CCSSE 2013 Findings for Truckee Meadows Community College

Professional Development
August 21, 2014
Presentation Overview

- CCSSE/CCFSSE Overview
- Key Findings
- Major Themes
- 2005 vs 2013 CCSSE results
- Recommendations
- Questions
CCSSE/CCFSSE
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 Companion Survey: Community College Faculty Survey of Student Engagement (CCFSSE)
A Tool for Community Colleges

- As a tool for improvement, *CCSSE/CCFSSE* 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
Survey Administration

TMCC conducted both surveys during Spring 2013

**CCSSE Survey Sample (in-person):**
1,452 students, 66 class sections

**CCFSSE Survey Sample (on-line):**
212 (103 FT and 109 PT) faculty members
Comparison Groups

2013 CCSSE Cohort includes 718 institutions from 48 states and the District of Columbia, three Canadian provinces, plus Bermuda, Micronesia and the Northern Marianas.

2013 CCFSSE Cohort: 302 institutions from 46 states
CCSSE Benchmarks for Effective Educational Practice

- CCSSE identifies high impact institutional practices and student behaviors that promote student engagement and success, which are grouped under the following national benchmarks:
  - Active and Collaborative Learning
  - Student Effort
  - Academic Challenge
  - Student-Faculty Interaction
  - Support for Learners

**38 survey questions with 155 items are focused on these practices**
Key Findings
CCSSE Benchmarks of Effective Educational Practice

- Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents
- TMCC is below top-performing colleges in every benchmark
- TMCC is above the 2013 CCSSE comparison cohort in Student Effort and Academic Challenge benchmarks

*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.
Key Findings: *Highest* Student Engagement

Below are student engagement practices that are highly correlated with student success, where TMCC received *higher scores* than the 2013 CCSSE Comparison Cohort.

*Higher number of TMCC students reported engaging in these practices often/very often:*

- **Student Effort**
  - Working on projects requiring integration of ideas from various sources (q4d)
  - Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) (q10a)
  - Utilizing Peer or other tutoring (13d1)

- **Academic Challenge**
  - Making judgments about the value or soundness of information, arguments, or methods (q5d)
  - Number of written papers or reports of any length (6c)
Key Findings: *Lowest* Student Engagement

Below are student engagement practices that are highly correlated with student success, where TMCC received lower scores than the 2013 CCSSE Comparison Cohort.

Lower number of TMCC students reported engaging in these practices often/very often:

- **Active and Collaborative Learning**
  - Tutored or taught other students (paid or voluntary) (q4h)

- **Student-Faculty Interaction**
  - Talked about career plans with an instructor or advisor (q4m)
  - Worked with instructors on activities other than coursework (q4q)

- **Support For Learners**
  - Utilizing academic advising/planning (q13a1)
  - Utilizing career counseling (q13b1)
Special Focus Items Highlights

- CSSEE identified 13 *Promising* educational practices, such as early registration, orientation, freshman seminars, organized learning communities, and student success courses.
- TMCC already implemented many such practices
- When responses of TMCC students were compared to 2012-13 Promising Practices Respondents from other institutions
  - 91.6% of TMCC students report being registered for ALL their courses before the 1st class session vs 89.5% of comparison group
  - More of our students reported taking part in on-line or on-campus orientation
  - Fewer TMCC students reported participating in a structured experience for new students during 1st term (freshman year experience) or in a learning community
  - Slightly higher number of TMCC students reported being enrolled in student success class
Custom Items Highlights

- TMCC included additional 14 custom questions (re: Student clubs; Academic advising; Reasons for difficulty making progress in school, etc.)

- Highlights
  - Students’ impression of the Complete Me ad campaign:
    - 33% neither liked nor disliked
    - 37% never heard of it
    - 19.4 liked it
  - Only 15% agreed that student clubs are important to them and 54% had no opinion
  - When asked about their best source of advising
    - 34.7% named faculty advisor
    - 27.9% named friends, family, other students
    - 17.2% - online/computer
    - 11.6% - none
    - 8.7% - academic advisor
Key Findings: Faculty survey (CCFSSE)

- Faculty Promising Practices identified in Key Findings:
  - Involvement in learning communities
  - Participation in first-year experiences (student success, freshman seminar)

- TMCC faculty who reported being involved in teaching or facilitating a(n):

> Higher number of TMCC faculty being involved in teaching or facilitating learning communities, student success course will positively impact student success
Major Themes from CCSSE and CCFSSSE
Themes Emerged from Both Surveys

Theme 1: Disparity in perceptions of faculty vs students

Areas of largest gaps:

✓ Academic Challenge and Student Effort
✓ Faculty-Student Interaction
✓ Emphasizing Deep Learning
✓ Out-of-classroom obligations of our students

Source: 2013 CCSSE data
Theme 1: Disparity in perceptions of faculty vs students

Academic Challenge and Student Effort

Differences in responses

- Completing reading before class: Faculty 28%, Students 11%
- Students never skipped class: Faculty 10%, Students 52%
- Likely to withdraw if working FT: Faculty 91%, Students 41%
- Likely to withdraw if academically unprepared: Faculty 80%, Students 17%
- Likely to withdraw if lacking finances: Faculty 75%, Students 22%

Source: 2013 CCSSE data
Theme 1: Disparity in perceptions of faculty vs students

Faculty-Student Interaction

Differences in responses

<table>
<thead>
<tr>
<th>Activity</th>
<th>Faculty</th>
<th>Students</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using internet or IM to work on assignments</td>
<td>61%</td>
<td>77%</td>
<td>16%</td>
</tr>
<tr>
<td>Using email often to communicate with instructor</td>
<td>84%</td>
<td>67%</td>
<td>17%</td>
</tr>
<tr>
<td>Discussing grades/assignments often</td>
<td>84%</td>
<td>50%</td>
<td>34%</td>
</tr>
<tr>
<td>Talking about career plans often</td>
<td>45%</td>
<td>18%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Source: 2013 CCSSE data
Theme 1: Disparity in perceptions of faculty vs students

Faculty-Student Interaction

Differences in responses

- Discussing ideas from reading/classes outside of class: Faculty 34%, Students 14%
- Prompt feedback: Faculty 94%, Students 63%
- Working on activities other than coursework: Faculty 41%, Students 17%

Source: 2013 CCSSE data
Theme 1: Disparity in perceptions of faculty vs students

Emphasizing Deep Learning

Differences in responses

- Courses emphasize memorization a lot: 41% (Faculty) vs 68% (Students)
- Courses emphasize synthesizing and organizing ideas a lot: 84% (Faculty) vs 67% (Students)
- Exams are challenging: 54% (Faculty) vs 37% (Students)
- Courses contribute to students developing clear career goals: 57% (Faculty) vs 27% (Students)

Source: 2013 CCSSE data
Theme 1: Disparity in perceptions of faculty vs students

Out-of-class obligations of students

Differences in responses

<table>
<thead>
<tr>
<th>Time Spent Caring for Dependents</th>
<th>Faculty</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 hrs/wk</td>
<td>65%</td>
<td>47%</td>
</tr>
</tbody>
</table>

| Students not working at all      | 1%      | 24%      |
| Students working 21-30 hrs/wk   | 48%     | 18%      |
| Working 30+ hrs/wk              | 29%     | 38%      |

Source: 2013 CCSSE data

Center for Community College Student Engagement
Theme 2: Positive Experience with Gen Ed

- Our students reported
  - less emphasis on memorization and more on analyzing, synthesizing, and evaluation
  - completing more writing assignments and learning to write clearly and effectively
  - developing critical thinking skills such as assessing information and arguments
  - having higher-level learning emphasized overall

- Faculty and student had comparable responses indicating that broad general education components such as writing, speaking effectively, thinking critically, working effectively with others, valuing diversity, and developing personally are effectively embedded into courses.

Source: 2013 CCSSE data
Theme 3: Integrating Student Support into Learning Experiences

- **Promoting Success in and outside of classroom**
  - The following institutional practices and student engagement activities strongly correlate to student success:
    - Academic Advising/Planning
    - Career Counseling
    - Job Placement assistance
    - Peer tutoring
    - Financial Aid advising
    - Student Organizations
  - **CCSSE/CCFSSE data for TMCC indicate the need for:**
    - greater faculty and staff involvement/ awareness of existing support services and more active referrals to help foster student success
    - greater student participation in support services

- **College Readiness**
  - Addressing remediation and promoting College readiness is a high impact strategy for student success
  - **CCSSE/CCFSSE data for TMCC indicate that need to encourage students to complete needed remediation to enhance their college success**

- **Tutoring or teaching other students**
  - High impact support service practice enhancing student success but few of TMCC students are engaged in it

*Source: 2013 CCSSE data*
Theme 3: Integrating Student Support into Learning Experiences - Promoting Student Success

Academic Advising/Planning

How Important vs How Often the Support Service is Used by Student/Referred to by Faculty

- 84% of faculty think advising is important, 24% rarely/never refer students
- 67% of students think advising is important, 45% rarely/never use it

Source: 2013 CCSSE data
Theme 3: Integrating Student Support into Learning Experiences - Promoting Student Success

Career Counseling

How Important vs How Often the Support Service is Used by Student/Referred to by Faculty

- 75% of faculty think career counseling is important, 47% rarely/never refer students
- 51% of students think career counseling is important, 56% rarely/never use it

Source: 2013 CCSSE data
68% of faculty think job placement assistance is important, 63% rarely/never refer students

39% of students think job placement assistance is important, 51% rarely/never use it

Source: 2013 CCSSE data
Theme 3: Integrating Student Support into Learning Experiences - Promoting Student Success

Peer Tutoring

How Important vs How Often the Support Service is Used by Student/Referred to by Faculty

- 73% of faculty think peer tutoring is important, 18% rarely/never refer students
- 52% of students think peer tutoring is important, 63% rarely/never use it

Source: 2013 CCSSE data
Theme 3: Integrating Student Support into Learning Experiences - Promoting Student Success

Financial Aid Advising

How Important vs How Often the Support Service is Used by Student/Referred to by Faculty

- 77% of faculty think FA advising is important, 48% rarely/never refer students
- 65% of students think FA advising is important, 57% rarely/never use it

Source: 2013 CCSSE data
Theme 3: Integrating Student Support into Learning Experiences - Promoting Student Success

Student Organizations

How Important vs How Often the Support Service is Used by Student/Referred to by Faculty

- 77% of faculty think student organizations are important, 64% rarely/never refer students
- 60% of students think student organizations are important, 90% rarely/never use it

Source: 2013 CCSSE data
Theme 3: Integrating Student Support into Learning Experiences - College Readiness

- Overwhelming majority of TMCC faculty believe remediation is important
- Over 80% of TMCC incoming students need remediation
- Many TMCC students indicate that they have not completed remediation and don’t plan to do so in the future
  - In response to a series of questions re importance of remediation, on average, 80-90% of faculty think it is important vs 50-70% of students answered ‘have not done, nor plan to do’
  - There is a similar distribution of responses on items re orientation, college success course, learning communities

Source: 2013 CCSSE data
Engaging in tutoring or teaching other students is a high impact engagement practice that highly correlates to student success.

Key CCSSE Finding for TMCC: Fewer of our students are engaged in tutoring or teaching others (significantly below the mean when compared to other colleges)

- 13% of TMCC faculty believe that students tutor or teach other students often/very often but only 5% of students reported doing so
- 78% of TMCC students reported ‘never’ having tutored or taught other students

Source: 2013 CCSSE data
Theme 4: TMCC offers Welcoming Environment and Encourages Diversity

High number of TMCC students reported:
- feeling supported to succeed
- And that TMCC is welcoming and supportive environment

TMCC is above the mean on the following items:
- Providing support to students helping them succeed in college
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Source: 2013 CCSSE data
2005 vs 2013 Results

**Strengths**
In 2005 and 2013, TMCC’s Benchmark scores for full-time students were higher than the scores obtained by either large or cohort colleges:

- Active and Collaborative Learning
- Student Effort
- Academic Challenge

From 2005 to 2013, an increased percentage of students responded “very much” to “How much does this college emphasize…”

- encouraging students to spend significant amounts of time studying.
- providing students the support they need to help them succeed at this college.
- encouraging contact amount students from different economic, social and racial or ethnic backgrounds.
- helping students cope with other non-academic responsibilities (work, family, etc.).
- providing students with the support they need to thrive socially.
- providing the financial support students need to afford their education.
- using computers in their academic work.
2005 vs 2013 Results

Challenges
In both 2005 and 2013, TMCC’s scores on the following benchmarks were lower for full and part-time students than the scores obtained by either large or cohort colleges:

- Student Faculty Interaction
- Support for Learners

Key finding in 2005 and 2013: *In both 2005 and 2013, TMCC scored significantly below the mean on frequency and use of academic advising.*
Recommendations:

- **Theme 1: Disparity in Perception**
  - Do we know our students?
  - Be more aware of our students to better serve them

- **Theme 2: Positive Experience with General Education**
  - Keep up the good work!

- **Theme 3: Integrating Student Support into Learning Experiences**
  - Importance of using advising and other student services

- **Theme 4: Welcoming and Supportive Environment**
  - Continue supporting student government and other student engagement activities and processes to enhance student success
Questions?
Survey Research

Survey Research at TMCC

A wide variety of survey research is provided for employees of the College. Faculty and staff have utilized the IR Office to create and disseminate needs assessments, opinion surveys, industry studies, and outcome assessments.

Community College Survey of Student Engagement (CCSSE)

View the 2013 TMCC CCSSE/CFSSE results.

- 2013 TMCC CCSSE Main Survey
- 2013 TMCC CCSSE Benchmarks
- 2013 TMCC CCFSSE Student Faculty

Visit the CCSSE survey site

College News

Alumni Association Introduces the “Biggest Little Street Faire”
New event will raise funds for first-generation TMCC students.

Phi Theta Kappa Chapter Attains Five Stars
Officers of TMCC’s Alpha Pi Gamma are elected to Calif./Nev. regional posts.

Calendar of Events

Spring Job Fair and Networking Event
Wednesday, April 16