



# ***CCSSE* 2019 Findings for Tulsa Community College**

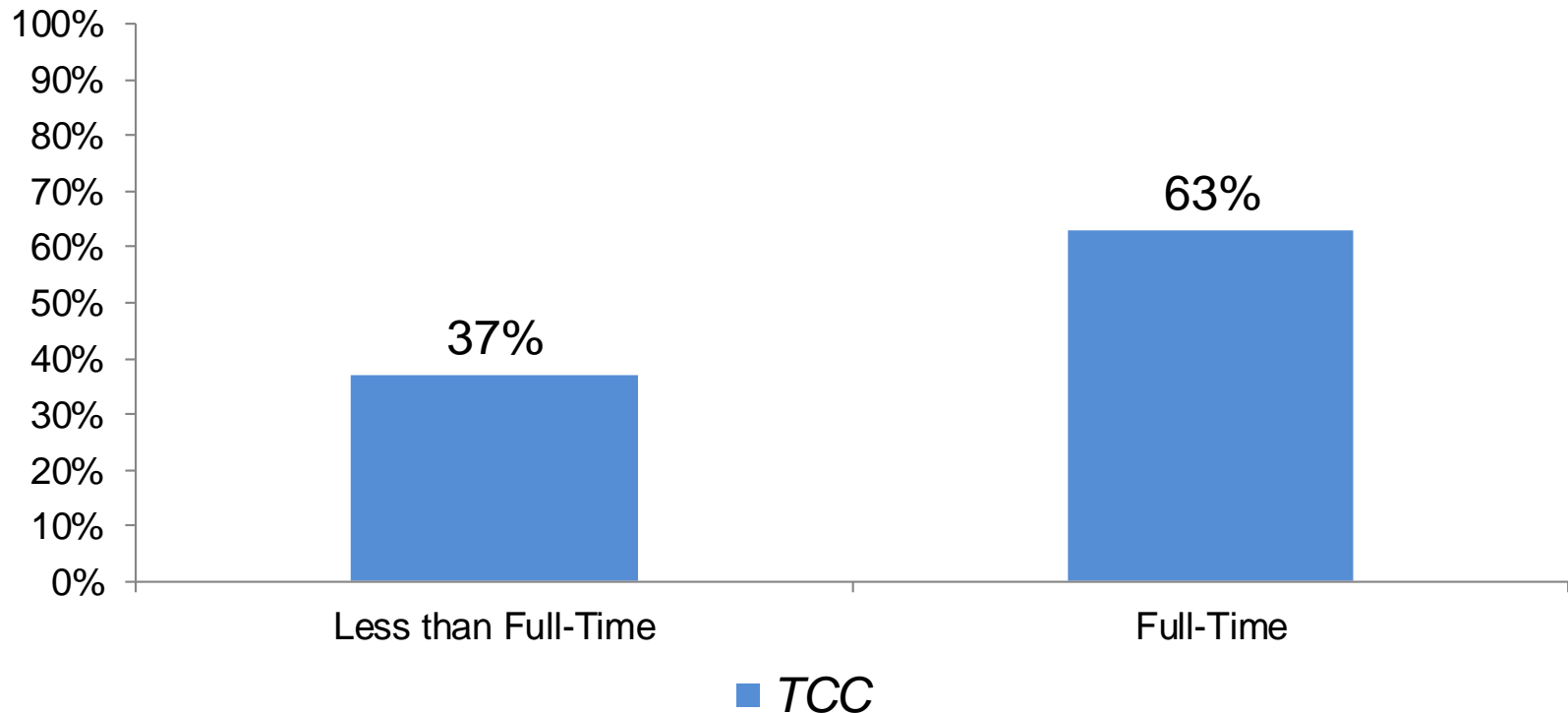
# The Community College Survey of Student Engagement (CCSSE)

---

- Surveys completed in class during Spring 2019
  - 147 standard survey items assessing various forms of engagement
  - 5 Special Focus Items (Academic Advising)
- 1,219 adjusted survey count
  - from 100 courses

# Student Respondent Profile: Enrollment Status

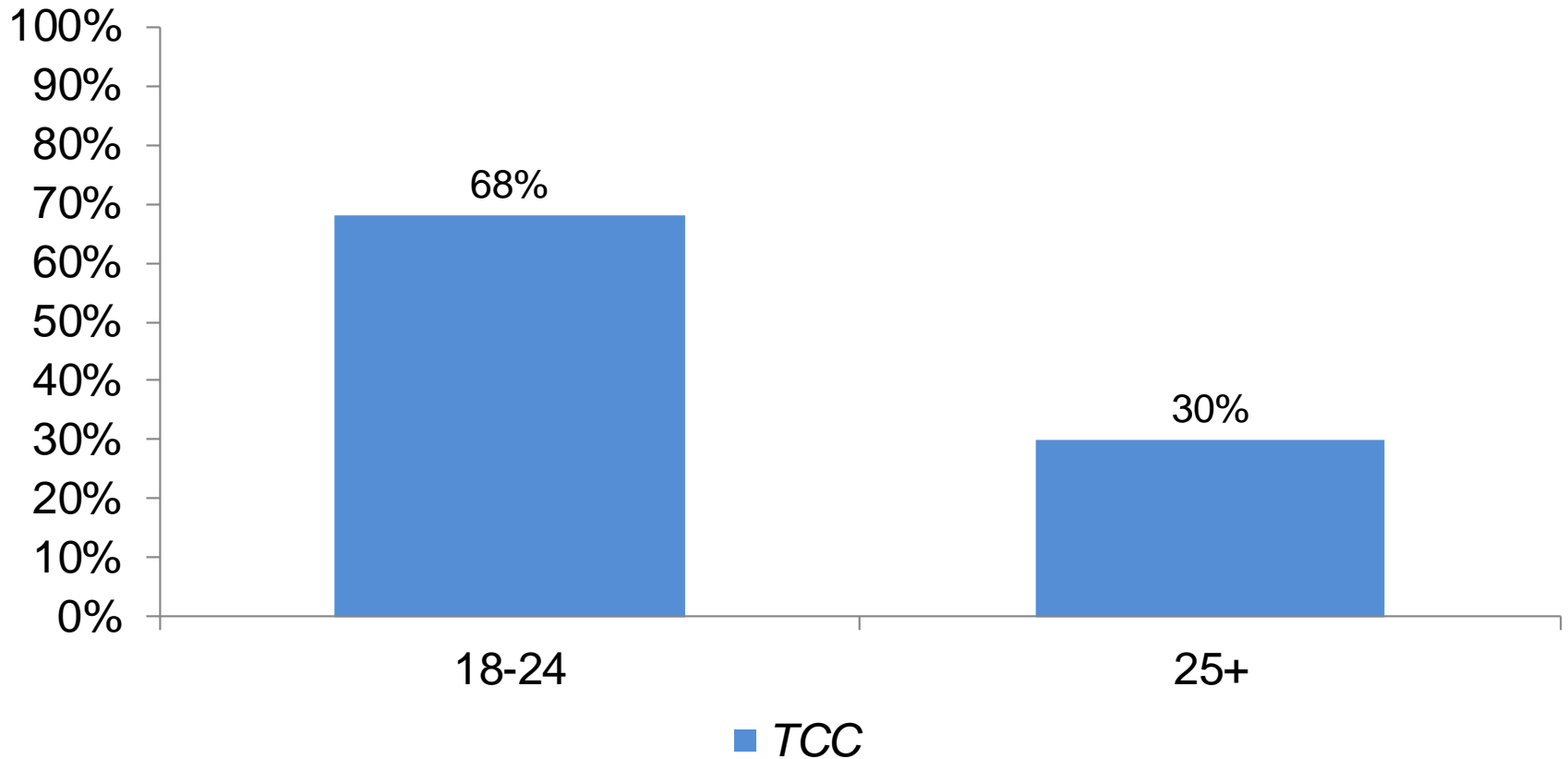
---



Source: 2019 CCSSE data

# Student Respondent Profile: Age

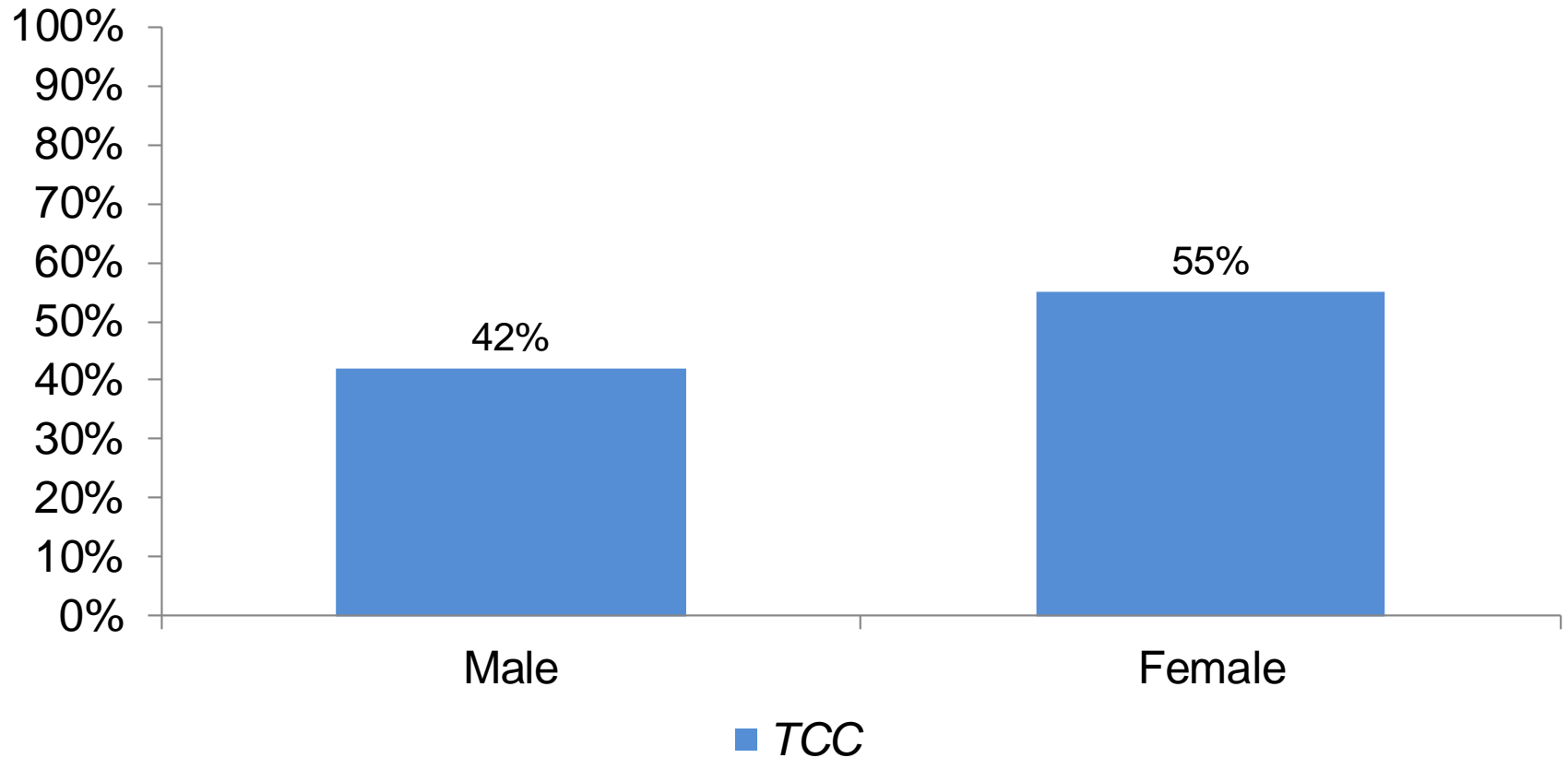
---



Source: 2019 CCSSE data

# Student Respondent Profile: Gender

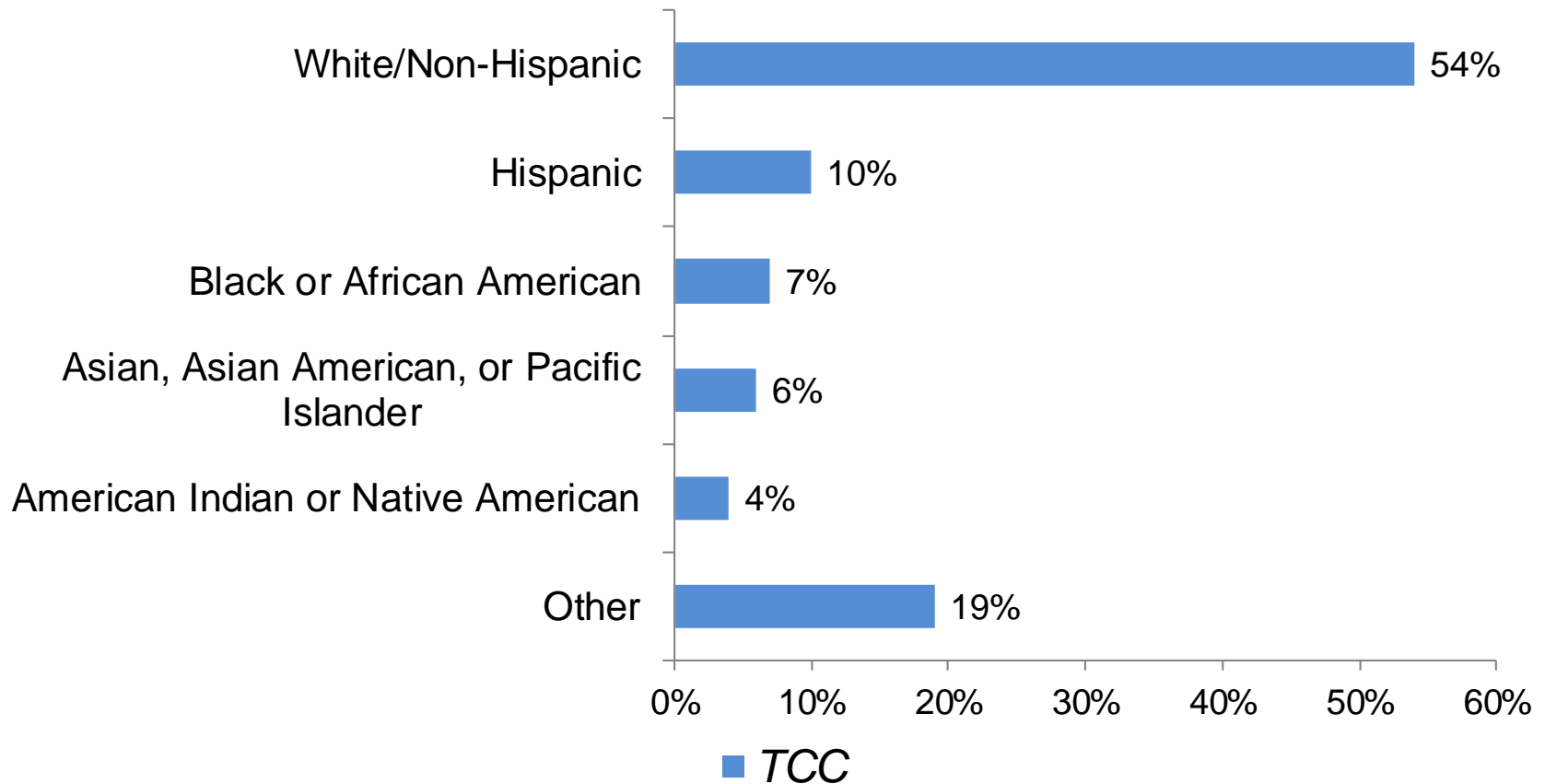
---



Source: 2019 CCSSE data

# Student Respondent Profile: Racial Identification

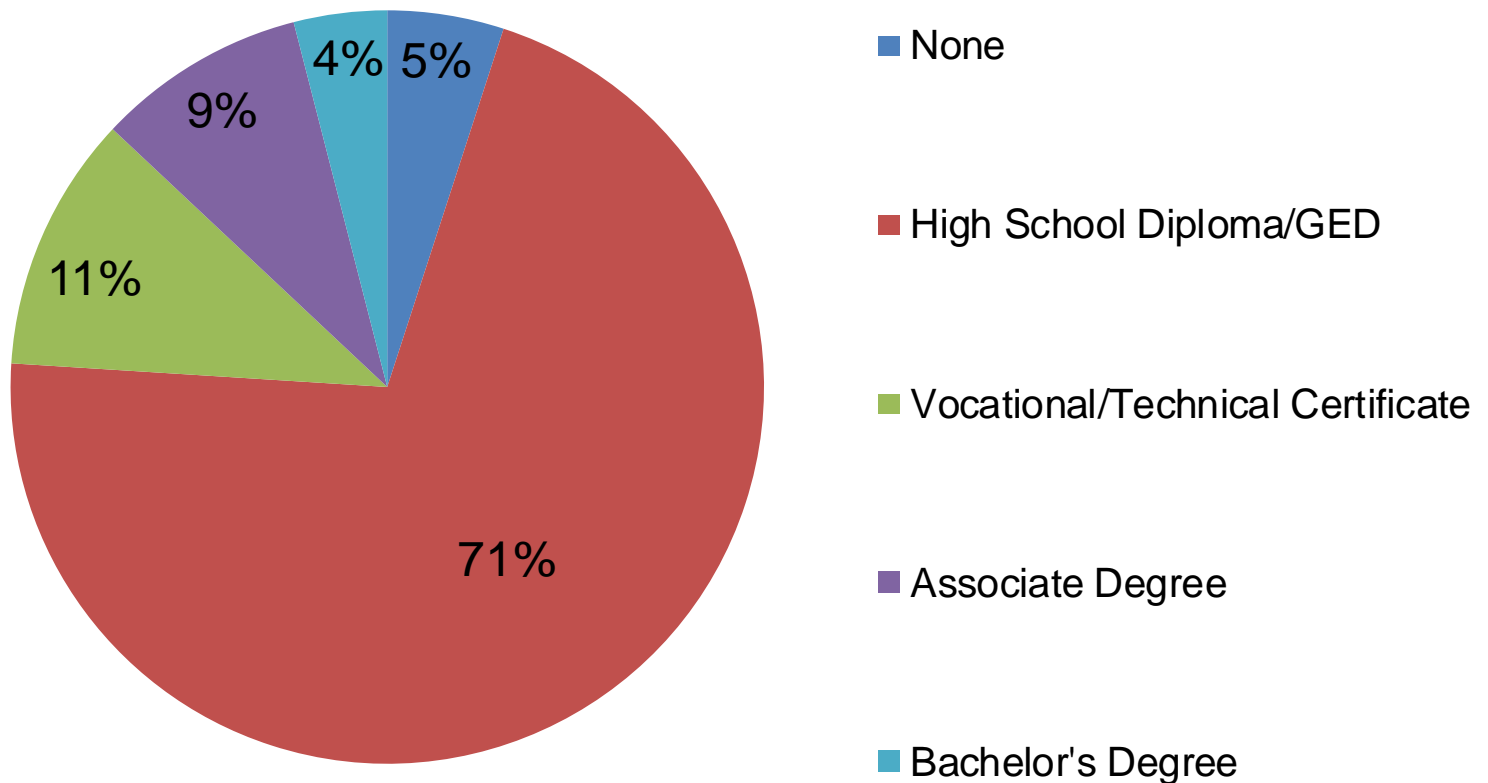
---



Source: 2019 CCSSE data

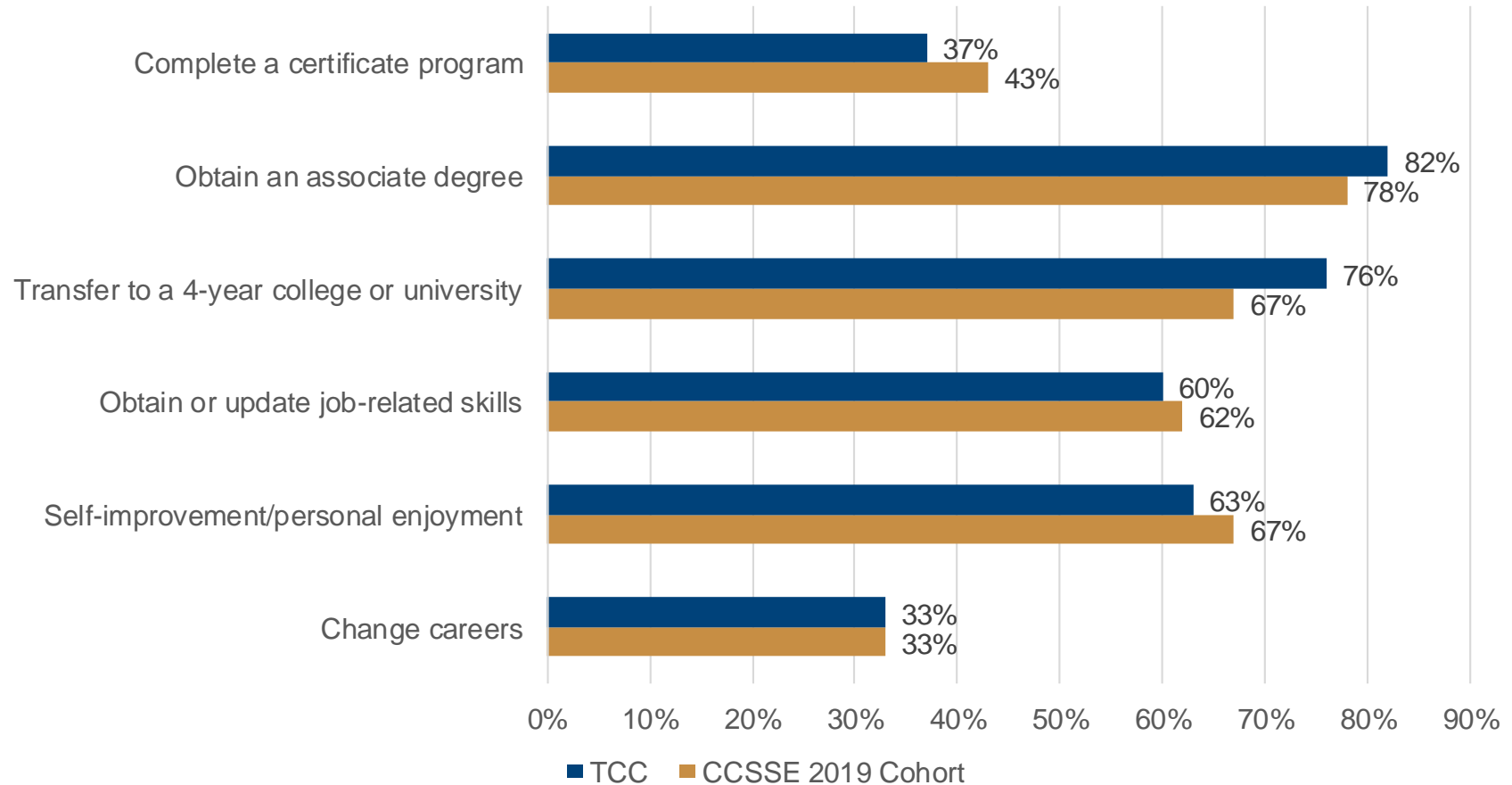
# Student Respondent Profile: Educational Attainment

---



Source: 2019 CCSSE data

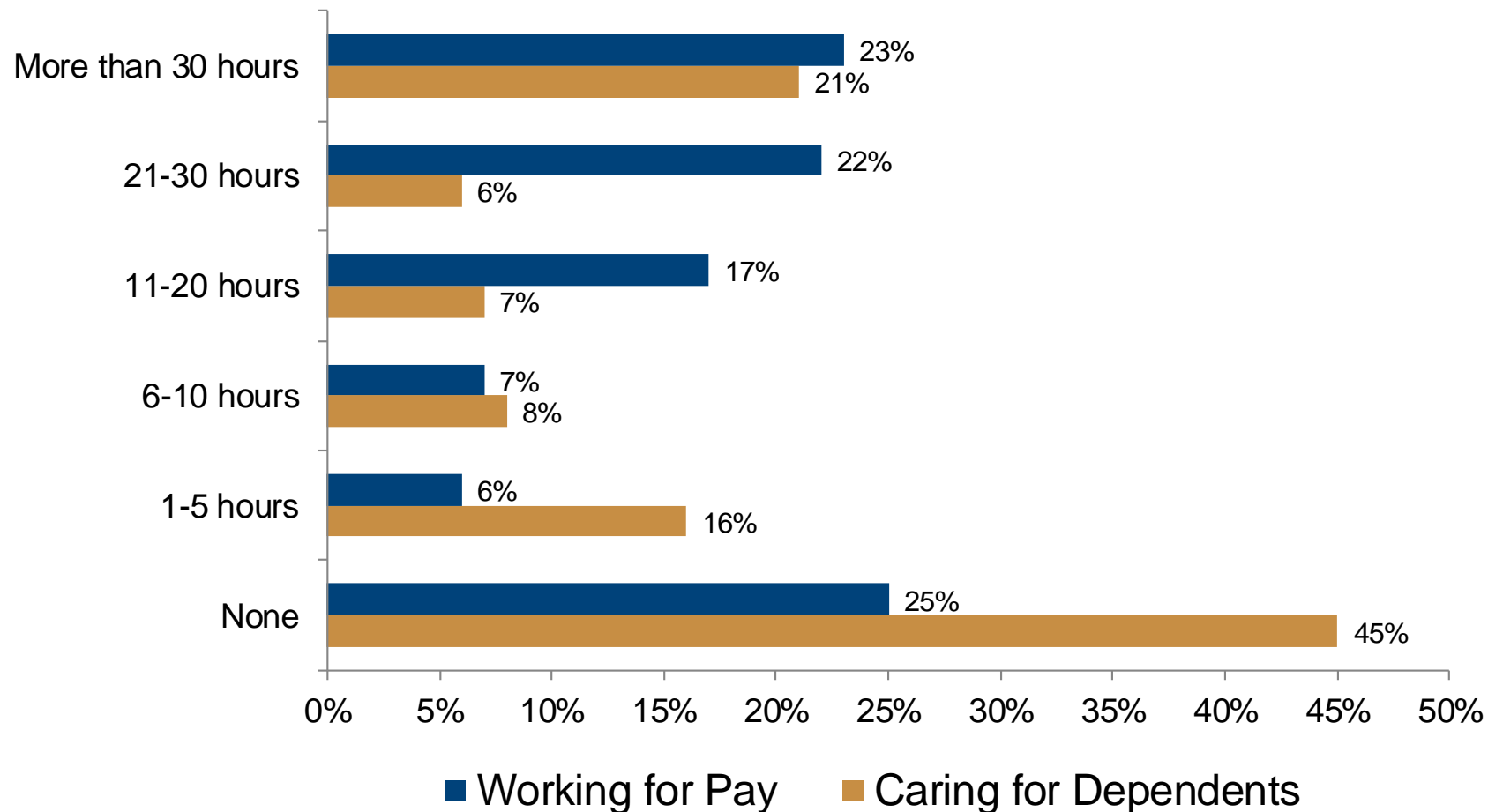
# Student Respondent Profile: Goals



Source: 2019 CCSSE data

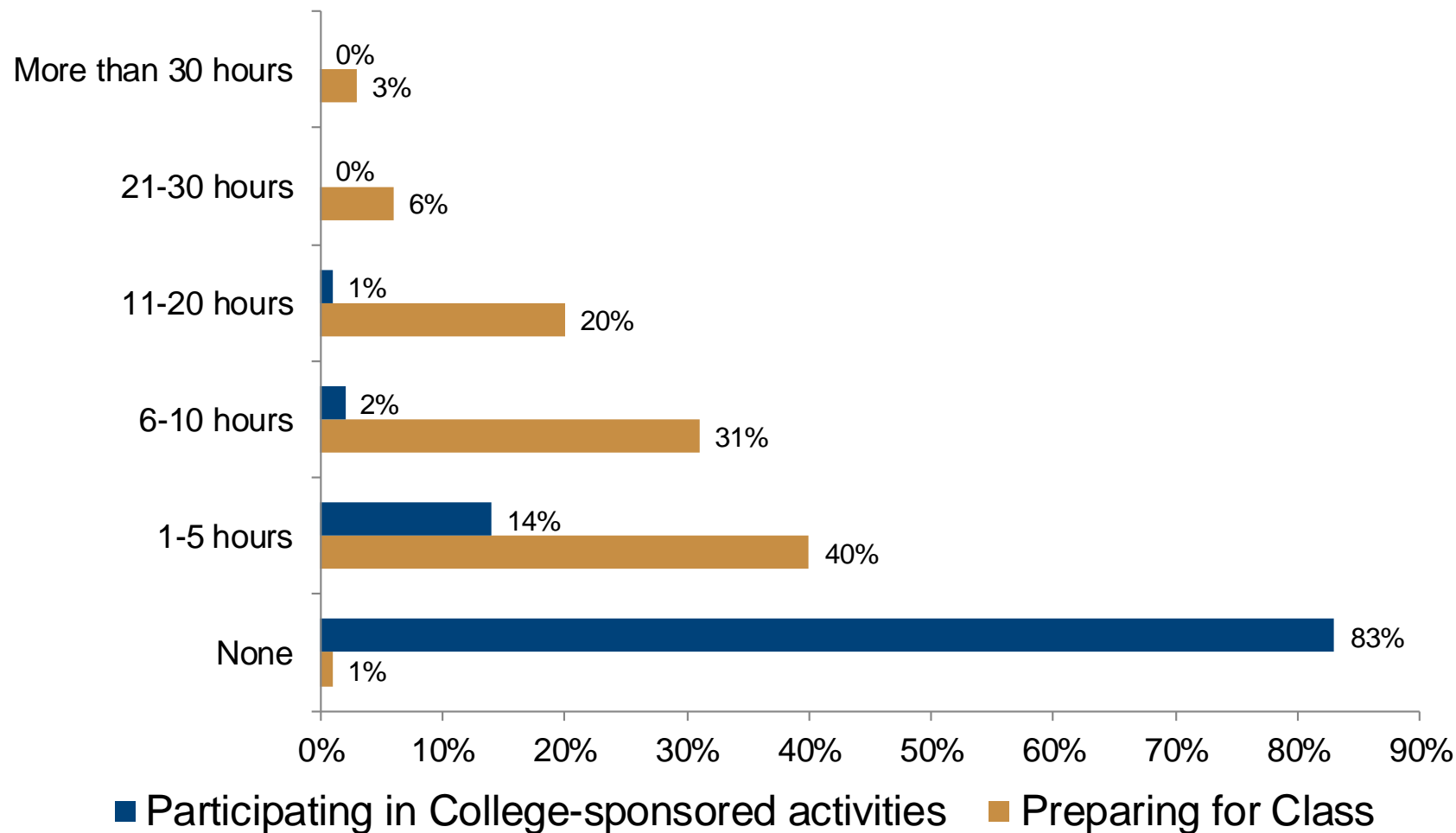


# Student Respondent Profile: External Commitments



Source: 2019 CCSSE data

# Student Respondent Profile: College-Related Activities



Source: 2019 CCSSE data

# CCSSE Benchmarks for Effective Educational Practice

---

The five *CCSSE* benchmarks are

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

# Active and Collaborative Learning

---

- During the current school year, how often have you (% of TCC students reporting “*Often*” or “*Very often*”; CCSSE cohort % in brown):
  - Asked questions in class or contributed to class discussions (63%; 66%)
  - Made a class presentation (36%; 35%)
  - Worked with other students on projects during class (48%; 53%)
  - Worked with classmates outside of class to prepare class assignments (22%; 27%)
  - Tutored or taught other students (paid or voluntary) (6%; 9%)
  - Participated in a community-based project (service learning activity) as a part of a regular course (15%; 9%) **+6% vs. 2017**
  - Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (49%; 49%)

# Student Effort (TCC %; CCSSE Cohort %)

---

- During the current school year, how often have you (% “Often” or “Very often”):
  - Prepared two or more drafts of a paper or assignment before turning it in (53%; 51%)
  - Worked on a paper or project that required integrating ideas or information from various sources (71%; 67%) **+4% vs. 2017**
  - Come to class without completing readings or assignments (15%; 15%)
  
- During the current school year, how often have you (% 2 times or more):
  - Used peer or other tutoring services (17%; 26%) **-4% vs. 2017**
  - Used skill labs (34%; 33%)
  - Used a computer lab (48%; 51%) **-8% vs. 2017**
  
- During the current school year:
  - How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment (5 or more; 19%; 20%) **-4% vs. 2017**
  - How many hours did you spend in a typical week preparing for class (11 or more; 29%; 29%)

# Academic Challenge (TCC %; CCSSE Cohort %)

---

- During the current school year, how often have you (% “Often” or “Very often”):
  - Worked harder than you thought you could to meet an instructor’s standards or expectations (50%; 54%)
- How much does your coursework at this college emphasize (% “Quite a bit” or “Very much”):
  - Analyzing the basic elements of an idea, experience, or theory (67%; 70%) **-4% vs. 2017**
  - Formulating a new idea or understanding from various pieces of information (64%; 68%) **-3% vs. 2017**
  - Making judgments about the value or soundness of information, arguments, or methods (57%; 56%)
  - Applying theories or concepts to practical problems or in new situations (55%; 61%) **-3% vs. 2017**
  - Using information you have read or heard to perform a new skill (60%; 66%)
- During the current school year:
  - How many assigned textbooks, manuals, books, or book-length packs of course readings did you read (5 or more; 57%; 61%) **-3% vs. 2017**
  - How many papers or reports of any length did you write (5 or more; 60%; 58%)
  - To what extent have your exams challenged you to do your best work at this college (5, 6, or 7 on 7-pt scale; 63%; 64%)
- How much does this college emphasize (% “Quite a bit” or “Very much”):
  - Encouraging you to spend significant amounts of time studying (73%; 75%)

# Student-Faculty Interaction (TCC %; CCSSE %)

---

- During the current school year, how often have you (% “Often” or “Very often”):
  - Used e-mail to communicate with an instructor (71%; 68%)
  - Discussed grades or assignments with an instructor (52%; 53%) **+3% vs. 2017**
  - Talked about career plans with an instructor or advisor (29%; 35%)
  - Discussed ideas from your readings or classes with instructors outside of class (15%; 20%)
  - Received prompt feedback (written or oral) from instructors on your performance (61%; 63%)
  - Worked with instructors on activities other than coursework (7%; 12%)

# Support for Learners (TCC %; CCSSE %)

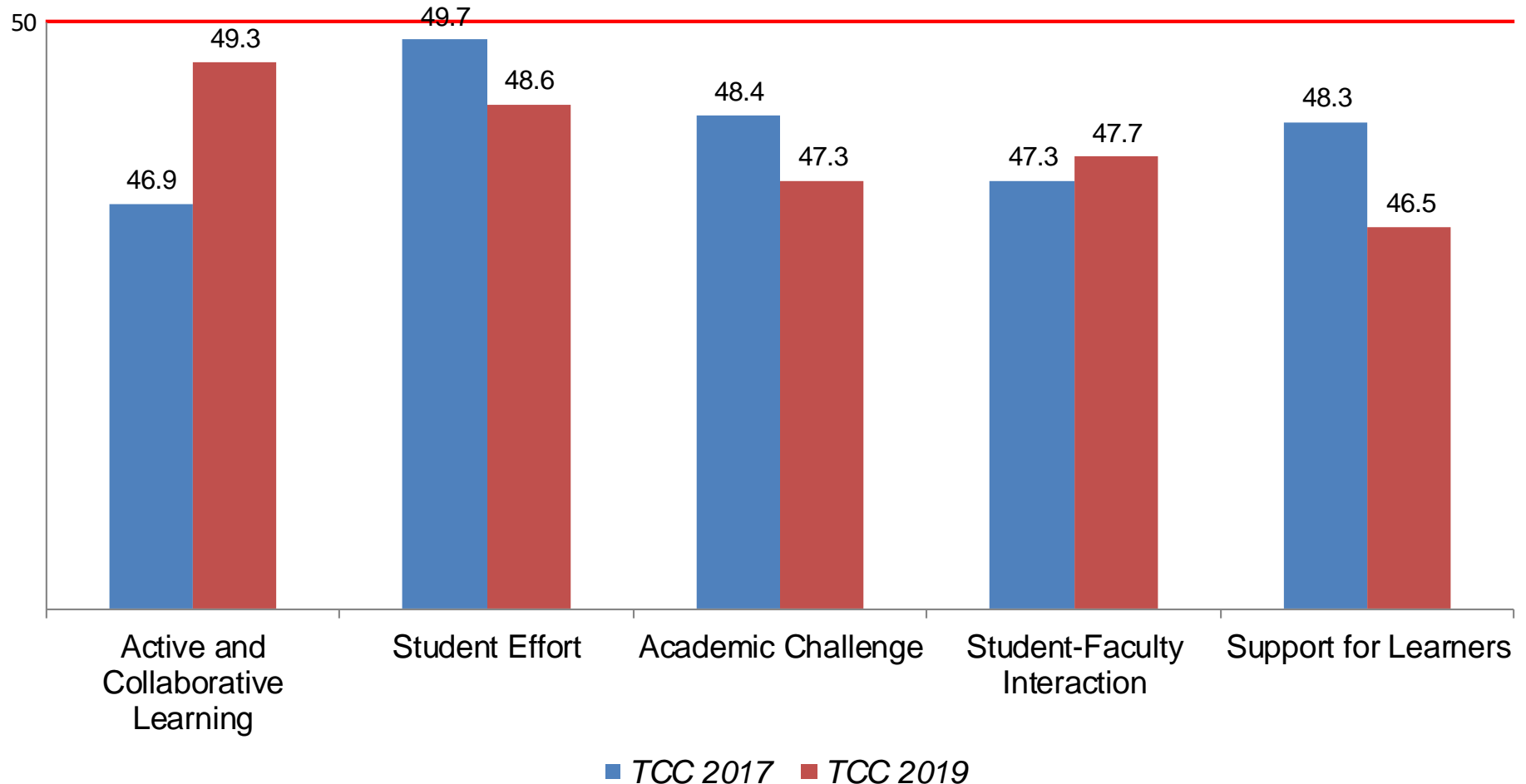
---

- How much does this college emphasize (% “*Quite a bit*” or “*Very much*”):
  - Providing the support you need to help you succeed at this college (72%; 76%)
  - Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (52%; 56%)
  - Helping you cope with your nonacademic responsibilities (work, family, etc.) (23%; 31%)
  - Providing the support you need to thrive socially (30%; 38%)
  - Providing the financial support you need to afford your education (53%; 53%)
- During the current school year, how often have you (% “*Sometimes*” or “*Often*”):
  - Used academic advising/planning services (69%; 60%)
  - Used career counseling services (11%; 20%) **-5% vs. 2017**



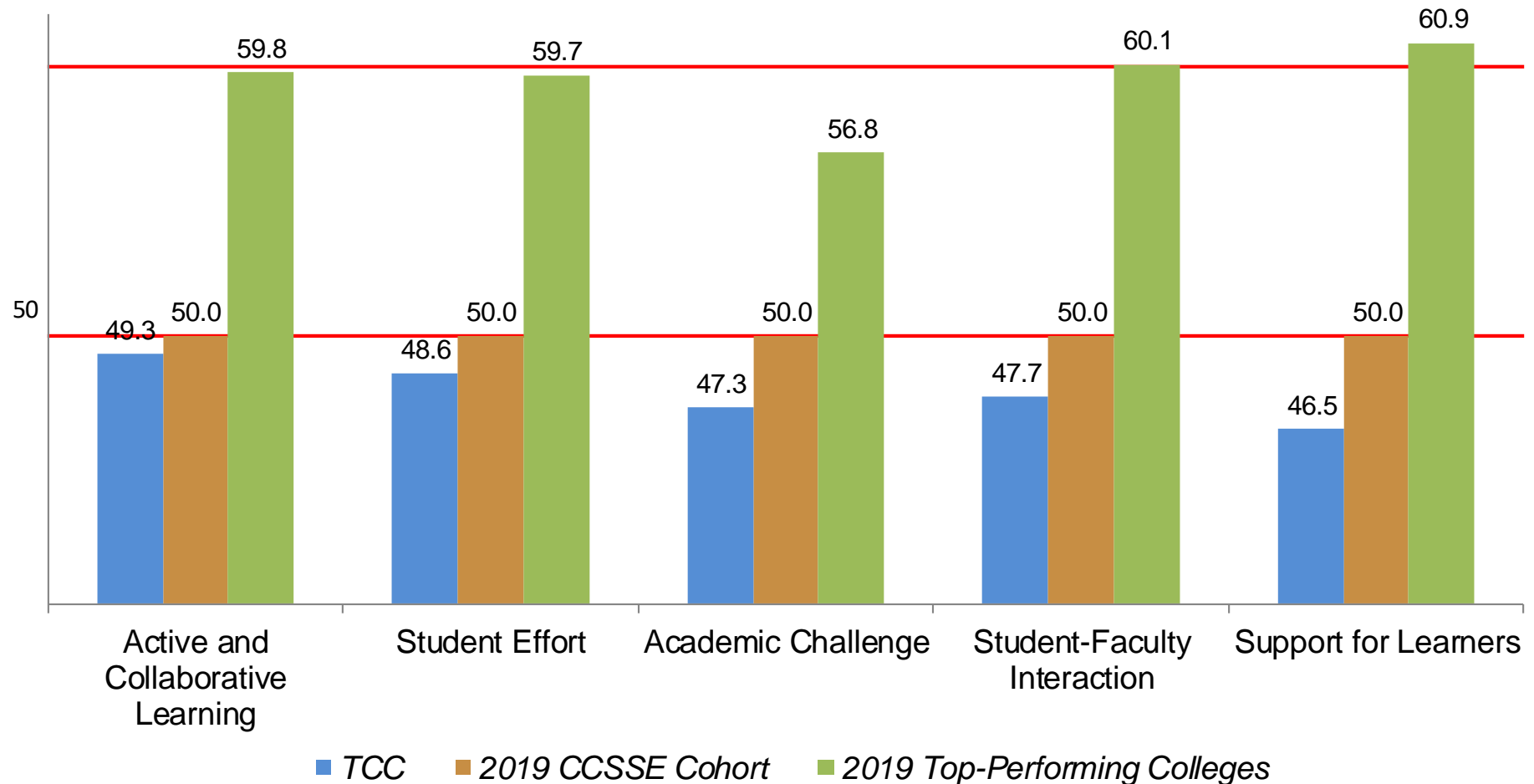
# CCSSE Benchmarks for Effective Educational Practice

---



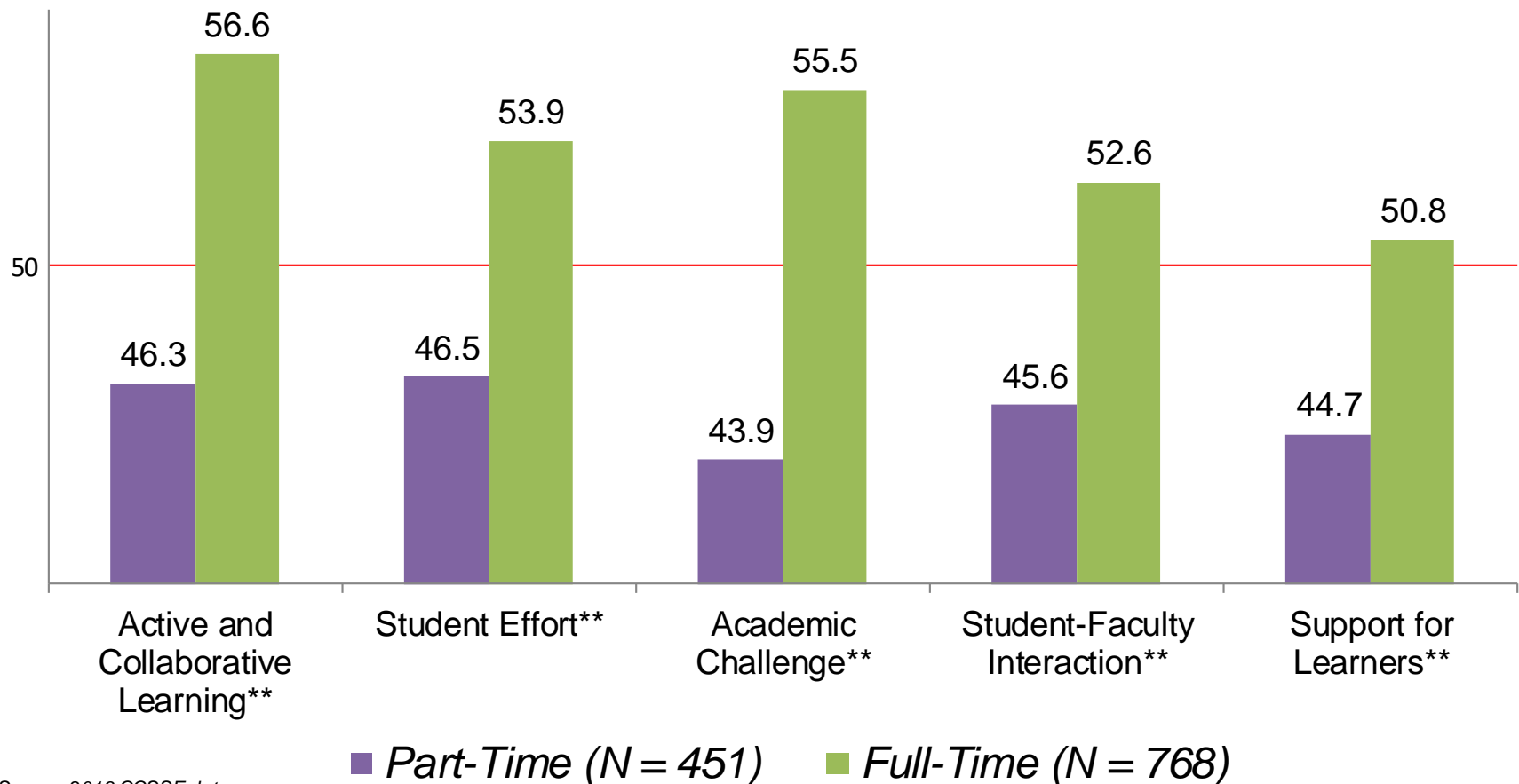
Source: 2015 & 2017 CCSSE data

# CCSSE 2019 Benchmarks for Effective Educational Practice



Source: 2019 CCSSE data

# CCSSE 2019 Benchmarks for Effective Educational Practice



Source: 2019 CCSSE data

\*\* Significant,  $p < .001$

# CCSSE 2019 Benchmarks for Effective Educational Practice

---

- Full-time students are significantly more likely to...
  - Make a class presentation
  - Worked with classmates outside of class
  - Prepared multiple 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
  - Feel they worked harder than they thought they could to meet an instructor's standards or expectations
  - Use email to communicate to an instructor
  - Talk about career plans with an instructor or advisor
  - Worked with an instructor on activities other than coursework

# CCSSE 2019 Benchmarks for Effective Educational Practice

---

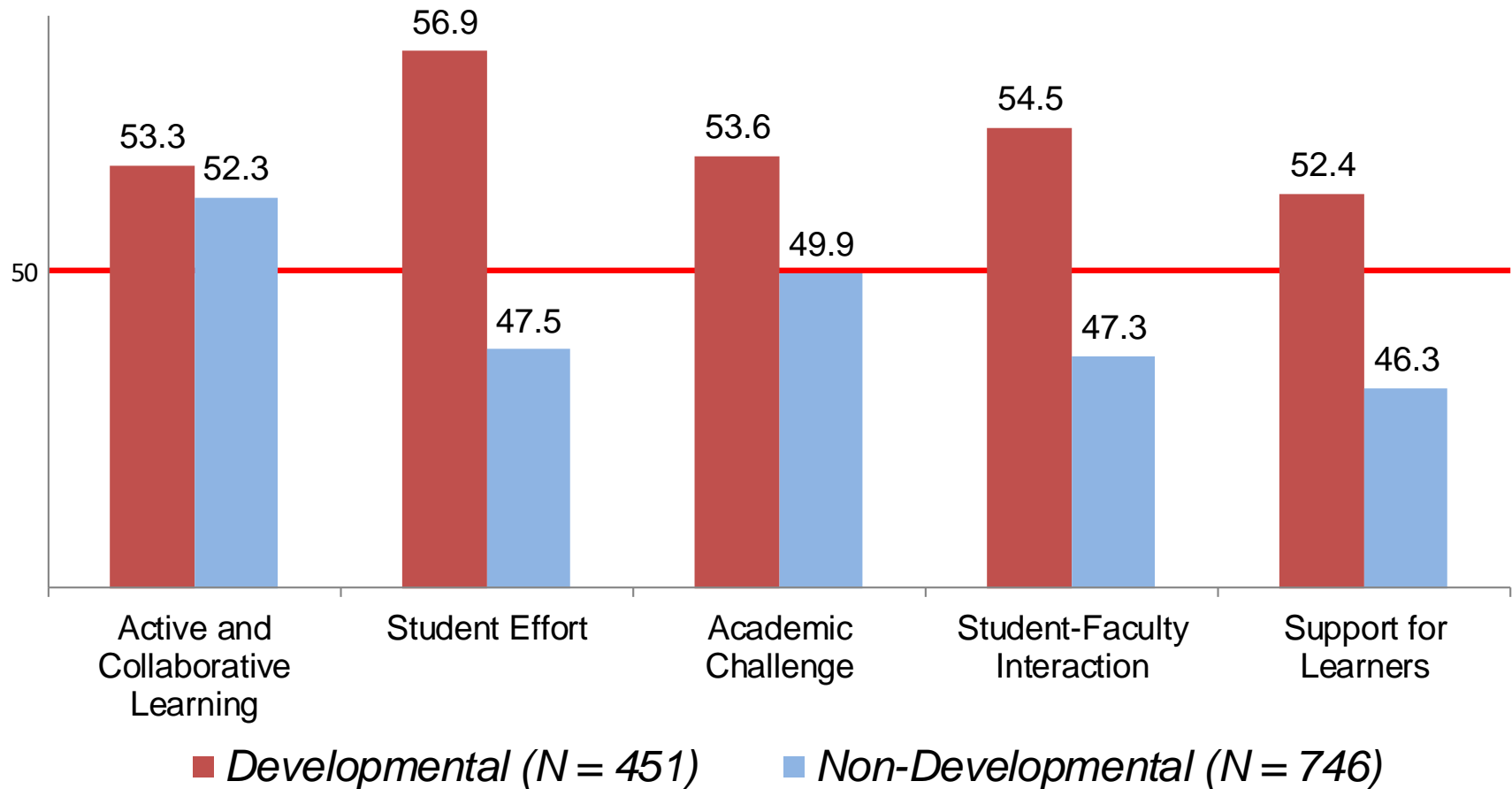
- Full-time students also...
  - Spent more time preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to the program)
  - Felt stronger their coursework emphasized applying theories or concepts to practical problems or new situations
  - Felt they read more textbooks, manuals, books, or packets of course readings
  - Felt they wrote more papers or reports
  - Felt more strongly that the college encourages students to spend a significant amount of time studying

# CCSSE 2019 Benchmarks for Effective Educational Practice

---

- Full-time students feel like TCC contributes to their development in the following more than part-time students...
  - Acquiring a broad general education
  - Writing clearly and effectively
  - Speaking clearly and effectively
  - Thinking critically and analytically
  - Working effectively with others
  - Developing clearer career goals
  - Gaining information about career opportunities

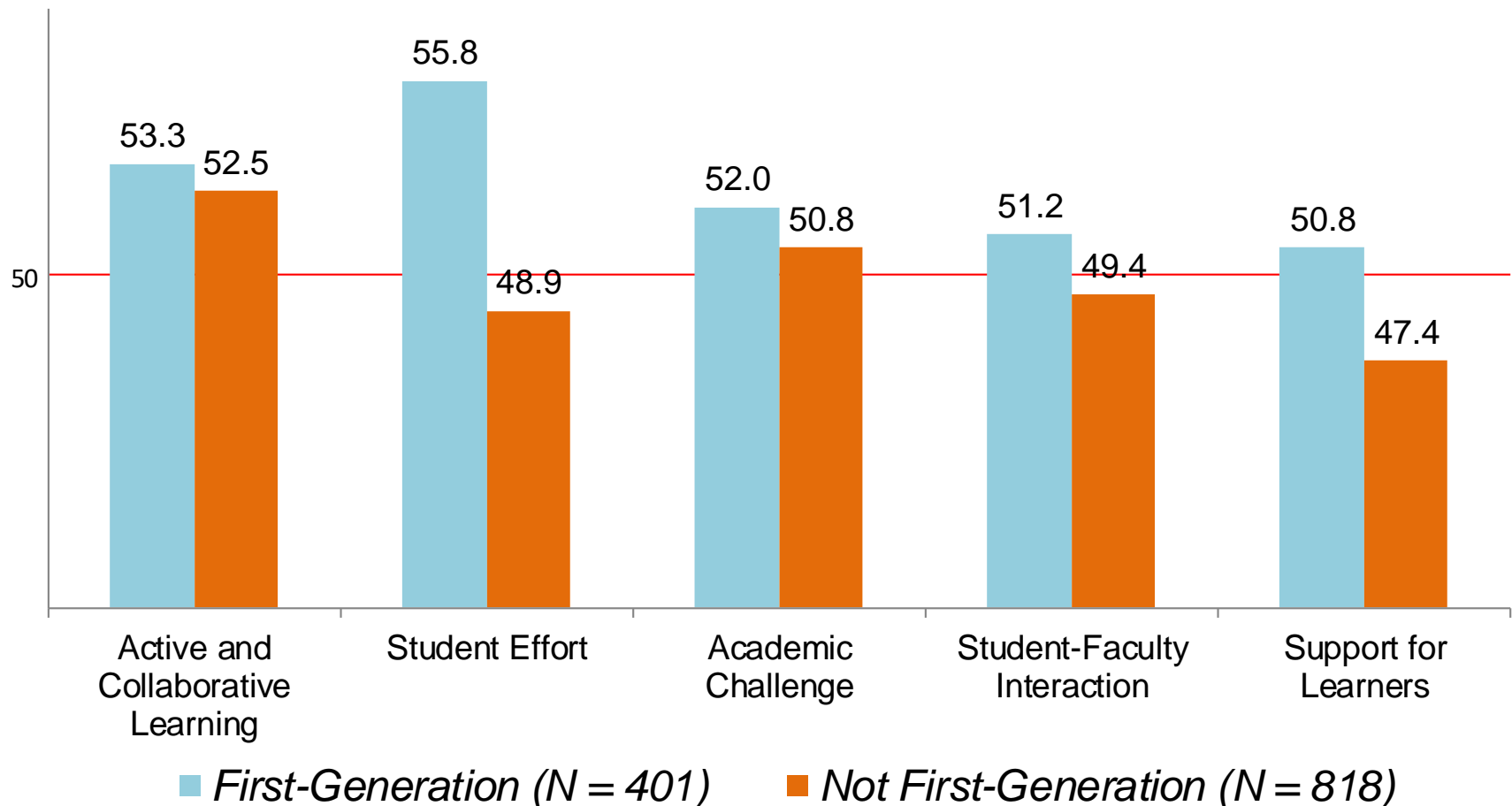
# CCSSE 2019 Benchmarks for Effective Educational Practice



Source: 2019 CCSSE data

# CCSSE 2019 Benchmarks for Effective Educational Practice

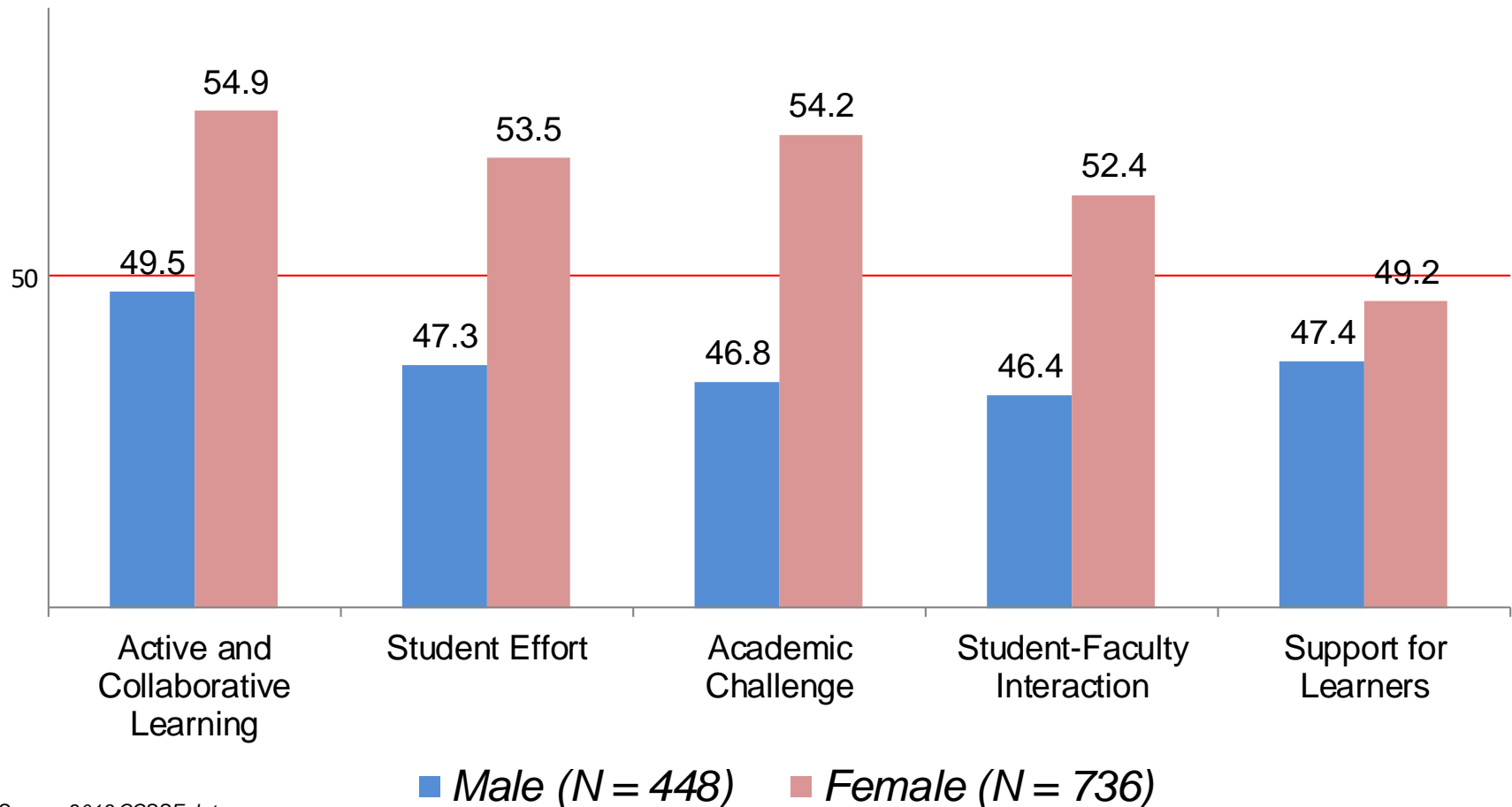
---



Source: 2019 CCSSE data



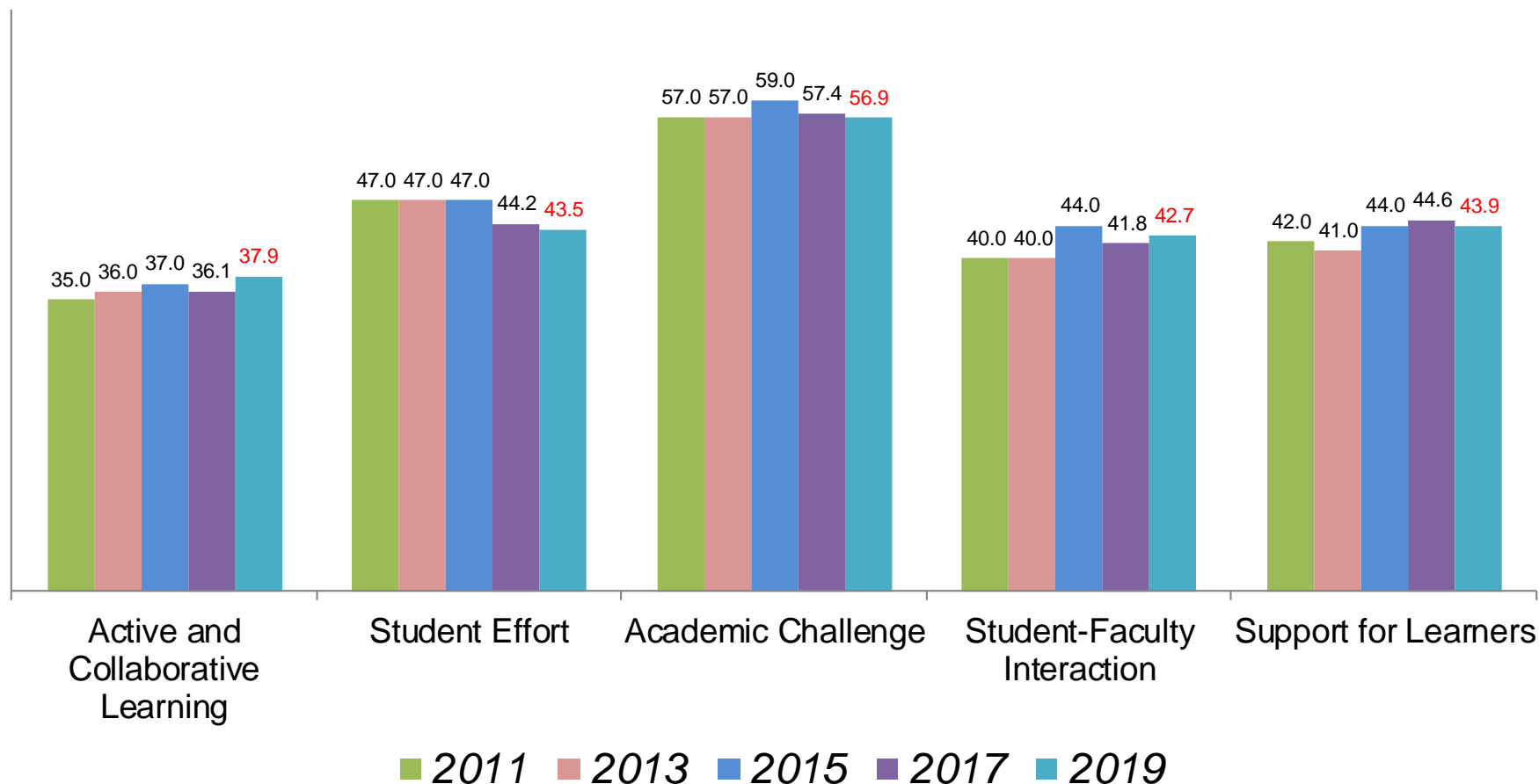
# CCSSE 2019 Benchmarks for Effective Educational Practice



Source: 2019 CCSSE data

# CCSSE Benchmarks for Effective Educational Practice

## TCC's CCSSE Raw Benchmarks\*

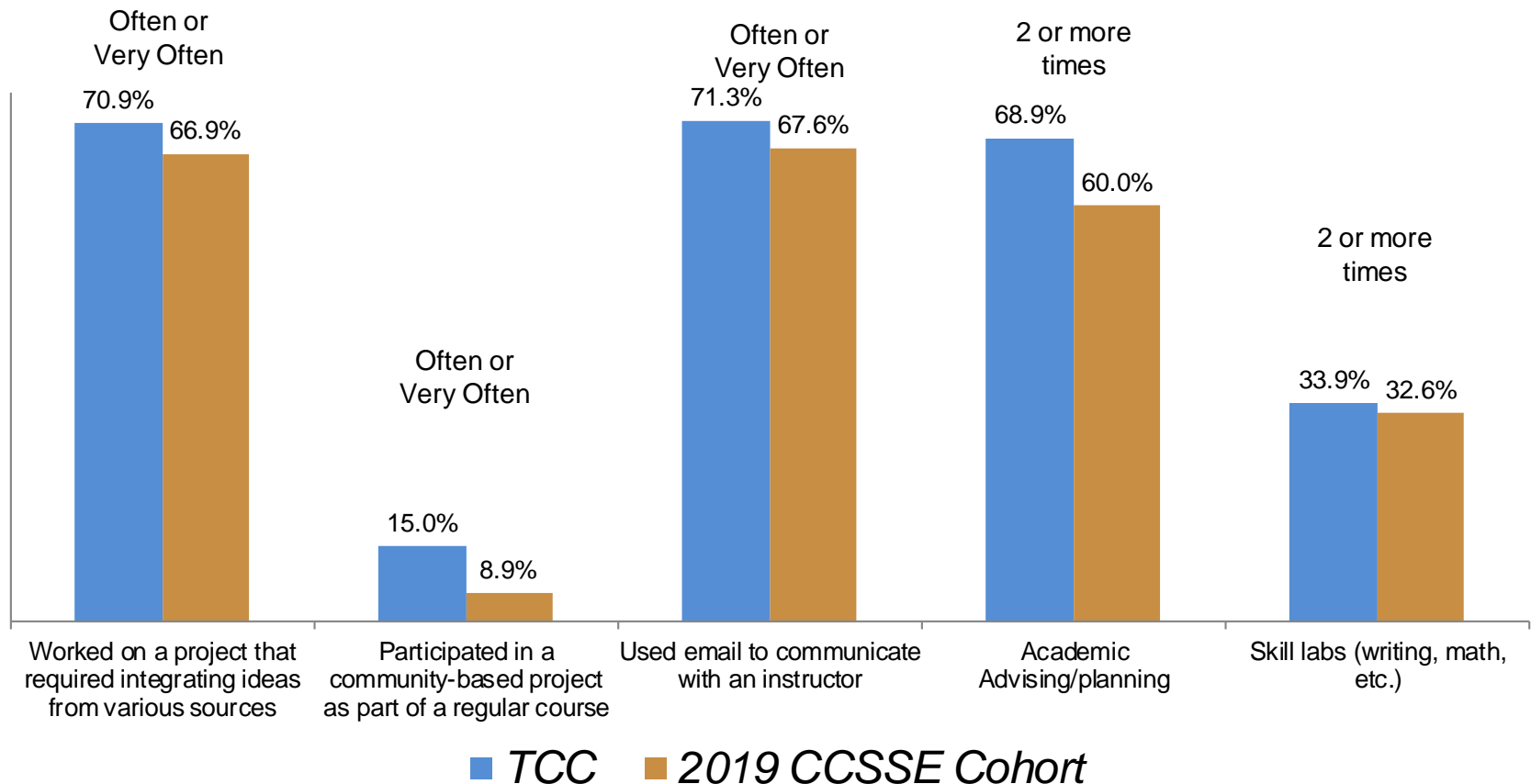


Source: 2011, 2013, 2015, 2017 and 2019 CCSSE data

\* Only Raw Benchmark scores can be compared overtime

# CCSSE 2019 Benchmarks for Effective Educational Practice

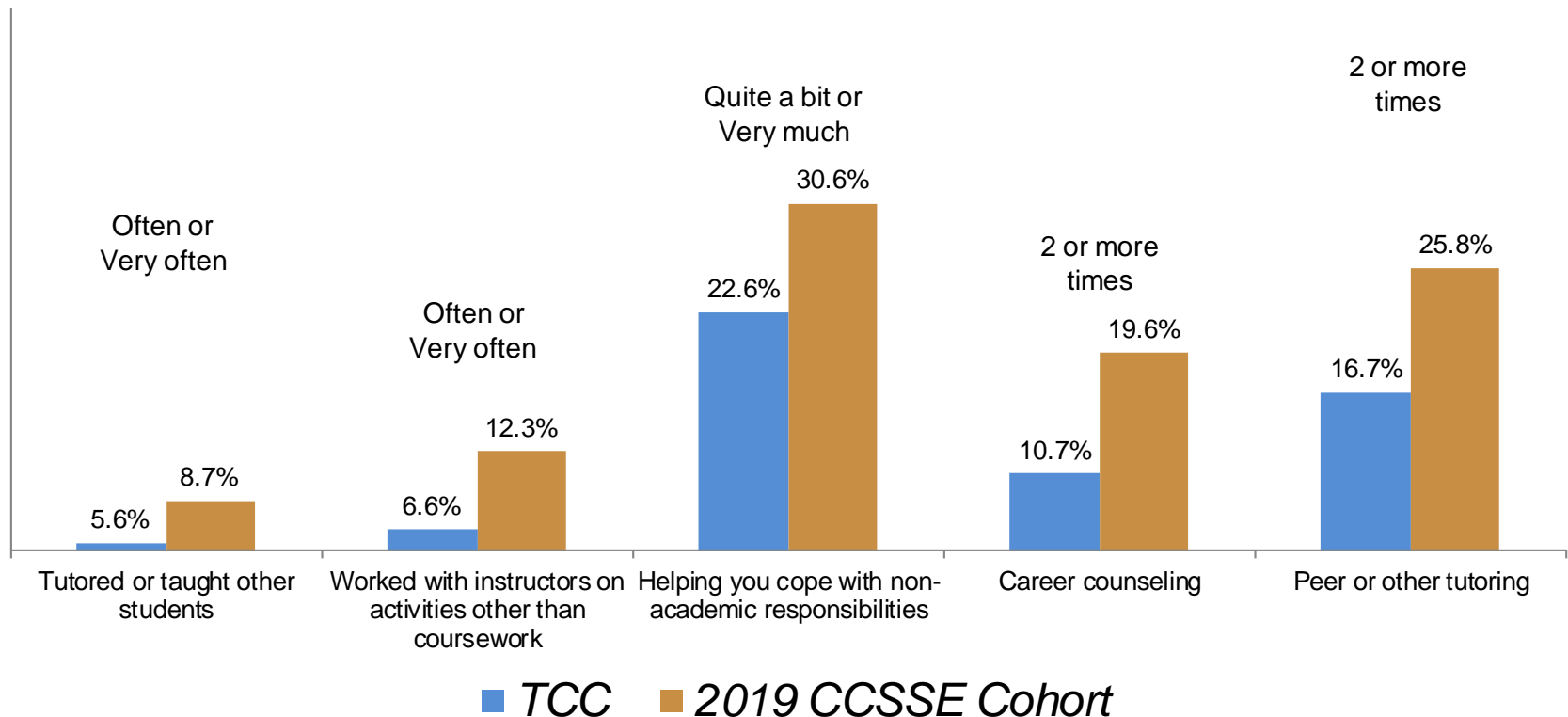
## Aspects of TCC's 2019 Highest Student Engagement



Source: 2019 CCSSE data

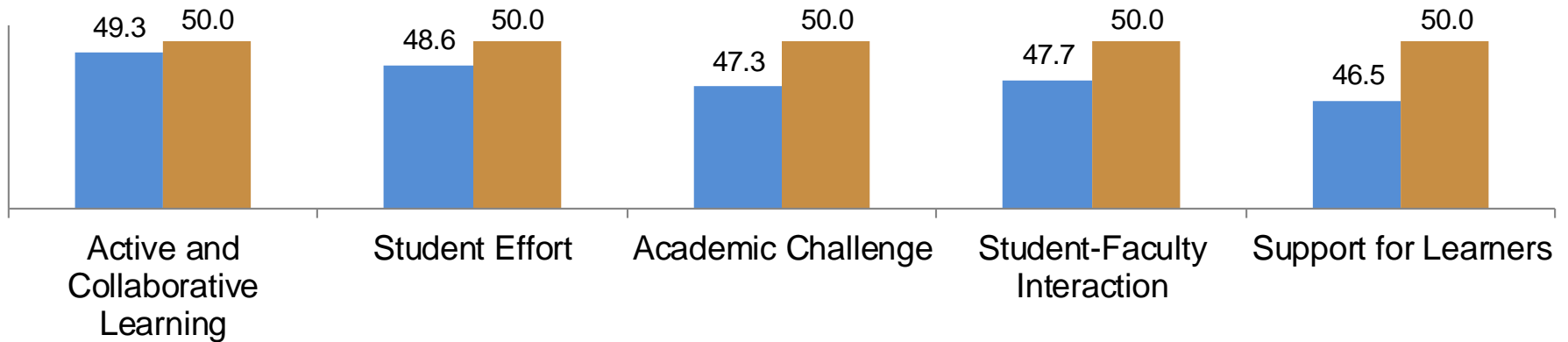
# CCSSE 2019 Benchmarks for Effective Educational Practice

## *Aspects of TCC's 2019 Lowest Student Engagement*

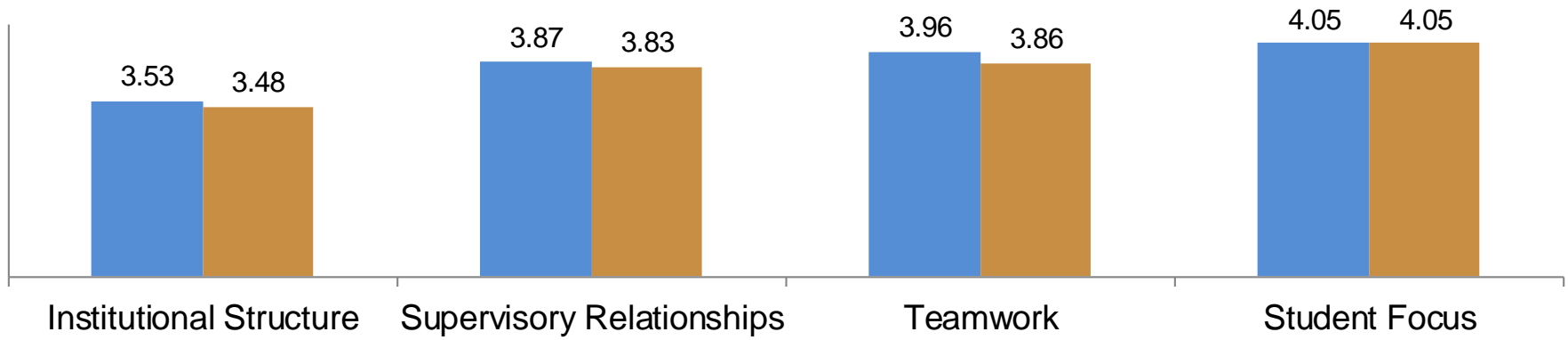


Source: 2019 CCSSE data

# CCSSE vs. PACE



■ TCC ■ CCSSE Norm Base

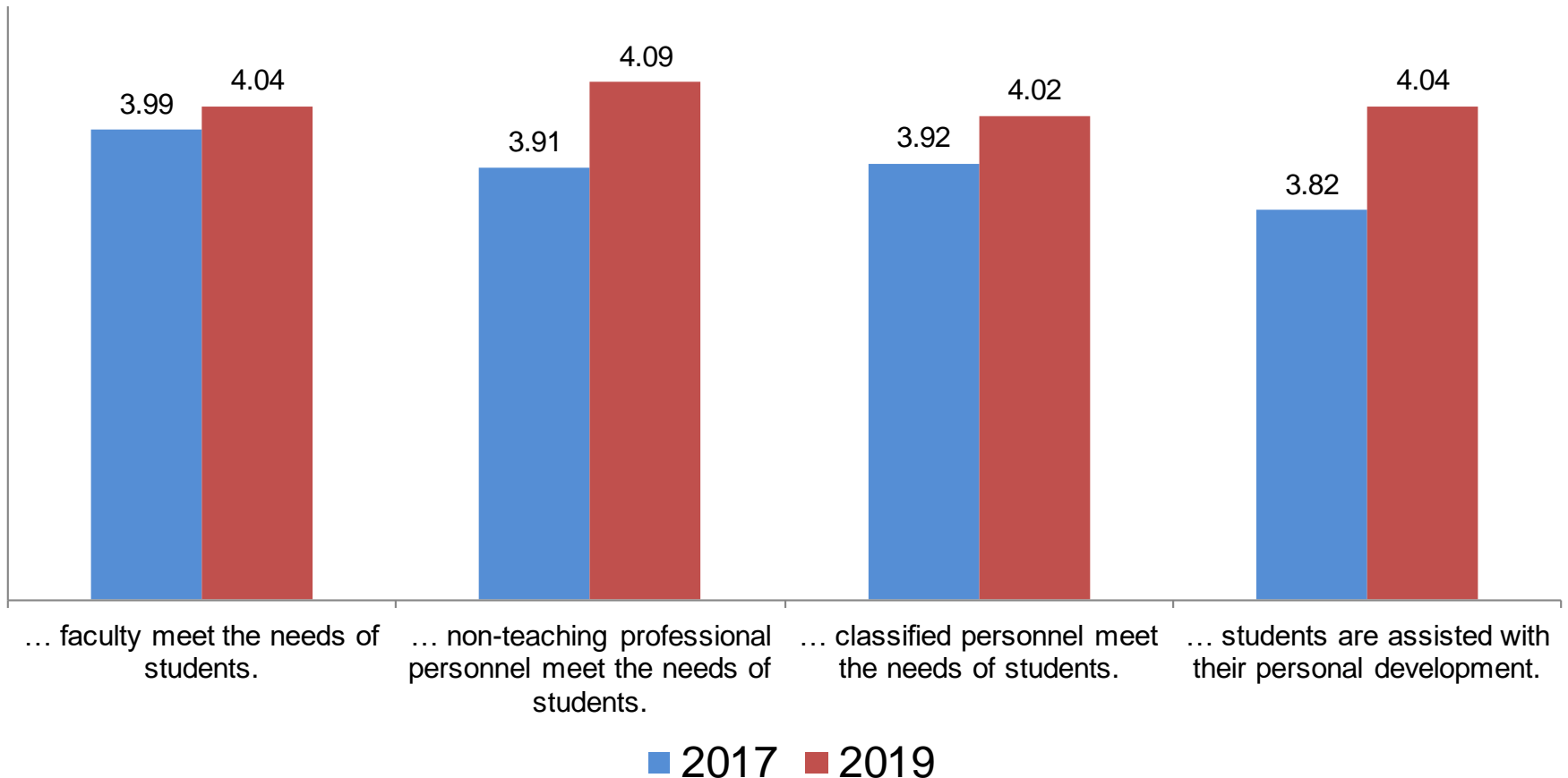


■ TCC ■ PACE Norm Base

Source: 2019 CCSSE and PACE data

# PACE 2017 to 2019

*The extent to which...*



Source: 2017 and 2019 PACE data