COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE)

Conducted Spring term 2008
Columbia Gorge Community College
Report to the CGCC Board of Education
March 17, 2009

Karen Carter
Chief Student Services Officer

Community College Survey of Student Engagement (CCSSE)

Conducted Spring term 2008 at Columbia Gorge Community College

- CCSSE provides information about effective educational practices in community colleges
- Assists institutions in using information to promote improvements in student learning and persistence
- Student engagement, or the amount of time and energy that students invest in meaningful educational practices, is the underlying foundation for CCSSE's work
- Credit classes are randomly selected by CCSSE to be surveyed
- Summary data includes data for CGCC, Oregon consortium of schools (14 community colleges in 2008) and CCSSE cohort
- Results have been organized by seven key topics and five benchmarks

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE) SUMMARY

- More CGCC students plan to obtain or update job-related skills and/or change careers than students at colleges in the Oregon consortium or the CCSSE cohort of comparable schools
- 58% of CGCC part-time students and 34.5% of full-time students work at least 20 hours a week
- CGCC students rate more favorable relationships in all three areas surveyed (other students, instructors, and administrative personnel) than students in the Oregon consortium or the CCSSE cohort of comparable schools
- Working full-time and lack of finances were the most likely barriers to persistence at CGCC, consistent with students in the Oregon consortium and the CCSSE cohort
- Student satisfaction in recommending CGCC to others (96.5% yes) and evaluating the entire educational experience (90.3% rated good to excellent) is higher than the Oregon consortium or the CCSSE cohort of comparable schools
- Academic advising/planning is used the most, has the highest satisfaction, and the highest importance of services to students
- Child care services and services to students with disabilities are the services used the least, with the lowest satisfaction, and are the least important to students
- CGCC students ranked higher in each of the five benchmark areas than the Oregon consortium or the CCSSE cohort of comparable schools

Columbia Gorge Community College: First Look

Above the Mean

COLLEGE ACTIVITIES

4a. Asked questions in class or contributed to class discussions

4o. Received prompt feedback (written or oral) from instructors on your performance

6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment

WEEKLY ACTIVITIES

10d. Providing care for dependents living with you (parents, children, spouse, etc.)

11b. Relationships with instructors

11c. Relationships with administrative personnel and offices

EDUCATIONAL AND PERSONAL GROWTH

12f. Solving numerical problems

STUDENT SERVICES

13a2. Satisfaction: Academic advising/planning

Below the Mean

COLLEGE ACTIVITIES

4e. Came to class without completing readings or assignments

4u. Skipped class

Compared with other Oregon colleges

Columbia Gorge Community College: First Look

Above the Mean

COLLEGE ACTIVITIES	Part-Time	Full-Time
4b. Made a class presentation		*
4j. Used the Internet or instant messaging to work on an assignment		*
4o. Received prompt feedback (written or oral) from instructors on your performance	*	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	*	

WEEKLY ACTIVITIES	Part-Time	Full-Time
11c. Relationships with administrative personnel and offices		*

STUDENT SERVICES	Part-Time	Full-Time
13a1. Frequency: Academic advising/planning		*
13g1. Frequency: Financial aid advising		*

Below the Mean

COLLEGE ACTIVITIES	Part-Time	Full-Time
4e. Came to class without completing readings or assignments		*
4u. Skipped class		*

Compared with other Oregon colleges

Community College Survey of Student Engagement (CCSSE)

- Seven key topics:

1. Educational goals: students may have multiple purposes for attending a community college

2. Time on task: students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals

3. Relationships: one of the most powerful predictors of student persistence in the college

4. Academic Experience: gauges how actively students are involved in their education

5. Barriers to Persistence: what would keep students from achieving their educational goal

6. Student Satisfaction: would a student recommend a service or the institution to others

7. Student and Academic Support Services: links questions relating to satisfaction, use, or importance of levels of service

KEY TOPIC 1: EDUCATIONAL GOALS

	Primary goal			Secondary goal			Not a goal		
	CGCC	Consortium	CCSSE Cohort	CGCC	Consortium	CCSSE Cohort	CGCC	Consortium	CCSSE Cohort
Complete a certification program	31.2%	29.1%	29.2%	24.0%	18.5%	19.3%	44.9%	52.4%	51.5%
Obtain an associate degree	49.0%	49.6%	58.8%	22.2%	24.2%	20.8%	28.7%	26.2%	20.4%
Transfer to a 4-year college or university	39.6%	52.6%	51.7%	19.7%	19.8%	21.5%	40.7%	27.6%	26.8%
Obtain or update job-related skills	41.7%	37.1%	41.3%	26.9%	28.2%	27.0%	31.4%	34.7%	31.7%
Self-improvement/personal enjoyment	37.5%	35.0%	39.4%	36.7%	39.6%	34.6%	25.8%	25.5%	26.0%
Change careers	37.8%	30.7%	29.1%	11.9%	14.8%	16.3%	50.3%	54.5%	54.6%

KEY TOPIC 2: TIME ON TASK

	Part-time			Full-time		
	5 hours or fewer	6 - 20 hours	21 hours or more	5 hours or fewer	6 - 20 hours	21 hours or more
Preparing for class	30.4%	60.7%	9.0%	18.7%	56.7%	24.6%
Working for pay	22.4%	19.6%	58.0%	41.0%	24.6%	34.5%
Participating in college-sponsored activities	97.3%	1.8%	0.9%	97.0%	2.4%	0.6%
Providing care for dependents living with you	47.4%	13.4%	39.3%	56.0%	14.8%	27.2%

KEY TOPIC 3: RELATIONSHIPS

	CGCC			Consortium			CCSSE cohort		
	Less Favorable	Mid	More favorable	Less Favorable	Mid	More favorable	Less Favorable	Mid	More favorable
Relationships with other students	6.9%	13.4%	79.8%	7.6%	17.1%	75.2%	7.4%	15.6%	77.0%
Relations with instructors	3.3%	7.7%	89.1%	5.3%	10.4%	84.3%	5.7%	11.5%	82.9%
Relationships with administrative personnel and offices	10.4%	11.4%	78.2%	13.6%	20.2%	66.2%	16.1%	19.8%	64.0%

KEY TOPIC 4: ACADEMIC EXPERIENCE

	CGCC			Consortium			CCSSE Cohort		
	Often or Very Often	Sometimes	Never	Often or Very Often	Sometimes	Never	Often or Very Often	Sometimes	Never
Asked questions in class or contributed to class discussions	74.7%	24.6%	0.8%	66.1%	31.6%	2.3%	64.4%	33.0%	2.6%
Made a class presentation	30.4%	33.7%	36.0%	23.9%	44.1%	32.0%	28.0%	40.6%	31.4%
Worked with other students on projects during class	50.3%	34.2%	15.5%	52.2%	37.9%	9.9%	46.4%	40.3%	13.4%
Worked with classmates outside of class to prepare class assisgnments	20.5%	42.3%	37.2%	23.5%	39.5%	37.0%	21.4%	37.2%	41.4%

KEY TOPIC 5: BARRIERS TO PERSISTENCE

	CGCC	Consortium	CCSSE cohort
	Likely or Very Likely		
Working full-time	50.3%	40.3%	38.0%
Caring for dependents	32.5%	28.0%	28.6%
Academically unprepared	14.1%	16.4%	18.9%
Lack of finances	50.2%	51.2%	45.2%

KEY TOPIC 6: STUDENT SATISFACTION

		CGCC	Consortium	CCSSE cohort
Do you plan to enroll in classes in the next 12 months?	Yes	64.9%	73.6%	65.2%
Would you recommend this college to a friend or family member?	Yes	96.5%	95.0%	94.4%
How would you evaluate your entire educational experience at CGC?	Good - Excellent	90.3%	87.3%	86.2%

KEY TOPIC 7: Student Services by Use, Satisfaction, and Importance

	Use (Sometimes/Often)	Satisfaction (Very/Somewhat)	Importance (Very/Somewhat)
Academic advising/planning	68.6%	82.7%	89.1%
Career Counseling	34.2%	50.4%	78.1%
Job placement assistance	8.5%	19.8%	59.6%
Peer or other tutoring	29.1%	46.2%	70.9%
Skills labs (writing, math, etc.)	39.6%	54.6%	76.3%
Child care	4.9%	12.2%	39.0%
Financial aid advising	47.6%	53.4%	75.3%
Computer lab	52.8%	62.9%	75.3%
Student Organizations	8.4%	20.2%	52.2%
Transfer credit assistance	29.1%	34.6%	69.7%
Services to students with disabilities	3.5%	11.0%	53.6%
Highest in each column			
Lowest in each column			

Community College Survey of Student Engagement (CCSSE)

- Benchmarks: groups of conceptually related items that address key areas of student engagement.

- Five benchmarks have been identified to gauge and monitor performance in areas that are truly central to their work.

    1. Active and collaborative learning: Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaboration with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, community and their personal lives.

    2. Student effort: Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

    3. Academic challenge: Challenging intellectual and creative work is central to student learning and collegiate quality.

    4. Student-faculty interaction: The more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress.

    5. Support for learners: Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other issues that may affect both learning and retention.

Community College Survey of Student Engagement
2008 Benchmark Summary Table - All Students
Columbia Gorge Community College, Oregon Consortium

All Students

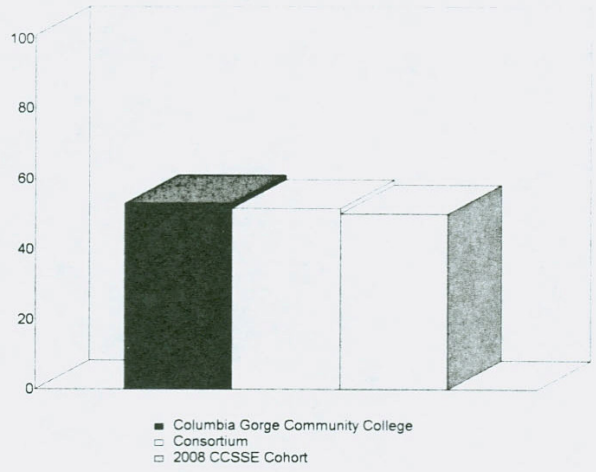
Benchmark	Your College	Comparison Group Statistics		
			Consortium	2008 *CCSSE* Cohort
Active and Collaborative Learning	52.8	Benchmark Score	51.6	50.0
		Score Difference	1.2	2.8
Student Effort	54.8	Benchmark Score	51.9	50.0
		Score Difference	3.0	4.8
Academic Challenge	53.5	Benchmark Score	51.0	50.0
		Score Difference	2.4	3.5
Student-Faculty Interaction	54.7	Benchmark Score	52.6	50.0
		Score Difference	2.1	4.7
Support for Learners	50.9	Benchmark Score	49.4	50.0
		Score Difference	1.4	0.9
		Number of Colleges	14	585

Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

Score Difference: The result of subtracting the comparison group score (same size colleges or 2008 *CCSSE* Cohort) from your college's score on each benchmark.

Active and Collaborative Learning
Bar Charts and Benchmark Item Composition - All Students

Description - Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.



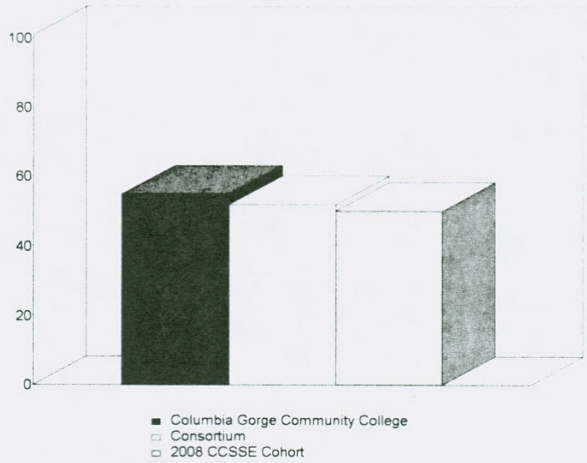
	Benchmark Scores		
	Columbia Gorge Community College	Consortium	2008 CCSSE Cohort
All Students	52.8	51.6	50.0

Active and Collaborative Learning	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 *CCSSE* Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	3.14	2.95	▲	2.91	▲
4b. Made a class presentation	2.04	1.98		2.04	
4f. Worked with other students on projects during class	2.53	2.57		2.47	
4g. Worked with classmates outside of class to prepare class assignments	1.88	1.93		1.86	
4h. Tutored or taught other students (paid or voluntary)	1.43	1.39		1.37	
4i. Participated in a community-based project as a part of a regular course	1.28	1.29		1.30	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.60	2.65		2.56	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Student Effort
Bar Charts and Benchmark Item Composition - All Students

Description - Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.



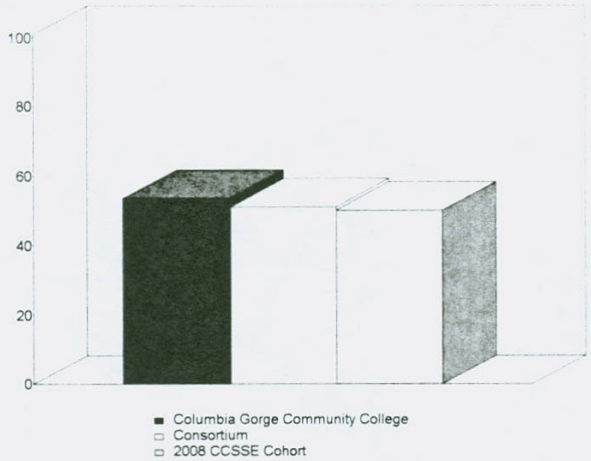
	Benchmark Scores		
	Columbia Gorge Community College	Consortium	2008 CCSSE Cohort
All Students	54.8	51.9	50.0

Student Effort	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 *CCSSE* Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.65	2.53		2.47	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.79	2.76		2.71	
4e. Came to class without completing readings or assignments	1.76	1.93	▼	1.87	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.48	2.15	▲	2.08	▲
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activites related to your program)	2.29	2.20		1.90	▲
13d1. Frequency: Peer or other tutoring	1.54	1.50		1.46	
13e1. Frequency: Skill labs (writing, math, etc.)	1.66	1.69		1.71	
13h1. Frequency: Computer lab	1.94	2.02		2.10	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Academic Challenge
Bar Charts and Benchmark Item Composition - All Students

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.



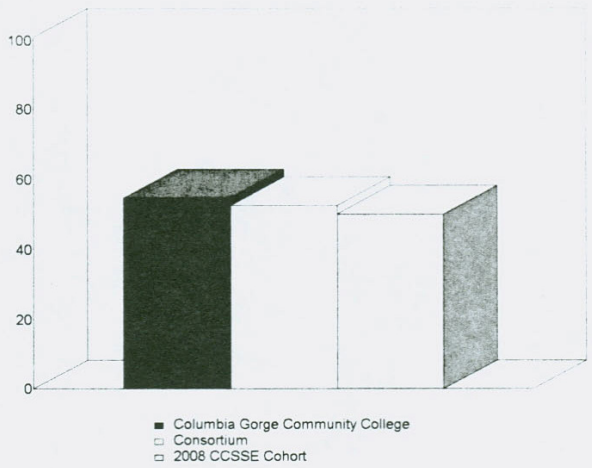
	Benchmark Scores		
	Columbia Gorge Community College	Consortium	2008 CCSSE Cohort
All Students	53.5	51.0	50.0

Academic Challenge	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 *CCSSE* Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.55	2.49		2.53	
5b. Analyzing the basic elements of an idea, experience, or theory	2.94	2.88		2.84	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.84	2.72		2.71	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.53	2.56		2.55	
5e. Applying theories or concepts to practical problems or in new situations	2.75	2.67		2.64	
5f. Using information you have read or heard to perform a new skill	2.75	2.76		2.75	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.86	2.89		2.86	
6c. Number of written papers or reports of any length	3.07	3.00		2.83	▲
7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	5.16	4.97		5.00	
9a. Encouraging you to spend significant amounts of time studying	3.07	2.96		2.96	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Student-Faculty Interaction
Bar Charts and Benchmark Item Composition - All Students

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.



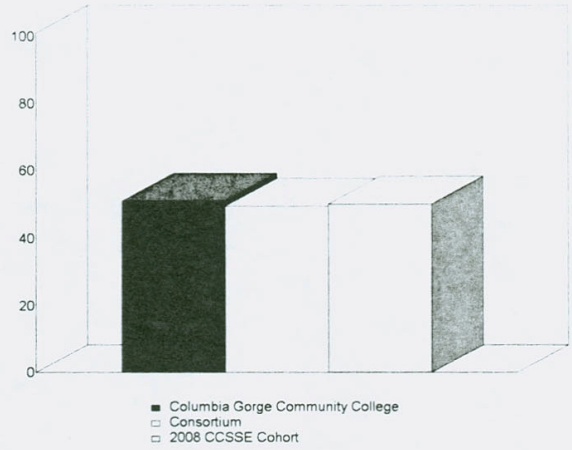
	Benchmark Scores		
	Columbia Gorge Community College	Consortium	2008 CCSSE Cohort
All Students	54.7	52.6	50.0

Student-Faculty Interaction	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 *CCSSE* Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.55	2.66		2.52	
4l. Discussed grades or assignments with an instructor	2.61	2.57		2.52	
4m. Talked about career plans with an instructor or advisor	2.18	2.11		2.02	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.81	1.78		1.73	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.97	2.73	▲	2.66	▲
4q. Worked with instructors on activities other than coursework	1.36	1.38		1.40	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Support for Learners
Bar Charts and Benchmark Item Composition - All Students

Description - Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.



	Benchmark Scores		
	Columbia Gorge Community College	Consortium	2008 CCSSE Cohort
All Students	50.9	49.4	50.0

Support for Learners	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 *CCSSE* Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	2.97	2.97		2.95	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.54	2.45		2.47	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.88	1.90		1.93	
9e. Providing the support you need to thrive socially	2.00	2.06		2.11	
9f. Providing the financial support you need to afford your education	2.40	2.31		2.39	
13a1. Frequency: Academic advising/planning	1.88	1.77		1.75	
13b1. Frequency: Career counseling	1.48	1.44		1.43	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]