

Strategic Conversation: A Commitment to Student Engagement



HFCC

Henry Ford Community College

Your Best Choice. Guaranteed!

CCSSE: Community College Survey of Student Engagement

- Administered Winter 2008 in over 70 sections, 1,700 students, nearly 200 questions.
- Student Engagement: a study of student behaviors and institutional practices that are highly correlated with student success and retention.

The Community College Student Report

Instructions: It is essential that you use a No. 2 pencil to complete this survey. Mark your answers as shown in the following example: Correct Mark Incorrect Marks

1. Did you begin college at this college or elsewhere? Started here Started elsewhere

2. Thinking about this current academic term, how would you characterize your enrollment at this college? Full-time Less than full-time

3. Have you taken this survey in another class this term? Yes No

4. In your experiences at this college during the current school year, about how often have you done each of the following?

	Very often	Often	Sometimes	Never
a. Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Tutored or taught other students (paid or voluntary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Participated in a community-based project as a part of a regular course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Used the Internet or instant messaging to work on an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Used e-mail to communicate with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Discussed grades or assignments with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Talked about career plans with an instructor or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Discussed ideas from your readings or classes with instructors outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Received prompt feedback (written or oral) from instructors on your performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Worked with instructors on activities other than coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Had serious conversations with students of a different race or ethnicity other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Skipped class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. During the current school year, how much has your coursework at this college emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Analyzing the basic elements of an idea, experience, or theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Synthesizing and organizing ideas, information, or experiences in new ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Making judgments about the value or soundness of information, arguments, or methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Using information you have read or heard to perform a new skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PLEASE DO NOT MARK IN THIS AREA

SERIAL #

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CCSSE: Purpose

CCSSE helps us:

- Identify and celebrate areas of strength
- Identify and learn from good educational practice
- Identify areas in which we can improve

CCSSE:

A Tool for Community Colleges

- *CCSSE* data analyses include a three-year cohort of participating colleges.
 - The 2008 *CCSSE* Cohort includes 343,378 community college students from 585 institutions in 48 states, British Columbia, Nova Scotia, and the Marshall Islands.

CCSSE Analysis

- Compare Mean Answers
- Benchmark Analysis
- Frequencies of Responses

Item Analysis – High Scores

- On a scale of 1-7 (seven being highest) 62.5% rated faculty a 6 or 7 indicating that faculty are ***available, helpful and sympathetic.***
- 74.7% indicate that the college has assisted them either ***quite a bit*** or ***very much*** in thinking critically and analytically.

Item Analysis – High Scores

- Nearly three quarters of respondents indicate that the college has assisted them *quite a bit* or *very much* in learning effectively on their own and acquiring a broad general education.
- Almost all (94.3%) *would recommend* this college to a friend or family member.
- 85.8% rate their educational experience as *good* or *excellent*.

Item Analysis – Low 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 academic and financial aid advising.

Item Analysis – Low Scores

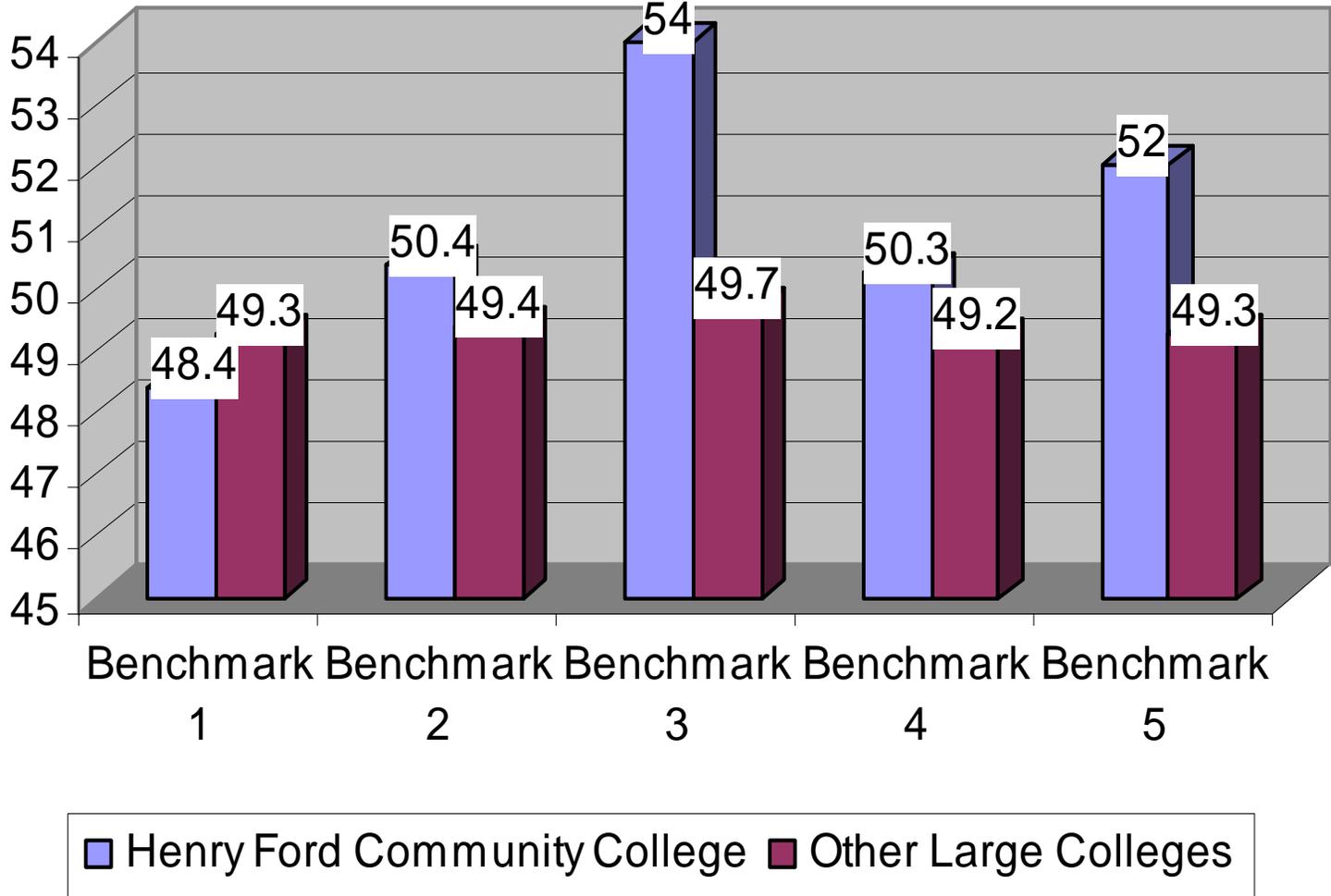
- 83.8% indicate they have *never* participated in a community-based project as part of a regular course.
- 50% of respondents indicated that they have *never* discussed ideas with instructors outside of class.
- 46.2% indicate they receive *very little* support when coping with non-academic responsibilities (work, family, etc.)

***CCSSE* Benchmarks for Effective Educational Practice**

The five *CCSSE* benchmarks are:

- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners

CCCCE Benchmarks



Active and Collaborative Learning – (curricular and non-curricular)

During the current school year, how often have you:

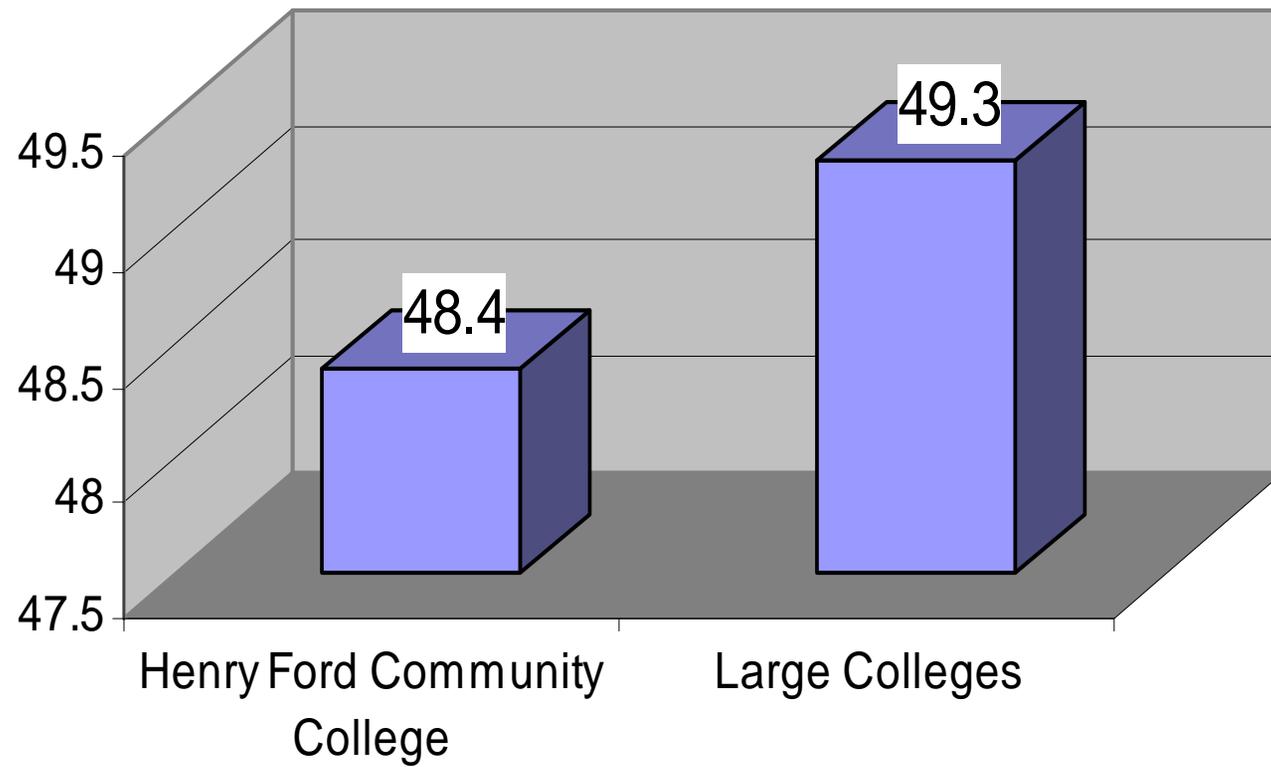
- Asked questions or contributed to a class discussion
- Made a class presentation
- Worked with other students on a project during class
- Worked with classmates outside of class to prepare assignments

Active and Collaborative Learning – (curricular and non-curricular)

During the current school year, how often have you:

- Tutored or taught other students
- Participated in a community-based project
- Discussed ideas from your readings or classes with others outside of class

Benchmark 1 - Active and Collaborative Learning



Rules for Conversation

- Assign a Recorder
- Assign a Reporter
- Ten Minutes for Discussion
- Ten Minutes for Reporting Out –
Report Out New Information Only

Question #1

- a.) What do we already do to engage students in active and collaborative learning?
- b.) What can we do to improve?

Report Out

10 Minutes

Question #2

Choose another benchmark –
What can we do to improve this
benchmark?

Report Out

10 Minutes

Question #3

Choose another benchmark –

- What can we do to improve this benchmark?

Report Out

10 Minutes

Thank you!