

# CCSSE 2017 Findings for Tulsa Community College



# The Community College Survey of Student Engagement (CCSSE)

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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

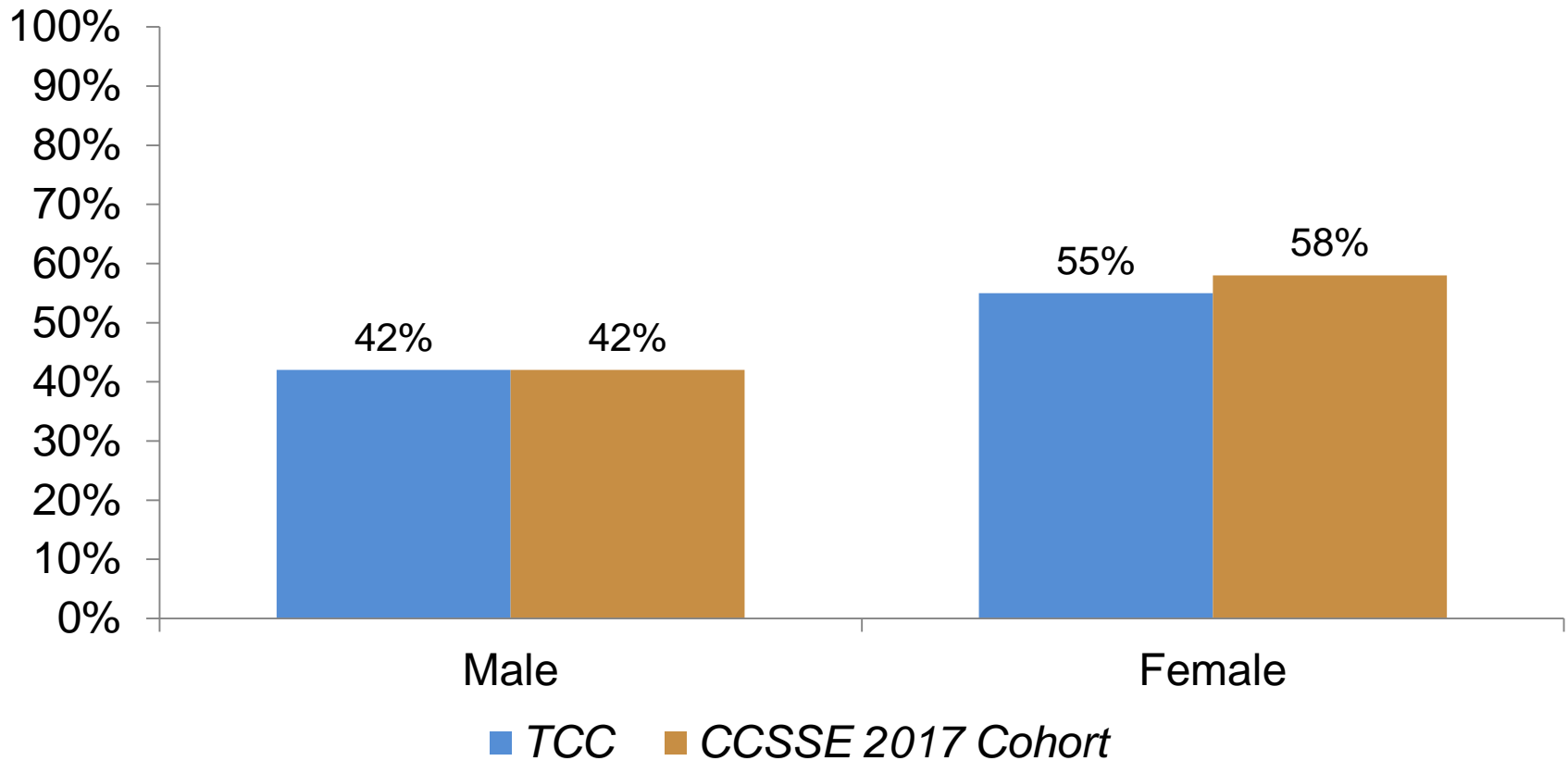
- 87% of “target” (1,200)
- 54% of sampled (1,945 duplicated) from 101 courses





# Student Respondent Profile: Gender

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Source: 2017 CCSSE data

# Student Respondent Profile: Racial Identification

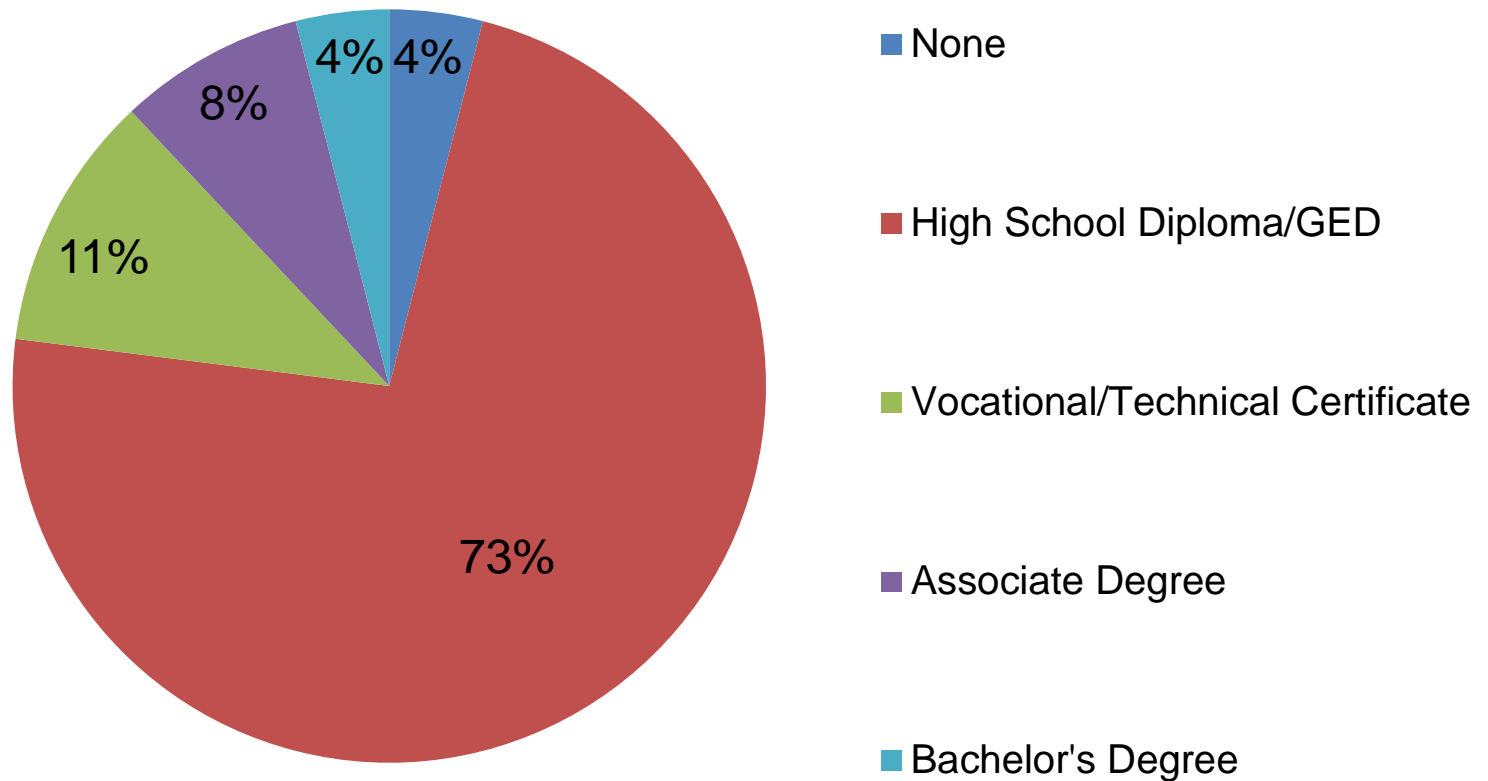
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Source: 2017 CCSSE data

# Student Respondent Profile: Educational Attainment

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Source: 2017 CCSSE data

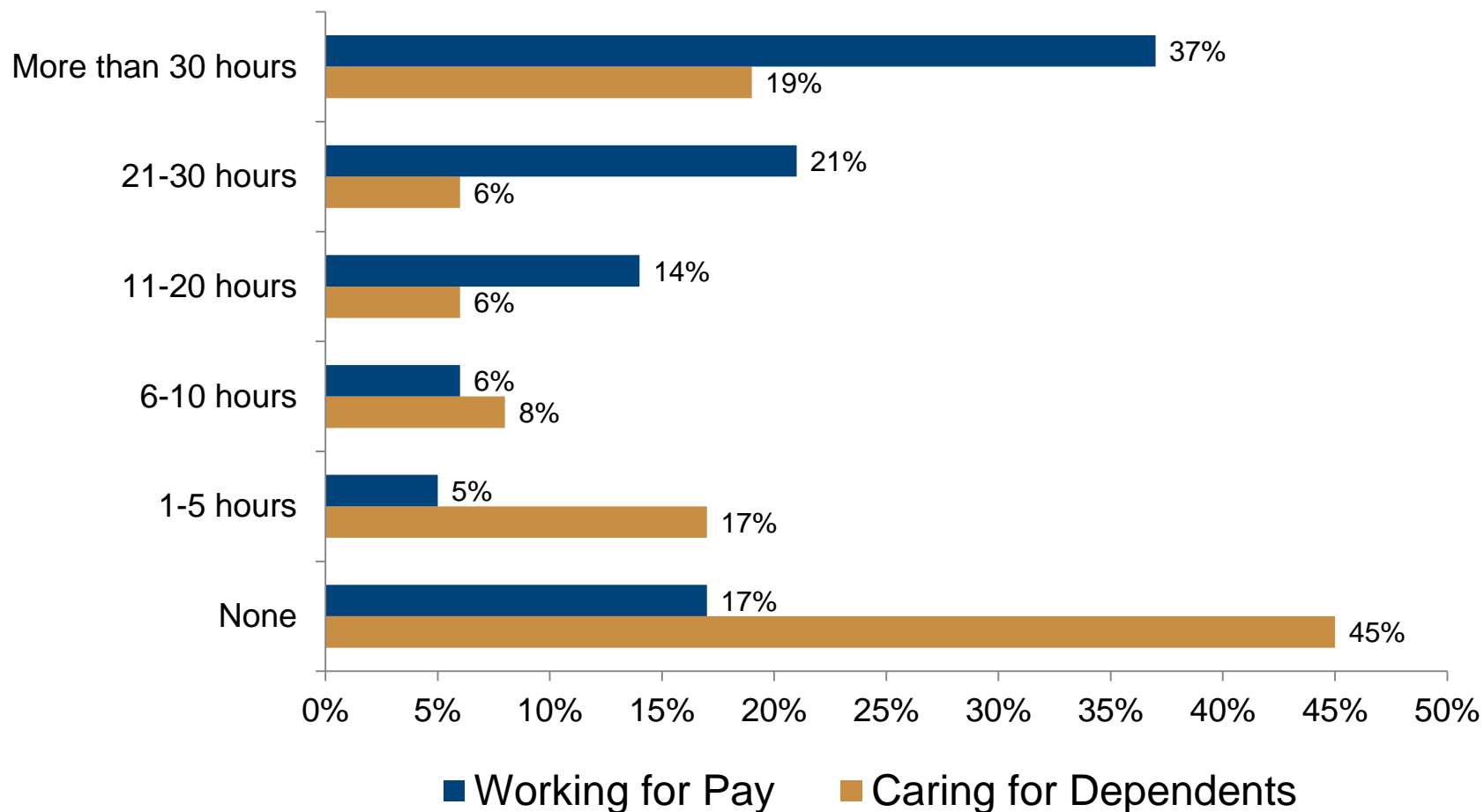
# Student Respondent Profile: Goals

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*Source: 2017 CCSSE data*



# Student Respondent Profile: External Commitments



Source: 2017 CCSSE data

# Student Respondent Profile: College-Related Activities

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# *CCSSE* Benchmarks for Effective Educational Practice

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The five *CCSSE* benchmarks are



# Active and Collaborative Learning

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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-

# Student Effort (TCC %; CCSSE Cohort %)

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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 development?



# Student-Faculty Interaction (TCC %; CCSSE %)

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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%)

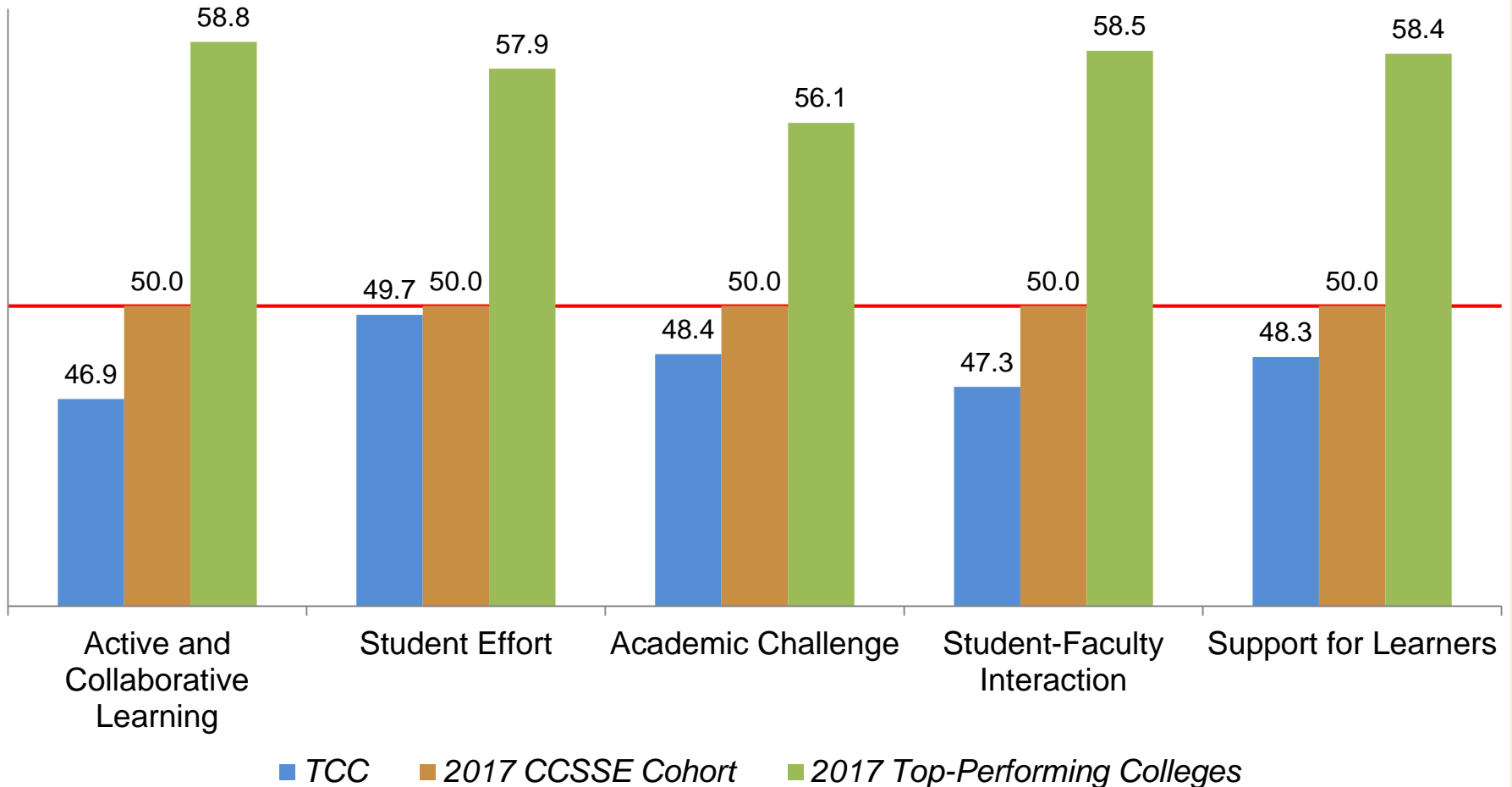
Source: 2017 CCSSE data







# CCSSE 2017 Benchmarks for Effective Educational Practice



Source: 2017 CCSSE data



# CCSSE 2017 Benchmarks for Effective Educational Practice

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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

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## 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

# CCSSE 2017 Benchmarks for Effective Educational Practice

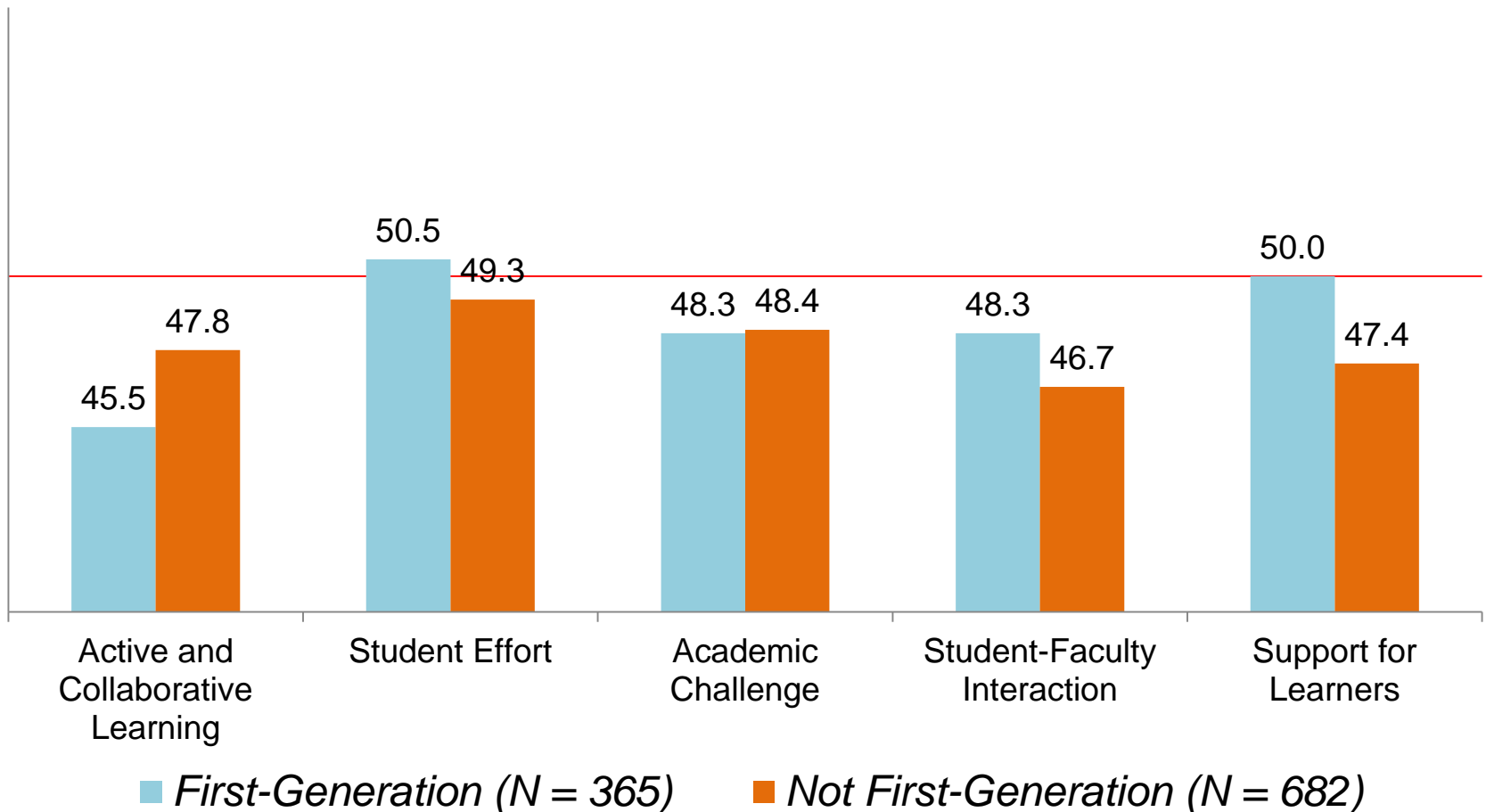
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Full-time students feel like TCC contributes to their development in the following more than part-time students...

- 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

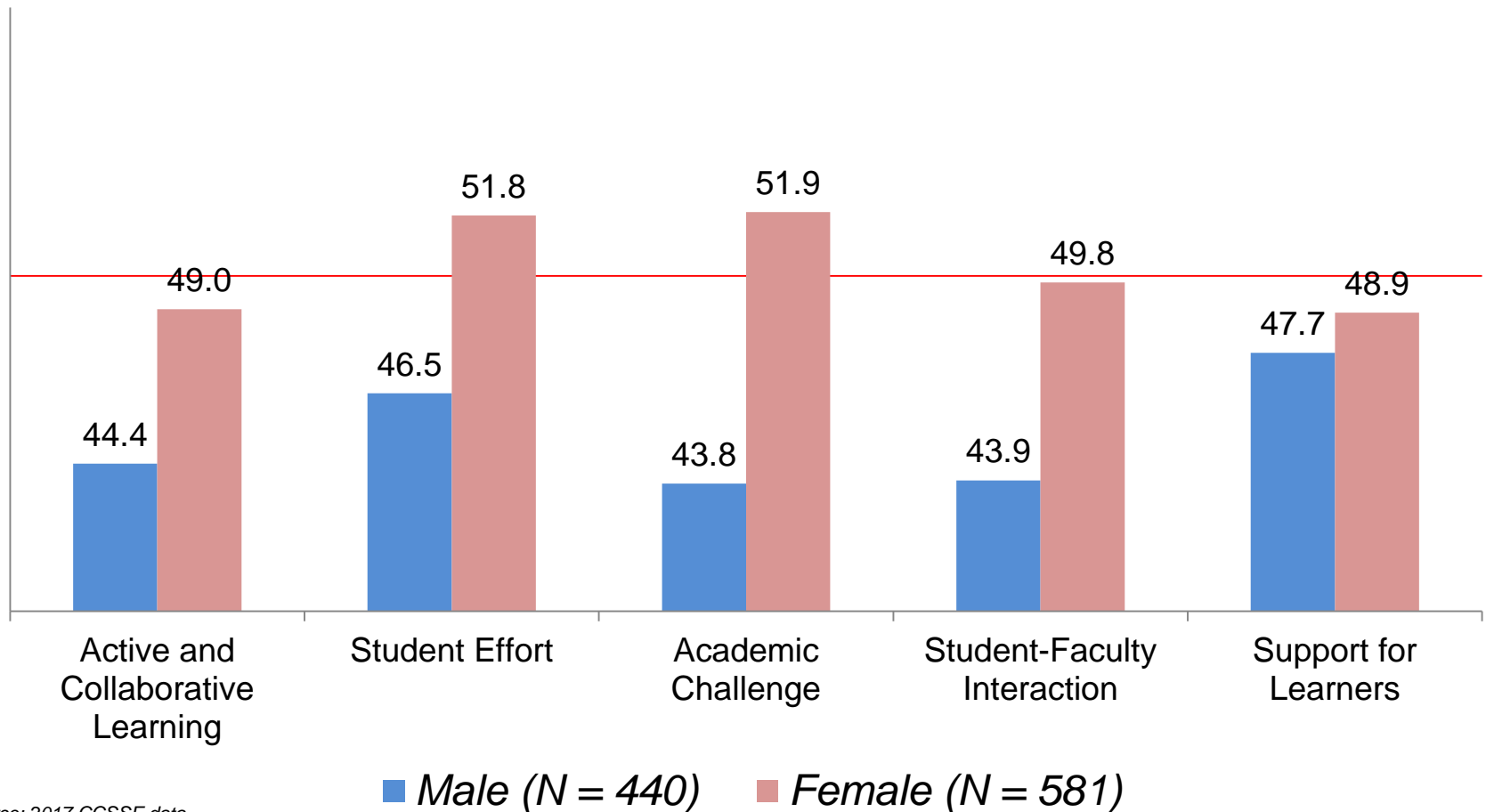


# CCSSE 2017 Benchmarks for Effective Educational Practice





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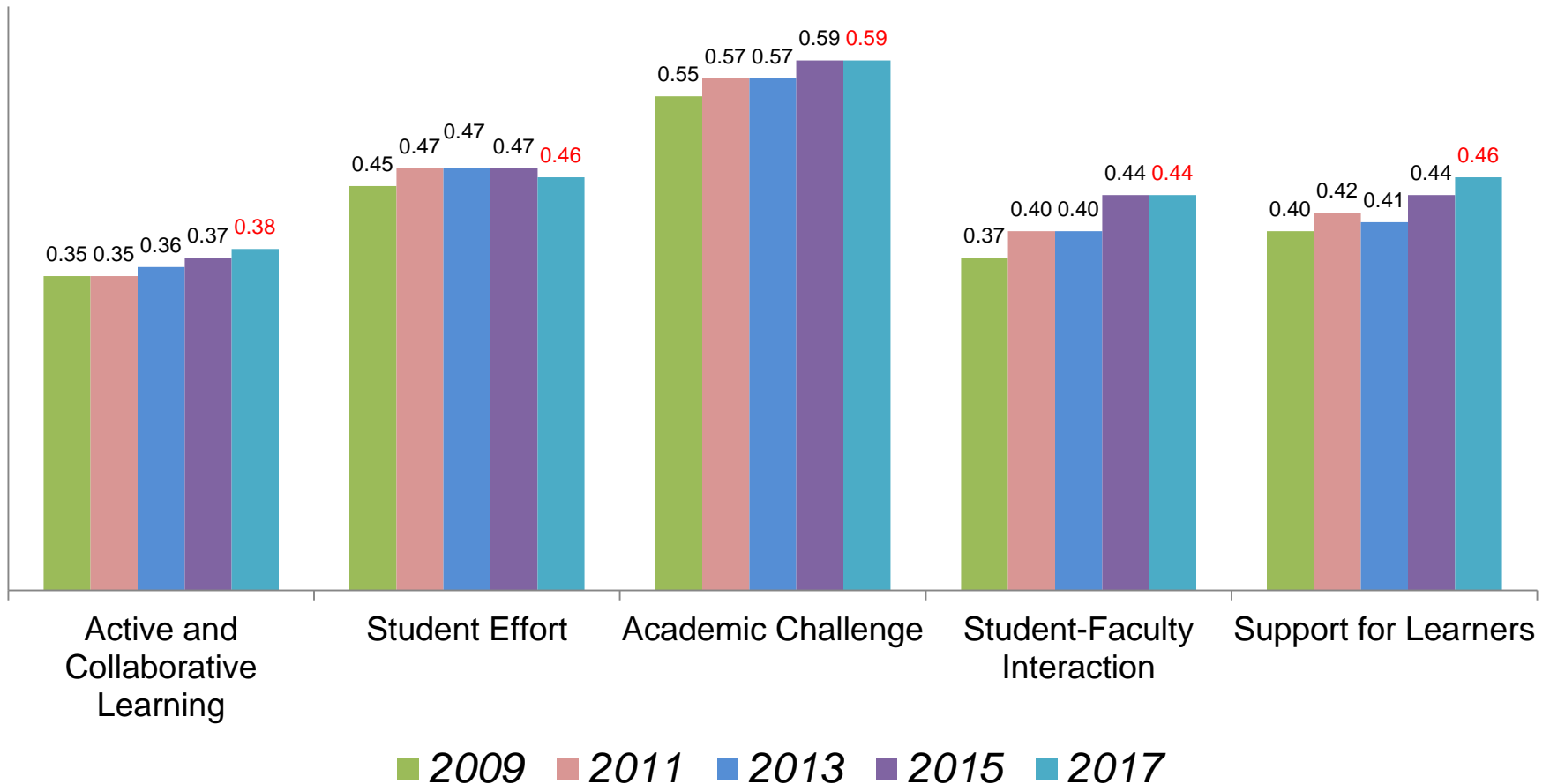


Source: 2017 CCSSE data



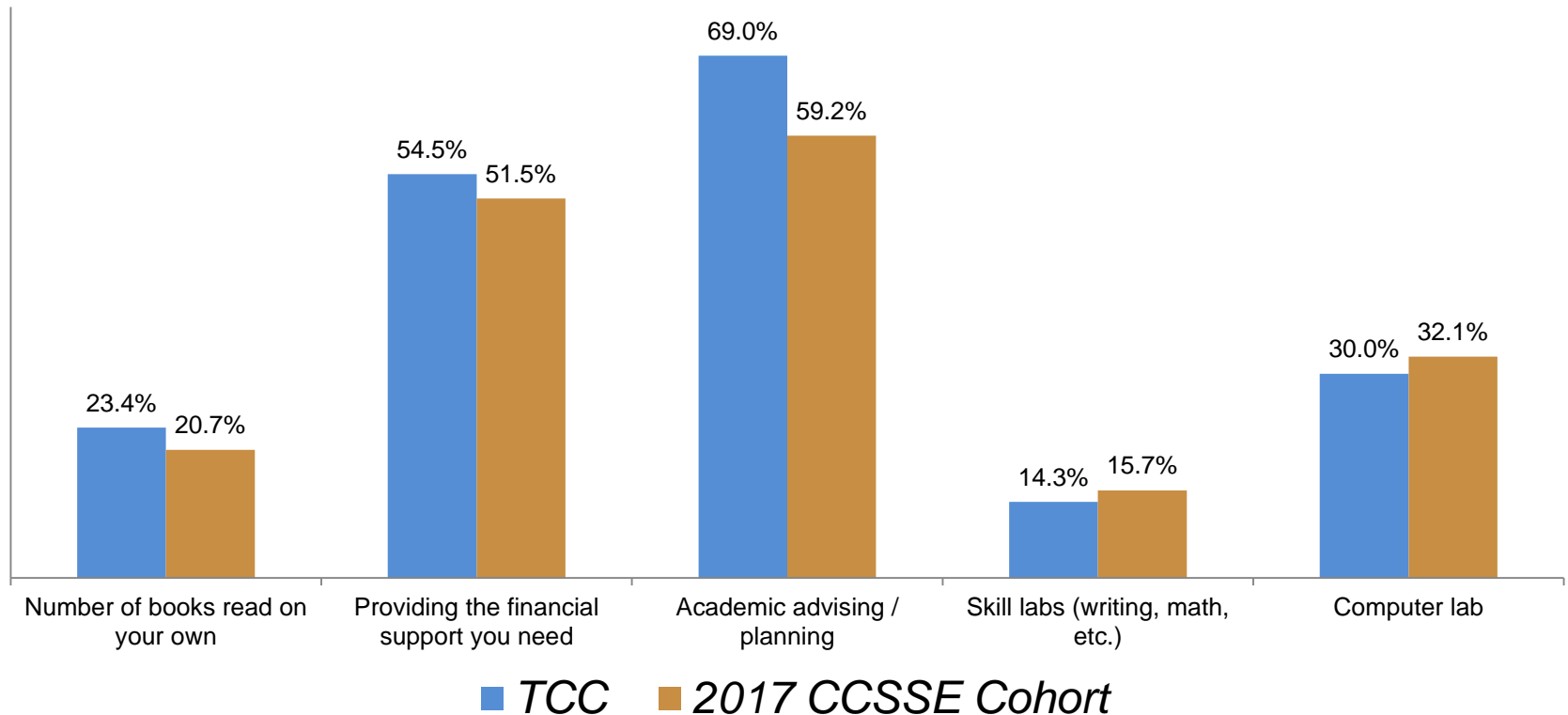
# CCSSE Benchmarks for Effective Educational Practice

## TCC's CCSSE Raw Benchmarks

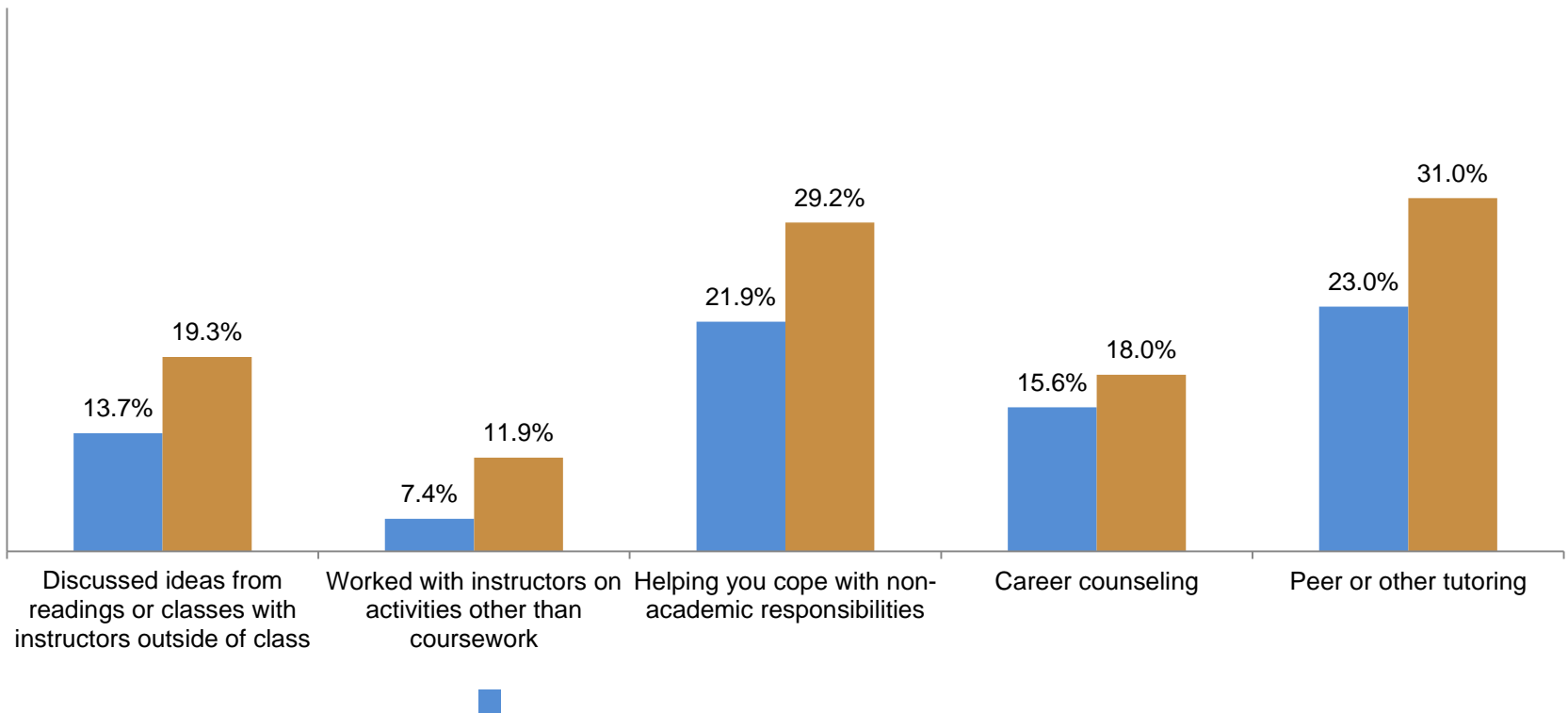


Source: 2009, 2011, 2013, 2015 and 2017 CCSSE data

# CCSSE 2017 Benchmarks for Effective Educational Practice

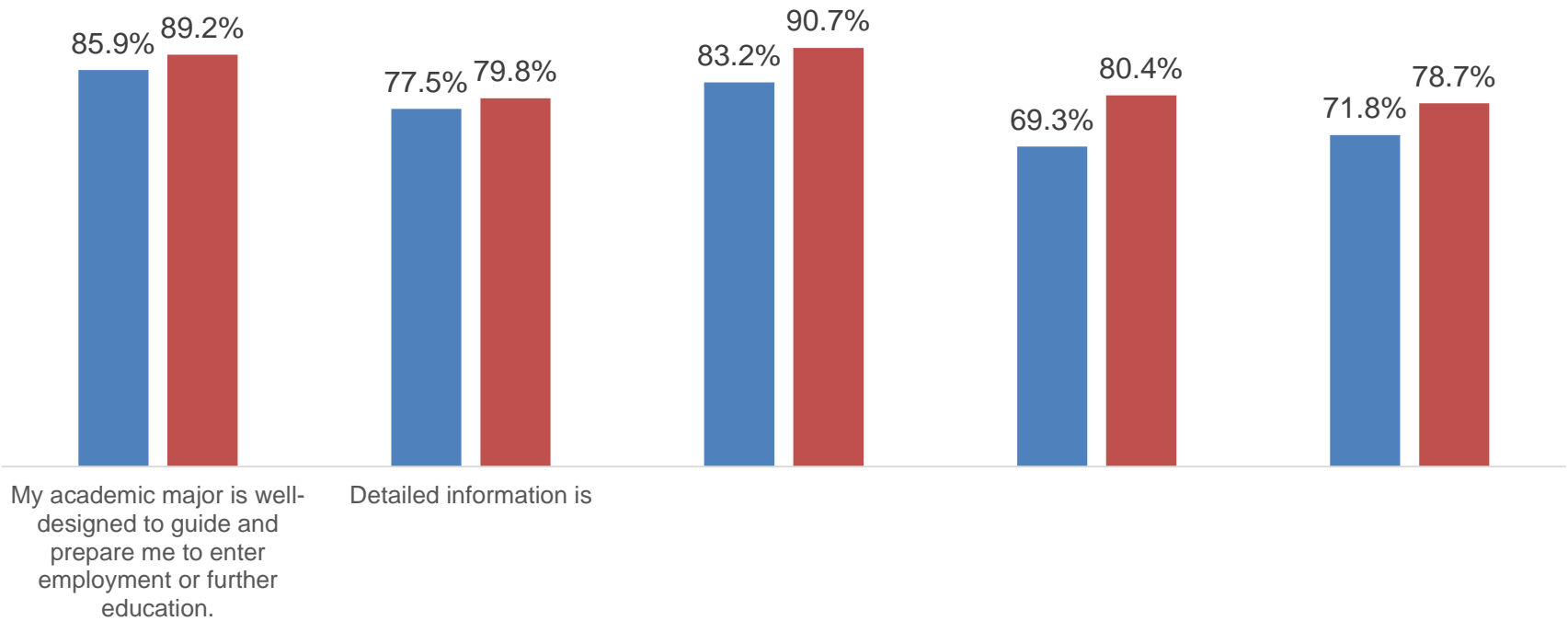


Source: 2017 CCSSE data



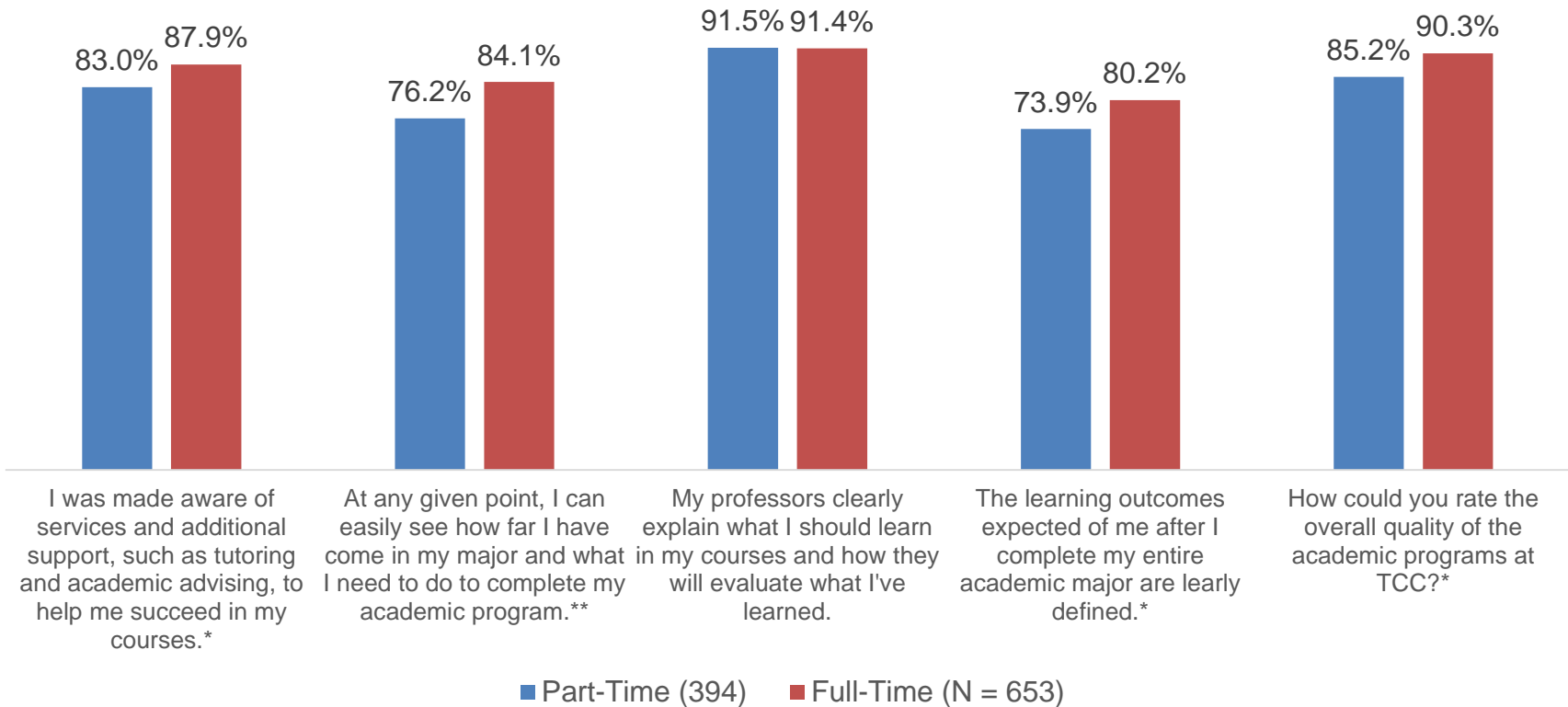
# TCC Custom Items

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# TCC Custom Items

## Strongly Agree and Agree



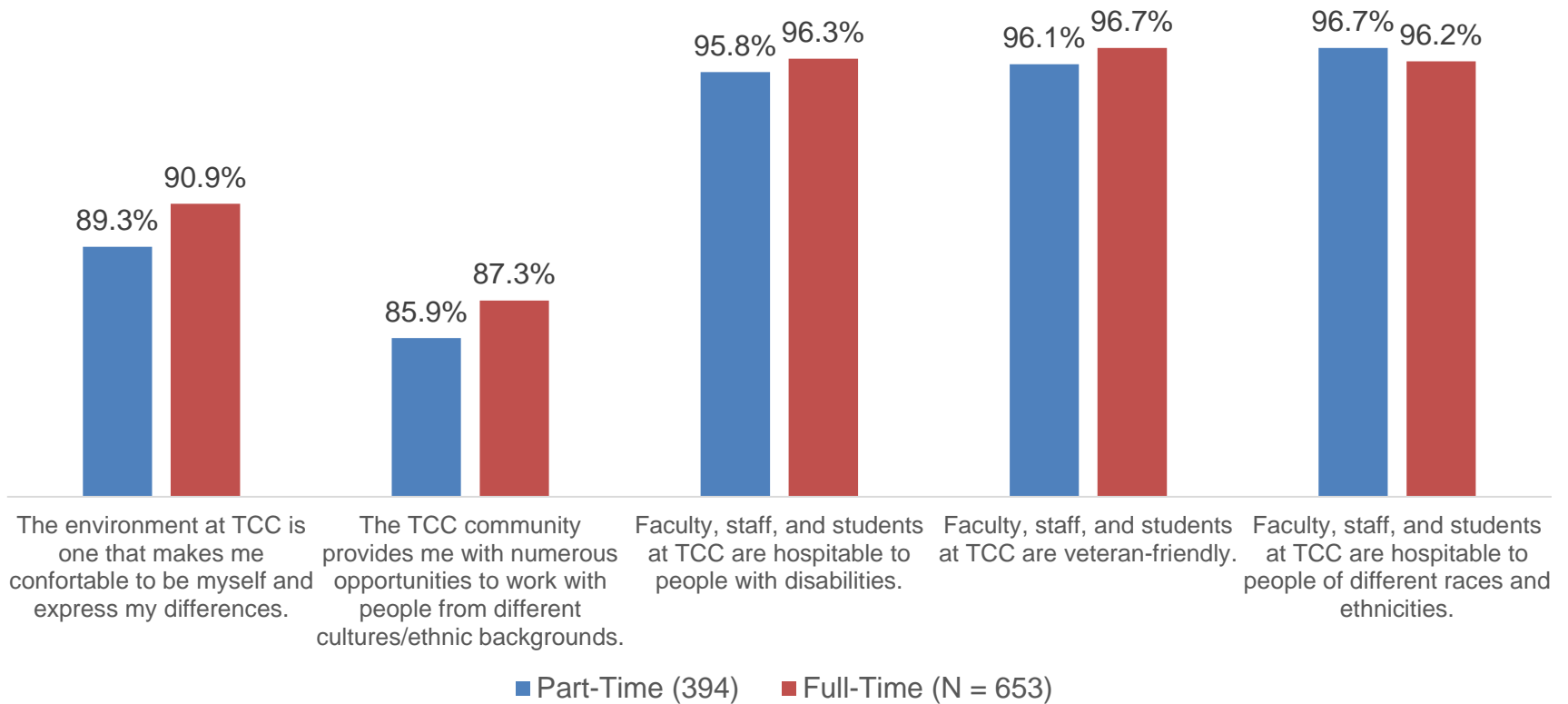
Source: 2017 CCSSE data

\*\*Significant,  $p < .01$

\*Significant,  $p < .05$

# TCC Custom Items

## Strongly Agree and Agree



Source: 2017 CCSSE data



