

EXECUTIVE SUMMARY

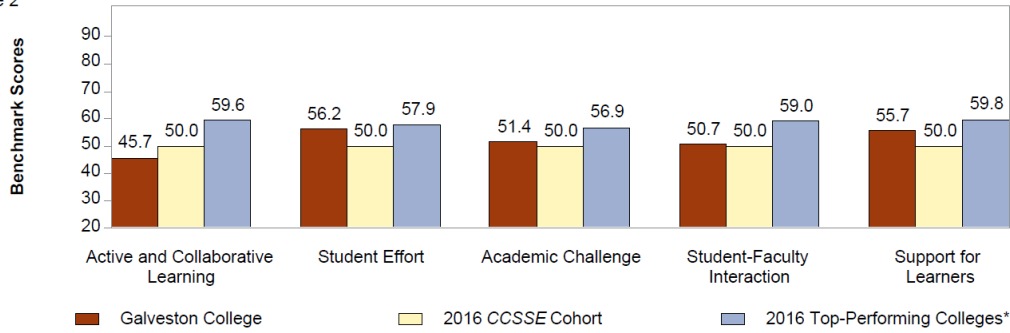
COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT SPRING 2016

In Spring 2016 GC administered the Community College Survey of Student Engagement, familiarly referred to as the CCSSE, to 471 students in a cross-section of classes. The CCSSE is not a satisfaction survey, as is the Noel-Levitz that we will be administering in Spring 2017, but instead asks students questions about activities in and out of the classroom that are categorized into five areas: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. Responses from GC students are compared to a comparison group (described below), as well as a group of “Top Performing Colleges.” Top performers are the colleges that scored highest in each of the five categories, but are not necessarily the SAME institutions in each case. That is, it is not a defined cohort as is the international comparison group, but varies with the category. While their performance might serve as “best practices” in the area of student engagement, we don’t know who these colleges are, nor do we know how they perform when it comes to student success.

Comparison Group: CCSSE uses a three-year cohort (2014 through 2016) of participating colleges...701 institutions from 46 states, DC, three Canadian provinces, and a few other places. Three hundred sixty-six of these colleges are classified as small, with less than 4,500 students. The comparison group is 53% white (vs. GC 42.4% white) and 72% full-time (vs. GC 75.7% part-time).

As with the 2014 administration, full-time students were significantly more engaged than part-time students in each of the five categories. When compared to the comparison group described above, GC students were at or above the comparison cohort in all categories except *Active and Collaborative Learning*, which is defined as “collaborating with others to solve problems or master challenging content.” GC students scored within 9 percentage points of the “Top-Performing Colleges” in each of the five categories except “Active and Collaborative Learning.” (See Figure 2)

Figure 2



*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit www.ccsse.org.

Looking at the individual items on the questionnaire, the aspects of highest student engagement included the college’s emphasis on helping students cope with non-academic responsibilities such as work and family, the frequency of career counseling, tutoring services, and use of skill and computer labs. It should be noted that students are asked to respond to items based on their experience for the academic year, not the particular class or semester in which the survey is administered. (See Figure 3)

Figure 3

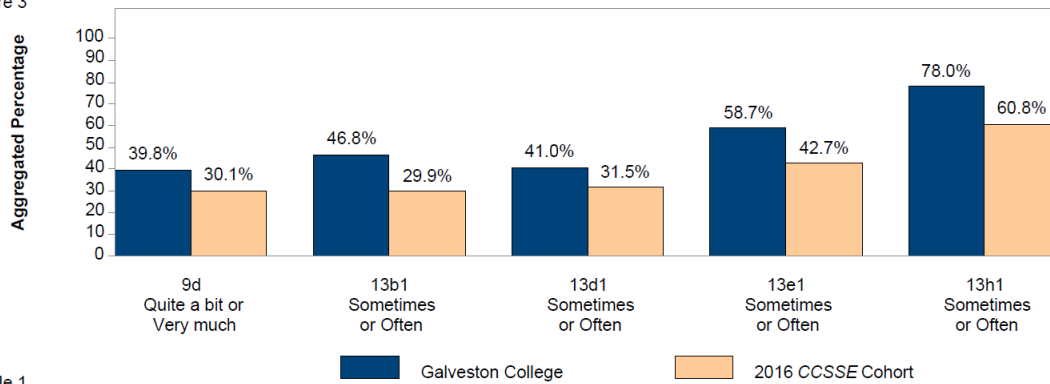


Table 1

Benchmark	Item Number	Item
Support For Learners	9d	Helping you cope with your non-academic responsibilities (work, family, etc.)
Support For Learners	13b1	Frequency: Career counseling
Student Effort	13d1	Frequency: Peer or other tutoring
Student Effort	13e1	Frequency: Skill labs (writing, math, etc.)
Student Effort	13h1	Frequency: Computer lab

Notes:

For Item(s) 9, *quite a bit* and *very much* responses are combined.

For Item(s) 13, *sometimes* and *often* responses are combined.

Aspects of lowest student engagement included asking questions or participating in class discussions, making a class presentation, working with others on projects during class, using e-mail to communicate with an instructor, and the number of assigned textbooks and other readings. (See Figure 4)

Figure 4

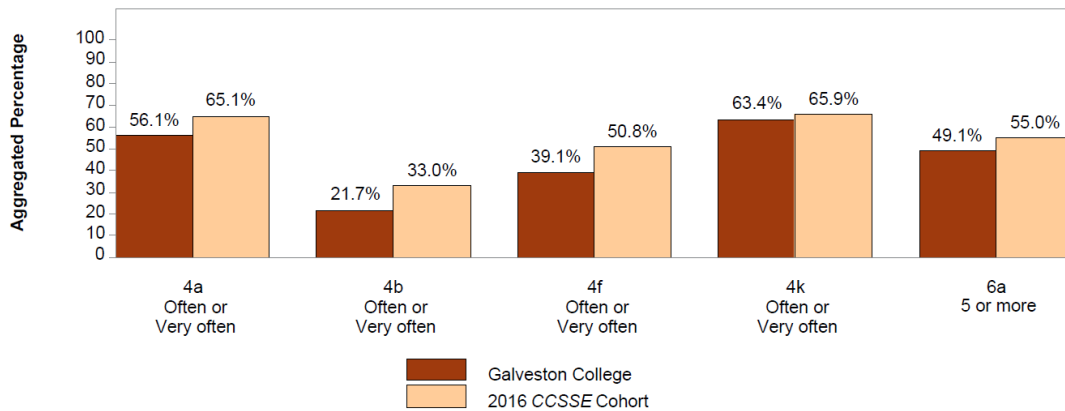


Table 2

Benchmark	Item Number	Item
Active and Collaborative Learning	4a	Asked questions in class or contributed to class discussions
Active and Collaborative Learning	4b	Made a class presentation
Active and Collaborative Learning	4f	Worked with other students on projects during class
Student-Faculty Interaction	4k	Used email to communicate with an instructor
Academic Challenge	6a	Number of assigned textbooks, manuals, books, or book-length packs of course readings

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item(s) 6, 5 to 10, 11 to 20, and *more than 20* responses are combined.

The CCSSE also includes special-focus items each year, and this year’s items dealt with the number of academic terms the student has been enrolled at GC (37.5% indicated 4 or more terms), the number of terms the student has been enrolled full-time (42% indicated 0 terms; that is, they have been totally part-time), their primary goal for attending GC (48.4% indicated their goal was to earn an associate degree), how long the student anticipates it will take to complete their degree or certificate (46% indicated 1-2 years), and their awareness if their instructors were full-time or part-time faculty at

GC (38% indicated they did not know and 36.1% indicated they knew this about all of their instructors).

Of the five general categories of items, “Student Effort” and “Support for Learners” are the top performing among GC students. “Support for Learners” is highly correlated with retention, so it is good to know we are performing favorably compared to our college comparison cohort. The gap between GC and the “Top-Performing Colleges” in these categories narrowed somewhat compared to the 2014 administration in all categories except “Active and Collaborative Learning.”

While not a satisfaction survey, there are a few items that ask students how satisfied they are with various student services, as well as how important these services are to them and how frequently they have utilized the services. Student responses on these items are consistent with student responses to similar items on the Noel-Levitz Student Satisfaction Inventory. The CCSSE also asks a few summary questions that parallel those of the Noel-Levitz. For example, CCSSE asks the following:

Would you recommend this college to a friend of family member? [96% of respondents said “Yes,” compared to 94.4% in 2014.]

How would you evaluate your entire educational experience at this college? [88.3% of respondents indicated “good” or “excellent,” compared to 85.1% in 2014.]

In Spring 2015 students responded similarly to the Noel-Levitz Satisfaction Inventory:

So far, how has your college experience met your expectations? [93% indicated it was “about what they expected” to “much better than expected.”]

Rate your overall satisfaction with your experience here thus far. [77% were “somewhat satisfied” to “very satisfied.”]

All in all, if you had it to do over, would you enroll here again? [78% said they “maybe,” “probably” or “definitely” would do so.]

Dual Credit & Distance Learning Students

An online parallel survey was administered to dual credit and distance learning students. Because the first question on the CCSSE asks students if they are 18, the survey had never been administered to dual credit students. Since the CCSSE is a

paper-and-pencil survey it had never been administered to students in online classes. This year an online survey was prepared via SurveyMonkey® to poll these two groups. There were 48 respondents to this survey, 16.7% of whom were dual credit and 77.1% of whom were students taking an online GC class. Of the respondents, 39 were female, 43.8% were White, 27.1% Hispanic, and 14.6% African American. The sample roughly matches our enrollment by ethnicity except it under-reports Hispanic students. Here are some of the results:

Asked questions in class or contributed to discussions: 87.5% said they did this “Sometimes” to “Very Often”

Made a class presentation: 62.5% indicated they did this “Sometimes” to “Very Often”

Worked on a paper or project that required integrating ideas or information from various sources: 86.5% said they did this “Sometimes” to “Very Often”

Came to class without completing readings or assignments: 75% indicated they did this “Never” or “Sometimes”

“Worked with other students on projects during class: 52% said they did this “Sometimes” to “Very Often”

Used the internet or instant messaging to work on an assignment: 86% indicated they did this “Sometimes” to “Very Often”

Talked about career plans with an instructor or advisor: 67.5% said they did this “Sometimes” to “Very Often”

Worked harder than you thought you could to meet an instructor’s standards or expectations: 89% indicated they did this “Sometimes” to “Very Often”

Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.): 89.5% said they did this “Sometimes” to “Very Often”

Using information you have read or heard to perform a new skill: 95.7% indicated they did this “Some” to “Very much”

FOLLOW-UP

In the Fall 2016 semester the ASSET Committee will be reviewing student responses to these two surveys to determine how we might address the strengths and weaknesses suggested by the surveys.