



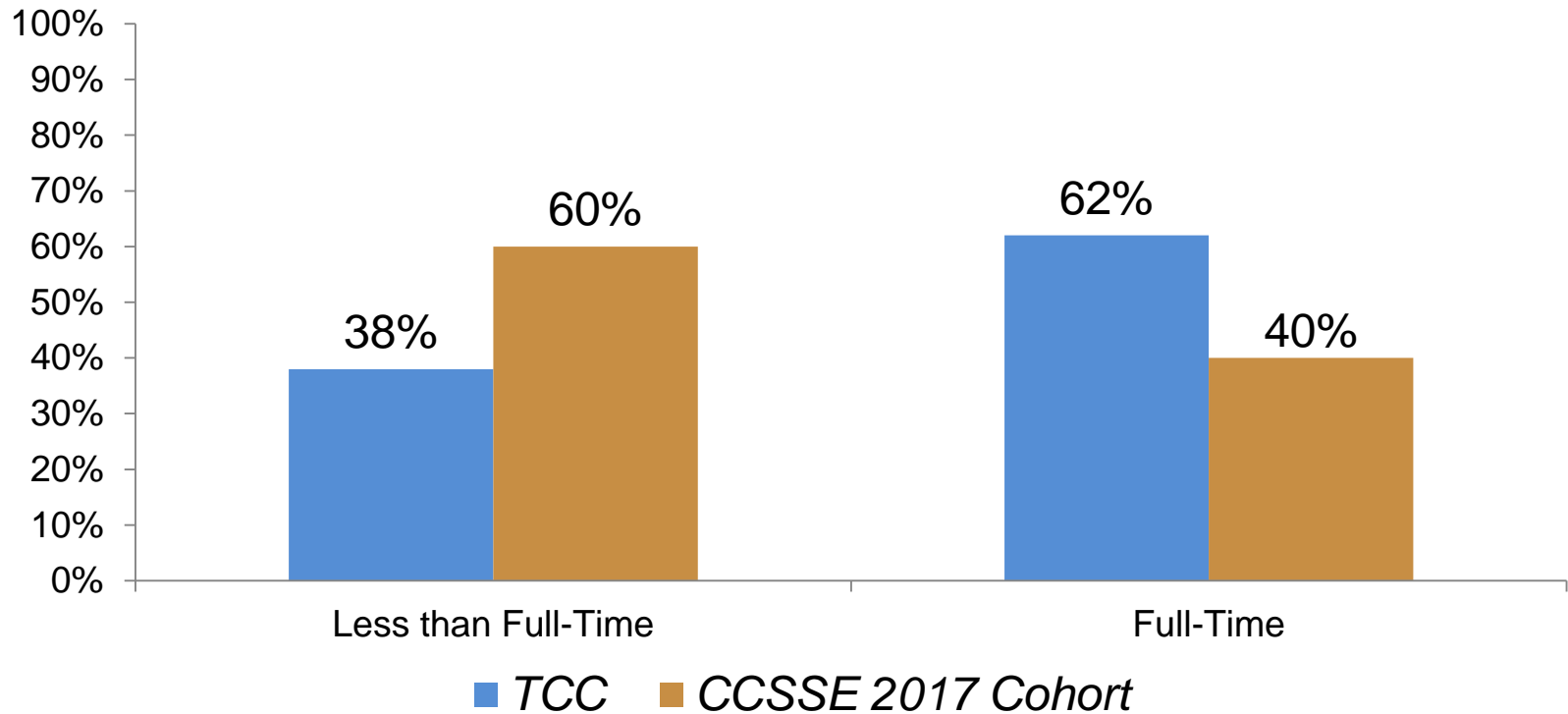
CCSSE 2017 Findings for Tulsa Community College



The Community College Survey of Student Engagement (CCSSE)

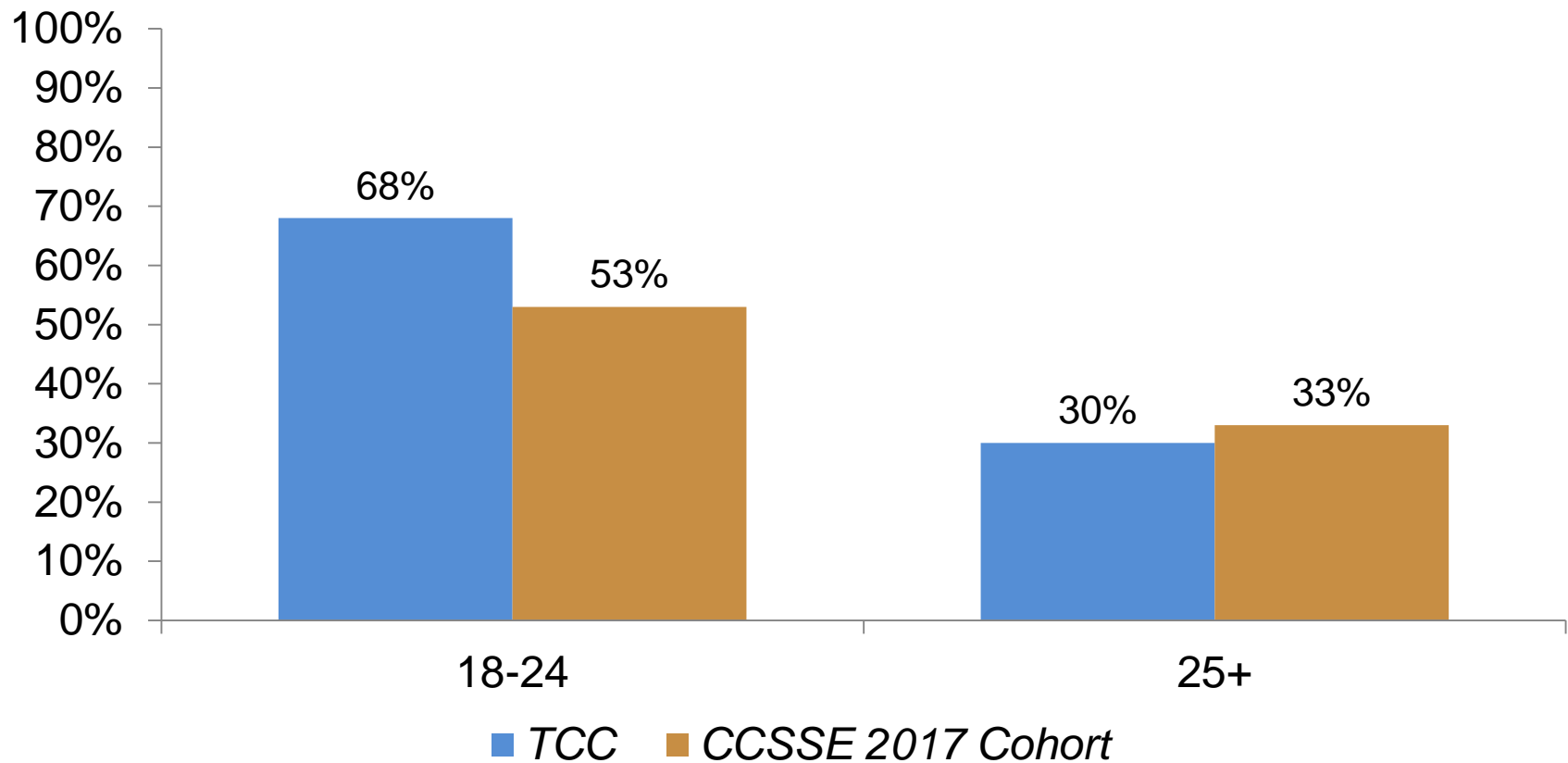
- Surveys completed in class during Spring 2017
 - 147 standard survey items assessing various forms of engagement
 - 5 Special Focus Items (Academic Advising)
 - 15 custom items for TCC
- 1,047 adjusted survey count
 - 87% of “target” (1,200)
 - 54% of sampled (1,945 duplicated) from 101 courses

Student Respondent Profile: Enrollment Status



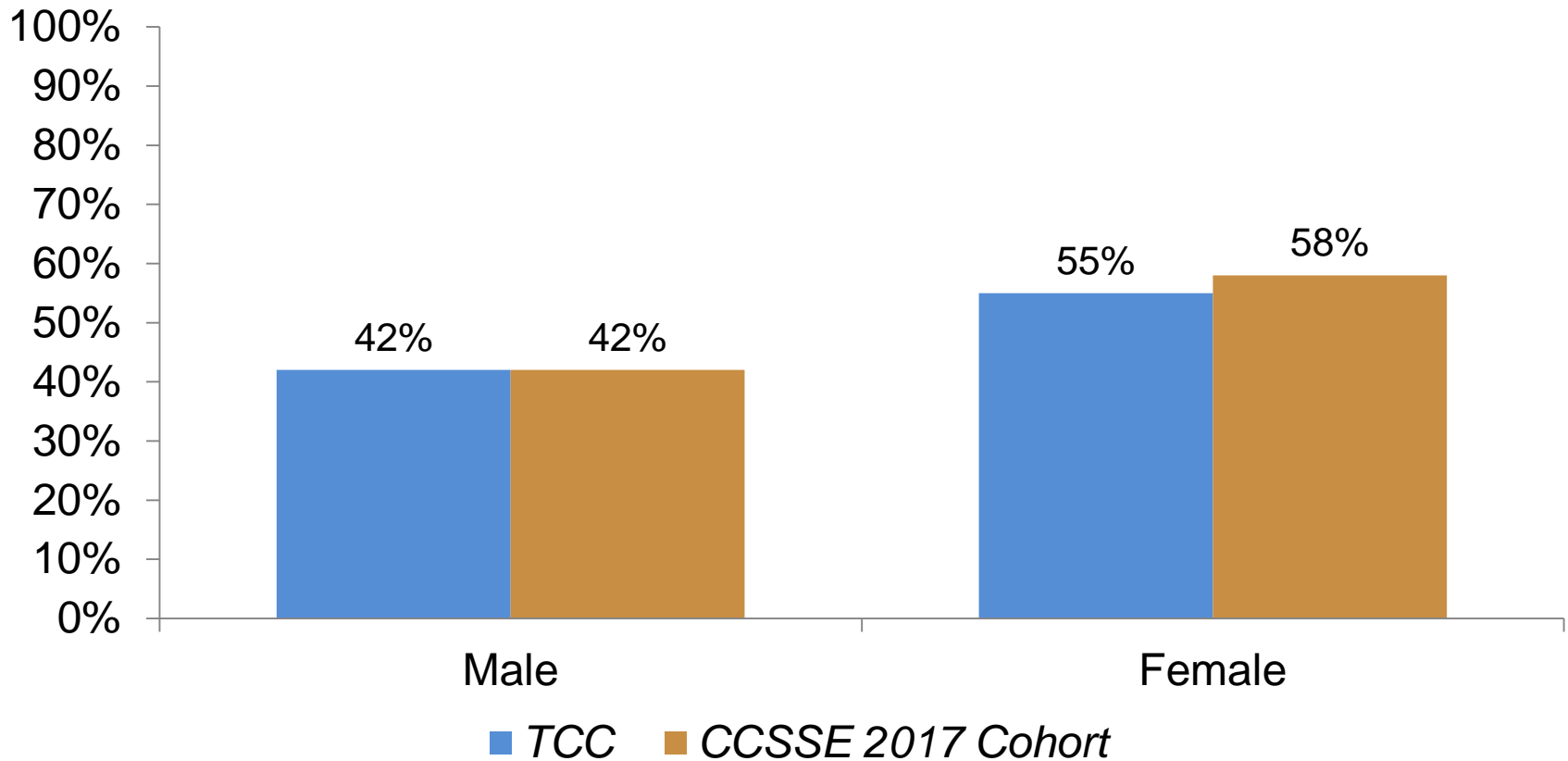
Source: 2017 CCSSE data

Student Respondent Profile: Age



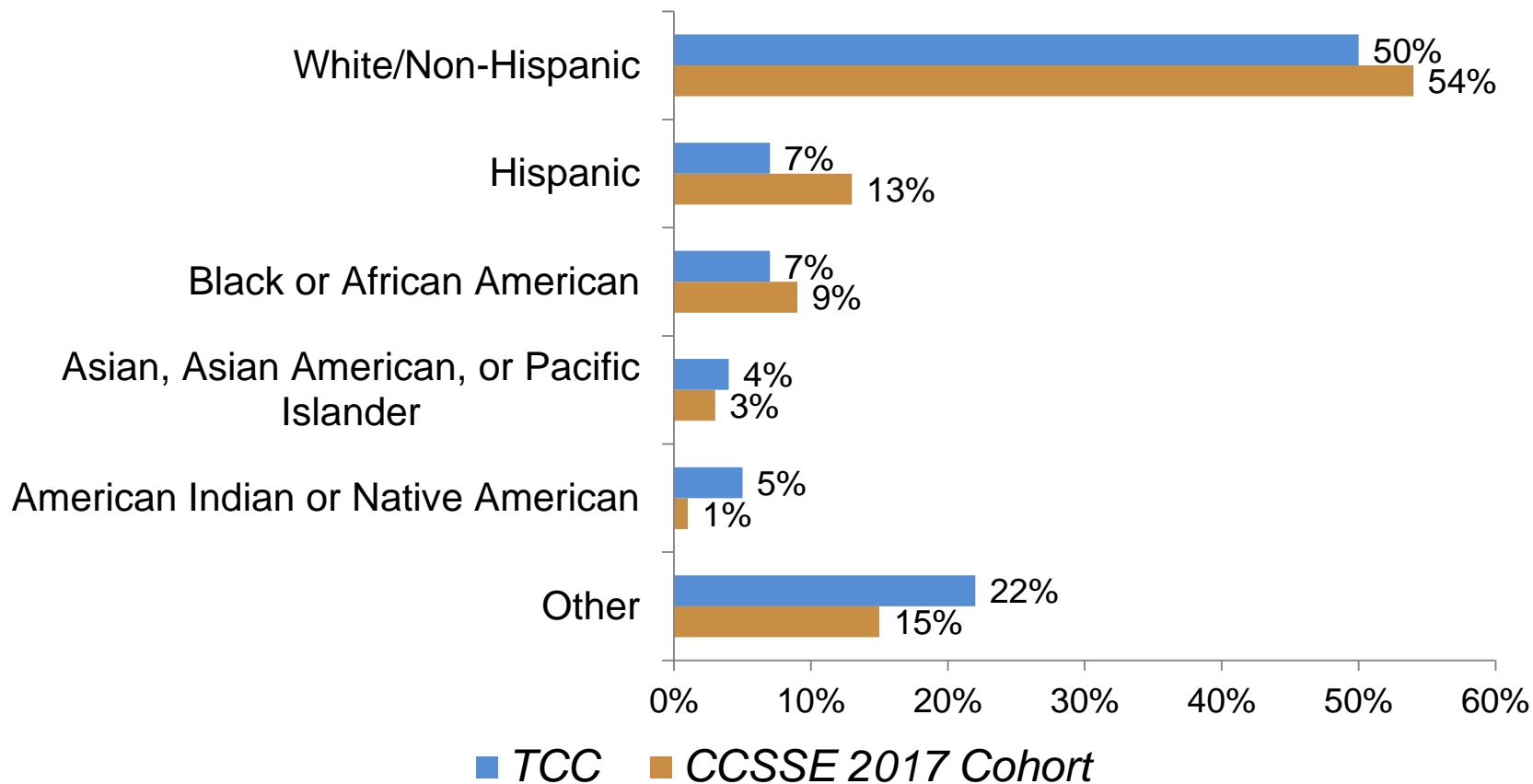
Source: 2017 CCSSE data

Student Respondent Profile: Gender



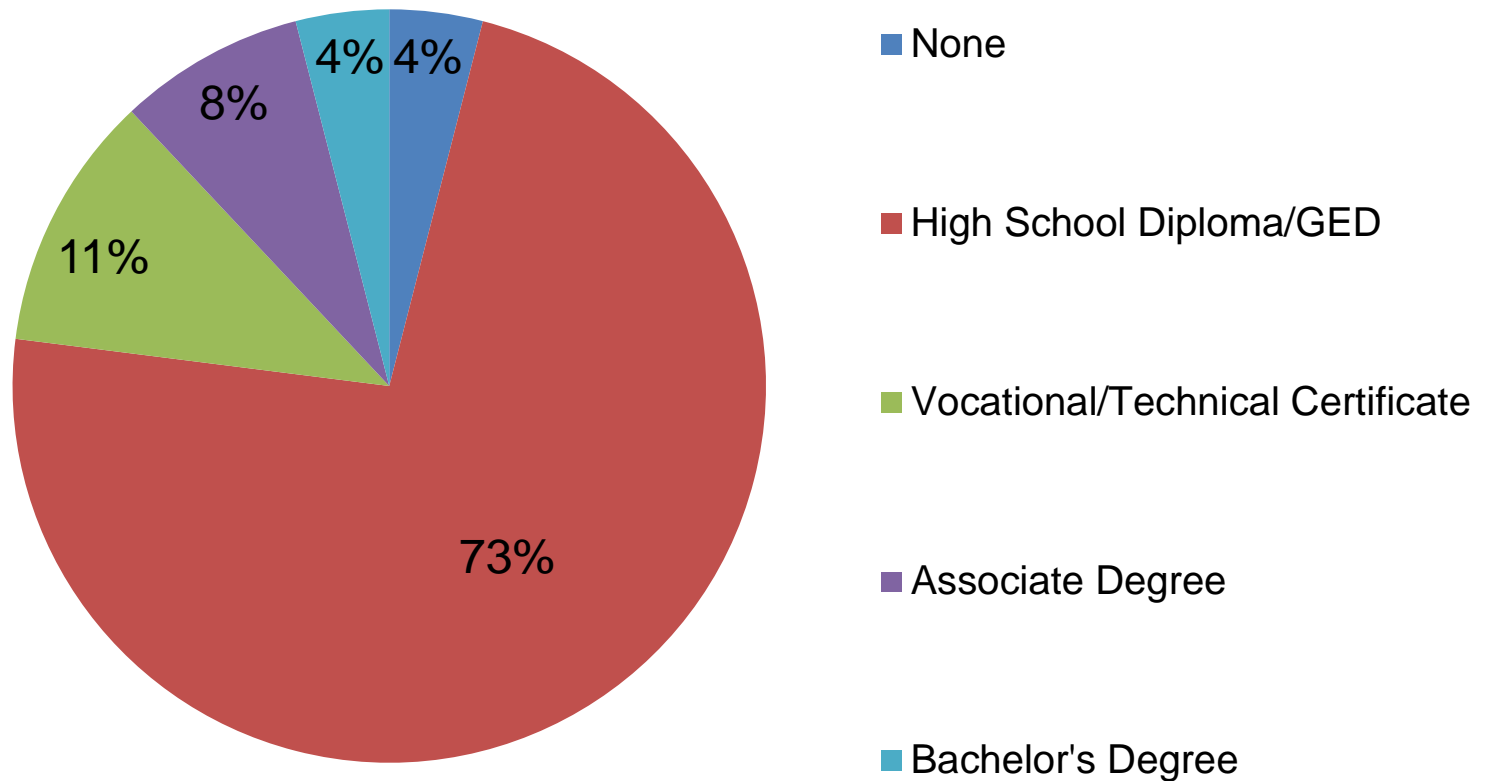
Source: 2017 CCSSE data

Student Respondent Profile: Racial Identification



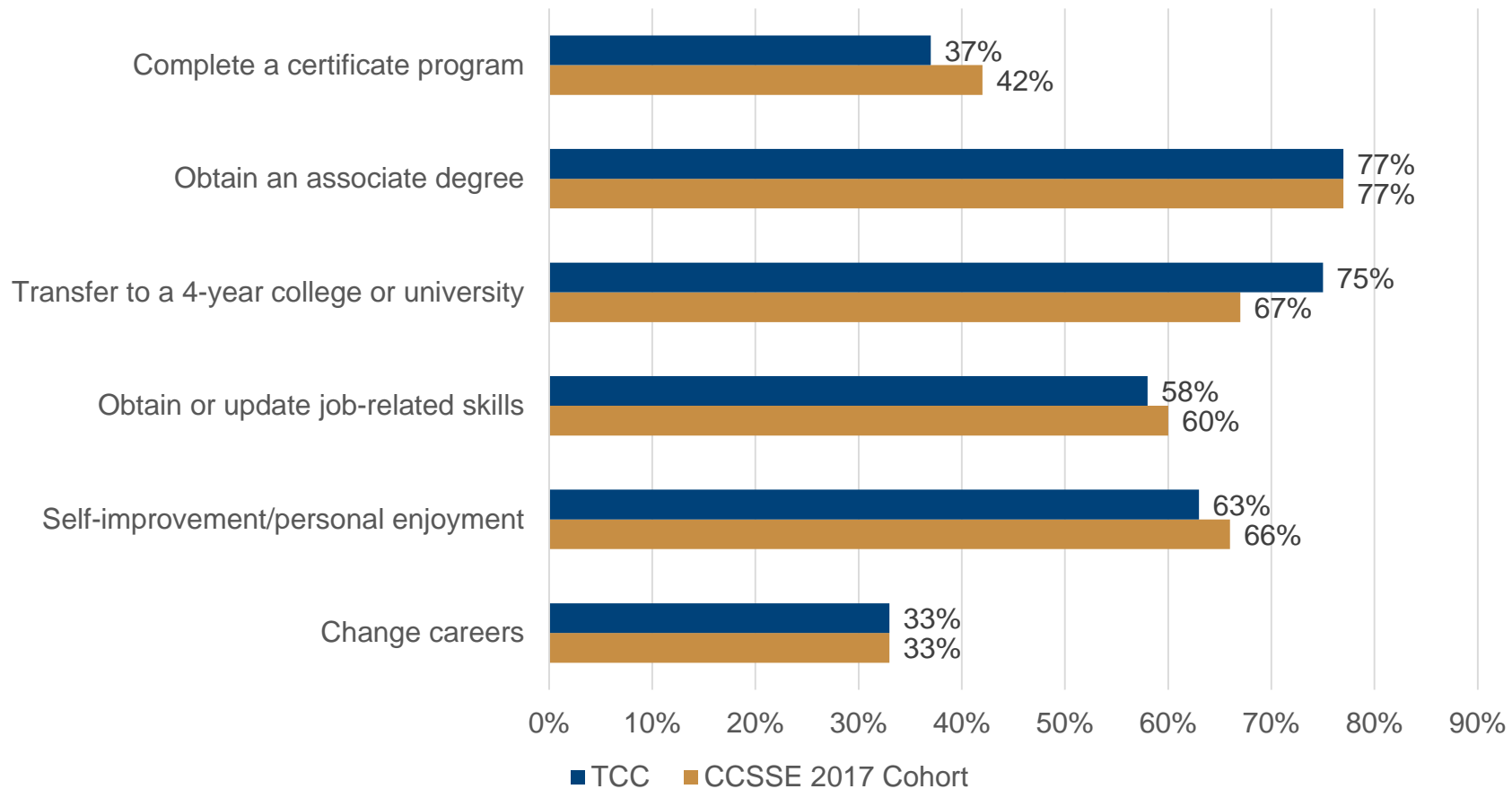
Source: 2017 CCSSE data

Student Respondent Profile: Educational Attainment



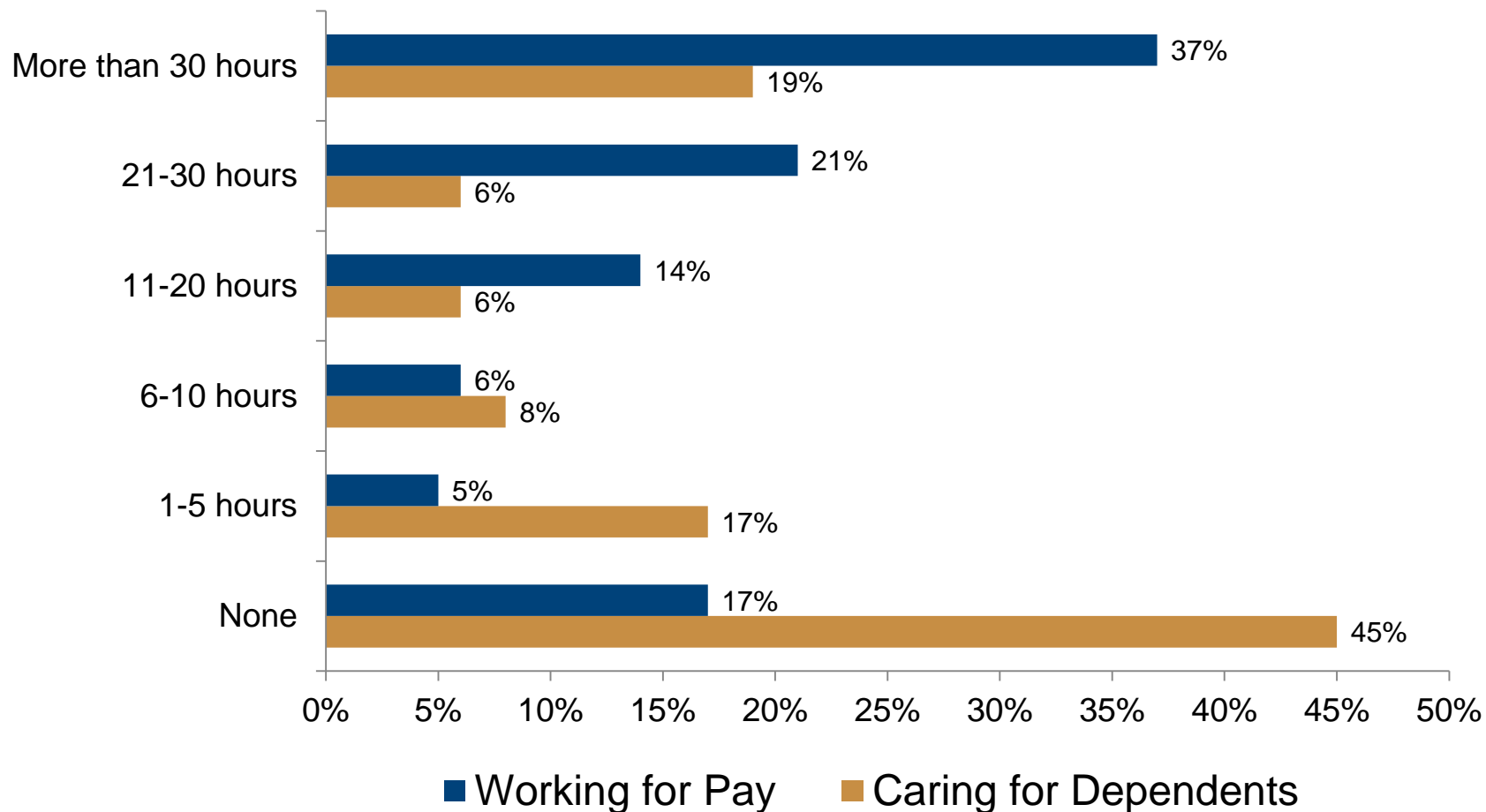
Source: 2017 CCSSE data

Student Respondent Profile: Goals



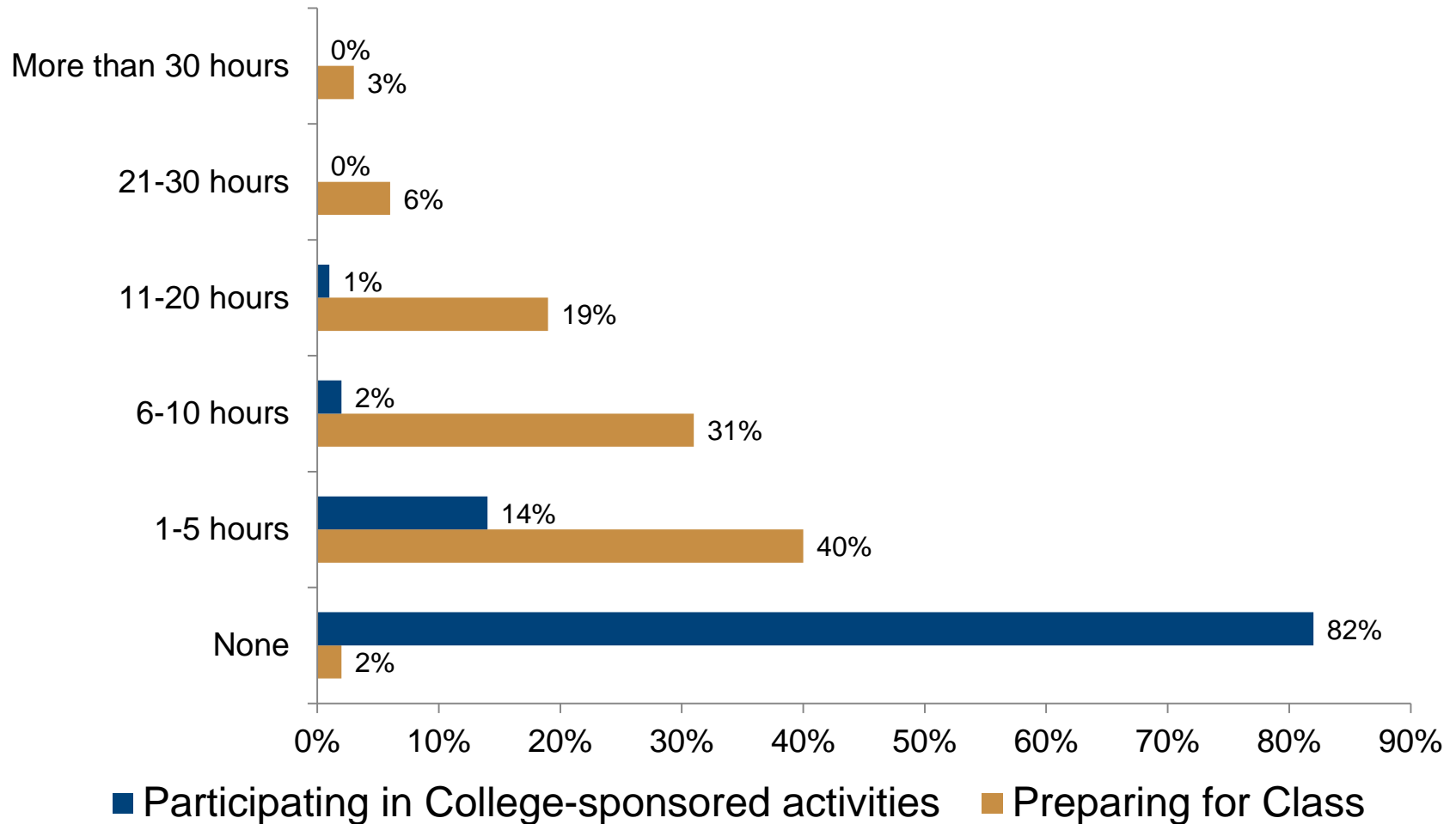
Source: 2017 CCSSE data

Student Respondent Profile: External Commitments



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%)

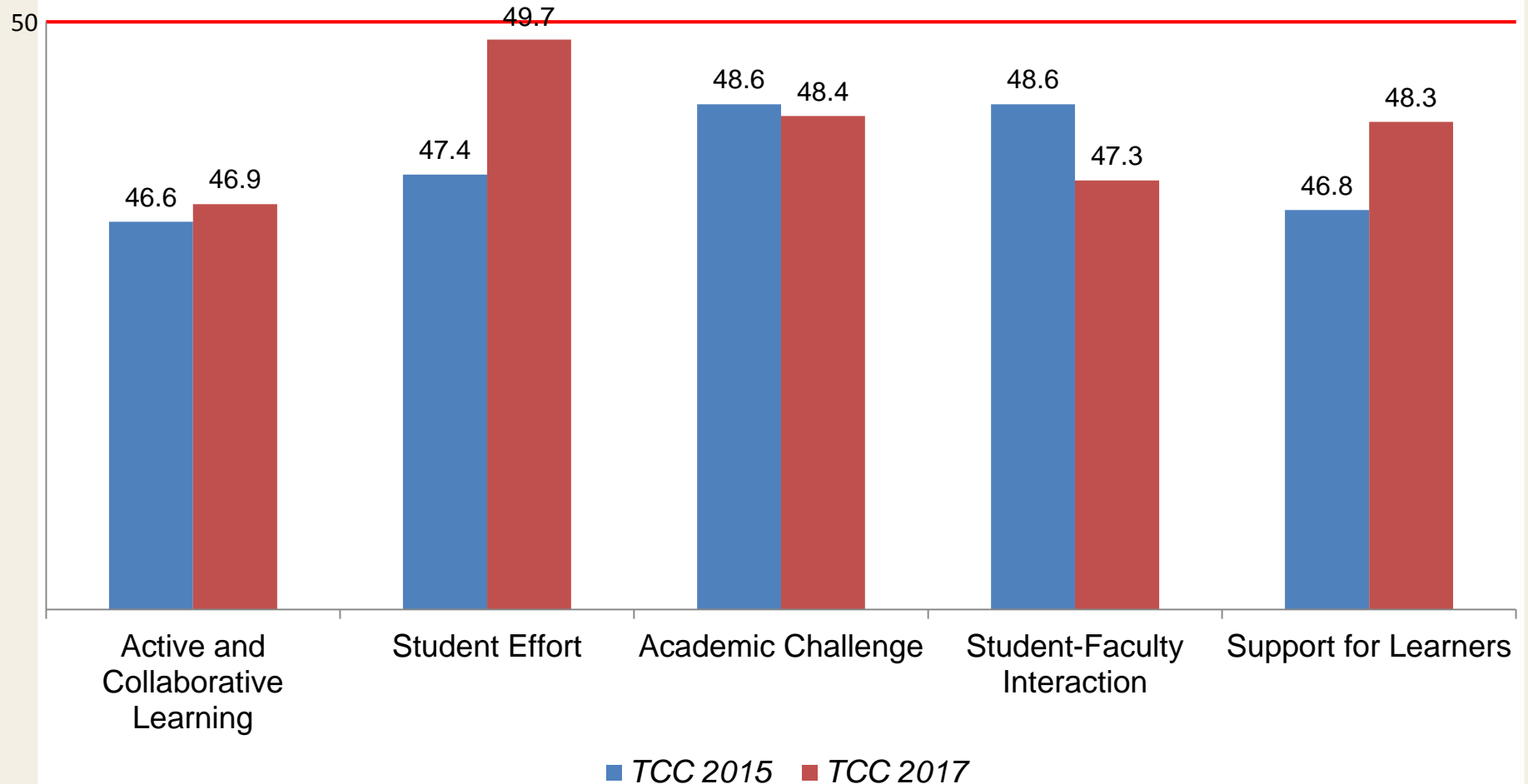
Source: 2017 CCSSE data

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**

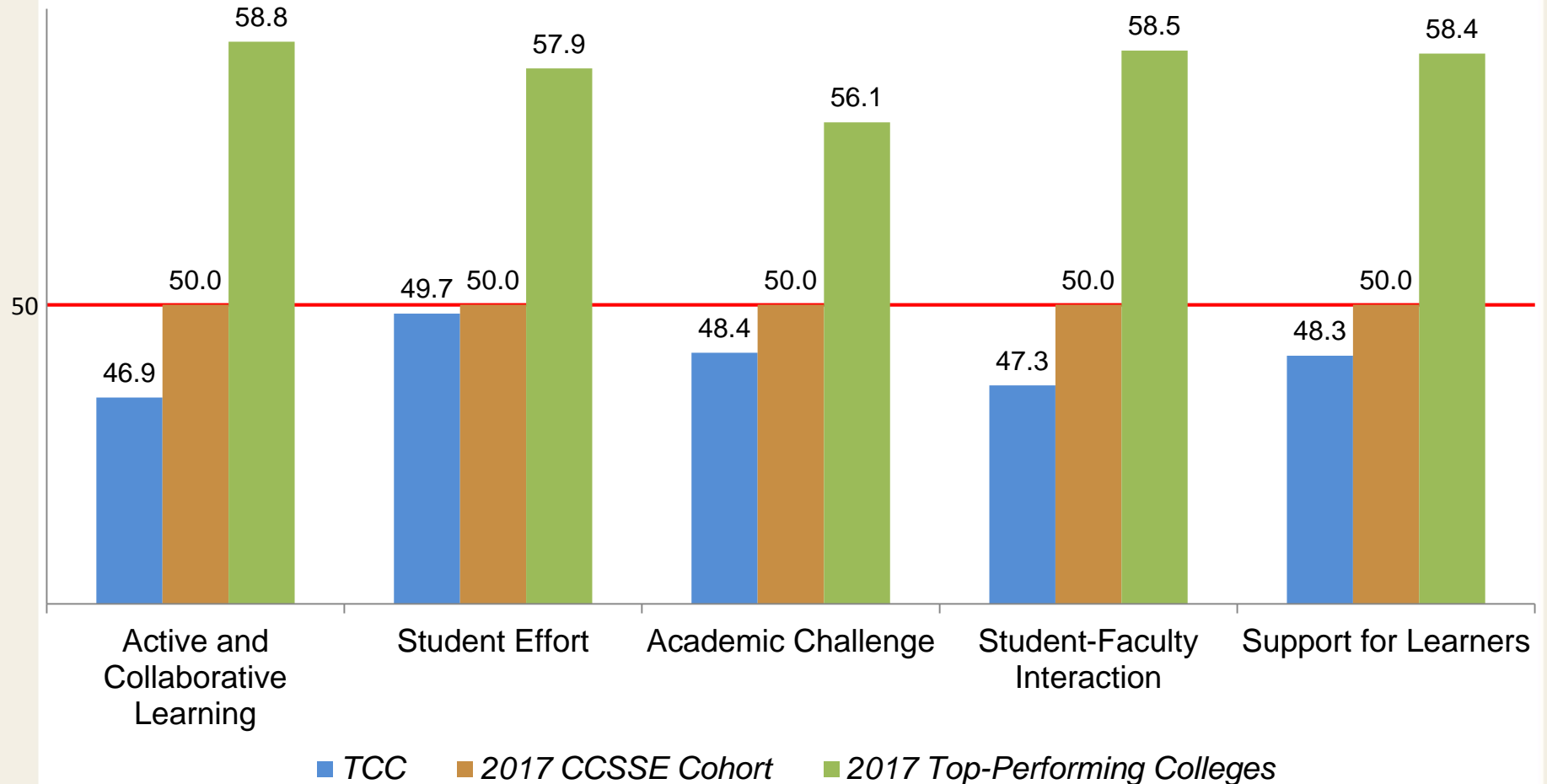
Source: 2017 CCSSE data

CCSSE Benchmarks for Effective Educational Practice



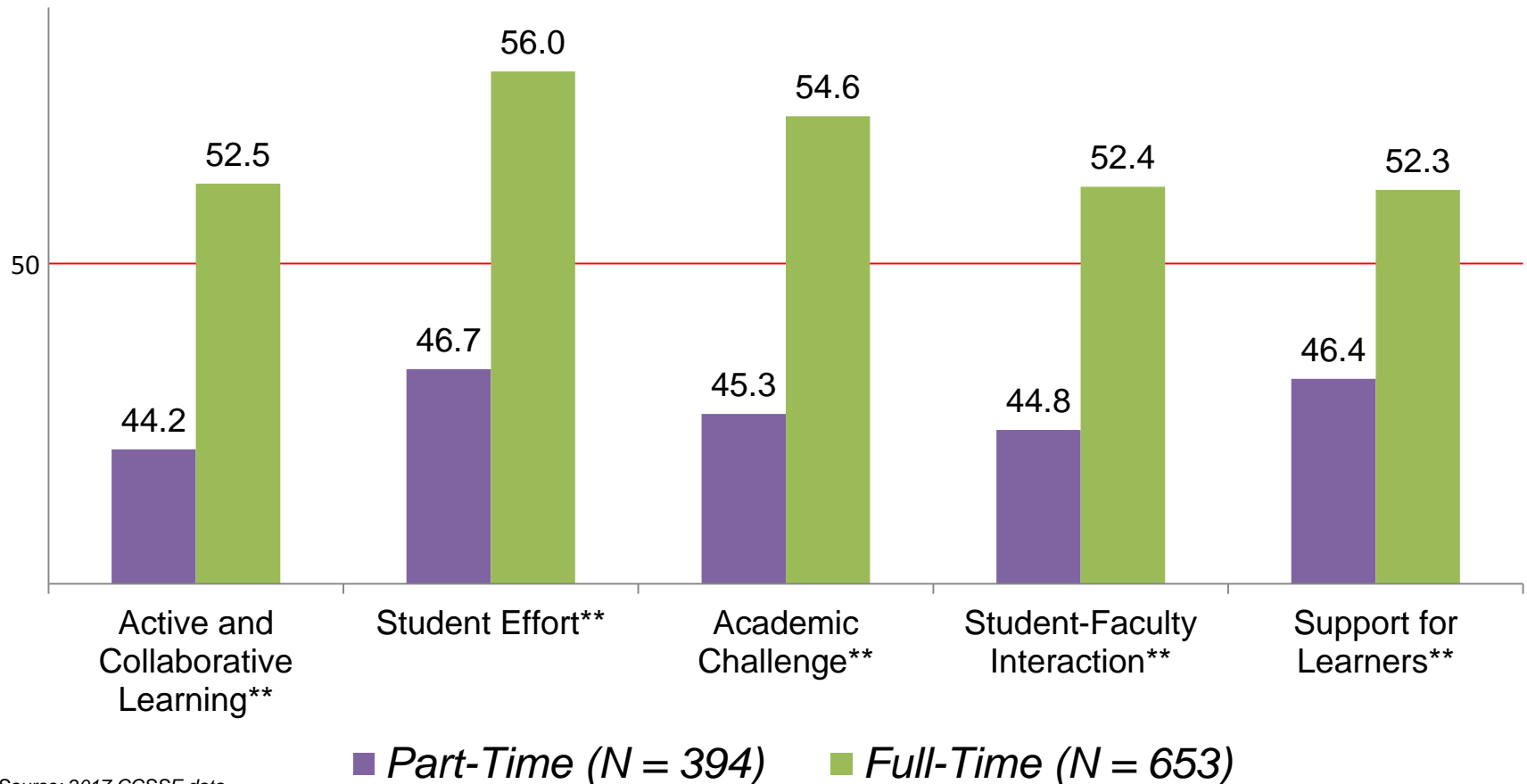
Source: 2015 & 2017 CCSSE data

CCSSE 2017 Benchmarks for Effective Educational Practice



Source: 2017 CCSSE data

CCSSE 2017 Benchmarks for Effective Educational Practice



Source: 2017 CCSSE data

** Significant, $p < .001$

CCSSE 2017 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

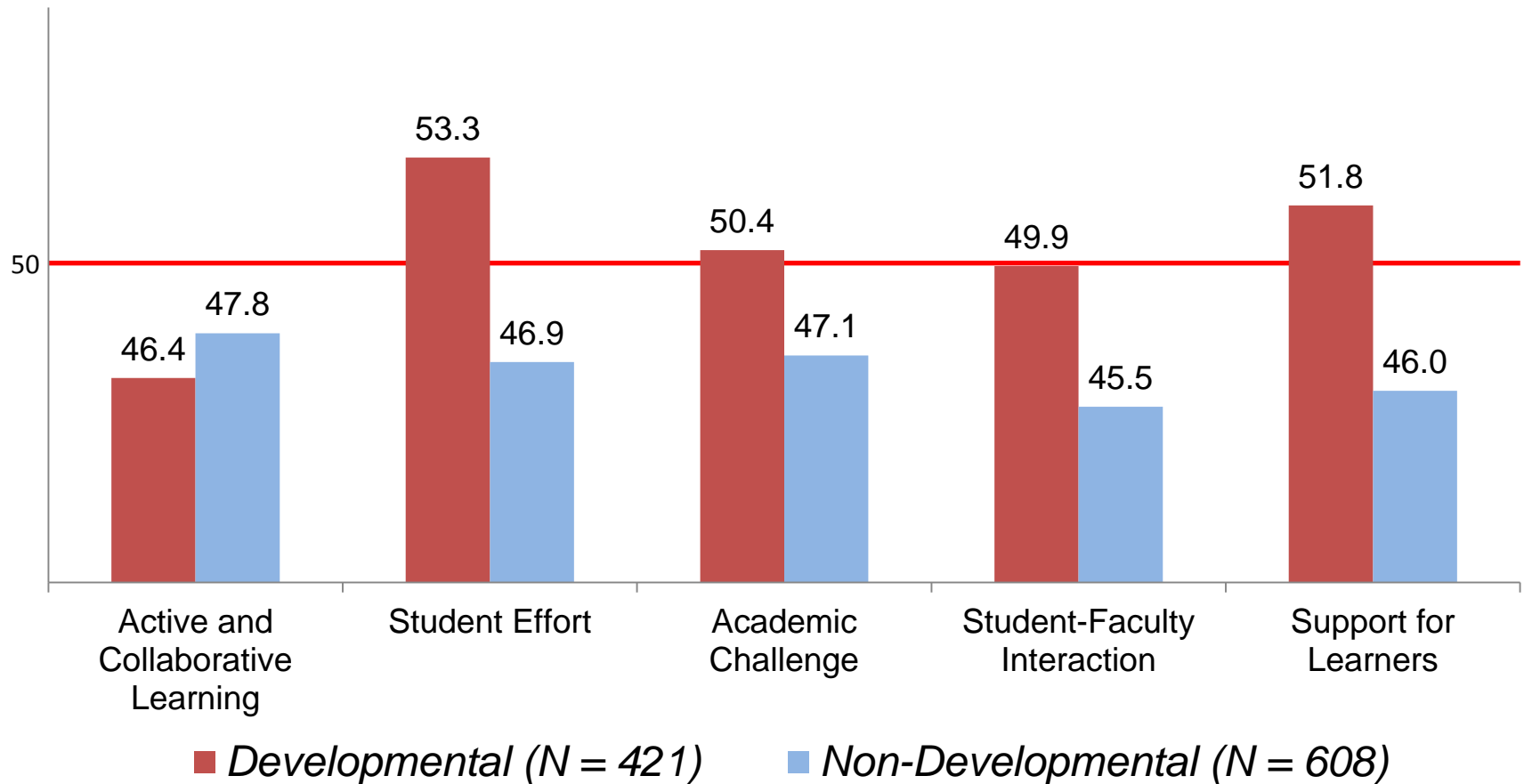
CCSSE 2017 Benchmarks for Effective Educational Practice

- 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

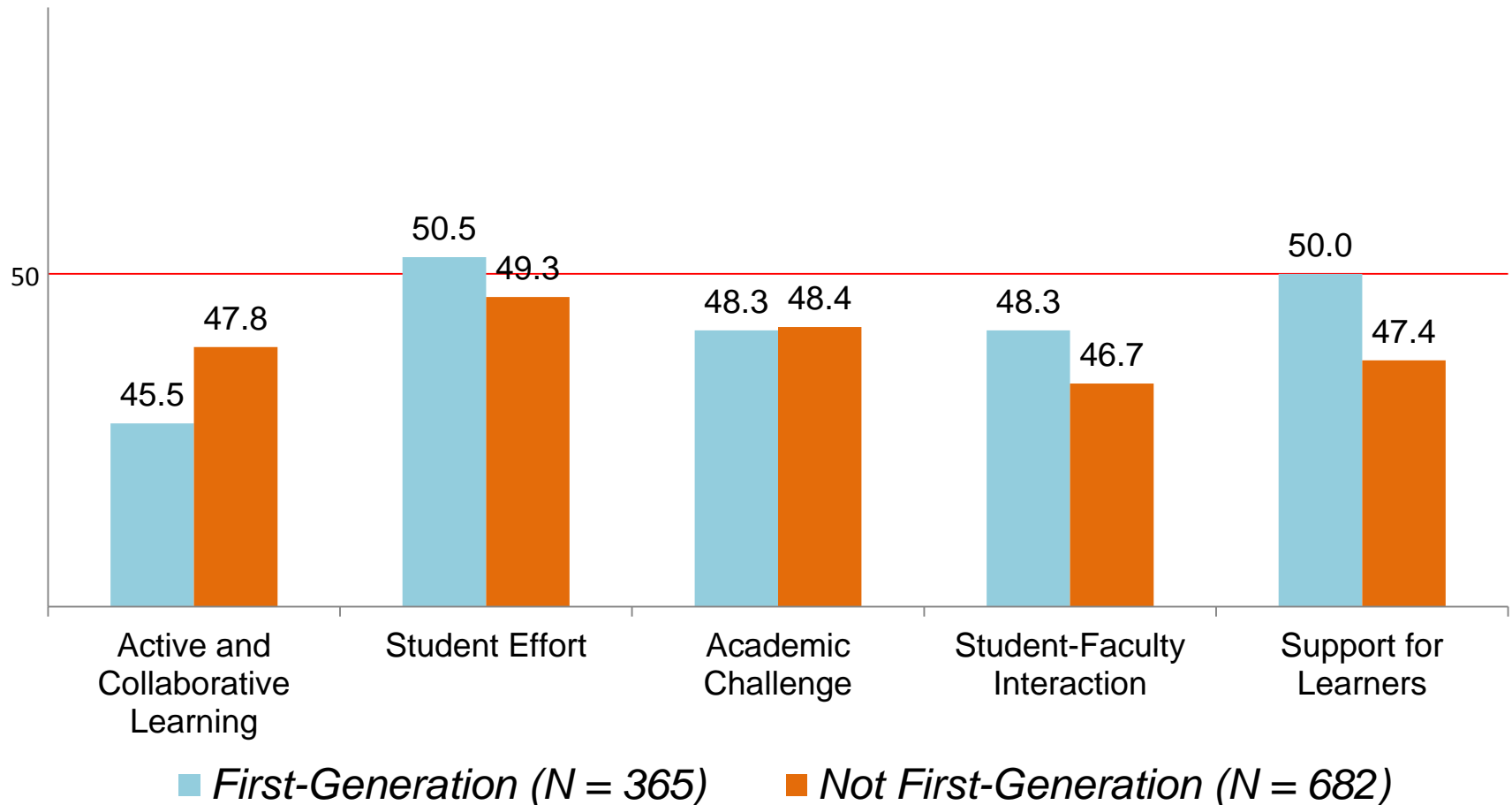
- Full-time students feel like TCC contributes to their development in the following more than part-time students...
 - Acquiring a broad general education
 - Writing clearly and effectively
 - Speaking clearly and effectively
 - Thinking critically and analytically
 - Solving numerical problems
 - Working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

CCSSE 2017 Benchmarks for Effective Educational Practice



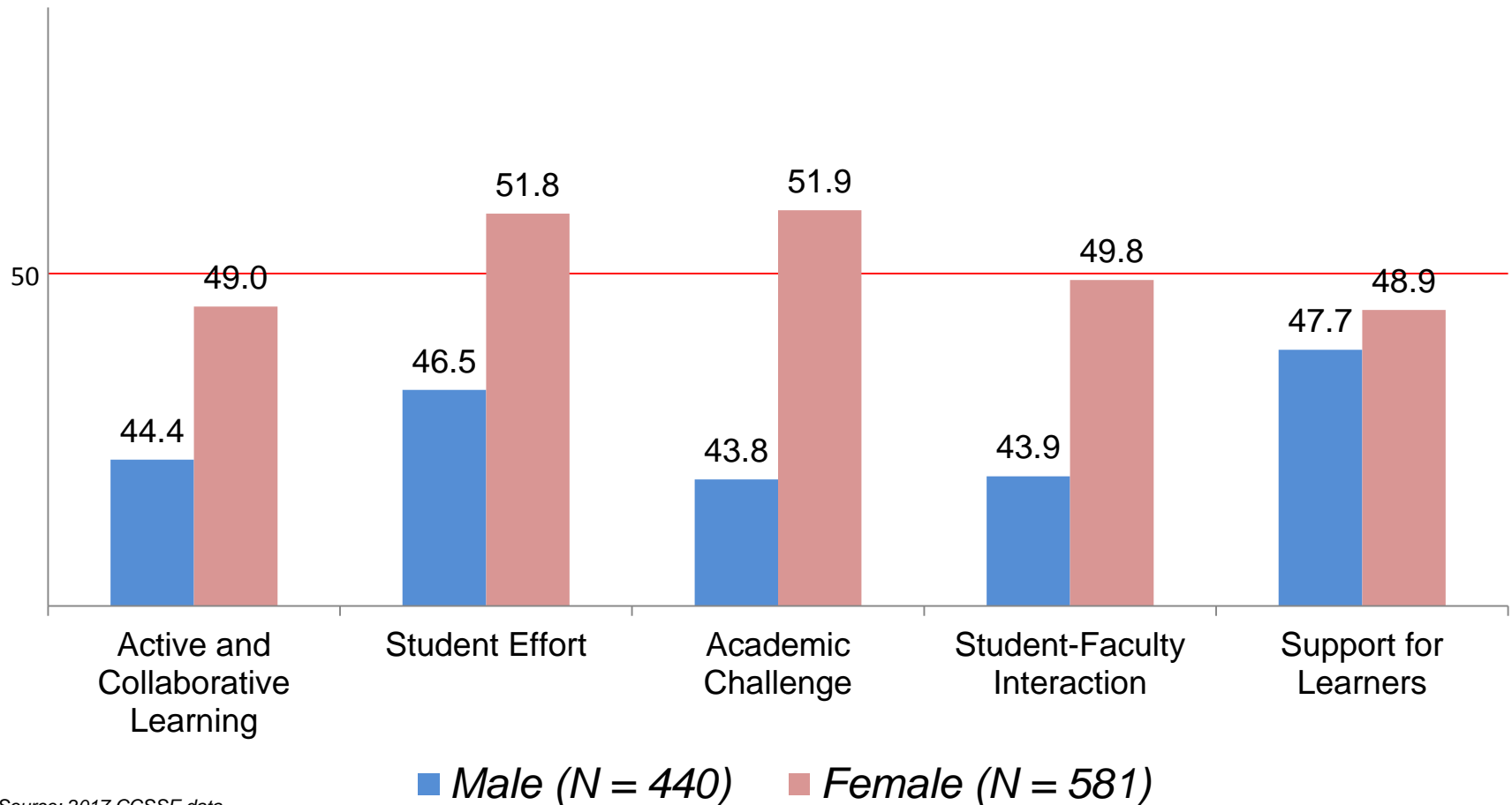
Source: 2017 CCSSE data

CCSSE 2017 Benchmarks for Effective Educational Practice



Source: 2017 CCSSE data

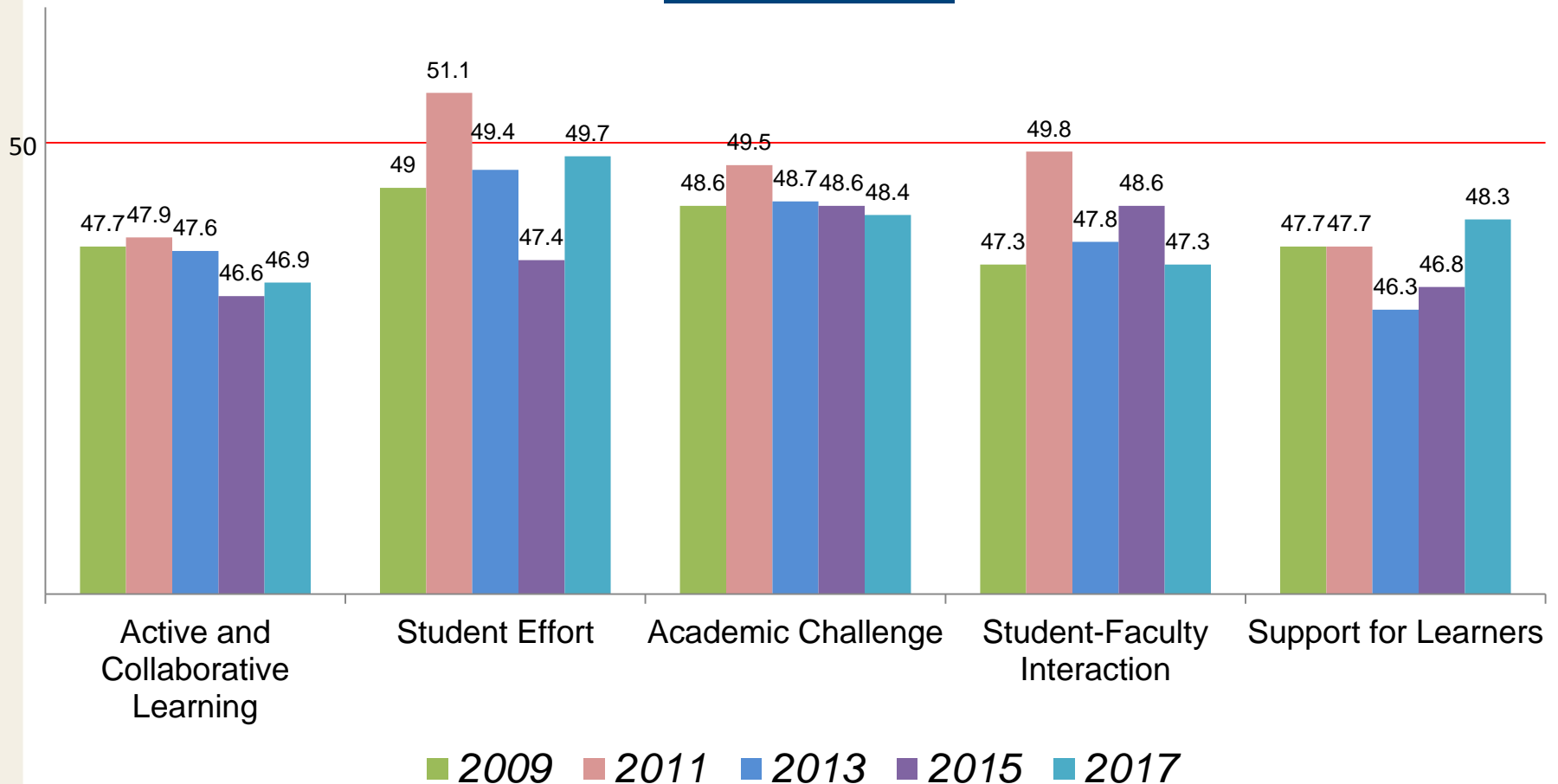
CCSSE 2017 Benchmarks for Effective Educational Practice



Source: 2017 CCSSE data

CCSSE Benchmarks for Effective Educational Practice

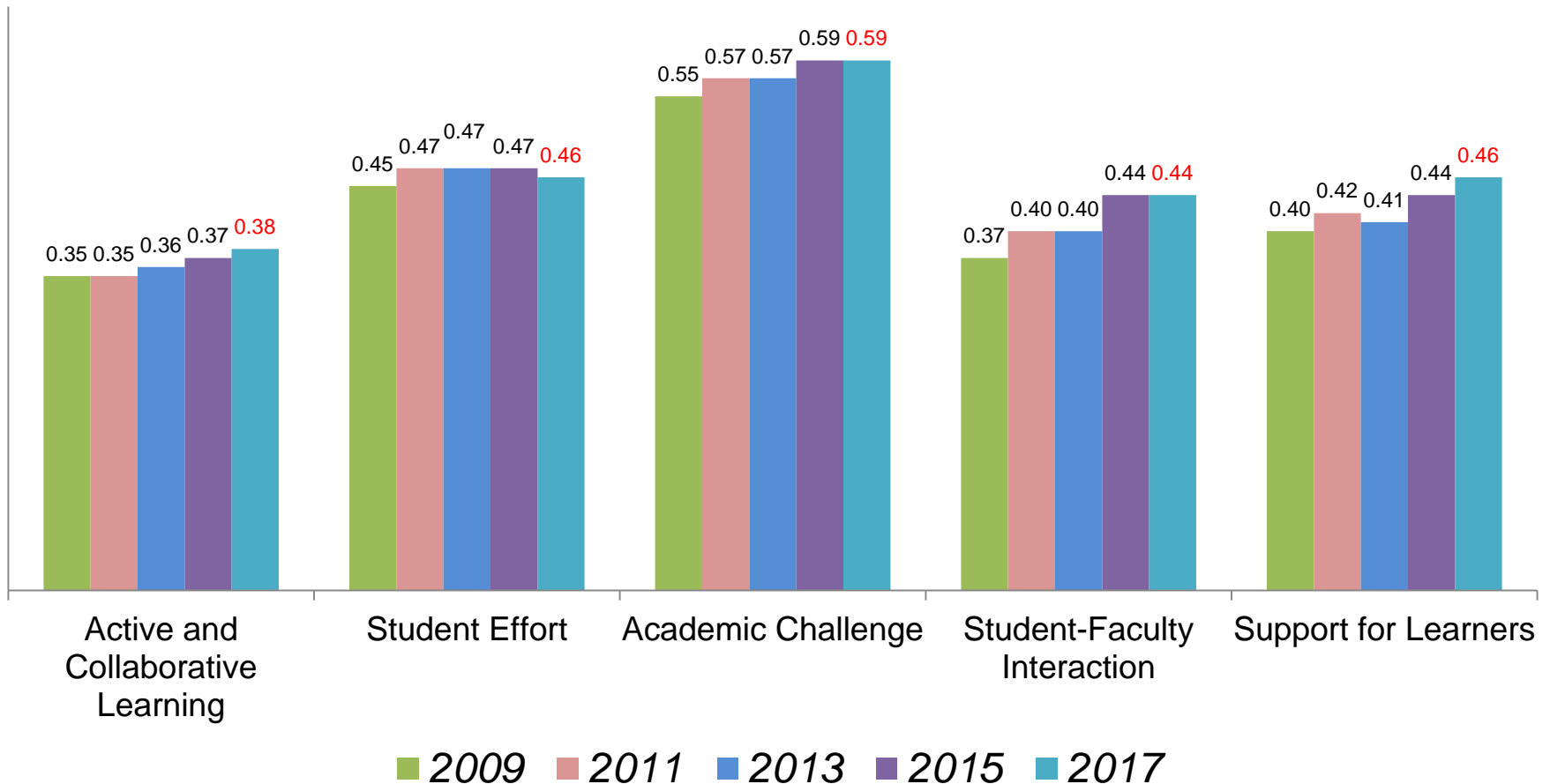
TCC's CCSSE Standardized Benchmarks



Source: 2009, 2011, 2013, 2015 and 2017 CCSSE data

CCSSE Benchmarks for Effective Educational Practice

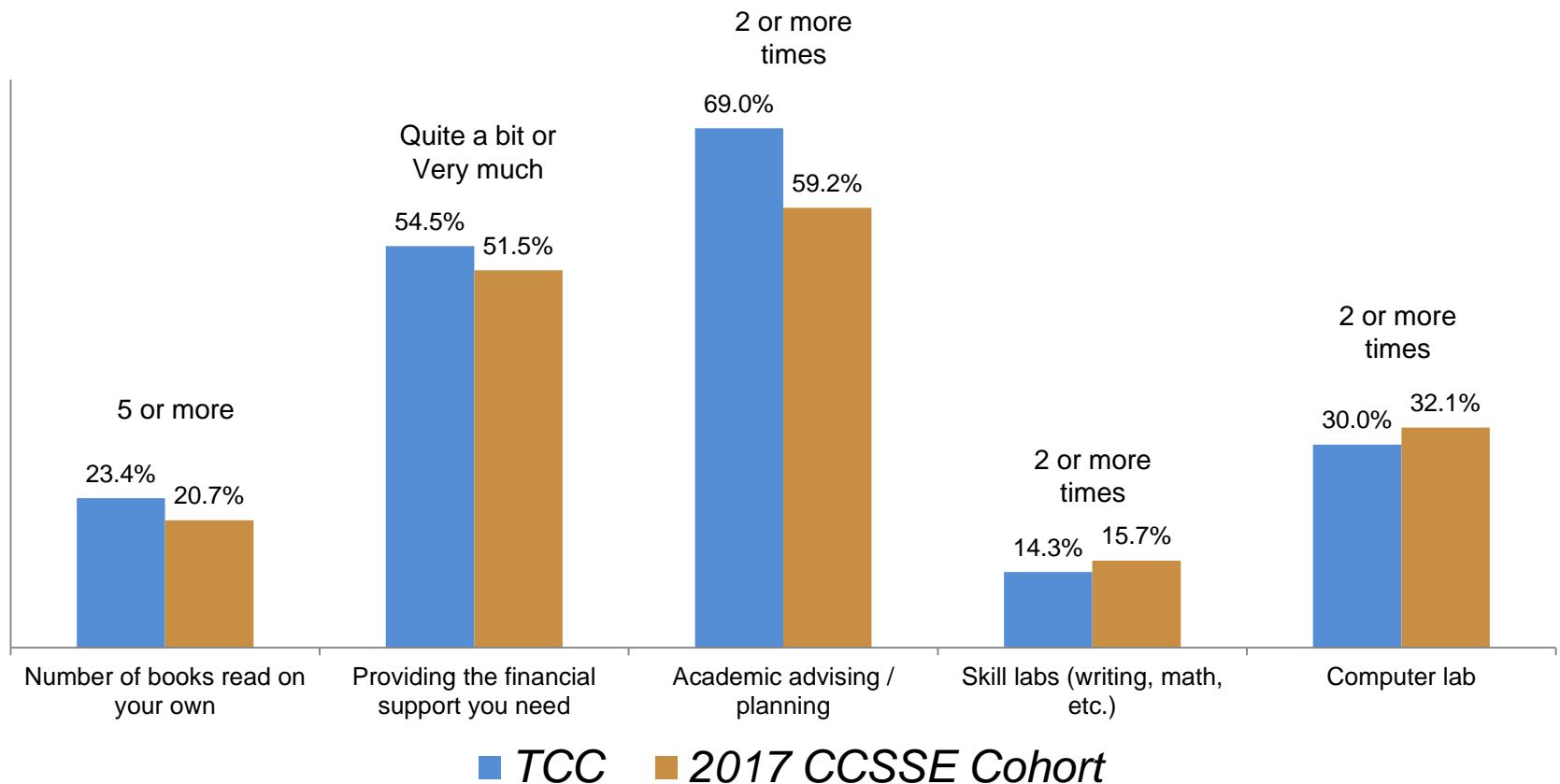
TCC's CCSSE Raw Benchmarks



Source: 2009, 2011, 2013, 2015 and 2017 CCSSE data

CCSSE 2017 Benchmarks for Effective Educational Practice

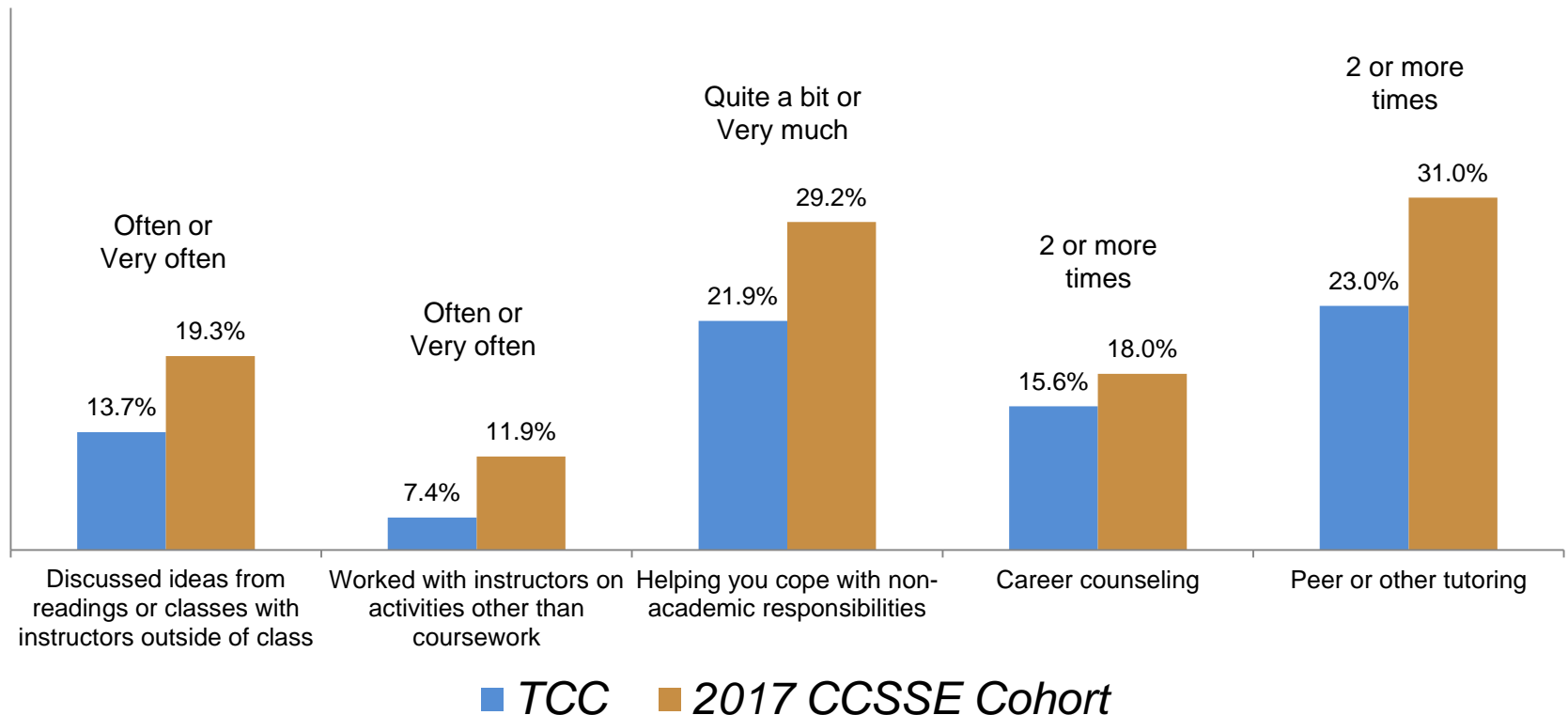
Aspects of TCC's 2017 Highest Student Engagement



Source: 2017 CCSSE data

CCSSE 2017 Benchmarks for Effective Educational Practice

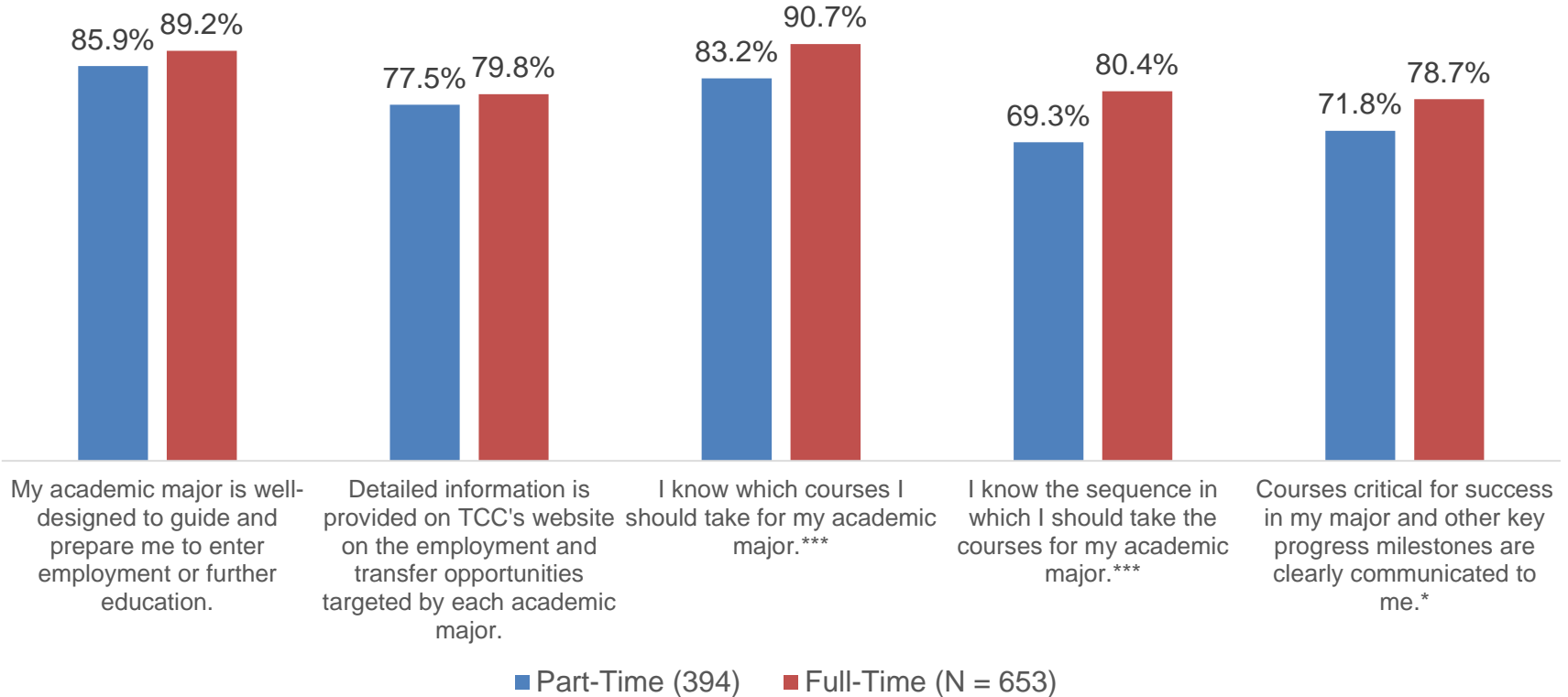
Aspects of TCC's 2017 Lowest Student Engagement



Source: 2017 CCSSE data

TCC Custom Items

Strongly Agree and Agree



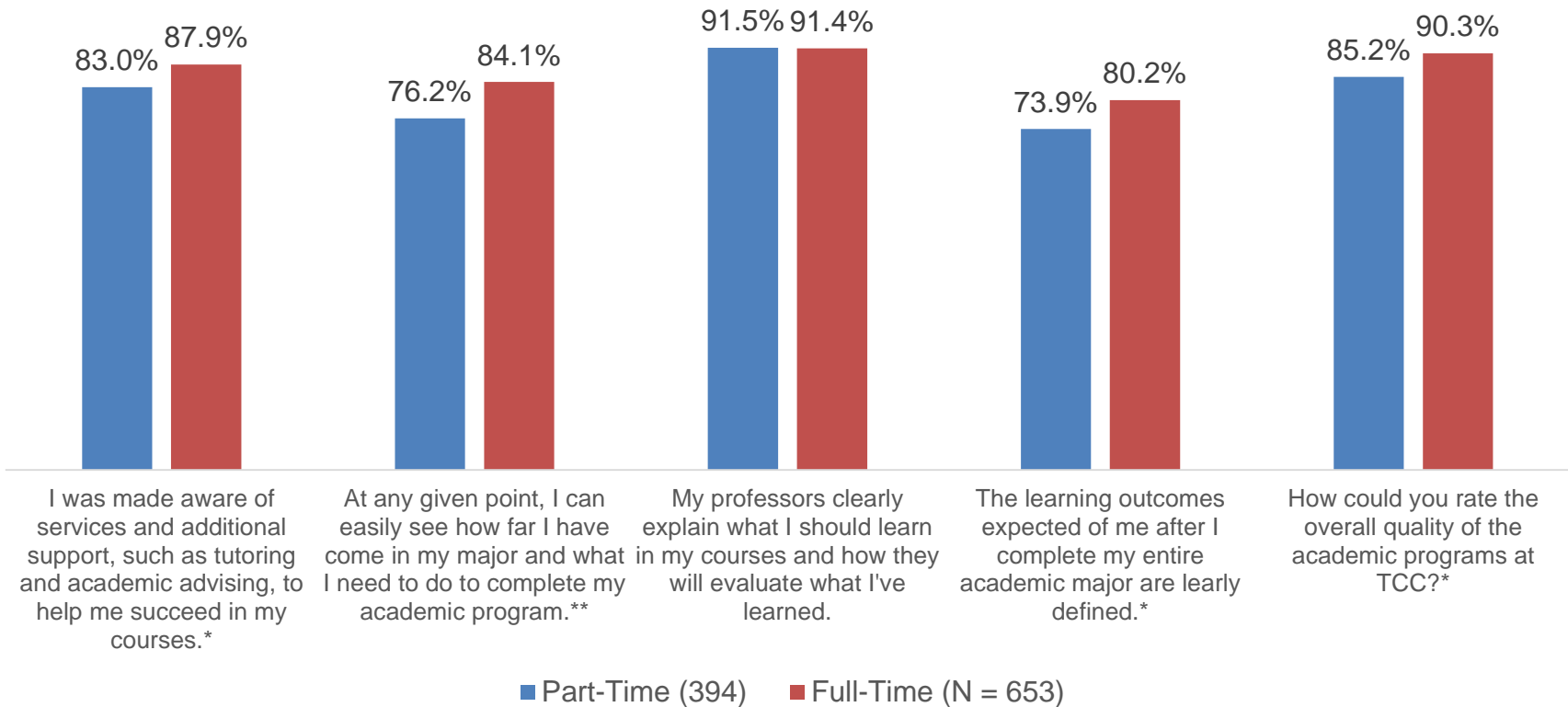
Source: 2017 CCSSE data

***Significant, $p < .001$

*Significant, $p < .05$

TCC Custom Items

Strongly Agree and Agree



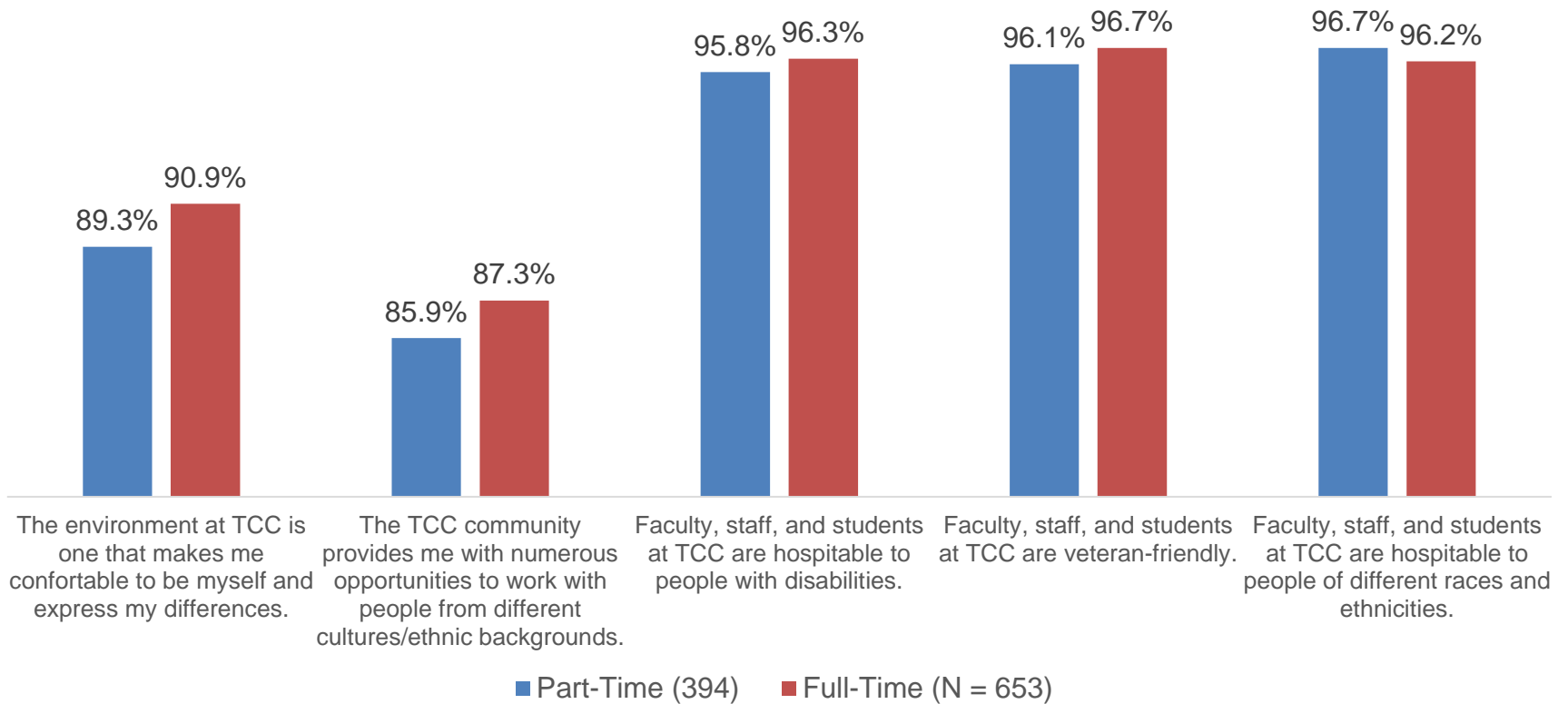
Source: 2017 CCSSE data

**Significant, $p < .01$

*Significant, $p < .05$

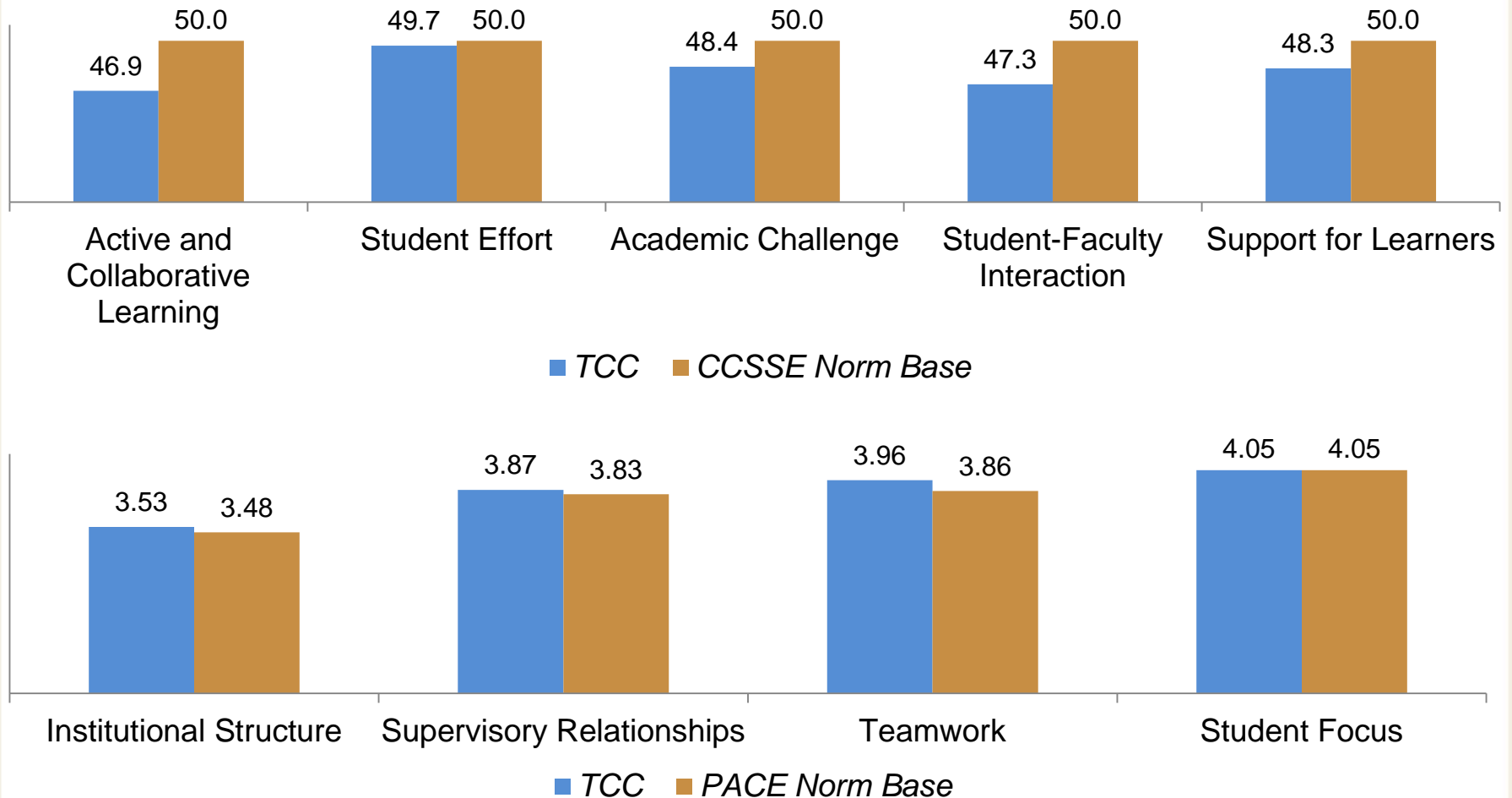
TCC Custom Items

Strongly Agree and Agree



Source: 2017 CCSSE data

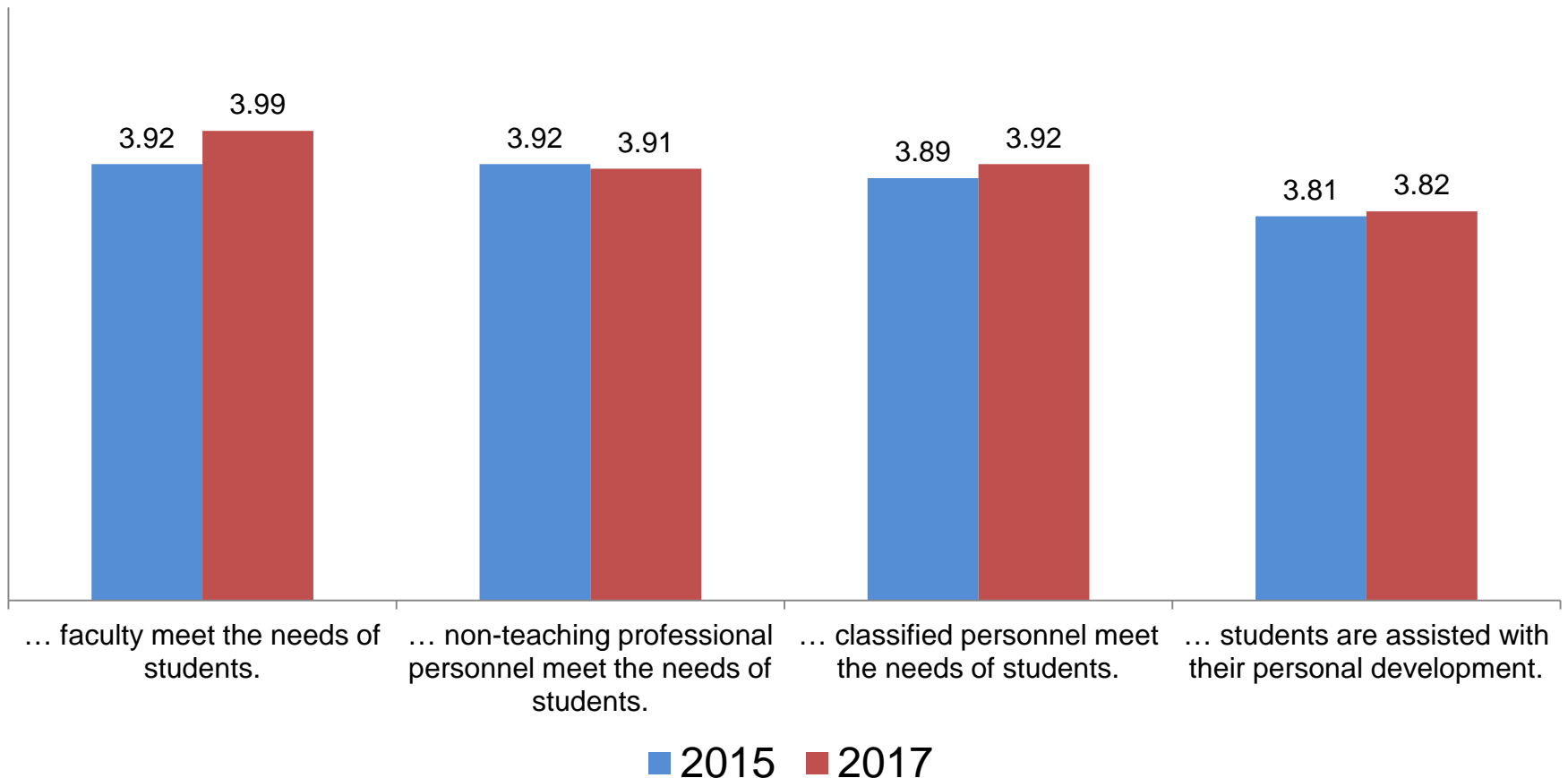
CCSSE vs. PACE



Source: 2017 CCSSE and PACE data

PACE 2015 to 2017

The extent to which...



Source: 2015 and 2017 PACE data