

Meeting of the  
OKLAHOMA CITY COMMUNITY COLLEGE BOARD OF REGENTS  
November 12, 2007

AGENDA ITEM 15 A:

Report on the College END: “Student Success: Our students achieve their individual educational aspirations” – 2007 Community College Survey of Student Engagement Report

- This is the first year that Oklahoma City Community College has administered the Community College Survey of Student Engagement (*CCSSE*).
- The primary purpose of using this instrument was to establish baseline and comparative data on the level of students’ commitment to their educational experience as demonstrated by five benchmarks (or key indicators) of student engagement; support for learners, active and collaborative learning, student-faculty interaction , academic challenge, and student effort.
- The secondary purpose was to determine students’ characteristics and views of the College’s student support programs and services.
- The *CCSSE* was administered during Assessment Week in the Spring of 2007 to a select group of students representing approximately 8% of the College’s on campus student population. However, it should be noted and kept in mind when analyzing the data that the sample selection process used at OCCC inadvertently created a dissimilar population than that of the comparison group.
- A detailed summary report is attached.

Oklahoma City Community College  
2007 COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT

General Information

Research shows that the more actively engaged students are — with college faculty and staff, with other students, and with the subject matter they study — the more likely they are to learn and to attain their academic goals. Student engagement, therefore, is a valuable yardstick for assessing the quality of colleges' educational practices and identifying ways they can produce more successful results — more students across all subgroups learning at higher levels and attaining their academic goals.

The Community College Survey of Student Engagement (*CCSSE*) provides a much-needed tool for assessing student engagement and quality in community college education. The survey asks questions about institutional practices and student behaviors that are highly correlated with student learning and retention.

*CCSSE* results include national and institutional benchmark scores for five key areas of student engagement: support for learners, active and collaborative learning,, student-faculty interaction, academic challenge, and student effort. The premise of the survey instrument is that:

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationship among different groups on campus. (*Support for Learners*)

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. Through collaboration with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives. (*Active and Collaborative Learning*)

In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning. (*Student-Faculty Interaction*)

Challenging intellectual and creative work is central to student learning and collegiate quality and can be measured by the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance. (*Academic Challenge*)

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.  
(*Student Effort*)

Through an examination of *CCSSE* results, colleges can focus on good educational practice — defined as practice that promotes high levels of student learning and retention — and identify areas in which community colleges can improve their programs and services and strengthen student learning and persistence.

### Methodology

During Assessment Week in April of 2007, the *CCSSE*, along with two other assessment instruments, was administered in 132 classes. (The classes were chosen because they had the largest population of students completing 30 or more credits. Therefore, a majority of these classes were upper level classes.) There were 1,014 students who completed the *CCSSE*, representing about 8% of the total credit student population for the semester.

Reviewing the demographic information obtained from the students completing the survey it appears that the sample was representative of the general student population at OCCC with respect to age, gender, and ethnicity. However, the sample had a somewhat greater proportion of full-time students than the general College population.

Concomitantly, because of the method used to select the sample, the percentage of OCCC respondents varied substantially from the respondents at Other Large Colleges in:

- |  |              |                        |
|--|--------------|------------------------|
| • Started College elsewhere              | OCCC = 61.3% | Large Colleges = 33.9% |
| • Currently enrolled at a 4 year college | OCCC = 16.2% | Large Colleges = 4.4%  |
| • Parent(s) earned a BS/BA or higher     | OCCC = 35%   | Large Colleges = 24.3% |
| • Taking Evening Classes                 | OCCC = 40.1% | Large Colleges = 31.8% |

### Results

The *CCSSE* provides every college with a score for each of the five benchmarks by averaging the scores on the survey items that comprise that benchmark. Benchmark scores are standardized so that the mean —the average of all participating students — always is 50 and the standard deviation is 25.

The most valuable use of benchmarks is to see an individual college's deviation from the mean of like institutions, and the standardized score provides an easy way to assess whether an individual college is performing above or below the mean on the benchmark. (There were 83 Large Colleges, with an enrollment of 8,000 to 14,999 students that participated in the 2007 *CCSSE*.)

For each of the benchmarks, OCCC's score was below the mean of the large colleges. The difference was not statistically significant but, it does provide the evidence needed to identify areas for improvement.

CCSSE presents information in two ways: (1) each benchmark provides an overview of a particular performance area, a way to compare performance on various benchmarks within an institution, and a way to compare performance among groups of similar institutions; and (2) results for individual survey items, presented in absolute terms, based upon the enrollment status of the respondent, i.e., part-time (PT) or full-time (FT).

**Chart 1: Support for Learners**

	OCCC		Large Colleges	
<b>BENCHMARK SCORE: Support for Learners</b>	45.1		49.3	
How much does <u>this college</u> emphasize each of the following? <i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>	PT	FT	PT	FT
Providing the support you need to help you succeed	2.82	3.00	2.89	2.96
Encouraging contact among students from different backgrounds	2.30	2.42	2.44	2.55
Helping you cope with your non-academic responsibilities	1.80	1.86	1.86	1.94
Providing the support you need to thrive socially	1.89	2.09	2.02	2.15
Providing the financial support you need to afford your education	2.08	2.37	2.19	2.45
How often do you use the following services? <i>0=Don't know/N.A, 1=Rarely/never, 2=Sometimes, 3=Often</i>				
Academic advising/planning	1.52*	1.65*	1.67	1.80
Career counseling	1.24*	1.38	1.41	1.46

\*Statistically Significant

Observation:

- The CCSSE contains seven questions associated with Support for Learners. Of these seven, two of them - the student use of academic advising and career counseling were statistically significantly lower for OCCC than the other large colleges

**Chart 2: Active and Collaborative Learning**

	OCCC		Large Colleges	
<b>BENCHMARK SCORE: Active and Collaborative Learning</b>	45.4		49.1	
In your experiences at <u>this college</u> during the current school year, about how often have you done each of the following? <i>1=Never, 2=Sometimes, 3=Often, 4=Very often</i>	PT	FT	PT	FT
Asked questions in class or contributed to class discussions	2.74	2.86	2.85	2.91
Made a class presentation	1.61*	1.98*	1.90	2.23
Worked with other students on projects during class	2.22	2.48	2.37	2.55
Worked with classmates outside of class to prepare class assignments	1.79	1.92	1.71	1.97
Tutored or taught other students (paid or voluntary)	1.37	1.40	1.31	1.45
Participated in a community-based project as a part of a regular course	1.18	1.27	1.23	1.37
Discussed ideas from your readings or classes with others outside of class	2.46	2.65	2.40	2.60

\*Statistically Significant

Observations:

- OCCC's Active and Collaborative Learning benchmark score is lower than its peer group.

Chart 3: Student Effort

	OCCC		Large Colleges	
<b>BENCHMARK SCORE: Student Effort</b>	45.2		49.5	
In your experiences <u>at this college</u> during the current school year, about how often have you done each of the following? <i>1=Never, 2=Sometimes, 3=Often, 4=Very often</i>	PT	FT	PT	FT
Prepared two or more drafts of a paper or assignment	2.03*	2.61	2.37	2.65
Worked on a paper that required integrating ideas from various sources	2.25	2.92	2.55	2.94
Came to class without completing readings or assignments	1.89	2.01	1.85	2.00
During the current school year, about how much reading and writing have you done <u>at this college</u> ? <i>1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20</i>				
Number of books read on your own for personal enjoyment or academic enrichment	2.06	2.24	2.08	2.08
About how many hours do you spend in a typical 7 - day week doing each of the following? <i>0=None, 1=1-5 hours/week, 2=6-10 hours/week, 3=11-20 hours/week, 4=21-30 hours/week, 5=More than 30 hours/week</i>				
Preparing for class	1.85	2.22	1.72	2.06
How often do you use the following services? <i>0=Don't know/N.A, 1=Rarely/never, 2=Sometimes, 3=Often</i>				
Peer or other tutoring	1.35	1.41	1.44	1.51
Skill labs (writing, math, etc.)	1.69	1.80	1.66	1.74
Computer lab	1.78*	2.02*	1.95	2.21

\*Statistically Significant

Observations:

- OCCC’s Student Effort Benchmark score is lower than that of the other large colleges.

Chart 4: Student-Faculty Interaction

	OCCC		Large Colleges	
<b>BENCHMARK SCORE: Student –Faculty Interaction</b>	48.3		49.4	
	PT	FT	PT	FT
Used email to communicate with an instructor	2.34	2.73	2.31	2.66
Discussed grades or assignments with an instructor	2.46	2.65	2.40	2.60
Talked about career plans with an instructor or advisor	1.76	1.97	1.84	2.11
Discussed ideas from your readings or classes with instructors outside of class	2.48	2.66	2.51	2.59
Received prompt feedback (written or oral) from instructors on your performance	2.56	2.59	2.63	2.67
Worked with instructors on activities other than coursework	1.26	1.37	1.32	1.45

Observation:

- OCCC’s Student-Faculty Interaction Benchmark score is slightly lower than that of other Large Colleges.

Chart 5: Academic Challenge

	OCCC		Large Colleges	
<b>BENCHMARK SCORE: Academic Challenge</b>	47.6		49.8	
In your experiences <u>at this college</u> during the current school year, about how often have you done each of the following? <i>1=Never, 2=Sometimes, 3=Often, 4=Very often</i>	PT	FT	PT	FT
Worked harder than you thought you could to meet an instructor's standards or expectations	2.32	2.53	2.46	2.58
During the current school year, how much has your coursework <u>at this college</u> emphasized the following mental activities? <i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>				
<b>Analyzing</b> the basic elements of an idea, experience, or theory	2.76	2.95	2.81	2.92
<b>Synthesizing</b> and organizing ideas, information or experiences in new ways	2.55	2.78	2.65	2.78
<b>Making judgments</b> about the value or soundness of information, arguments, or methods	2.33	2.69	2.46	2.66
<b>Applying</b> theories or concepts to practical problems or in new situations	2.53	2.72	2.56	2.72
<b>Using information</b> you have read or heard to perform a new skill	2.63	2.78	2.66	2.78
During the current school year, about how much reading and writing have you done <u>at this college</u> ? <i>1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20</i>				
Number of assigned materials	2.52*	3.09	2.66	3.12
Number of written papers or reports of any length	2.30	3.21	2.57	3.19
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college. <i>1=Extremely easy to 7=Extremely challenging</i>	5.02	5.12	4.93	4.96
How much does <u>this college</u> emphasize each of the following? <i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>				
Encouraging you to spend significant amounts of time studying	2.81	3.00	2.89	3.01

\*Statistically Significant

Observations:

- The Academic Challenge Benchmark score at OCCC is lower than the other large colleges.

Another feature of the *CCSSE* is the opportunity to focus on an area of student experience and institutional performance that is critical for student success. With this structure, *CCSSE* can present fresh ideas and address current interests — and keep the core survey stable so colleges can make comparisons across survey years. This year, the special focus items concentrated on classroom teaching style, academic advising, and overall satisfaction with the educational experience at the college.

Chart 6: CCSSE 2007 Special Focus Questions

By the end of my first four weeks at this college, my instructors had used teaching techniques that encouraged me to become actively involved in the classroom.	OCCC		Large Colleges	
	#	%	#	%
Very often	221	26%	10452	30%
Often	251	30%	10507	30%
Sometimes	249	30%	9562	28%
Never	61	7%	2199	7%
I do not recall	59	7%	1878	5%
Total	841	100%	34598	100%
By the end of the first four week at this college, I had met with an advisor to discuss my educational goals.				
Yes	261	38%	14043	40%
No, I met goals.	47	3%	2497	7%
No, I did not meet with an advisor	339	34%	10198	29%
No, I have discussed educational goals with my advisor, but it did not happen by the end of my first four weeks at this college	127	17%	4684	14%
I do not recall	70	8%	3326	10%
Total	844	100%	34748	100%
Rate your overall satisfaction with this college's processes for working with new students – including the admissions process, the financial aid office, new student assessment, your first class registration experience, etc.				
Very satisfied	283	34%	10747	31%
Somewhat Satisfied	442	53%	17403	51%
Somewhat Dissatisfied	83	10%	4613	14%
Very Dissatisfied	24	3%	1447	4%
Total	832	100%	34210	100%
How satisfied were you with the quality of your college's orientation course or program for new students?				
Very satisfied	101	12%	7468	22%
Somewhat satisfied	179	22%	12371	36%
Not at all satisfied	24	3%	2605	8%
Have not attended an orientation course or program	527	63%	11833	35%
Total	832	100%	34278	100%
How would you evaluate your entire educational experience at the college?	#	%	N	%
Excellent	335	34%	18910	30%
Good	536	53%	36671	56%
Fair	121	12%	8822	13%
Poor	11	1%	967	1%
Total	1003	100%	65370	100%
Would you recommend this college to a friend or family member?				
Yes	962	96%	61384	94%
No	40	4%	3852	6%
Total	1002	100%	65236	100%

Observations:

- OCCC students tend to rate their institution and their satisfaction with its programs and services, slightly higher in all of the 2007 Focus Areas with the exception of its orientation course or program for new students. This finding is not unexpected since OCCC just initiated a comprehensive new student orientation program last summer and the Success in College and Life Class this fall.

## Summary

The benchmark scores for OCCC were slightly less than the other large community colleges. Within the individual categories associated with these benchmarks there were six items that were statistically lower than the other large colleges. These items included the frequency of use of academic advising, career counseling, whether they had made a presentation in class, prepared two or more drafts of a paper or assignment, worked on a paper that required integrating ideas from various sources, and frequency of the use of the computer lab.

There were also “focus” questions which were included in the survey. These were questions which were added to the survey by the company. These questions addressed the use of advising services, satisfaction with the way that the institution works with new students, and teaching techniques used in the classroom. The percent of students who meet with their advisors to discuss their educational goals within the first four weeks of class was 38% which was slightly less than the other large colleges of 40%. The students rating of their overall satisfaction with the college’s process of working with new students was 87% compared to 82% of the other large colleges. The final question addressed the instructors’ use of teaching techniques that encouraged students to participate in class. At OCCC 56% said sometimes or often and 60% of the other colleges said sometimes or often.

Oklahoma City Community College students rated their educational experience as excellent at a higher percentage than students at other large community colleges – 33.4% for OCCC compared to 28.9% for the other large colleges. In addition, ninety-six percent of the College students would recommend OCCC to a friend compared to 94% of the other large community colleges.

Results from the 2007 administration of the *CCSSE* provides OCCC with useful data related to student success to engage people — faculty, staff, administrative leaders, and others — in discussions about the data, to set goals for student success, and identify strategies to achieve them. The data is being shared and discussed broadly across the institution in academic division meetings, with department chairs, among deans, and at President’s Cabinet to better understand OCCC’s institutional performance for all students as well as for students with differing characteristics.

This first administration of the *CCSSE* provides OCCC with the essential baseline data to make decisions to improve institutional practice for student success and to measure the effectiveness of the strategies that are implemented. The *CCSSE* will be administered again in Spring 2009.