

Engaging students at CCC



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The CCSSE Survey and the Results

- Engagement:
 - What is measured in the survey?
 - Five domains linked to student success
- The Sample
- Compare groups of colleges
- Compare items by student groups
- Student burdens
- Services

Engagement: use of activities and services

- Patterns of students' outlay of time and energy across learning activities and services
- Patterns are affected by the availability and emphasis on learning activities and services

5 Key Benchmarks: domains of engagement

- **Active and Collaborative Learning:** Collaborating with others to solve problems
- **Academic Challenge:** Performing challenging intellectual and creative work
- **Student Effort:** Time spent on learning tasks and resources
- **Student-Faculty Interaction:** Exchanges with faculty
- **Support for Learners:** College provides and students receive the support to succeed

Multiple domains of engagement

- **Teaching and Learning strategies:**
 - **Academic Challenge,**
 - **Active and Collaborative learning**
- **Behavior: Student Effort**
- **Connection, relationships and information:
Support for Learners**

Engagement spurs Outcomes

- **Active Learning**
- **Student Effort**
- **Academic Challenge**
- **Student-Faculty Interaction**
- **Support for Learners**

- **Persistence**
- **Credit Accumulation**
- **Completions**

The meaning of scores: students report their experiences

- Student needs, motives, and choices shape the college experience
- Students report their experience, and report it differently
- Mix of students--scores reflect collective experience

Survey items

- Multiple survey items contribute to each of the five benchmarks
- Multiple items support the validity of the benchmark domain measure
- Each item measures a slightly different aspect of that overall domain
- Compare items by student groups
- Students respond on 3-point, 4, or 7-point Likert scale of intensity or frequency: (How often? How much? How helpful?)
 - *Never, sometimes, often*
 - *Very little, Some, Quite a bit, Very much*
 - *Unhelpful to Helpful*

Active and Collaborative Learning: Example Question Items

How often have you--

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student Effort: Example Question Items

This benchmark area reflects initiative taken by student

How often have you--

- Prepared two or more drafts of a paper or assignment before turning it in
- Worked on a paper or project that required integrating ideas or information from various sources

Academic resources use comprises Student Effort

- How often have you used the following services?
 - Skill labs (writing, math etc.)
 - Computer lab
 - Peer or other tutoring

Academic Challenge: Example Question Items

- *How much has your coursework emphasized the following mental activities?*

Analyzing the basic elements of an idea, experience, or theory

- *Mark the response 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--
from 1=Extremely easy to 7=Extremely challenging

Student-Faculty Interaction: Example Questions

How often have you done each of the following?

- Received prompt feedback (written or oral) from instructors on your performance
- Discussed grades or assignments with an instructor

Support for Learners: Example Questions

How much does this college emphasize each of the following?

- Providing the support you need to help you succeed at this college
- Encouraging contact among students from different economic, social and racial or ethnic backgrounds

The Samples

- 4CD Respondents 2476
- **CCC Respondents** **665**
- DVC Respondents 1111, Oversample 135*
- LMC Respondents 700, Oversample 28*

*Oversample is not included in the reports online

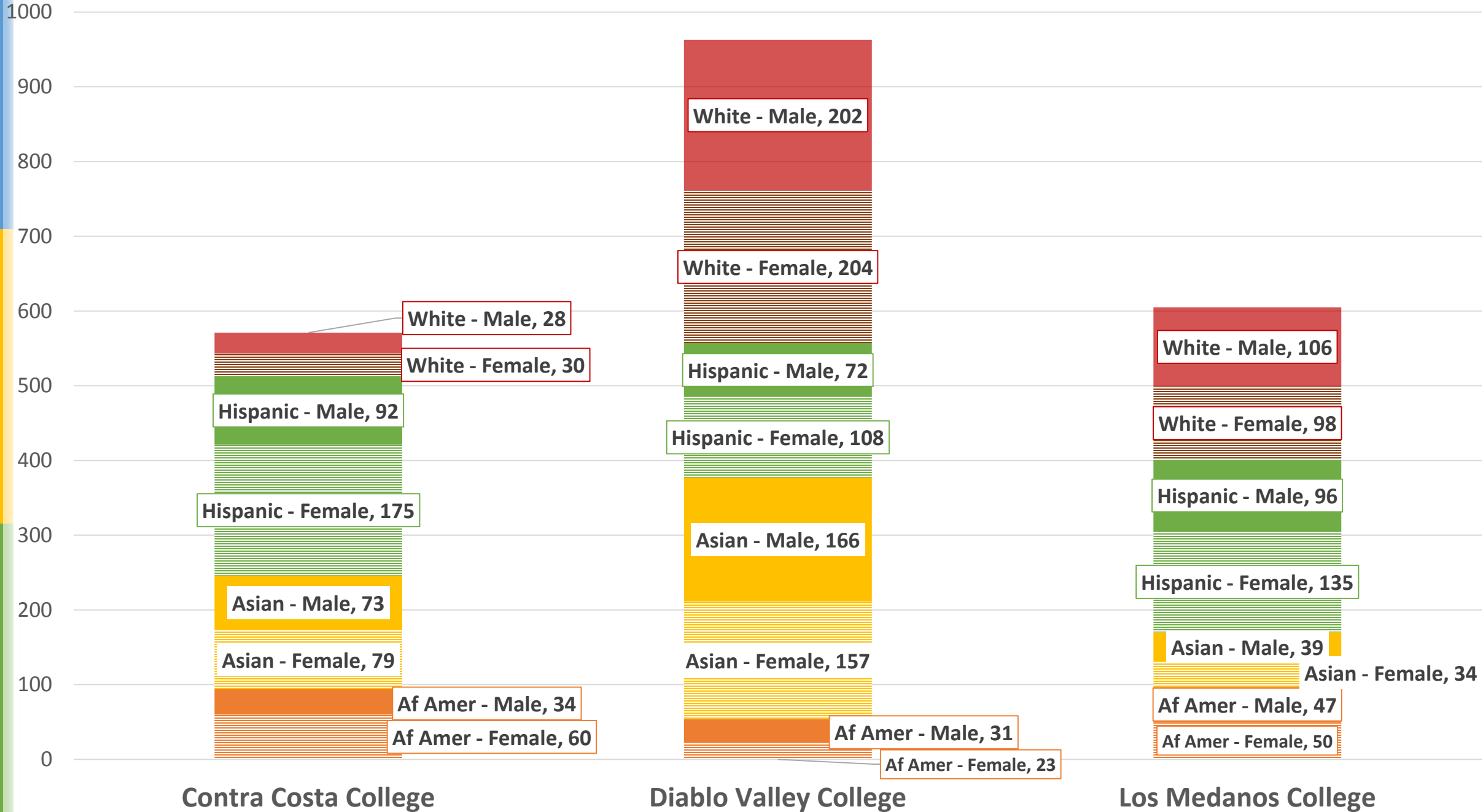
CCC Response Rates

- Response rates show the percentage of responses

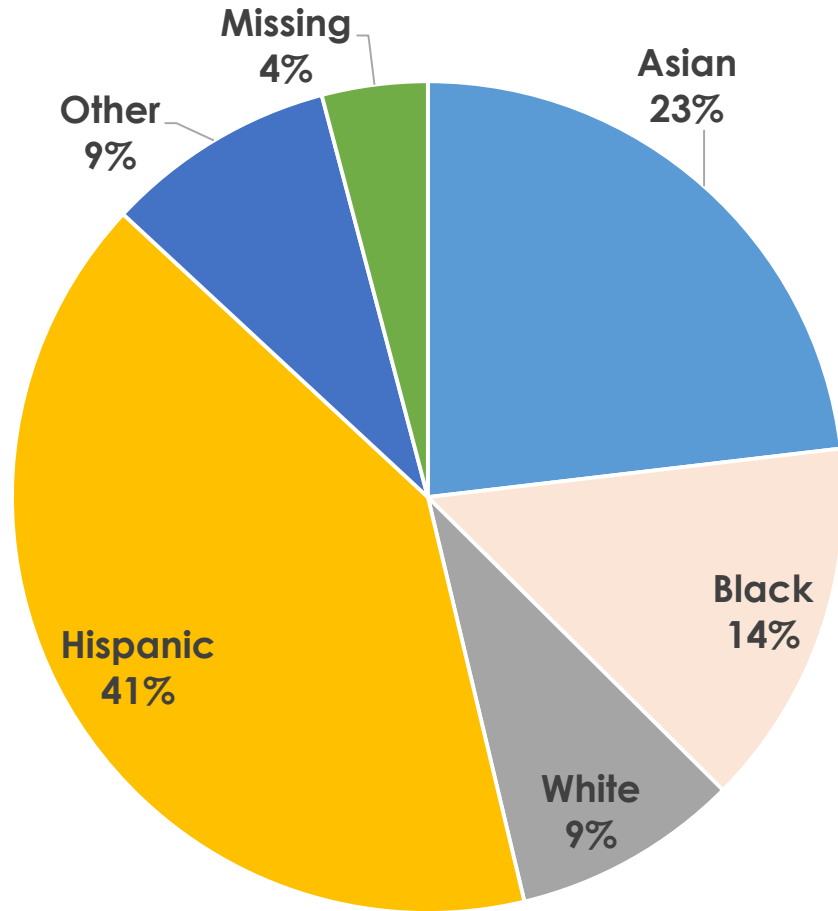
	Overall rate	In-class average	Percent of classes
Medium CCSSE Colleges	52%	62%	84%
CCC	54%	61%	90%

- Overall: relation to total surveys provided
- In-class average: average % completed within class
- Percent of classes: classes surveyed/classes in sample

College CCSSE Samples: Ethnicity, Gender

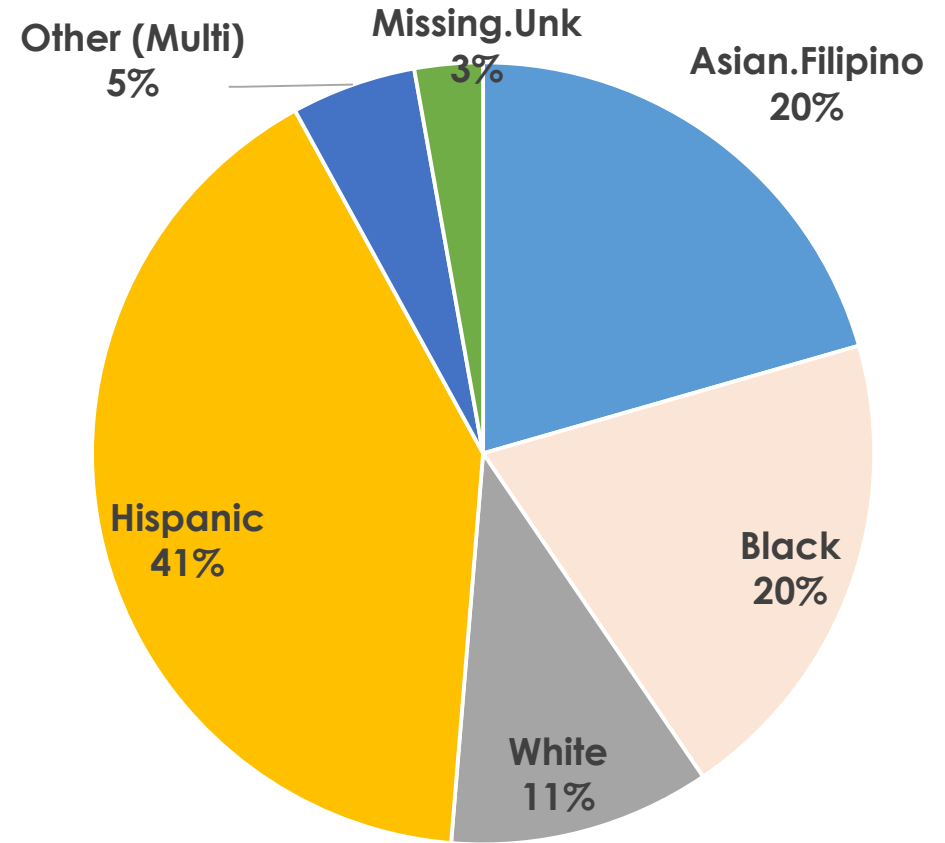


CCC CCSSE Sample



■ Asian ■ Black ■ White ■ Hispanic ■ Other ■ Missing

CCC Student Population



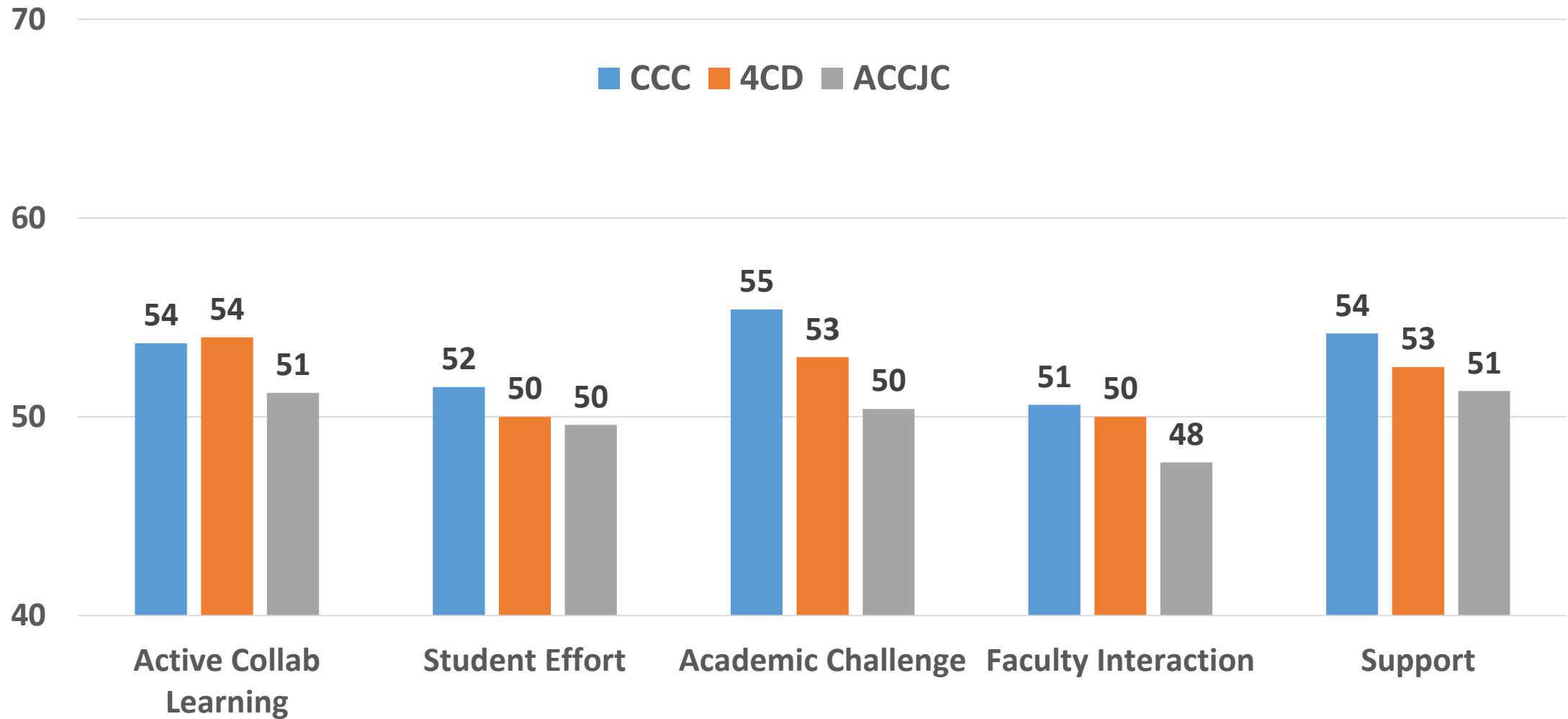
■ Asian.Filipino ■ Black ■ White
■ Hispanic ■ Other (Multi) ■ Missing.Unk

Score of 50 is the benchmark for comparison

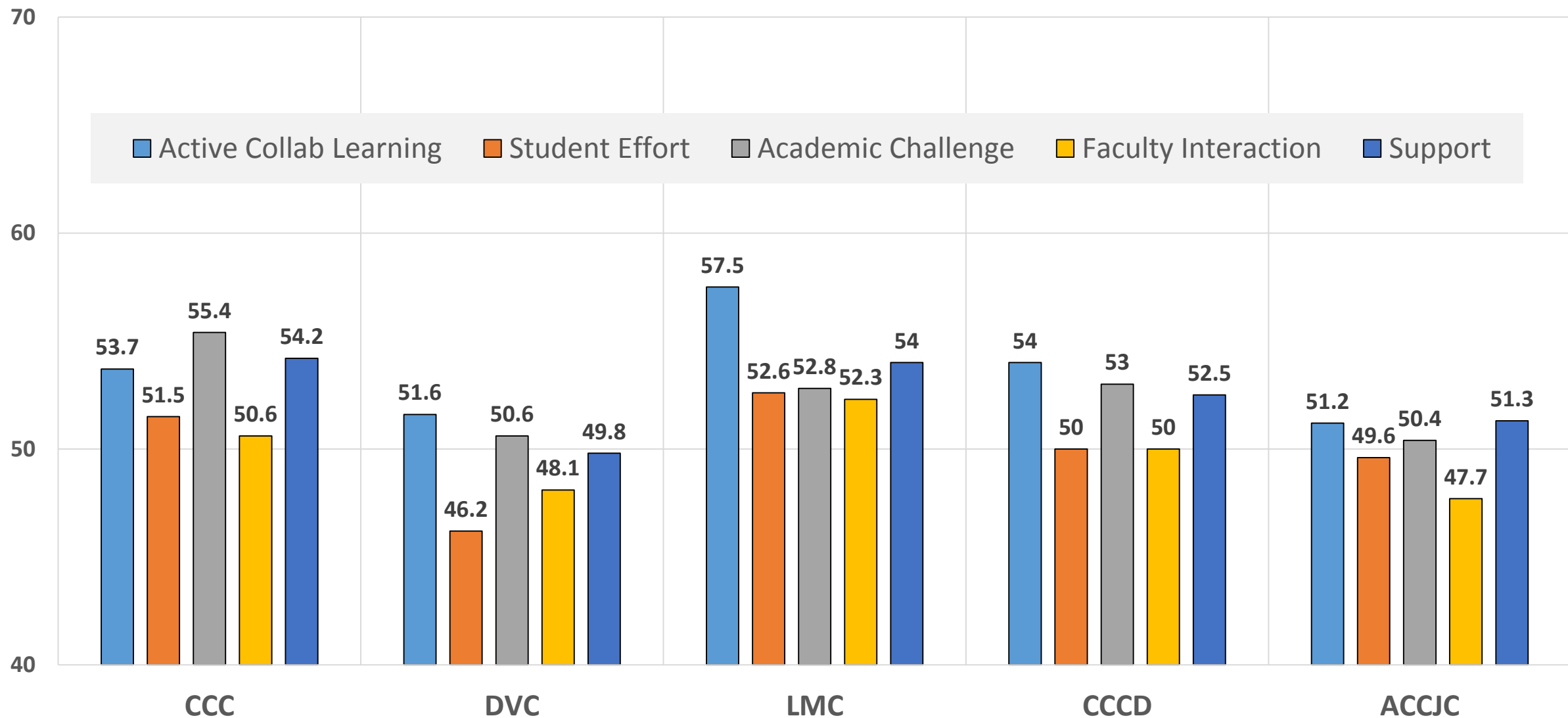
Academic Challenge	CCSSE Scores
Highest Score	71.3
CCC--Above Average	55.4
Average	50

Benchmarks: CCC, 4CD, ACCJC

CCSSE Colleges average is 50



Benchmark Scores by College



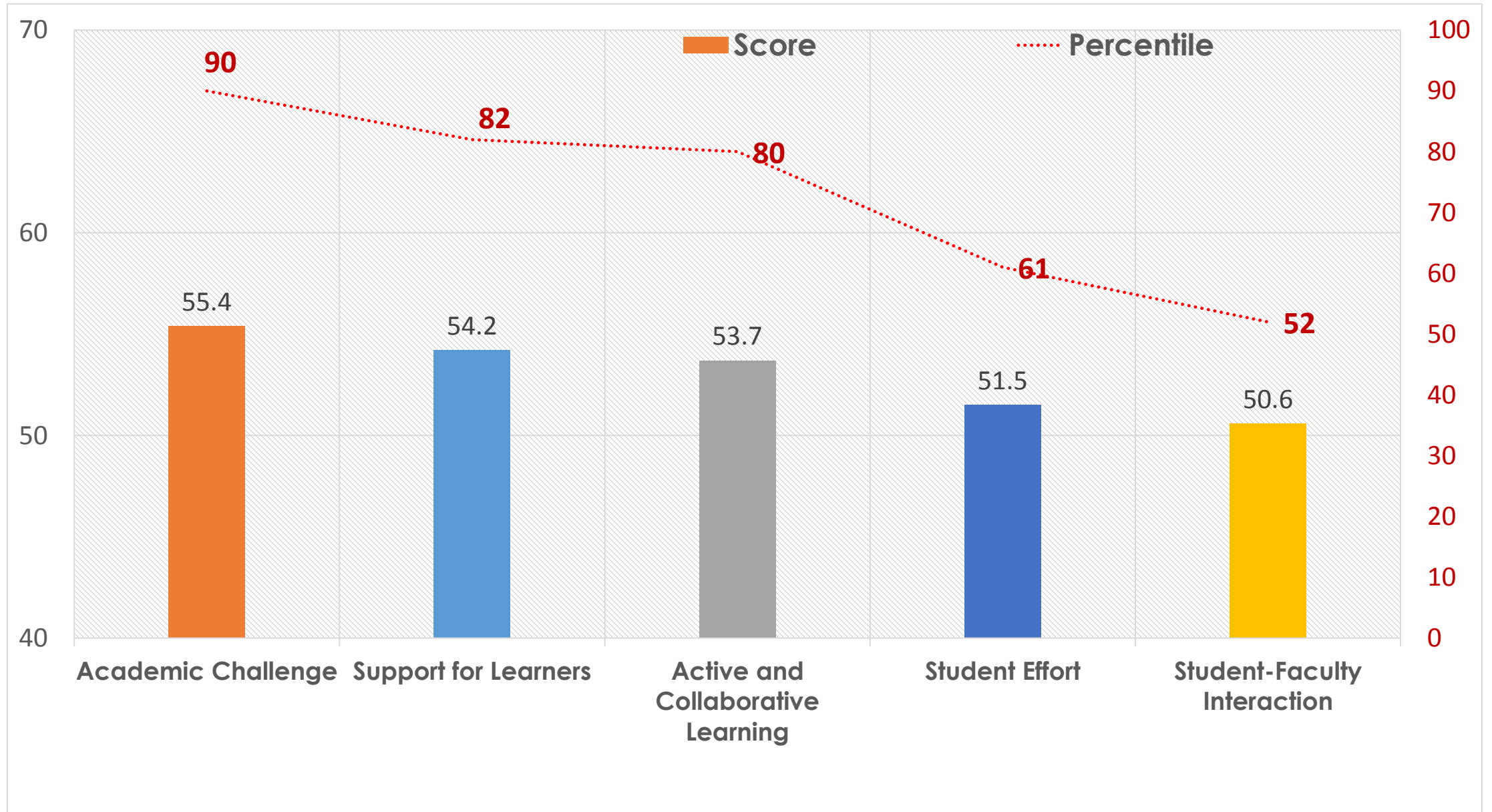
Benchmark Scores and CCSSE Percentiles

Example: **Academic Challenge**

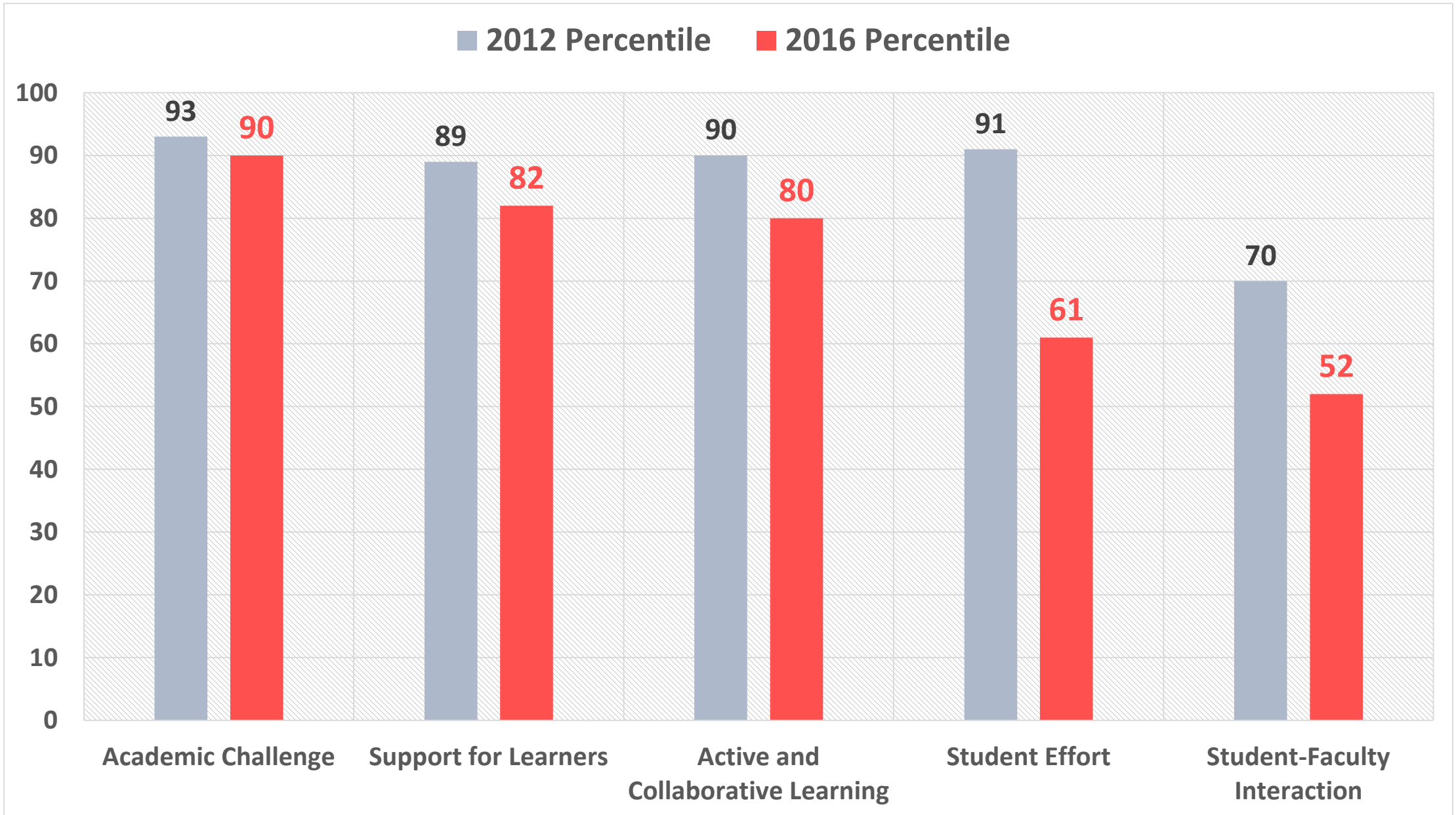
- College score is shown in relation to all CCSSE colleges (700)
- Percentiles show percentage of colleges with lower score
- CCC Academic Challenge score is 55.4
- 90% of all CCSSE colleges were below that score

Academic Challenge	CCSSE Scores	CCSSE Cohort Colleges below score	CCSSE Cohort Percentile
Highest Score	71.3	700	100
Above Average	55.4	631	90
Average	50	350	50

2016 CCC Scores as Percentiles

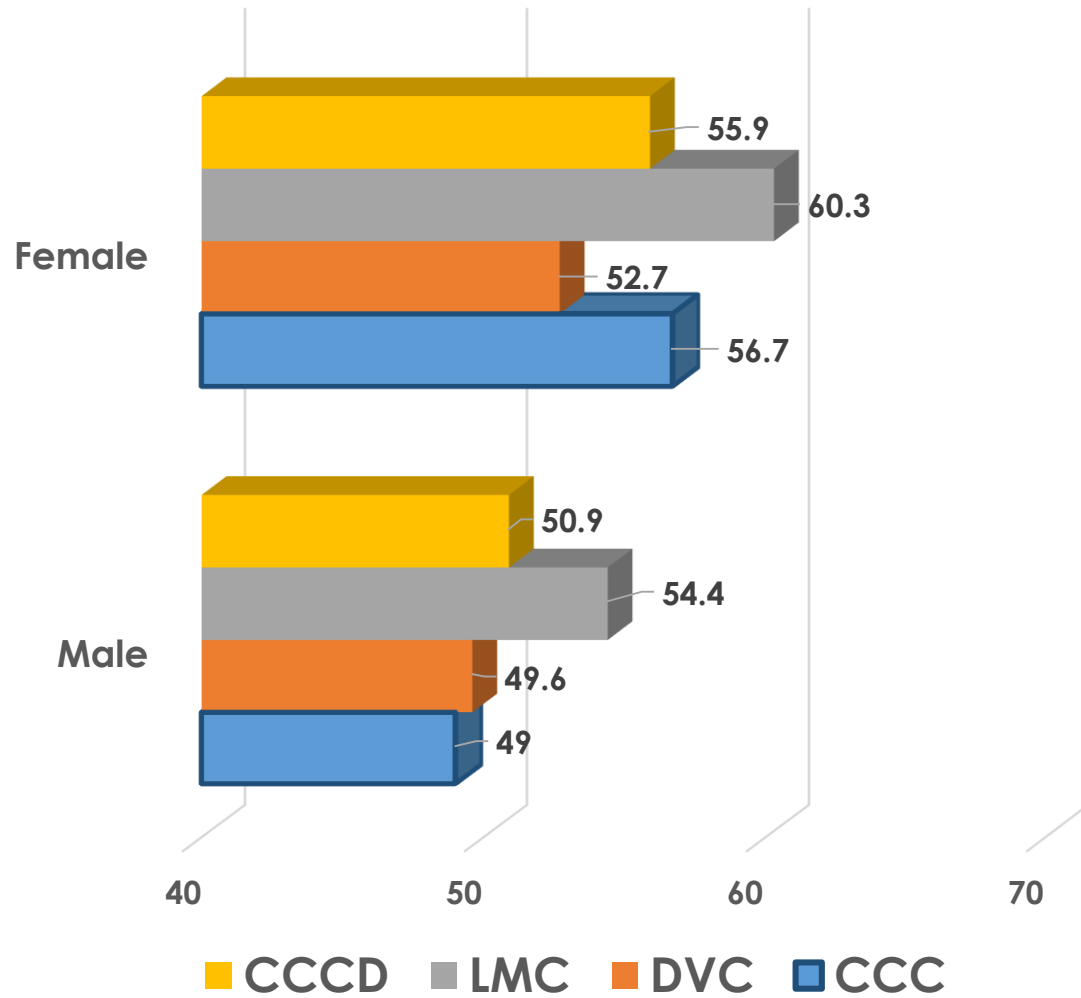


Compare 2012 to 2016 survey percentiles

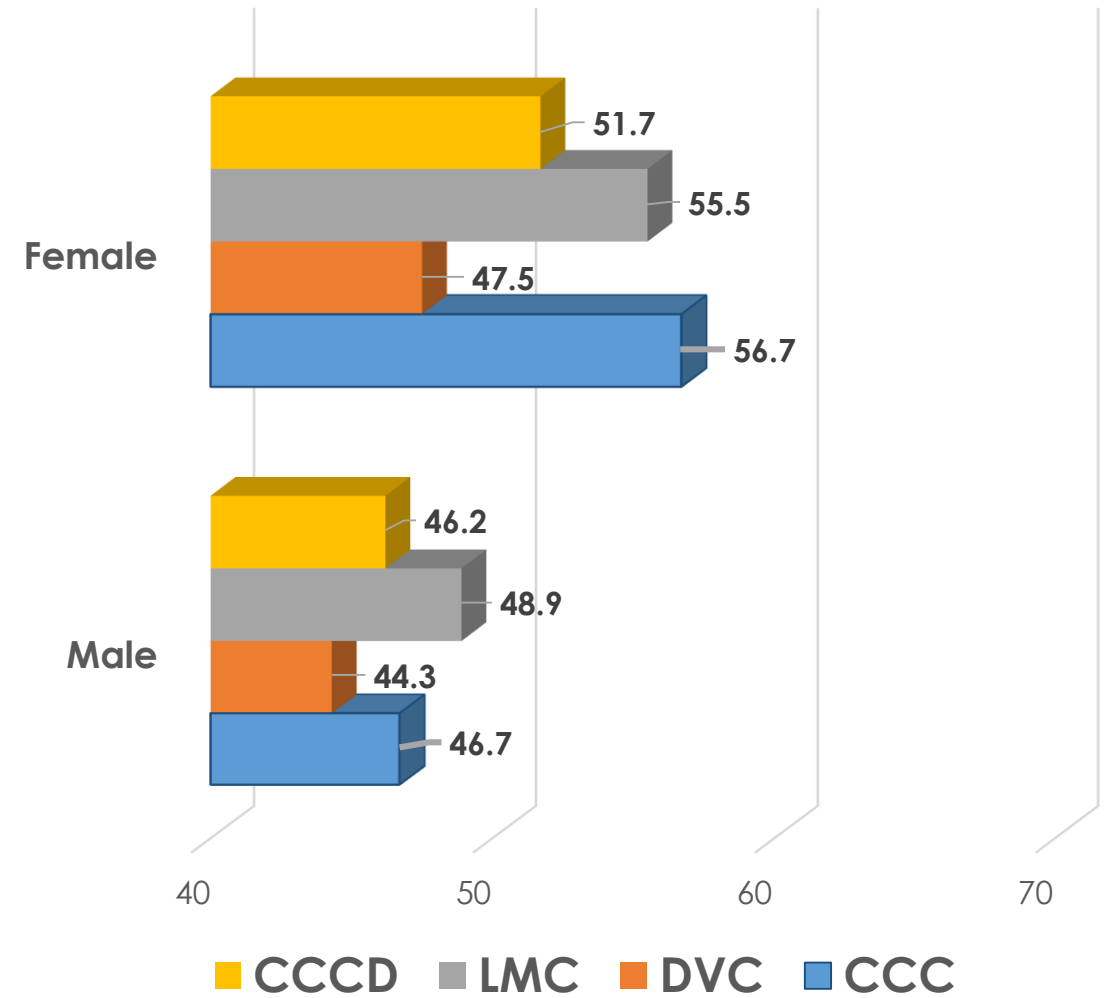


Benchmarks for Females, Males

Active, Collaborative Learning

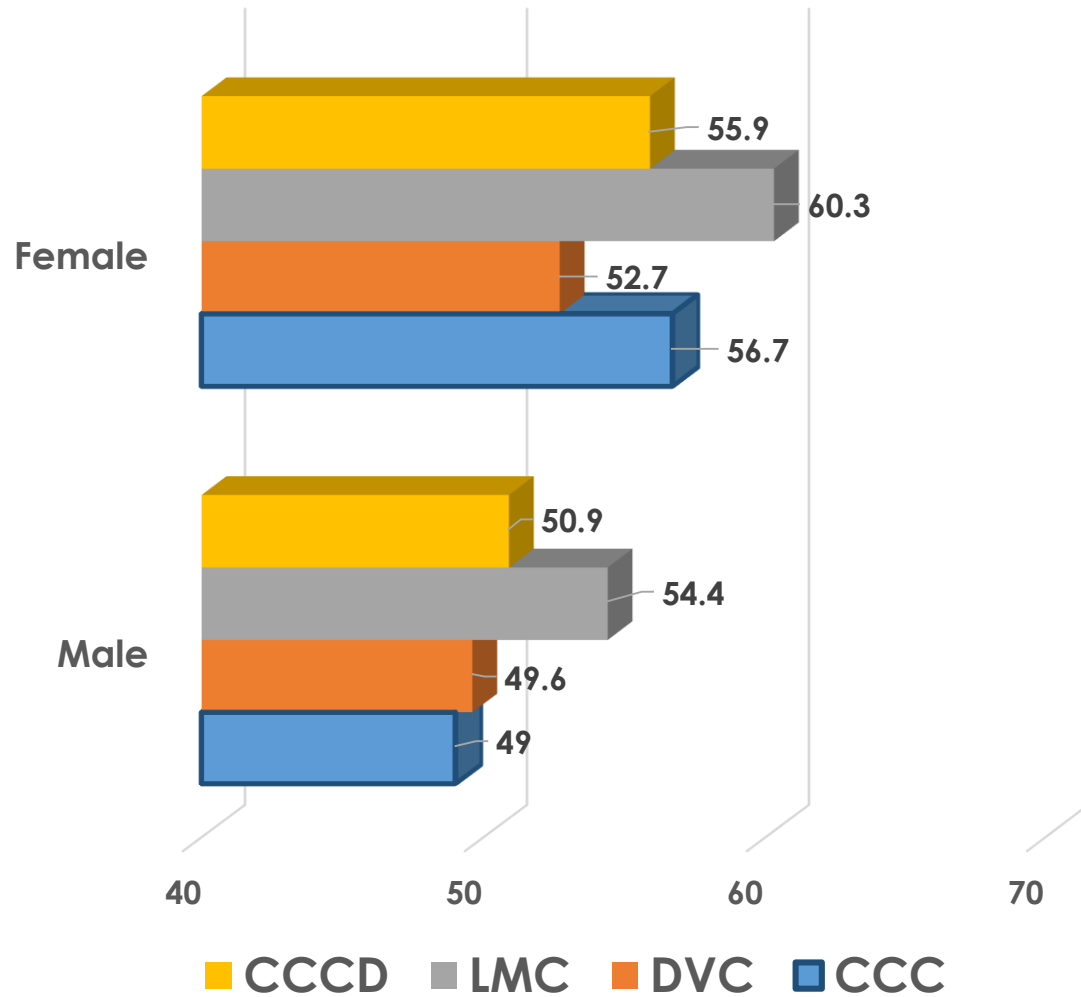


Student Effort

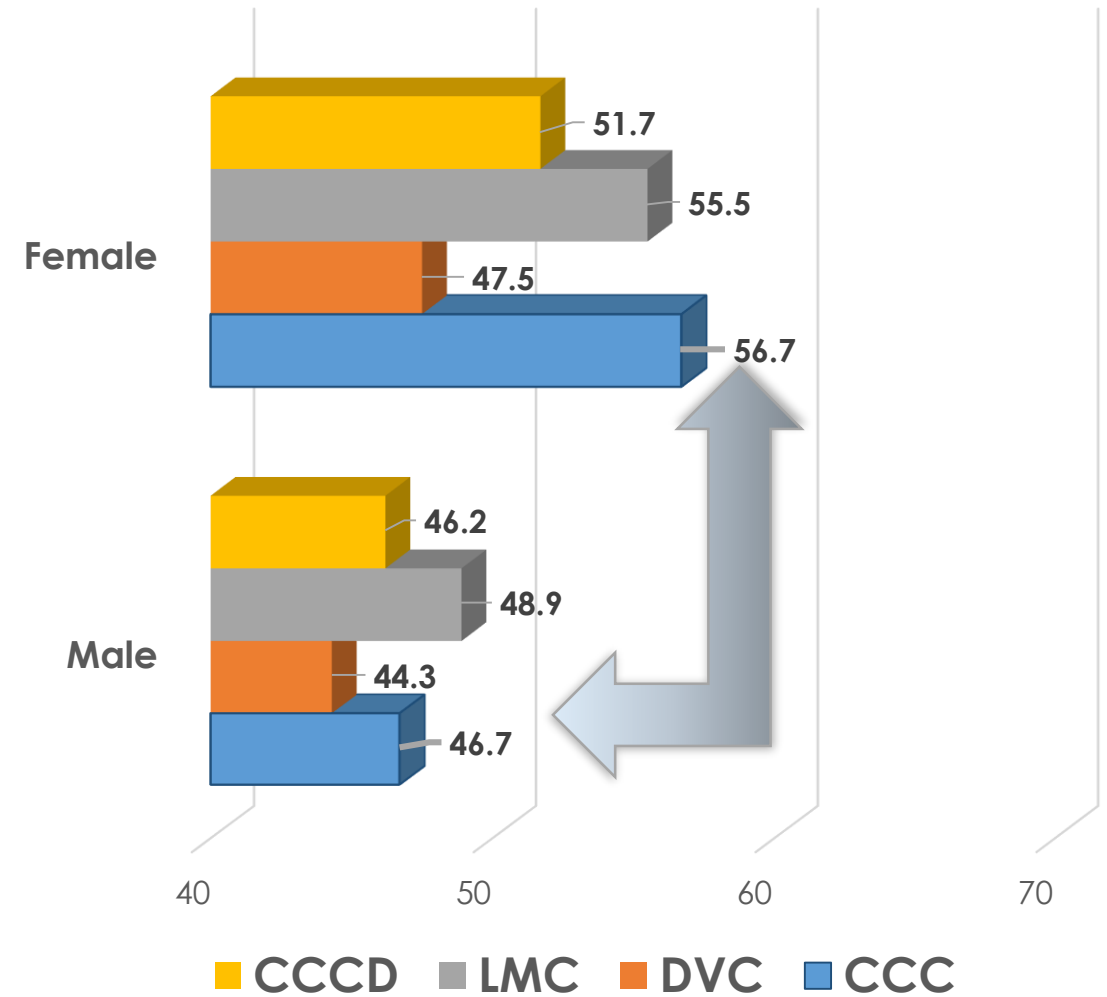


Benchmarks for Females, Males

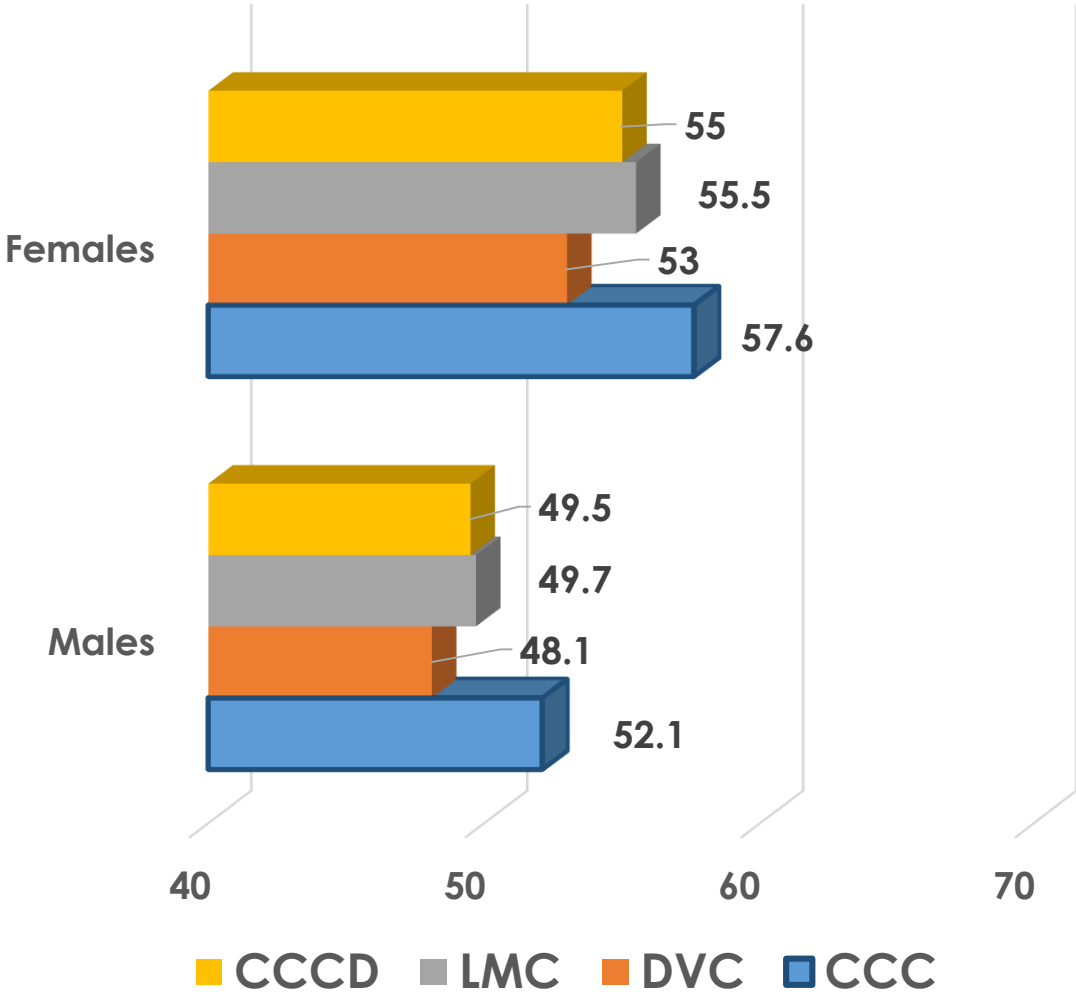
Active, Collaborative Learning



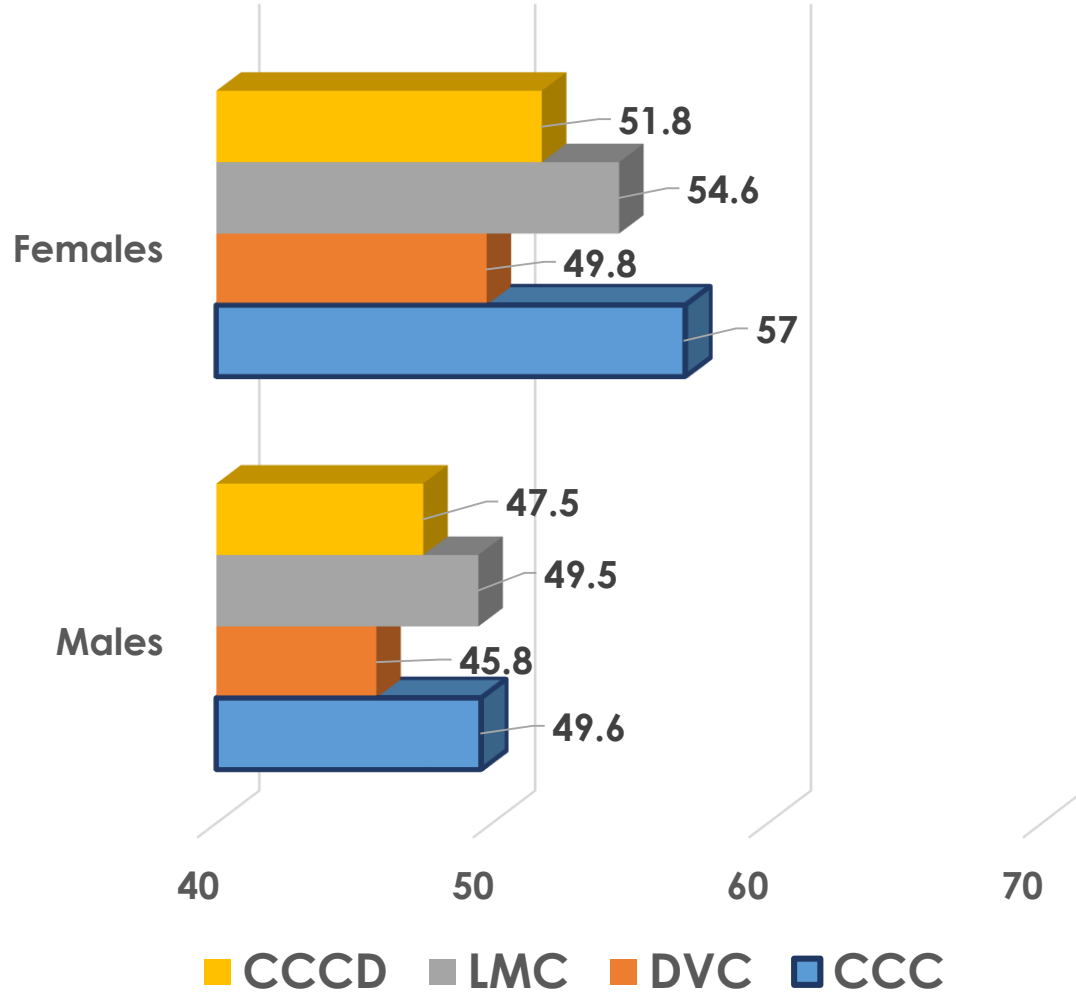
Student Effort



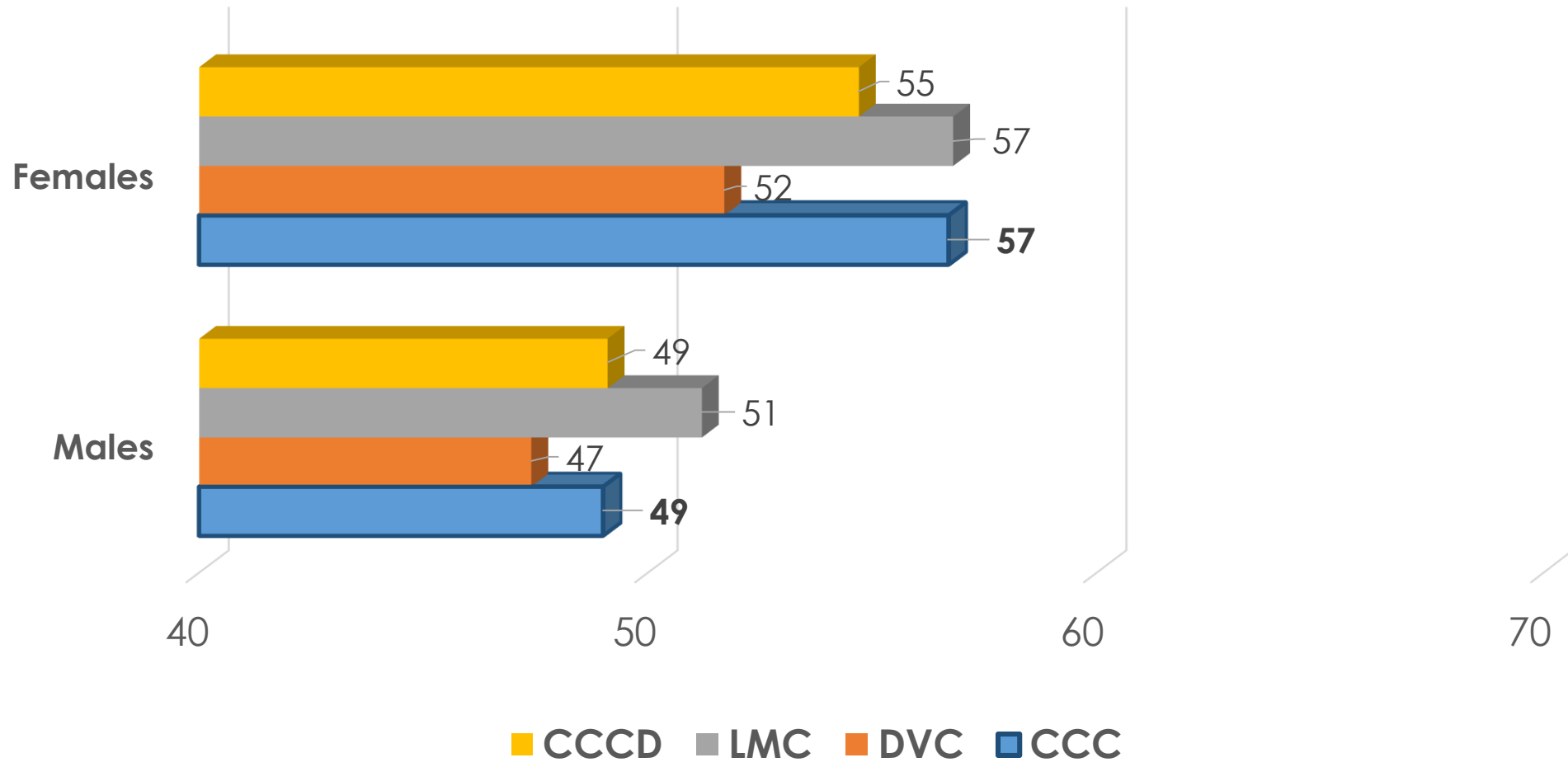
Academic Challenge



Faculty Interaction

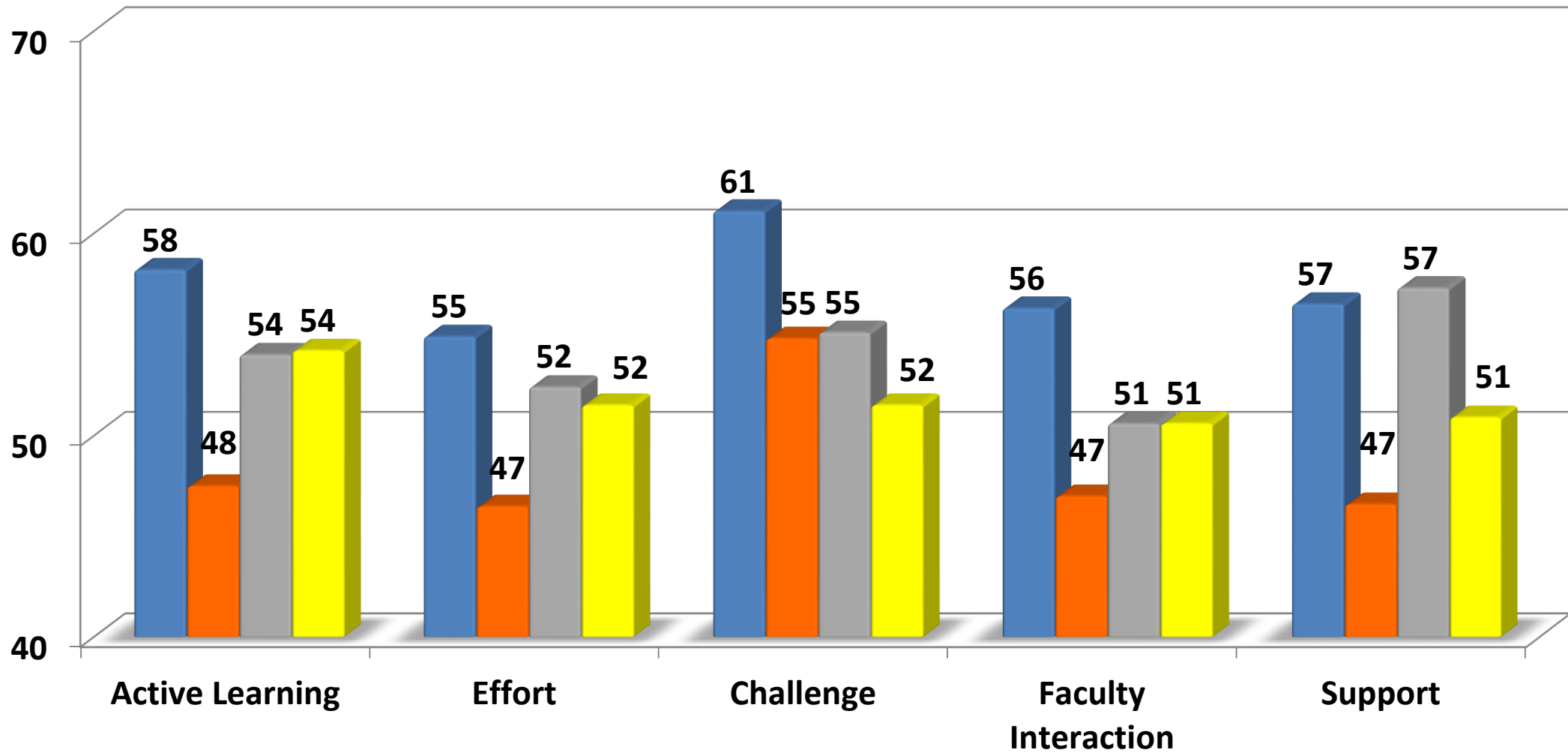


Support for Learners

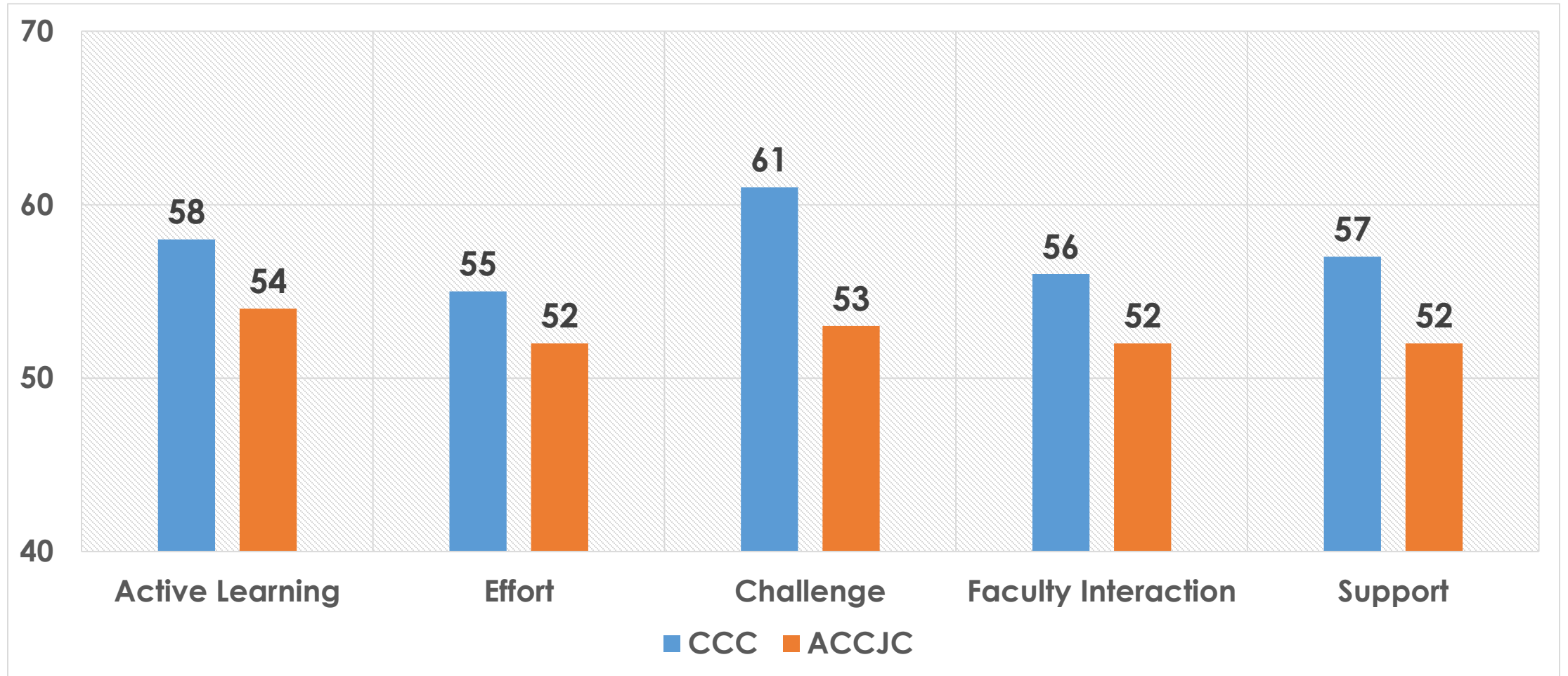


CCC Benchmarks by Ethnicity

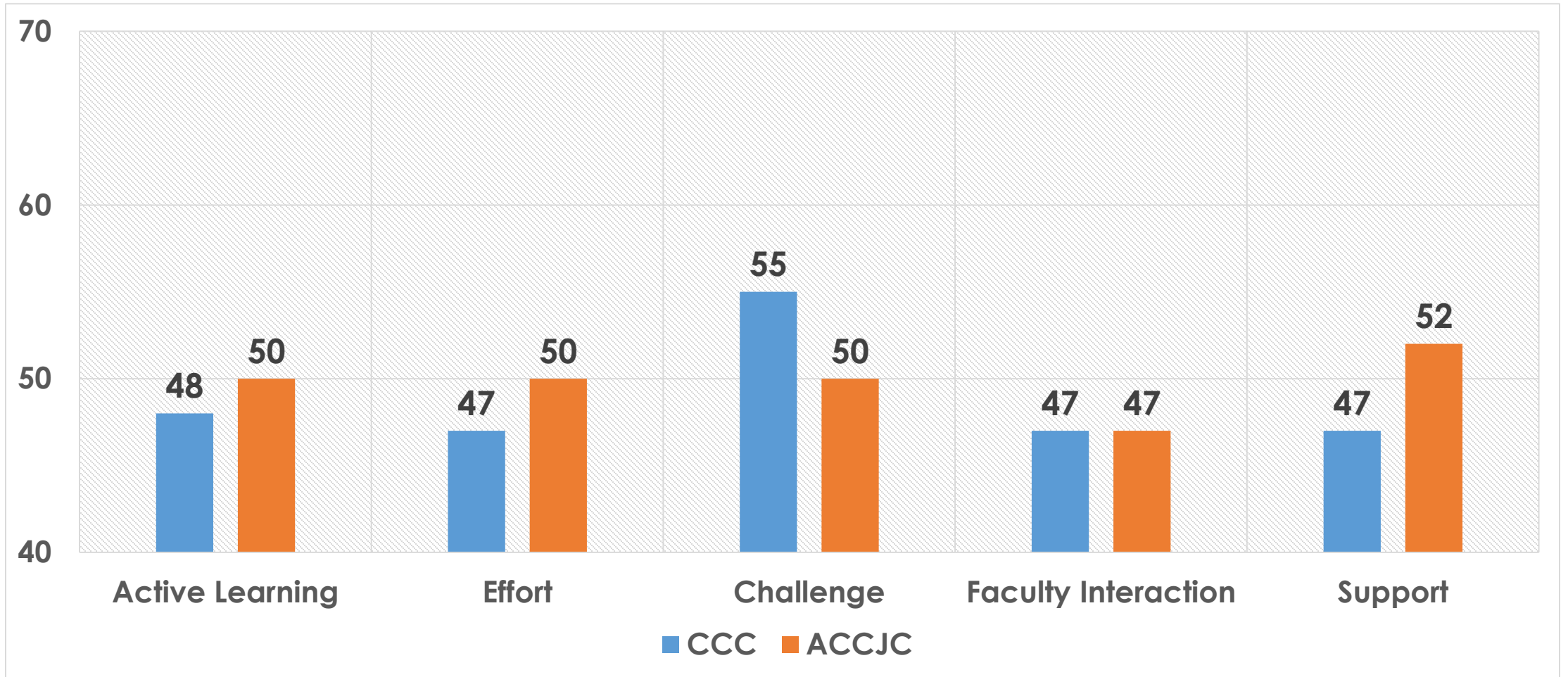
■ African Amer ■ Asian ■ Hispanic ■ White



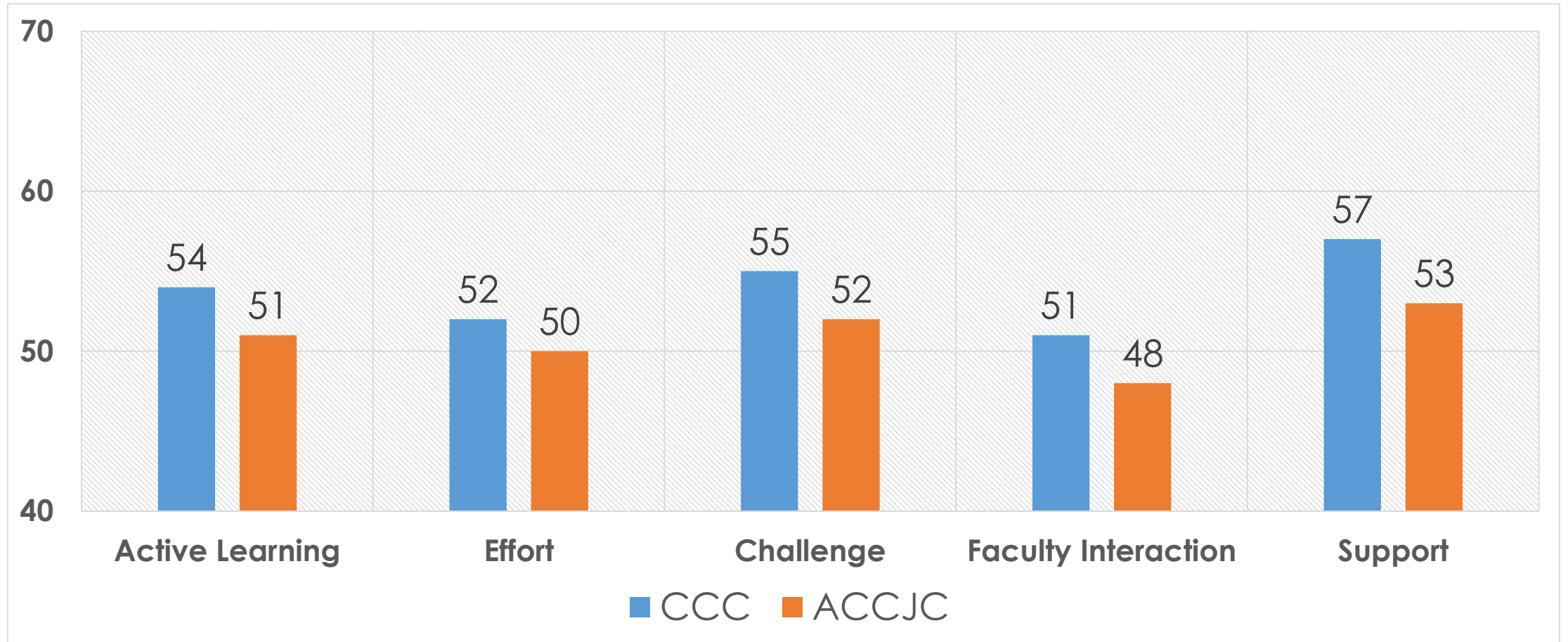
African-American: CCC and ACCJC



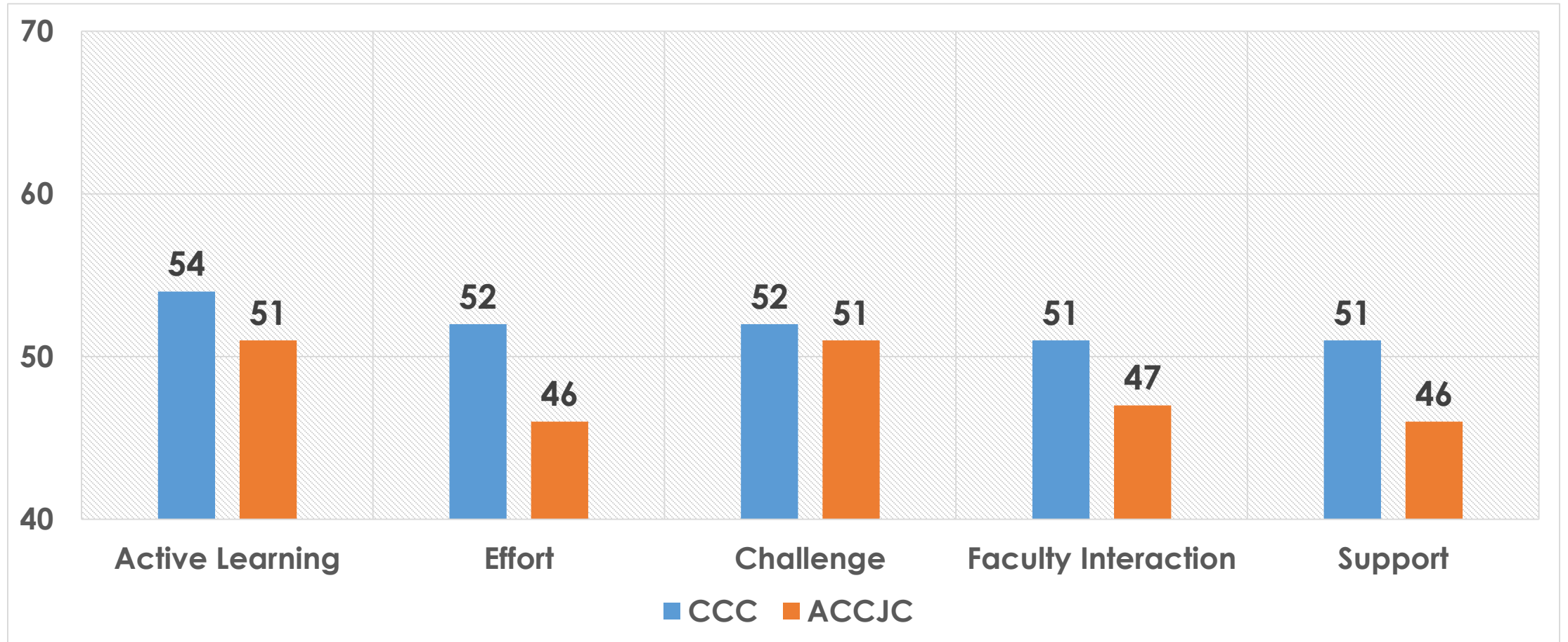
Asian: CCC and ACCJC



Hispanic: CCC and ACCJC



White: CCC and ACCJC



Scores and Gaps

- Very strong overall benchmark scores!
- Student Effort and Student-Faculty Interaction are above ACCJC
- Student Effort and Student-Faculty Interaction are very important factors that might be improved

Achievement gaps are not Engagement gaps

- Females report higher scores overall—
 - Gender difference in engagement is consistent with gender achievement gap (e.g. Scorecard)
 - Among males, Student Effort shows 10 pt. gap from females!
- Engagement is strong across ethnic groups
 - Almost all ethnicities report strong engagement
 - Asians are restrained relative to ACCJC on Student Effort and Student Support and Student-Faculty Interaction

Influences on student perceptions

- Engagement survey is self-reported: students' perceived experience
- Off-campus life affects campus experience: student needs and resources differ—affects contact with faculty, use of on-campus services
- Other influences: mandatory contact for athletes, for probationary students, online contact not captured

Strong CCC items (Q: How often or How much....)

	CCC	ACCJC	CSSE Colleges
Made a class presentation (<u>Active Learn</u>)	38.9%*	34.2%	33.0%
Prepared two or more drafts of paper before turning in (<u>Effort</u>)	55.9%	53.5%	51.1%
Using information to perform a new skill (<u>Challenge</u>)	71.0%	65.5%	65.6%
Analyzing the basic elements of idea, experience, theory (<u>Challenge</u>)	75.8%	72.3%	70.4%
Frequency career counseling (<u>Support</u>)	39.4%	38%	29.9%
Encouraging contact among students from different backgrounds (<u>Support</u>)	66.2%	57.8%	54.6%
Tutoring (peer/other) (<u>Effort</u>)	39.6%	34.1%	31.6%

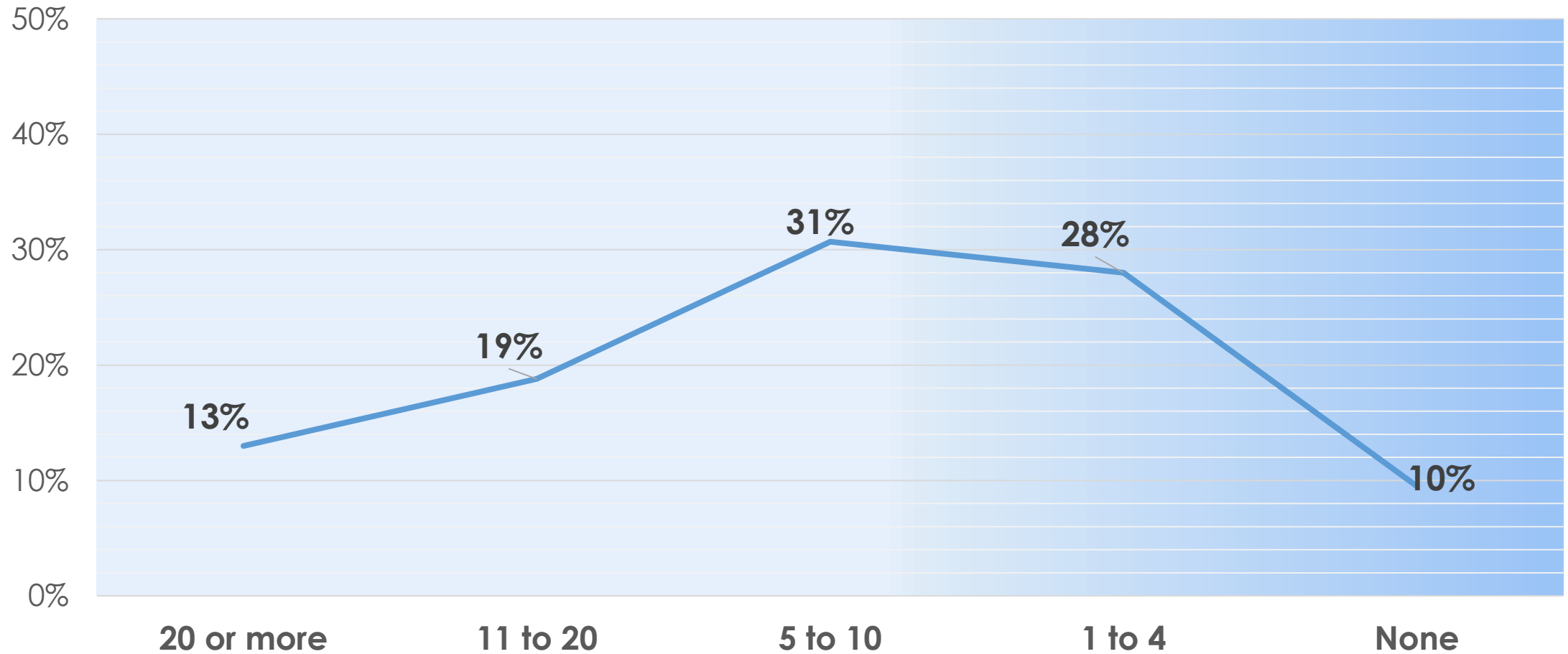
***% is average frequency in the two highest response categories:
quite a bit + very much or often + very often**

Effort, Faculty Interaction Items <i>Items are about = or < CCSSE</i>	CCC	ACCJC	All CCSSE Colleges
Asked questions in class (<u>Active Learning</u>)	63.1%	57.3%	65%
Talked about career plans with instructor (<u>Faculty Interaction</u>)	31.5%	27.7%	31.5%
Use Computer Labs (<u>Effort</u>)	54.4%	54.4%	60.9%
Came to class with completed assignment (<u>Effort</u>) (% Response: Always)	30%	29%	34%

% is average frequency in the two highest response categories: *quite a bit + very much* or *often + very often

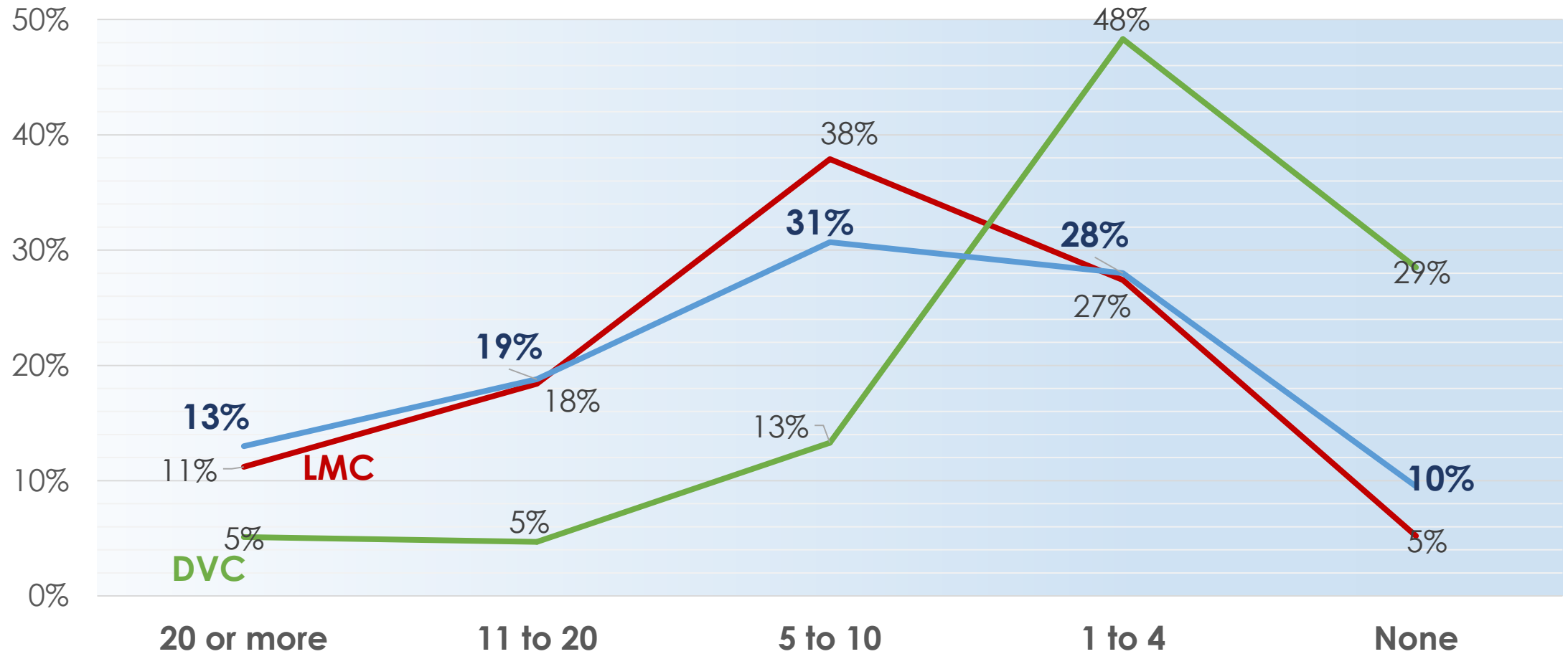
Academic Challenge

How much reading and writing have you done?
Number of papers and reports this year at this college



Academic Challenge

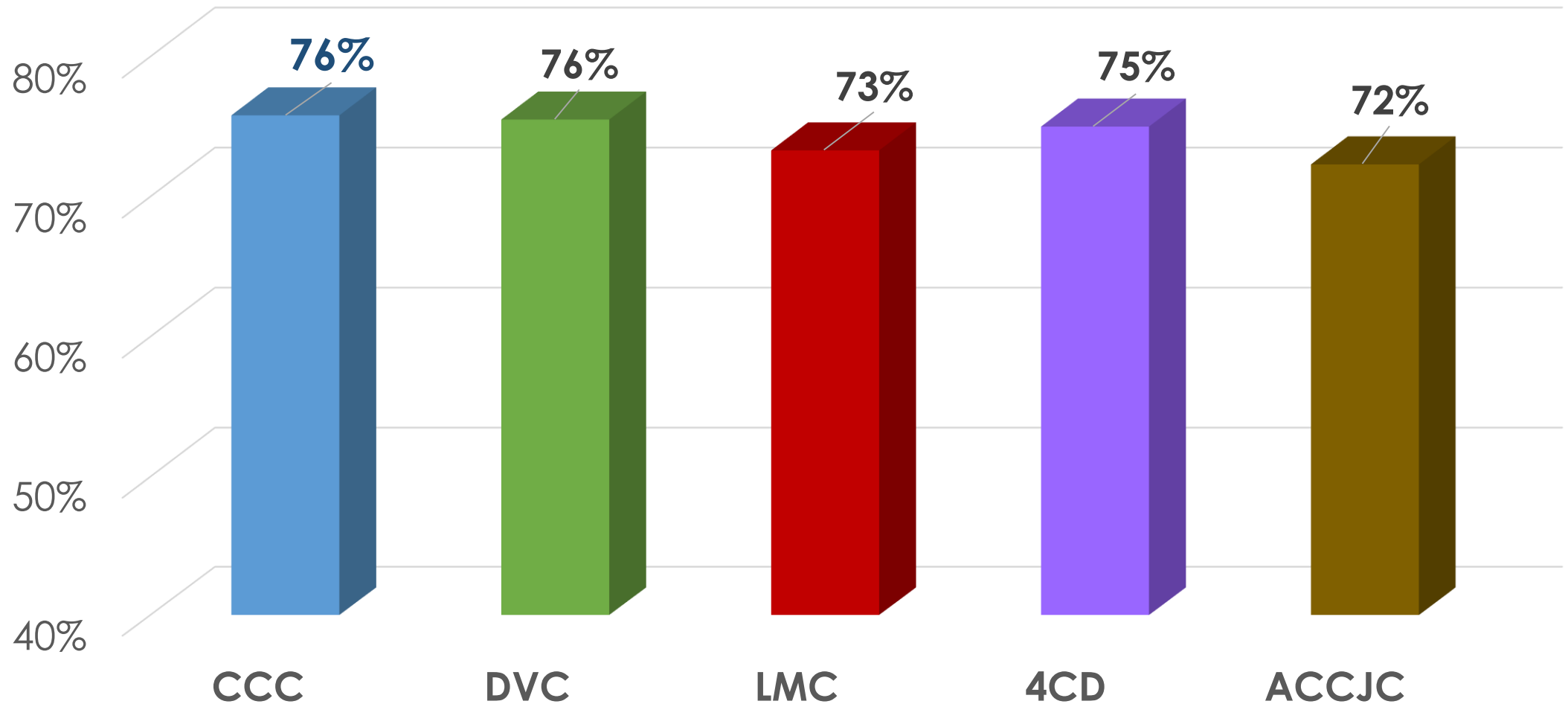
How much reading and writing have you done?
Number of papers and reports



Academic Challenge: How much has coursework emphasized-

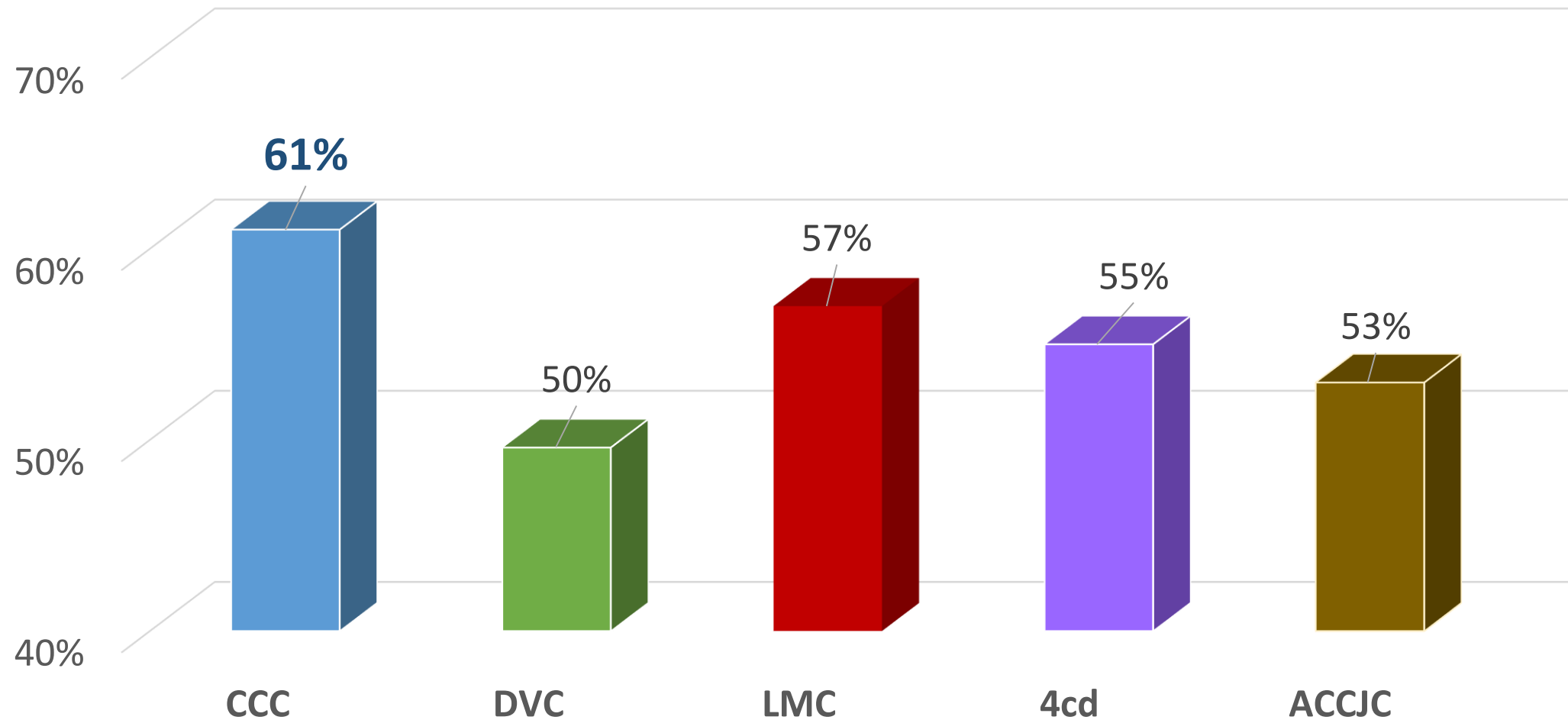
Analyzing elements of idea, experience or theory:

Percent marked “Quite a bit” and “Very much”



Academic Challenge:

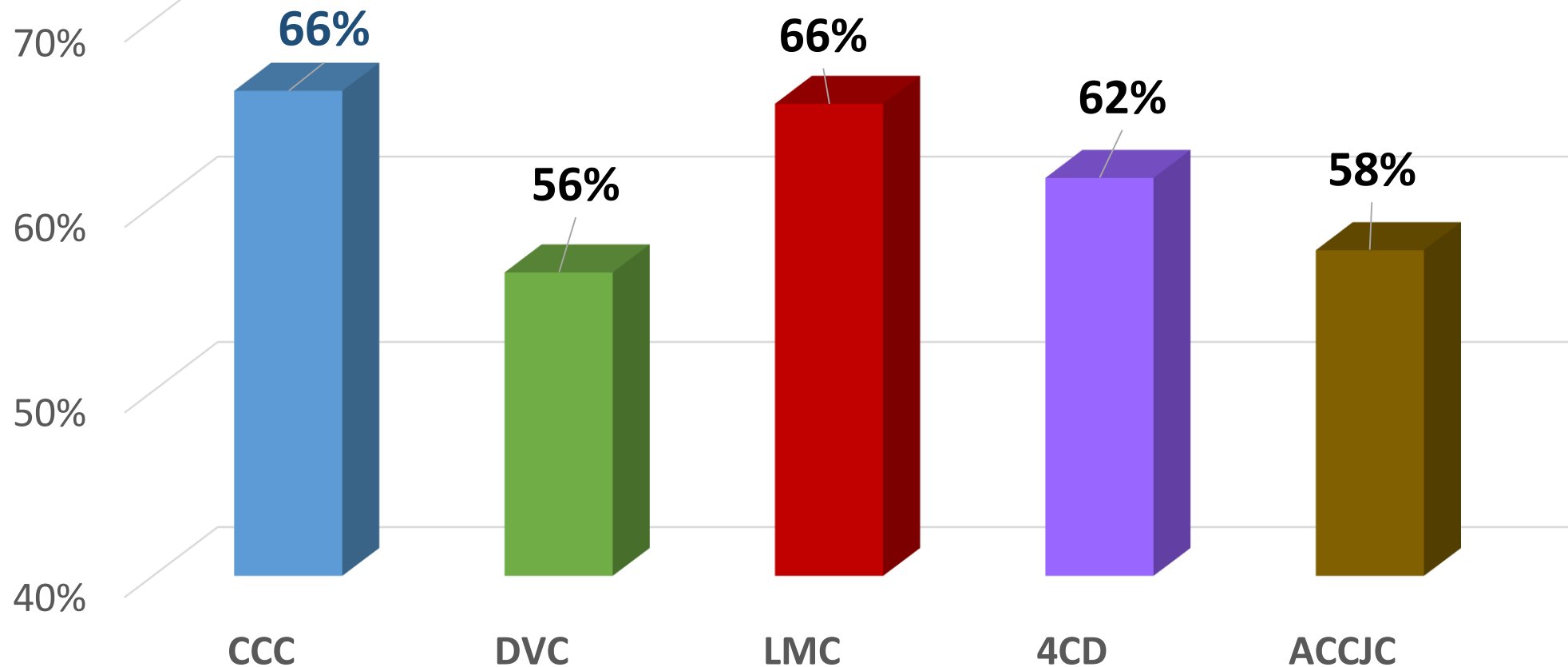
Worked harder than you thought you could to meet instructor's standards or expectations



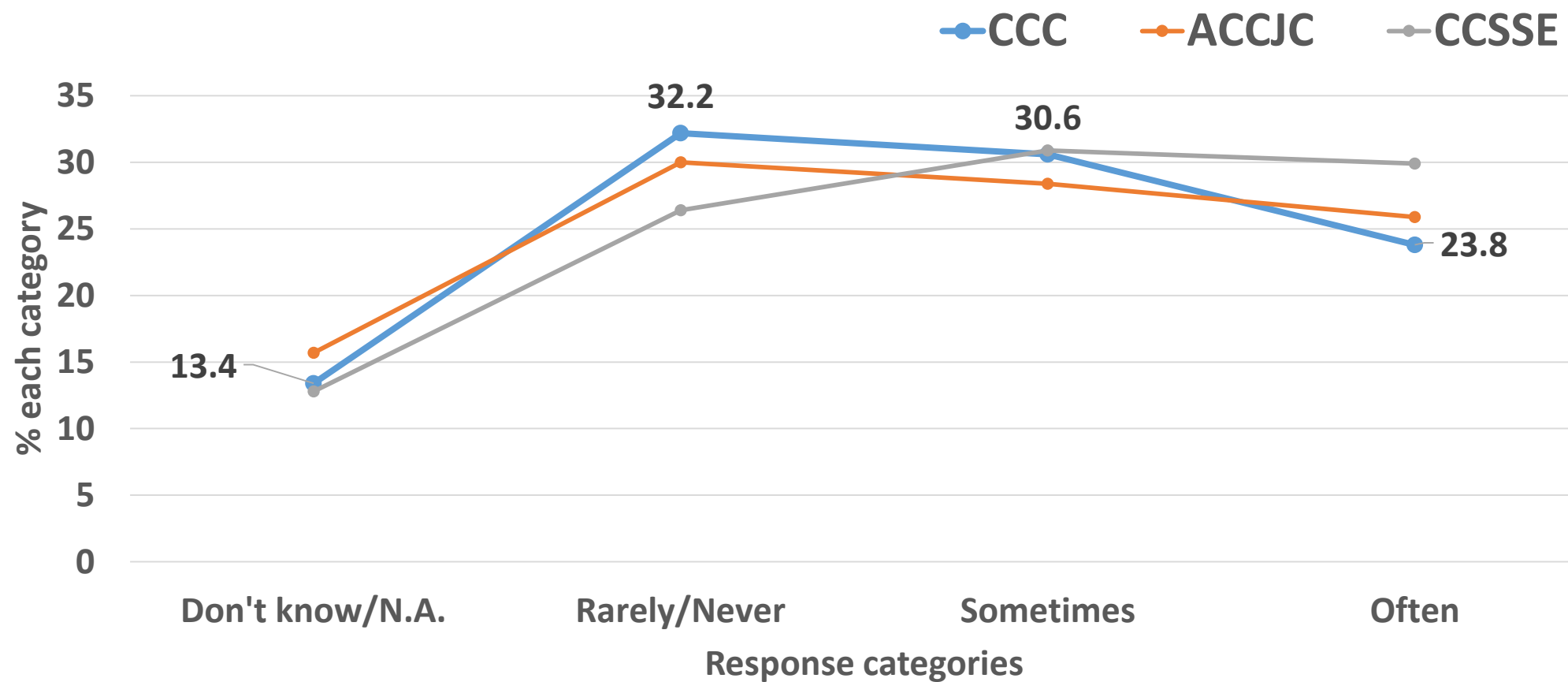
Support for Learners

How much does this college emphasize:

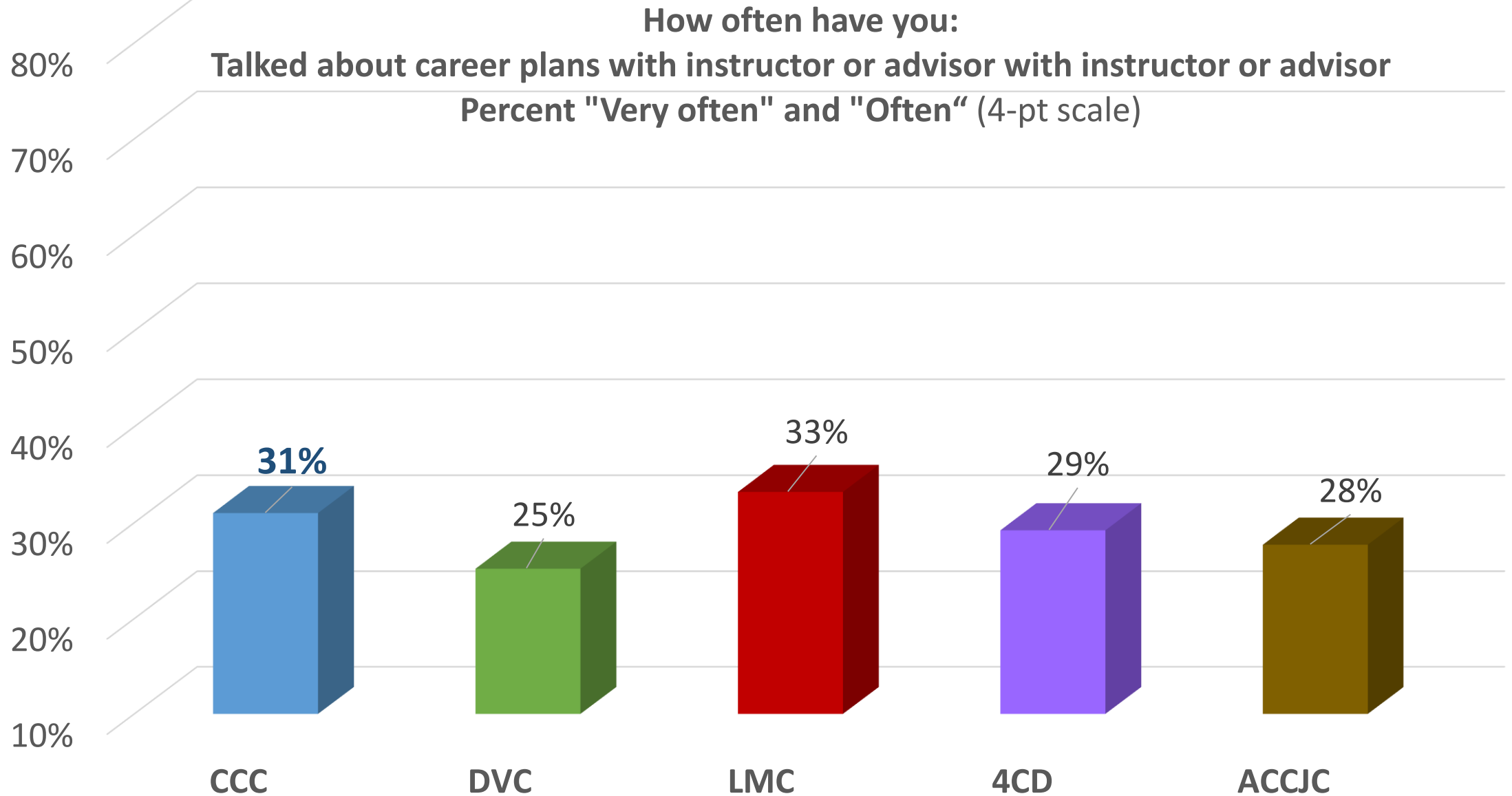
Encouraging contact among students from different economic, social and racial or ethnic backgrounds



Student Effort: How often have you used the computer lab?



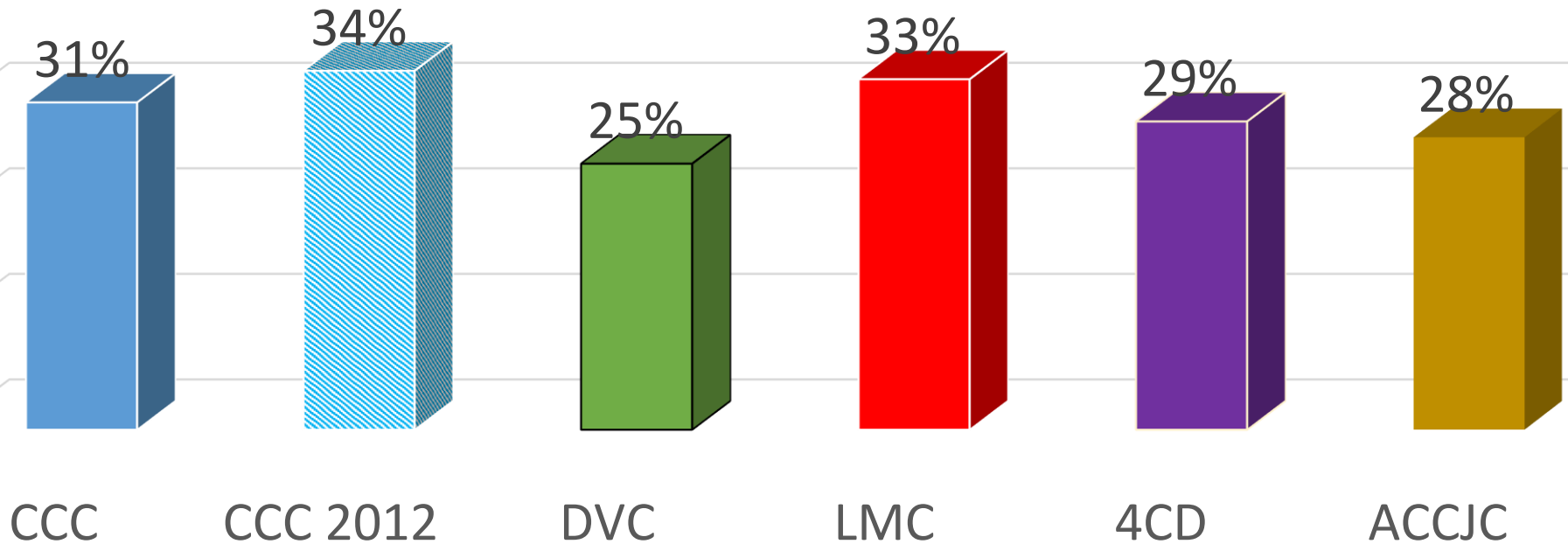
Student-Faculty Interaction



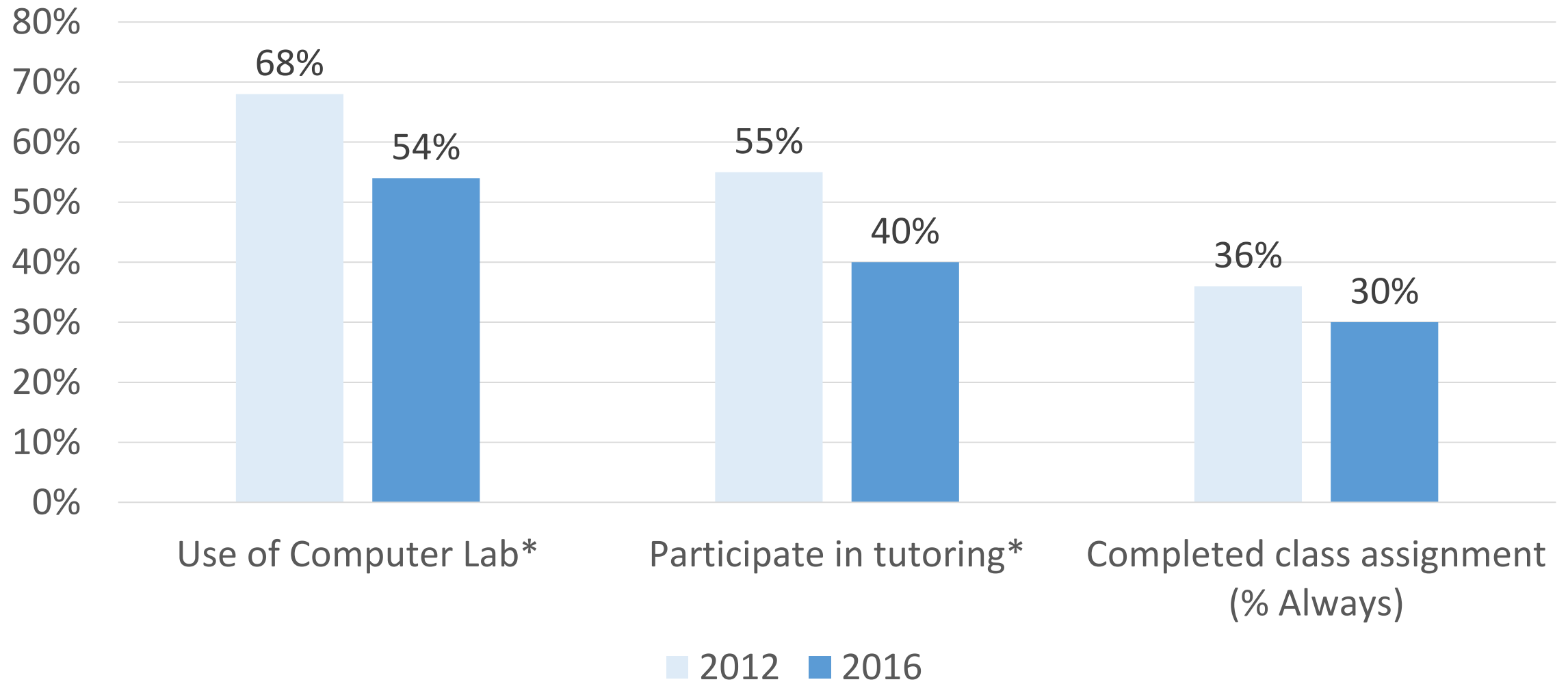
Student Faculty Interaction: How often have you:

Talked about career plans with instructor or advisor with instructor or advisor
Percent "Very often" and "Often" (4-pt scale)

80%
70%
60%
50%
40%
30%
20%
10%
0%



Student Effort Items: 2012 v 2016



*Often + very often

1st Generation Students

- Compose significant proportion of students: 48%
- Compose almost half of respondents: 46%
- Depend upon college resources
- Do 1st generation differ in engagement?

Use resources and meet requirements	First Generation	Not First Generation
<p>Talked about career plans with instructor <i>(Faculty Interaction)</i></p>	<p>36%</p>	<p>27%</p>
<p>Use Computer Labs <i>(Effort)</i></p>	<p>55%</p>	<p>50%</p>
<p>Came to class with completed assignment <i>(Effort)</i> (% Response: Always)</p>	<p>33%</p>	<p>24%</p>

Academic Learning/Engagement	First Generation	Not First Generation
Making judgements about the value of information* <i>(Ac Challenge)</i>	57%	66%
Applying theories or concepts to practical problems or new situations* <i>(Ac Challenge)</i>	62%	69%
Asked questions in class <i>(Active Learning)</i>	61%	66%

*How much has coursework emphasized...: % Quite a bit or very much

CCC Strengths and Improvements

- CCC shows strength in Academic Challenge, Active Learning
- Student Effort, Student-Faculty Interaction are above ACCJC
- But these important domains are lower than the other domains
- Student Effort
 - Effort makes biggest difference in success
 - Males report less effort than females
 - Some drops since 2012
- Student-Faculty Interaction
 - Stimulates student effort, motivation
 - Supports student potential and direction

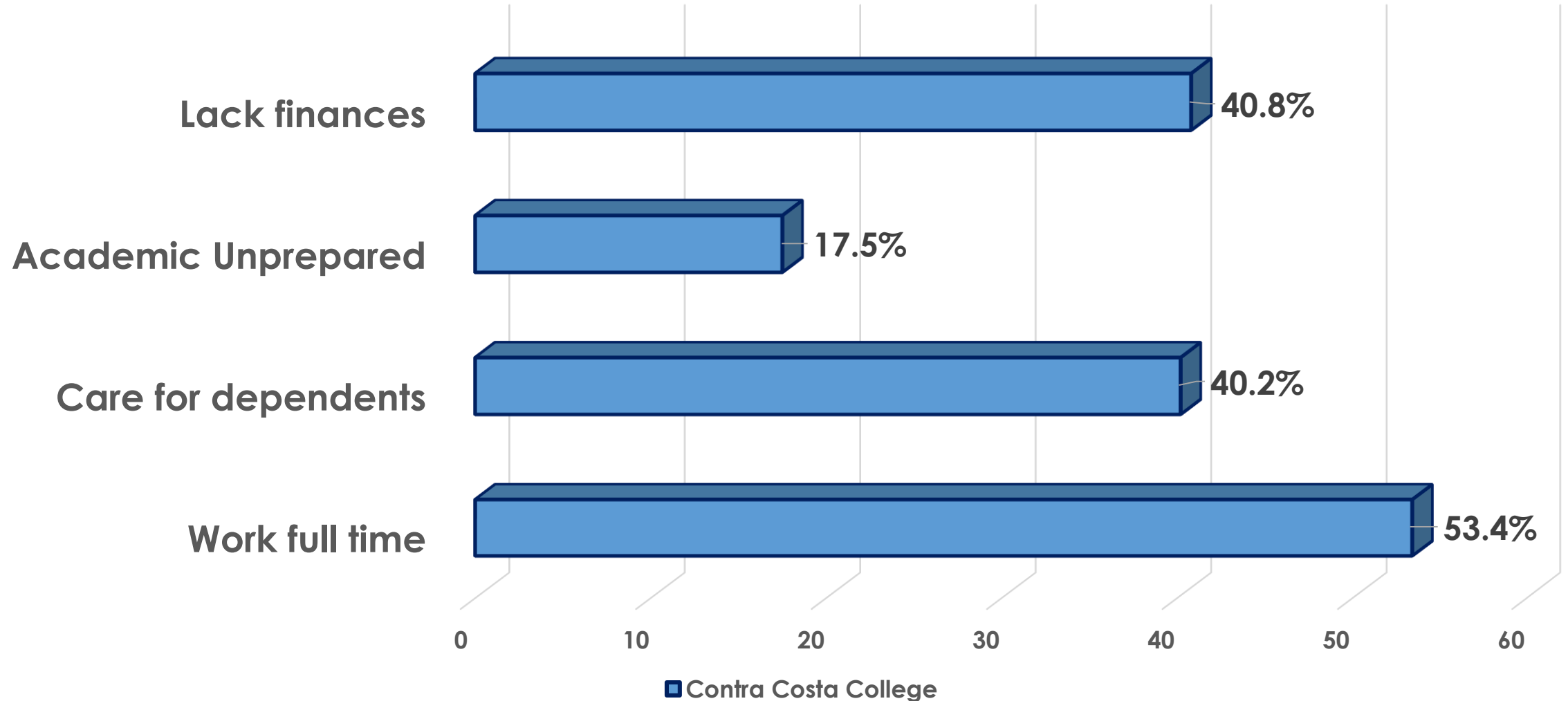
Life influences on student success

Life stresses and commitments affect success:

- Working students
- Family obligations
- Financial stress

Burdens and Barriers: Reasons to Withdraw

Percentage “Likely” or “Very Likely” to withdraw for following reason



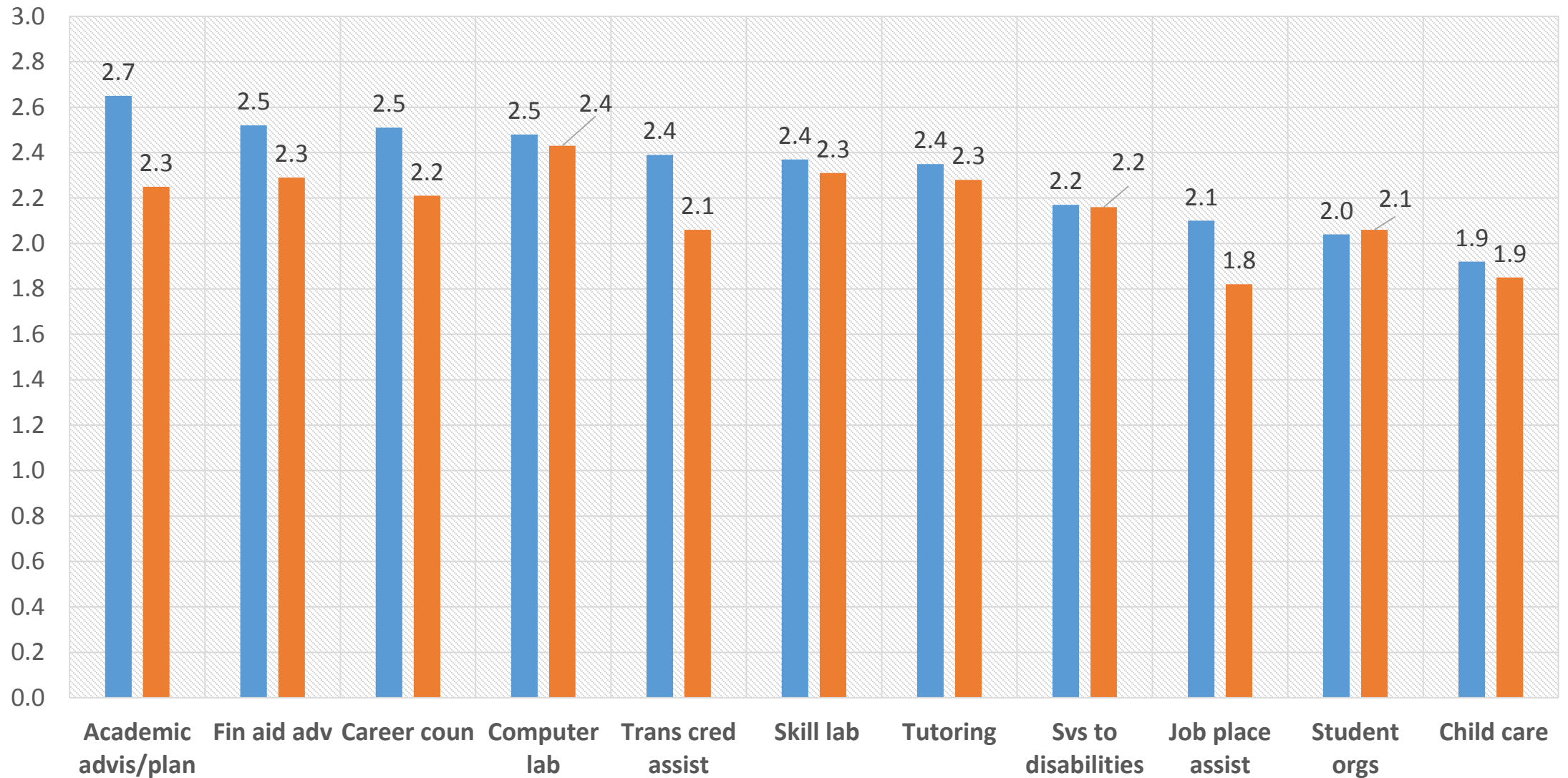
I find myself living paycheck to paycheck

	% Response Each Category
Strongly agree	33%
Agree	26%
Disagree	18%
Strongly disagree	7%
I am not currently employed	16%

Services: Importance and Satisfaction

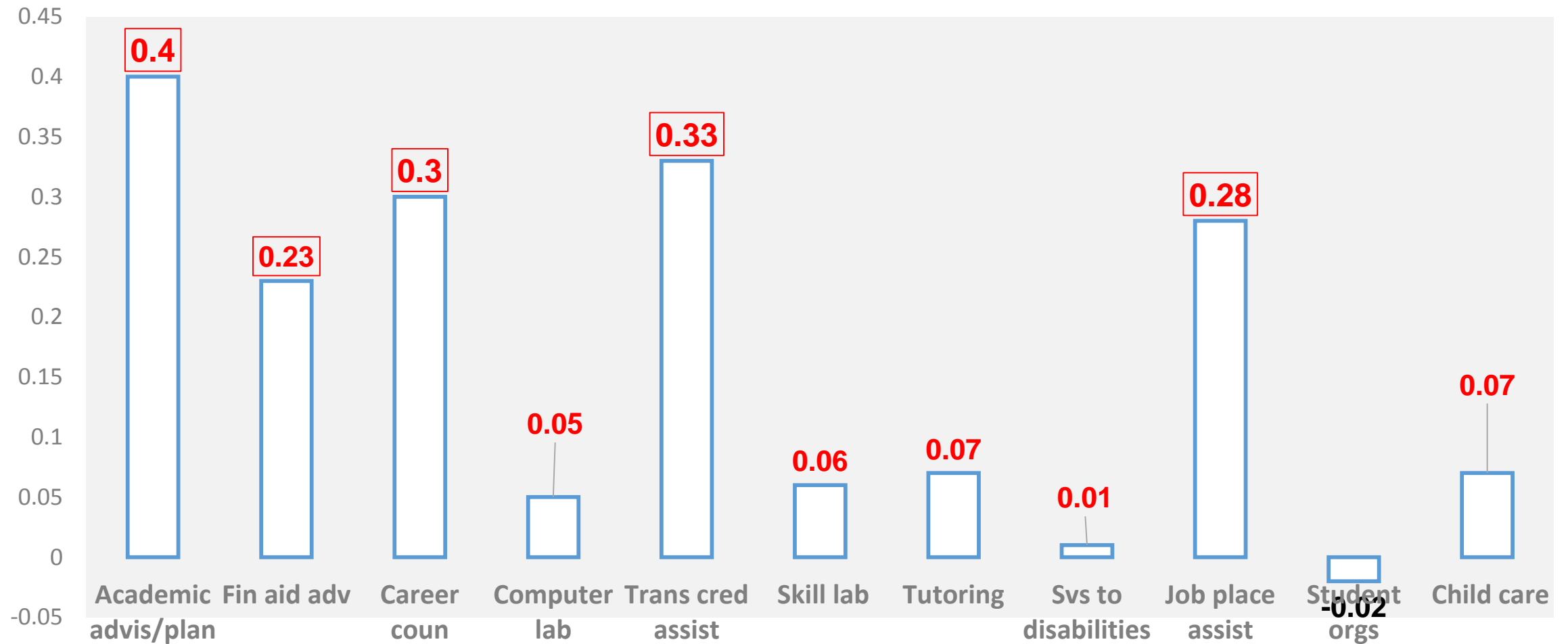
3 point scale

■ Important ■ Satisfied



Gap between Importance and Satisfaction

Bars show gaps: greater importance than satisfaction



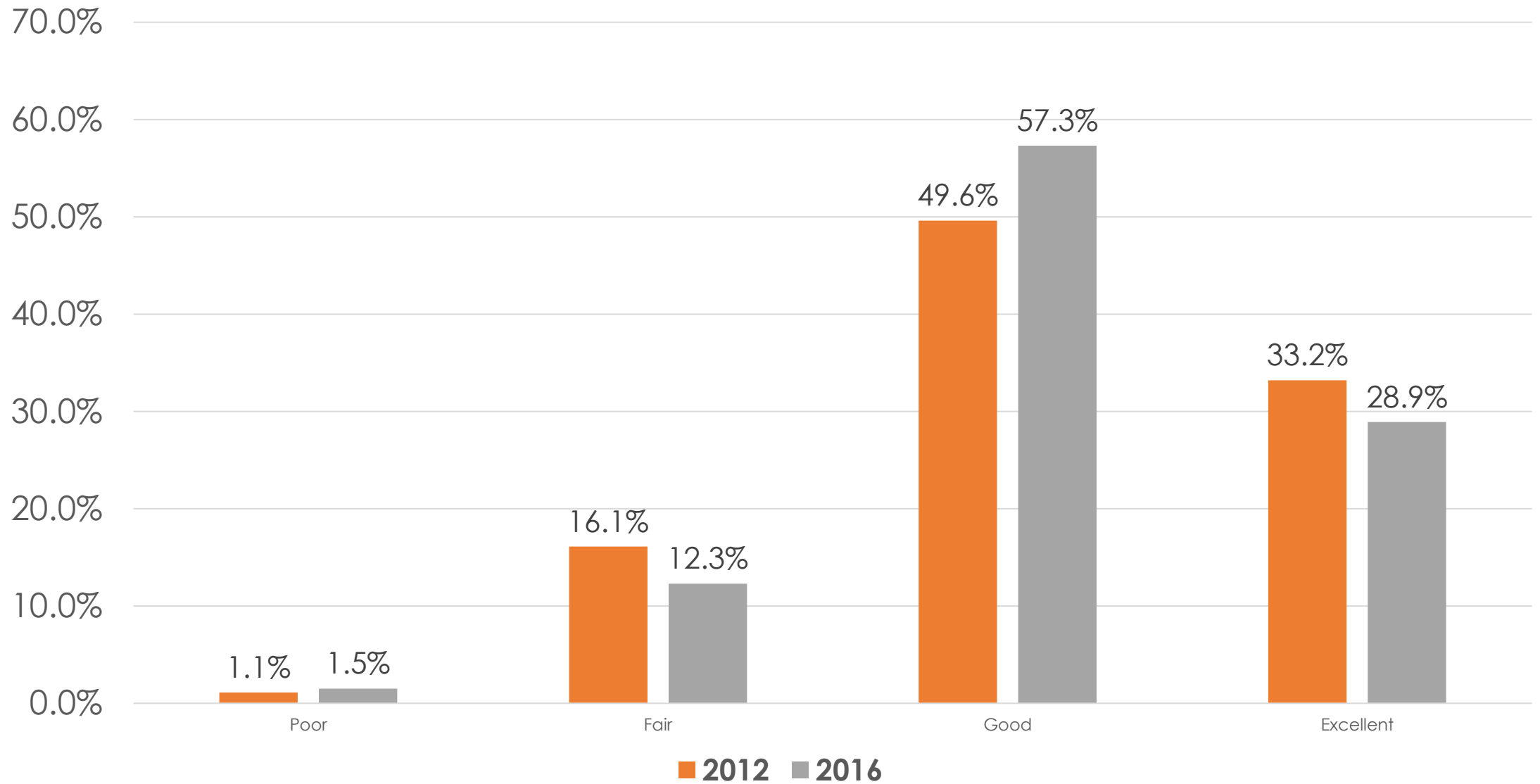
Services needs highlighted

- Academic advising/counseling,
- Transfer credit assistance,
- Career counseling,
- Job placement assistance
- Financial aid advising

Entire Experience

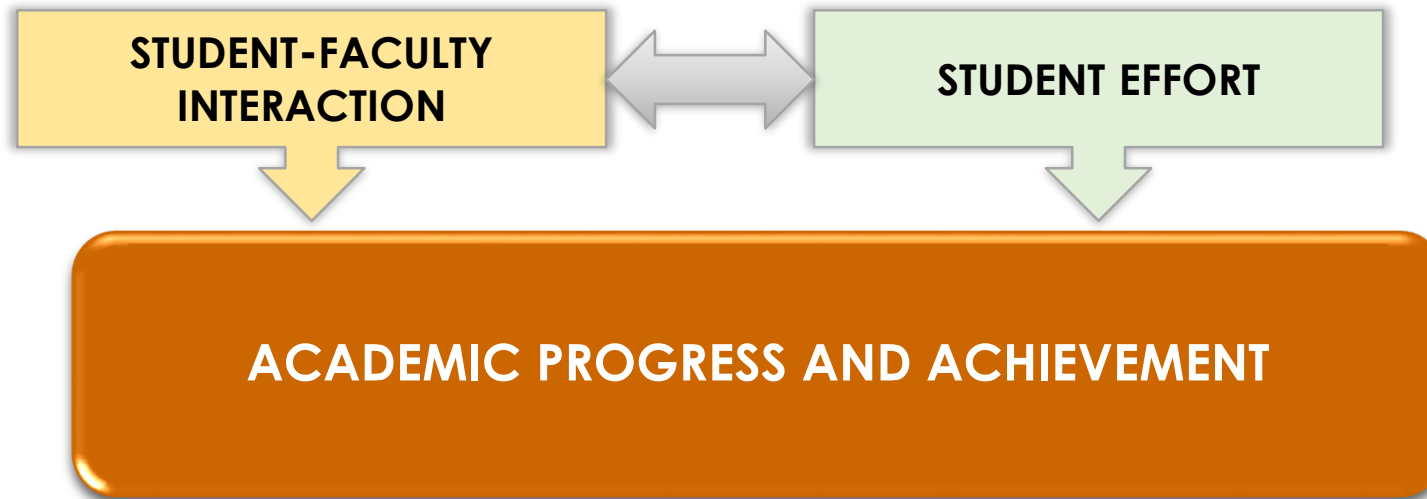


Entire College Experience 2012 v 2016



Positive shift in 2016

Student-Faculty Interaction to Motivate Effort

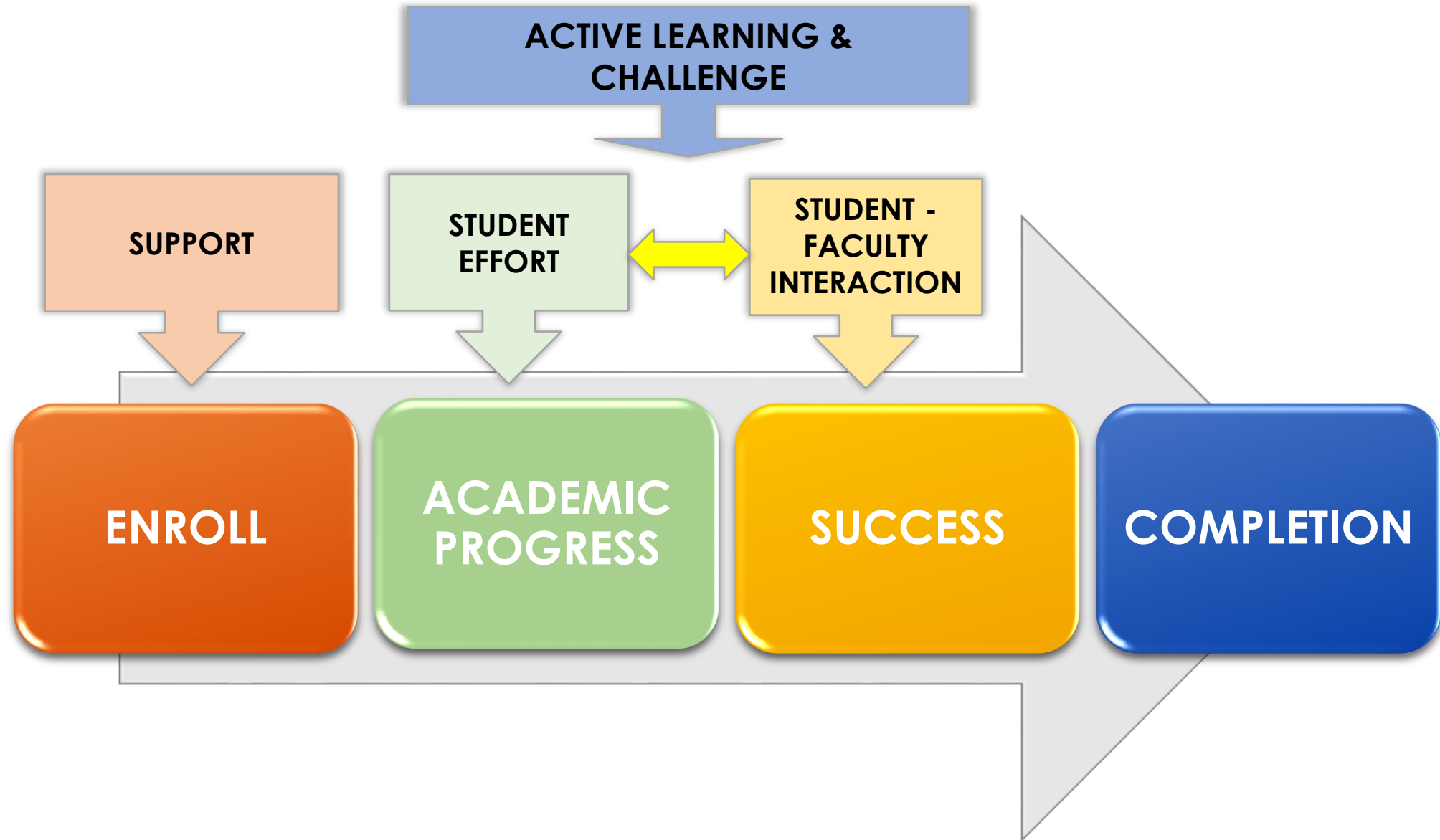


- **70%** of students who are **unprepared for class** (often, very often unprepared) **infrequently talk** to faculty about careers (never, sometimes)
- **62%** who **never reworked a draft infrequently discussed grades with instructor**

BUT--

- **68.5%** who very often reworked a paper draft frequently discussed grades with instructor

ENGAGEMENT ON PATHWAY TO COMPLETION



KEEP UP THE GOOD WORK!

- Presentation sources:
 - CCSSE
 - McClenney and Marti (2008)
 - Chickering and Gamson (1987)