

The Community College Survey of Student Engagement Overview of 2010 Survey Results - Hazard Community and Technical College

Introduction

The Community College Survey of Student Engagement (CCSSE) provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. CCSSE's goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. **Student engagement**, or the amount of time and energy students invest in meaningful educational practices, is the underlying foundation for CCSSE's work. CCSSE's survey instrument is designed to capture student engagement as a measure of institutional quality.

CCSSE Member Colleges

CCSSE utilizes a 3-year cohort (2008 through 2010) of participating colleges in all of its data analyses,¹ including the computation of benchmark scores. This cohort is referred to as the **2010 CCSSE Cohort**.

This approach, which was instituted in 2006, increases the total number of institutions and students contributing to the national dataset; this in turn increases the reliability of the overall results. In addition, the 3-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

The 2010 CCSSE Cohort is composed of a total of 658 institutions across 47 states, four Canadian provinces, plus Bermuda, the Marshall Islands, and the Mariana Islands. Three hundred twenty-two of these member colleges are classified as small (< 4,500), 163 as medium (4,500-7,999), 110 as large (8,000-14,999), and 63 as extra-large institutions (15,000 + credit students).² One hundred twenty-six of the Cohort member colleges are classified as urban-serving, 139 as suburban-serving, and 393 as rural-serving.³

HCTC falls into the small, multi-campus college category and is classified as being located in a rural-serving area.

Student Respondents

In CCSSE sampling procedures, students are sampled at the classroom level. Of those students sampled at our institution, 466 respondents submitted usable surveys. The number of completed surveys produced an overall "percent of target" rate of 78%. Percent of target rate is the ratio of the adjusted number of completed surveys to target sample sizes. (The adjusted survey count is the number of surveys that were filled out properly and did not fall into any of the exclusionary categories.)⁴

¹ For returning participants, the college's most recent year of participation is included in data analyses. For example, if a college participated in 2008 and 2009, only the 2009 data would be used in the 3-year cohort.

² These enrollment statistics are based on the most recent IPEDS data with the exception of situations in which it is necessary for colleges to self-report.

³ These designations are based on the Carnegie Foundation Classification of Institutions of Higher Education.

⁴ See exclusionary rules on page 4.

2010 Student Respondent Profile

To compare the characteristics of student respondents with the characteristics of the underlying student population for each participating college, CCSSE uses the data reported by the institution in its most recent IPEDS Enrollment Report for the following variables: gender, race and ethnicity, student age, and enrollment status (part- or full-time). The data are aggregated to compare the 2010 CCSSE Cohort survey respondent population to the total student population of the 2010 CCSSE Cohort member colleges.

Gender (survey item #30)

Of the 464 student respondents at HCTC who answered this item, 40% are male and 60% are female. This mirrors the full population of CCSSE Cohort community college students, comprised of 42% males and 58% females.

Age (survey item #29)

2010 CCSSE student respondents at HCTC range in age from 18 to over age 65 years old. Approximately 89% are between 18 to 39 years old; 60% are 18 to 24 years old, while 29% are 25 to 39 years old.

Racial Identification (survey item #34)

Ninety-seven percent of HCTC student respondents identify themselves as White/non-Hispanic, 0% as Hispanic/Latino/Spanish, 1% as Black or African American, and 1% as Asian. Zero percent of the student respondents are Native American. One percent marked "other" when responding to the question, "What is your racial identification?"

International Students (survey item #33)

One percent of HCTC students responded yes to the question, "Are you an international student or foreign national?"

Enrollment Status (survey item #2)

Eighty-eight percent of the student respondents at HCTC report attending college full-time, while 41 percent of the 2010 CCSSE Cohort colleges' total student population attended full-time. Twelve percent of surveyed students report being part-time college students, compared to 59 percent of the 2010 CCSSE Cohort colleges' total student population. This inverse representation is a result of the sampling technique and the in-class administration process. For this reason, survey results are either weighted or disaggregated on the full-time/part-time variable so that reports will accurately reflect the underlying student population.

The results for the following student respondent categories are weighted according to the most recent IPEDS population data.

Limited English Speaking Students (survey item #32)

Students with limited English speaking skills, or those whose native language is not English, comprise a significant proportion of students in community colleges. At our institution, 0.4 % of enrolled students are non-native English speakers.

Educational Attainment (survey items #1 and #35)

Eighty-seven percent of the respondents report starting their college careers at HCTC. Approximately 64% of students indicate that their highest level of educational attainment is a high school diploma or GED; 52% have completed fewer than 30 credit hours of college-level work; 31% report either a certificate or an associate degree; 1% have earned a bachelor's degree; and 0.1% have earned an advanced degree.

Credit Hours Earned (survey item #23)

Thirty-seven percent of surveyed students have completed fewer than 15 credit hours; 14% have completed 15-29 credit hours; and 48% have completed more than 30 credit hours.

Grades (survey item #21)

Thirty-six percent of students reported that they earned grades of B+ or higher, while 8% of students report that they earned grades of C- or lower.

External Commitments (survey item #10)

Thirty-eight percent of students work 21 or more hours per week; 39% of students care for dependents at least 11 hours per week; and 60% of students spend at least 1-5 hours per week commuting to class.

First-Generation Status (survey item #36)

Thirty-four percent indicate that their mothers' highest level of education is a high school diploma (with no college experience), and 32% indicate that level for their fathers.

Excluded Respondents

The total counts of respondents in an institution's raw data file will differ from the numbers reported in the institutional reports due to the intentional exclusion of certain surveys. Exclusions serve the purpose of ensuring that all institutional reports are based on the same sampling methods and that results are therefore comparable across institutions. Respondents are excluded from institutional reports for the following reasons:

- ✘ The respondent did not indicate whether he or she was enrolled part- or full-time at the institution. Because all results are either weighted or broken down by enrollment status, this is essential information for reporting.
- ✘ The survey is invalid. (i.e., If a student does not answer any of the 21 subitems in item 4, answers "Very Often" to all 21 subitems, or answers "Never" to all 21 subitems, the survey is considered invalid and therefore excluded.)
- ✘ The student reported his or her age as under 18.
- ✘ The student indicated that he or she had taken the survey in a previous class (item 3) or did not respond to the item.
- ✘ Oversampled respondents are not included. These are surveys that individual institutions paid an additional fee to acquire. Because there are no requirements stipulating how these students are sampled, these data are not included in the standard institutional reports.

Selected Findings: Academic Experience

Student-Faculty Interaction- items 4a-4u (SACS standard 3.3.1.1)

In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning. Students and faculty were given the opportunity to mark *Very Often*, *Often*, *Sometimes*, or *Never* in response to items such as the following questions:

Students: In your experiences at this college during the 2010 school year, how often have you...?

Faculty: How often do students in your selected course...?

Item	% students who reported Very often or Often	% faculty who reported Very often or Often
4a. Asked questions in class or contributed to class discussions	69%	82%
4c. Prepared two or more drafts of a paper or assignment before turning it in	57%	30%
4e. Came to class without completing readings or assignments	12%	41%
4l. Discussed grades or assignments with an instructor	54%	77%
4h. Discussed ideas from your readings or classes with instructors outside of class	25%	41%
4o. Received prompt feedback (written or oral) from instructors on your performance	60%	89%

Consider: While some of the contrasting data is to be expected (Item 4e), this data showcase the biggest differences between faculty and student perceptions with regard to the types of communication occurring between the faculty and the students. What are the reasons for this? What types of strategies are faculty using to foster or improve their student interactions?

Suggestions: Develop additional strategies for courses in your division along with an implementation plan for one or more of these items.

Academic Challenge- items 5a-5f (SACS standard 3.3.1.1)

Challenging intellectual and creative work is central to student learning and collegiate quality. These items address the nature of the academic work assigned and the complexity of cognitive tasks presented to students. Students and faculty were given the opportunity to mark *Very Often*, *Often*, *Sometimes*, or *Never* in response to items such as the following questions:

Students: During the 2010 school year, how much does the coursework at this college emphasize the following item(s)?

Faculty: During the 2010 school year, how much does the coursework in your selected course section emphasize the following item(s)?

Item	% students who reported Very often or Often	% faculty who reported Very often or Often
5a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	69%	47%
5b. Analyzing the basic elements of an idea, experience, or theory	68%	84%
5c. Synthesizing and organizing ideas, information, or experiences in new ways	57%	84%

Item	% students who reported Very often or Often	% faculty who reported Very often or Often
5d. Making judgments about the value or soundness of information, arguments, or methods	55%	67%
5e. Applying theories or concepts to practical problems or in new situations	59%	73%
5f. Using information you have read or heard to perform a new skill	63%	73%

Consider: This data shows that faculty and students have different perceptions as to what level of Bloom's taxonomy is being used in the classroom. Why do the majority of students perceive that memorization is emphasized over the other five levels of Blooms? Why do the majority of faculty perceive that they are emphasizing levels 2-5 and yet a significant difference exists with what the students report? What should division faculty do to address this?

Suggestions: List some strategies to improve these results and develop an implementation plan for your courses and/or programs.

Student Effort- items 8f-8i, 9a, 10a (SACS standard 3.3.1.1)

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals. Students and faculty were given the opportunity to respond to the following items:

Students: How important is it for you to participate in the following item?

Faculty: How important is it that students participate in the following items?

Item	% students who reported I have not done, nor plan to do	% faculty who reported Very Important
8f. Study Skills courses	69%	78%
8 h. Orientation program	57%	66%
8i. Learning communities	42%	74%

Students: How much does this college emphasize the following item?

Faculty: How much does this college emphasize the following items?

Item	% students who reported Very much	% faculty who reported Very much
9a. Increased study time	84%	64%

Students: How many hours do you spend preparing for this item?

Faculty: How many hours do you think all students spend preparing for this item?

Item	% students who reported more than 10 hours/week	% faculty who reported more than hours/week
10a. Class preparation	26%	14%

Consider: This data shows that many students do not think study skills courses, an orientation program, and to a lesser degree, learning communities are important. Why do you think 46% of faculty report that this college does not emphasize encouraging students to study? Why do only 26% of students spend more than 10 hours/week engaged in studying, reading, writing, rehearsing, doing homework or other activities related to their programs? How should division faculty do to address this?

Suggestions: Discuss these results as a division and consider using focus groups to obtain additional student input in these areas.

General Education - items 12c-12m

The following items are not linked to a specific SACS standard; however, they provide indirect measurements of the student and faculty perceptions as to how the courses selected contribute to the students' knowledge, skills and personal development. Students and faculty were given the opportunity to respond to the following items:

Students: How has your experience at this college contributed to your knowledge, skills and personal development in the following areas?

Faculty: To what extent do students' experiences in your selected course section contribute to their knowledge, skills and personal development in the following items?

Item	% students who reported Very much	% faculty who reported Very much
12c. Writing clearly and effectively	36%	28%
12d. Speaking clearly and effectively	32%	26%
12.e Thinking critically and analytically	34%	54%
12f. Solving numeric problems	33%	25%
12g. Using IT	46%	29%
12h. Working effectively with others	36%	47%
12i. Learning independently	38%	44%
12j. Understanding themselves	35%	33%
12k. Understanding people of other racial and ethnic backgrounds	24%	18%
12l. Developing a personal code of values and ethics	25%	32%

Consider: The reported percentages for the extent to which students and faculty believe the students are developed in each general education competency are relatively low. Which content areas do you think students are more developed? Less developed?

Suggestions: Examine your course assessment forms from the fall 2008 to the fall 2010 semester and determine if you are placing enough emphasis on these items. Develop an action plan to write outcomes to improve the development of one or more of these competencies.