

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: Student Engagement

SACS standard 3.3.1.3

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in **educational support services** (Institutional Effectiveness). The following items are of interest to the Student Services unit at HCTC.

Active and Collaborative learning- items 4h and 4m

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Students and faculty were given the opportunity to respond to items such as the following questions:

Students: In your experiences at this college during the 2010 school year, how often do 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 |
|---|---|--|
| 4h. Tutor or teach other students | 12% | 22% |
| 4m. Talk about career plans with an advisor or instructor | 36% | 60% |

Consider: This data illustrated the differences between faculty and student perceptions with regard to tutoring and advising. Why was there such a difference with question 4m? What types of strategies can advisors use to improve communication?

Suggestions: Working in teams, develop strategies for effective communication between advisors and students.

Support for Learners Items 8f, 8h, 8i and 9b

Students perform better and are more satisfied at colleges that provide important support services. Students and faculty were given the opportunity to respond to the following items:

Students: How important is it for you to participate in...?

Faculty: How important is it for students to participate in a...?

| Item | % students who reported I have not done nor plan to do | % faculty who reported Very important |
|---------------------------------|--|---------------------------------------|
| 8f. Study Skills course | 69% | 78% |
| 8h. College orientation program | 57% | 66% |
| 8i. Learning communities | 74% | 42% |

Students/faculty: How much does this college emphasize providing the support you/students need to help you succeed at this college...?

| Item | % students who reported Very little or some | % faculty who reported Quite a bit/Much |
|-------------------------------|---|---|
| 9b. Support needed to succeed | 24% | 89% |

Consider: This data illustrated the differences between faculty and student perceptions with regard to study skills, orientation, learning communities, and the emphasis placed on student success. Why are there such differences with regard to the importance of these services? Do HCTC students understand what these services have to offer? How can staff work together with faculty to explain the value of these services to students?

Suggestions: Working in teams, develop strategies for improving the orientation program at HCTC. Encourage staff to get involved with GEN 102 and teach this course and/or provide input into the outcomes.

Student Effort- items 13d, 13e and 13h (SACS standard 3.3.1.3)

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 often do you use the following services?

Faculty: How often do you refer students to the following services?

| Item | % students who reported Rarely/Never/NA | % faculty who reported Sometimes/Often |
|----------------------------------|---|--|
| 13d. Peer or other tutoring | 57% | 84% |
| 13e. Skills labs (math, writing) | 50% | 79% |
| 13h. Computer lab | 26% | 83% |

Consider: This data showed that half of all HCTC students rarely or never use tutoring or skills lab services and yet the majority of faculty reported referring students to these services. Are these services well known among students? What can HCTC staff do to help promote these services to students?

Suggestions: Discuss these results at the next ARC staff meeting and consider scheduling a focus group to obtain additional student input in these areas.

Support for Learners - items 13a and 13b

Students perform better and are more satisfied at colleges that provide important support services. Students and faculty were given the opportunity to respond to the following items:

Students: How often do you use the following services?

Faculty: How often do you refer students to the following services?

| Item | % students who reported Rarely/Never/NA | % faculty who reported Sometimes/Often |
|---------------------------------|---|--|
| 13a. Academic advising/planning | 27% | 88% |
| 13b. Career counseling | 57% | 68% |

Consider: Both faculty and staff recognized the importance of advising and planning and the impact on student success; however, more than one-fourth of students reported that they rarely or never use these services. More than half of students did not seek any type of career counseling. Is this data significant? Why or why not?

Suggestions: Encourage CCLP staff to review their Operational and Assessment plans and determine if their outcomes related to advising and/or career counseling are appropriate.

Other relevant Items - items 13a, 13b, 13e, 13h and 13k

Students: How important are the services to you?

Faculty: How important do you believe these services are to students at this college?

| Item | % students who reported Somewhat/Very important | % faculty who reported Somewhat/Very important |
|--|---|--|
| 13a. Satisfaction and importance: Advising | 95% | 100% |
| 13b. Satisfaction and importance: Career counseling | 88% | 100% |
| 13e. Satisfaction and importance: Skills labs | 86% | 97% |
| 13h. Satisfaction and importance: Computer lab | 92% | 99% |
| 13k. Satisfaction and importance: Services to students with disabilities | 68% | 100% |

Consider: The majority of students indicated that these services are important to them, but many are not using these services. How can staff advertize and promote these services to students?

Suggestions: At a staff meeting, conduct a prediction exercise and ask what percentage of students stated these services were important, then share the percentages of students who reported actually using these services. Another suggestion is to send staff to professional development workshops related to student engagement.