CCSSE 2019 Findings for Tulsa Community College
The Community College Survey of Student Engagement (CCSSE)

- Surveys completed in class during Spring 2019
  - 147 standard survey items assessing various forms of engagement
  - 5 Special Focus Items (Academic Advising)

- 1,219 adjusted survey count
  - from 100 courses
Student Respondent Profile: Enrollment Status

Source: 2019 CCSSE data
Student Respondent Profile:
Age

Source: 2019 CCSSE data
Student Respondent Profile: Gender

Source: 2019 CCSSE data
Student Respondent Profile: Racial Identification

- White/Non-Hispanic: 54%
- Hispanic: 10%
- Black or African American: 7%
- Asian, Asian American, or Pacific Islander: 6%
- American Indian or Native American: 4%
- Other: 19%

Source: 2019 CCSSE data
Student Respondent Profile: Educational Attainment

Source: 2019 CCSSE data

- None: 7%
- High School Diploma/GED: 71%
- Vocational/Technical Certificate: 11%
- Associate Degree: 9%
- Bachelor's Degree: 4%

**Center for Community College Student Engagement**
Student Respondent Profile: Goals

- Complete a certificate program: TCC 37%, CCSSE 43%
- Obtain an associate degree: TCC 82%, CCSSE 78%
- Transfer to a 4-year college or university: TCC 76%, CCSSE 67%
- Obtain or update job-related skills: TCC 60%, CCSSE 62%
- Self-improvement/personal enjoyment: TCC 63%, CCSSE 67%
- Change careers: TCC 33%, CCSSE 33%

Source: 2019 CCSSE data
Student Respondent Profile: External Commitments

Source: 2019 CCSSE data

- More than 30 hours: Working for Pay - 23%, Caring for Dependents - 21%
- 21-30 hours: Working for Pay - 22%, Caring for Dependents - 6%
- 11-20 hours: Working for Pay - 17%, Caring for Dependents - 7%
- 6-10 hours: Working for Pay - 7%, Caring for Dependents - 8%
- 1-5 hours: Working for Pay - 6%, Caring for Dependents - 16%
- None: Working for Pay - 25%, Caring for Dependents - 45%
Student Respondent Profile: College-Related Activities

- 83% None
- 40% Preparing for Class
- 31% More than 30 hours
- 20% 11-20 hours
- 14% 1-5 hours
- 6% 21-30 hours
- 3% More than 30 hours

Source: 2019 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 (63%; 66%)
- Made a class presentation (36%; 35%)
- Worked with other students on projects during class (48%; 53%)
- Worked with classmates outside of class to prepare class assignments (22%; 27%)
- Tutored or taught other students (paid or voluntary) (6%; 9%)
- Participated in a community-based project (service learning activity) as a part of a regular course (15%; 9%) +6% vs. 2017
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (49%; 49%)

Source: 2019 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 (53%; 51%)
  - Worked on a paper or project that required integrating ideas or information from various sources (71%; 67%) +4% vs. 2017
  - 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 (17%; 26%) -4% vs. 2017
  - Used skill labs (34%; 33%)
  - Used a computer lab (48%; 51%) -8% vs. 2017

- **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; 19%; 20%) -4% vs. 2017
  - How many hours did you spend in a typical week preparing for class (11 or more; 29%; 29%)

*Source: 2019 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 (50%; 54%)

- 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 (67%; 70%) -4% vs. 2017
  - Formulating a new idea or understanding from various pieces of information (64%; 68%) -3% vs. 2017
  - Making judgments about the value or soundness of information, arguments, or methods (57%; 56%)
  - Applying theories or concepts to practical problems or in new situations (55%; 61%) -3% vs. 2017
  - Using information you have read or heard to perform a new skill (60%; 66%)

- During the current school year:
  - How many assigned textbooks, manuals, books, or book-length packs of course readings did you read (5 or more; 57%; 61%) -3% vs. 2017
  - How many papers or reports of any length did you write (5 or more; 60%; 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%)

- How much does this college emphasize (% “Quite a bit” or “Very much”):
  - Encouraging you to spend significant amounts of time studying (73%; 75%)

Source: 2019 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 (71%; 68%)
  - Discussed grades or assignments with an instructor (52%; 53%) +3% vs. 2017
  - Talked about career plans with an instructor or advisor (29%; 35%)
  - Discussed ideas from your readings or classes with instructors outside of class (15%; 20%)
  - Received prompt feedback (written or oral) from instructors on your performance (61%; 63%)
  - Worked with instructors on activities other than coursework (7%; 12%)

Source: 2019 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 (72%; 76%)
  - Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (52%; 56%)
  - Helping you cope with your nonacademic responsibilities (work, family, etc.) (23%; 31%)
  - Providing the support you need to thrive socially (30%; 38%)
  - Providing the financial support you need to afford your education (53%; 53%)

- During the current school year, how often have you (% “Sometimes” or “Often”):
  - Used academic advising/planning services (69%; 60%)
  - Used career counseling services (11%; 20%) -5% vs. 2017

Source: 2019 CCSSE data
CCSSE Benchmarks for Effective Educational Practice

Source: 2015 & 2017 CCSSE data
CCSSE 2019 Benchmarks for Effective Educational Practice

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

Source: 2019 CCSSE data

TCC 2019 CCSSE Cohort 2019 Top-Performing Colleges
CCSSE 2019 Benchmarks for Effective Educational Practice

Source: 2019 CCSSE data
** Significant, p < .001
CCSSE 2019 Benchmarks for Effective Educational Practice

- 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
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 2019 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
  - Working effectively with others
  - Developing clearer career goals
  - Gaining information about career opportunities
CCSSE 2019 Benchmarks for Effective Educational Practice

- **Active and Collaborative Learning**
  - Developmental (N = 451): 53.3
  - Non-Developmental (N = 746): 52.3

- **Student Effort**
  - Developmental: 56.9
  - Non-Developmental: 47.5

- **Academic Challenge**
  - Developmental: 53.6
  - Non-Developmental: 49.9

- **Student-Faculty Interaction**
  - Developmental: 54.5
  - Non-Developmental: 47.3

- **Support for Learners**
  - Developmental: 52.4
  - Non-Developmental: 46.3

*Source: 2019 CCSSE data*
**CCSSE 2019 Benchmarks for Effective Educational Practice**

- **Active and Collaborative Learning**
  - First-Generation (N = 401): 53.3
  - Not First-Generation (N = 818): 52.5

- **Student Effort**
  - First-Generation (N = 401): 55.8
  - Not First-Generation (N = 818): 48.9

- **Academic Challenge**
  - First-Generation (N = 401): 52.0
  - Not First-Generation (N = 818): 50.8

- **Student-Faculty Interaction**
  - First-Generation (N = 401): 51.2
  - Not First-Generation (N = 818): 49.4

- **Support for Learners**
  - First-Generation (N = 401): 50.8
  - Not First-Generation (N = 818): 47.4

*Source: 2019 CCSSE data*
CCSSE 2019 Benchmarks for Effective Educational Practice

Source: 2019 CCSSE data

- Active and Collaborative Learning: Male (N = 448) 49.5, Female (N = 736) 54.9
- Student Effort: Male (N = 448) 47.3, Female (N = 736) 53.5
- Academic Challenge: Male (N = 448) 46.8, Female (N = 736) 54.2
- Student-Faculty Interaction: Male (N = 448) 46.4, Female (N = 736) 52.4
- Support for Learners: Male (N = 448) 47.4, Female (N = 736) 49.2
CCSSE Benchmarks for Effective Educational Practice

*TCC’s CCSSE Raw Benchmarks*


*Only Raw Benchmark scores can be compared over time*
CCSSE 2019 Benchmarks for Effective Educational Practice

Aspects of TCC’s 2019 Highest Student Engagement

- Worked on a project that required integrating ideas from various sources: 70.9% (TCC), 66.9% (2019 CCSSE Cohort)
- Participated in a community-based project as part of a regular course: 15.0% (TCC), 8.9% (2019 CCSSE Cohort)
- Used email to communicate with an instructor: 71.3% (TCC), 67.6% (2019 CCSSE Cohort)
- Academic Advising/planning: 68.9% (TCC), 60.0% (2019 CCSSE Cohort)
- Skill labs (writing, math, etc.): 33.9% (TCC), 32.6% (2019 CCSSE Cohort)

Source: 2019 CCSSE data
CCSSE 2019 Benchmarks for Effective Educational Practice

Aspects of TCC’s 2019 Lowest Student Engagement

Tutored or taught other students
Worked with instructors on activities other than coursework
Helping you cope with non-academic responsibilities
Career counseling
Peer or other tutoring

Often or Very often

Source: 2019 CCSSE data

TCC
2019 CCSSE Cohort
CCSSE vs. PACE

Source: 2019 CCSSE and PACE data
PANCE 2017 to 2019

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: 2017 and 2019 PACE data