



# ***CCCSSE 2015 Findings***



## ***Passaic County Community College***

**Achieving the Dream Data Summit**



# ***Presentation Overview***

- *CCSSE* Overview
- Student Respondent Profile
- *CCSSE* Benchmarks
- Promising Practices

# ***CCSSE Overview***



# The Community College Survey of Student Engagement (CCSSE)

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

## The Community College Student Report

Instructions: It is essential that you use a No. 2 pencil to complete this survey. Mark your answers as shown in the following example:  Correct Mark  Incorrect Marks

1. Did you begin college at this college or elsewhere? ☐ Started here ☐ Started elsewhere
2. Thinking about this current academic term, how would you characterize your enrollment at this college? ☐ Full-time ☐ Less than full-time
3. Have you taken this survey in another class this term? ☐ Yes ☐ No
4. In your experiences at this college during the current school year, about how often have you done each of the following?
- |  | Very often            | Often                 | Sometimes             | Never                 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Asked questions in class or contributed to class discussions  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Made a class presentation   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Prepared two or more drafts of a paper or assignment before turning it in   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Worked on a paper or project that required integrating ideas or information from various sources  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Come to class without completing readings or assignments  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Worked with other students on projects during class   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Worked with classmates outside of class to prepare class assignments  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Tutored or taught other students (paid or voluntary)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Participated in a community-based project as a part of a regular course   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Used the Internet or instant messaging to work on an assignment   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Used e-mail to communicate with an instructor   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Discussed grades or assignments with an instructor  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Talked about career plans with an instructor or advisor   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. Discussed ideas from your readings or classes with instructors outside of class   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. Received prompt feedback (written or oral) from instructors on your performance   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p. Worked harder than you thought you could to meet an instructor's standards or expectations  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| q. Worked with instructors on activities other than coursework   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| s. Had serious conversations with students of a different race or ethnicity other than your own  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| u. Skipped class   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
5. During the current school year, how much has your coursework at this college emphasized the following mental activities?
- |   | Very much             | Quite a bit           | Some                  | Very little           |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Analyzing the basic elements of an idea, experience, or theory   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Synthesizing and organizing ideas, information, or experiences in new ways   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Making judgments about the value or soundness of information, arguments, or methods                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Applying theories or concepts to practical problems or in new situations   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Using information you have read or heard to perform a new skill  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PLEASE DO NOT MARK IN THIS AREA  


SERIAL #

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# ***Student Respondent Profile at PCCC***



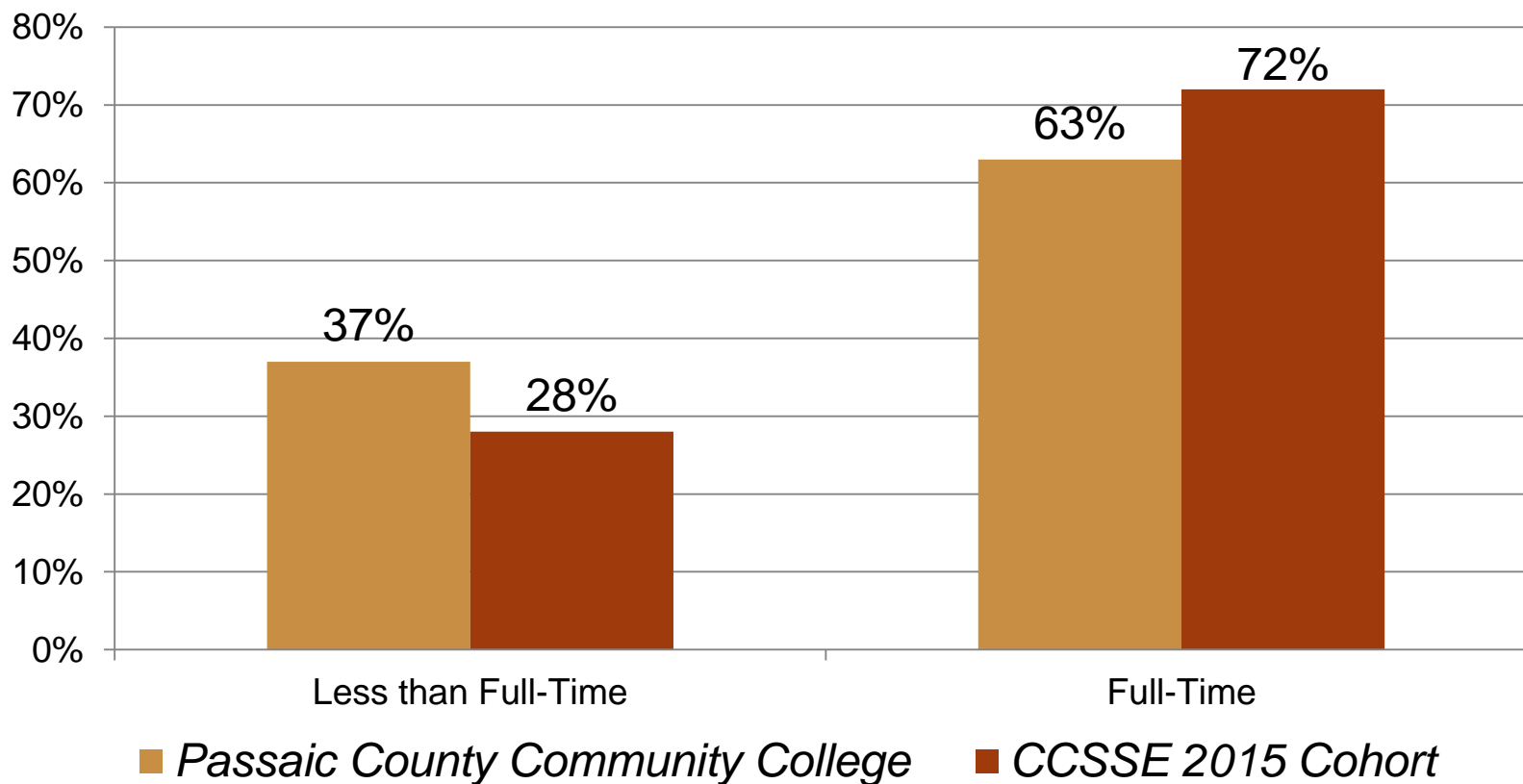


# ***Survey Respondents***

- 820 - adjusted survey count
- 82% - “percent of target” rate

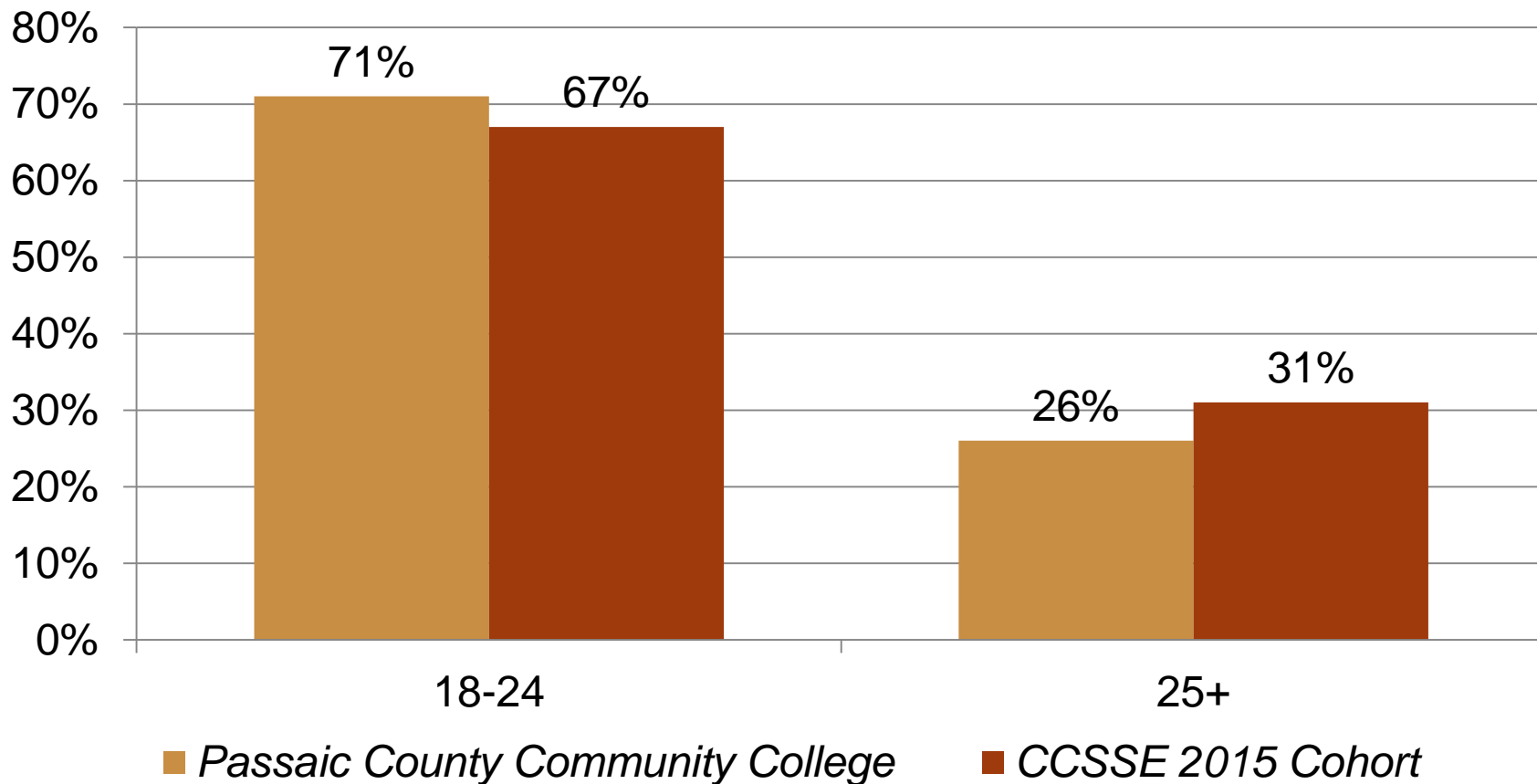
*Source: 2015 CCSSE data*

# Student Respondent Profile: Enrollment Status



Source: 2015 CCSSE data

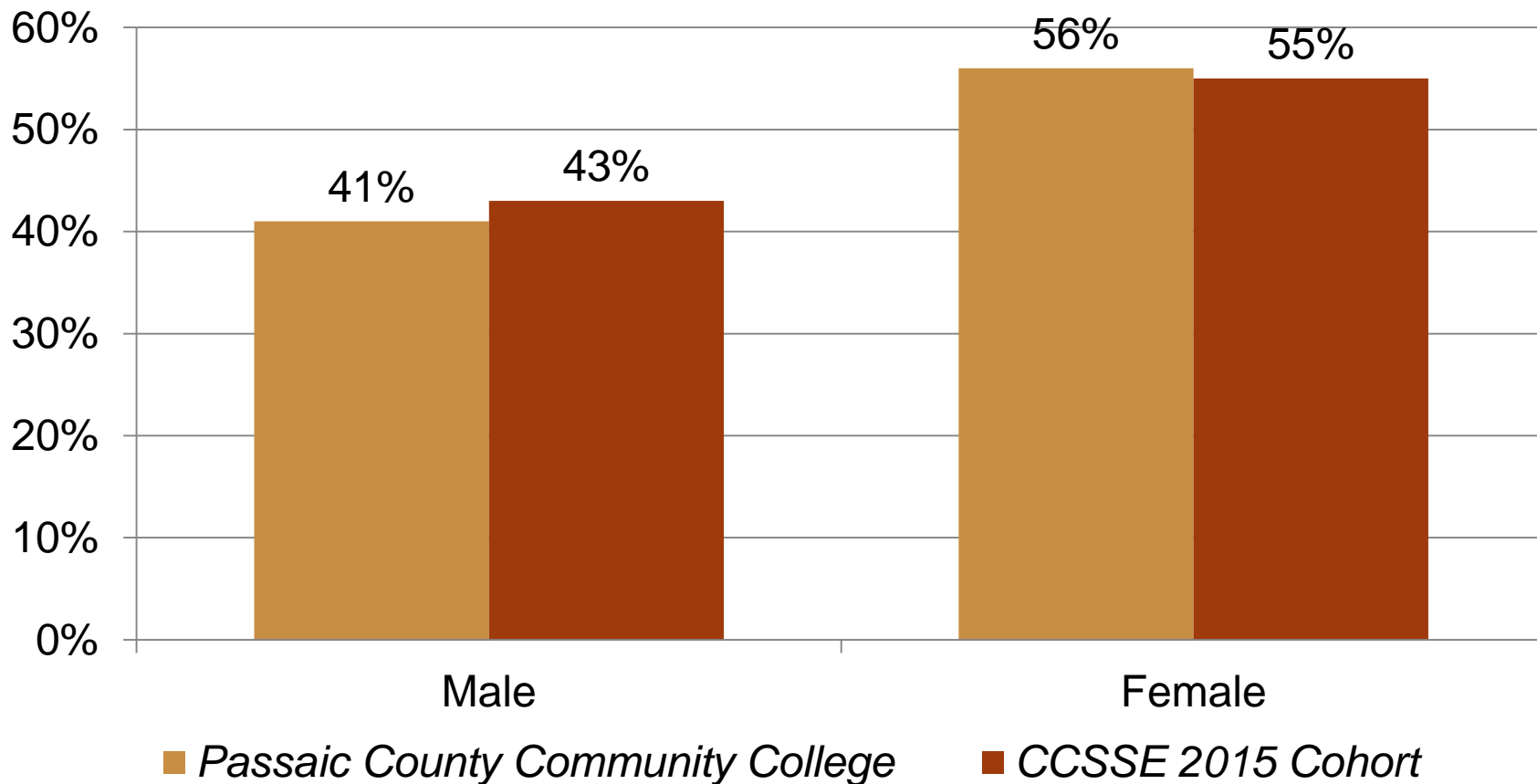
# Student Respondent Profile: Age



Source: 2015 CCSSE data

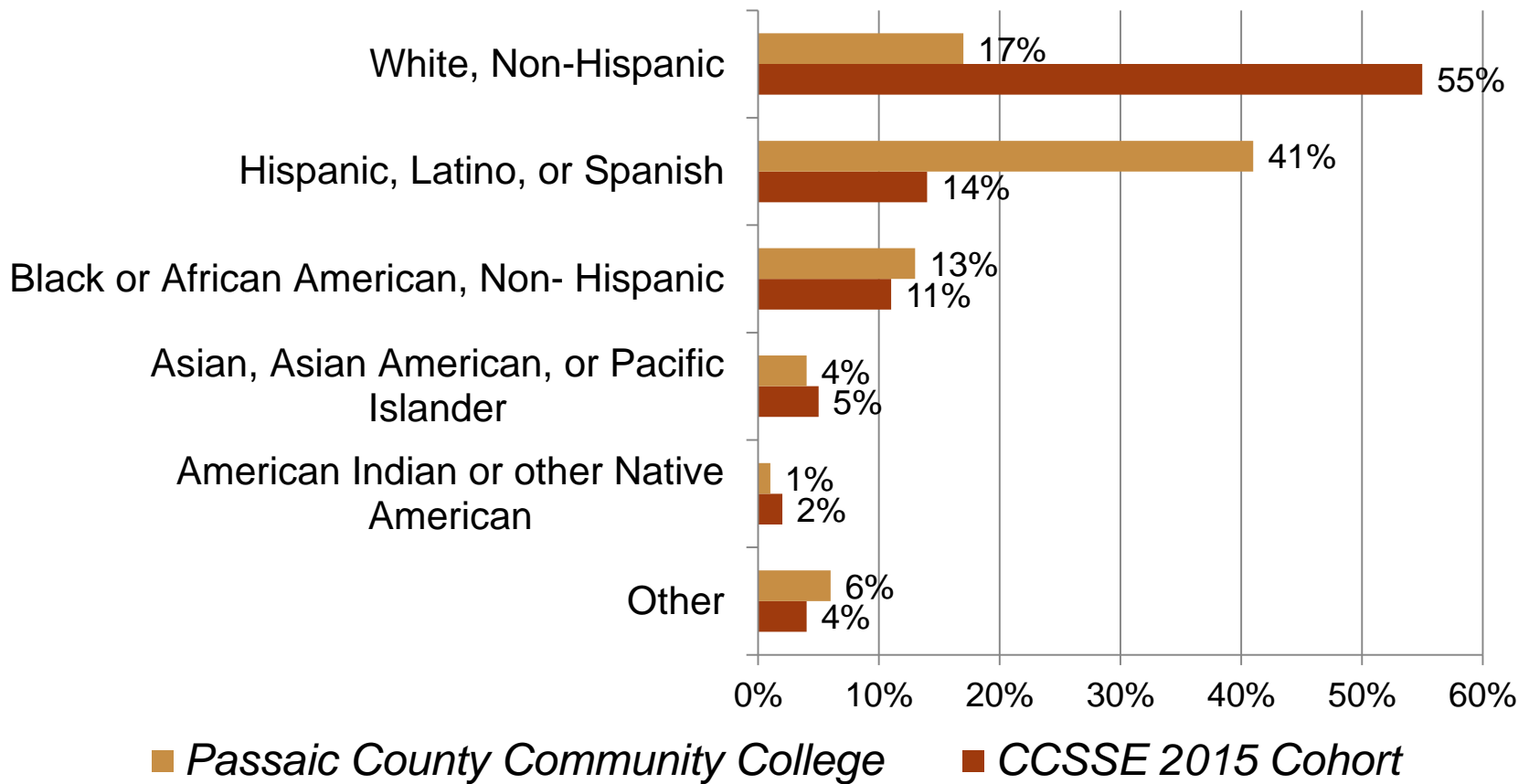


# Student Respondent Profile: Sex



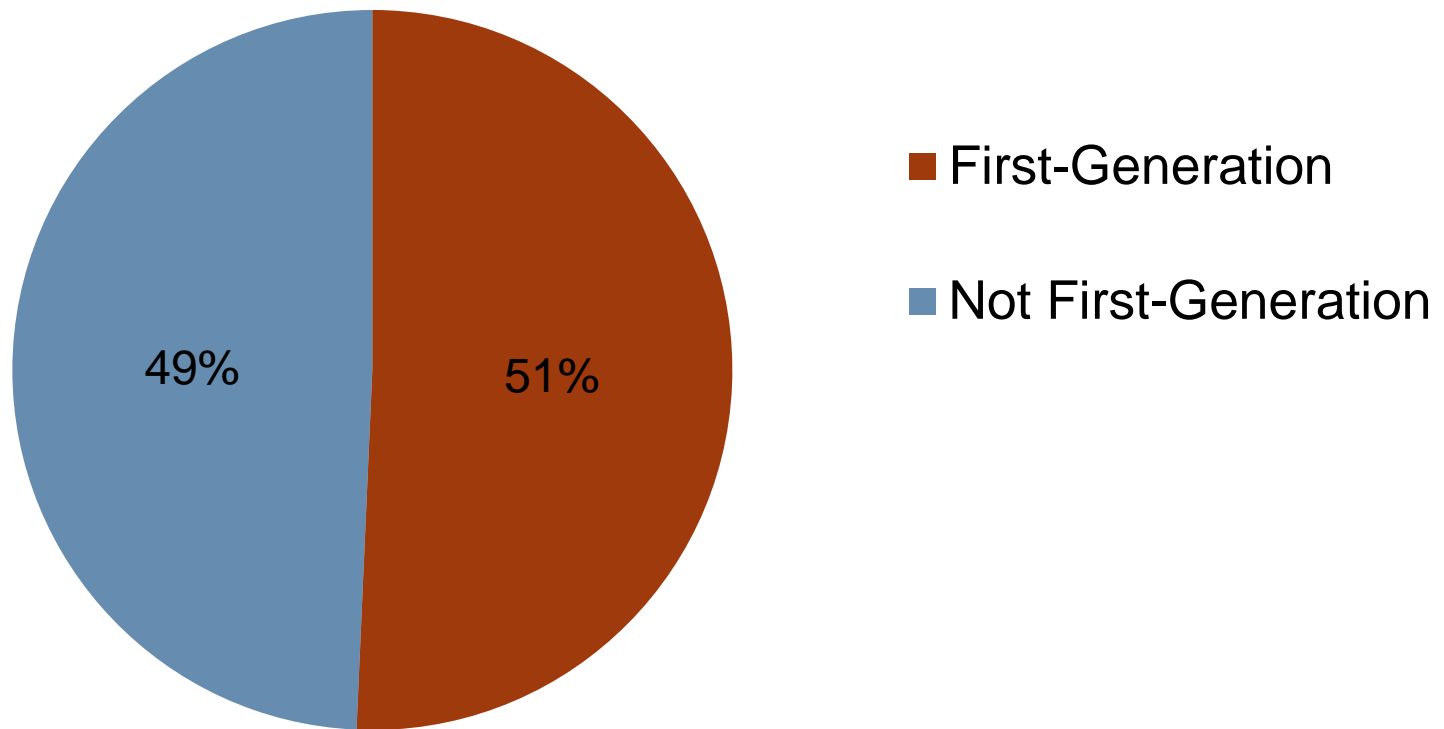
Source: 2015 CCSSE data

# Student Respondent Profile: Racial Identification



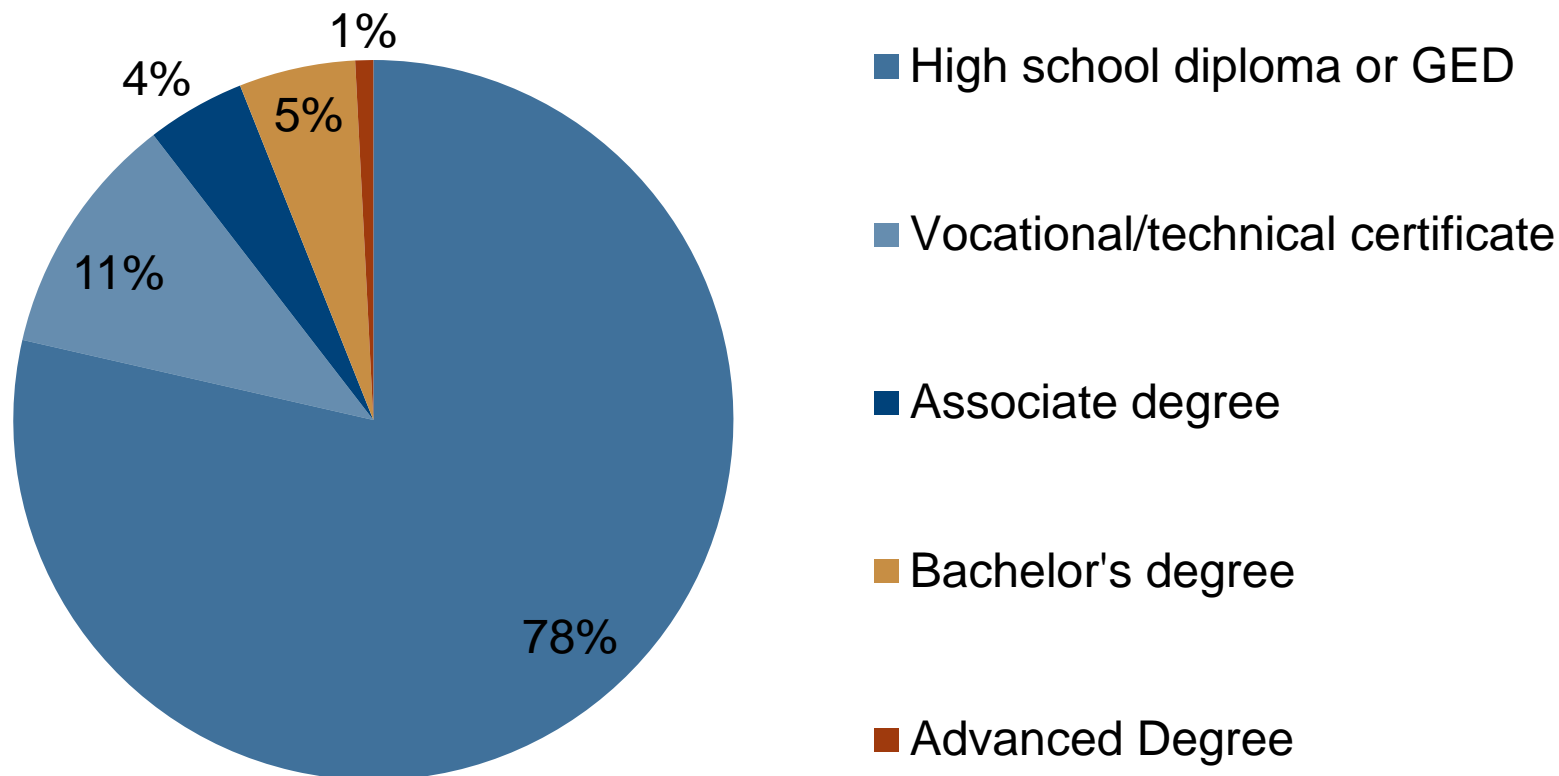
Source: 2015 CCSSE data

# ***Student Respondent Profile: First-Generation Status***



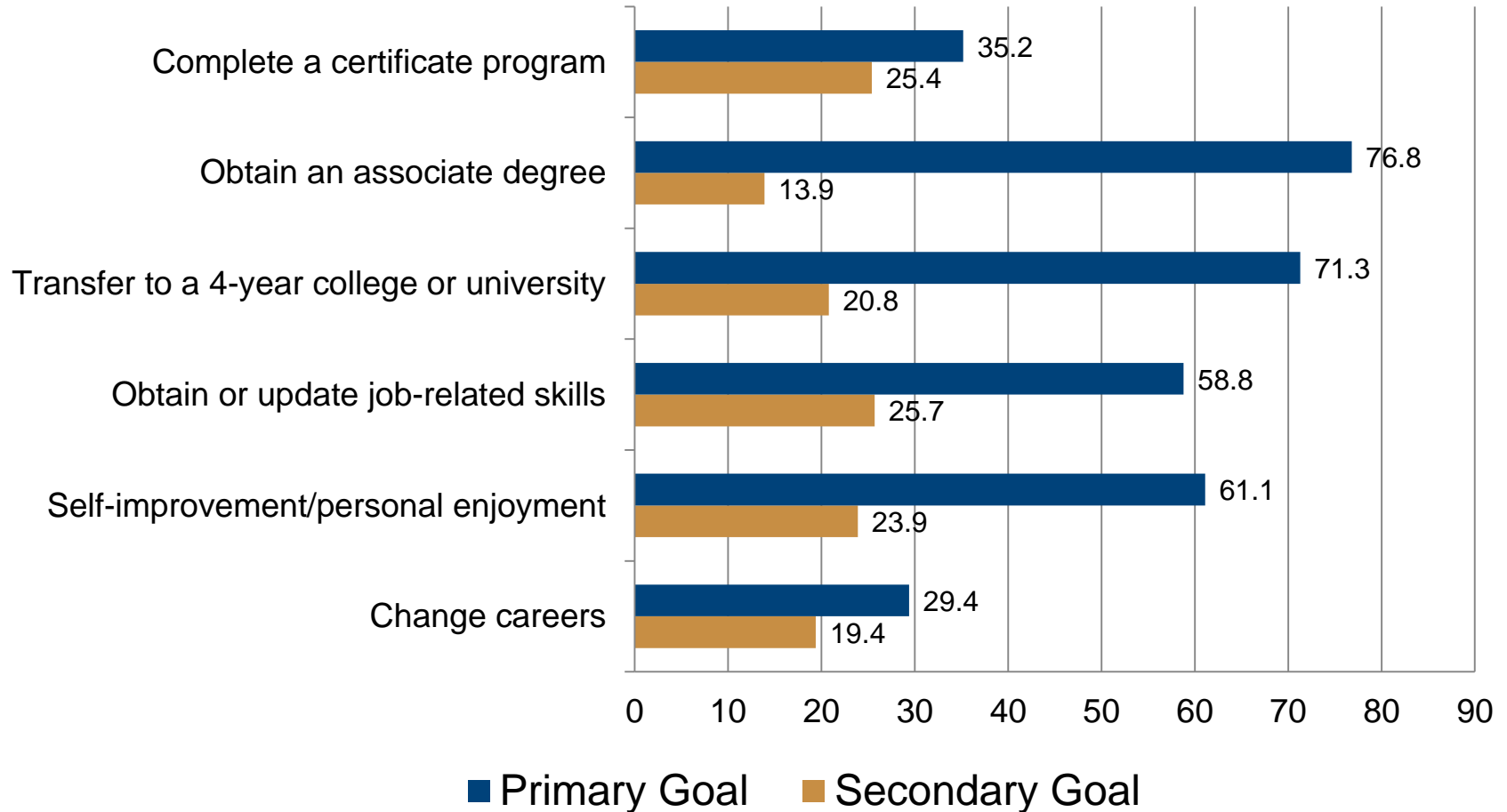
Source: 2015 CCSSE data

# ***Student Respondent Profile: Educational Attainment***



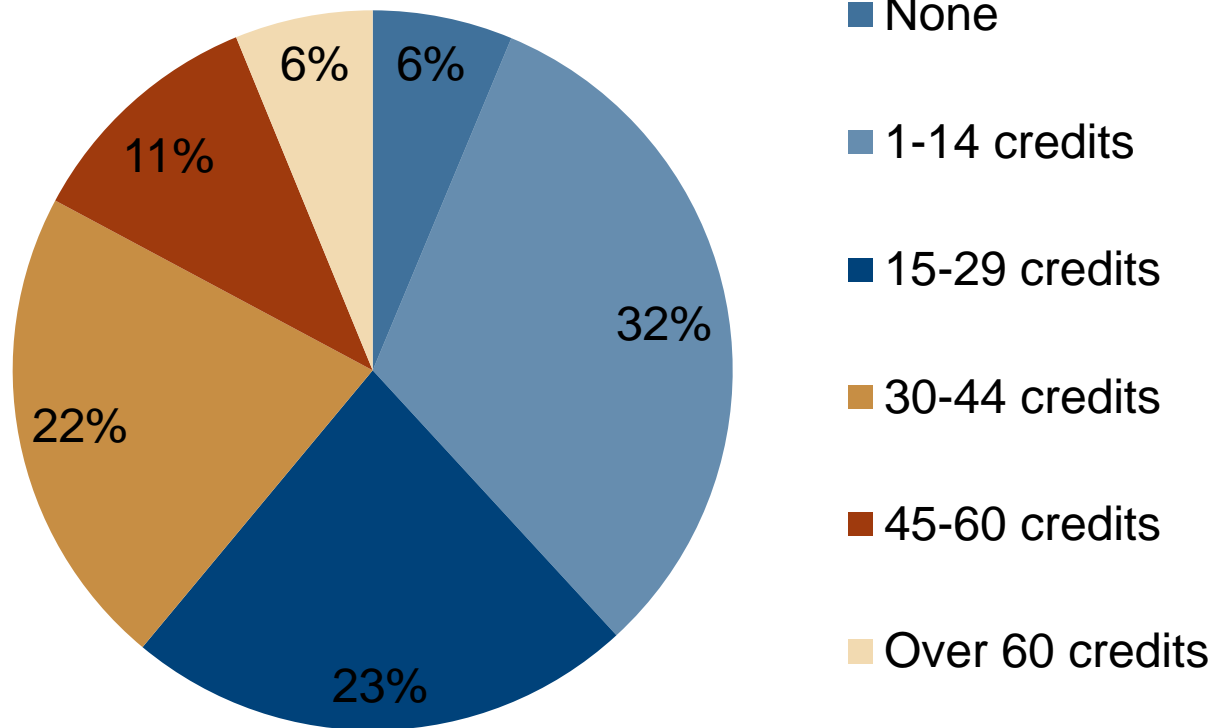
Source: 2015 CCSSE data

# Student Respondent Profile: Goals



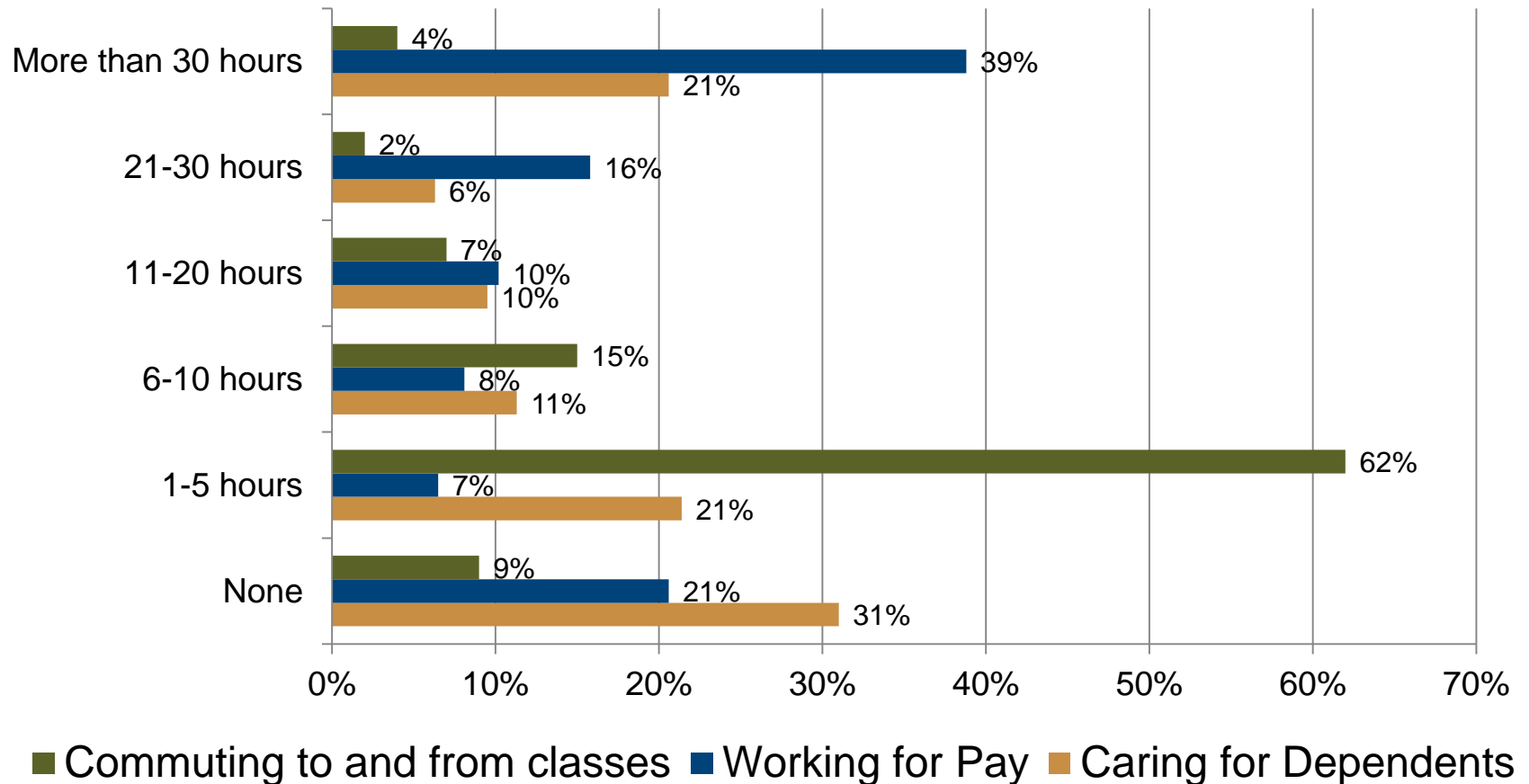
Source: 2015 CCSSE data

# ***Student Respondent Profile: Total Credit Hours Earned***



Source: 2015 CCSSE data

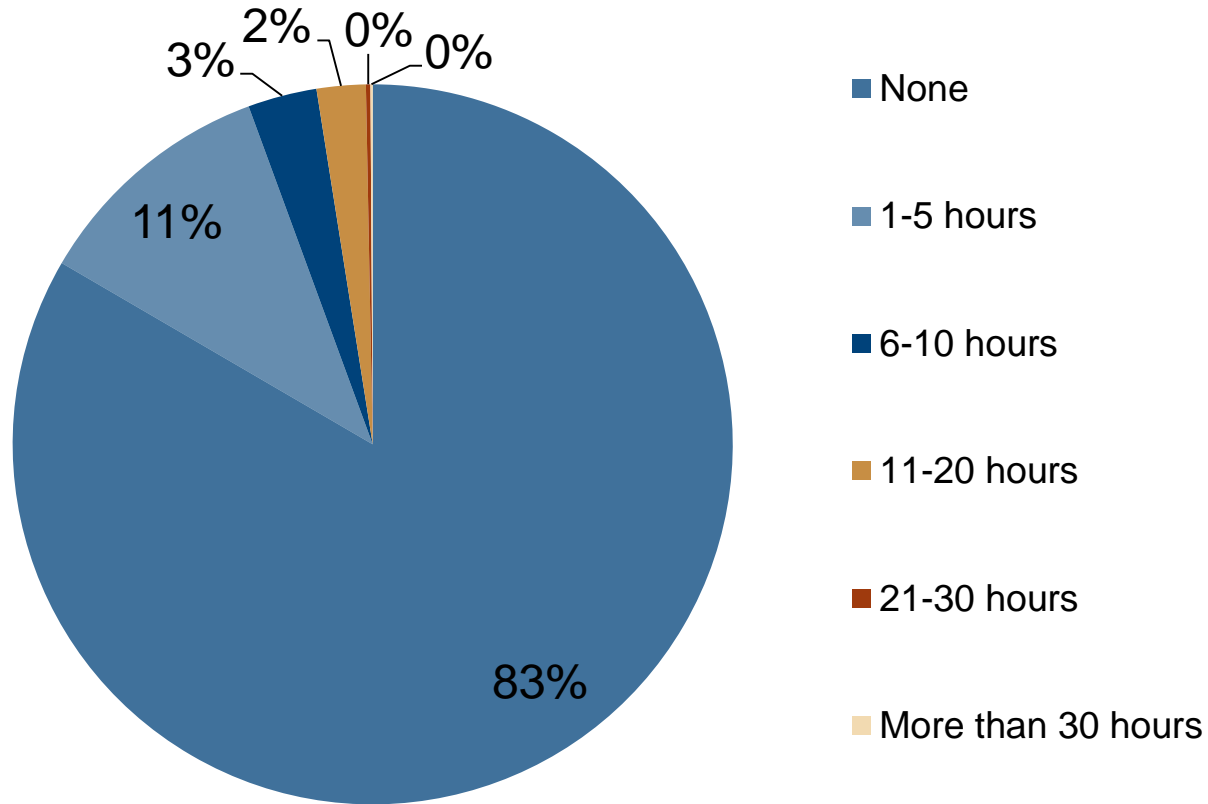
# Student Respondent Profile: External Commitments



Source: 2015 CCSSE data



# *Student Respondent Profile: College-Sponsored Activities*



Source: 2015 CCSSE data

# ***CCSSE Benchmarks***



# ***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:
  - Asked questions in class or contributed to class discussions (#4a)
  - Made a class presentation (#4b)
  - Worked with other students on projects during class (#4f)
  - Worked with classmates outside of class to prepare class assignments (#4g)
  - Tutored or taught other students (paid or voluntary) (#4h)
  - Participated in a community-based project as a part of a regular course (#4i)
  - Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (#4r)

Source: 2015 CCSSE data

# ***Student Effort***

- During the current school year, how often have you:
  - Prepared two or more drafts of a paper or assignment before turning it in (#4c)
  - Worked on a paper or project that required integrating ideas or information from various sources (#4d)
  - Come to class without completing readings or assignments (#4e)
  - Used peer or other tutoring services (#13d)
  - Used skill labs (#13e)
  - Used a computer lab (#13h)
- During the current school year:
  - How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment (#6b)
  - How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program) (#10a)

*Source: 2015 CCSSE data*

# Academic Challenge

- During the current school year, how often have you:
  - Worked harder than you thought you could to meet an instructor's standards or expectations (#4p)
- How much does your coursework at this college emphasize:
  - Analyzing the basic elements of an idea, experience, or theory (#5b)
  - Synthesizing and organizing ideas, information, or experiences in new ways (#5c)
  - Making judgments about the value or soundness of information, arguments, or methods (#5d)
  - Applying theories or concepts to practical problems or in new situations (#5e)
  - Using information you have read or heard to perform a new skill (#5f)
- During the current school year:
  - How many assigned textbooks, manuals, books, or book-length packs of course readings did you read (#6a)
  - How many papers or reports of any length did you write (#6c)
  - To what extent have your examinations challenged you to do your best work (#7)
- How much does this college emphasize:
  - Encouraging you to spend significant amounts of time studying (#9a)

Source: 2015 CCSSE data

# ***Student-Faculty Interaction***

- During the current school year, how often have you:
  - Used e-mail to communicate with an instructor (#4k)
  - Discussed grades or assignments with an instructor (#4l)
  - Talked about career plans with an instructor or advisor (#4m)
  - Discussed ideas from your readings or classes with instructors outside of class (#4n)
  - Received prompt feedback (written or oral) from instructors on your performance (#4o)
  - Worked with instructors on activities other than coursework (#4q)

Source: 2015 CCSSE data



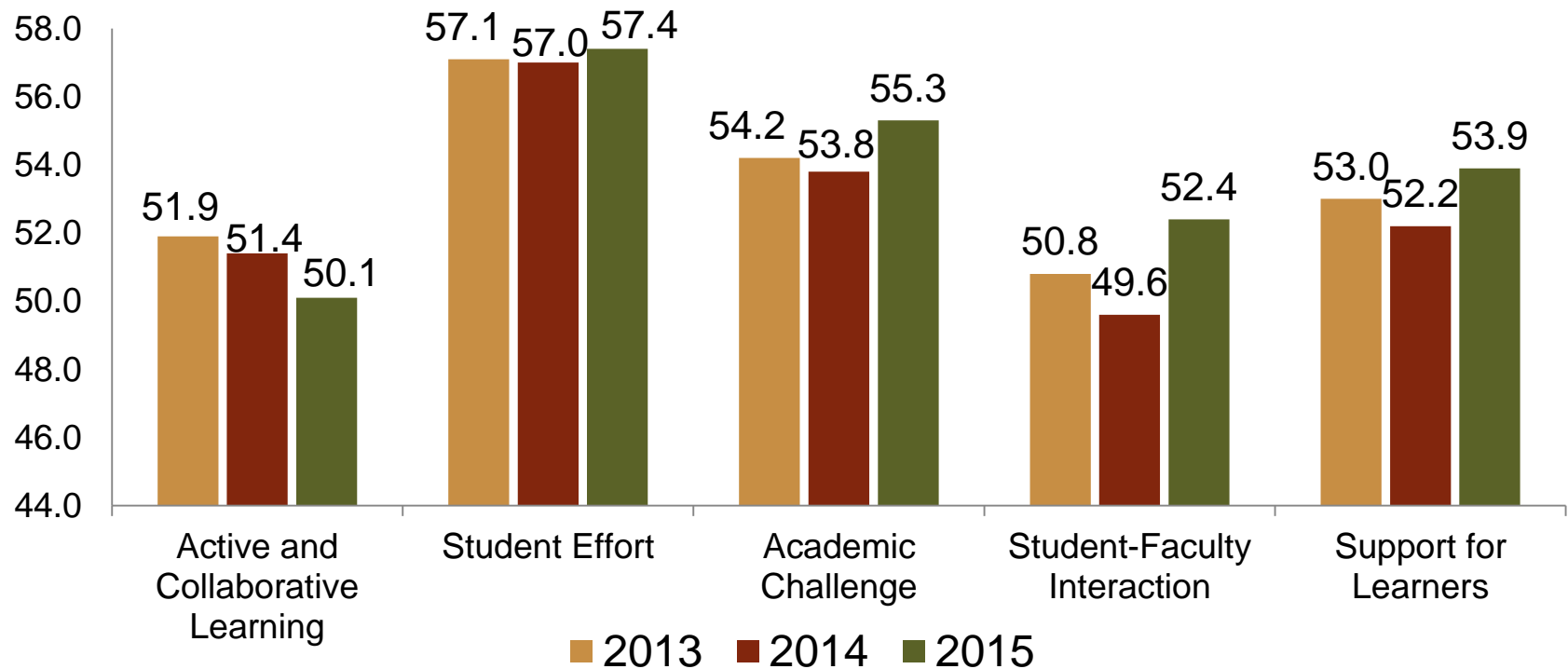
# *Support for Learners*

- How much does this college emphasize:
  - Providing the support you need to help you succeed at this college (#9b)
  - Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (#9c)
  - Helping you cope with your nonacademic responsibilities (work, family, etc.) (#9d)
  - Providing the support you need to thrive socially (#9e)
  - Providing the financial support you need to afford your education (#9f)
- During the current school year, how often have you:
  - Used academic advising/planning services (#13a)
  - Used career counseling services (#13b)

Source: 2015 CCSSE data

# ***CCSSE Benchmarks for Effective Educational Practice***

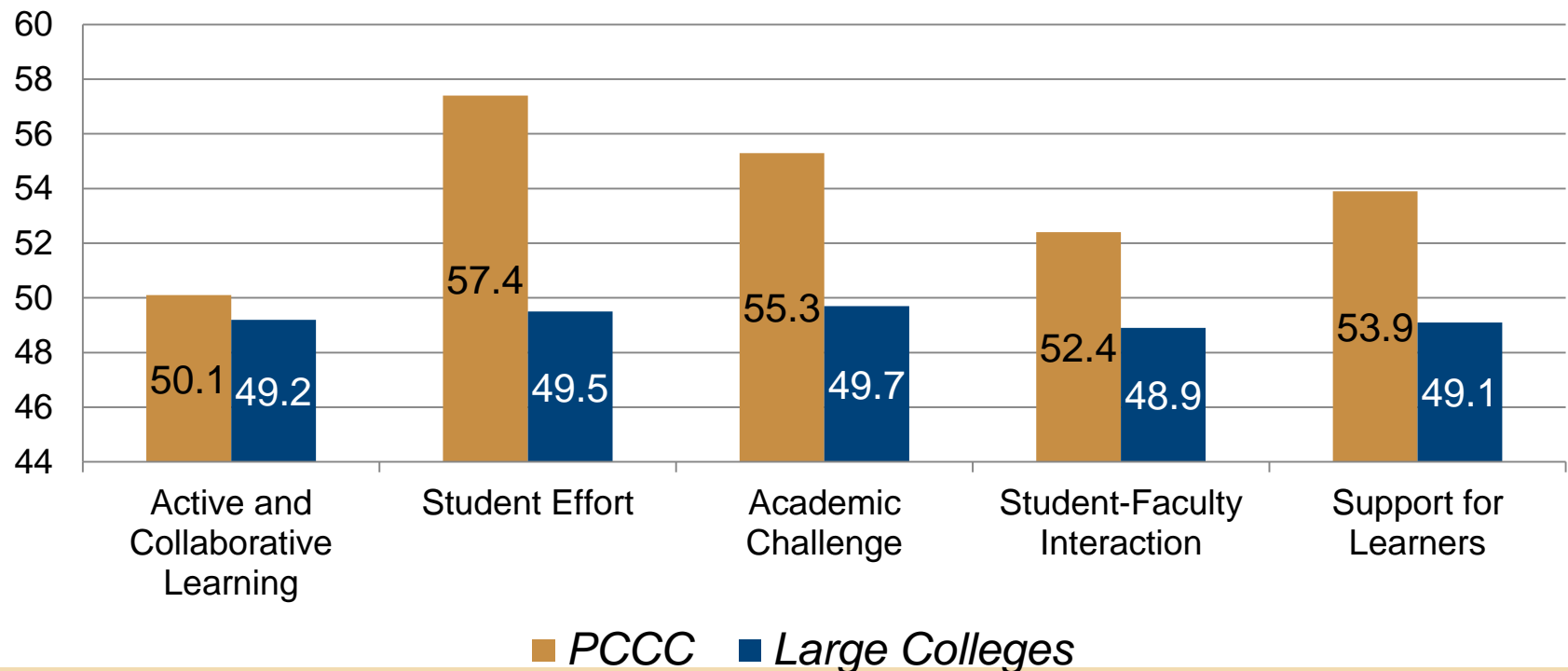
## **CCSSE Benchmark Scores for Passaic County Community College**



Source: 2015 CCSSE data

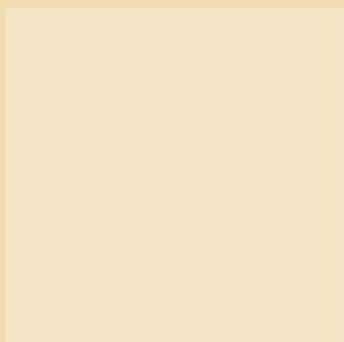
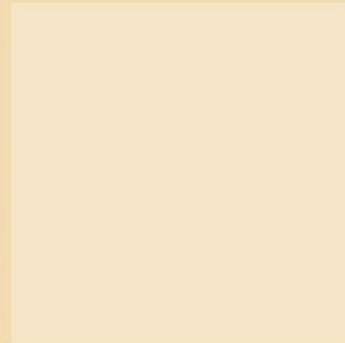
# CCSSE Benchmarks for Effective Educational Practice

## CCSSE Benchmark Scores for Passaic County Community College compared to Large Colleges



Source: 2015 CCSSE data

# ***CCSSE Promising Practices***



# What are the CCCSE Promising Practices?

## Planning for Success

- *Assessment and Placement*
- *Orientation*
- *Academic Goal Setting and Planning*
- *Registration before Classes Begin*

## Initiating Success

- *Accelerated or Fast-Track Developmental Education*
- *First-Year Experience*
- *Student Success Course*
- *Learning Community*

## Sustaining Success

- *Class Attendance*
- *Alert and Intervention*
- *Experiential Learning beyond the Classroom*
- *Tutoring*
- *Supplemental Instruction*

# Approach

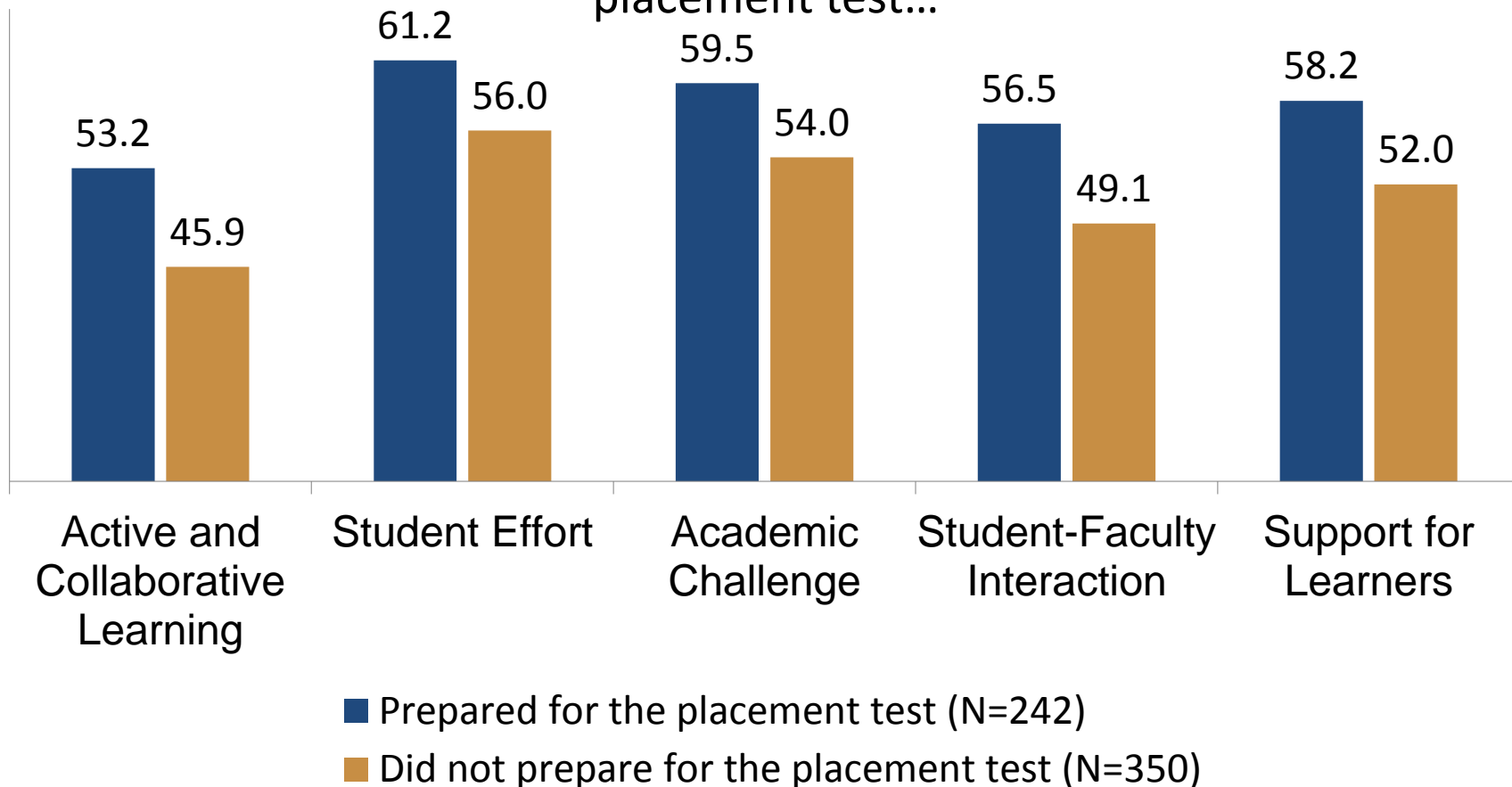
- Are there differences in benchmark scores between students who participate in promising practices, and those who do not?
- To answer this question, we need to control for the effects of covariates:

<b>GPA</b>	<b>Credits Accumulated</b>
<b>Developmental</b>	<b>Gender</b>
<b>First Generation</b>	<b>Age</b>
<b>Race</b>	<b>ESL</b>

- Analysis of Covariance (ANCOVA) was used to investigate the differences in benchmark scores between participants and non-participants while controlling for the variables above.

## Assessment & Placement

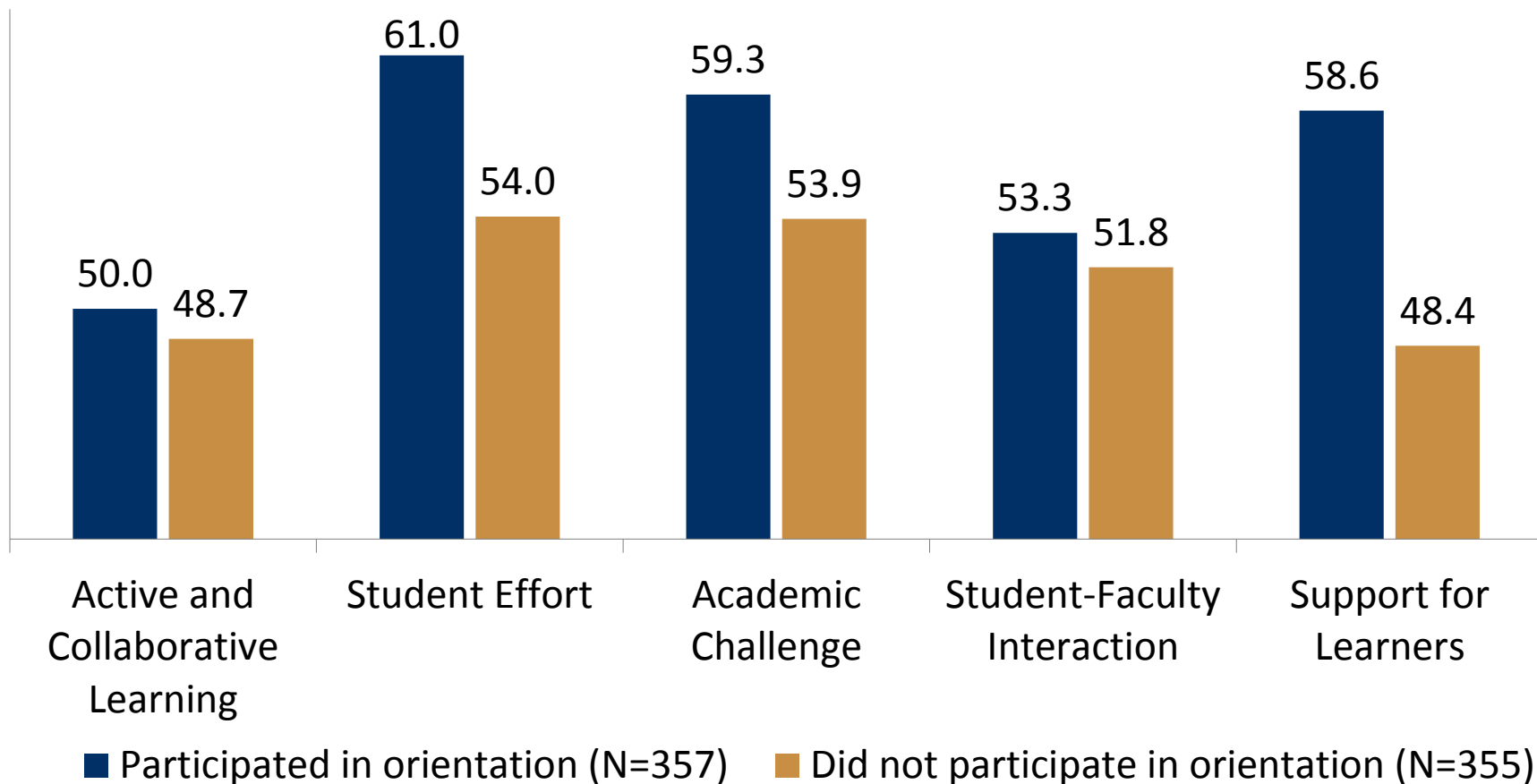
Before enrolling at this college, I prepared for this college's placement test...





## Orientation

The ONE response that best describes my experience with orientation when I first came to this college is---

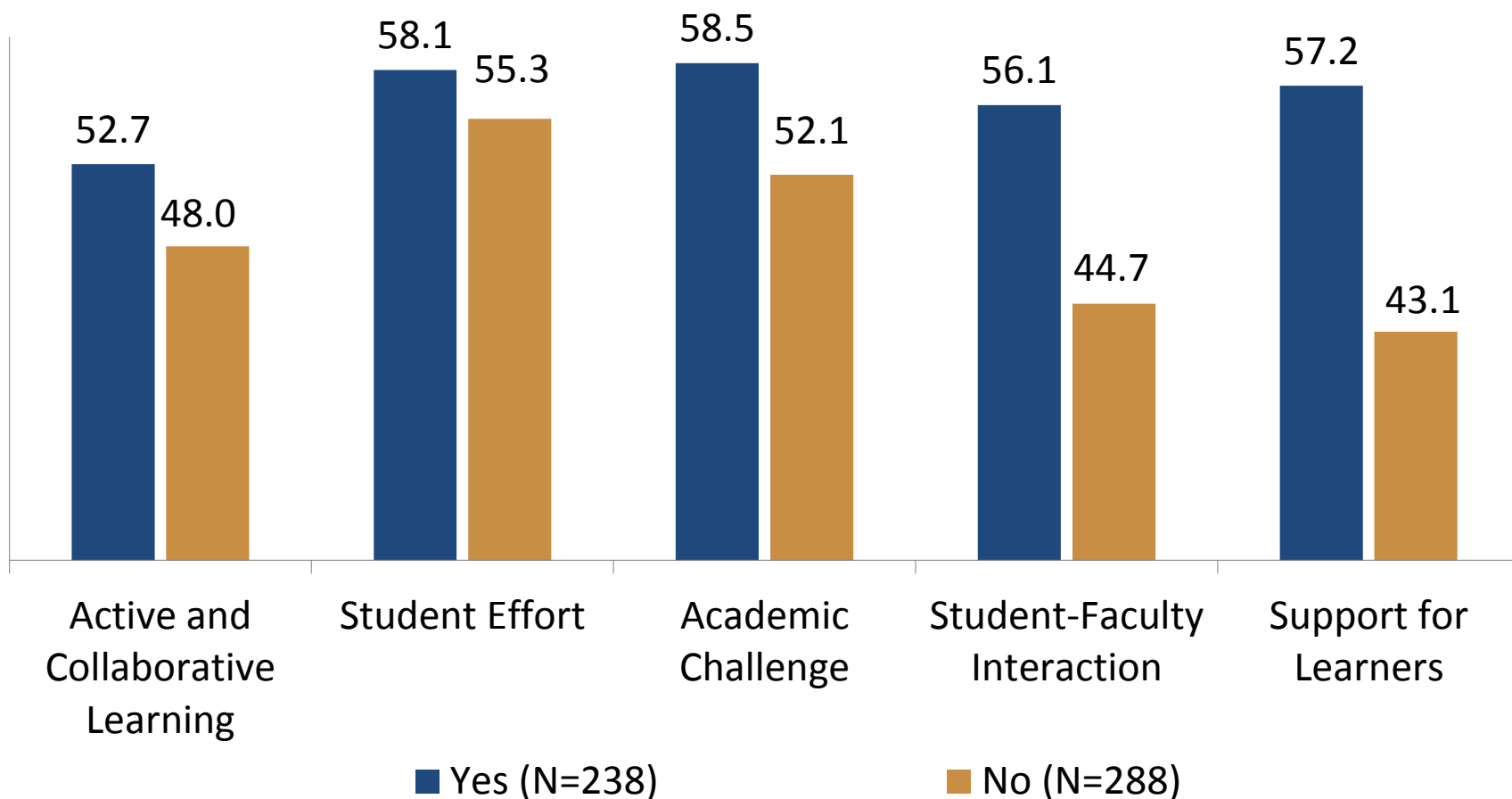


Sources: 2015 CCSSE data

# Planning for Success

## *Academic Goal Setting & Planning*

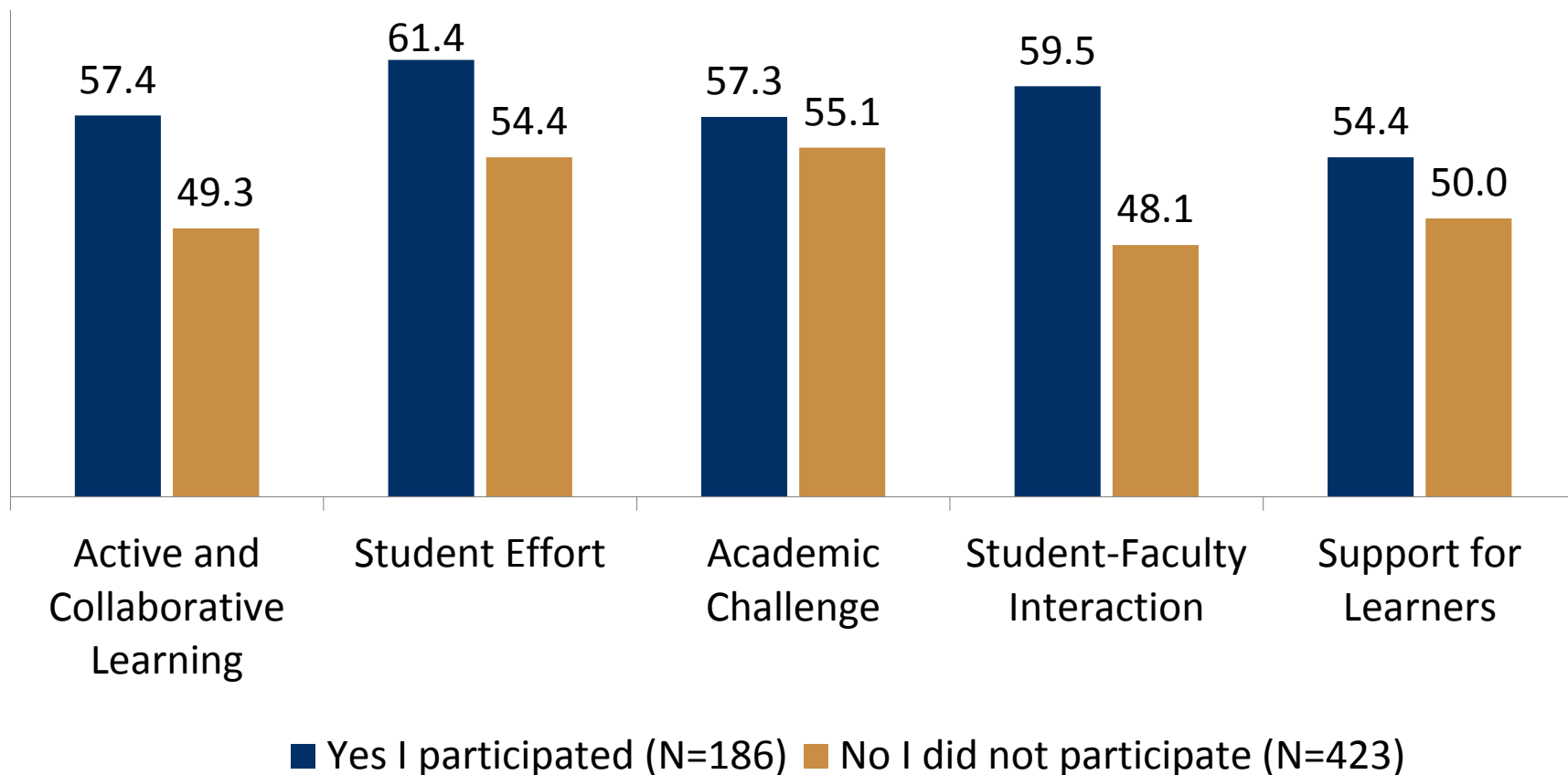
Before the end of the first term at this college, an advisor helped me develop an academic plan.



Sources: 2013 CCSSE data

## *Accelerated or Fast-Track Developmental Education*

At this college, I participated in one or more accelerated courses or fast-track programs

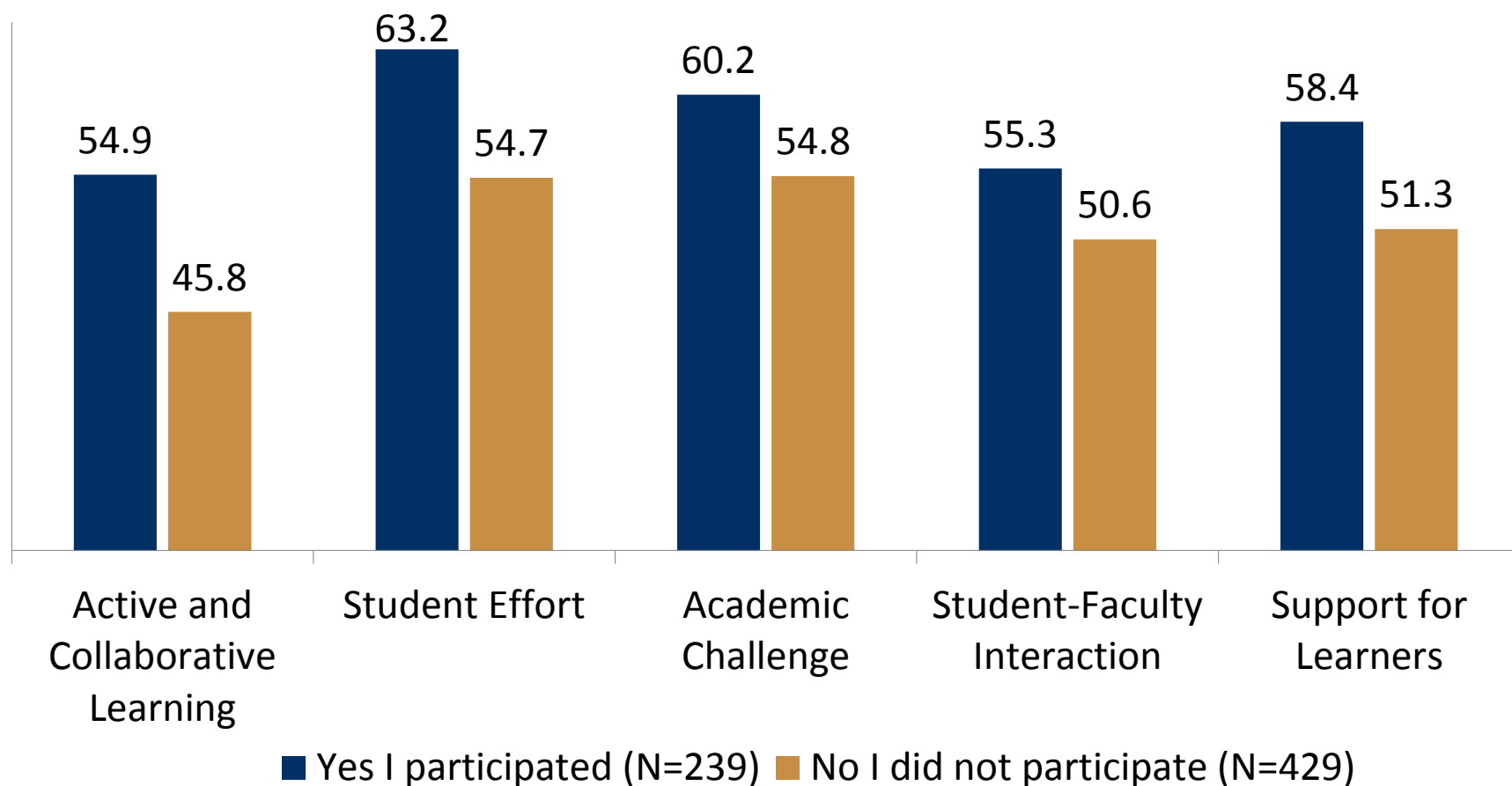


Sources: 2013 CCSSE data

# Initiating Success

## *Student Success Course*

During my first term at this college, I enrolled in a student success course

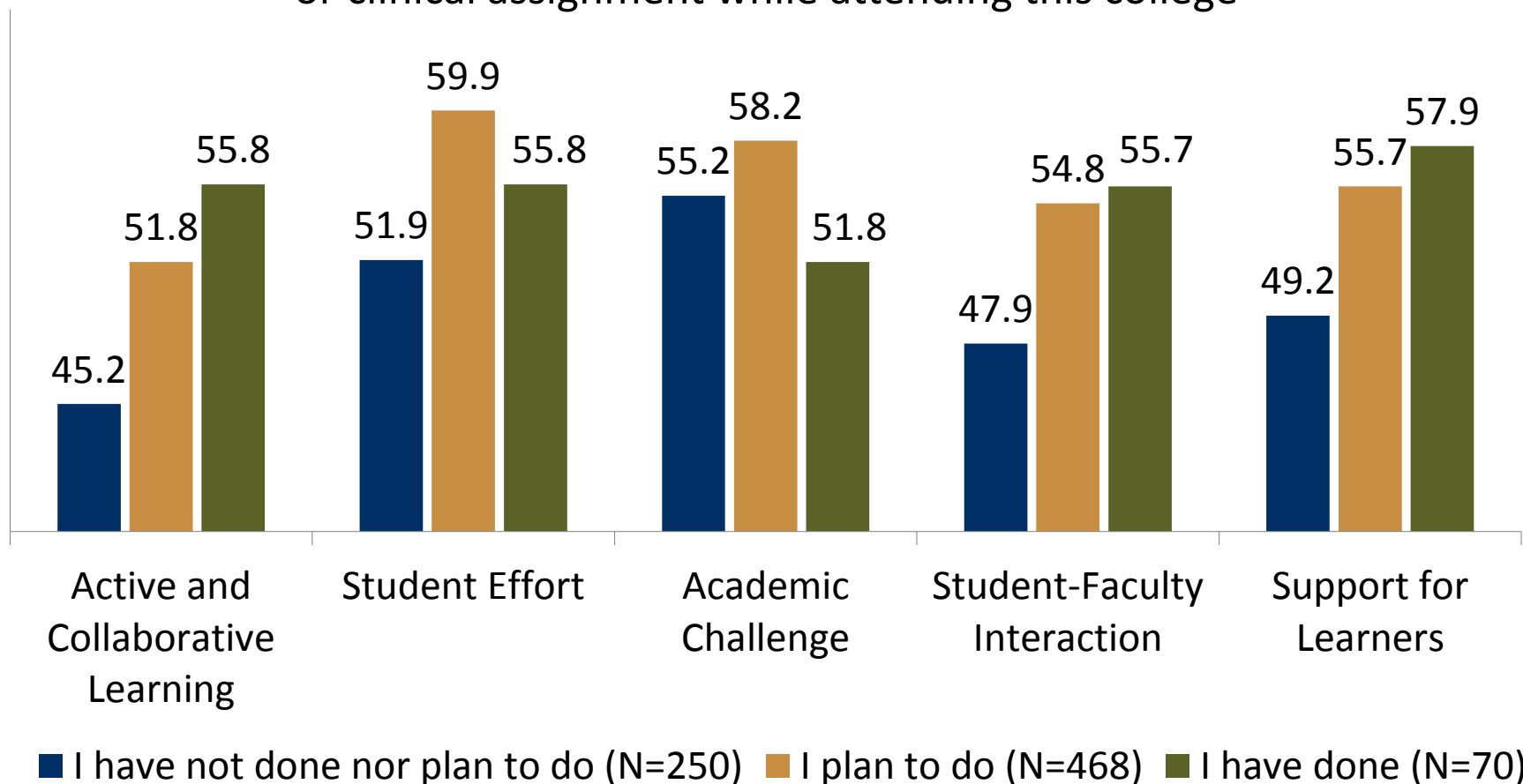


Sources: 2015 CCSSE data

# Sustaining Success

## *Experiential Learning*

I have done an internship, field experience, co-op experience, or clinical assignment while attending this college

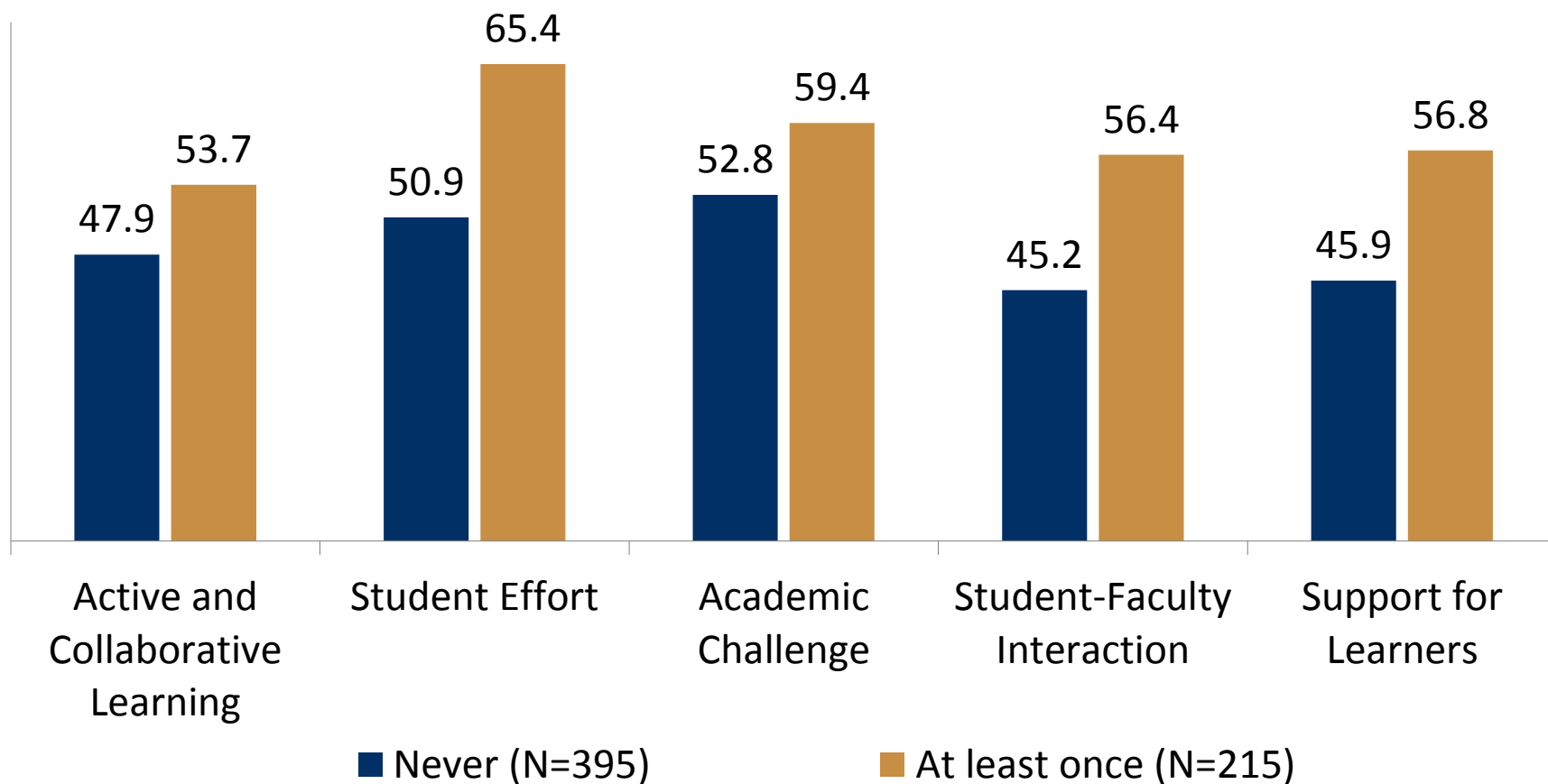


Sources: 2015 CCSSE data

# Sustaining Success

## *Tutoring*

During the current academic year, I participated in tutoring provided by this college

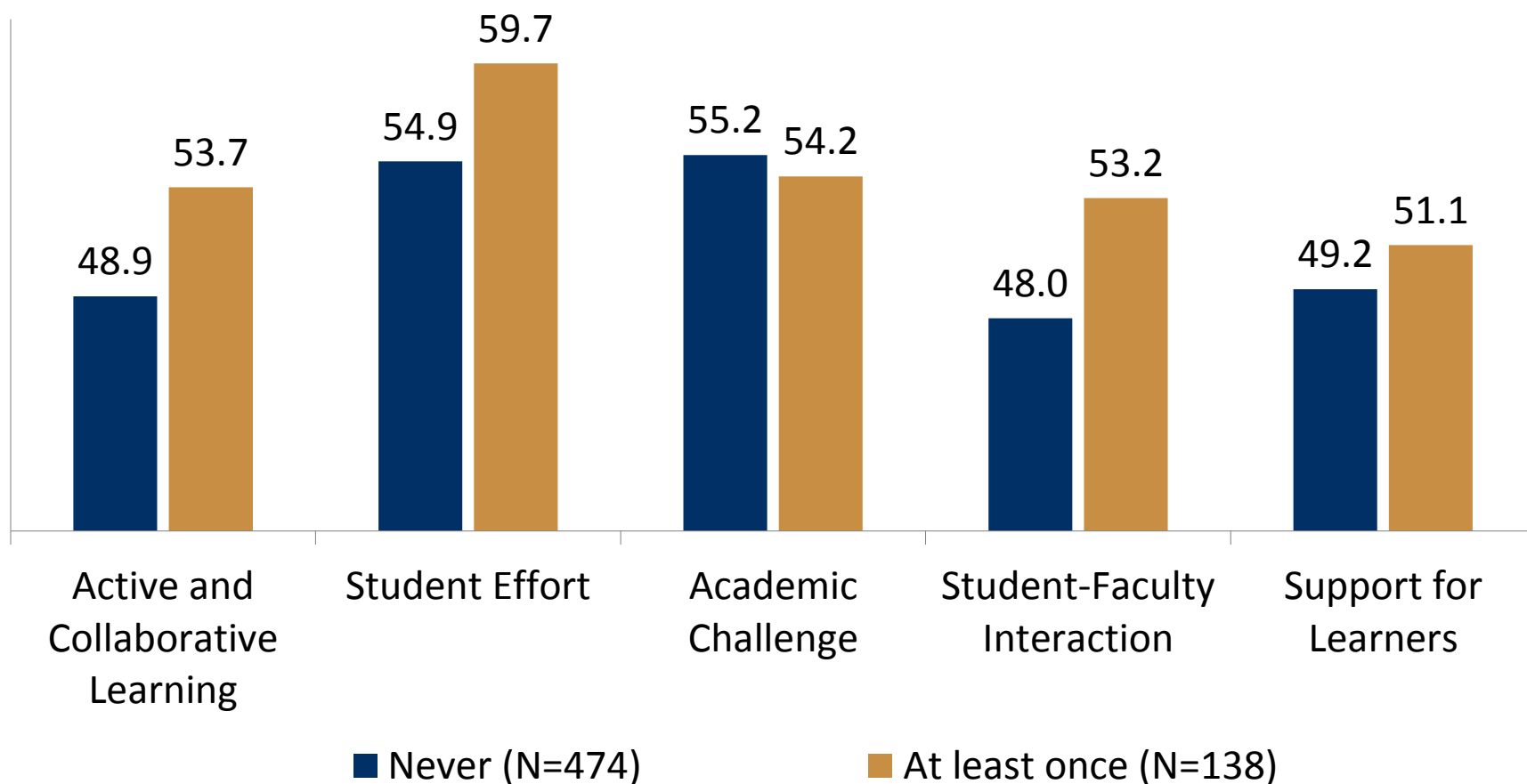


Sources: 2013 CCSSE data

# Sustaining Success

## *Supplemental Instruction*

I participated in supplemental instruction/ learning (extra class session with an instructor or experienced student)



Sources: 2013 CCSSE data



# ***QUESTIONS ?***

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