CCSSE 2022 Findings for Tulsa Community College

Contact Institutional Research at ir@tulsacc.edu with any questions or for additional information.
Agenda

- CCSSE Overview
- Student Respondent Profile
- CCSSE Benchmarks
- Guided Pathways
- Strategies to Promote Learning That Matters
CCSSE Overview
The Community College Survey of Student Engagement (CCSSE)

CCSSE is designed to capture student engagement as a measure of institutional effectiveness.

Survey focuses on institutional practices and student behaviors that promote student engagement — and are positively correlated with student learning and retention.
CCSSE 2022 utilizes a three-year cohort (2020-2022 CCSSE participant colleges only) in all of its data analyses, including the computation of benchmark scores.

- **2022 CCSSE Cohort includes:**
  - 438 institutions from 46 states, Bermuda, Marshall Islands, and Micronesia:
    - Small institutions: 231 (<4,500 students)
    - Medium institutions: 103 (4,500-7,999 students)
    - Large institutions: 73 (8,000-14,999 students)
    - Extra large institutions: 31 (15,000+ students)
Student Respondent Profile
Survey Respondents
(Online Administration)

- Online survey invitation sent to all students enrolled in any credit bearing or developmental education courses during the spring academic term.

- 848 adjusted survey count (from 858)
  - 10724 access codes submitted

- 8% overall “percent of target” rate
  - percent of target rate – the ratio of the adjusted number of completed surveys (surveys that were filled out properly and did not fall into any of the exclusionary categories) to the number of access codes TCC had for the online survey.
Excluded Respondents

- The following respondents were excluded from reporting:
  - Respondent did not indicate enrollment status
  - Respondent returned an invalid survey
  - Respondent was under the age of 18
  - Respondent indicated previous survey submission

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Student Respondent Profile: Enrollment Status

Note: Percentages may not add up to 100% in each category due to missing data and/or rounding.
Student Respondent Profile: Gender Identity

Note: Percentages may not add up to 100% in each category due to missing data and/or rounding.
Student Respondent Profile:

Age

Note: Percentages may not add up to 100% in each category due to missing data and/or rounding.
Student Respondent Profile: Racial/Ethnic Identification

Note: Percentages may not add up to 100% in each category due to missing data and/or rounding.
Student Respondent Profile: First-Generation Status (TCC Respondents)

Note: First-generation is defined as neither parent attended at least some college.
Student Respondent Profile: Educational Attainment

- None: 1.0%
- GED: 3.2%
- High school diploma: 5.4%
- Vocational/technical certificate: 7.5%
- Associate degree: 16.9%
- Bachelor's degree: 8.0%
- Master's degree or higher: 58.1%
Student Respondent Profile: Goals (Student Aspiration)

- **Obtain an associate degree**: 82.2% (TCC Respondents), 81.2% (Ex-Large Colleges), 84.3% (2022 CCSSE Cohort)
- **Self-improvement/personal enjoyment**: 74.0% (TCC Respondents), 77.0% (Ex-Large Colleges), 75.9% (2022 CCSSE Cohort)
- **Obtain/update job-related skills**: 69.2% (TCC Respondents), 68.5% (Ex-Large Colleges), 69.4% (2022 CCSSE Cohort)
- **Transfer to a 4-year college or university**: 62.4% (TCC Respondents), 67.7% (Ex-Large Colleges), 66.3% (2022 CCSSE Cohort)
- **Complete a certificate program**: 48.3% (TCC Respondents), 45.7% (Ex-Large Colleges), 40.4% (2022 CCSSE Cohort)
- **Change careers**: 39.6% (TCC Respondents), 42.4% (Ex-Large Colleges), 44.5% (2022 CCSSE Cohort)

Note: Respondents may indicate more than one.
Student Respondent Profile: Time Commitments/Activities (TCC Respondents)

**External Commitments**

- **Caring for Dependents**: 37.2%
  - None: 15.6%
  - 1-5 hours: 10.7%
  - 6-10 hours: 6.0%
  - 11-20 hours: 3.8%
  - 21-30 hours: 26.7%
  - More than 30 hours: 24.4%

- **Working for Pay**: 24.4%
  - None: 5.5%
  - 1-5 hours: 5.1%
  - 6-10 hours: 13.0%
  - 11-20 hours: 11.6%
  - 21-30 hours: 40.4%
  - More than 30 hours: 0.9%

- **Commute to/from Class**: 10.7%
  - None: 0.9%
  - 1-5 hours: 1.7%
  - 6-10 hours: 1.4%
  - 11-20 hours: 22.3%
  - 21-30 hours: 33.6%
  - More than 30 hours: 26.3%

- **Preparing for class**: 79.9%
  - None: 11.4%
  - 1-5 hours: 5.6%
  - 6-10 hours: 11.8%
  - 11-20 hours: 2.2%
  - 21-30 hours: 2.0%
  - More than 30 hours: 0.3%

Note: Respondents may indicate more than one. Based on typical 7-day week.
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?

- Lack of finances
  - TCC Respondents: 48.8%
  - Ex-Large Colleges: 48.7%
  - 2022 CCSSE Cohort: 46.5%

- Working full-time
  - TCC Respondents: 38.1%
  - Ex-Large Colleges: 41.8%
  - 2022 CCSSE Cohort: 39.9%

- Transfer to 4-year College
  - TCC Respondents: 33.5%
  - Ex-Large Colleges: 37.5%
  - 2022 CCSSE Cohort: 34.4%

- Caring for dependents
  - TCC Respondents: 27.7%
  - Ex-Large Colleges: 30.6%
  - 2022 CCSSE Cohort: 29.2%

- Academically unprepared
  - TCC Respondents: 20.3%
  - Ex-Large Colleges: 23.0%
  - 2022 CCSSE Cohort: 21.5%

Note: Respondents may indicate more than one. Based on response of ‘Likely’ and ‘Very likely’. 
At-Risk Students

Risk factors reflected in the CCSSE survey include:

- attending college part-time – 45%
- working more than 30 hours per week off-campus – 40.4%
- financial independence (i.e., students who rely on their own income or savings as a major source for college costs and indicate that parents and spouses/significant others are not sources of income for that purpose) – 32.1%
- identifying the cost of attending college as a significant issue – 29.8%
- challenges pertaining to childcare – 26.7%
- being academically under-prepared – 9%
CCSSE Benchmarks of Effective Practice

- **Active and Collaborative Learning**
  - Actively involved in education and have opportunities to think about and apply learning in different settings

- **Student Effort**
  - Behaviors contribute to learning and likelihood to attain their educational goals

- **Academic Challenge**
  - Challenging intellectual and creative work central to student learning and collegiate quality

- **Student-Faculty Interaction**
  - More interactions students have with teachers, the more likely to learn effectively and persist toward achievement of educational goals

- **Support for Learners**
  - Perform better and are more satisfied at colleges that are committed to student success and cultivate positive working and social relationships among different groups on campus
Active and Collaborative Learning

During the current academic year, how **often** have you:

- Asked questions in class or contributed to class discussions – **64.2%**
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) – **42.8%**
- Worked with other students on projects during class – **30.1%**
- Made a class presentation – **23%**
- Worked with classmates outside of class to prepare class assignments – **15.1%**
- Participated in a community-based project (service-learning activity) as a part of a regular course – **12.4%**
- Tutored or taught other students (paid or voluntary) – **5.1%**

Note: Combined response of ‘Often’ and ‘Very often’.
Student Effort

During the current academic year, how often have you:

- Worked on a paper or project that required integrating ideas or information from various sources – 66.4%
- Prepared two or more drafts of a paper or assignment before turning it in – 48.1%
- Used skill labs (frequency) – 23.6%
- Used a computer lab (frequency) – 20.3%
- Used peer or other tutoring services (frequency) – 16.3%
- Come to class without completing readings or assignments – 12.2%

During the current academic year:

- How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment – 46.1% read 1-4 books
- How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program) – 33.6% spent 6-10 hours

Note: Combined response of ‘Often’ and ‘Very often’. Combined frequencies of ‘2-4 times’ and ‘5 or more times’.
Academic Challenge

During the current academic year, how often have you:

- Worked harder than you thought you could to meet an instructor’s standards or expectations – 54%

During the current academic year, how much has your coursework emphasized:

- Analyzing the basic elements of an idea, experience, or theory – 74.6%
- Forming a new idea or understanding from various pieces of information – 71.4%
- Using information you have read or heard to perform a new skill – 65.4%
- Making judgments about the value or soundness of information, arguments, or methods – 62.3%
- Applying theories or concepts to practical problems or in new situations – 61%

During the current academic year:

- To what extent have your examinations challenged you to do your best work – 85% (challenged to extremely challenged)
- How many assigned textbooks, manuals, books, or packets of course readings have you read – 51.1% read 1-4
- How many papers or reports of any length have you written – 32.1% wrote 5-10

How much does this college emphasize:

- Encouraging you to spend significant amounts of time studying - 76.2%

Note: Combined response of ‘Often’ and ‘Very often’. Combined response of ‘Quite a bit’ and ‘Very much’.
Student-Faculty Interaction

During the current school year, how often have you:

- Used e-mail to communicate with an instructor – 82%
- Discussed grades or assignments with an instructor – 46.4%
- Talked about career plans with an instructor or advisor – 35.6%
- Discussed ideas from your readings or classes with instructors outside of class – 15.9%
- Received prompt feedback (written or oral) from instructors on your performance – 65%
- Worked with instructors on activities other than coursework – 7.6%

Note: Combined response of ‘Often’ and ‘Very often’. Combined response of ‘Quite a bit’ and ‘Very much’.
Support for Learners

- How much does this college emphasize:
  - Providing the support you need to help you succeed at this college – 77.3%
  - Providing the financial support you need to afford your education – 62.4%
  - Encouraging contact among students from different economic, social, and racial or ethnic backgrounds – 55.2%
  - Helping you cope with your non-academic responsibilities (work, family, etc.) – 38.5%
  - Providing the support you need to thrive socially – 41.5%

- During the current academic year, how often have you:
  - Used academic advising/planning services – 77.2% (2-4 times during current AY)
  - Used career counseling services – 12.7% (2-4 times during current AY)

Note: Combined response of ‘Quite a bit’ and ‘Very much’. Combined frequencies of ‘2-4 times’ and ‘5 or more times’. 
CCSSE Benchmarks for Effective Educational Practice

CCSSE Benchmark Scores for TCC compared to Ex-Large Colleges

Active and Collaborative Learning
- TCC: 47.3
- Ex-large Colleges: 50.2
- Averaged Top 10% of 2022 CCSSE Cohort: 61.1

Student Effort
- TCC: 59.8
- Ex-large Colleges: 51.4
- Averaged Top 10% of 2022 CCSSE Cohort: 50.1

Academic Challenge
- TCC: 56.8
- Ex-large Colleges: 50.1
- Averaged Top 10% of 2022 CCSSE Cohort: 50.9

Student-Faculty Interaction
- TCC: 48.5
- Ex-large Colleges: 48
- Averaged Top 10% of 2022 CCSSE Cohort: 49.3

Support for Learners
- TCC: 60.7
- Ex-large Colleges: 60
- Averaged Top 10% of 2022 CCSSE Cohort: 60.1
## Benchmarking for Continuous Improvement (Raw Benchmark Score)

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>2017</th>
<th>2019</th>
<th>2021</th>
<th>2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>0.361</td>
<td>0.379</td>
<td>0.294</td>
<td>0.317</td>
</tr>
<tr>
<td>Student Effort</td>
<td>0.442</td>
<td>0.435</td>
<td>0.410</td>
<td>0.425</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>0.574</td>
<td>0.569</td>
<td>0.614</td>
<td>0.598</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>0.418</td>
<td>0.427</td>
<td>0.447</td>
<td>0.448</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>0.446</td>
<td>0.439</td>
<td>0.487</td>
<td>0.507</td>
</tr>
</tbody>
</table>
Benchmarking: Highest Aspect of Student Engagement

Highest Aspects of Student Engagement

<table>
<thead>
<tr>
<th>Item</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4i. Participated in a community-based project as part of a regular course</td>
<td>Active and Collaborative Learning</td>
</tr>
<tr>
<td>4l. Talked about career plans with an instructor or advisor</td>
<td>Student-Faculty Interaction</td>
</tr>
<tr>
<td>9f. Providing the financial support you need to afford your education</td>
<td>Support for Learners</td>
</tr>
<tr>
<td>10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)</td>
<td>Student Effort</td>
</tr>
<tr>
<td>12.1a. Frequency: Academic advising/planning</td>
<td>Support for Learners</td>
</tr>
</tbody>
</table>

Tulsa Community College 2022 CCSSE Cohort
**Benchmarking: Lowest Aspect of Student Engagement**

### Lowest Aspects of Student Engagement

<table>
<thead>
<tr>
<th>Item</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>4g. Worked with classmates outside of class to prepare class assignments</td>
<td>Active and Collaborative Learning</td>
</tr>
<tr>
<td>4p. Worked with instructors on activities other than coursework</td>
<td>Student-Faculty Interaction</td>
</tr>
<tr>
<td>12.1b. Frequency: Career counseling</td>
<td>Support for Learners</td>
</tr>
<tr>
<td>12.1d. Frequency: Peer or other tutoring</td>
<td>Student Effort</td>
</tr>
<tr>
<td>12.1h. Frequency: Computer lab</td>
<td>Student Effort</td>
</tr>
</tbody>
</table>

### Graph Details
- **Tulsa Community College**
- **2022 CCSSE Cohort**
Guided Pathways
Guided Pathways

The Pathways Model is composed of essential institutional practices that help students along their journey to success.

Three of these practices are:

• Help students get on a path
  » Require supports that help students get the best start, including first-year experiences and integrated academic support.

• Help students stay on their path
  » Keep students on track with supports such as intrusive advising and systems for tracking progress.

• Ensure students are learning
  » Use program-level outcomes, culturally responsive teaching practices, and high quality assessment to promote student learning inside and outside the classroom.
Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university).

I’m still in my first academic term; I have not yet developed an academic plan.
Help Students Stay on Their Path

Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.

![Bar chart showing percentages of responses to the question: N/A: 37.9% TCC Respondents, 33.7% Ex-Large College, 32.2% 2022 CCSSE Cohort. Yes: 32.7% TCC Respondents, 23.8% Ex-Large College, 30.5% 2022 CCSSE Cohort. No: 29.5% TCC Respondents, 42.5% Ex-Large College, 37.3% 2022 CCSSE Cohort.]

TCC Respondents  Ex-Large College  2022 CCSSE Cohort
Ensure Students Are Learning

Which of the following have you done, or are you currently doing at this college? Internship, field experience, co-op experience, or clinical assignment?

<table>
<thead>
<tr>
<th></th>
<th>TCC Respondents</th>
<th>Ex-Large College</th>
<th>2022 CCSSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>11.5%</td>
<td>10.7%</td>
<td>18.2%</td>
</tr>
<tr>
<td>No</td>
<td>88.5%</td>
<td>89.3%</td>
<td>81.8%</td>
</tr>
</tbody>
</table>
Strategies to Promote Learning That Matters
Strategies to Promote Learning That Matters

CCCSE describes key strategies to promote strengthened classroom experiences:

• Strengthen classroom engagement
• Integrate student support into learning experiences
• Focus institutional policies on creating the conditions for learning
• Expand professional development focused on engaging students
Strengthen Classroom Engagement

 Raise expectations
  • Instructors should set high standards and communicate them clearly, deliberately, and consistently.

 Promote active, engaged learning
  • Students learn and retain more information — and persist and succeed at higher levels — when they are actively involved in learning rather than passively receiving information.

 Build and encourage relationships
  • Personal connections are a critical factor in student success.

 Ensure that students know where they stand
  • Feedback on academic performance greatly affects student retention.
Raise Expectations

Students work hard to meet instructors’ expectations:

- 54% of students *often* or *very often* work harder than they thought they could to meet an instructor’s standards or expectations

But expectations may not be as high as they need to be:

![Bar chart showing hours spent preparing for class](https://example.com/bar-chart.png)

0% 20% 40% 60% 80% 100%

- **More than 30**
  - TCC Respondents: 5.6%
  - Ex-Large Colleges: 6.1%
  - 2022 CCSSE Cohort: 6.3%

- **21-30**
  - TCC Respondents: 11.4%
  - Ex-Large Colleges: 9.8%
  - 2022 CCSSE Cohort: 9.7%

- **11-20**
  - TCC Respondents: 26.3%
  - Ex-Large Colleges: 21.9%
  - 2022 CCSSE Cohort: 21.9%

- **6-10**
  - TCC Respondents: 33.6%
  - Ex-Large Colleges: 30.2%
  - 2022 CCSSE Cohort: 29.8%

- **1-5**
  - TCC Respondents: 22.3%
  - Ex-Large Colleges: 30.9%
  - 2022 CCSSE Cohort: 31.1%

- **None**
  - TCC Respondents: 7.0%
  - Ex-Large Colleges: 1.1%
  - 2022 CCSSE Cohort: 1.2%

Note: Hours spent in a typical 7-day week.

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Promote Active, Engaged Learning

In your experiences at this college during the current school year, about how **often** have you done each of the using activities?

- Worked with other students on projects during class:
  - TCC Respondents: 30.1%
  - Ex-Large Colleges: 32.5%
  - 2022 CCSSE Cohort: 35.8%

- Made a class presentation:
  - TCC Respondents: 23.0%
  - Ex-Large Colleges: 28.4%
  - 2022 CCSSE Cohort: 27.5%

- Worked with classmates outside of class to prepare class assignments:
  - TCC Respondents: 15.1%
  - Ex-Large Colleges: 19.0%
  - 2022 CCSSE Cohort: 20.3%

Note: Combined response of ‘Often’ and ‘Very often’.
## Emphasize Deep Learning

### Memorization vs. Deep Learning

During the current school year, how much of your coursework at this college emphasized mental activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>TCC Respondents</th>
<th>Ex-Large Colleges</th>
<th>2022 CCSSE Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyzing the basic elements of an idea, experience, or theory</td>
<td>74.6%</td>
<td>74.9%</td>
<td>73.5%</td>
</tr>
<tr>
<td>Forming a new idea or understanding from various pieces of information</td>
<td>71.4%</td>
<td>72.5%</td>
<td>71.6%</td>
</tr>
<tr>
<td>Making judgments about the value or soundness of information, arguments, or methods</td>
<td>62.3%</td>
<td>61.3%</td>
<td>59.9%</td>
</tr>
<tr>
<td>Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form</td>
<td>59.7%</td>
<td>61.0%</td>
<td>62.5%</td>
</tr>
</tbody>
</table>

Note: Combined response of ‘Quite a bit’ and ‘Very much’.
Build and Encourage Relationships

- 41.5% of students respond that the college emphasizes providing the support they need to thrive socially as quite a bit or very much.

- BUT, 72.9% never work with an instructor on activities other than coursework.
Ensure that Students Know Where They Stand

Student Perceptions of Feedback

During the current school year, how often have you received prompt feedback (written or oral) from instructors on your performance?

- Never: 6.2% (TCC Respondents), 5.9% (Ex-Large Colleges), 5.5% (2022 CCSSE Cohort)
- Sometimes: 28.9% (TCC Respondents), 27.5% (Ex-Large Colleges), 26.9% (2022 CCSSE Cohort)
- Often: 38.2% (TCC Respondents), 35.9% (Ex-Large Colleges), 37.1% (2022 CCSSE Cohort)
- Very often: 26.8% (TCC Respondents), 30.7% (Ex-Large Colleges), 30.5% (2022 CCSSE Cohort)
Integrate Student Support into Learning Experiences

Students are most likely to succeed when expectations are high and they receive the support they need to rise to those expectations.

Student Use and Value of Student Services

<table>
<thead>
<tr>
<th></th>
<th>Very</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising/planning</td>
<td>77.3%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Career counseling</td>
<td>51.8%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Peer or other tutoring</td>
<td>39.0%</td>
<td>21%</td>
</tr>
<tr>
<td>Skill labs (writing, math, etc.)</td>
<td>43.7%</td>
<td>18.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising/planning</td>
<td>3.7%</td>
</tr>
<tr>
<td>Career counseling</td>
<td>71.0%</td>
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<tr>
<td>Peer or other tutoring</td>
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<tr>
<td>Skill labs (writing, math, etc.)</td>
<td>66.3%</td>
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</table>
Expand Professional Development Focused on Engaging Students

- Instructors – both part-time and full-time – must be given the opportunities to learn about effective teaching strategies.

- CCSSE results can help launch dialogue on effective strategies to promote learning, persistence, and college completion for larger numbers of students.
Closing Remarks and Questions

Contact Institutional Research at ir@tulsacc.edu with any questions or for additional information.