



PRINCE GEORGE'S
COMMUNITY COLLEGE



**Using the
Community College Survey of Student Engagement
(CCSSE)
to Improve Student Success**

Presented by OPIR
to the Academic Council
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What is CCSSE?

- The Community College Survey of Student Engagement (CCSSE) is a national survey that provides information about **effective educational practice** in community college.
- CCSSE's **survey instrument**, the Community College Student Report (CCSR), captures **student engagement**.
- **Website:** <http://www.ccsse.org/>



How Does CCSSE Define “Student Engagement”?

- The *amount of time and energy that students invest in meaningful educational practices* – as a measure of institutional quality.
- Based on research that shows that students who are engaged – with faculty and staff, other students and staff and their subject matter – are more apt to learn and achieve their academic goals.



What Can CCSSE Do for Us?

- Better understand student's perceived gains
- Comparative analysis with peers
- Allows for triangulation of data
- Subgroup analysis
- Provide longitudinal data to evaluate changes
- **Provide a framework for further discussion leading to insights and improvements**



How are CCSSE Data Gathered?

- Survey consists of approximately 200 questions.
- Administered every two years. Not all community colleges participate every two years.
- All Maryland community colleges are in one consortium and have participated every two years.
- Uses a representative sample of students attending in the Spring.



CCSSE's Limitations

- Self-report data
- No unique identifiers
- Sampling/administration challenges



CCSSE Issues

- Gender, Race/Ethnicity, Age, Enrollment status are not accurate. This is both sample and self-reporting data. Also students may not fully understand definitions.
- These data are slightly skewed toward younger students and toward international students.
- Data are skewed toward full-time students
- On-line courses are not well represented
- Laurel College Center, Andrews AFB and University Town Center are underrepresented



How are CCSSE Results Reported?

- Five “Benchmark” groups are established. These groups are from 7 to 10 questions that are related.
- “Benchmark” groups are normalized to a score of 50 as the mean of all students completing the CCSSE.
- PGCC’s mean, the Maryland CC’s mean and the national mean are reported for each question.
- Sub-group reporting for the “Benchmark” groups is reported.



Benchmark Groups

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



Variables available for subgroup analysis...

- Enrollment status (part-/full- time)
- Credit Hours (0-29 and 30+)
- First-generation
- Degree program or Credential program
- Developmental
- High-risk (*students with multiple risk factors such as being single parents, having to care for dependents, attending college part-time, etc.*)
- Anything you want (if sufficiently large)... but we need unique identifiers.



What do the Bench Marks Mean?

- **Active and Collaborative Learning**
 - Participation in class
 - Contribute to class discussions
 - Made presentations in class
 - Worked with other students in and out of class
 - Participated in community based projects as part of their class work
 - Discussed what they are learning outside of the class



What do the Bench Marks Mean?

- **Student Effort**

- “Time on task”
- Time and effort preparing papers and assignments
- Time spent on projects that require integrating ideas
- Use of peer or other tutoring
- Use of skills labs and computer labs
- Number of hours per week spend preparing for class



What do the Bench Marks Mean?

- **Academic Challenge**

- How often did a student work harder than they thought they could to meet an instructor's standards or expectation?
- How much of the coursework emphasizes analysis, synthesis, making judgments, application of theories?
- How many assigned textbooks and books read?
- How many papers or reports written?
- How challenging were the exams?
- Did the college encourage them to spend significant amounts of time studying?



What do the Bench Marks Mean?

- **Student-Faculty Interaction**
- Extent of interaction with faculty in the following ways:
 - Communication via email
 - Communication discussing grades or assignments
 - Talking about career plans
 - Discussing ideas from readings or classes outside of class
 - Receiving prompt feedback
 - Working on activities other than coursework



What do the Bench Marks Mean?

- **Support for Learners**
- How much does the college emphasize:
 - Providing the support students need to help them succeed
 - Contact among student from different backgrounds
 - Assistance in coping with non-academic responsibilities
 - Providing support to help student thrive socially
 - providing financial support



How Do We Compare to our Peers?

	CCSSE Cohort	2006 PGCC	2008 PGCC	2006 MCC	2008 MCC	Large CC Cohort
Active and Collaborative Learning	50	54.3	56.2	50.2	50.7	49.1
Student Effort	50	54.3	58.5	51.5	52.4	49.3
Academic Challenge	50	56.2	58.5	52.0	52.0	49.2
Student-Faculty Interaction	50	52.8	51.9	52.6	51.6	49.1
Support for Learners	50	52.9	51.5	50.0	49.9	49.1

Really Well!!!



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Drilling Down a Bit

- ***Student-Faculty Interaction***
 - Discussed ideas with instructor outside class was rated 1.78 (on a scale of 1 = never; 4 = very often)
 - Worked with instructor on activities other than coursework was rated as 1.31 (same scale)
 - There was a significant difference between full-time and part-time students in this area with part-time students' scores being much lower



Drilling Down a Bit

- ***Support for Learners*** decreased in 2008, but continues above the Maryland CC mean
 - Helping you cope with nonacademic responsibilities rated 1.92 which is slightly below the national mean.
 - Frequency of use of career counseling was rated 1.42 also slightly below the national mean.
 - There were also significant differences in the responses of part-time students. Part-time students rated the support for learning much lower than full-time students.
 - Participation in a community-based project was 1.33 which is below the national norm.



So Where are the Problems?

Services	Importance	Frequency Used	Satisfaction	Comments
	2004/2008	2004/2008	2004/2008	
Job Placement Assistance	2.04/2.00	1.31/1.23	1.75/1.77	This could be a concern as satisfaction is below importance and also below norms.
Child Care	1.71/1.70	1.19/1.17	1.75/1.60	Satisfaction below national and Maryland norm importance also below norm
Academic Advising	2.61/2.63	1.82/1.84	2.21/2.24	Satisfaction is below importance but at norms
Career Counseling	2.34/2.30	1.48/1.42	2.09/2.11	Satisfaction below national and Maryland norm but importance also below norm
Services to students with disabilities	2.05/1.98	1.37/1.33	1.98/1.90	
Financial Aid advising	2.42/2.42	1.98/1.81	2.16/2.19	This may be of concern but all numbers are right on the norms



Discussion?

1. What do these data say to you?
2. Should we continue to participate every two years?
3. Would there be a value to look at these data using some of the subgroups?
4. Would there be a value constructing peer groups?
5. There is now an instrument to gather information concerning the faculty's perception of student engagement. Your thoughts on participating?
6. What does the student engagement survey say about the programs in your department or office?
7. **What's next?????**



- What would you like to know from CCSSE?
- Suggestions and questions welcome:
 - JacksoPC1@pgcc.edu and X0741

THANK YOU!!!