

CCSSE 2017 Findings for Tulsa Community College



The Community College Survey of Student Engagement (CCSSE)

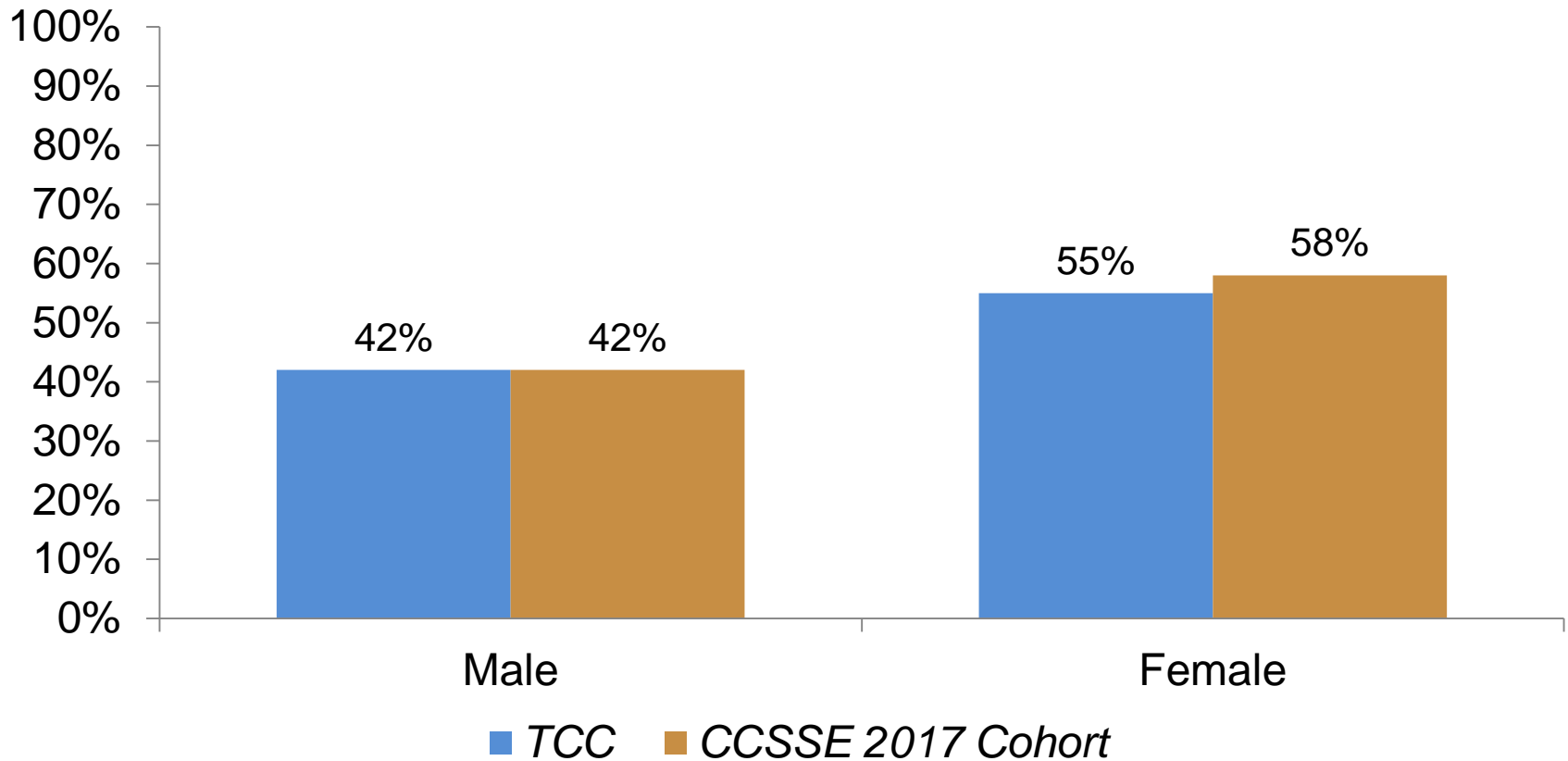
Surveys completed in class during Spring 2017

- 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: Gender



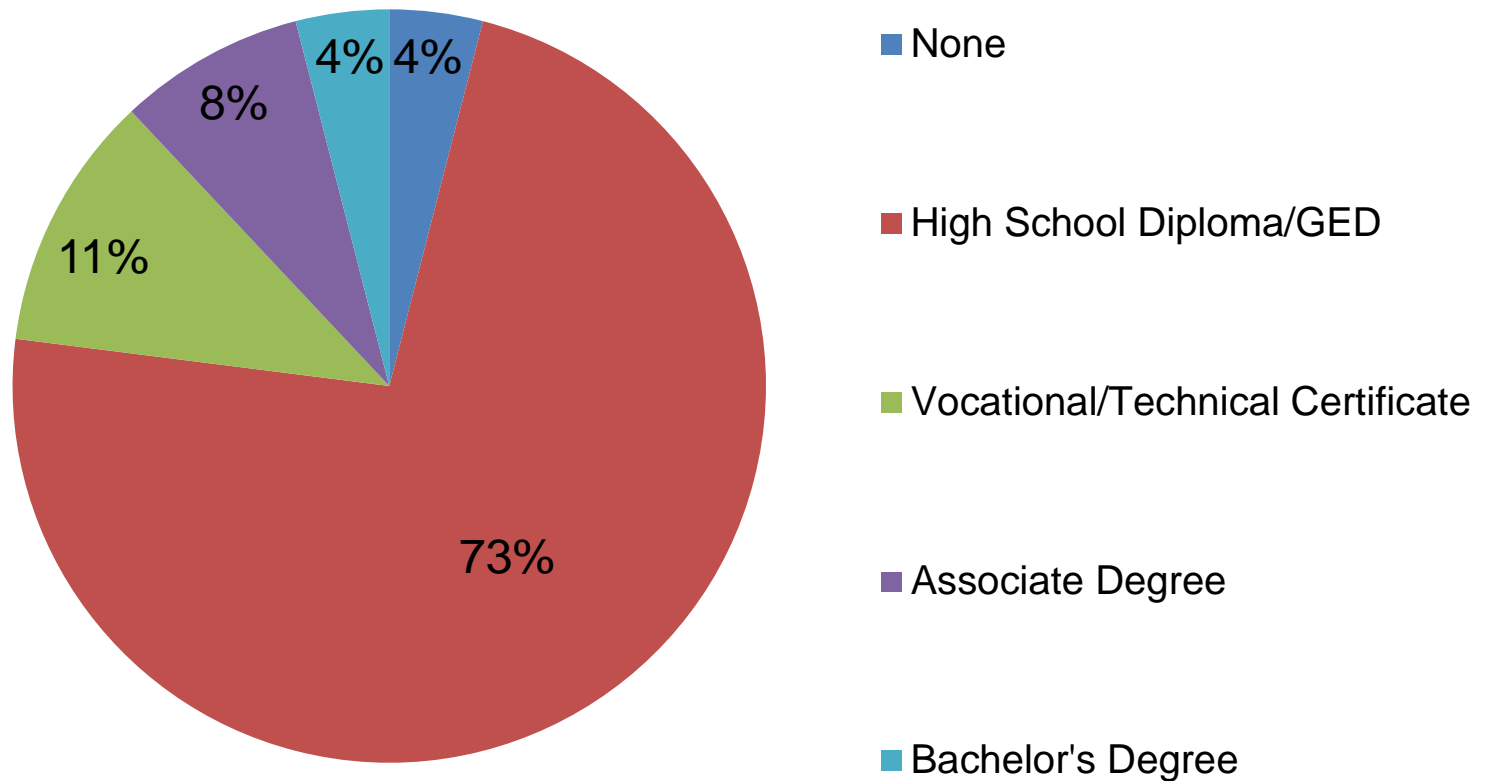
Source: 2017 CCSSE data

Student Respondent Profile: Racial Identification



Source: 2017 CCSSE data

Student Respondent Profile: Educational Attainment

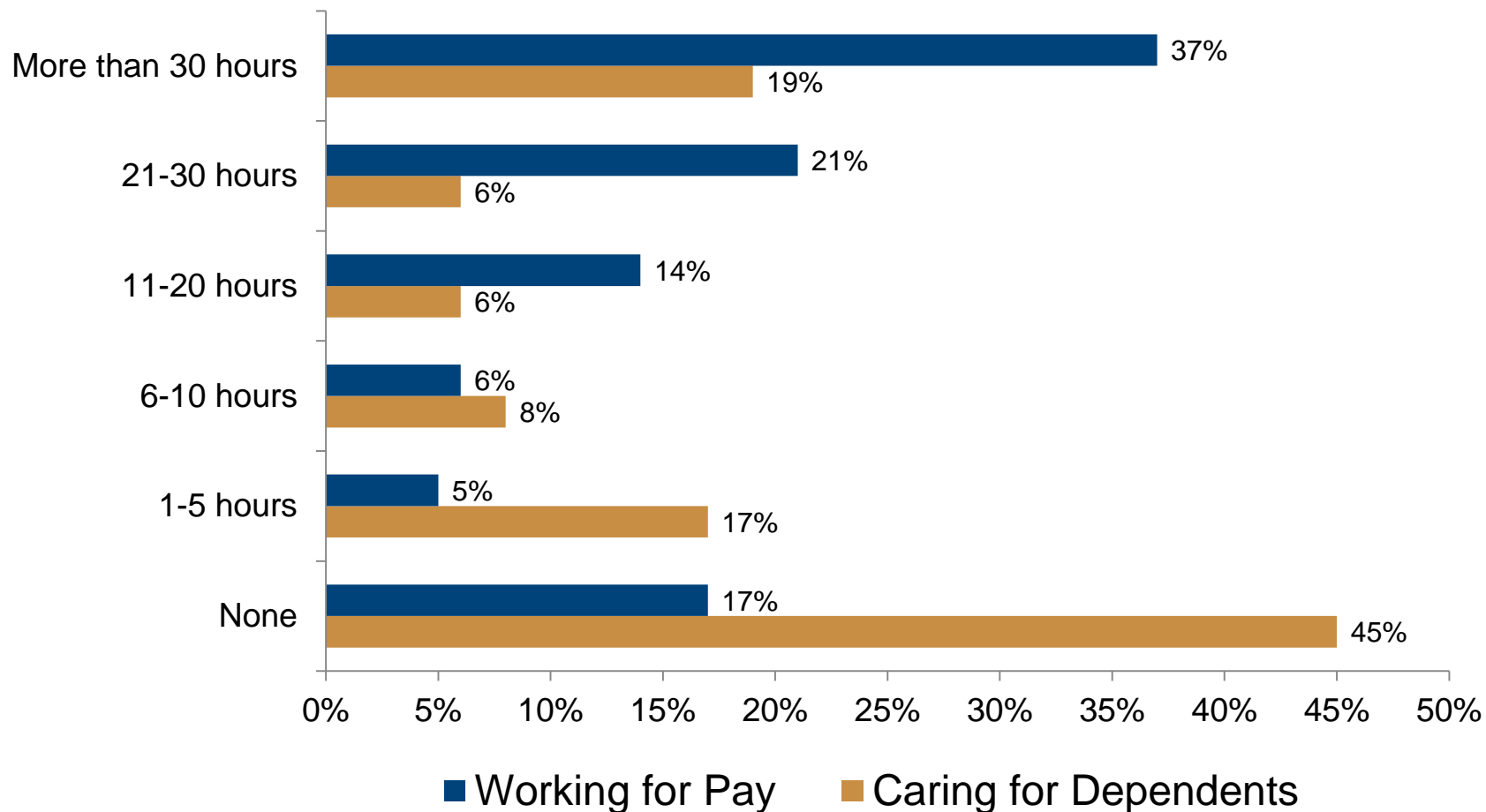


Source: 2017 CCSSE data

Student Respondent Profile: Goals

Source: 2017 CCSSE data

Student Respondent Profile: External Commitments



Source: 2017 CCSSE data

Student Respondent Profile: College-Related Activities

CCSSE Benchmarks for Effective Educational Practice

The five *CCSSE* benchmarks are



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-

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 development?

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

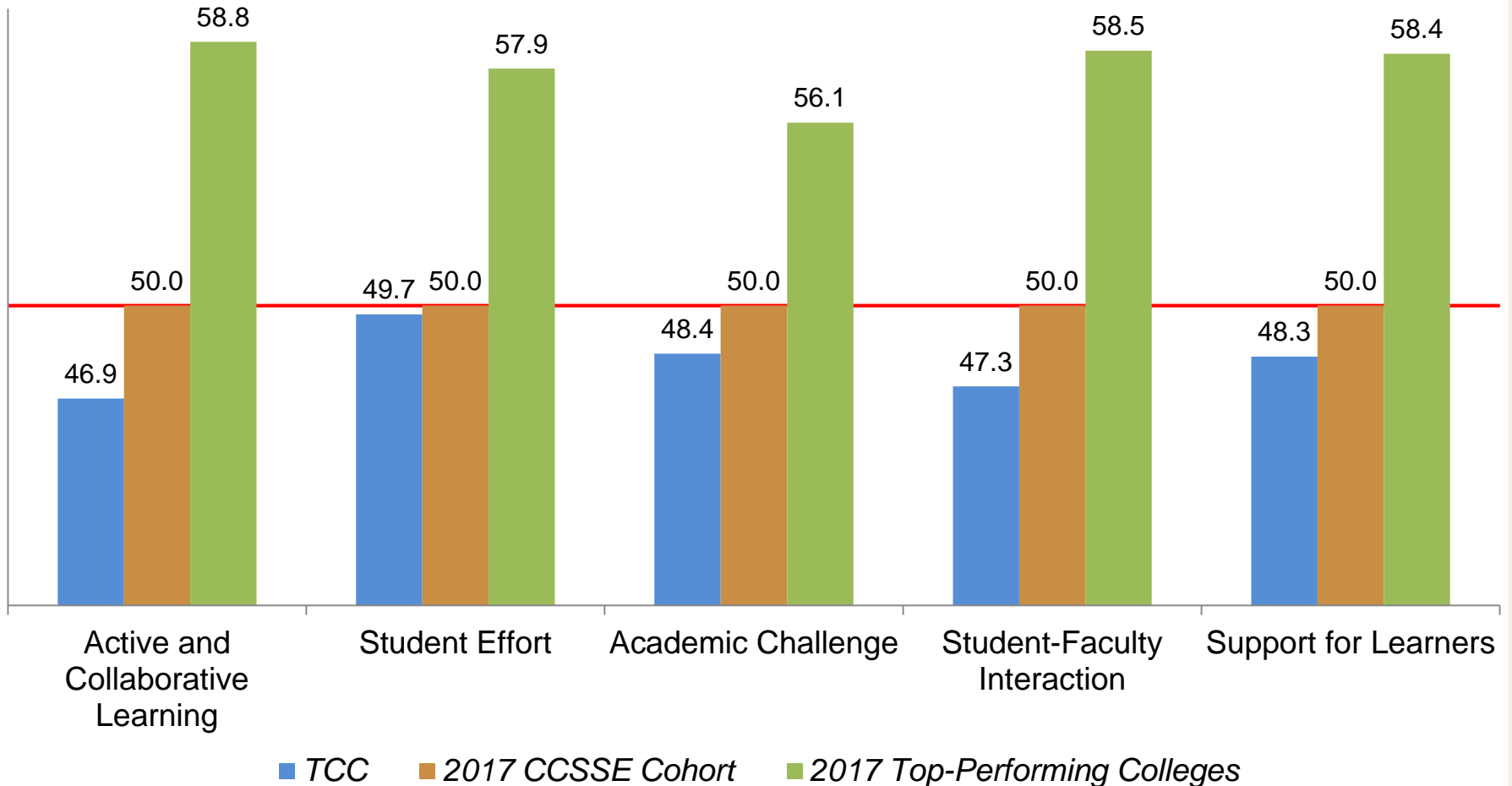
Student-Faculty Interaction (TCC %; CCSSE %)

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

CCSSE 2017 Benchmarks for Effective Educational Practice



Source: 2017 CCSSE data

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

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Full-time students also...

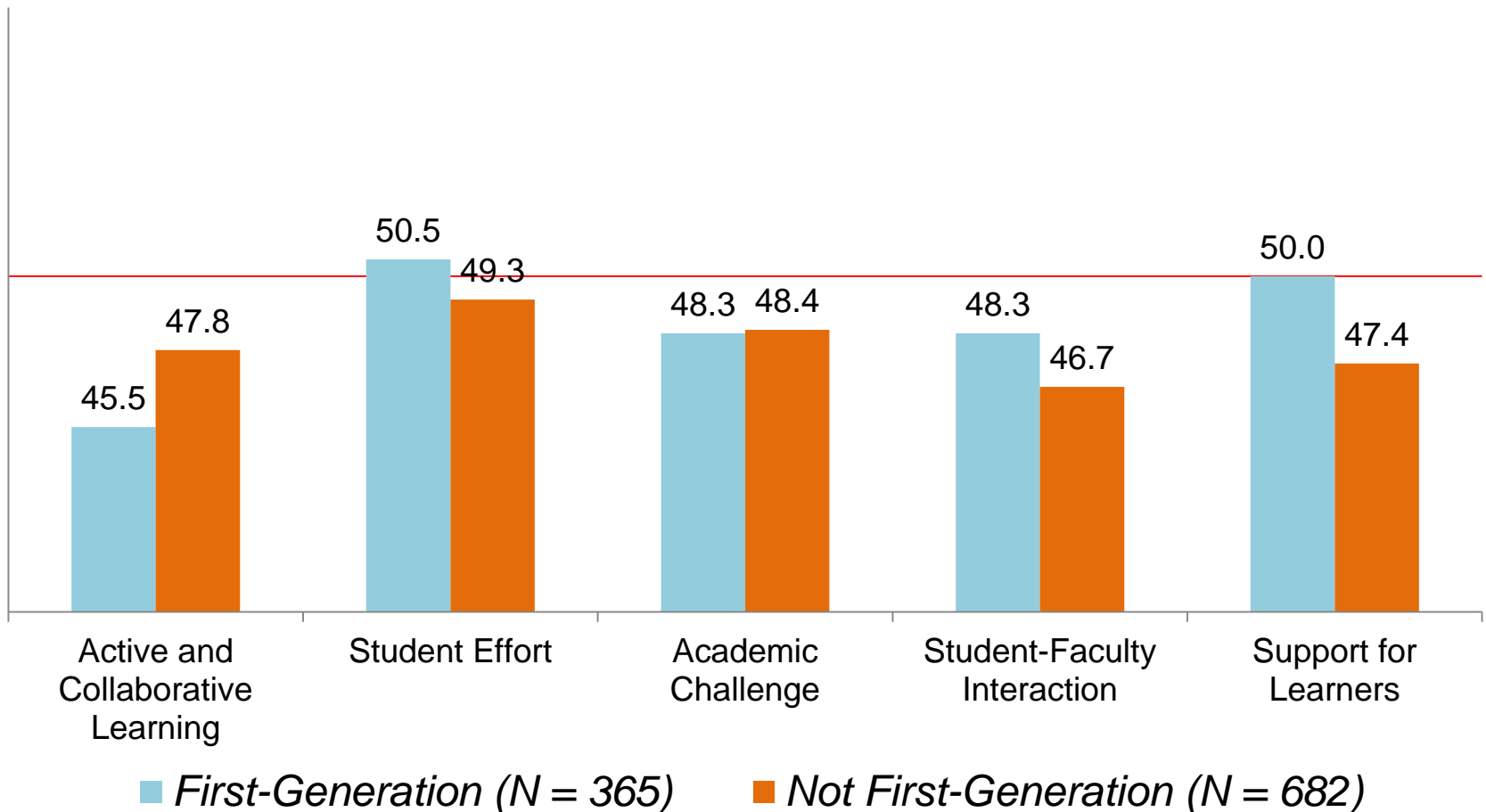
- Spent more time preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to the program)
- Felt stronger their coursework emphasized applying theories or concepts to practical problems or new

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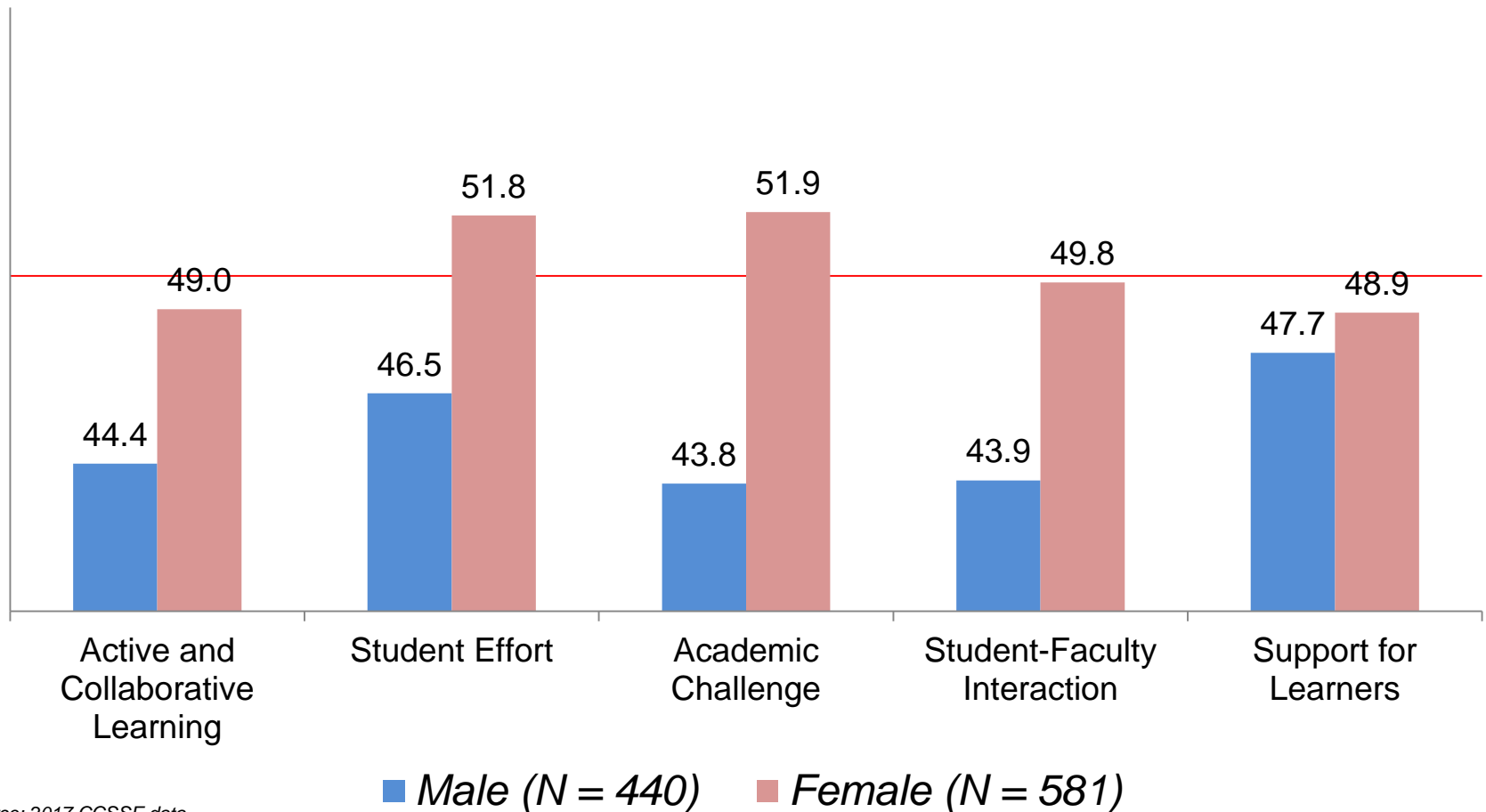
Full-time students feel like TCC contributes to their development in the following more than part-time students...

- 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

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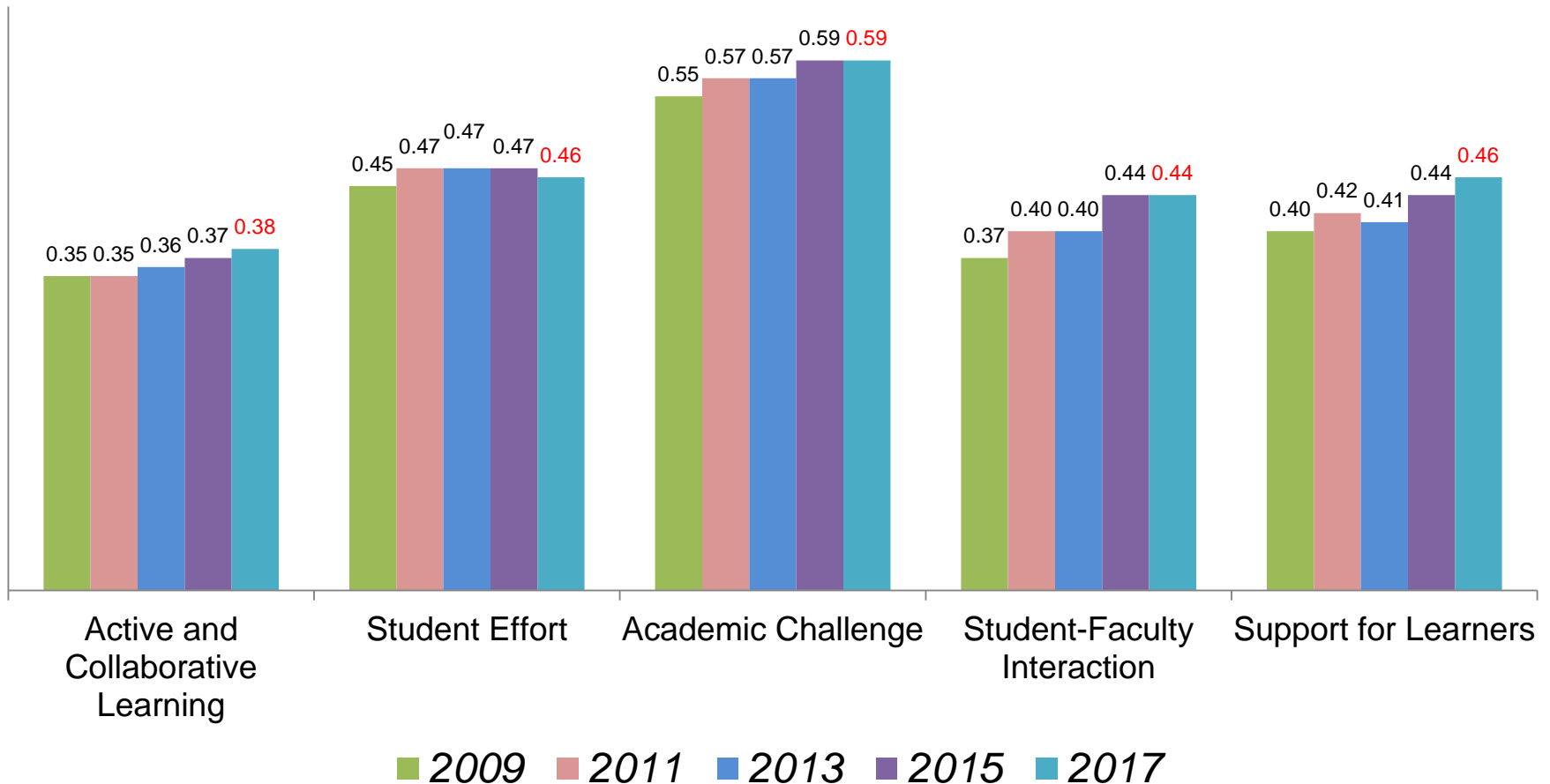
CCSSE 2017 Benchmarks for Effective Educational Practice



Source: 2017 CCSSE data

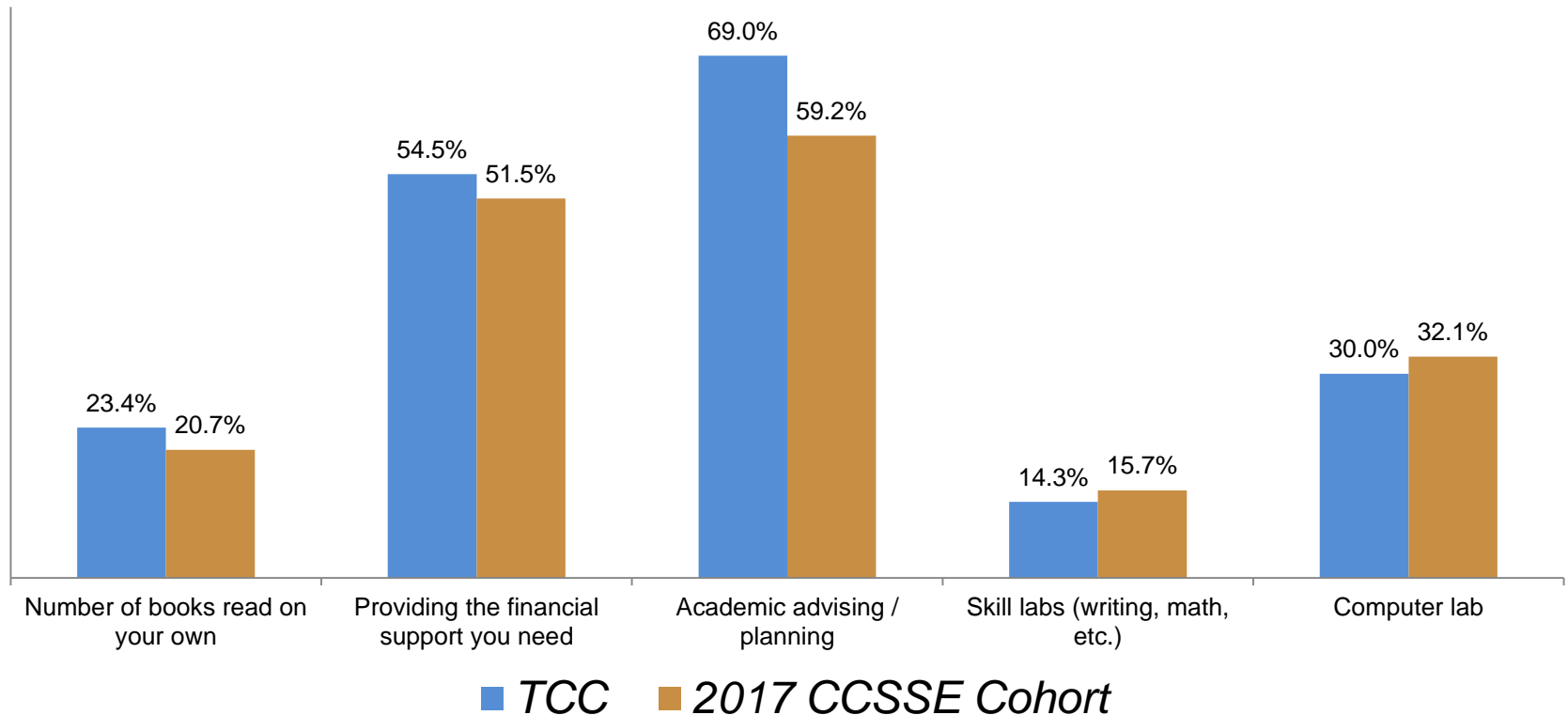
CCSSE Benchmarks for Effective Educational Practice

TCC's CCSSE Raw Benchmarks

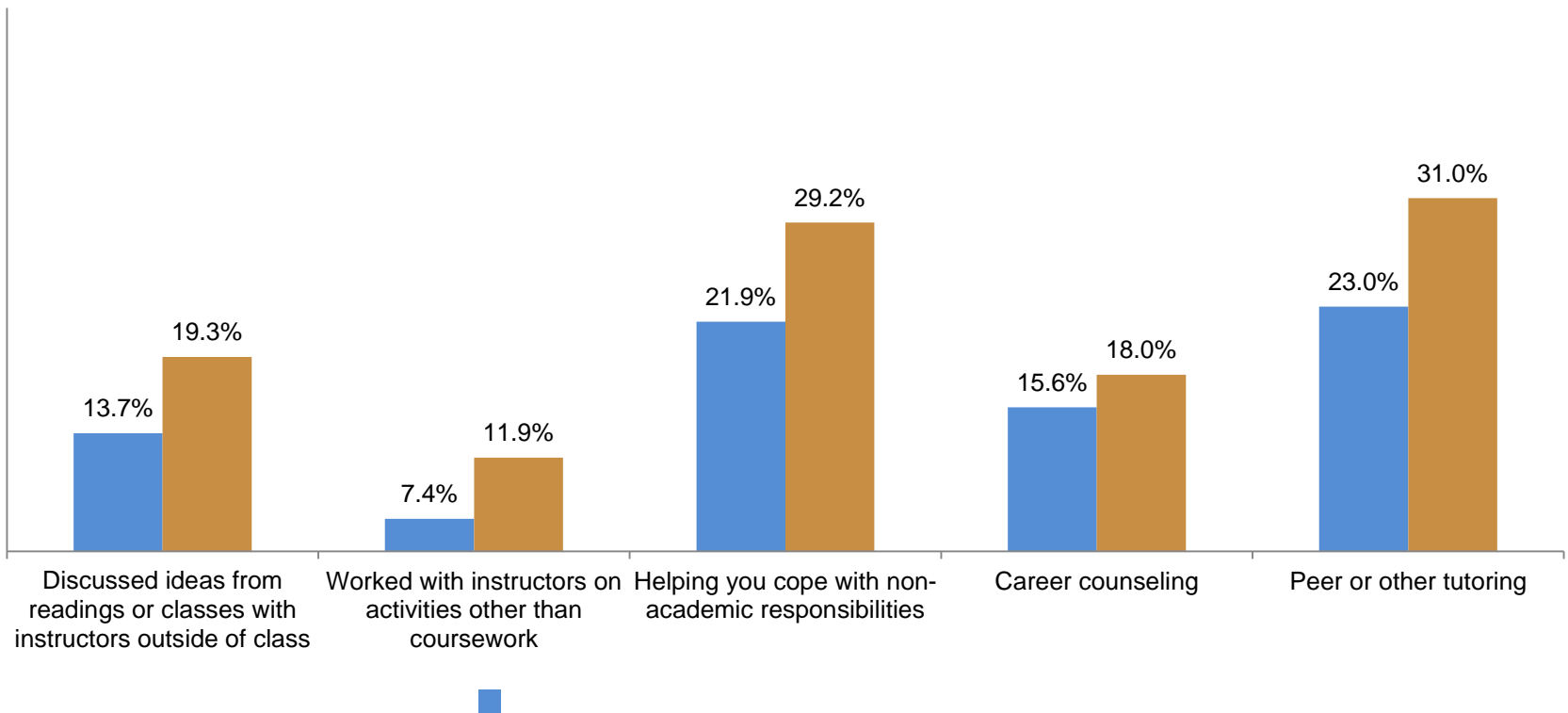


Source: 2009, 2011, 2013, 2015 and 2017 CCSSE data

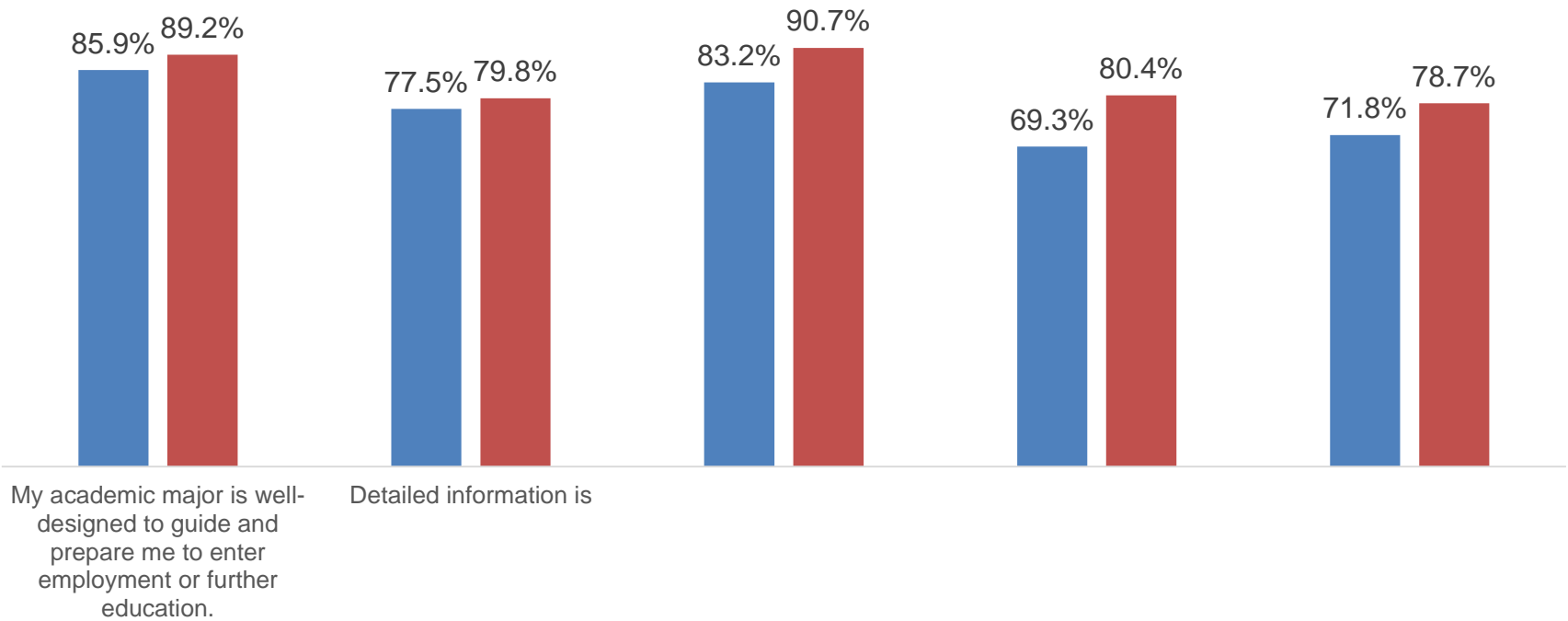
CCSSE 2017 Benchmarks for Effective Educational Practice



Source: 2017 CCSSE data

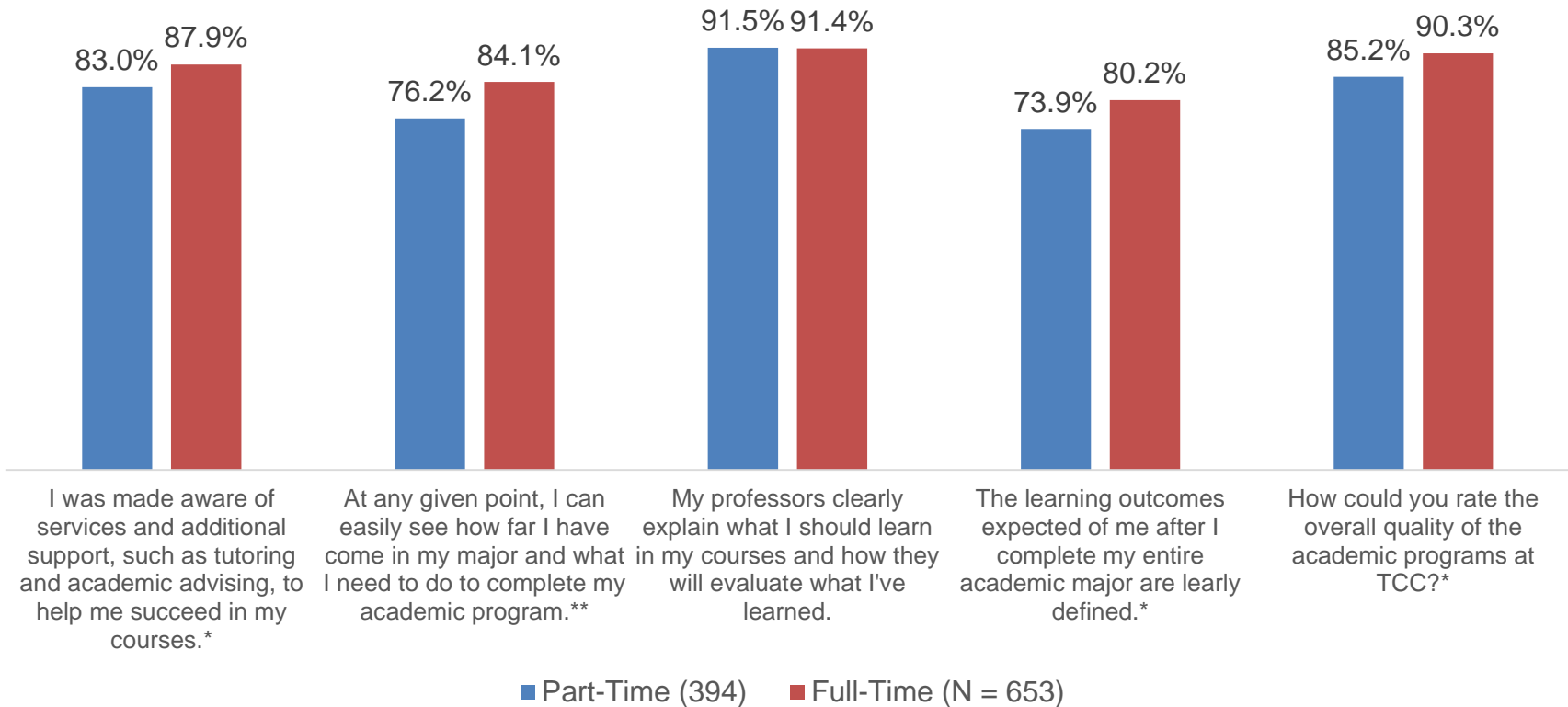


TCC Custom Items



TCC Custom Items

Strongly Agree and Agree



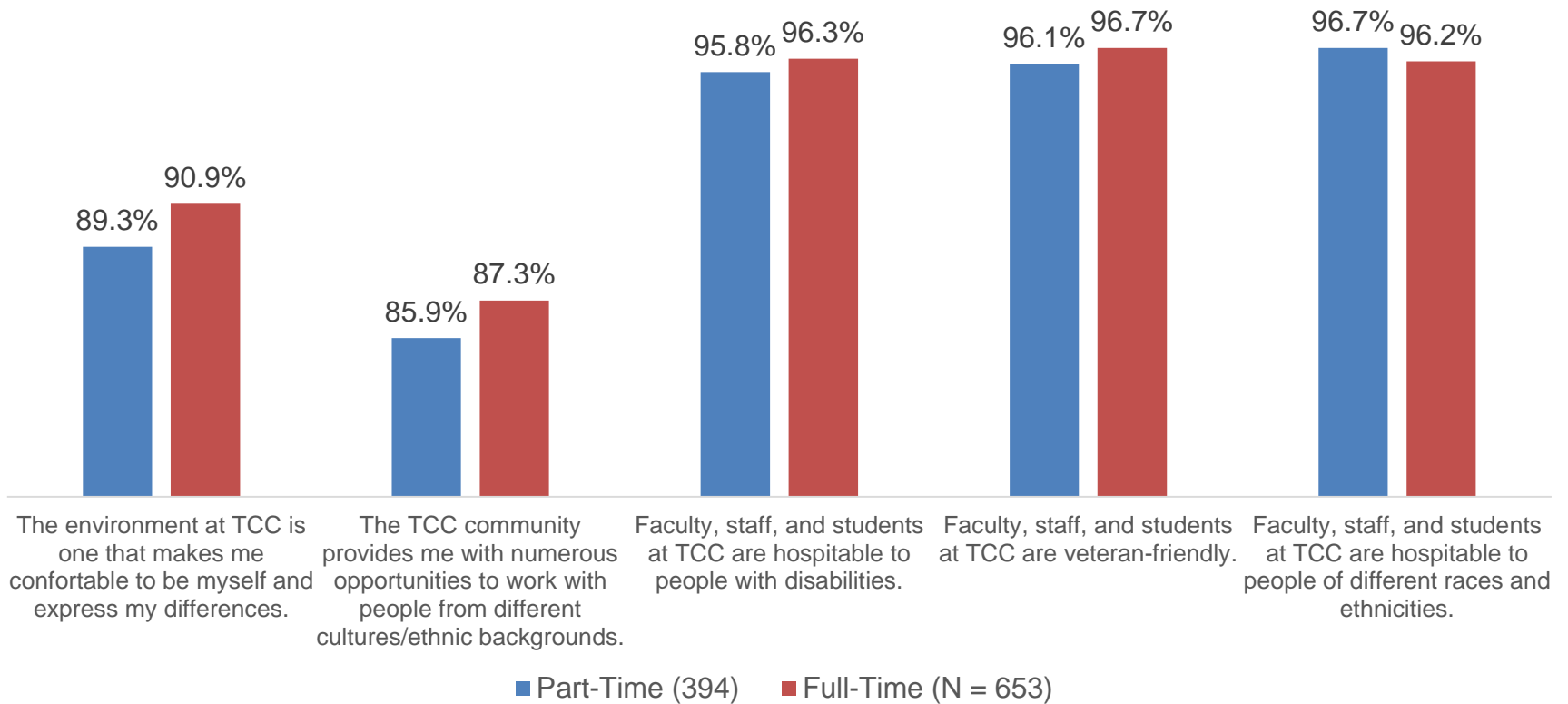
Source: 2017 CCSSE data

**Significant, $p < .01$

*Significant, $p < .05$

TCC Custom Items

Strongly Agree and Agree



Source: 2017 CCSSE data

