



CCSSE 2022 Findings for Tulsa Community College

Contact Institutional Research at ir@tulsacc.edu with any questions or for additional information.



Agenda

- *CCSSE* Overview
- Student Respondent Profile
- *CCSSE* Benchmarks
- Guided Pathways
- Strategies to Promote Learning That Matters



CCSSE Overview

The Community College Survey of Student Engagement (CCSSE)

CCSSE is designed to capture student engagement as a measure of institutional effectiveness.

Survey focuses on institutional practices and student behaviors that promote student engagement — and are positively correlated with student learning and retention.

CCSSE 2022

CCSSE 2022 utilizes a three-year cohort (2020-2022 CCSSE participant colleges only) in all of its data analyses, including the computation of benchmark scores.

- 2022 CCSSE Cohort includes:
 - 438 institutions from 46 states, Bermuda, Marshall Islands, and Micronesia:
 - » Small institutions: 231 (<4,500 students)
 - » Medium institutions: 103 (4,500-7,999 students)
 - » Large institutions: 73 (8,000-14,999 students)
 - » Extra large institutions: 31 (15,000+ students)



Student Respondent Profile

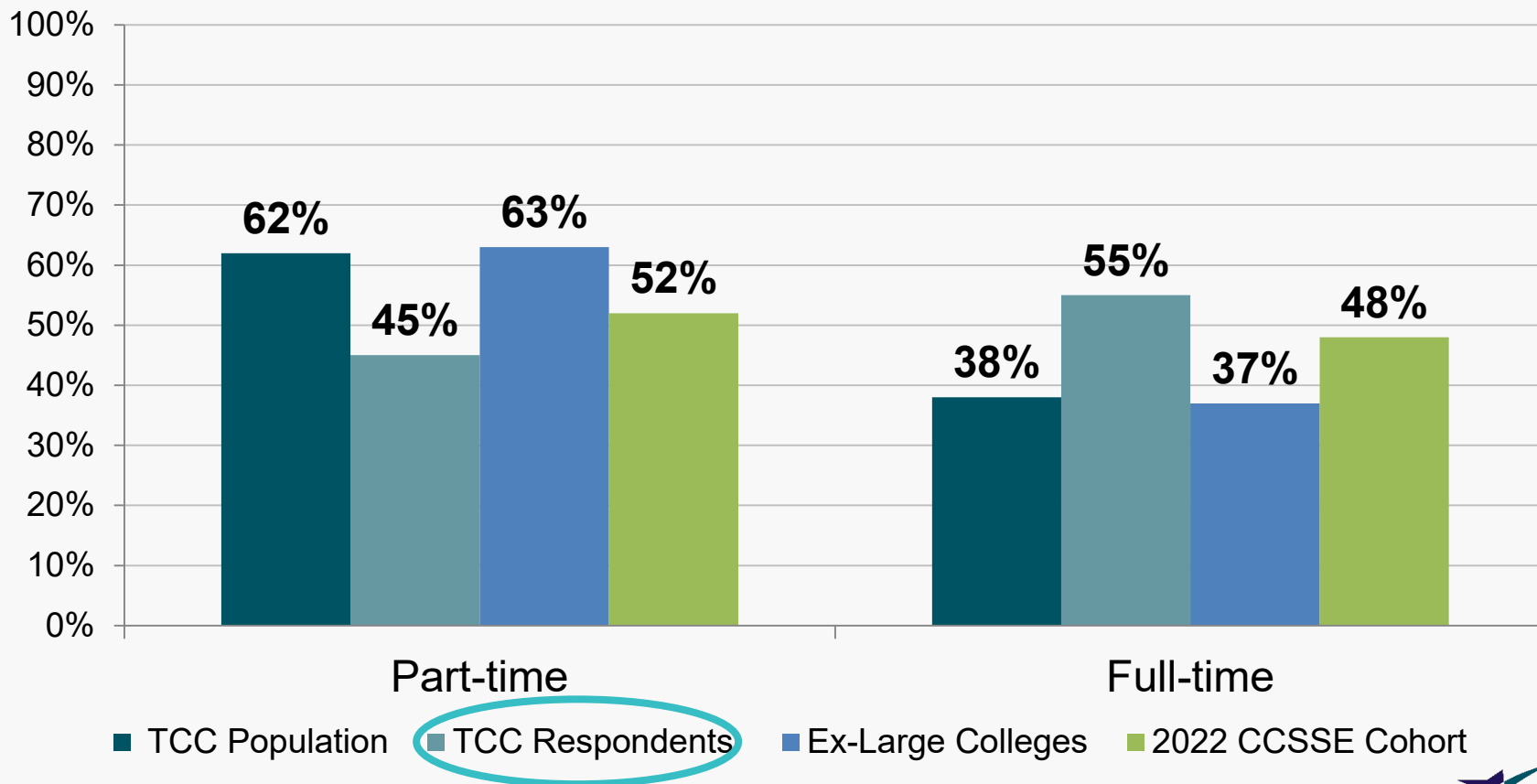
Survey Respondents (Online Administration)

- Online survey invitation sent to all students enrolled in any credit bearing or developmental education courses during the spring academic term.
- 848 adjusted survey count (from 858)
 - 10724 access codes submitted
- 8% overall “percent of target” rate
 - percent of target rate – the ratio of the adjusted number of completed surveys (surveys that were filled out properly and did not fall into any of the exclusionary categories) to the number of access codes TCC had for the online survey.

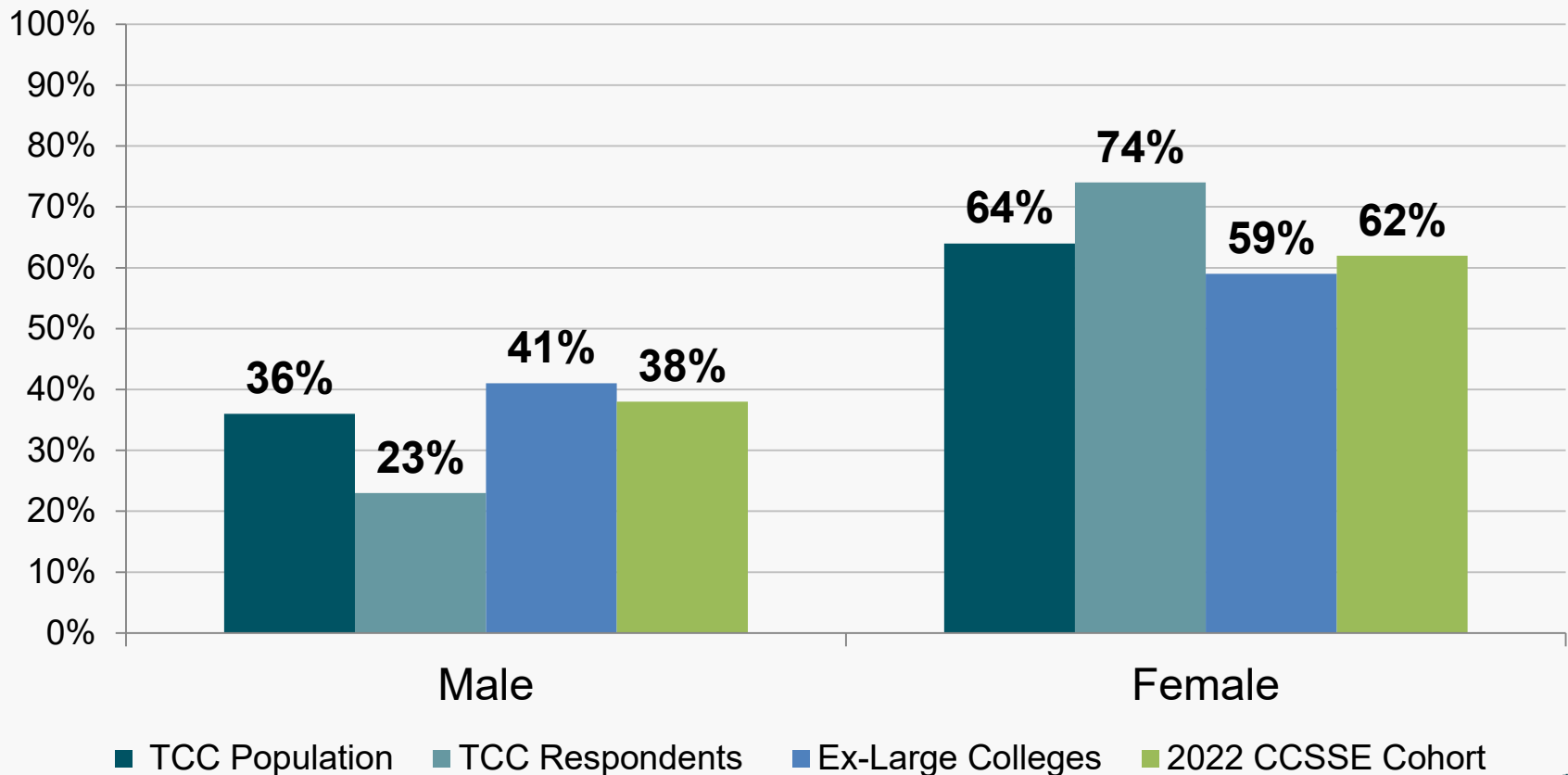
Excluded Respondents

- The following respondents were excluded from reporting:
 - Respondent did not indicate enrollment status
 - Respondent returned an invalid survey
 - Respondent was under the age of 18
 - Respondent indicated previous survey submission

Student Respondent Profile: Enrollment Status



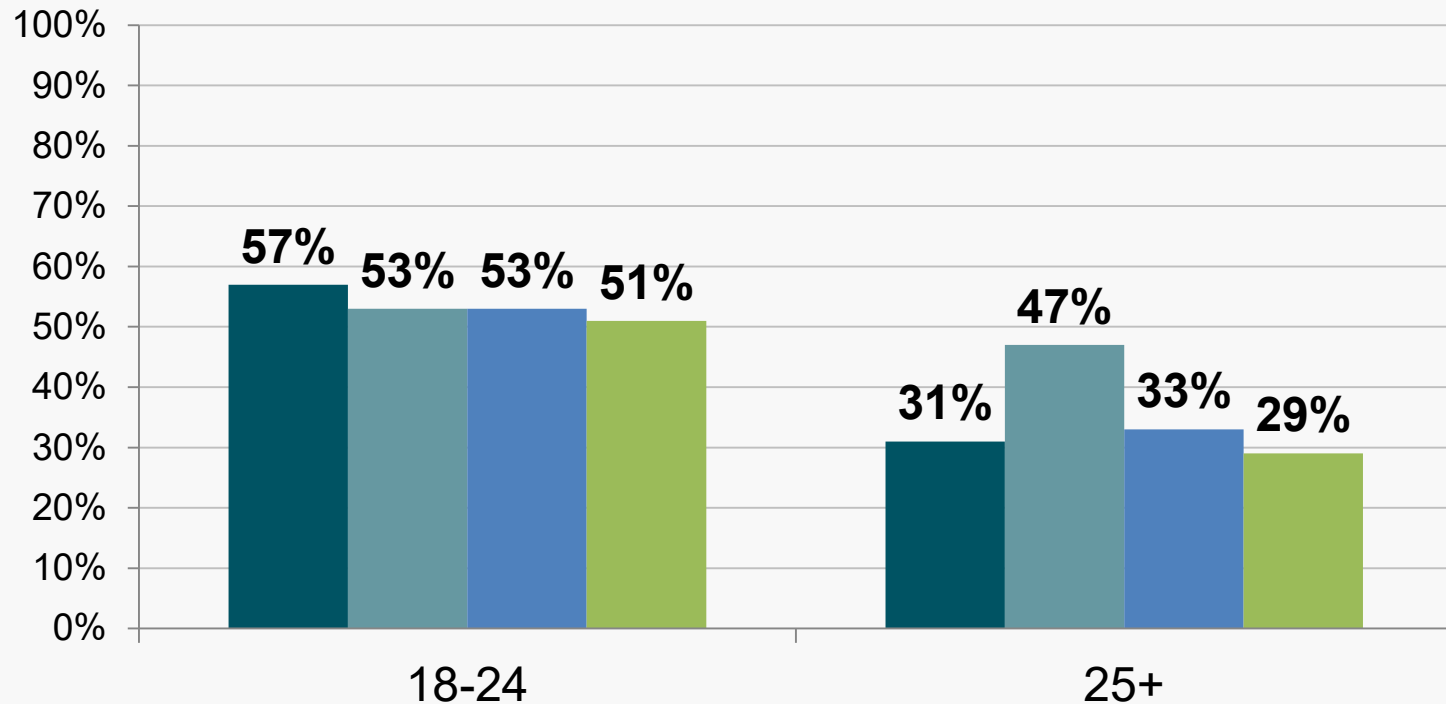
Student Respondent Profile: Gender Identity



Note: Percentages may not add up to 100% in each category due to missing data and/or rounding.

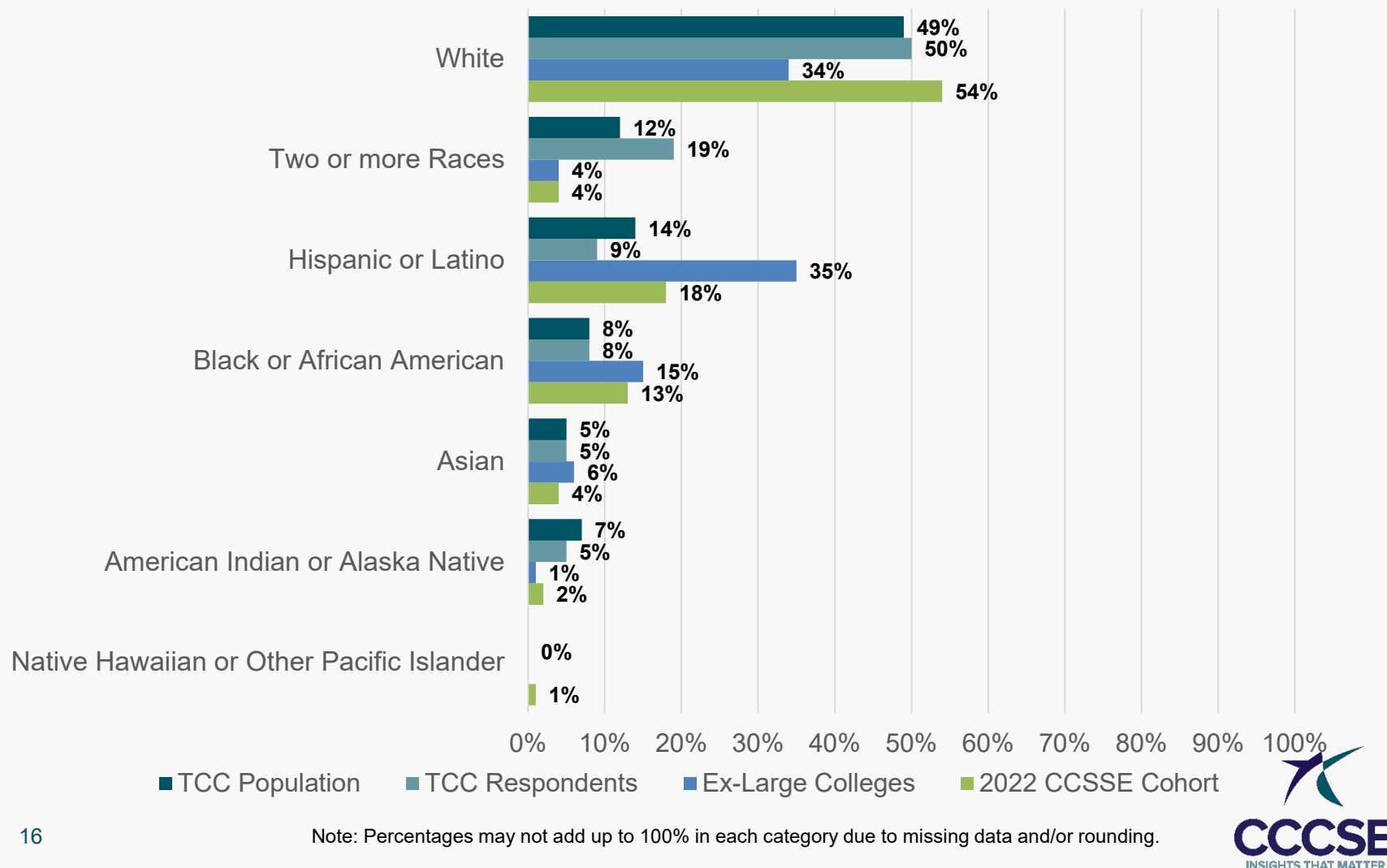
Student Respondent Profile:

Age

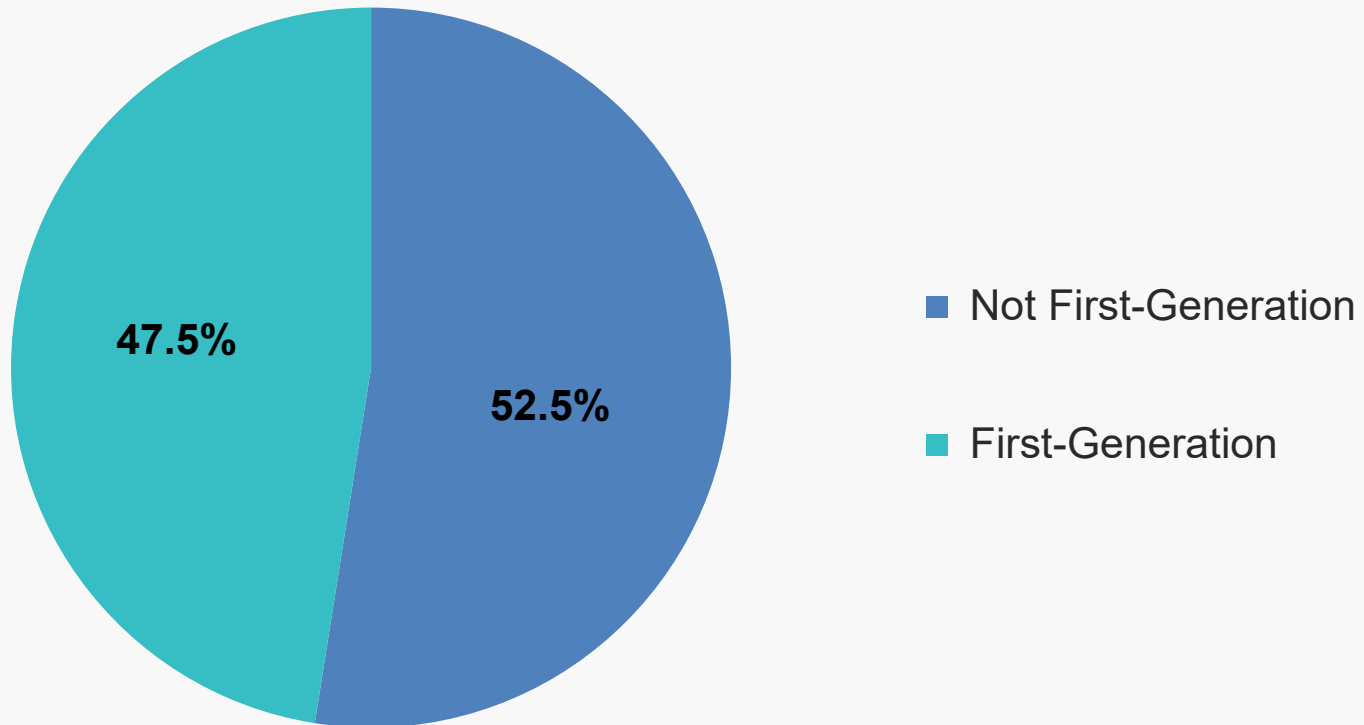


■ TCC Population ■ TCC Respondents ■ Ex-Large Colleges ■ 2022 CCSSE Cohort

Student Respondent Profile: Racial/Ethnic Identification

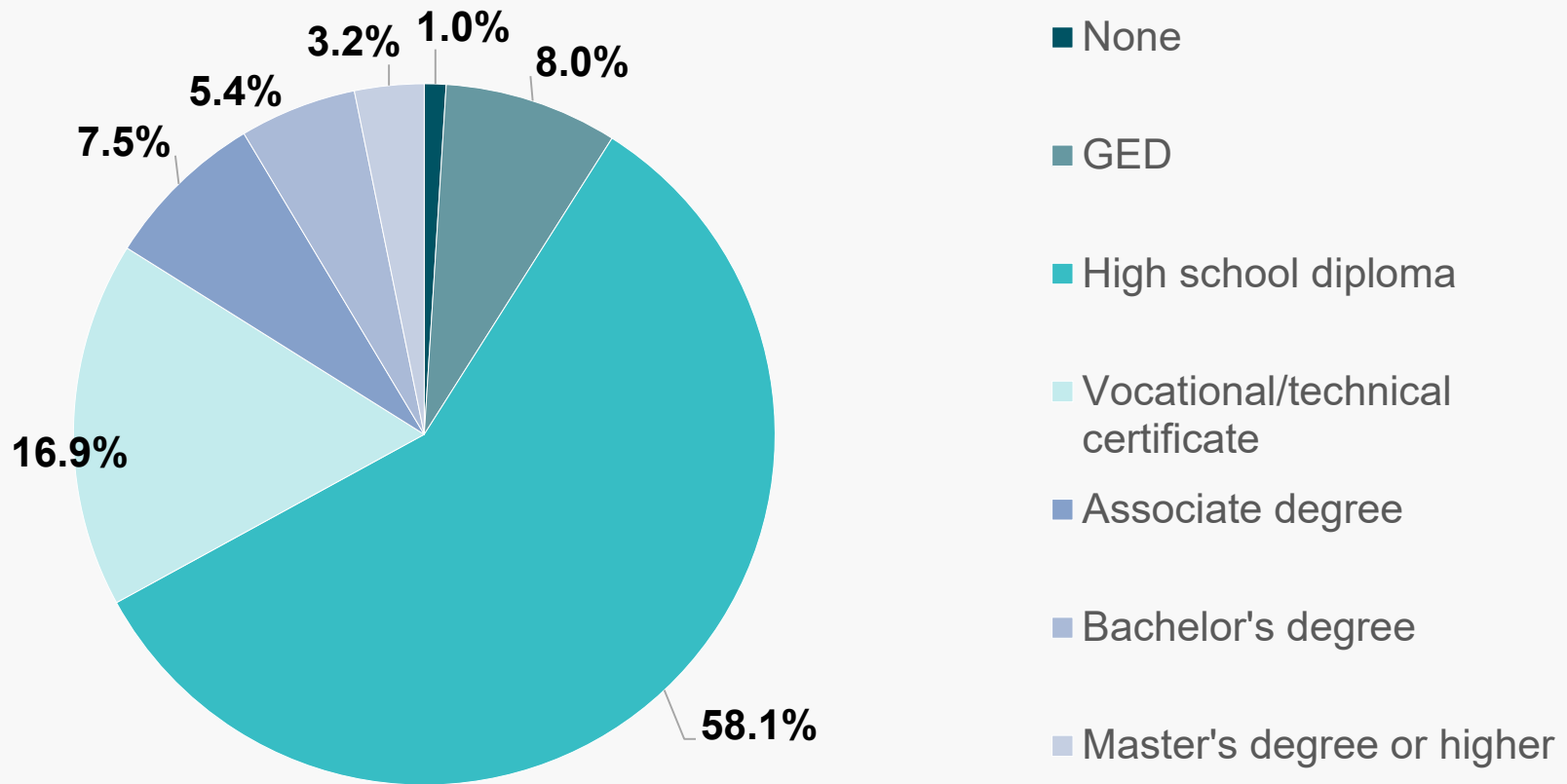


Student Respondent Profile: First-Generation Status (TCC Respondents)

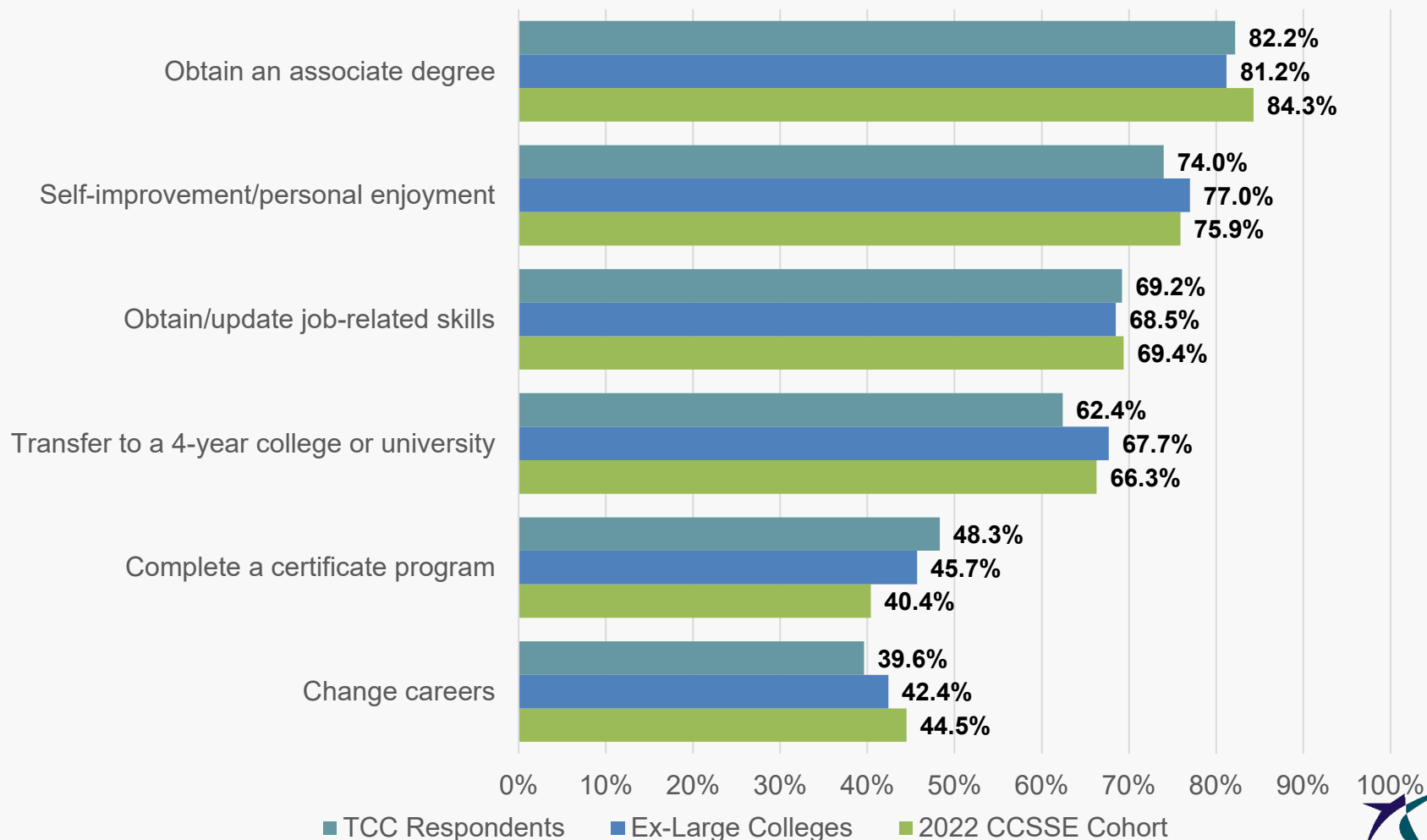


Note: First-generation is defined as neither parent attended at least some college.

Student Respondent Profile: Educational Attainment

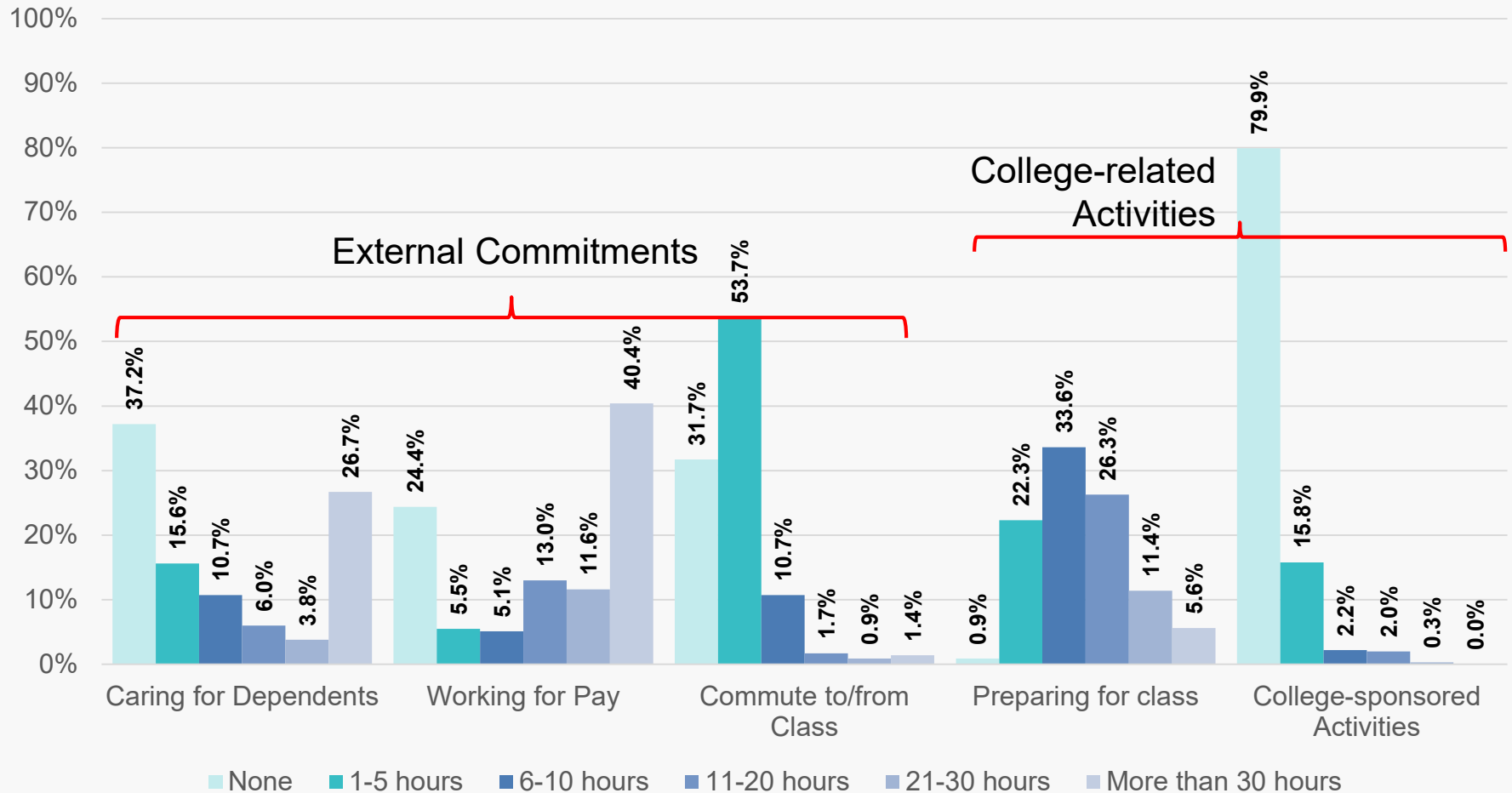


Student Respondent Profile: Goals (Student Aspiration)



Note: Respondents may indicate more than one.

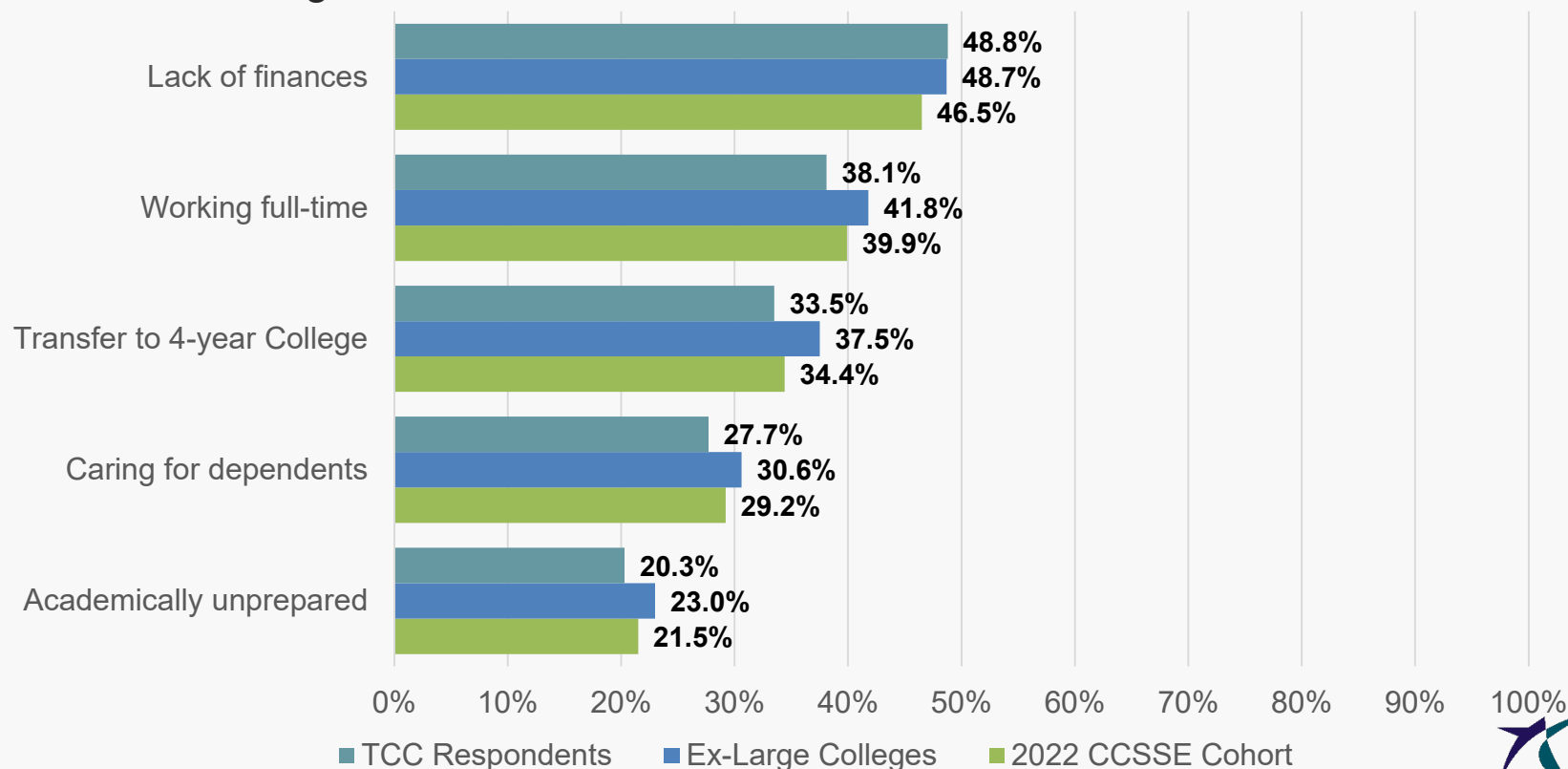
Student Respondent Profile: Time Commitments/Activities (TCC Respondents)



Student Persistence

Barriers to Returning to College

How likely is it that the following issues would cause you to withdraw from class or from this college?



Note: Respondents may indicate more than one. Based on response of 'Likely' and 'Very likely'.

At-Risk Students

- Risk factors reflected in the *CCSSE* survey include:
 - attending college part-time – **45%**
 - working more than 30 hours per week off-campus – **40.4%**
 - financial independence (i.e., students who rely on their own income or savings as a major source for college costs and indicate that parents and spouses/significant others are not sources of income for that purpose) – **32.1%**
 - identifying the cost of attending college as a significant issue – **29.8%**
 - challenges pertaining to childcare – **26.7%**
 - being academically under-prepared – **9%**



CCSSE Benchmarks

CCSSE Benchmarks of Effective Practice

- Active and Collaborative Learning
 - Actively involved in education and have opportunities to think about and apply learning in different settings
- Student Effort
 - Behaviors contribute to learning and likelihood to attain their educational goals
- Academic Challenge
 - Challenging intellectual and creative work central to student learning and collegiate quality
- Student-Faculty Interaction
 - More interactions students have with teachers, the more likely to learn effectively and persist toward achievement of educational goals
- Support for Learners
 - Perform better and are more satisfied at colleges that are committed to student success and cultivate positive working and social relationships among different groups on campus

Active and Collaborative Learning

- During the current academic year, how **often** have you:
 - Asked questions in class or contributed to class discussions – **64.2%**
 - Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) – **42.8%**
 - Worked with other students on projects during class – **30.1%**
 - Made a class presentation – **23%**
 - Worked with classmates outside of class to prepare class assignments – **15.1%**
 - Participated in a community-based project (service-learning activity) as a part of a regular course – **12.4%**
 - Tutored or taught other students (paid or voluntary) – **5.1%**

Student Effort

- During the current academic year, how **often** have you:
 - Worked on a paper or project that required integrating ideas or information from various sources – **66.4%**
 - Prepared two or more drafts of a paper or assignment before turning it in – **48.1%**
 - Used skill labs (frequency) – **23.6%**
 - Used a computer lab (frequency) – **20.3%**
 - Used peer or other tutoring services (frequency) – **16.3%**
 - Come to class without completing readings or assignments – **12.2%**
- During the current academic year:
 - How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment – **46.1%** read 1-4 books
 - How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program) – **33.6%** spent 6-10 hours

Academic Challenge

- During the current academic year, how **often** have you:
 - Worked harder than you thought you could to meet an instructor's standards or expectations – **54%**
- During the current academic year, how much has your coursework emphasized:
 - Analyzing the basic elements of an idea, experience, or theory – **74.6%**
 - Forming a new idea or understanding from various pieces of information – **71.4%**
 - Using information you have read or heard to perform a new skill – **65.4%**
 - Making judgments about the value or soundness of information, arguments, or methods – **62.3%**
 - Applying theories or concepts to practical problems or in new situations – **61%**
- During the current academic year:
 - To what extent have your examinations challenged you to do your best work – **85%** (challenged to extremely challenged)
 - How many assigned textbooks, manuals, books, or packets of course readings have you read – **51.1%** read 1-4
 - How many papers or reports of any length have you written – **32.1%** wrote 5-10
- How much does this college emphasize:
 - Encouraging you to spend significant amounts of time studying - **76.2%**

Student-Faculty Interaction

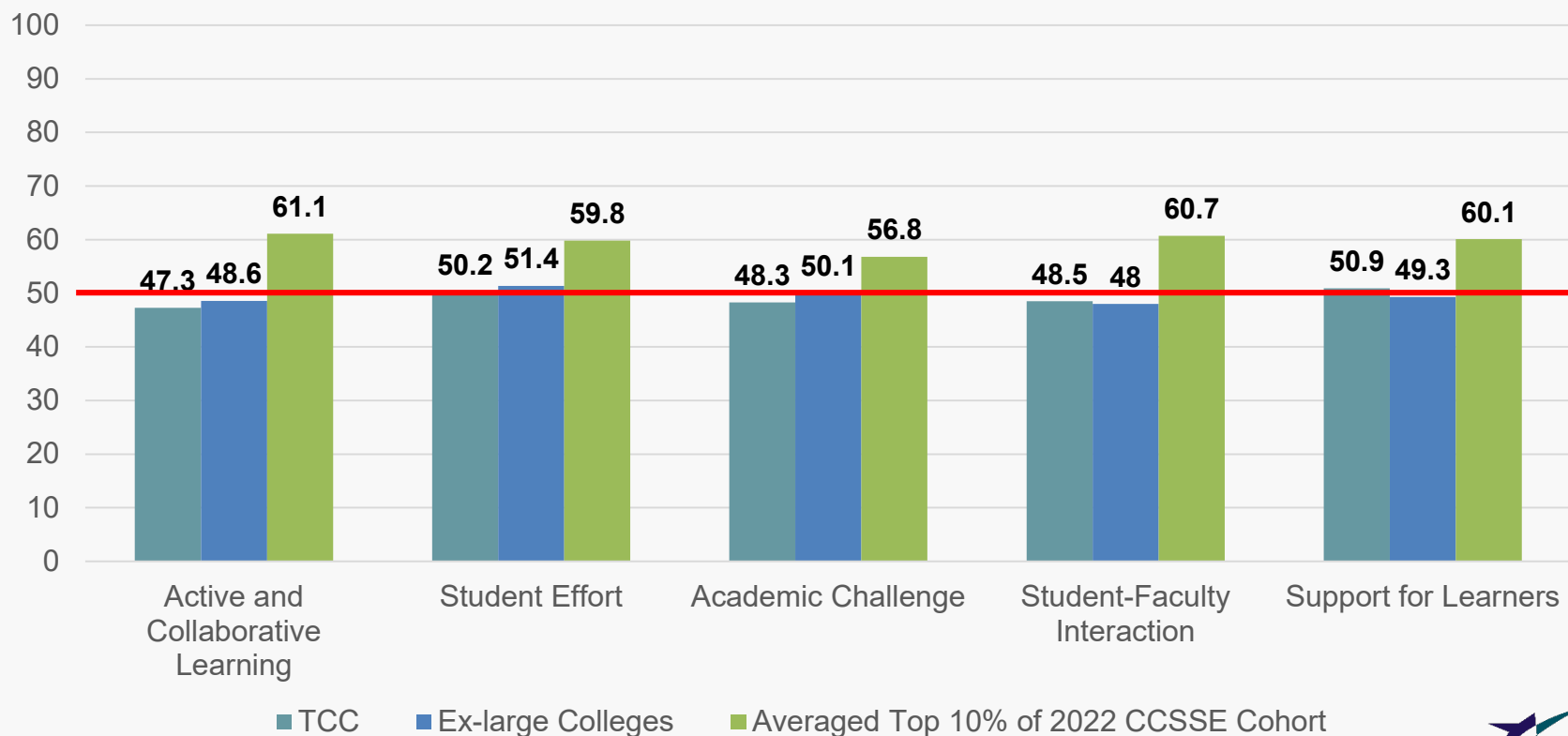
- During the current school year, how **often** have you:
 - Used e-mail to communicate with an instructor – **82%**
 - Discussed grades or assignments with an instructor – **46.4%**
 - Talked about career plans with an instructor or advisor – **35.6%**
 - Discussed ideas from your readings or classes with instructors outside of class – **15.9%**
 - Received prompt feedback (written or oral) from instructors on your performance – **65%**
 - Worked with instructors on activities other than coursework – **7.6%**

Support for Learners

- How much does this college emphasize:
 - Providing the support you need to help you succeed at this college – **77.3%**
 - Providing the financial support you need to afford your education – **62.4%**
 - Encouraging contact among students from different economic, social, and racial or ethnic backgrounds – **55.2%**
 - Helping you cope with your non-academic responsibilities (work, family, etc.) – **38.5%**
 - Providing the support you need to thrive socially – **41.5%**
- During the current academic year, how often have you:
 - Used academic advising/planning services – **77.2%** (2-4 times during current AY)
 - Used career counseling services – **12.7%** (2-4 times during current AY)

CCSSE Benchmarks for Effective Educational Practice

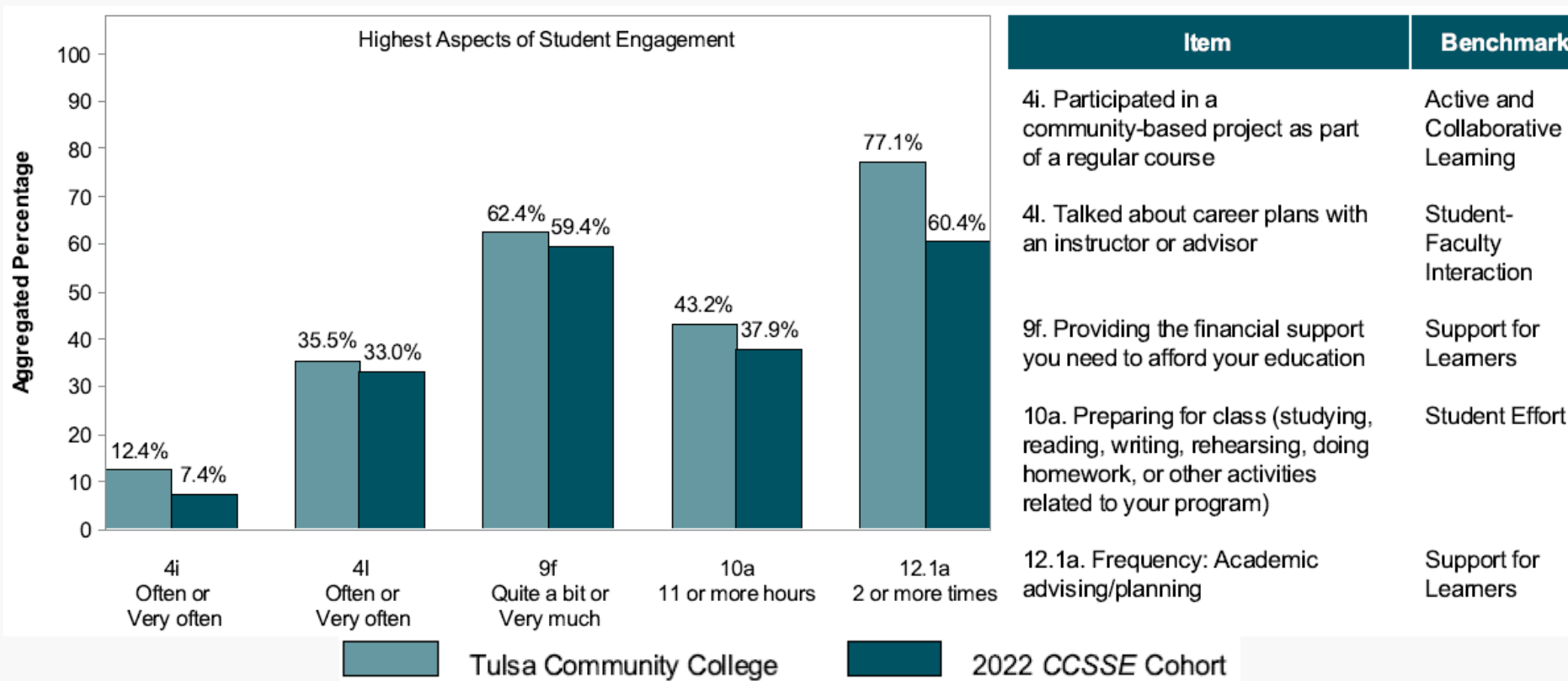
CCSSE Benchmark Scores for TCC compared to Ex-Large Colleges



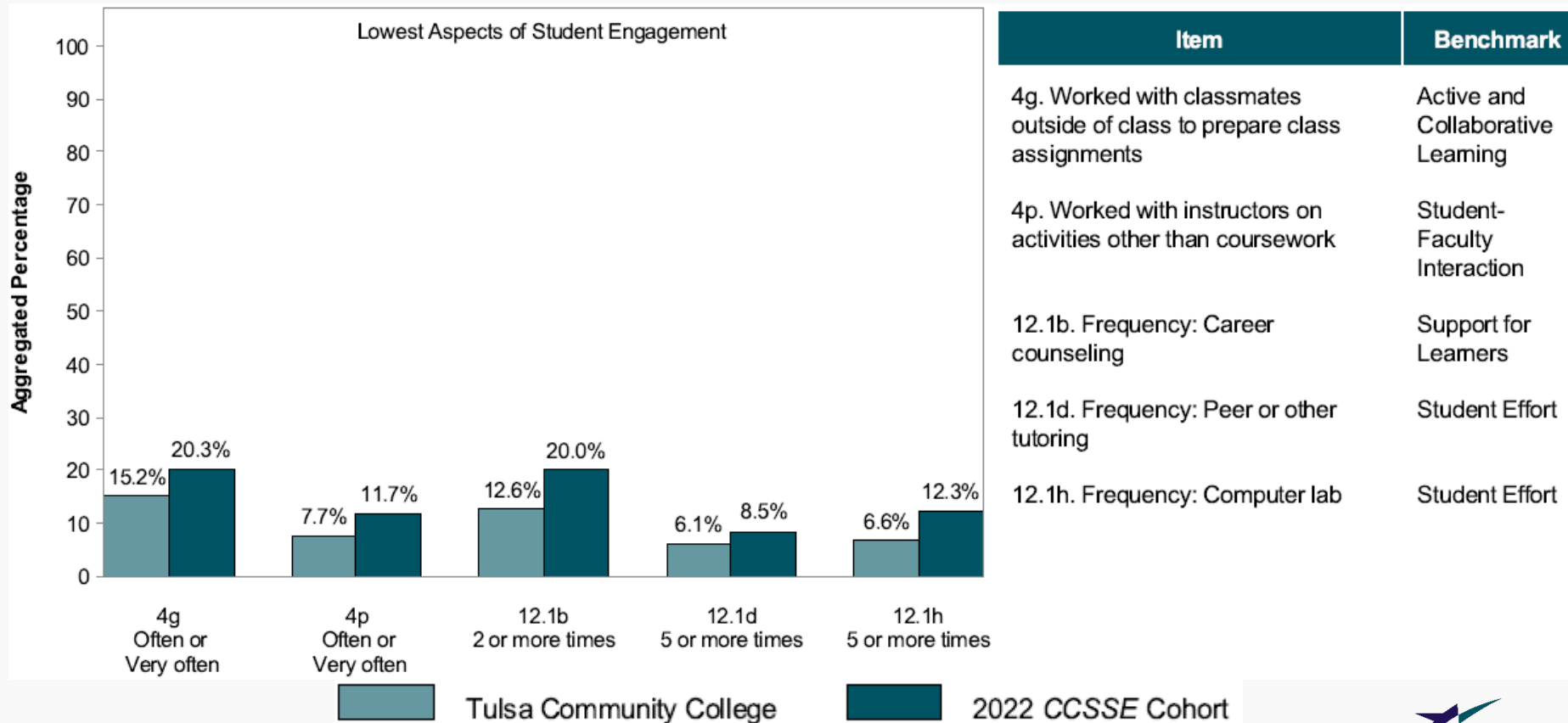
Benchmarking for Continuous Improvement (Raw Benchmark Score)

Benchmark	Raw Benchmark Score				
	2017	2019	<u>2021</u>	<u>2022</u>	
Active and Collaborative Learning	0.361	0.379	0.294	0.317	↑
Student Effort	0.442	0.435	0.410	0.425	↑
Academic Challenge	0.574	0.569	0.614	0.598	↓
Student-Faculty Interaction	0.418	0.427	0.447	0.448	↑
Support for Learners	0.446	0.439	0.487	0.507	↑

Benchmarking: Highest Aspect of Student Engagement



Benchmarking: Lowest Aspect of Student Engagement





Guided Pathways

Guided Pathways

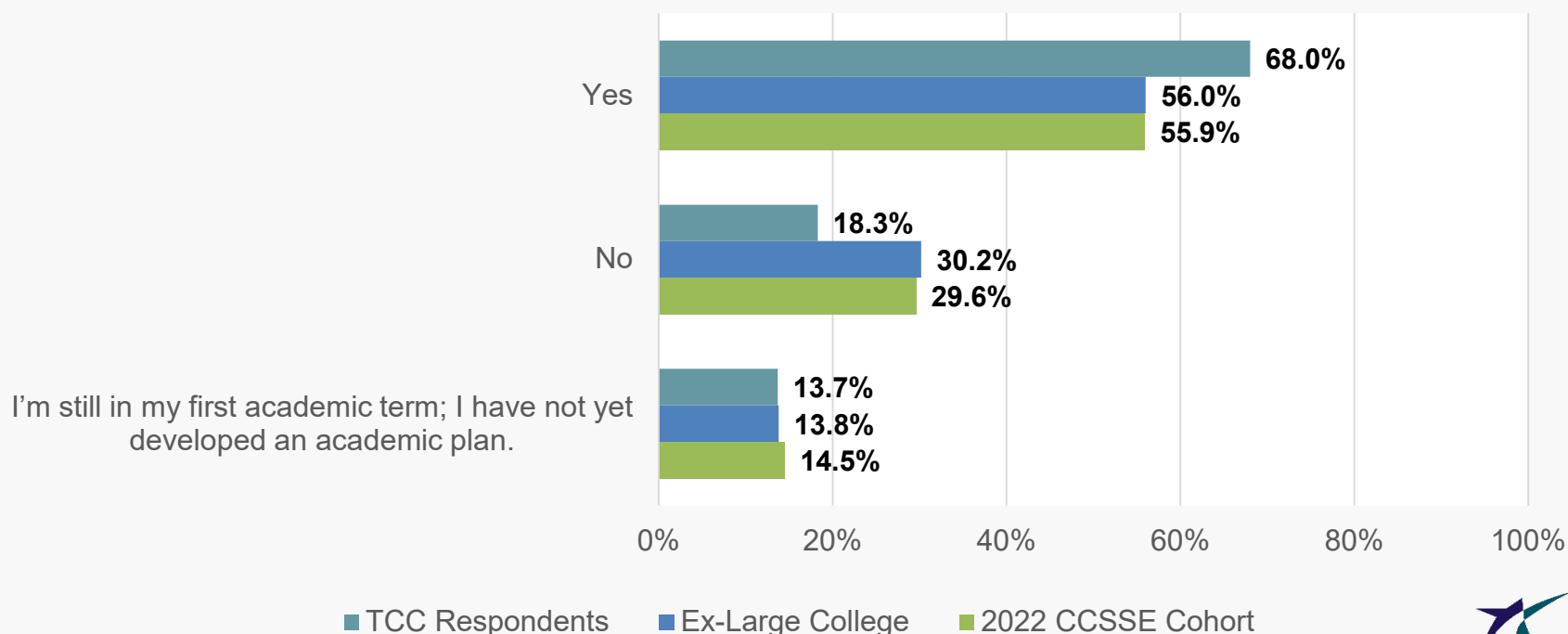
The Pathways Model is composed of essential institutional practices that help students along their journey to success.

Three of these practices are:

- Help students get on a path
 - » Require supports that help students get the best start, including first-year experiences and integrated academic support.
- Help students stay on their path
 - » Keep students on track with supports such as intrusive advising and systems for tracking progress.
- Ensure students are learning
 - » Use program-level outcomes, culturally responsive teaching practices, and high quality assessment to promote student learning inside and outside the classroom.

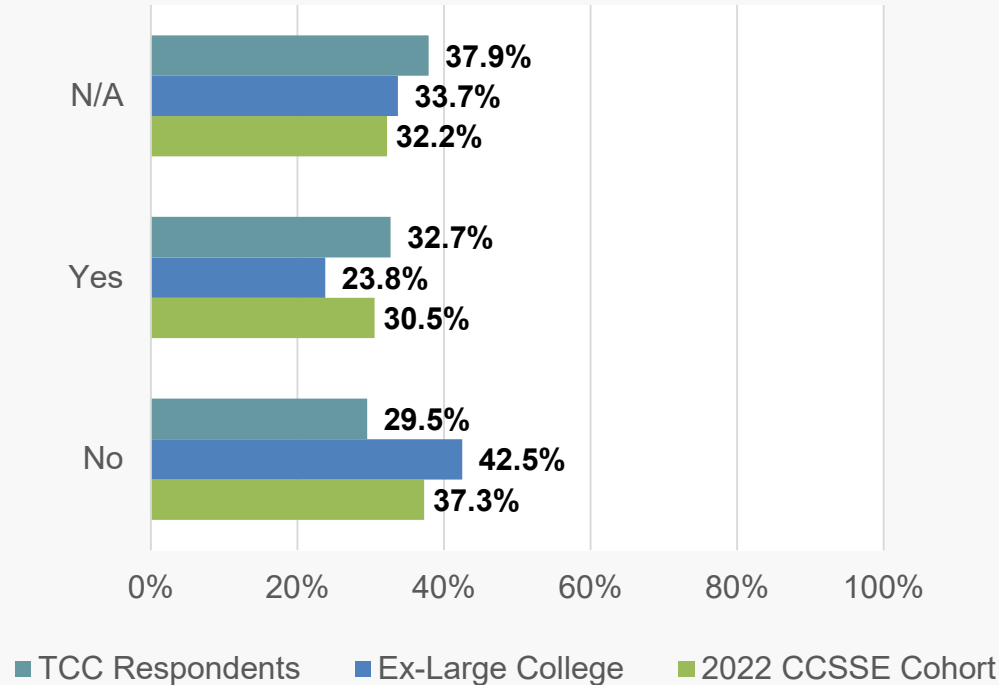
Help Students Get on a Path

Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university).



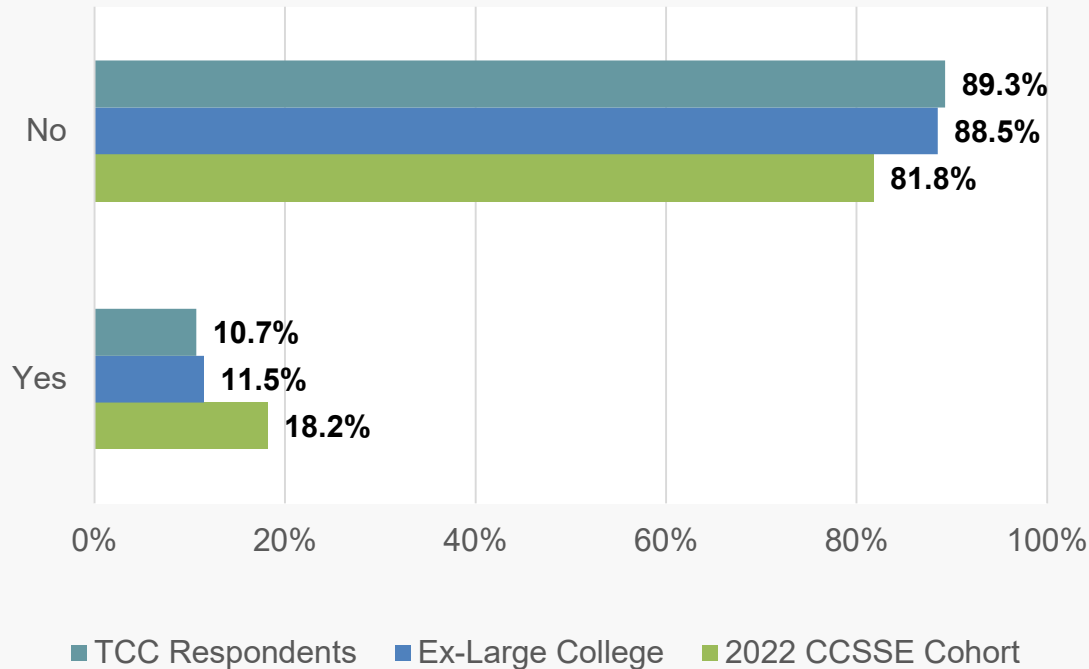
Help Students Stay on Their Path

Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.



Ensure Students Are Learning

Which of the following have you done, or are you currently doing at this college?
Internship, field experience, co-op experience, or clinical assignment?





Strategies to Promote Learning That Matters

Strategies to Promote Learning That Matters

CCCSE describes key strategies to promote strengthened classroom experiences:

- Strengthen classroom engagement
- Integrate student support into learning experiences
- Focus institutional policies on creating the conditions for learning
- Expand professional development focused on engaging students

Strengthen Classroom Engagement

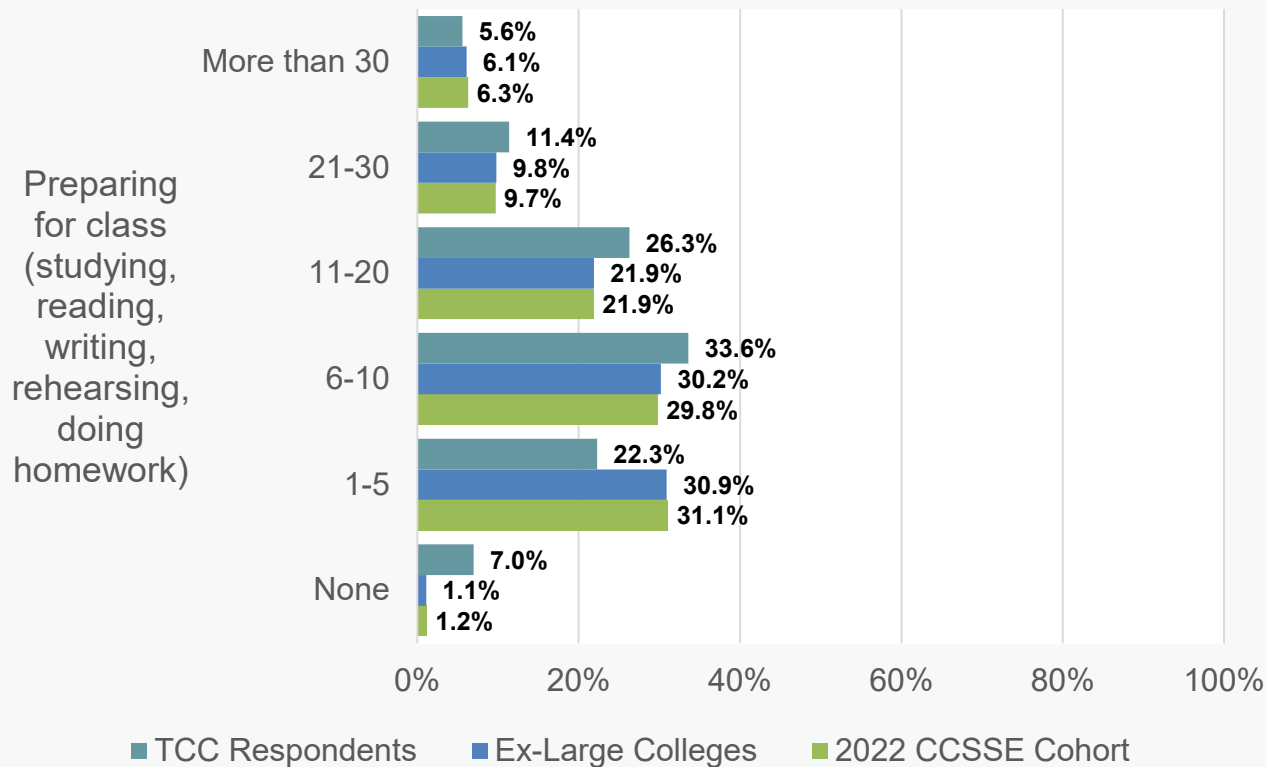
- Raise expectations
 - Instructors should set high standards and communicate them clearly, deliberately, and consistently.
- Promote active, engaged learning
 - Students learn and retain more information — and persist and succeed at higher levels — when they are actively involved in learning rather than passively receiving information.
- Build and encourage relationships
 - Personal connections are a critical factor in student success.
- Ensure that students know where they stand
 - Feedback on academic performance greatly affects student retention.

Raise Expectations

Students work hard to meet instructors' expectations:

- 54% of students *often* or *very often* work harder than they thought they could to meet an instructor's standards or expectations

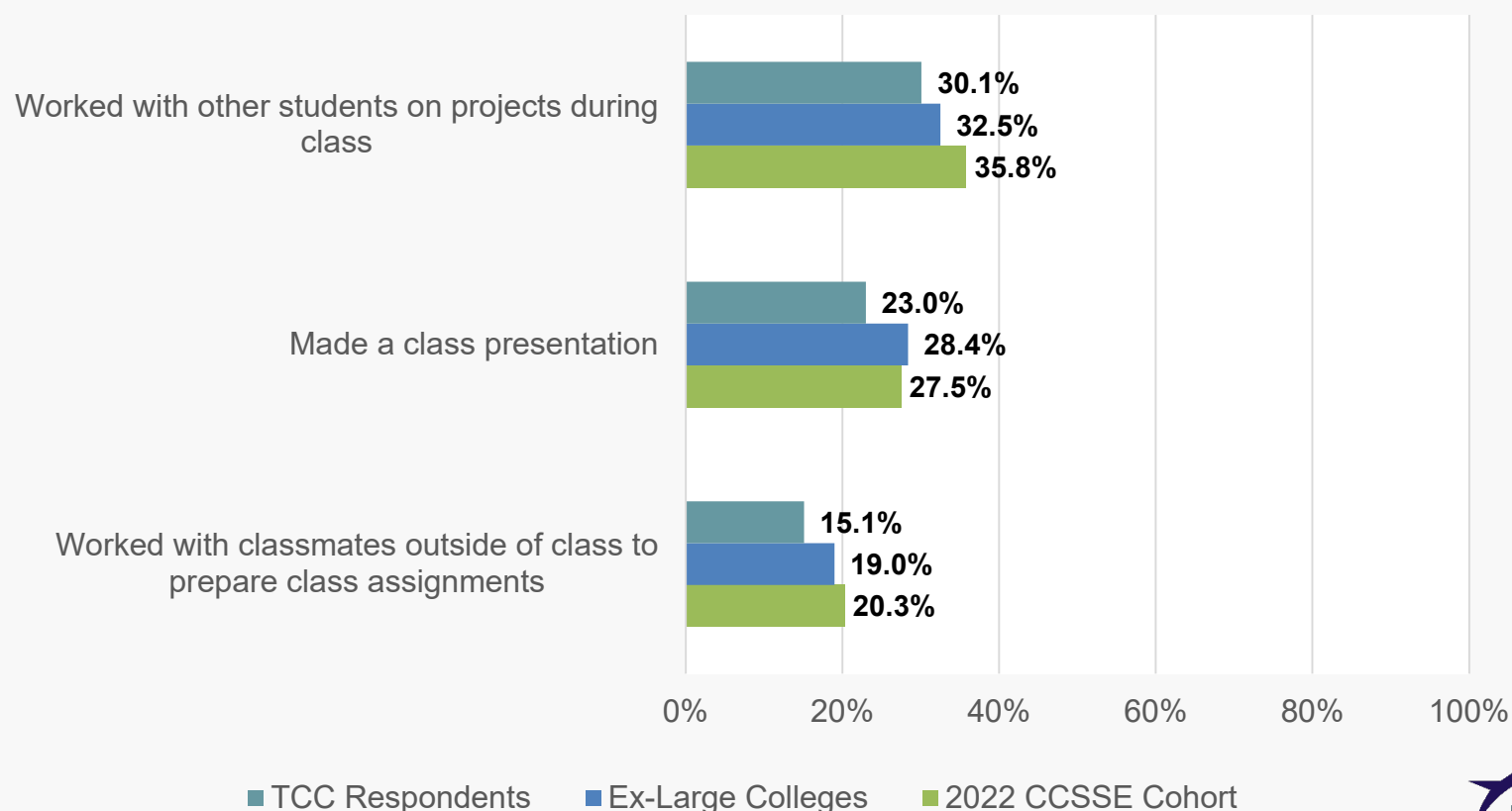
But expectations may not be as high as they need to be:



Note: Hours spent in a typical 7-day week.

Promote Active, Engaged Learning

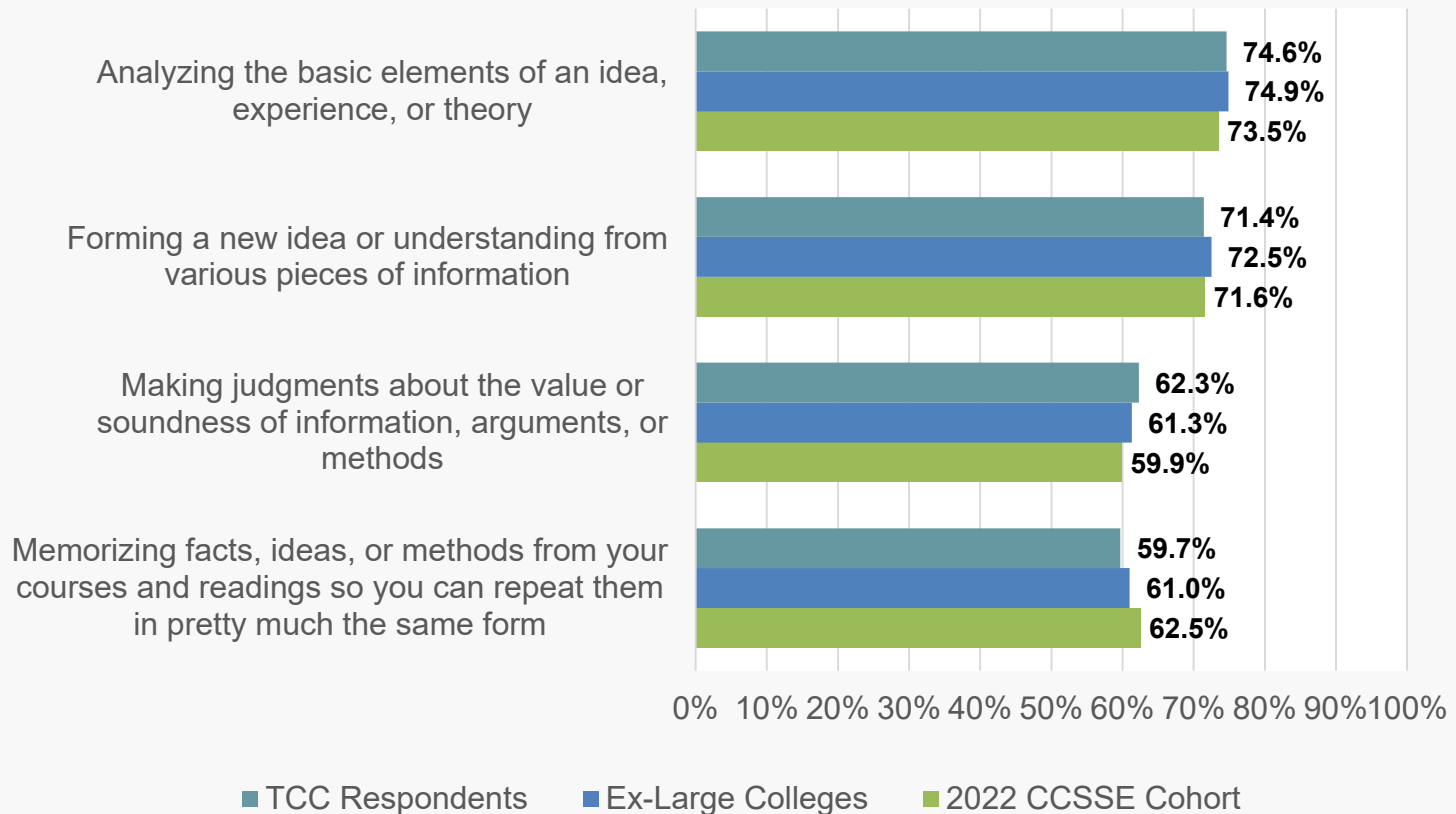
In your experiences at this college during the current school year, about how **often** have you done each of the using activities?



Emphasize Deep Learning

Memorization vs. Deep Learning

During the current school year, how much of your coursework at this college emphasized mental activities?



Note: Combined response of 'Quite a bit' and 'Very much'.

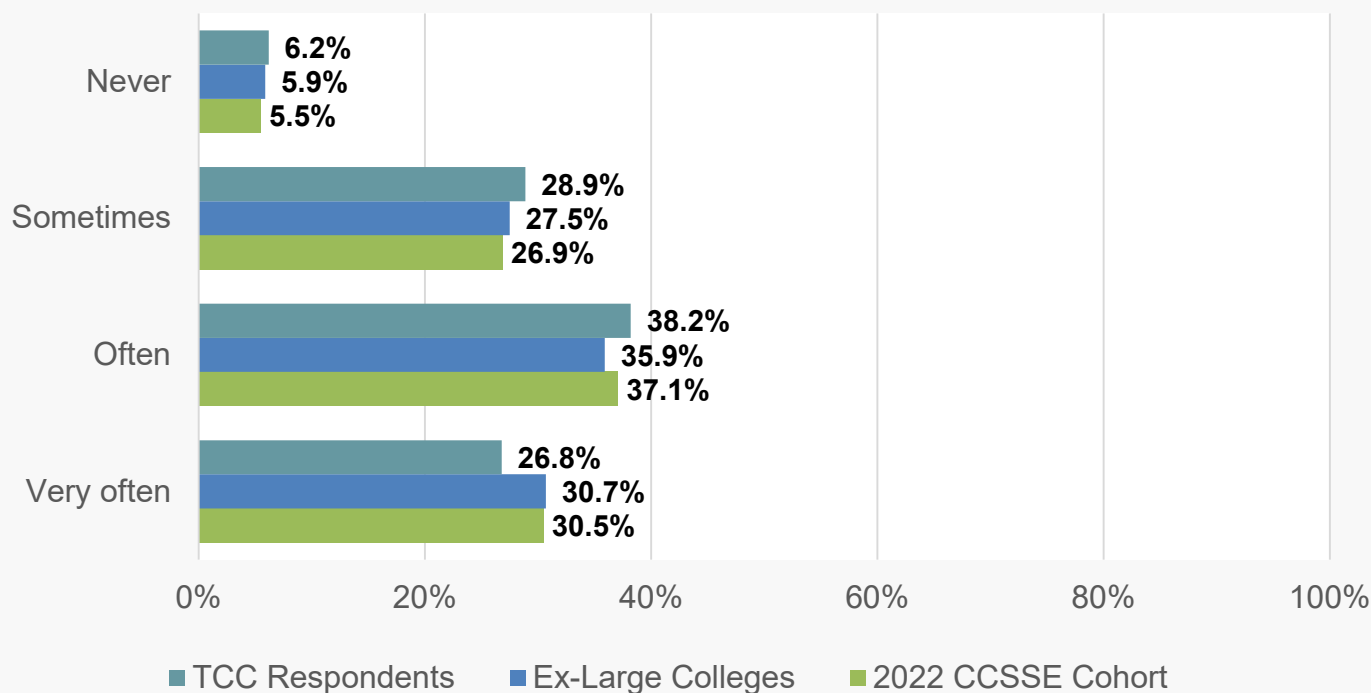
Build and Encourage Relationships

- 41.5% of students respond that the college emphasizes providing the support they need to thrive socially as *quite a bit* or *very much*....
- BUT, 72.9% *never* work with an instructor on activities other than coursework

Ensure that Students Know Where They Stand

Student Perceptions of Feedback

During the current school year, how often have you received prompt feedback (written or oral) from instructors on your performance?



Integrate Student Support into Learning Experiences

Students are most likely to succeed when expectations are high and they receive the support they need to rise to those expectations.

Student Use and Value of Student Services

How important are the services?

	<i>Very</i>	<i>Not at all</i>
Academic advising/planning	77.3%	2.2%
Career counseling	51.8%	12.9%
Peer or other tutoring	39.0%	21%
Skill labs (writing, math, etc.)	43.7%	18.9%

How often do you use the services?

	<i>Never</i>
Academic advising/planning	3.7%
Career counseling	71.0%
Peer or other tutoring	76.5%
Skill labs (writing, math, etc.)	66.3%

Expand Professional Development Focused on Engaging Students

- Instructors – both part-time and full-time – must be given the opportunities to learn about effective teaching strategies.
- *CCSSE* results can help launch dialogue on effective strategies to promote learning, persistence, and college completion for larger numbers of students.



Closing Remarks and Questions

Contact Institutional Research at ir@tulsacc.edu with any questions or for additional information.