



CCSSE 2014 Findings for the City Colleges of Chicago

PROFESSIONAL DEVELOPMENT DAY



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Background & Executive Summary

The Community College Survey of Student Engagement (CCSSE) is a product of the Center for Community College Student Engagement, a research and service initiative of the Program for Higher Education Leadership at The University of Texas at Austin. CCSSE provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence.

The CCSSE survey is designed to capture student engagement as a measure of institutional quality and provides results that can inform decision-making and target institutional improvements.

During the Spring of 2014, six of the seven City Colleges of Chicago administered CCSSE:

- Daley College
- Harold Washington College
- Kennedy-King College
- Olive-Harvey College
- Truman College
- Wright College

This analysis presents results from the six colleges in both aggregate and college level format.

The primary goal of this analysis is to utilize the 2014 CCSSE data to better understand and serve CCC's student population and relate the results to CCC's current initiatives and interventions.

2014 Percent of Target Met – by college

Survey completion counts

College	Adjusted Survey Count	Targeted Number of Surveys	Percent of Target met
Daley College	734	1,000	73%
Harold Washington College	925	1,000	93%
Kennedy-King College	517	800	65%
Olive-Harvey College	218	800	27%
Truman College	800	1,000	80%
Wright College	928	1,000	93%
CCC	4,122	5,600	74%

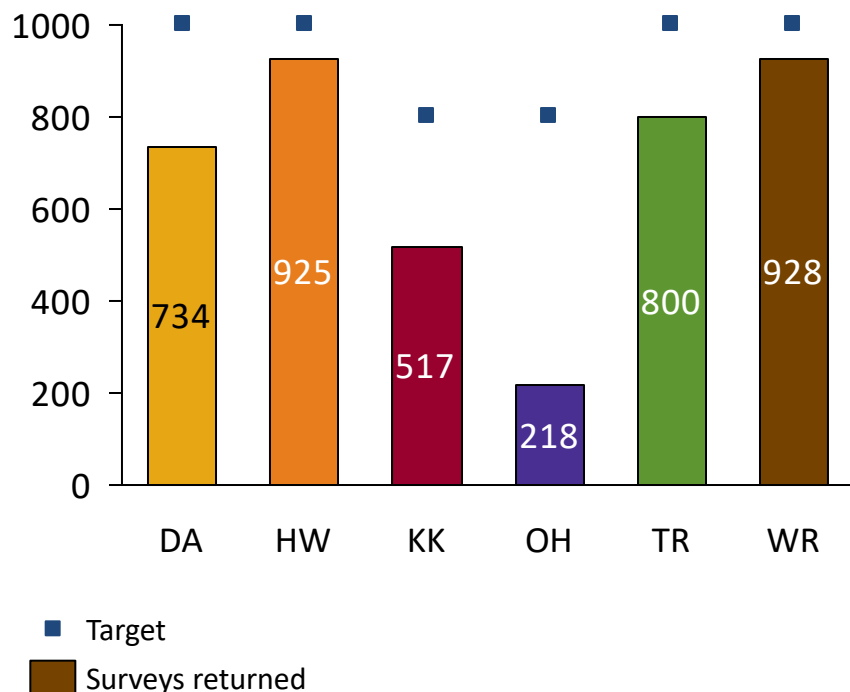
Note: The following respondents were excluded from reporting: those not indicating enrollment status, those marking invalid data selections, those under the age of 18, and those indicating previous survey submission. Oversampled respondents were also excluded because they were selected outside CCSSE's primary sampling.

Source: 2014 CCSSE data

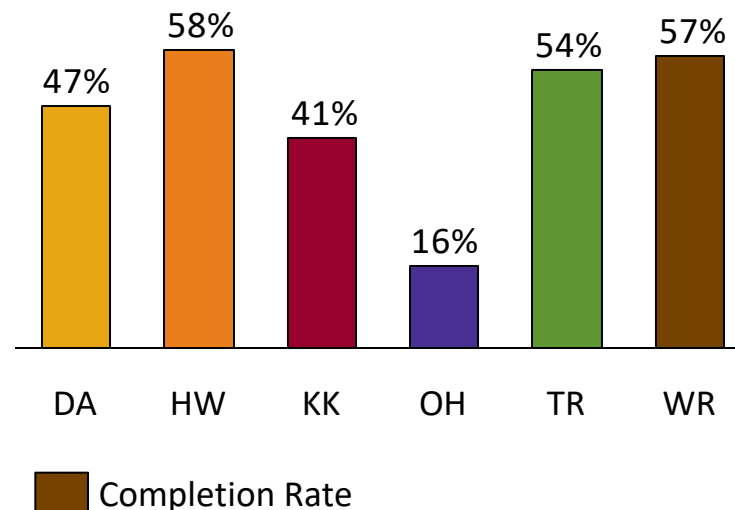
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2014 Survey Completion Rates

Actual surveys returned vs. Target



Overall completion rate



Note: Overall completion rates are calculated by dividing the number of surveys returned by the number of surveys sent to the college; percentage of sampled classes surveyed is calculated by dividing the number of surveyed classes by the number of sampled classes.

Source: 2014 CCSSE data



CCC Consortium Level Benchmark Reports



Benchmarks of Effective Educational Practice

CCSSE Benchmarks

★ Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

★ Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

★ Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

★ Student-Faculty Interaction

In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

★ Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

For further information about CCSSE benchmarks, please visit www.ccsse.org.

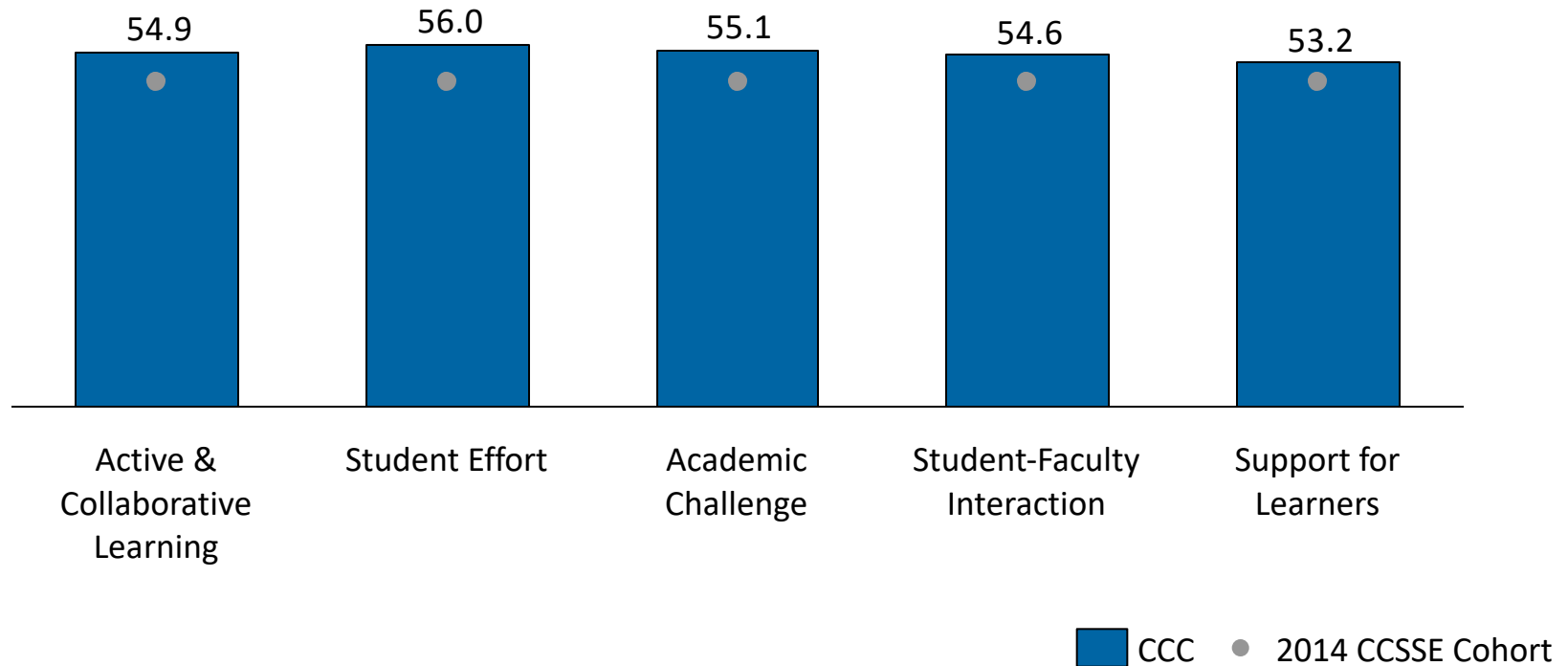
The five CCSSE benchmarks (shown on the left) are groups of conceptually related survey items that address key areas of student engagement. These five areas have been shown to be important to students' college experiences and educational outcomes. They provide colleges with a useful starting point for analyzing institutional results and allow colleges to monitor their performance in areas that are central to their work. They are also helpful in providing appropriate and useful comparisons with other colleges.

CCSSE uses a three-year cohort of participating colleges in all core survey analyses. The cohort used in this analysis is referred to as the *2014 CCSSE cohort* and encompasses the years 2012-2014.

Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. A standard deviation of 25 is used to ensure that over 95% of benchmark scores fall between 0 and 100, providing an understandable scale for colleges.

Benchmarks Overview

CCC scored above the 2014 CCSSE benchmark across all five categories.

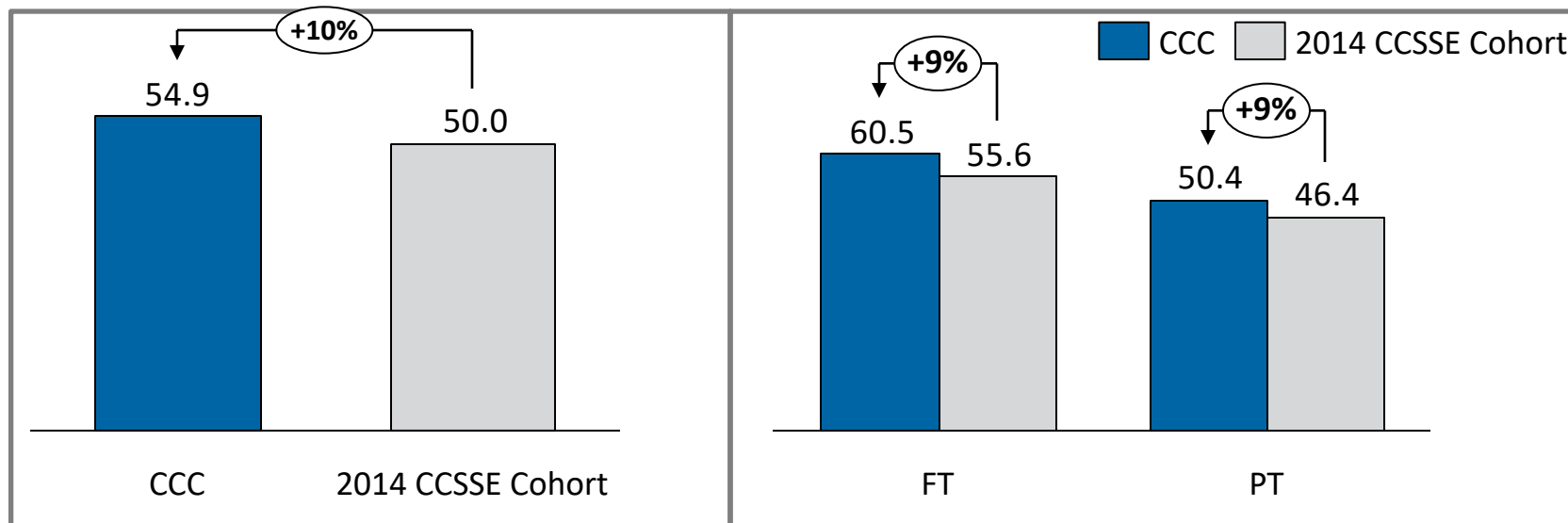


Source: 2014 CCSSE data

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During the current school year, how often have you:

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)



Source: 2014 CCSSE data

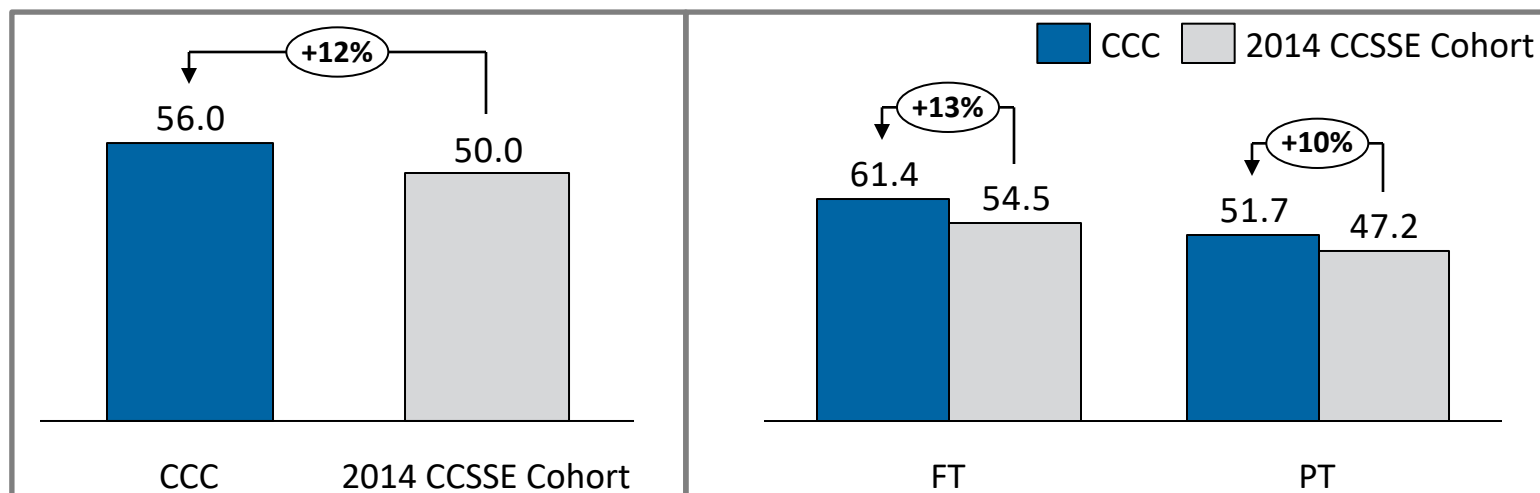
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During the current school year, how often have you:

- Prepared two or more 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
- Came to class without completing readings or assignments
- Used peer or other tutoring services
- Used skill labs
- Used a computer lab

During the current school year:

- Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- Number of hours spent in a typical week preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)



Source: 2014 CCSSE data

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During the current school year, how often have you:

- Worked harder than you thought you could to meet an instructor's standards or expectations

How much does your coursework at this college emphasize

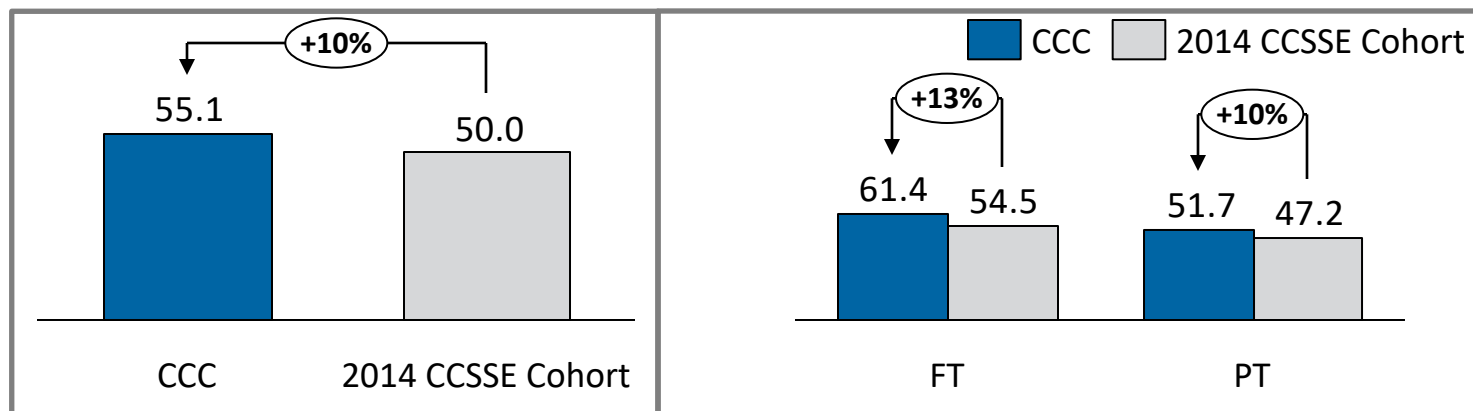
- Analyzing the basic elements of an idea, experience, or theory
- Synthesizing and organizing ideas, information, or experiences in new ways
- Making judgments about the value or soundness of information, arguments, or methods
- Applying theories or concepts to practical problems or in new situations
- Using information you have read or heard to perform a new skill

During the current school year:

- Number of assigned textbooks, manuals, books, or book-length packs of course readings
- Number of written papers or reports of any length
- What extent have your examinations challenged you to do your best work

How much does this college emphasize:

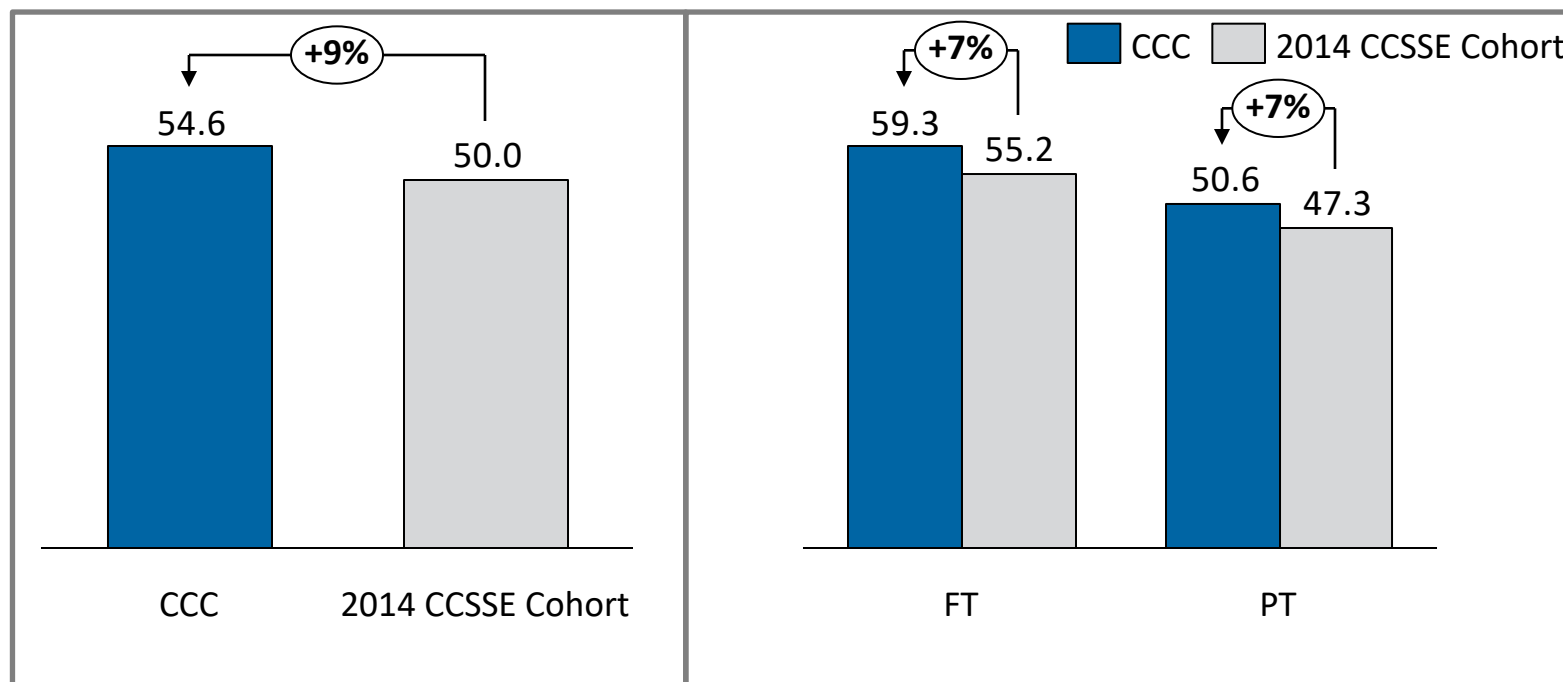
- Encouraging you to spend significant amounts of time studying



Source: 2014 CCSSE data

During the current school year, how often have you:

- Used email to communicate with an instructor
- Discussed grades or assignments with an instructor
- Talked about career plans with an instructor or advisor
- Discussed ideas from your readings or classes with instructors outside of class
- Received prompt feedback (written or oral) from instructors on your performance
- Worked with instructors on activities other than coursework



Source: 2014 CCSSE data

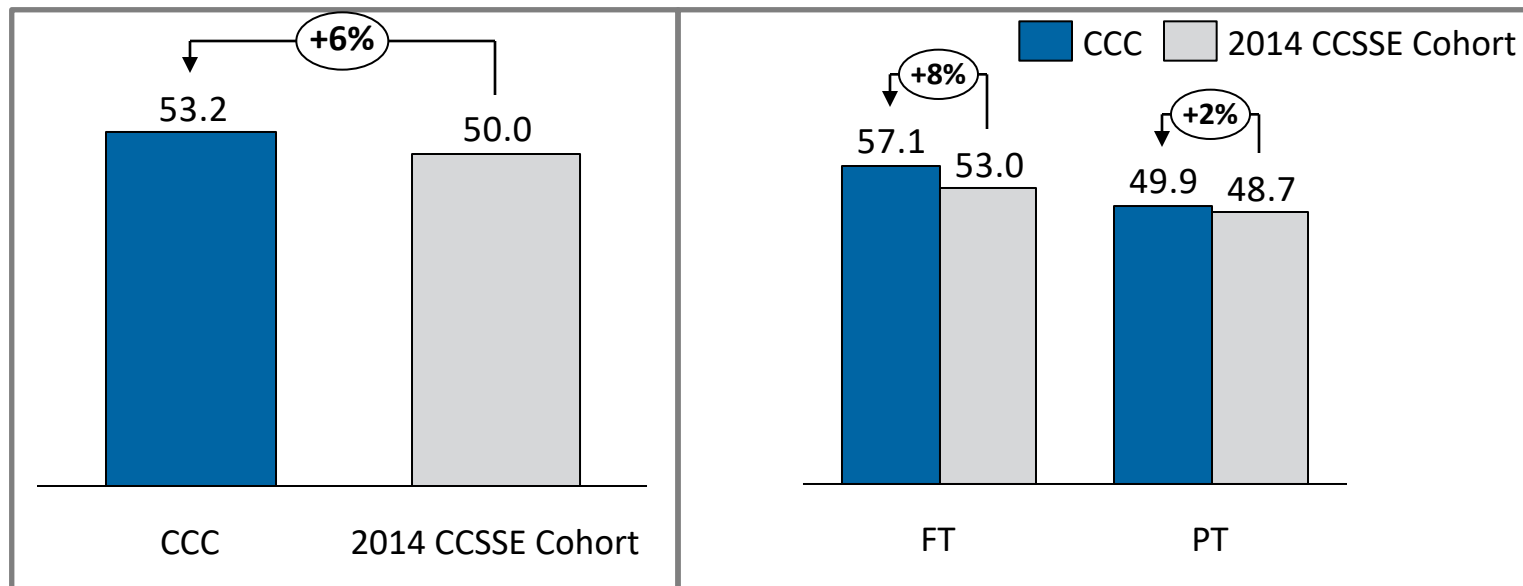
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How much does this college emphasize:

- Providing the support you need to help you succeed at this college
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Helping you cope with your non-academic responsibilities (work, family, etc.)
- Providing the support you need to thrive socially
- Providing the financial support you need to afford your education

During the current school year, how often have you:

- Used academic advising/planning services
- Used career counseling services



Source: 2014 CCSSE data

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Benchmark Scores by College



Benchmarks Scores by College

- Sub-area scored above 2014 CCSSE Cohort benchmark
- Sub-area scored below 2014 CCSSE Cohort benchmark

College	Adjusted Survey Count	Overall Completion Rate
DA	734	47%
HW	925	58%
KK	517	41%
OH	218	16%
TR	800	54%
WR	928	57%

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

Source: 2014 CCSSE data

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Summary of Highest and Lowest Benchmarks of Student Engagement



Summary of Highest and Lowest Benchmarks of Student Engagement
































CCC	Active & Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
Highest Score	●	<ul style="list-style-type: none"> ● Prepared two or more drafts of a paper or assignment before turning it in ● Frequency: Peer or other tutoring 	●	<ul style="list-style-type: none"> ● Discussed ideas from your readings or classes with instructors outside of class ● Worked with instructors on activities other than coursework 	● Helping you cope with your non-academic responsibilities (work, family, etc.)
Lowest score	● Worked with classmates outside of class to prepare class assignments	● Preparing for class (studying, reading, writing, homework, or other activities related to your program)	● Rate the extent to which your exams during the current school year have challenged you to do your best work at this college	● Used email to communicate with an instructor	● Providing the support you need to help succeed at this college

- Sub-area scored was an aspect of the highest student engagement
- Sub-area scored was an aspect of the lowest student engagement
- Sub-area was neither highest or lowest in student engagement

Source: 2014 CCSSE data

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Summary of Highest Benchmarks of Student Engagement- by college































	Active & Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
Highest Score 	   Made a class presentation  Worked with classmates outside of class   Tutored other students  Worked with others on projects during class	    Prepared 2 or more drafts of a paper before turning it in   Frequency: Computer lab  Frequency: Skill labs (writing, math)  Frequency: Peer or other tutoring	 Making judgments about the value or soundness of information, arguments, or methods  Number of written papers or reports of any length	   Discussed ideas from my your readings/classes with instructors outside of class   Talked about career plans with an advisor   Worked with instructors on activities other than coursework	  Helping you cope with your non-academic responsibilities (work, family)   Encouraging contact among students from diff. economic, social, & racial backgrounds  Frequency: Career counseling  Providing support you need to thrive socially

Common strength across 3+ colleges

Most frequent sub-area:

- Made a class presentation
- Prepared two or more drafts of a paper before turning it in
- Discussed ideas from your readings or classes with instructors outside of class

Summary of Lowest Benchmarks of Student Engagement- by college

	Active & Collaborative Learning	Student Effort	Academic Challenge	Student-Faculty Interaction	Support for Learners
Lowest Score 	<ul style="list-style-type: none">   Tutored other students   Worked with classmates outside of class   Made a class presentation   Participated in a community-based project as a part of a regular course 	<ul style="list-style-type: none">   Came to class without completing readings/ assignments   Worked on a paper that required integrating ideas or information from various sources  Preparing for class (studying, reading, homework etc.)  Frequency: Skill labs (writing, math) 	<ul style="list-style-type: none">  Rate the extent to which your exams during the current school year have challenged you to do your best work at this college  Number of written papers or reports of any length 	<ul style="list-style-type: none">  Used email to communicate with an instructor  Talked about career plans with an advisor  Used email to communicate with an instructor 	<ul style="list-style-type: none">     Providing the support you need to help succeed at this college   Frequency: Academic advising/planning   Encouraging contact among students from diff. economic, social, & racial backgrounds  Frequency: Career counseling  Providing financial support needed to afford education

Common weakness across 3+ colleges

Most frequent sub-area:

- Providing the support you need to help you succeed at this college

Source: 2014 CCSSE data

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Aspects of Highest Student Engagement



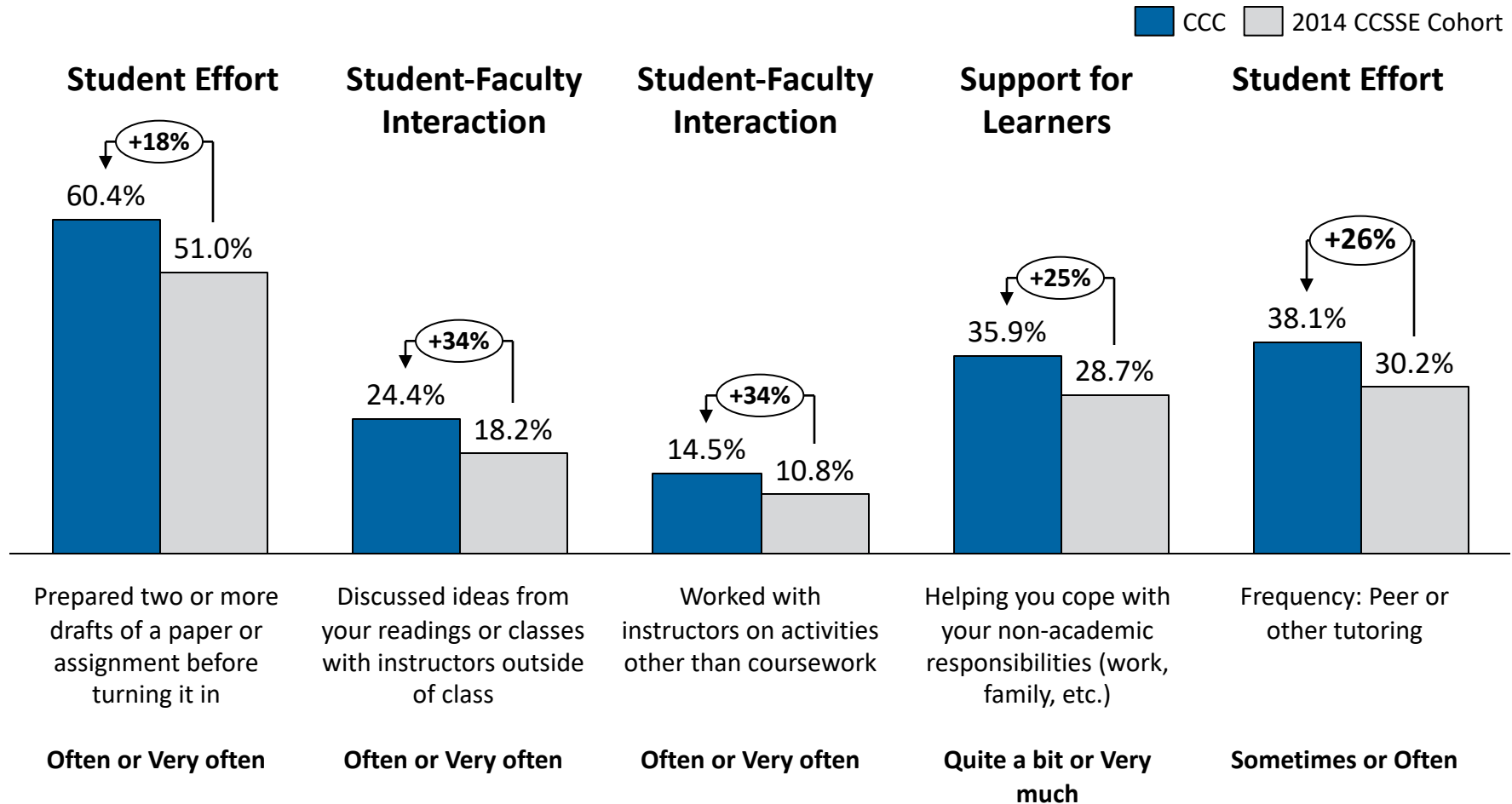
Aspects of Highest Student Engagement

Benchmark scores provide a useful starting point for reviewing and understanding CCSSE data. This section displays the five items across all benchmarks (excluding those for which means are not calculated) on which CCC overall/by college scores the highest relative to the 2014 CCSSE cohort.

The five items highlighted in this section reflect the largest differences in mean scores between the institution and the 2014 CCSSE cohort.

The figures on each page display the aggregated frequencies for the items on which the college performed the most favorably relative to the 2014 CCSSE cohort.

CCC Aspects of Highest Student Engagement

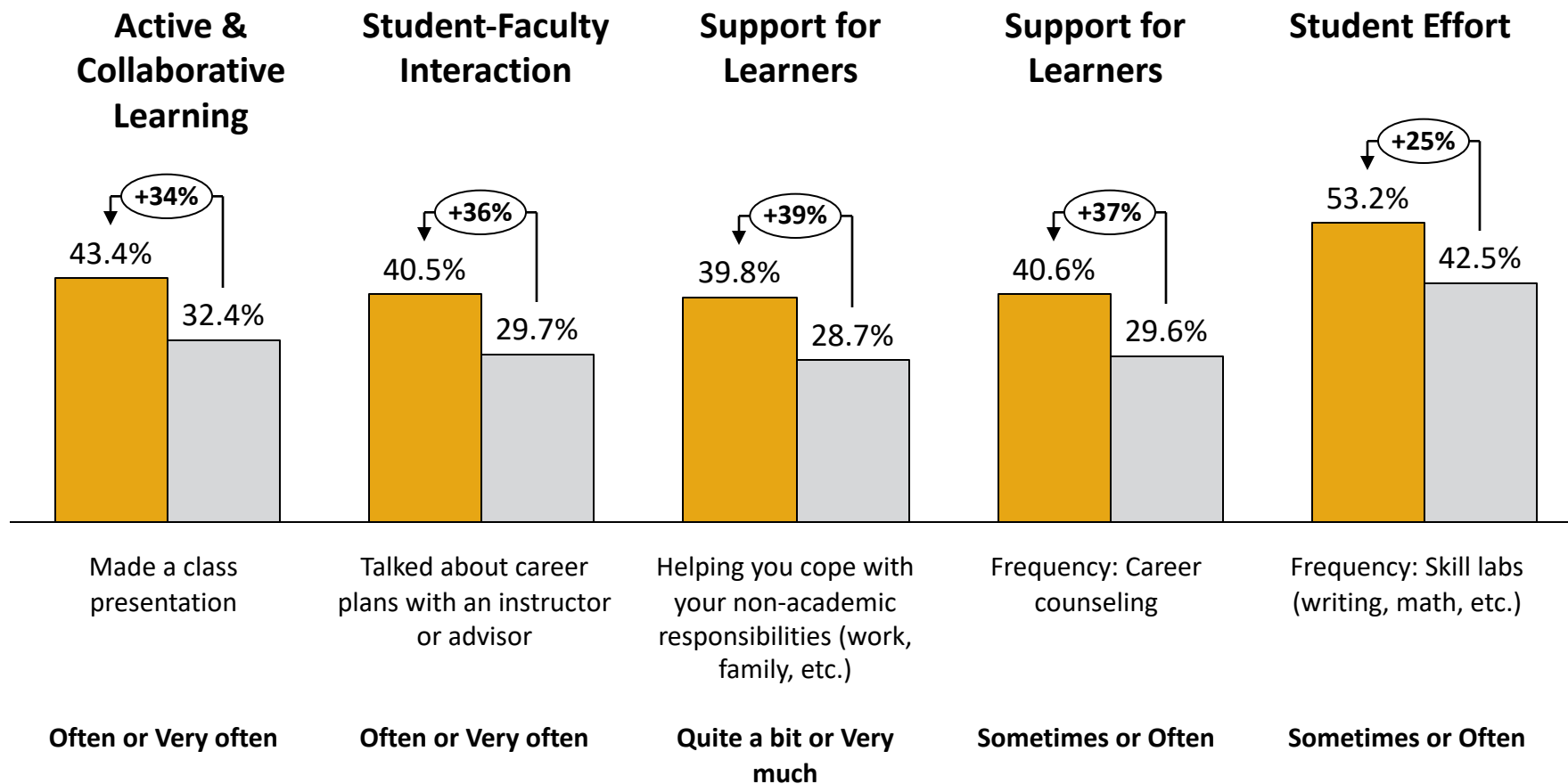


Note: *Often* and *very often* responses are combined.
Quite a bit and *very much* responses are combined.
Sometimes and *often* responses are combined.

Source: 2014 CCSSE data

DA Aspects of Highest Student Engagement

DA 2014 CCSSE Cohort



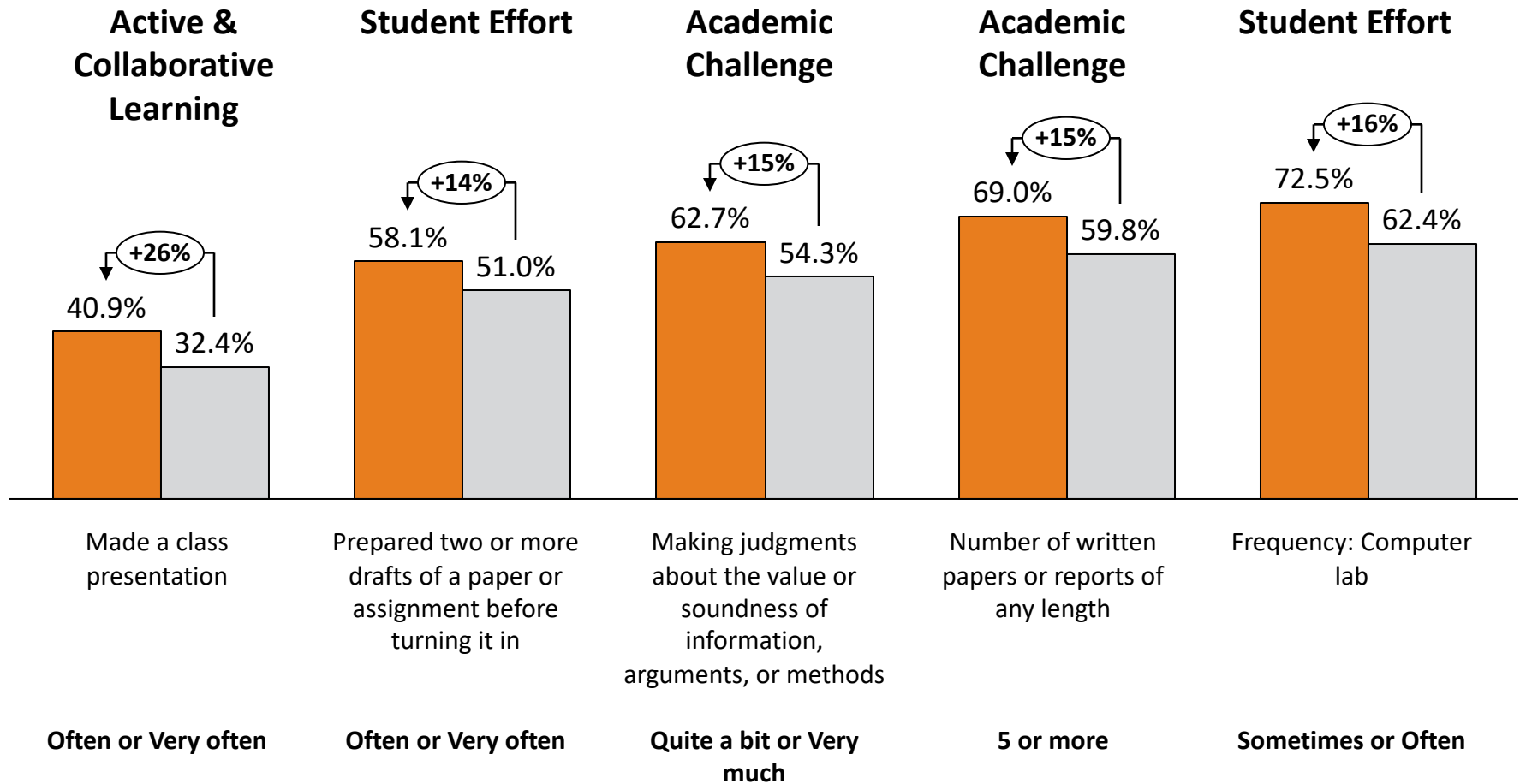
Note: *Often* and *very often* responses are combined.
Quite a bit and *very much* responses are combined.
Sometimes and *often* responses are combined.

Source: 2014 CCSSE data

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HW Aspects of Highest Student Engagement

HW 2014 CCSSE Cohort



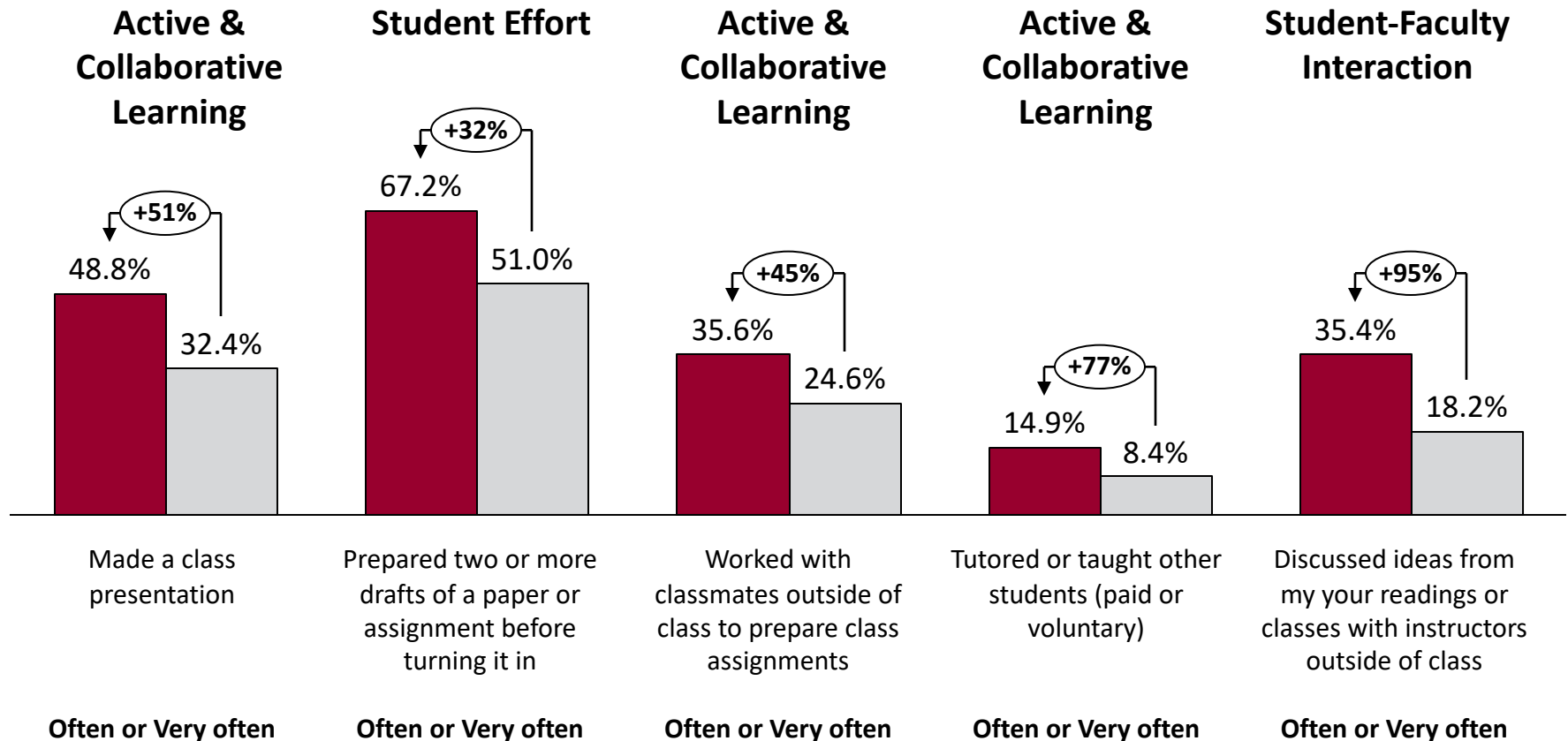
Note: *Often* and *very often* responses are combined.
Quite a bit and *very much* responses are combined.
Sometimes and *often* responses are combined.

Source: 2014 CCSSE data

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KK Aspects of Highest Student Engagement

■ KK ■ 2014 CCSSE Cohort



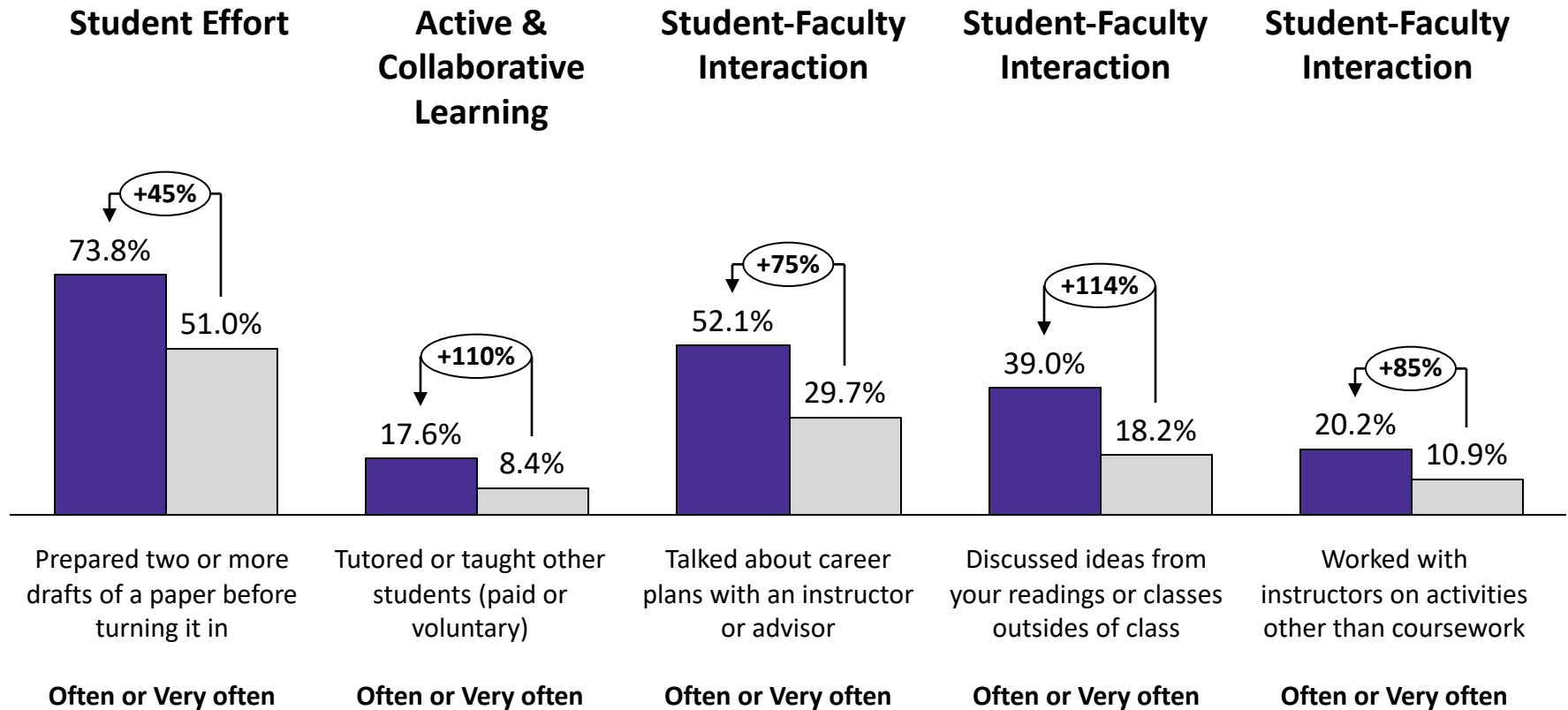
Note: *Often* and *very often* responses are combined.

Source: 2014 CCSSE data

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OH Aspects of Highest Student Engagement

■ OH ■ 2014 CCSSE Cohort

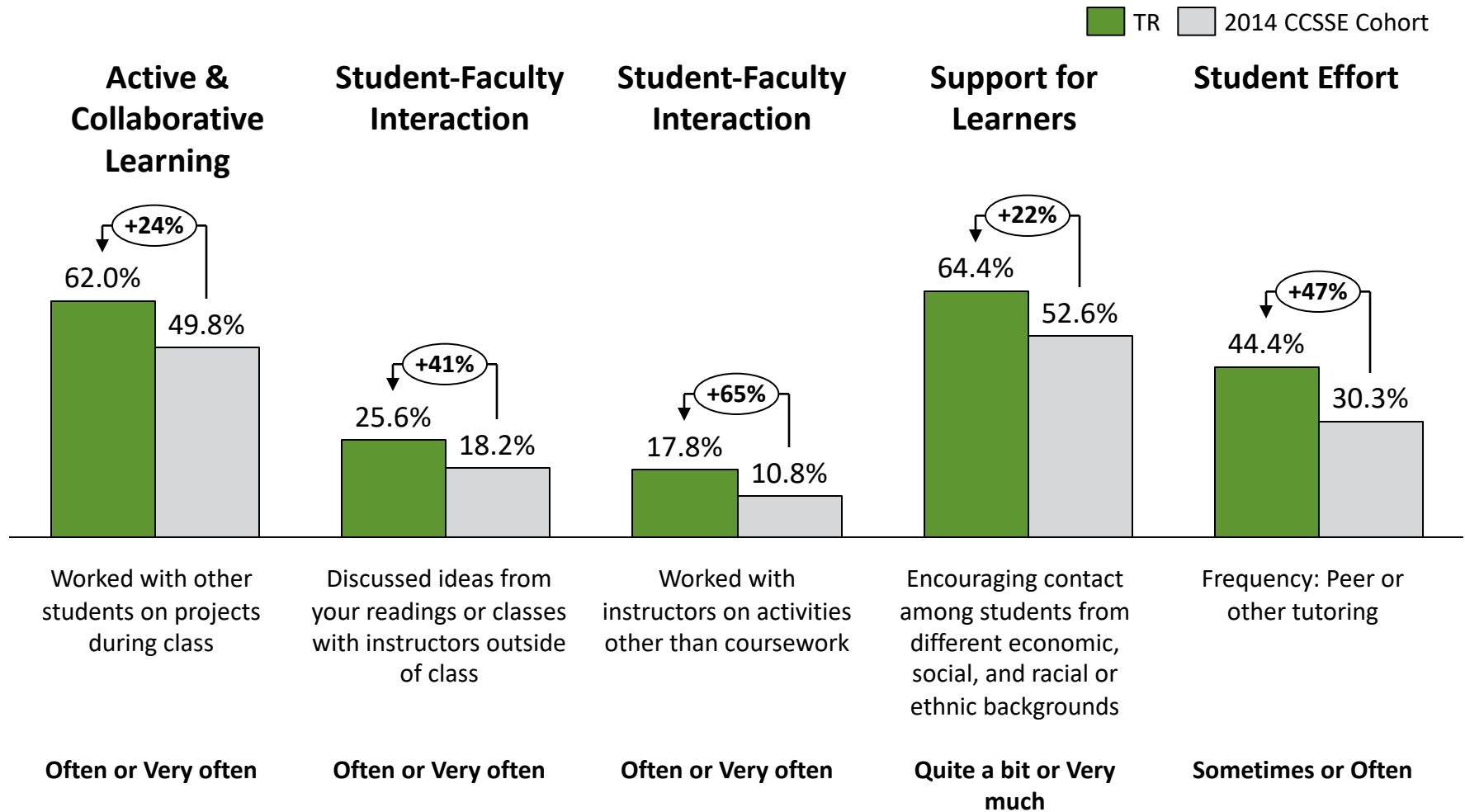


Note: *Often* and *very often* responses are combined.

Source: 2014 CCSSE data

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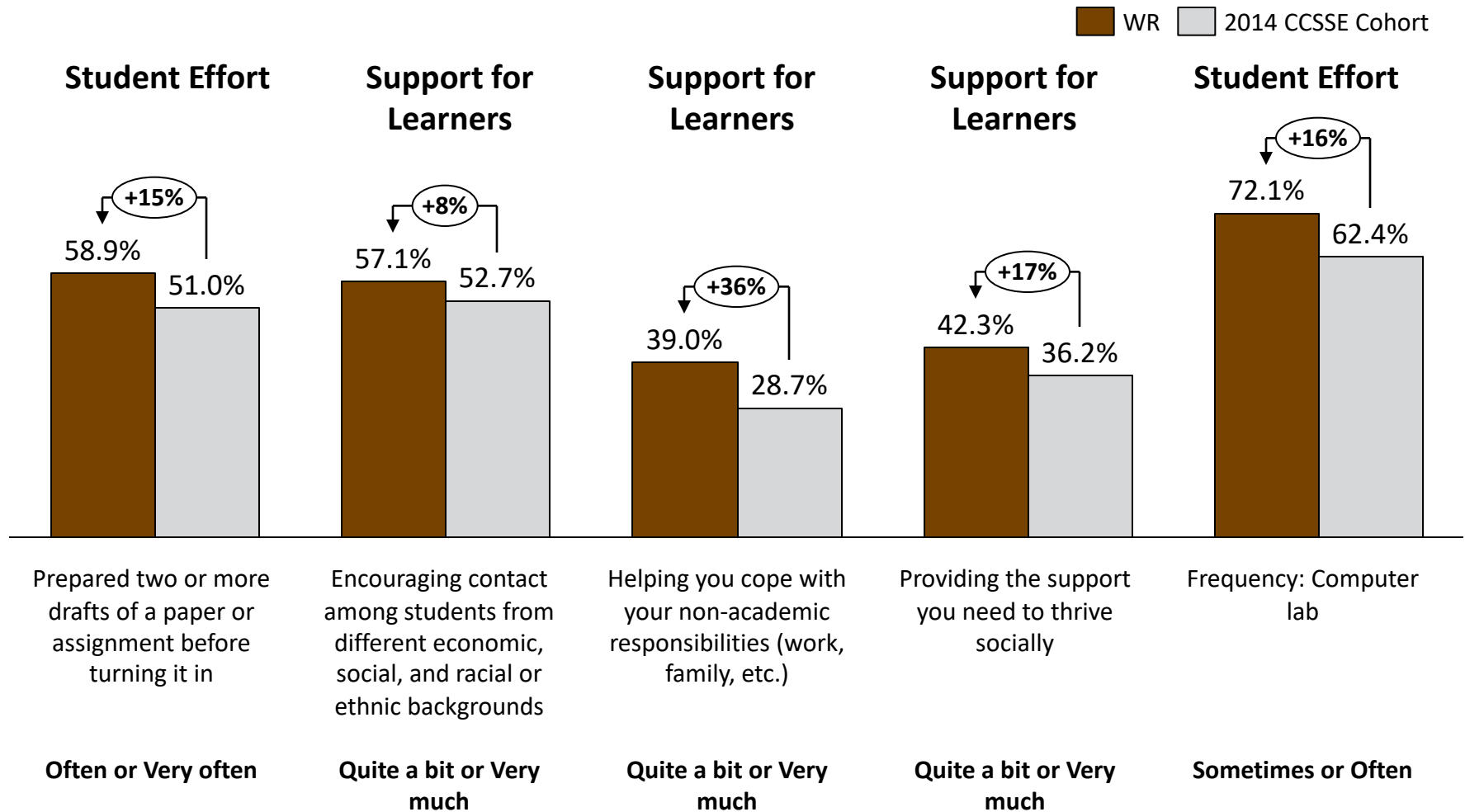
TR Aspects of Highest Student Engagement



Note: *Often* and *very often* responses are combined.
Quite a bit and *very much* responses are combined.
Sometimes and *often* responses are combined.

Source: 2014 CCSSE data

WR Aspects of Highest Student Engagement



Note: *Often* and *very often* responses are combined.
Quite a bit and *very much* responses are combined.
Sometimes and *often* responses are combined.

Source: 2014 CCSSE data

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Aspects of Lowest Student Engagement



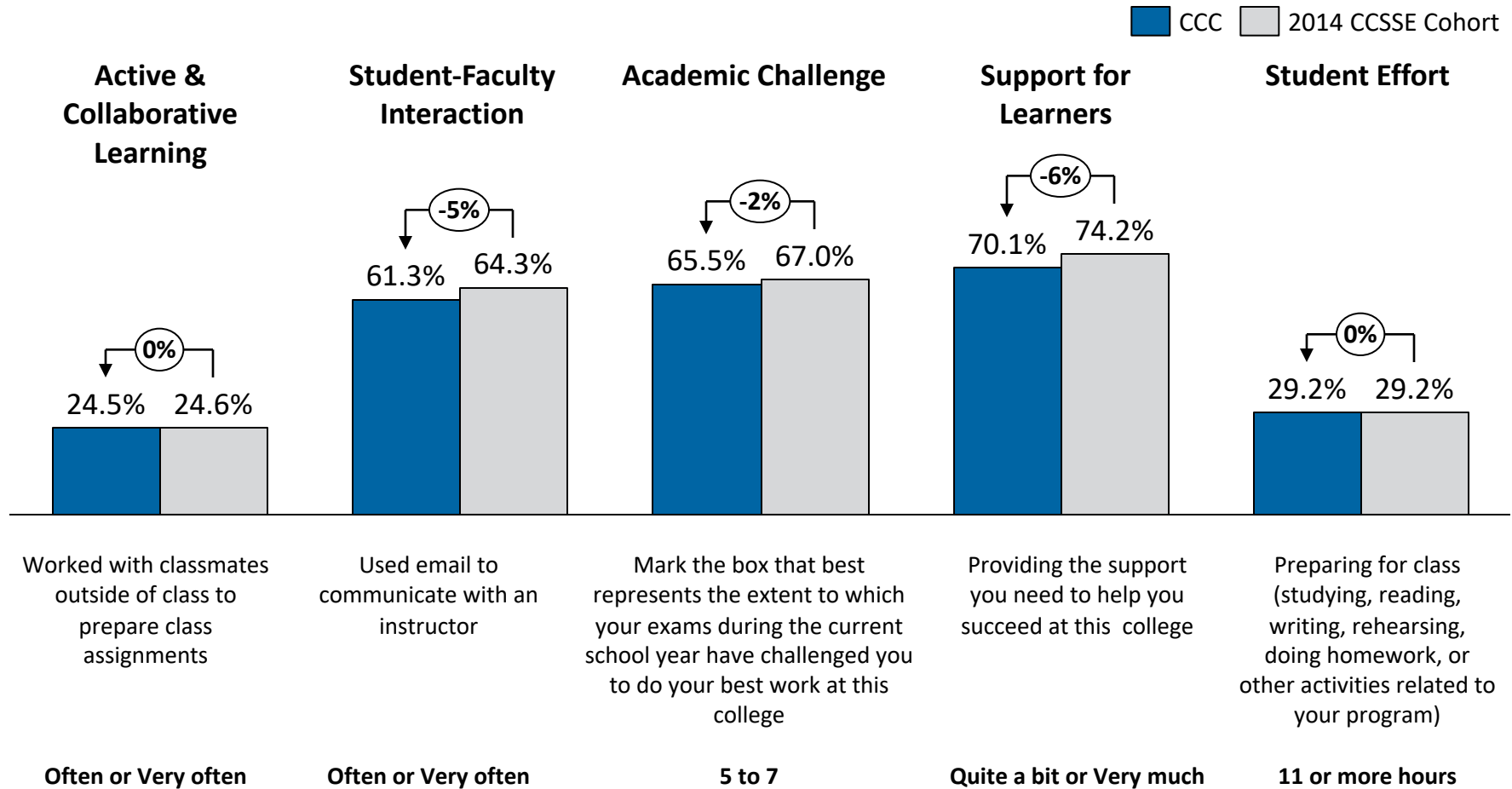
Aspects of Lowest Student Engagement

Benchmark scores provide a useful starting point for reviewing and understanding CCSSE data. This section displays the five items across all benchmarks (excluding those for which means are not calculated) on which CCC overall/by college scores the lowest relative to the 2014 CCSSE cohort.

The five items highlighted in this section reflect the largest differences in mean scores between the institution and the 2014 CCSSE cohort.

The figures on each page display the aggregated frequencies for the items on which the college performed the least favorably relative to the 2014 CCSSE cohort.

CCC Aspects of Lowest Student Engagement

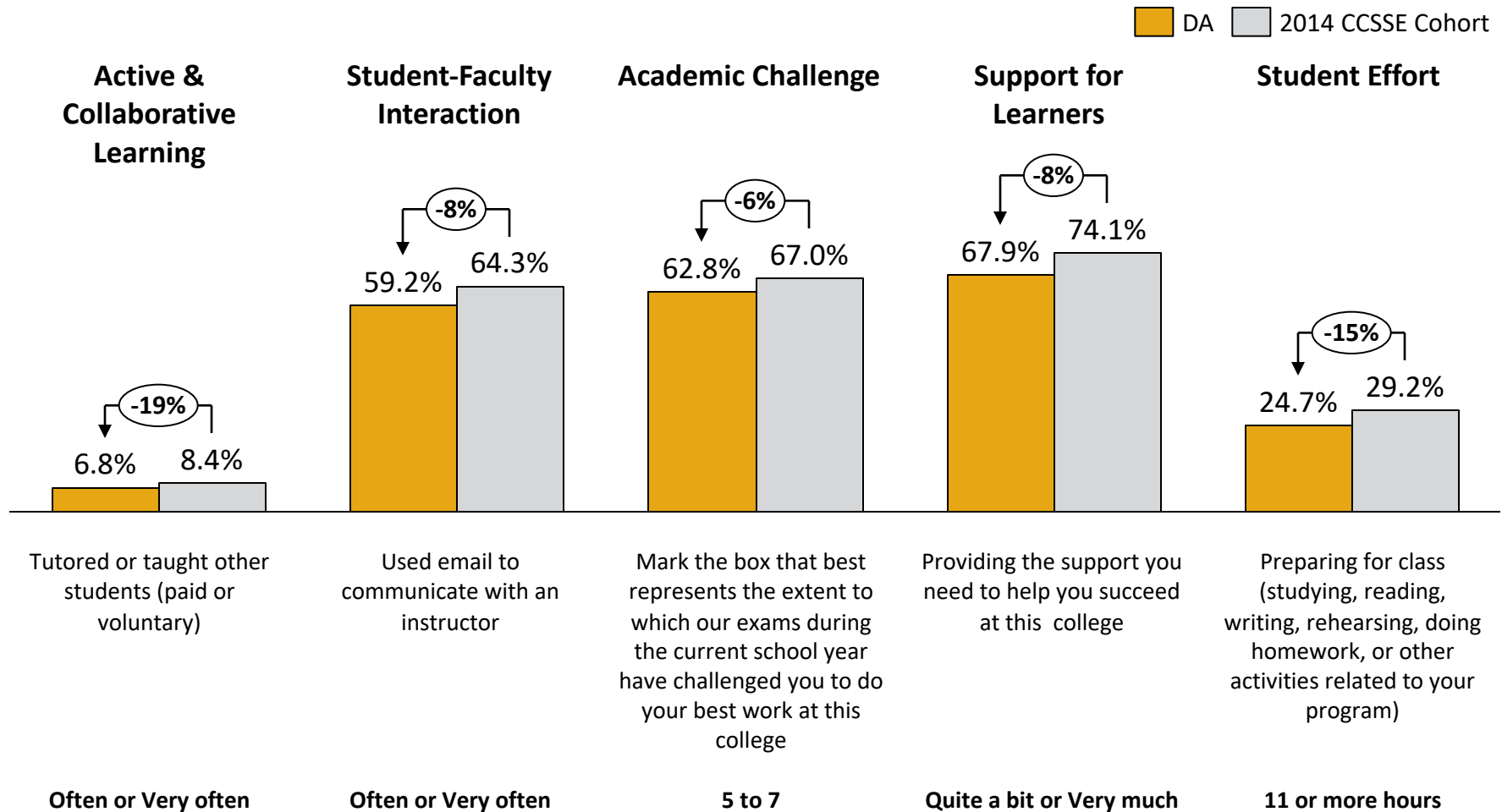


Note: *Often* and *very often* responses are combined.
 5, 6, & 7 responses on the 1-7 challenge scale are combined.
Quite a bit and *very much* responses are combined.
 11-20, 21-30, and more than 30 responses are combined.

Source: 2014 CCSSE data

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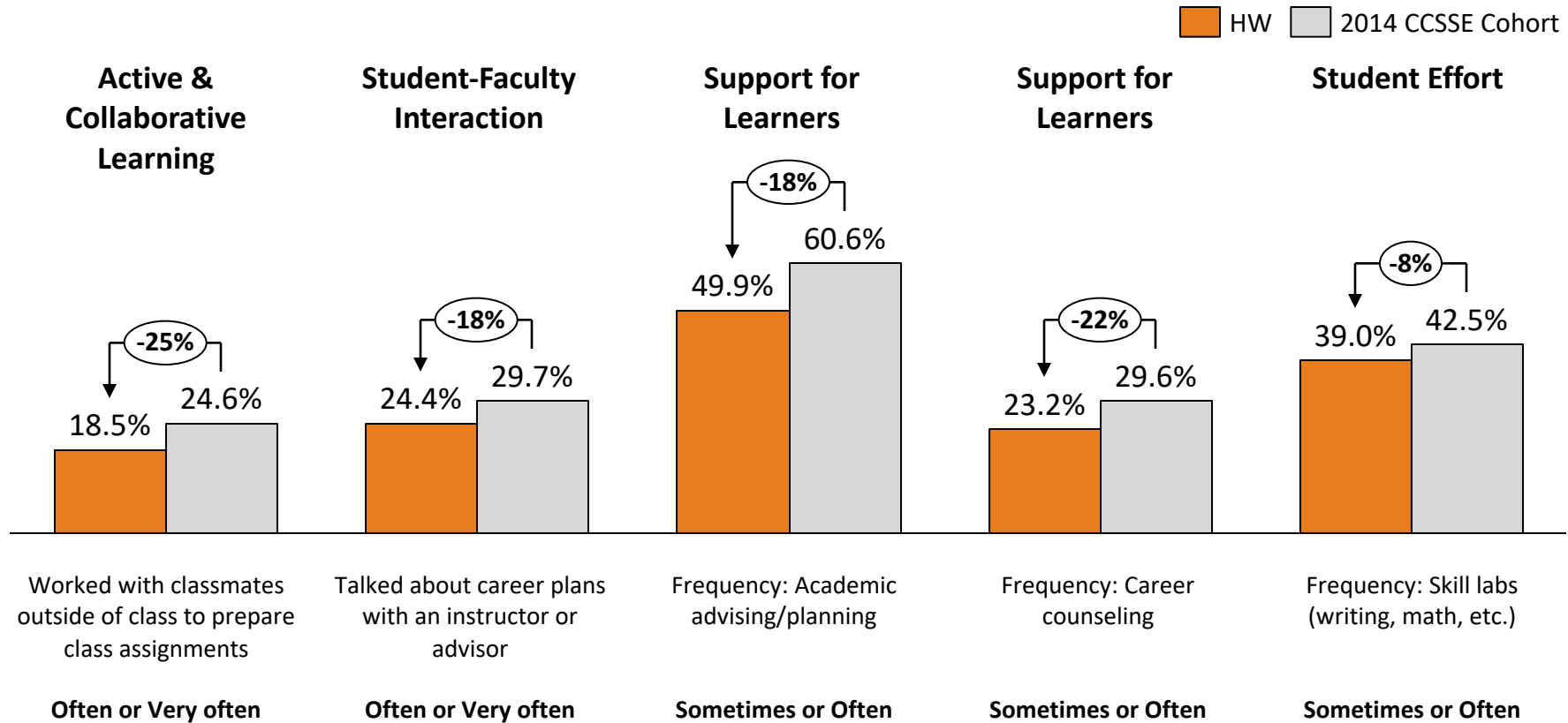
DA Aspects of Lowest Student Engagement



Note: *Often* and *very often* responses are combined.
 5, 6, & 7 responses on the 1-7 challenge scale are combined.
Quite a bit and *very much* responses are combined.
 11-20, 21-30, and more than 30 responses are combined.

Source: 2014 CCSSE data

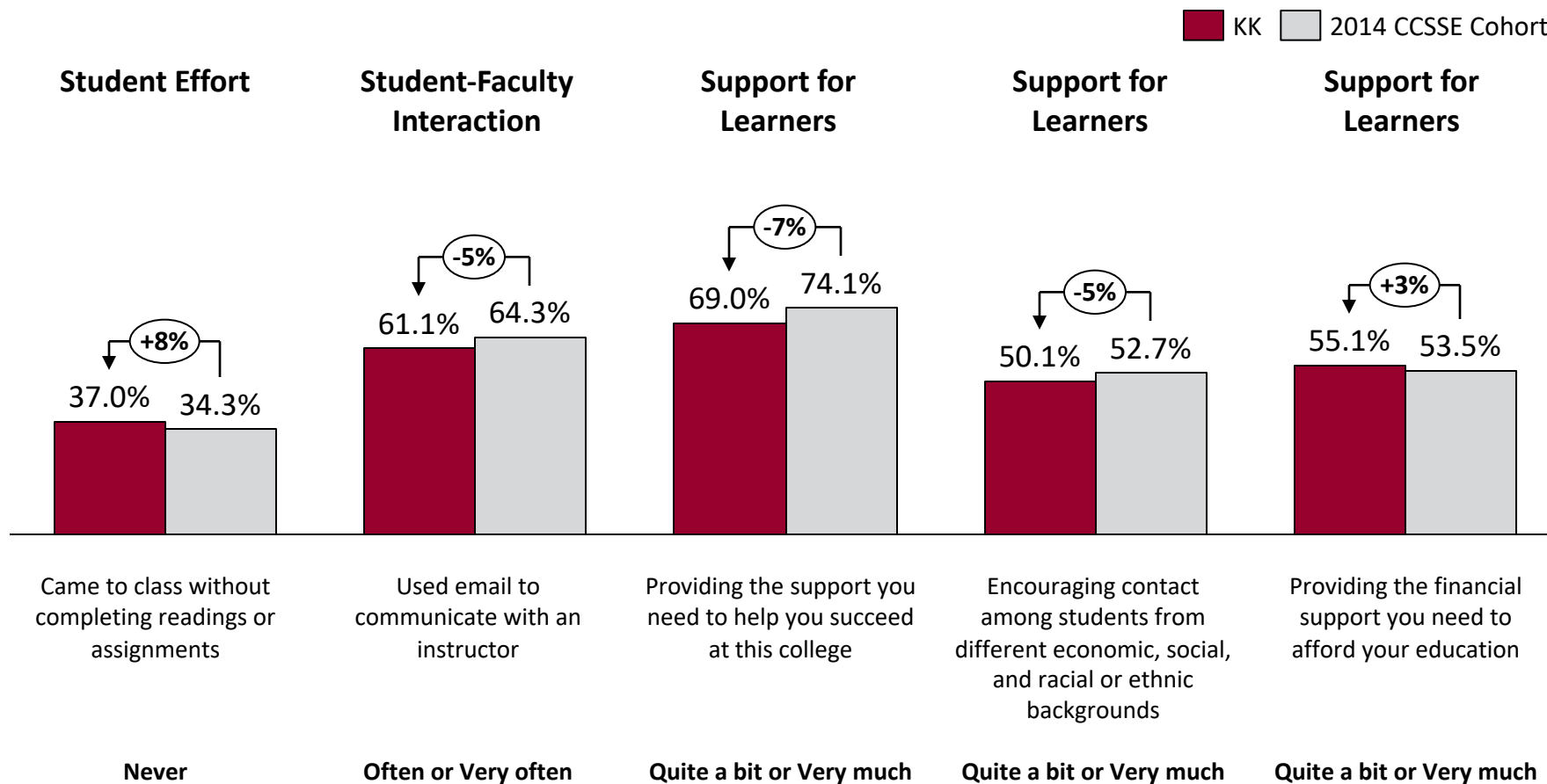
HW Aspects of Lowest Student Engagement



Note: *Often* and *very often* responses are combined.
Sometimes and *often* responses are combined.

Source: 2014 CCSSE data

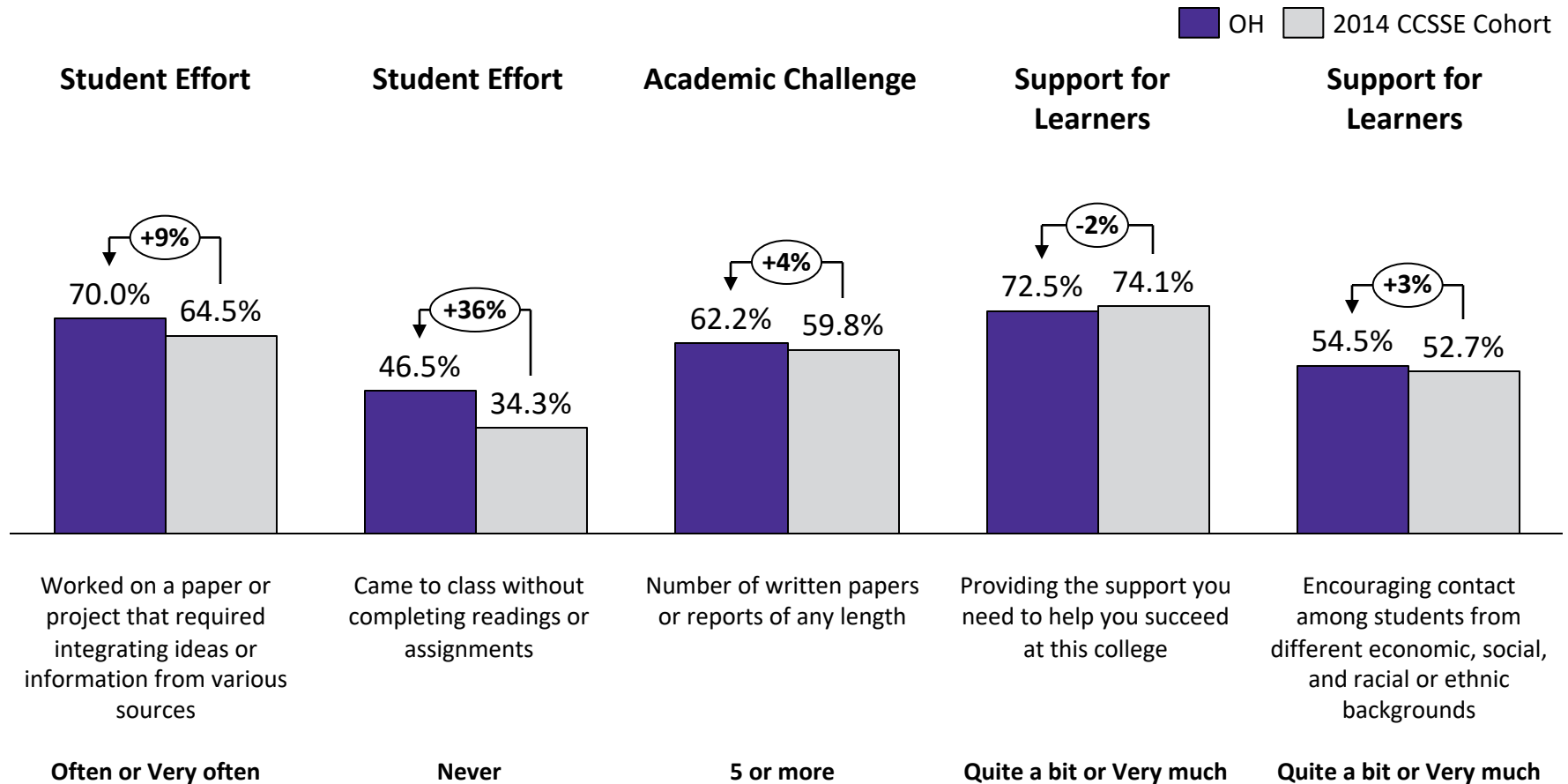
KK Aspects of Lowest Student Engagement



Note: *Often* and *very often* responses are combined.
Sometimes and *often* responses are combined.

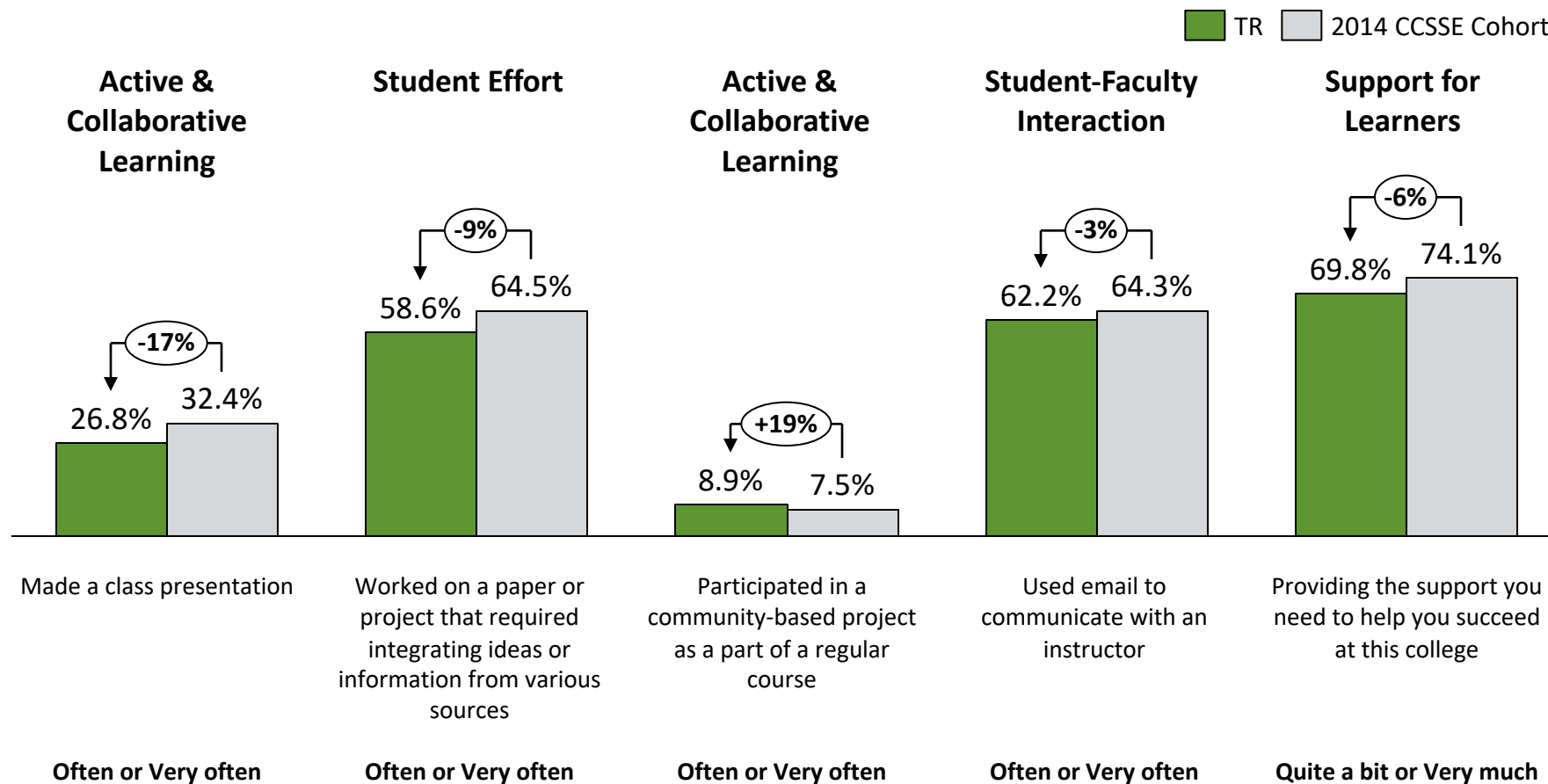
Source: 2014 CCSSE data

OH Aspects of Lowest Student Engagement



Note: *Often* and *very often* responses are combined
 For item 2, responses have been reversed. The frequency displayed is the percentage of students who report never coming to class without completing readings or assignments.
 For item 3, 5-10, 11-20, and more than 20 responses are combined.
Quite a bit and *very much* responses are combined.
 Source: 2014 CCSSE data

TR Aspects of Lowest Student Engagement

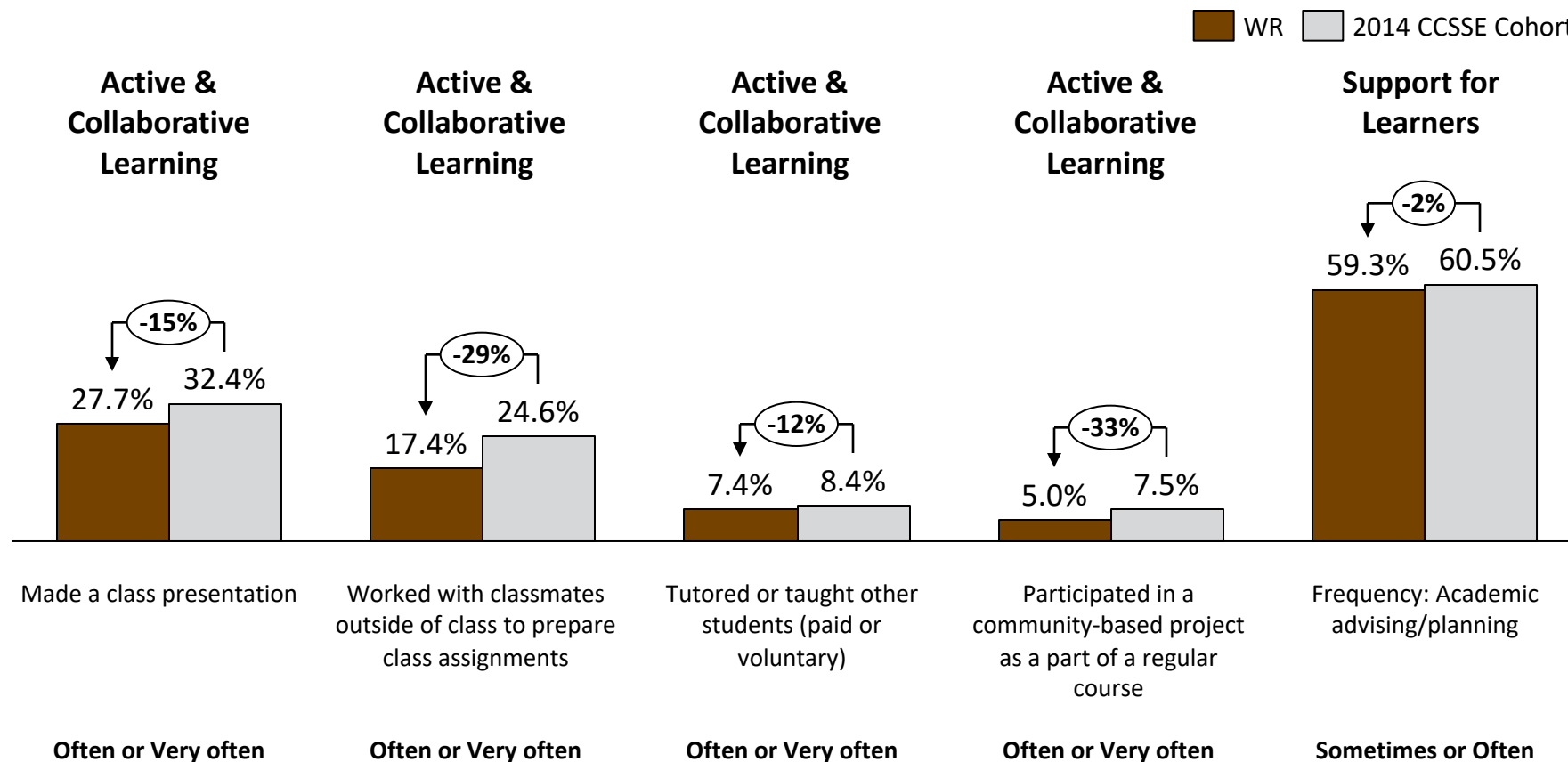


Note: *Often* and *very often* responses are combined.
Quite a bit and *very much* responses are combined.

Source: 2014 CCSSE data

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WR Aspects of Lowest Student Engagement



Note: *Often* and *very often* responses are combined.
Sometimes and *often* responses are combined.

Source: 2014 CCSSE data

DRAFT - for discussion purposes

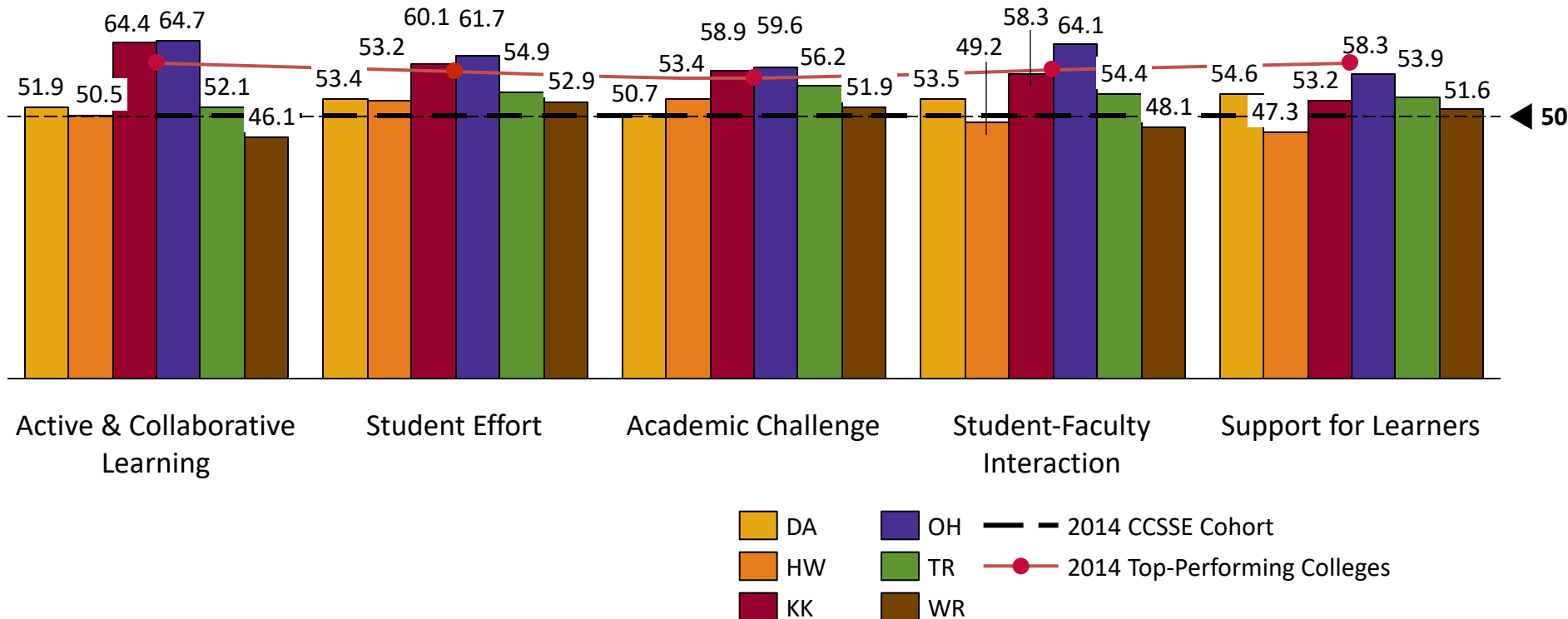


Appendix



Benchmarks Scores by College

The majority of scores were above the mean score of 50 used to benchmark the 2014 CCSSE cohort. Kennedy-King College and Olive-Harvey College had the highest scores for four of the five benchmarks: Active & Collaborative Learning, Student Effort, Academic Challenge, and Student-Faculty Interaction, however these two colleges also had the lowest survey response rates of the CCC consortium.

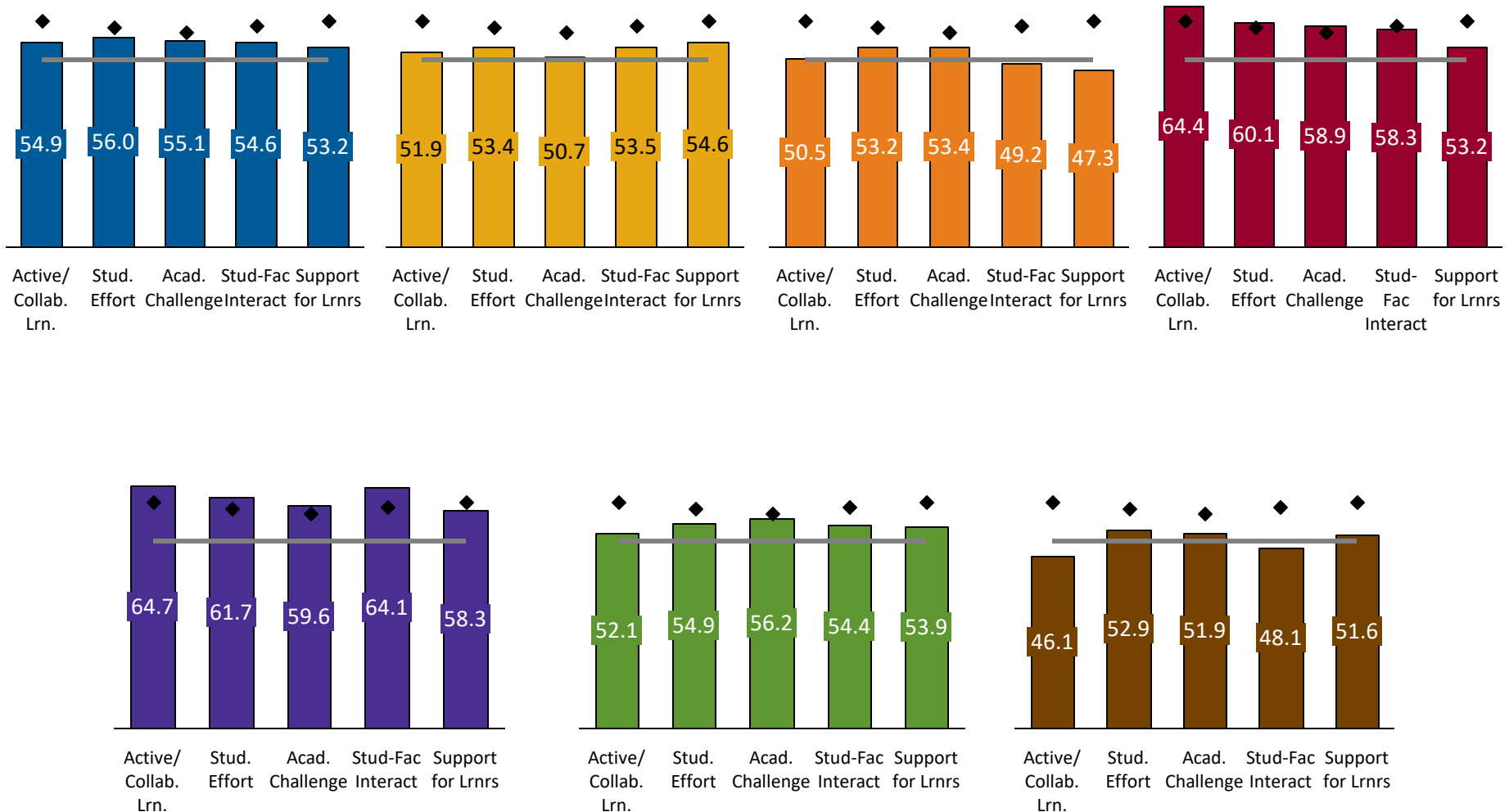


Source: 2014 CCSSE data

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Benchmarks Scores by College

— 2014 CCSSE Cohort ♦ 2014 Top-Performing Colleges ■ CCC/College Results



Source: 2014 CCSSE data

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