiences in new ways	2.79	2.70	2.67	2.77	2.73
5d	Making judgments about the value or soundness of information, arguments, or methods	2.6	2.54	2.53	2.64	2.57
5e	Applying theories or concepts to practical problems or in new situations	2.64	2.62	2.57	2.69	2.67
5f	Using information you have read or heard to perform a new skill.	2.83	2.71	2.60	2.76	2.78
6a	Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.76	2.67	2.70	2.85	2.87
6c	Number of written papers or reports of any length	2.83	2.84	2.84	2.88	2.85
7	How much have your examinations challenged you to do your best work?	5.06	4.97	5.02	5.04	4.99
9a	Encouraging you to spend significant amounts of time studying	3.02	2.95	2.90	3.07	2.98

Table 6

Student-Faculty Interaction

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. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

Items		PSC	Mean Values			
			- 2007	- 2004	FCS	All
4k	Used email to communicate with an instructor	2.64	2.25	2.12	2.83	2.66
4l	Discussed grades or assignments with an instructor	2.57	2.45	2.40	2.61	2.54
4m	Talked about career plans with an instructor or advisor	1.97	1.94	1.85	2.02	2.04
4n	Discussed ideas from your readings or classes with instructors outside of class	1.73	1.61	1.59	1.73	1.74
4o	Received prompt feedback from instructors on your performance	2.69	2.61	2.62	2.72	2.67
4q	Worked with instructors on activities other than coursework	1.38	1.32	1.30	1.38	1.41

Table 7

Support for Learners

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other issues that may affect both learning and retention.

Items		Mean Values				
		PSC	- 2007	- 2004	FCS	All
9b	Providing the support you need to help you succeed at this college	3.05	2.81	2.80	2.99	2.98
9c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.61	2.39	2.29	2.54	2.5
9d	Helping you cope with your non-academic responsibilities (work, family, etc.)	2.07	1.71	1.65	1.89	1.95
9e	Providing the support you need to thrive socially	2.22	1.95	1.90	2.14	2.15
9f	Providing the financial support you need to afford your education	2.44	2.13	2.16	2.47	2.46
13a	Frequency: Academic advising/planning	1.88	1.76	1.70	1.81	1.77
13b	Frequency: Career counseling	1.41	1.40	1.38	1.45	1.43

Table 8

Using Benchmarks

There are a number of ways that college leaders might choose to use the benchmarks and the comparison information provided in the CCSSE report. Multiple pages of survey data presented at the individual item level may be daunting. Where does one start when there are over 150 items addressing a variety of topics? The benchmark scores provide a manageable starting point for reviewing and understanding your *CCSSE* data.

For example, suppose that you have a college mission statement that expresses a commitment to excellence in learning support and faculty involvement with students. But you realize that the *Support for Learners* and *Student-Faculty Interaction* benchmark scores are lower than those for the comparison groups and for all 2010 participant colleges. Therefore, you decide that this is the area you want to target for improvement.

To help you understand more precisely what the differences are, *CCSSE* suggests that you drill down to the item level, look at the percentage of students responding in each category, and compare the responses to those in your comparison groups. This will allow you to identify the specific items that are problem areas, and then target these areas, creating appropriate initiatives to build student-faculty interaction.