

Community College Survey of Student Engagement

CCSSE– Cerritos College 2016 Results & Recommendations

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Community College Survey of Student Engagement

- Provides information on [student engagement](#), a key indicator of learning and, therefore, of the quality of community colleges.
- Assesses institutional practices and student behaviors that are correlated highly with student learning and student retention:
 - versatile, research-based tool appropriate for multiple uses.
- [Benchmarking instrument](#) — establishing national norms on educational practice and performance by community and technical colleges.
- Diagnostic tool — identifying areas in which a college can enhance students' educational experiences.
- Monitoring device — documenting and improving institutional effectiveness over time



- List of colleges in 2016 cohort
 - 134 colleges of the 701 participating colleges were urban; 162 urban; 404 rural
 - 46 states; D.C.; 3 Canadian provinces; Micronesia; Guam, Marshall Islands
- Colleges classified by student attendance: 326 small (<4500); 156 medium (4,500-7,999); 143 large (8,000-14,999); 76 extra large (15,000+)
- Benchmarking allows comparison with comparable colleges

Student Respondent Profile

Characteristics of 2016 Cohort Respondents

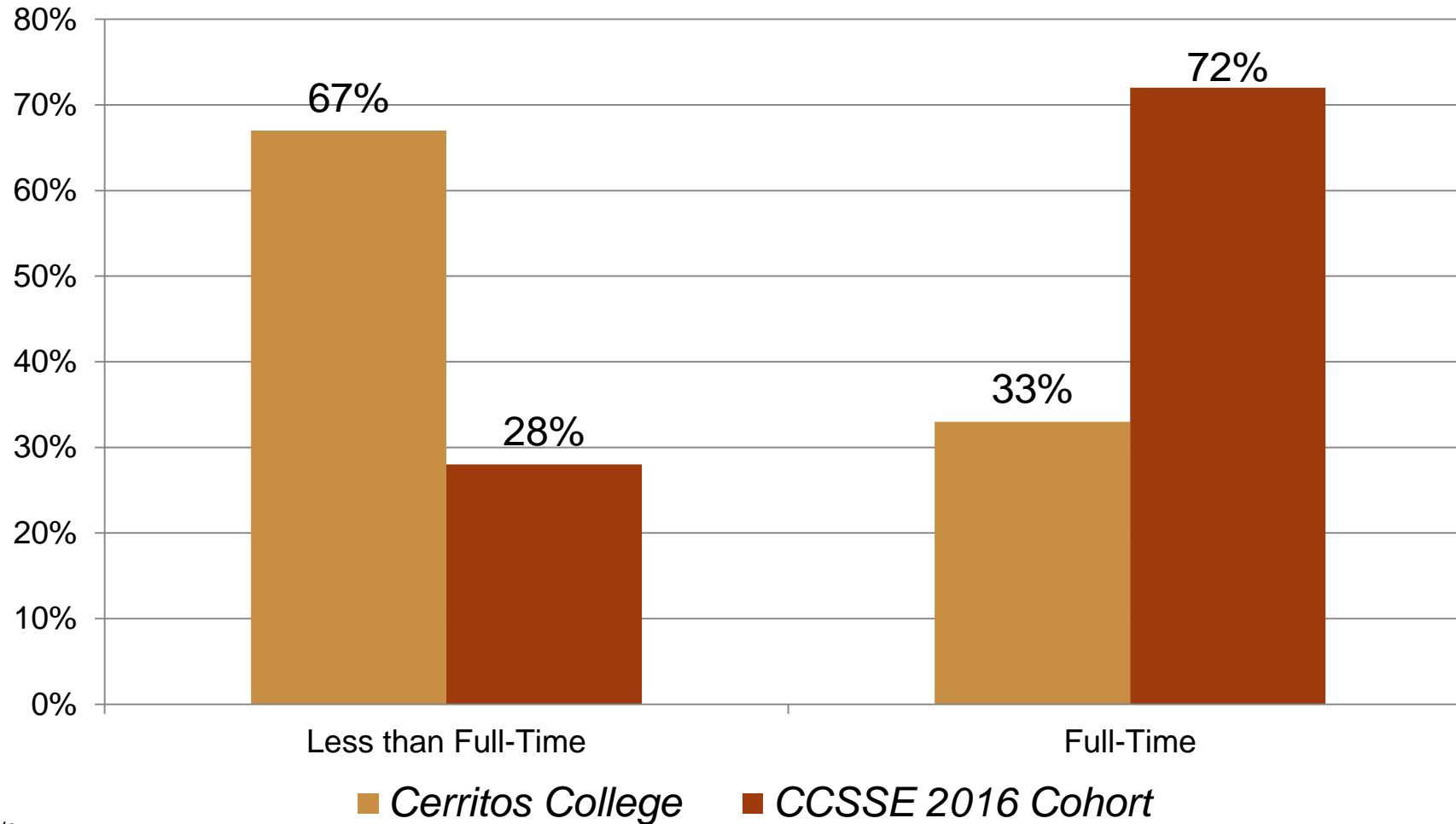
Student Characteristic	Survey Respondents	All Students at CCSSE Member Colleges
Enrollment Status		
Full-time students	72%	42%
Less than full-time students	28%	58%
Sex		
Male	43%	42%
Female	55%	58%
Race/Ethnicity		
White, Non-Hispanic	53%	58%
Black or African American	11%	13%
Hispanic/Latino/Spanish	16%	15%
American Indian/Native American	2%	2%
Asian/Asian American/Pacific Islander	5%	4%
Other	4%	7%
International Student/Foreign National	6%	1%

Percentages may not total 100% in each category due to missing data and/or rounding.

Cerritos College Survey Respondents

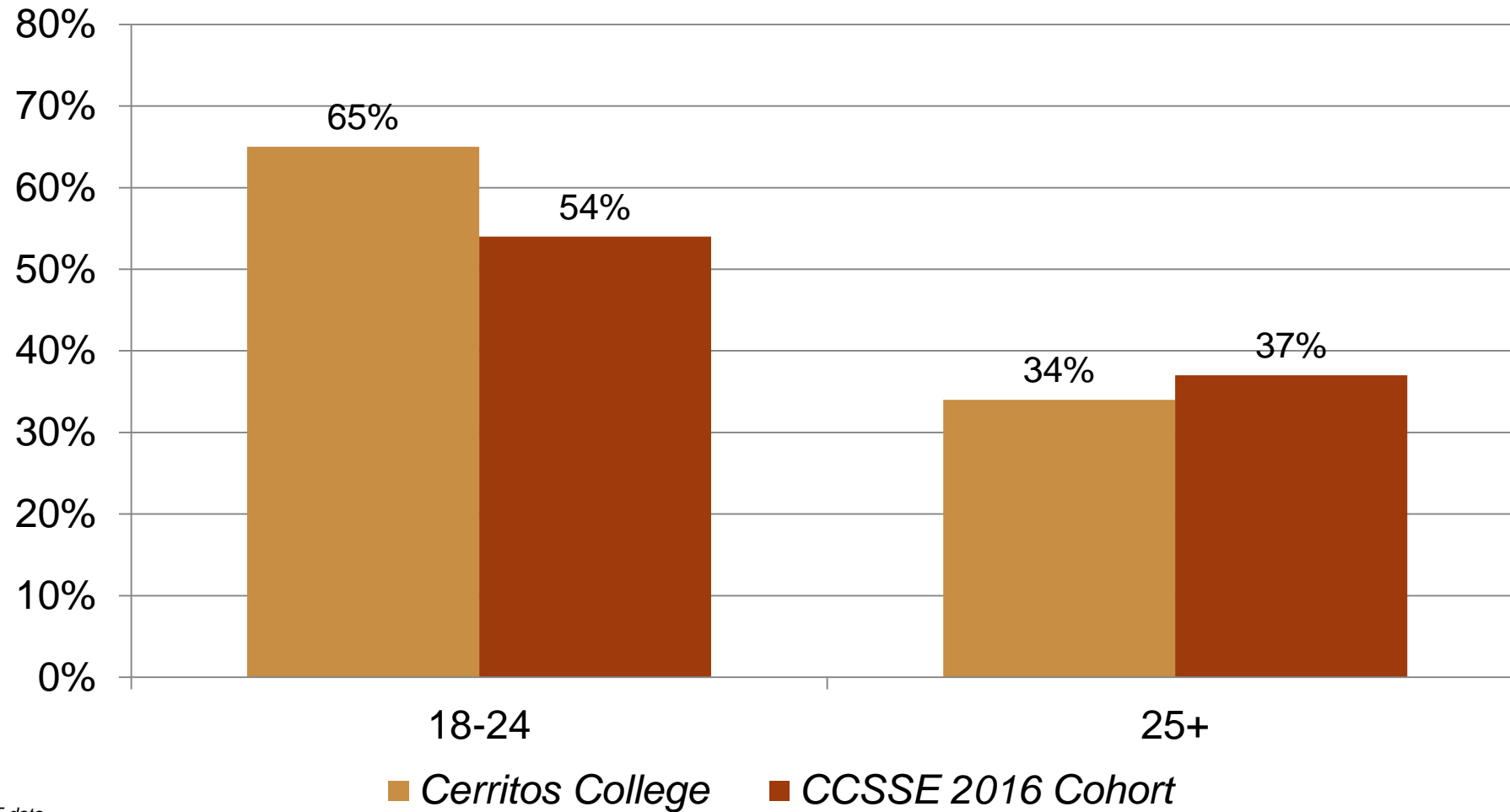
- 1127 adjusted survey count
- 94% overall “percent of target” rate
- The following respondents were excluded from reporting:
 - Respondents not indicating enrollment status
 - Respondents marking invalid data selections
 - Respondents under the age of 18
 - Respondents indicating previous survey submission
- Oversample respondents were also excluded.

Student Respondent Profile: Enrollment Status



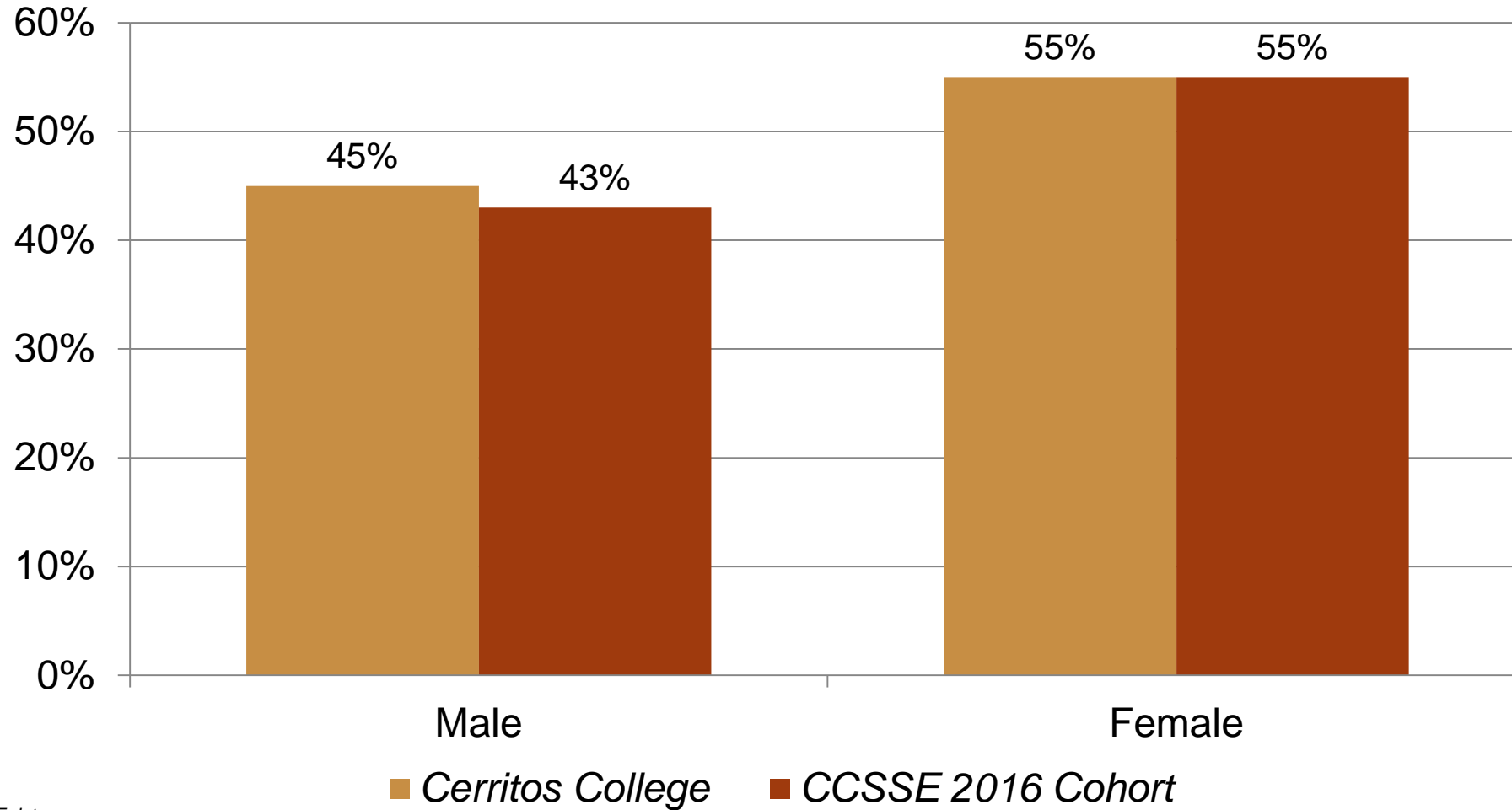
Source: 2016 CCSSE data

Student Respondent Profile: Age



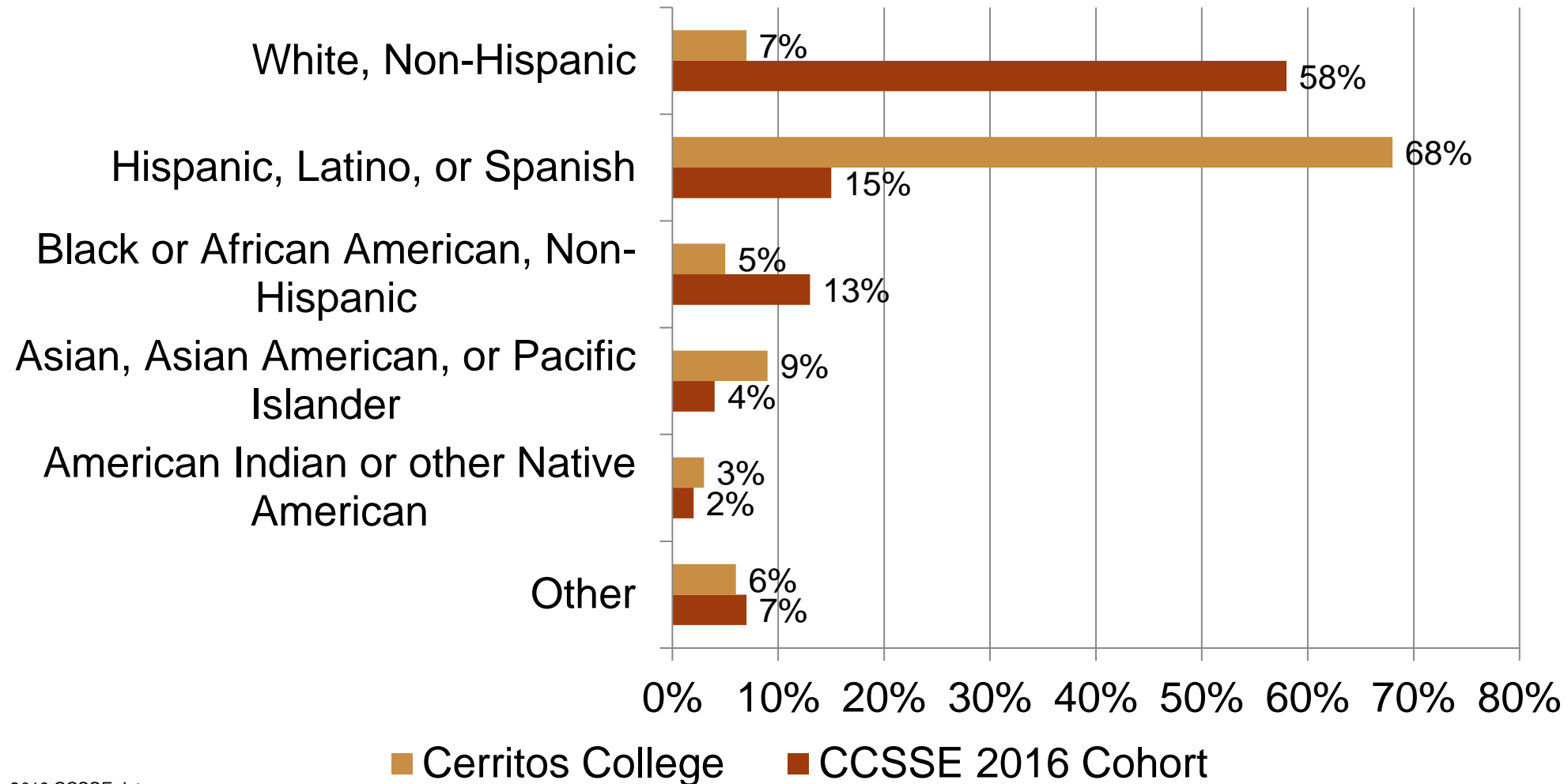
Source: 2016 CCSSE data

Student Respondent Profile: Sex



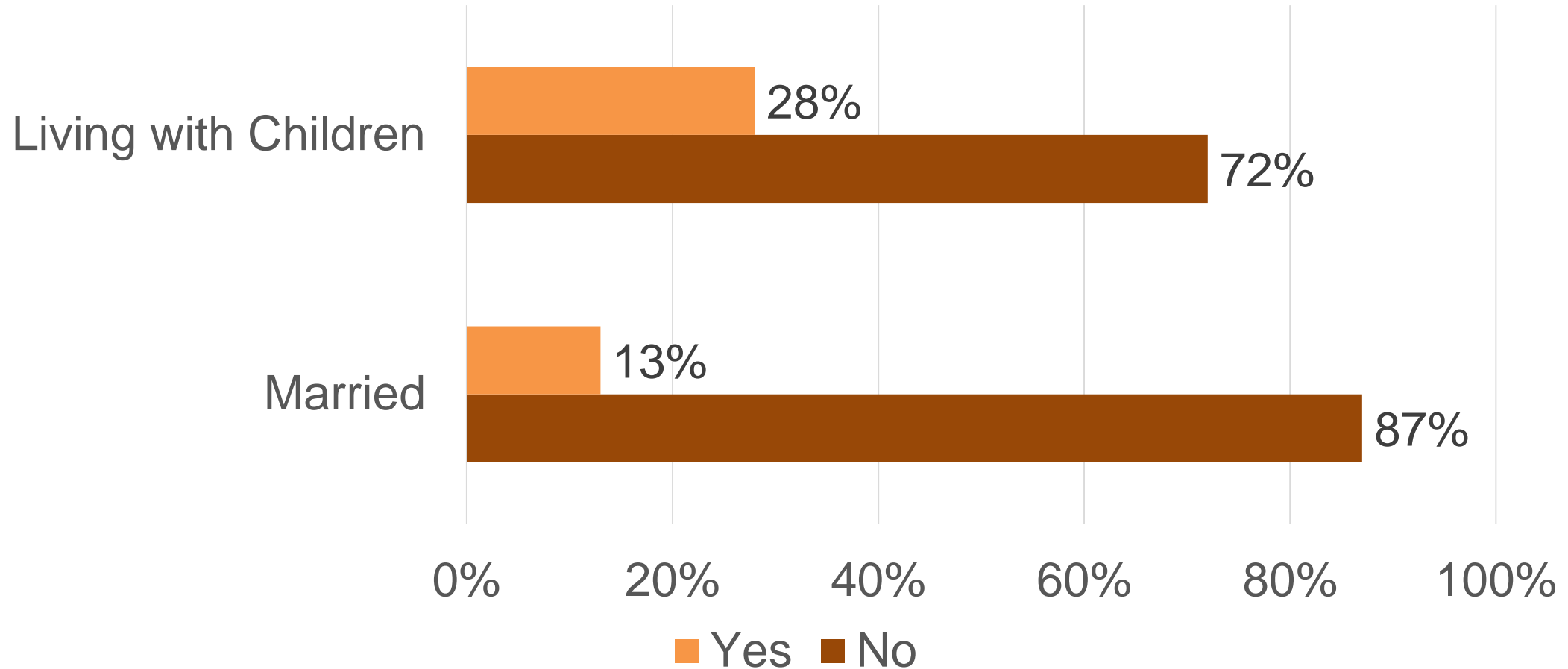
Source: 2016 CCSSE data

Student Respondent Profile: Racial Identification



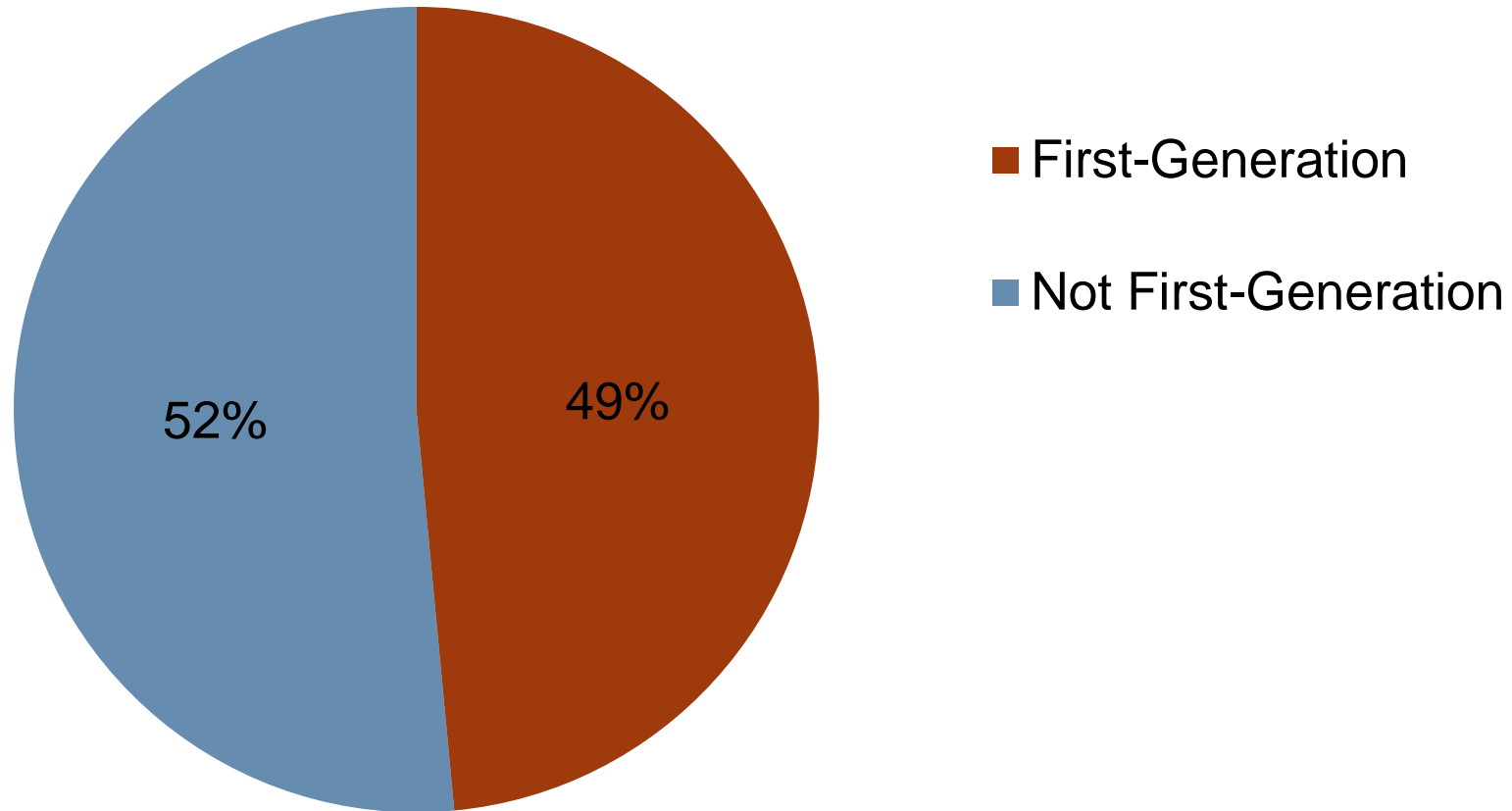
Source: 2016 CCSSE data

Student Respondent Profile: Marital Status and Children



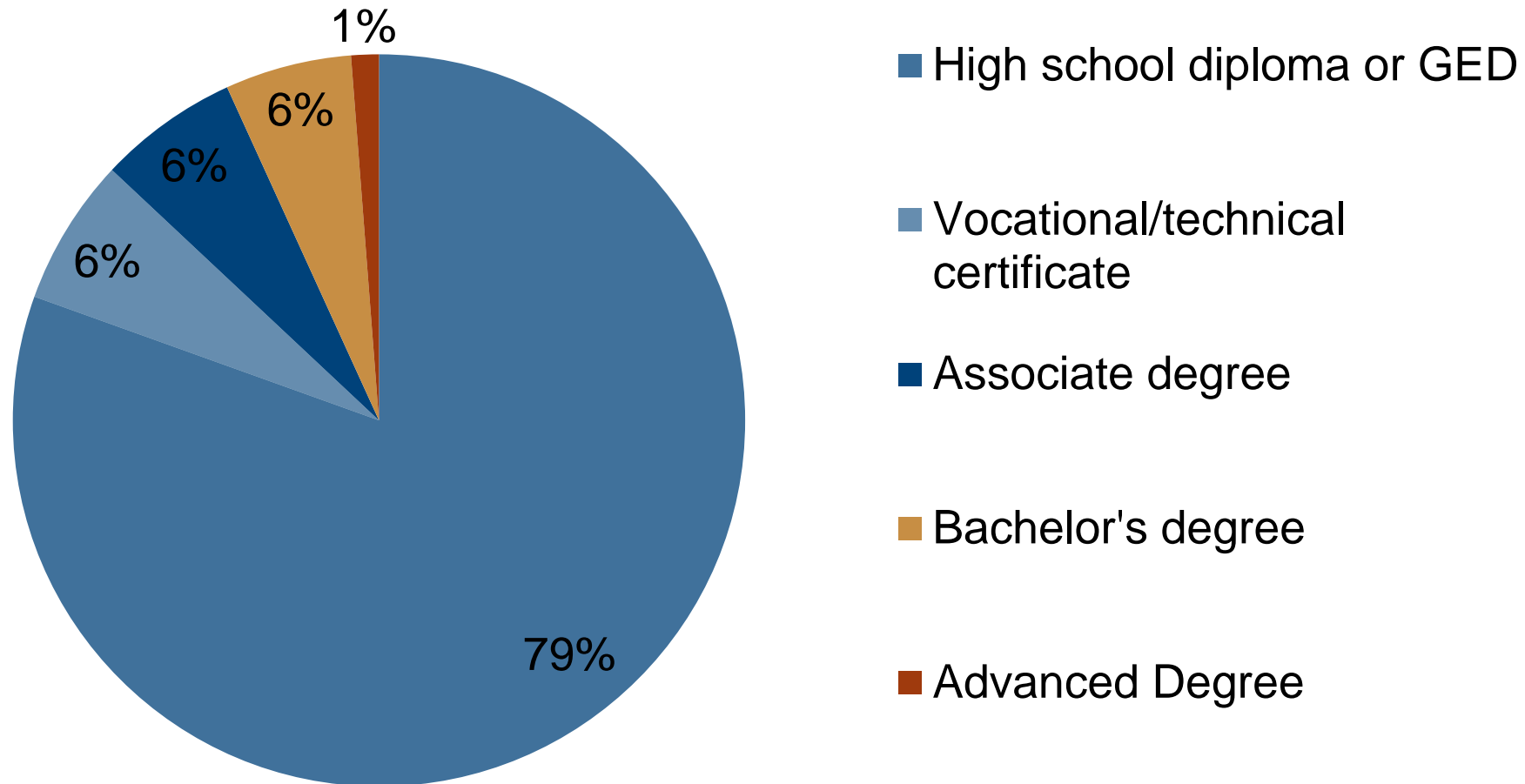
Source: 2016 CCSSE data

Student Respondent Profile: First-Generation Status



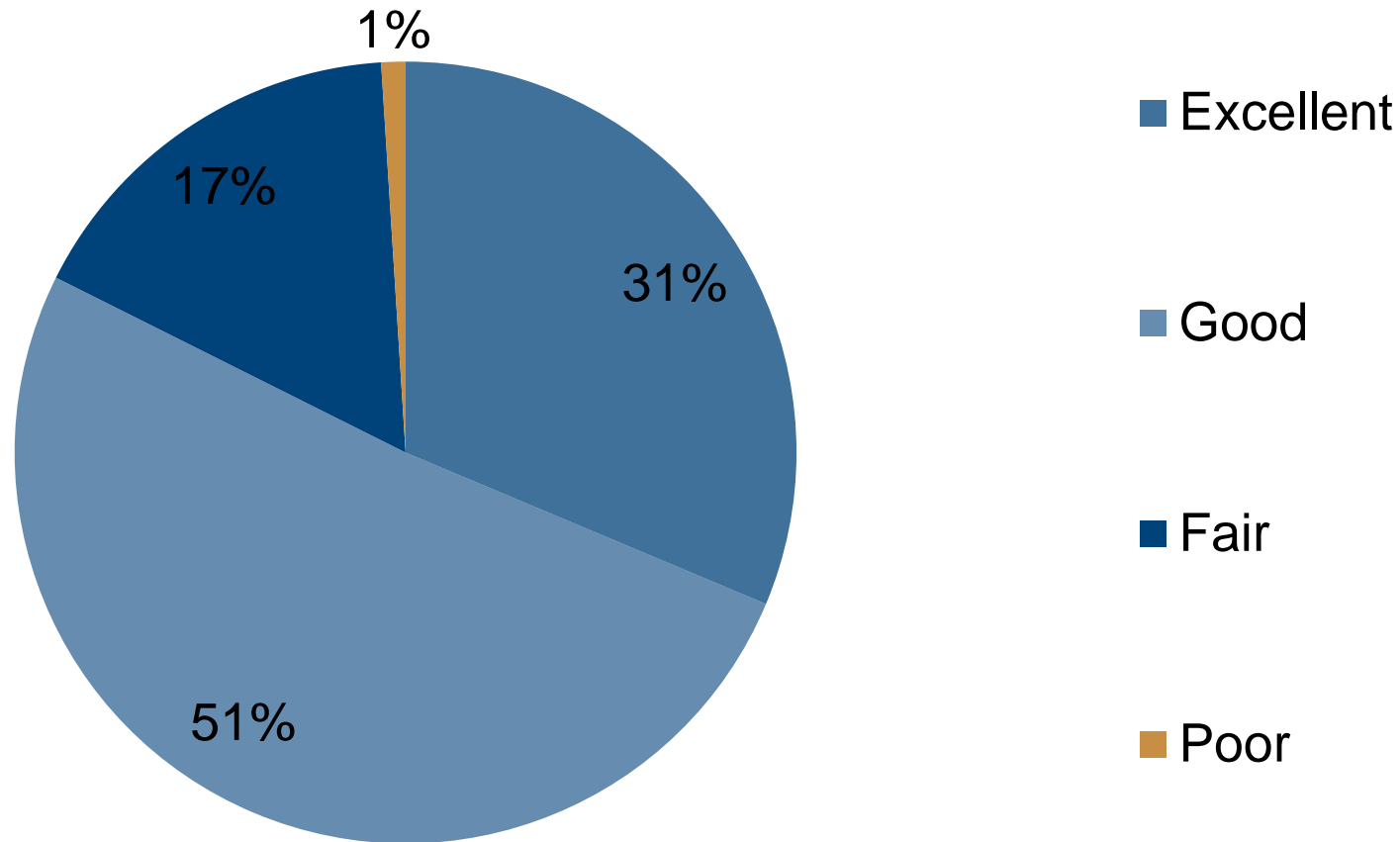
Source: 2016 CCSSE data

Student Respondent Profile: Educational Attainment



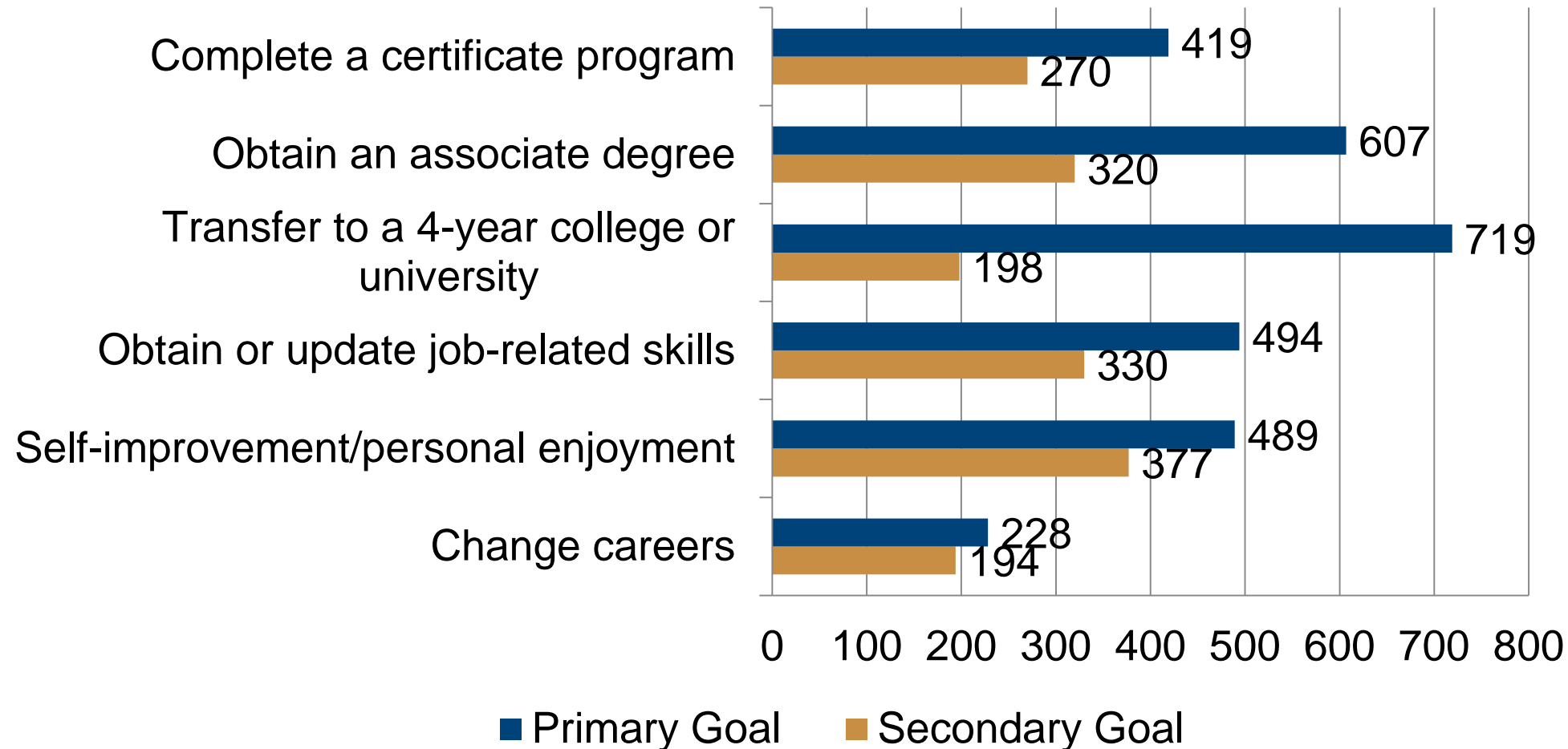
Source: 2016 CCSSE data

Student Respondent Profile: Evaluate Your Entire Educational Experience at this College



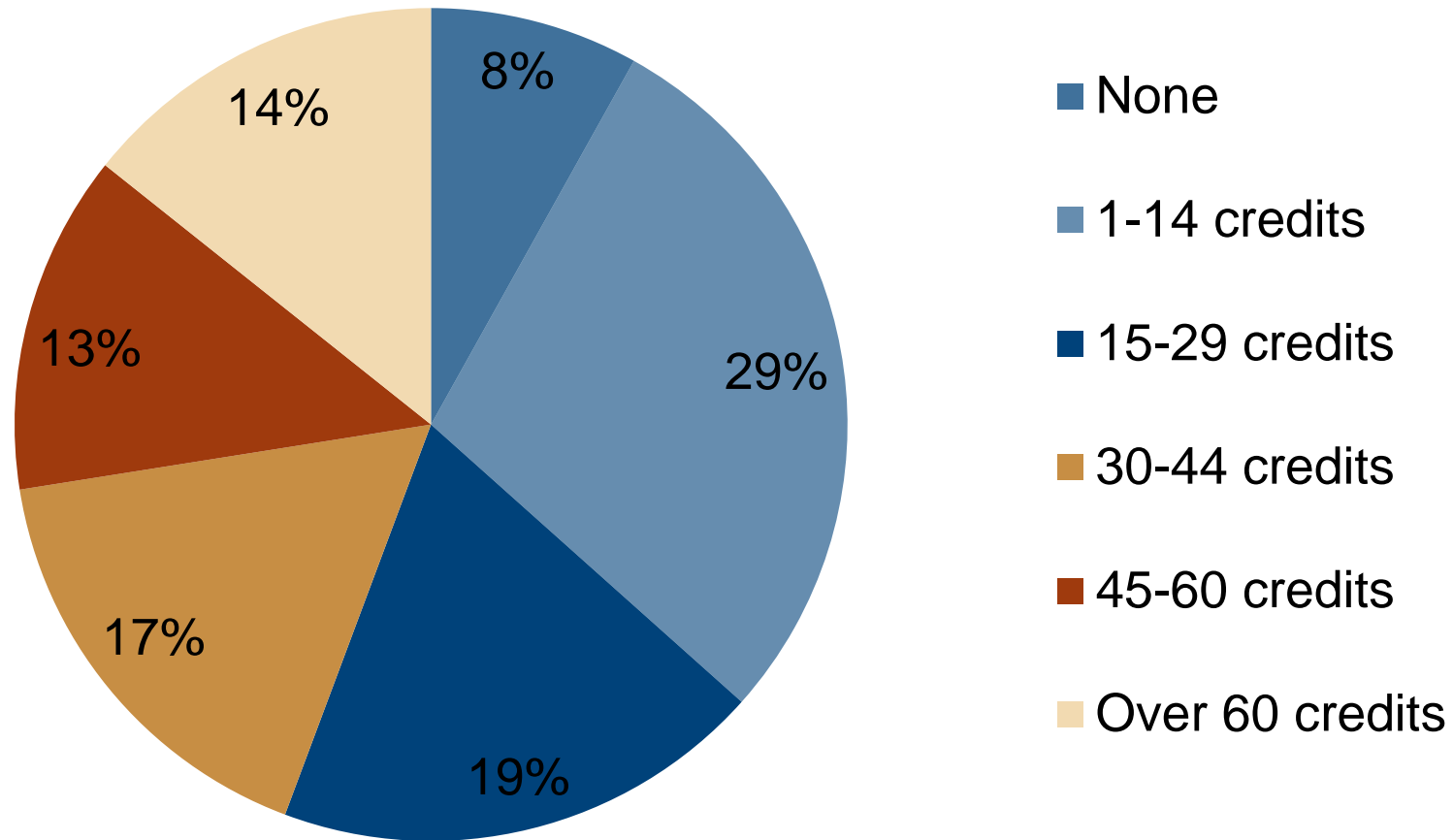
Source: 2016 CCSSE data

Student Respondent Profile: Goals



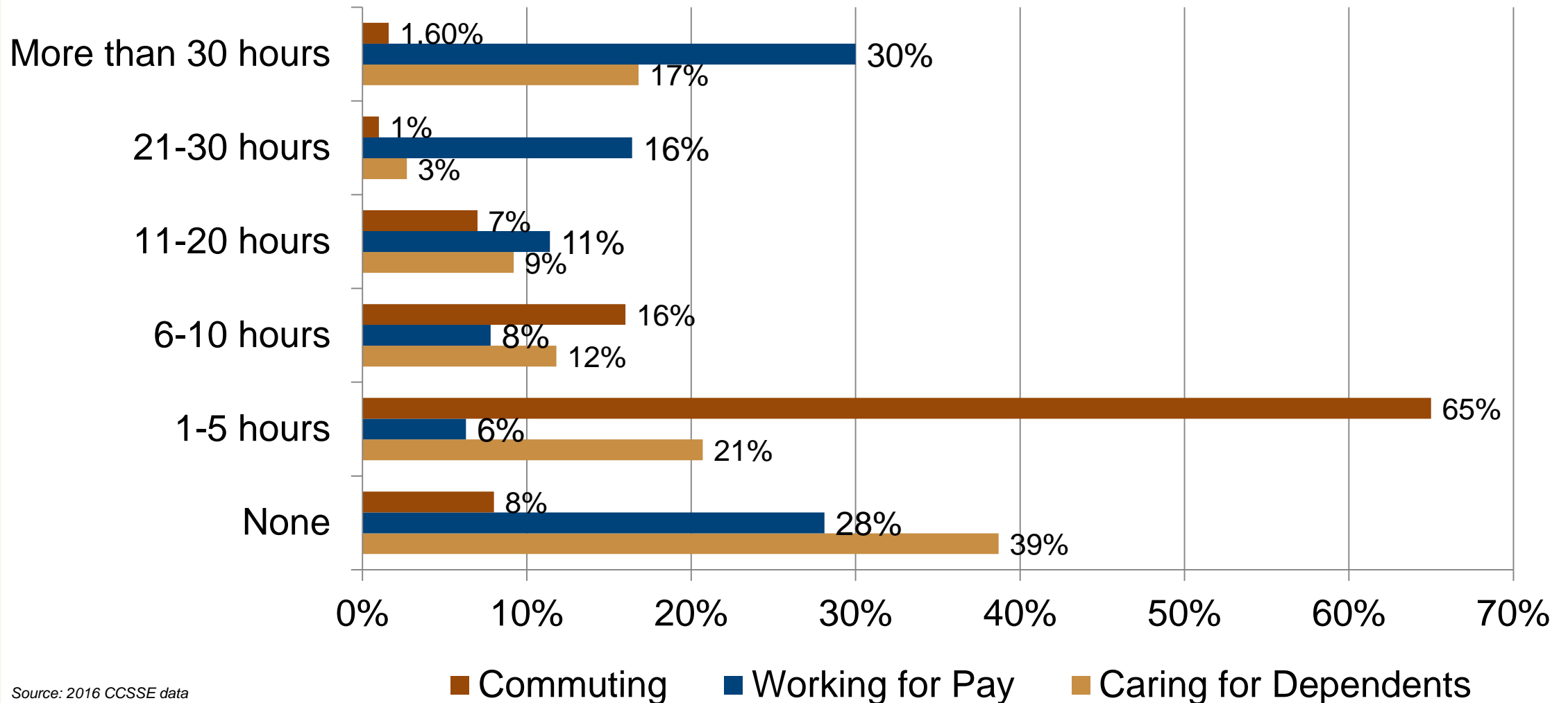
Source: 2016 CCSSE data

Student Respondent Profile: Total Credit Hours Earned



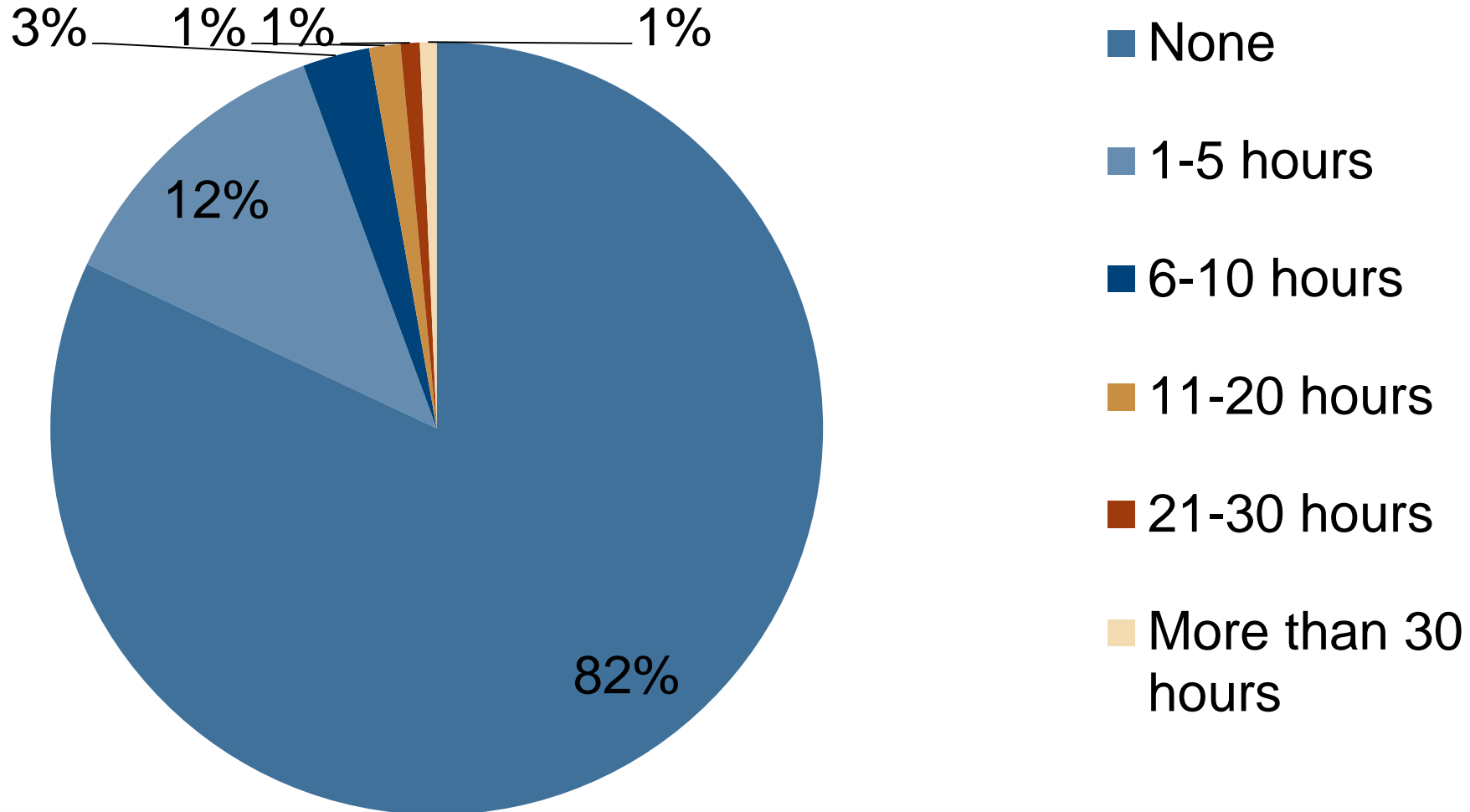
Source: 2016 CCSSE data

Student Respondent Profile: External Commitments



Source: 2016 CCSSE data

Student Respondent Profile: College-Sponsored Activities

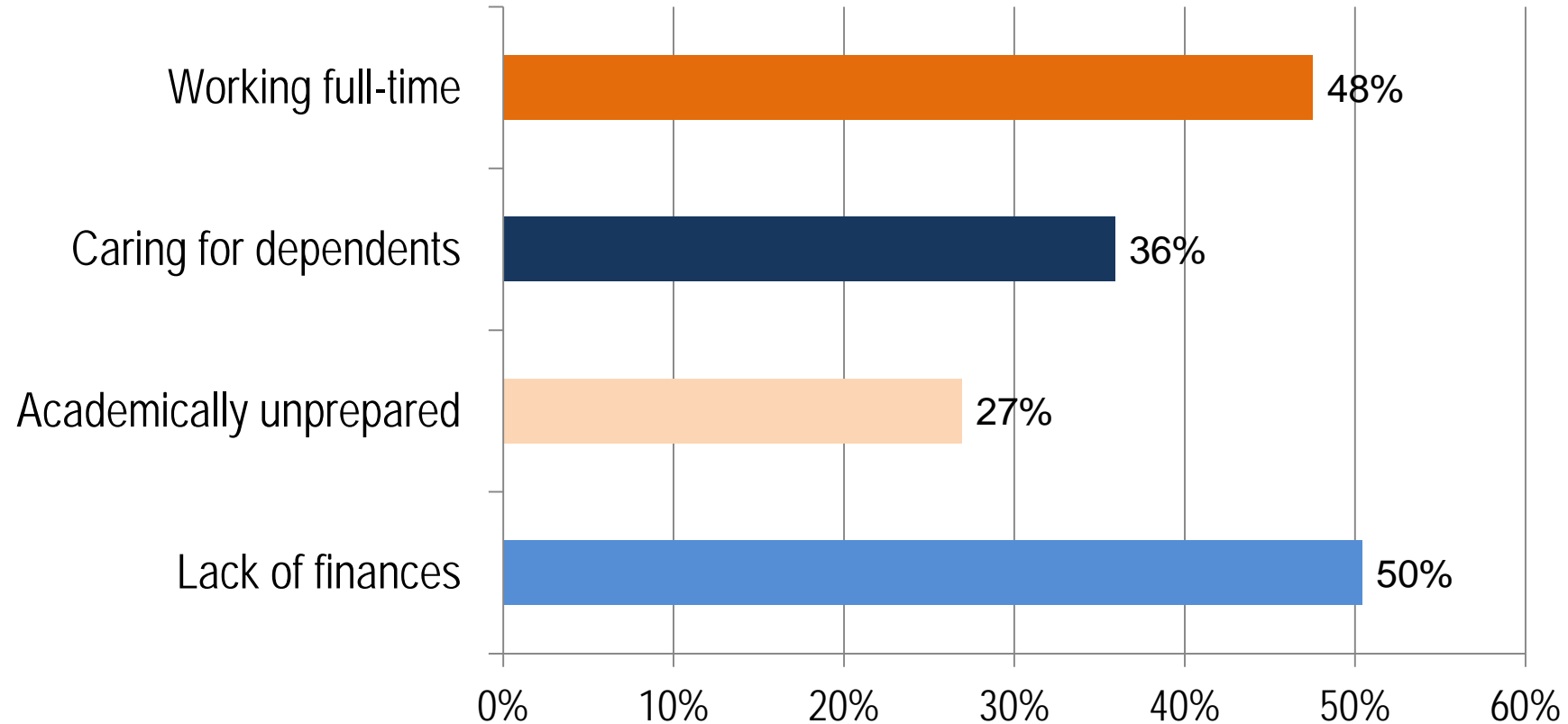


Source: 2016 CCSSE data

Student Persistence

Barriers to Returning to College

How likely is it that the following issues would cause you to withdraw from class or from this college?



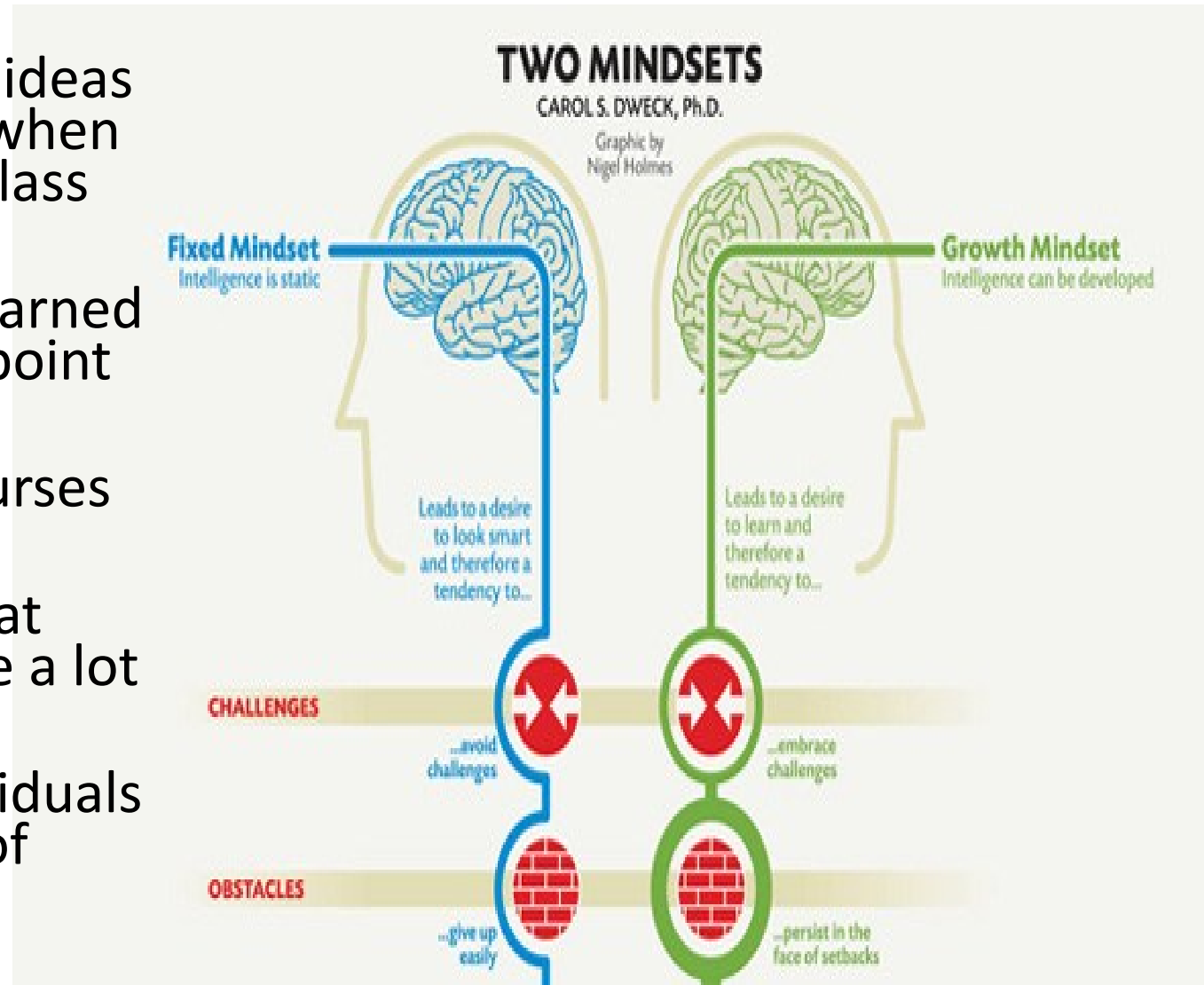
Source: 2016 CCSSE data

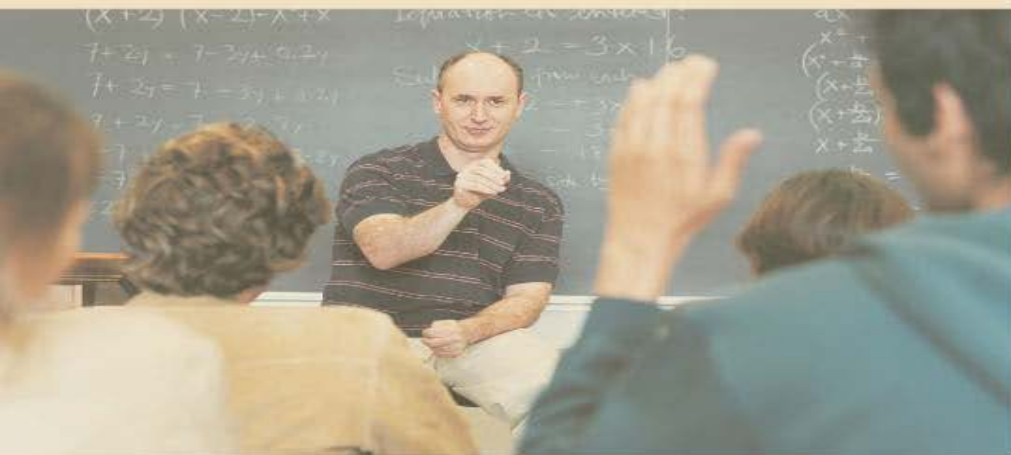
Cerritos College Custom Questions Results

- 70% of students are more connected to the college because of social media
- 76% of students find information they need on the college website
- 45% of students often include diverse perspectives in class discussions or assignments
- 67% of students were satisfied or very satisfied with the quality of Cerritos College's orientation course or program for new students
- 87% of students have a computer and internet at home
- 65% of students had a Counselor clearly explain core courses and other requirements for completing a certificate/degree, or for transferring to another college/university
- 35% of students report that their health needs are satisfactorily met by the Student Health Center (53% of students do not receive services from the Student Health Center)
- 70% of students agreed that the assessment process resulted in accurate placement for English/ESL, Reading, and Math courses.

Cerritos College Custom Questions-- Mindset

- 60% of students often put together ideas or concepts *from different* courses when completing assignments or during class discussions
- 57% of students often/very often learned something that changed their viewpoint about an issue or concept
- 70% of students like challenging courses more than easy ones
- 85% of students like school work that they'll learn from, even if they make a lot of mistakes
- 68% of students **disagree** that individuals **cannot** change their basic amount of intelligence





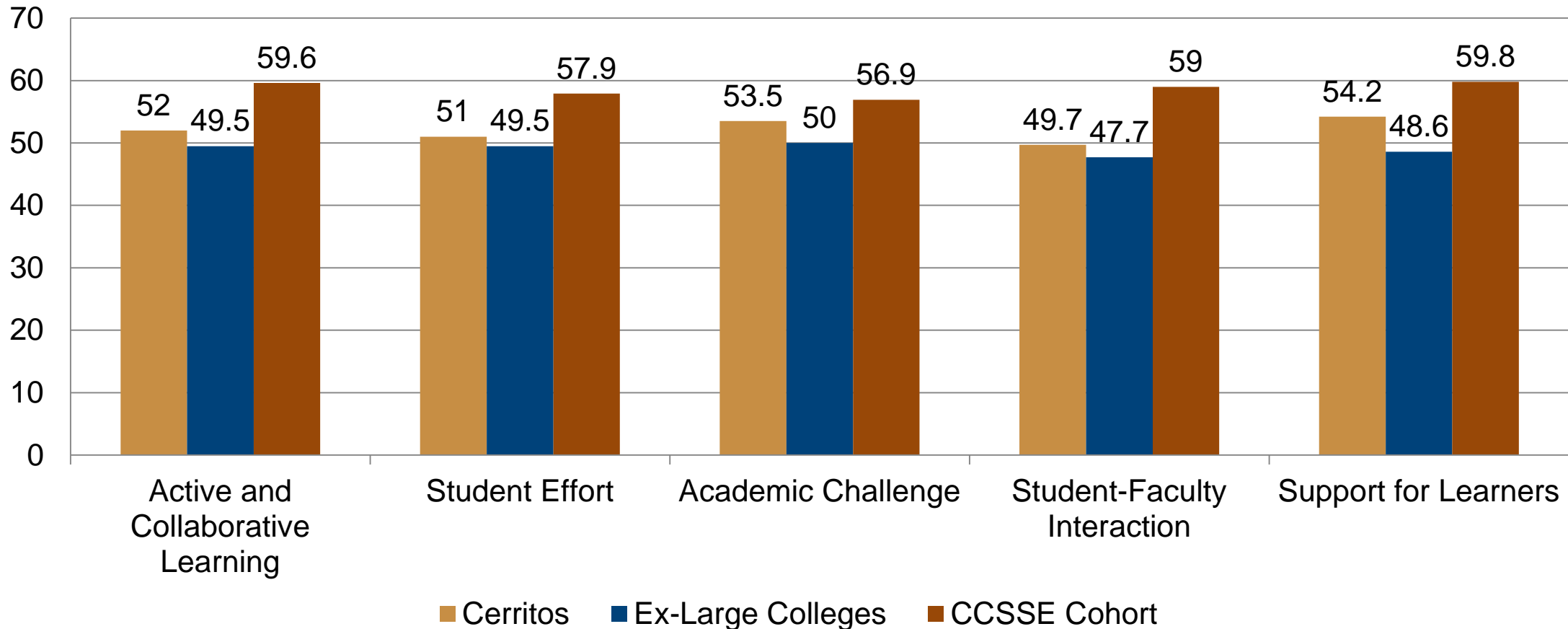
CCSSE Benchmarks

The five *CCSSE* benchmarks are

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

CCSSE Benchmarks for Effective Educational Practice

CCSSE Benchmark Scores for Cerritos College

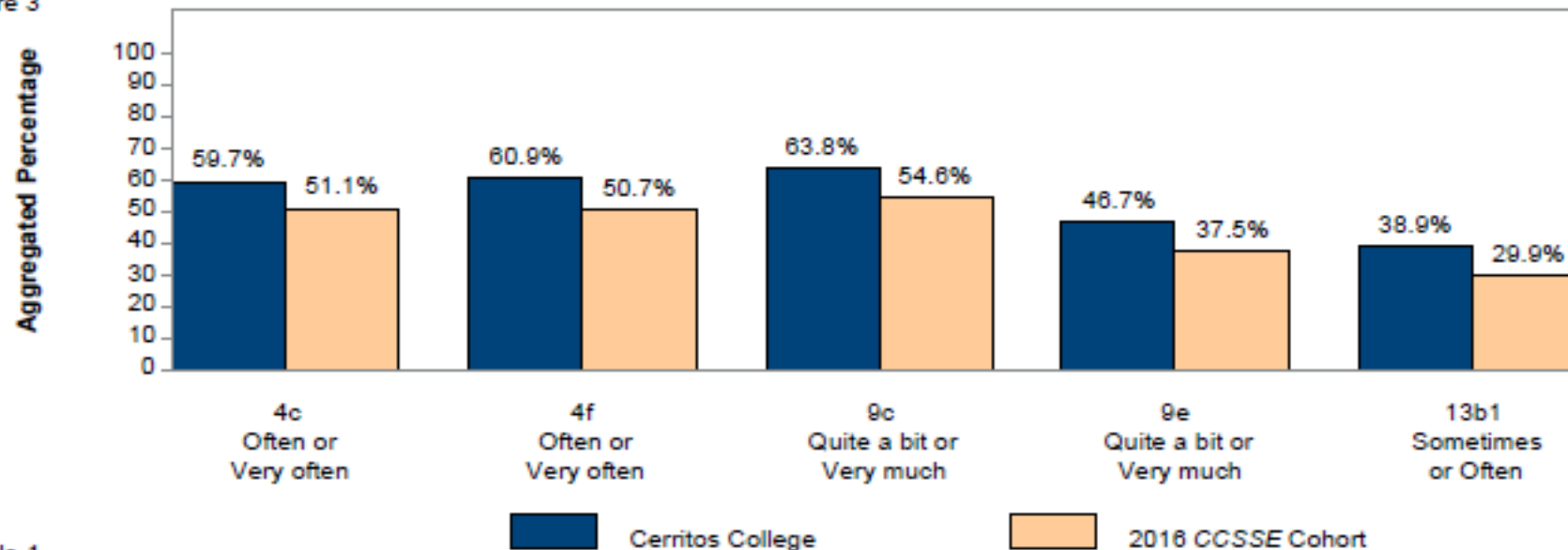


Source: 2016 CCSSE data

Cerritos College performed *MOST* favorably

Benchmark	Item Number	Item
Student Effort	4c	Prepared two or more drafts of a paper or assignment before turning it in
Active and Collaborative Learning	4f	Worked with other students on projects during class
Support For Learners	9c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
Support For Learners	9e	Providing the support you need to thrive socially
Support For Learners	13b1	Frequency: Career counseling

Figure 3

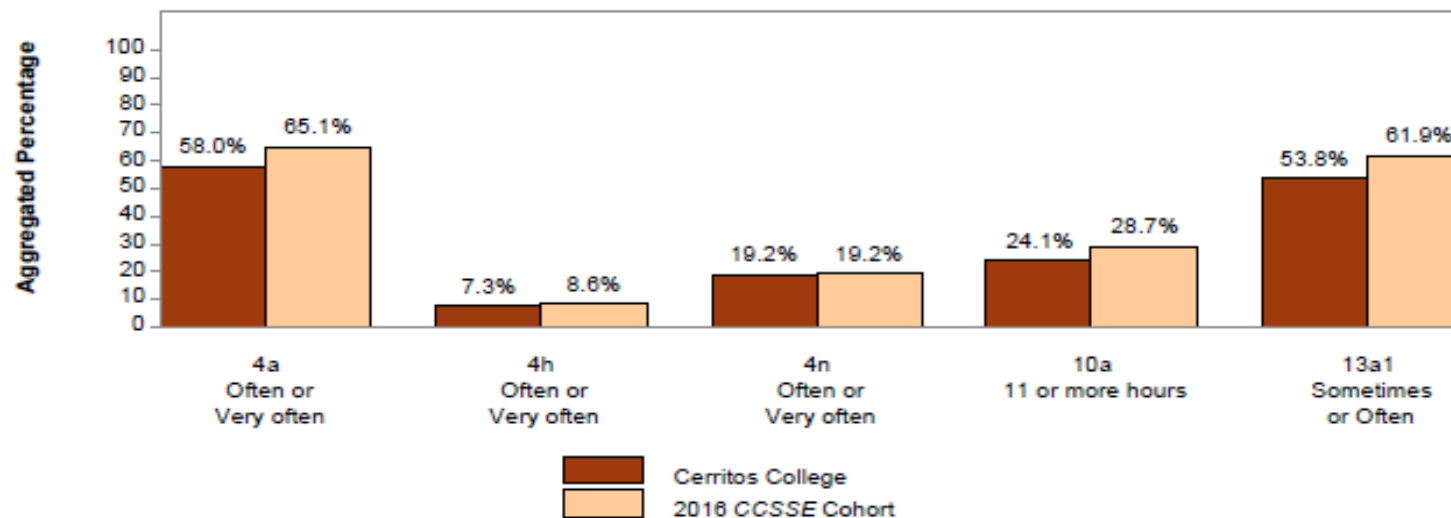


Cerritos College performed *LEAST* favorably

Table 2

Benchmark	Item Number	Item
Active and Collaborative Learning	4a	Asked questions in class or contributed to class discussions
Active and Collaborative Learning	4h	Tutored or taught other students (paid or voluntary)
Student-Faculty Interaction	4n	Discussed ideas from your readings or classes with instructors outside of class
Student Effort	10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
Support For Learners	13a1	Frequency: Academic advising/planning

Figure 4



Active and Collaborative Learning

- 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 collaborating 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.



Source: 2016 CCSSE data

Student Effort

- Students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals.
- "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process.

Are you...



Source: 2016 CCSSE data

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality.



Source: 2016 CCSSE data

Student-Faculty Interaction

- In general, the more interaction students have with their instructors, the more likely they are to learn effectively and persist toward achievement of their educational goals.
- Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress.
- Through student-faculty interaction, teachers become role models, mentors, and guides for continuous, life-long learning.



Support for Learners



- Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.
- Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention.

CCSSE asks college to consider 10 Practices:

✓ Advising for all...

- Each student work with an advisor in their 1st term to develop an ed plan
- Advising should be continuous
- Is advising “inescapable”? Is it a part of their coursework?

✓ Assessment preparation

- Are we actively encouraging students to prepare for placement exams?
- What supports do we offer to achieve that end?

✓ Multiple Measures for Placement

- Are we expanding tools to place students?
- Multiple measures: hs gpa, hs courses to create more complete picture

✓ Identifying students' needs for support

- “Intake process” include a system for identifying types and levels of academic and non academic support students will need successfully complete college level gate keeper courses within his/her first year?

✓ Align courses to students' academic programs

- Differentiate math pathways to align to math needed for career/transfer

CCSSE asks college to consider 10 Practices:

- ✓ Co-requisite courses
 - Can students concurrently enroll in a developmental course with a higher level course?
- ✓ Accelerated Developmental Education
 - Models of acceleration for students to move more quickly through to gateway courses
- ✓ Scaling Up
 - Are successful pilot interventions being brought to scale?
- ✓ Faculty members' role
 - Are faculty trained and empowered to talk with students about their placement?
 - Is there a policy requiring faculty to recommend a higher or lower placement for students? Is there a mechanism for doing this?
- ✓ Student-level data
 - Are we using data to track the progress of all students to identify who needs more support (PT/FT students, etc.)?
 - Measuring college readiness and measuring success in gatekeeper classes in 1st year?