



2008 Community College Survey of Student Engagement (CCSSE) Results

Highlights from CCSSE

- **The *Community College Survey of Student Engagement (CCSSE)* was administered in over 70 randomly selected day and evening courses in the winter 2008 term.**
- **HFCC scored higher than other large colleges on four out of five benchmark measures.**
- **The lowest scores from survey respondents indicate dissatisfaction with: their relationships with administrative (non-faculty) staff; peer and other tutoring; academic and financial aid advising.**
- **The highest scores from student respondents indicate that: faculty are available, helpful and sympathetic; the college has assisted them in learning on their own, thinking critically, and acquiring a broad general education; they rate their overall educational experience as good or excellent; they would recommend the college to a friend or family member.**
- **The majority of students indicate that their primary goal is to earn an Associates degree and the major reasons for leaving HFCC would be transfer or lack of finances.**

Background on CCSSE

Henry Ford Community College administered the *Community College Survey of Student Engagement (CCSSE)* for the first time in winter 2008. The survey provides information about effective student behaviors and institutional practices in community colleges and assists institutions in using that information to promote improvements in student learning, persistence and success. *CCSSE's* goal is to provide member colleges with survey results that can be used to inform decision making and assist in identifying where institutions need to make improvements. **Student engagement**, or the amount of time and energy that students invest in meaningful educational practices, is the underlying foundation for *CCSSE's* work.

The survey was coordinated and administered through HFCC's Office of Research, Planning and Effectiveness. Seventy-four credit classes were randomly selected – stratified by time of day – from institutional data files. Over 1,500 students were asked to participate in the survey and 822 surveys (82% of the target 1,000) were used in the final data analysis.

The 2008 *CCSSE* Cohort includes three years of data (2006 through 2008) from 585 institutions across 48 states. More than three hundred thousand surveys are used in the cohort analysis.

Who responded to CCSSE?

HFCC student respondents were very similar to the overall HFCC population and the *CCSSE* Cohorts (other large colleges and overall population) on most characteristics. The part-time, full-time status of the respondent group was exactly opposite of the total HFCC and Cohort populations. *CCSSE* made adjustments in their analysis to account for these differences.

- 43% were male, 57% female,
- 49% were White, Non-Hispanic, 24% Black, 26% from other racial groups,
- 54% were 21 years of age or younger, 39% were 22-39, and 8% were 40 or older
- 64% attended full-time and 36% part-time

What do the results tell us?

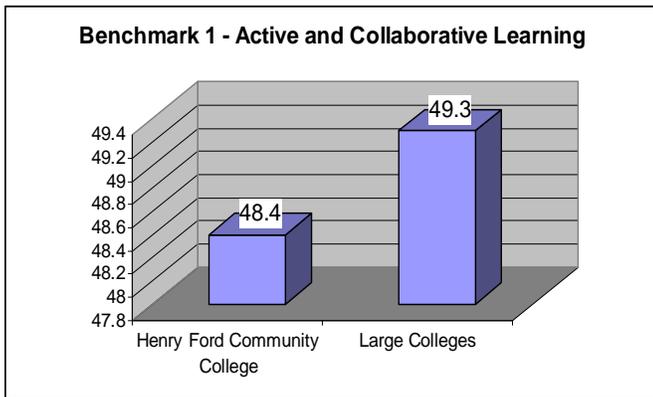
Benchmarks --

CCSSE utilizes a set of five benchmarks of educational practice in community colleges. These benchmarks allow institutions to gauge and monitor their performance in areas that are central to our work. The five benchmarks encompass 38 engagements items from the survey that reflect many of the most important aspects of the student experience. Research indicates that these student behaviors are some of the most powerful contributors to student learning, student retention and student success.

Benchmark 1 - Active and Collaborative Learning

This benchmark illustrates the extent to which students are actively involved in their learning and education, and have opportunities to think about and apply what they learn to different settings. The seven survey items that contribute to this benchmark are these: (4a), (4b), (4d), (4g), (4l), (4i), and (4r).

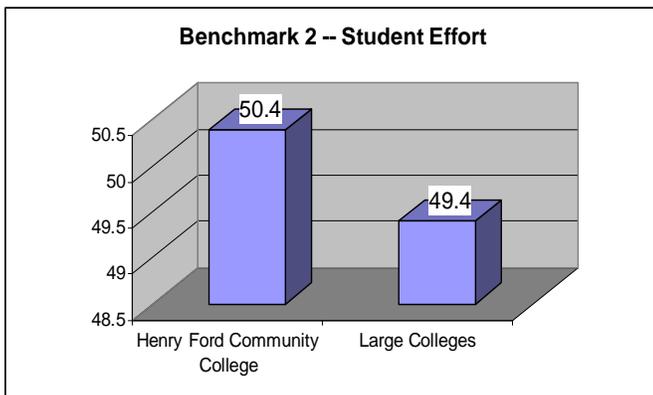
Following are the results for Benchmark 1 in comparison with other large colleges. The HFCC benchmark score was lower than all large colleges by 0.9. The range of benchmark scores for all large colleges is 40.7 to 66.4.



Benchmark 2 – Student Effort

This benchmark is a measure of student effort, the amount of time students spend on task, and indicates the degree to which students’ apply themselves to the learning process. Associated with this benchmark are the following eight survey questions: (4c), (4d), (4e), (13d1), (13e1), (13h1), (6b) and (10a).

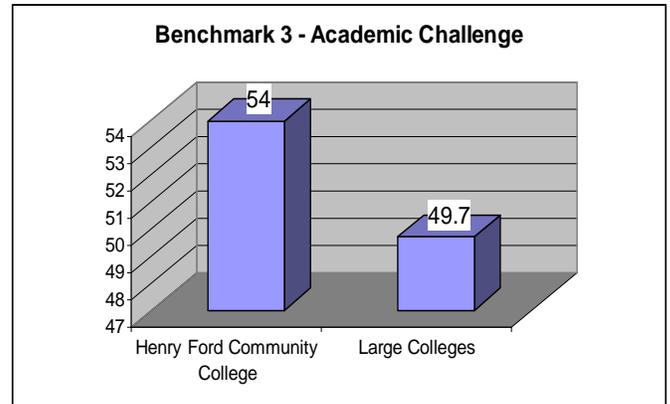
Below are the results for *Student Effort* in comparison with other large colleges. The HFCC benchmark score was higher than all large colleges by 1.0. The range of scores for all large colleges is 43.3 to 60.1.



Benchmark 3 – Academic Challenge

This benchmark indicates whether the work students are assigned is academically challenging and requires the use of complex cognitive tasks. Specifically, Academic Challenge includes the following survey items: (4p), (5b), (5c), (5d), (5e), (5f), (6a), (6c), (7), (9a).

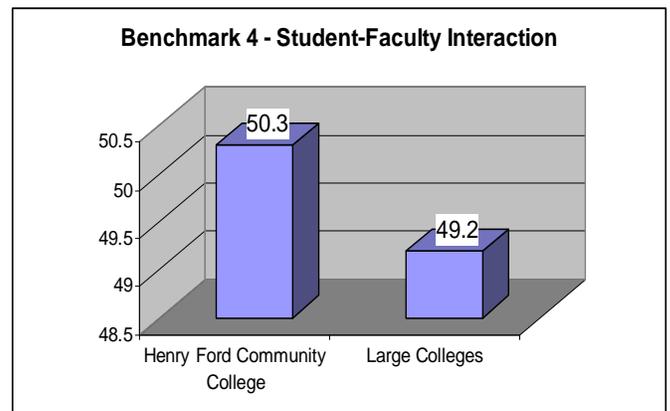
Below are the results for the benchmark *Academic Challenge* in relation to other large colleges. HFCC was higher than other Large Colleges by 4.3. The range of benchmark scores for all large colleges is 41.7 to 58.8.



Benchmark 4 – Student-Faculty Interaction

This benchmark gauges the extent to which students are engaged with their faculty. The six items used in this benchmark about students’ experience in these areas are: (4k), (4l), (4m), (4n), (4o), (4q).

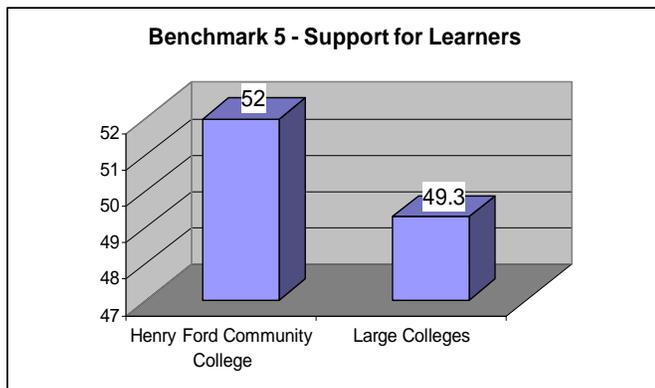
Below are the results for the benchmark *Student-Faculty Interaction* in relation to other large colleges. HFCC was higher than other Large Colleges by 1.1. The range of benchmark scores for all large colleges is 42.6 to 59.4.



Benchmark 5 – Support for Learners

This benchmark indicates the degree to which learners feel they have support services that assist them with academic and career planning, academic skill development and other issues that may affect both learning and retention. The seven survey items contributing to this benchmark include the following: (9b), (9c), (9d), (9e), (9f), (13a1), (13b1).

Below are the results for the benchmark *Support for Learners* in relation to other large colleges. HFCC was higher than other Large Colleges by 2.7. The range of benchmark scores for all large colleges is 40.1 to 63.7.



Survey Item Analysis –

The Community College Survey of Student Engagement contains nearly 200 individual questions. Various scales were used to provide an appropriate set of responses for each of the questions. Following is a review of those survey items where the frequencies of responses were unusually high, unusually low, or the average responses were significantly different from a comparison group.

Questions With Highest Scores –

- Relative to other large colleges, HFCC students indicate that the College encourages them to spend significant amounts of time studying.
- Relative to the entire 2008 CCSSE Cohort, HFCC students indicate that they do, in fact, spend more time studying.
- 56.9% of survey respondents indicate that they *often or very often* worked harder than they thought they could to meet an instructor's standard or expectations.
- More than half of survey respondents indicate that they use higher level thinking skills (analysis, synthesis and judgment) *quite a bit or very much*.

- On a scale of 1-7 (seven being highest), 62.5% rated faculty a 6 or 7 indicating that they are *available, helpful and sympathetic*.
- 74.3% indicate that the college has assisted them either *quite a bit or very much* in learning effectively on their own.
- 76.5% indicate that the college has assisted them either *quite a bit or very much* in acquiring a broad general education.
- 74.7% indicate that the college has assisted them either *quite a bit or very much* in thinking critically and analytically.
- 94.3% indicate they *would recommend* this college to a friend or family member.
- 85.8% of respondents rate their entire educational experience as *good or excellent*.

Questions With Lowest Scores –

- Relative to other large colleges, HFCC students indicate that their interaction with administrative (non-faculty) personnel is less than friendly and supportive.
- Relative to other large colleges, students indicate they are not satisfied with peer and other tutoring.
- Relative to other large colleges, students indicate they are not satisfied with academic and financial aid advising.
- 46% of students indicate that they have *never* worked with classmates outside of class to prepare class assignments.
- 83.8% indicate they have *never* participated in a community-based project as part of a regular course.
- Half (50%) of the respondents indicated that they have *never* discussed ideas from their readings or classes with instructors outside of class.
- 75.5% of respondents indicate that they have *never* worked with instructors on activities other than coursework.
- 67.2% indicate that they *have never nor do they intend to* attend an orientation session.
- 46.2% indicate that they receive *very little* support when coping with non-academic responsibilities (work, family, etc.)
- 87.0% indicate that they *never* participate in college-sponsored activities.

Other Pertinent Information About Survey Respondents–

- Students indicate *transferring to another college or university* or *lack of finances* as the major reasons that would cause them to withdraw from class or from this college.
- 68.0% indicate that their primary goal for attending is to *earn an Associates Degree*.
- 48.6% of part-time students and 26.8% of full-time students indicate that they *work 30 or more hours a week for pay*.
- 27.1% indicate that they spend *more than 30 hours a week* providing care for dependents living with them (parents, children, spouse, etc.)
- 35.5% indicate that a high school diploma or GED was the highest level of education for their mother.
- 31.5% indicate that a high school diploma or GED was the highest level of education for their father.