Community College Survey
of Student Engagement

Tulsa Community College

Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2017 Community College Survey of Student Engagement (*CCSSE*). The report provides college-specific data in an easy-to-share format including benchmark comparisons between the college, top-performing colleges, and the *CCSSE* cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five *CCSSE* special-focus items. Select faculty survey data are also highlighted.

Colleges participating in *CCSSE* 2017 received a refreshed survey instrument. Most of the items on the survey did not change at all, and the majority of those items that were revised underwent only minor adjustments to wording or response categories. Items that were no longer providing relevant data (e.g., outdated technology items) were eliminated, and the updated instrument includes several high-impact practices items that were not previously on the core survey. The refreshed survey also includes items about library and active military/veteran services, as well as new demographic items about active military/veteran and college athlete status.

This year, reporting will be based on a one-year cohort; 2018 reporting will use a two-year cohort and 2019 reporting will use a three-year cohort of participating colleges in survey analyses.

Academic Advising and Planning

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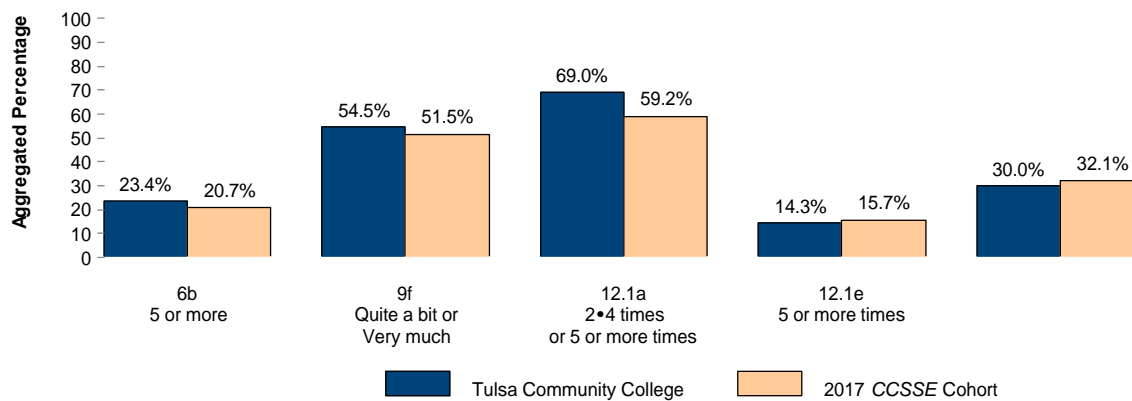referred to as the 2017 *CCSS*
eports.

Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding *CCSSE* data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks on which the college scored highest and the five items on which the college scored lowest relative to the 2017 *CCSSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2017 *CCSSE* Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the *CCSSE* online reporting system at **www.cccse.org**.

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2017 *CCSSE* Cohort. For instance, 23.4% of Tulsa Community College students, compared with 20.7% of other students in the cohort, responded *5–10, 11–20,* or *more than 20* on item 6b. It is important to note that some colleges' highest mean scores might be lower than the cohort mean.

Figure 3

Item	Tulsa Community College	2017 CCSSE Cohort
6b — 5 or more	23.4%	20.7%
9f — Quite a bit or Very much	54.5%	51.5%
12.1a — 2•4 times or 5 or more times	69.0%	59.2%
12.1e — 5 or more times	14.3%	15.7%
	30.0%	32.1%

2017 *CCSSE* Special-Focus Items

The Center adds special-focus items to *CCSSE* each year to augment the core survey, helping participating colleges and the field at large to further explore fundamental areas of student engagement. The 2017 special-focus items elicit new information about students' experiences associated with academic advising and planning such as whether students were required to meet with an advisor before registering for classes, how many times they met with an advisor over the course of one academic term, and whether they met with the same person each time. Frequency results from the first five special-focus items for your college and the 2017 *CCSSE* Academic Advising and Planning item-set respondents are displayed across pages 6 and 7.

Figure 5: Since your first academic term at this college, have you met (in person or online) with an academic advisor before registering for classes each term?

Yes, before every academic term: Tulsa Community College 56.2%, 2017 Cohort 50.1%
Yes, before some academic terms, but not all: Tulsa Community College 26.3%, 2017 Cohort 28.6%
No: Tulsa Community College 17.5%, 2017 Cohort 21.3%

■ Tulsa Community College (N=1,006)
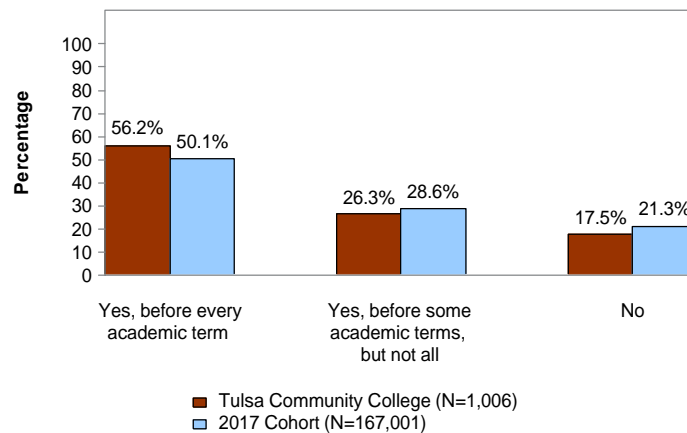□ 2017 Cohort (N=167,001)

Figure 6: Prior to registering for classes before this academic term at this college, were you required to meet (in person or online) with an academic advisor?
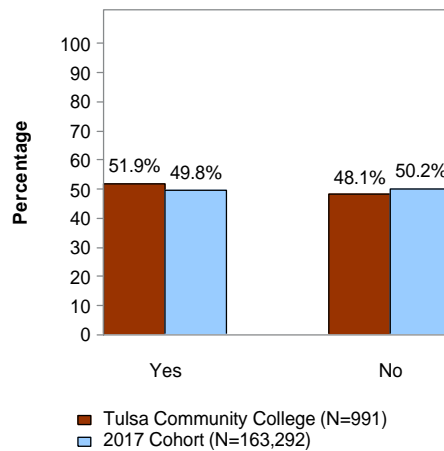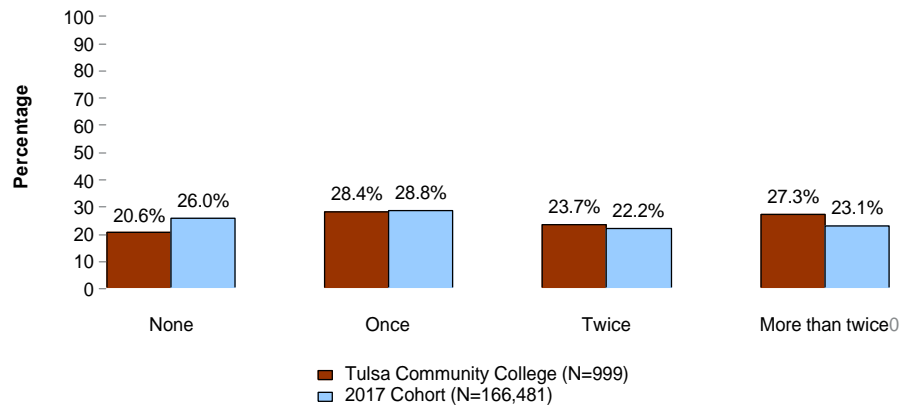

Yes: Tulsa Community College 51.9%, 2017 Cohort 49.8%
No: Tulsa Community College 48.1%, 2017 Cohort 50.2%

■ Tulsa Community College (N=991)
□ 2017 Cohort (N=163,292)

Figure 7: During this academic term at this college, how many times have you met (in person or online) with an academic advisor?

Tulsa Community College (N=999)
2017 Cohort (N=166,481)

CCFSSE

The Community College Faculty Survey of Student Engagement (*CCFSSE*), designed as a companion survey to *CCSSE*, elicits information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time—both in and out of the classroom.

CCFSSE data suggest that at most colleges, part-time faculty outnumber full-time faculty, and are also less likely to serve as academic advisors for students. Below you will find frequency results for part- and full-time faculty at your college describing whether advising is part of the teaching role and how many hours faculty spend in a typical week advising students.

17-20

Response	Part-Time N	Part-Time Percentage	Full-Time N	Full-time Percentage
None	62	34.3%	20	12.8%
1-4	104	57.5%	105	67.3%
5-8	11	6.1%	22	14.1%
9-12	3	1.7%	5	3.2%
13-16	1	0.6%	3	1.9%
17-20	0	N/A	0	N/A
21-30	0	N/A	0	N/A
More than 30	0	N/A	1	0.6%

Hours Spent Advising

- None
- 1•4
- 5•8
- 9•12
- 13•16
- 17•20
- 21•30
- More than 30