CCSSE 2017 Findings for Tulsa Community College
The Community College Survey of Student Engagement (CCSSE)

- Surveys completed in class during Spring 2017
  - 147 standard survey items assessing various forms of engagement
  - 5 Special Focus Items (Academic Advising)
  - 15 custom items for TCC

- 1,047 adjusted survey count
  - 87% of “target” (1,200)
  - 54% of sampled (1,945 duplicated) from 101 courses
Student Respondent Profile: Enrollment Status

Source: 2017 CCSSE data
Student Respondent Profile:
Age

Source: 2017 CCSSE data
Student Respondent Profile: Gender

Source: 2017 CCSSE data
Student Respondent Profile: Racial Identification

Source: 2017 CCSSE data

- White/Non-Hispanic
  - TCC: 50%  
  - CCSSE 2017 Cohort: 54%
- Hispanic
  - TCC: 7%  
  - CCSSE 2017 Cohort: 13%
- Black or African American
  - TCC: 7%  
  - CCSSE 2017 Cohort: 9%
- Asian, Asian American, or Pacific Islander
  - TCC: 4%  
  - CCSSE 2017 Cohort: 3%
- American Indian or Native American
  - TCC: 1%  
  - CCSSE 2017 Cohort: 5%
- Other
  - TCC: 15%  
  - CCSSE 2017 Cohort: 22%

Source: 2017 CCSSE data
Student Respondent Profile: Educational Attainment

Source: 2017 CCSSE data

- None: 4%
- High School Diploma/GED: 73%
- Vocational/Technical Certificate: 8%
- Associate Degree: 4%
- Bachelor's Degree: 11%
Student Respondent Profile: Goals

Source: 2017 CCSSE data

- Complete a certificate program: 37% TCC, 42% CCSSE 2017 Cohort
- Obtain an associate degree: 77% TCC, 77% CCSSE 2017 Cohort
- Transfer to a 4-year college or university: 67% TCC, 75% CCSSE 2017 Cohort
- Obtain or update job-related skills: 58% TCC, 60% CCSSE 2017 Cohort
- Self-improvement/personal enjoyment: 63% TCC, 66% CCSSE 2017 Cohort
- Change careers: 33% TCC, 33% CCSSE 2017 Cohort
Student Respondent Profile: External Commitments

Source: 2017 CCSSE data

- More than 30 hours: 37% (Working for Pay: 19%, Caring for Dependents: 19%)
- 21-30 hours: 21% (Working for Pay: 6%, Caring for Dependents: 15%)
- 11-20 hours: 14% (Working for Pay: 6%, Caring for Dependents: 8%)
- 6-10 hours: 8% (Working for Pay: 6%, Caring for Dependents: 2%)
- 1-5 hours: 17% (Working for Pay: 5%, Caring for Dependents: 12%)
- None: 45% (Working for Pay: 17%, Caring for Dependents: 28%)

Source: 2017 CCSSE data
Student Respondent Profile: College-Related Activities

Source: 2017 CCSSE data
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 (% of TCC students reporting “Often” or “Very often”; CCSSE cohort % in brown):

- Asked questions in class or contributed to class discussions (62%; 66%)
- Made a class presentation (30%; 34%)
- Worked with other students on projects during class (51%; 52%) +8% vs. 2015
- Worked with classmates outside of class to prepare class assignments (20%; 26%)
- Tutored or taught other students (paid or voluntary) (7%; 8%)
- Participated in a community-based project (service learning activity) as a part of a regular course (9%; 9%) +4% vs. 2015
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (46%; 48%)

Source: 2017 CCSSE data
**Student Effort (TCC %; CCSSE Cohort %)**

- During the current school year, how often have you (% “Often” or “Very often”):
  - Prepared two or more drafts of a paper or assignment before turning it in (52%; 51%) *+4% vs. 2015*
  - Worked on a paper or project that required integrating ideas or information from various sources (67%; 66%)
  - Come to class without completing readings or assignments (15%; 15%)

- During the current school year, how often have you (% 2 times or more):
  - Used peer or other tutoring services (21%; 25%)
  - Used skill labs (33%; 32%) *-8% vs. 2015*
  - Used a computer lab (56%; 53%) *-5% vs. 2015*

- During the current school year:
  - How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment (5 or more; 23%; 21%)
  - How many hours did you spend in a typical week preparing for class (11 or more; 28%; 29%)

Source: 2017 CCSSE data
Academic Challenge (TCC %; CCSSE Cohort %)

- During the current school year, how often have you (% “Often” or “Very often”):
  - Worked harder than you thought you could to meet an instructor’s standards or expectations (48%; 54%)  
    -5% vs. 2015

- How much does your coursework at this college emphasize (% “Quite a bit” or “Very much”):
  - Analyzing the basic elements of an idea, experience, or theory (71%; 69%)
  - Formulating a new idea or understanding from various pieces of information (67%; 67%)
  - Making judgments about the value or soundness of information, arguments, or methods (56%; 56%)
  - Applying theories or concepts to practical problems or in new situations (58%; 60%)
  - Using information you have read or heard to perform a new skill (61%; 65%)

- During the current school year:
  - How many assigned textbooks, manuals, books, or book-length packs of course readings did you read
    (5 or more; 60%; 61%)  
    +8% vs. 2015
  - How many papers or reports of any length did you write (5 or more; 59%; 58%)
  - To what extent have your exams challenged you to do your best work at this college (5, 6, or 7 on 7-pt scale; 63%; 64%)  
    -9% vs. 2015

- How much does this college emphasize (% “Quite a bit” or “Very much”):
  - Encouraging you to spend significant amounts of time studying (74%; 75%)

Source: 2017 CCSSE data
Student-Faculty Interaction (TCC %; CCSSE %)

- During the current school year, how often have you (% “Often” or “Very often”):
  - Used e-mail to communicate with an instructor (69%; 66%)
  - Discussed grades or assignments with an instructor (49%; 52%)
  - Talked about career plans with an instructor or advisor (29%; 34%)
  - Discussed ideas from your readings or classes with instructors outside of class (14%; 19%)
  - Received prompt feedback (written or oral) from instructors on your performance (59%; 63%)
  - Worked with instructors on activities other than coursework (7%; 12%)

Source: 2017 CCSSE data
Support for Learners (TCC %; CCSSE %)

- How much does this college emphasize (% “Quite a bit” or “Very much”):
  - Providing the support you need to help you succeed at this college (70%; 75%)
  - Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (52%; 55%)
  - Helping you cope with your nonacademic responsibilities (work, family, etc.) (22%; 29%)
  - Providing the support you need to thrive socially (30%; 37%) +4% vs. 2015
  - Providing the financial support you need to afford your education (55%; 52%)

- During the current school year, how often have you (% “Sometimes” or “Often”):
  - Used academic advising/planning services (69%; 59%) +4% vs. 2015
  - Used career counseling services (16%; 18%) -9% vs. 2015

Source: 2017 CCSSE data
CCSSE Benchmarks for Effective Educational Practice

- **Active and Collaborative Learning**
  - **TCC 2015**: 46.6
  - **TCC 2017**: 46.9

- **Student Effort**
  - **TCC 2015**: 47.4
  - **TCC 2017**: 49.7

- **Academic Challenge**
  - **TCC 2015**: 48.6
  - **TCC 2017**: 48.4

- **Student-Faculty Interaction**
  - **TCC 2015**: 48.6
  - **TCC 2017**: 47.3

- **Support for Learners**
  - **TCC 2015**: 46.8
  - **TCC 2017**: 48.3

Source: 2015 & 2017 CCSSE data
CCSSE 2017 Benchmarks for Effective Educational Practice

Source: 2017 CCSSE data
CCSSE 2017 Benchmarks for Effective Educational Practice

Source: 2017 CCSSE data
** Significant, p < .001
Full-time students are significantly more likely to…

- Make a class presentation
- Worked with classmates outside of class
- Prepared multiple drafts of a paper or assignment before turning it in
- Worked on a paper or project that required integrating ideas or information from various sources
- Feel they worked harder than they thought they could to meet an instructor’s standards or expectations
- Use email to communicate to an instructor
- Talk about career plans with an instructor or advisor
- Worked with an instructor on activities other than coursework
CCSSE 2017 Benchmarks for Effective Educational Practice

- Full-time students also...
  - Spent more time preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to the program)
  - Felt stronger their coursework emphasized applying theories or concepts to practical problems or new situations
  - Felt they read more textbooks, manuals, books, or packets of course readings
  - Felt they wrote more papers or reports
  - Felt more strongly that the college encourages students to spend a significant amount of time studying
CCSSE 2017 Benchmarks for Effective Educational Practice

- Full-time students feel like TCC contributes to their development in the following more than part-time students...
  - Acquiring a broad general education
  - Writing clearly and effectively
  - Speaking clearly and effectively
  - Thinking critically and analytically
  - Solving numerical problems
  - Working effectively with others
  - Developing clearer career goals
  - Gaining information about career opportunities
CCSSE 2017 Benchmarks for Effective Educational Practice

Source: 2017 CCSSE data
CCSSE 2017 Benchmarks for Effective Educational Practice

Source: 2017 CCSSE data
CCSSE 2017 Benchmarks for Effective Educational Practice

Source: 2017 CCSSE data

- Male (N = 440)
- Female (N = 581)
CCSSE Benchmarks for Effective Educational Practice

TCC’s CCSSE Standardized Benchmarks

CCSSE Benchmarks for Effective Educational Practice

*TCC’s CCSSE Raw Benchmarks*

CCSSE 2017 Benchmarks for Effective Educational Practice

Aspects of TCC’s 2017 Highest Student Engagement

Source: 2017 CCSSE data
Aspects of TCC’s 2017 Lowest Student Engagement

- Discussed ideas from readings or classes with instructors outside of class: Often or Very often - TCC 13.7%, 2017 CCSSE Cohort 19.3%
- Worked with instructors on activities other than coursework: Often or Very often - TCC 7.4%, 2017 CCSSE Cohort 11.9%
- Helping you cope with non-academic responsibilities: Quite a bit or Very much - TCC 21.9%, 2017 CCSSE Cohort 29.2%
- Career counseling: 2 or more times - TCC 15.6%, 2017 CCSSE Cohort 18.0%
- Peer or other tutoring: 2 or more times - TCC 23.0%, 2017 CCSSE Cohort 31.0%

Source: 2017 CCSSE data
My academic major is well-designed to guide and prepare me to enter employment or further education. 85.9% 89.2%

Detailed information is provided on TCC’s website on the employment and transfer opportunities targeted by each academic major. 77.5% 79.8%

I know which courses I should take for my academic major. 83.2% 90.7%

I know the sequence in which I should take the courses for my academic major. 69.3% 80.4%

Courses critical for success in my major and other key progress milestones are clearly communicated to me. 71.8% 78.7%

Source: 2017 CCSSE data
***Significant, p < .001
**Significant, p < .01
*Significant, p < .05
I was made aware of services and additional support, such as tutoring and academic advising, to help me succeed in my courses.*

At any given point, I can easily see how far I have come in my major and what I need to do to complete my academic program.**

My professors clearly explain what I should learn in my courses and how they will evaluate what I've learned.

The learning outcomes expected of me after I complete my entire academic major are clearly defined.*

How could you rate the overall quality of the academic programs at TCC?*

Source: 2017 CCSSE data  
**Significant, p < .01  
*Significant, p < .05
The environment at TCC is one that makes me comfortable to be myself and express my differences.

The TCC community provides me with numerous opportunities to work with people from different cultures/ethnic backgrounds.

Faculty, staff, and students at TCC are hospitable to people with disabilities.

Faculty, staff, and students at TCC are veteran-friendly.

Faculty, staff, and students at TCC are hospitable to people of different races and ethnicities.

Strongly Agree and Agree

<table>
<thead>
<tr>
<th>Statement</th>
<th>Part-Time (394)</th>
<th>Full-Time (N = 653)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The environment at TCC is one that makes me comfortable to be myself and express my differences.</td>
<td>89.3%</td>
<td>90.9%</td>
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<td>87.3%</td>
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<tr>
<td>Faculty, staff, and students at TCC are hospitable to people with disabilities.</td>
<td>95.8% 96.3%</td>
<td></td>
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<td>Faculty, staff, and students at TCC are veteran-friendly.</td>
<td>96.1% 96.7%</td>
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<tr>
<td>Faculty, staff, and students at TCC are hospitable to people of different races and ethnicities.</td>
<td>96.7% 96.2%</td>
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Source: 2017 CCSSE data
**CCSSE vs. PACE**

<table>
<thead>
<tr>
<th>Category</th>
<th>TCC</th>
<th>CCSSE Norm Base</th>
<th>PACE</th>
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</tr>
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<tr>
<td>Active and Collaborative Learning</td>
<td>46.9</td>
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**Institutional Structure**
- TCC: 3.53
- CCSSE Norm Base: 3.48

**Supervisory Relationships**
- TCC: 3.87
- CCSSE Norm Base: 3.83

**Teamwork**
- TCC: 3.96
- CCSSE Norm Base: 3.86

**Student Focus**
- TCC: 4.05
- PACE Norm Base: 4.05

*Source: 2017 CCSSE and PACE data*
PACE 2015 to 2017

The extent to which...

- Faculty meet the needs of students.
- Non-teaching professional personnel meet the needs of students.
- Classified personnel meet the needs of students.
- Students are assisted with their personal development.

Source: 2015 and 2017 PACE data

2015: 3.92, 3.92, 3.89, 3.81
2017: 3.99, 3.91, 3.92, 3.82