San Diego Mesa College

The 2007 Community College Survey of Student Engagement (CCSSE)

BASIC SKILLS OVERSAMPLE

Presented by

Office of Instructional Services, Resource Development, and Research

Presentation Outcomes

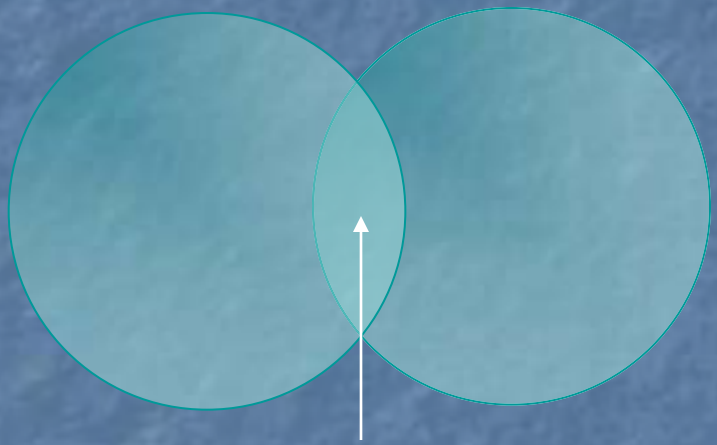
- Present high-level summary of Mesa's CCSSE results for the Basic Skills oversample
- Facilitate dialogue and decision-making on *how* we can use the CCSSE data and reports on our campus to improve student learning and engagement

Overview: What is CCSSE?

- The Community College Survey of Student Engagement (CCSSE) is designed to provide information on learning-centered indicators of quality for community and technical colleges nationwide.
- Understanding learning-centered indicators of student engagement is important because research shows that students who more frequently read, write, and interact in positive ways with their teachers and peers gain essential skills and competencies and are more likely to achieve their educational goals (Kuh, 2000).

*For more information, visit http://www.ccsse.org

Basic Skills Oversample



By understanding how Basic Skills students engage with faculty, course content, peers, and the College, the Mesa College Basic Skills Initiative will be informed, data-driven, and equipped to provide the best support to Basic Skills students in a most timely manner.

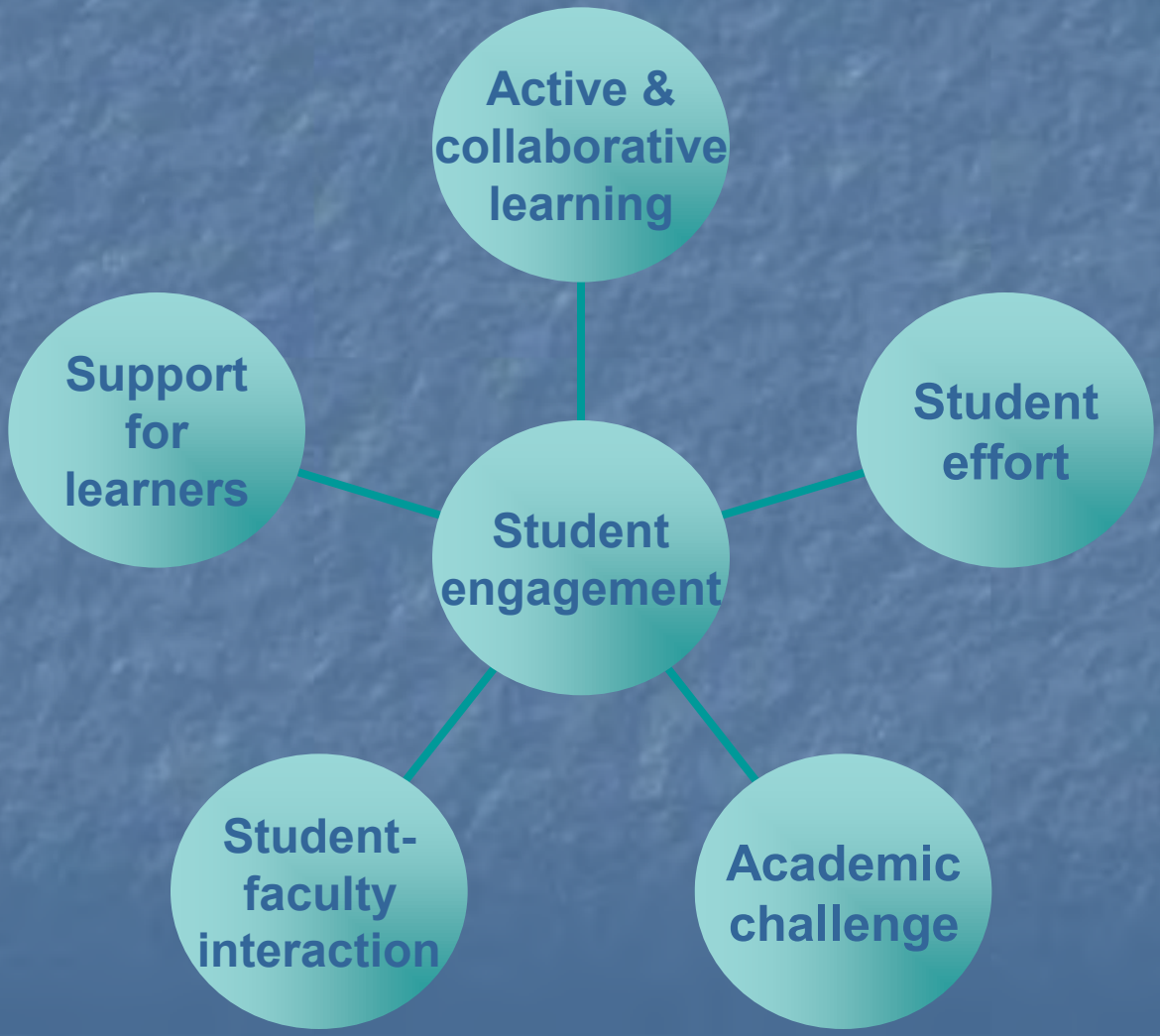
Setting the Context

- San Diego Mesa College is one of 277 institutions who participated in 2007.
- CCSSE utilizes a 3-year cohort of participating colleges (2005-2007) in order to increase the number of institutions and students contributing to the national dataset, thereby increasing the reliability of the overall results and minimizing the impact of statewide consortia participation.
- The 2007 CCSSE Cohort comprises almost 310,013 students from 525 institutions across 48 states, in addition to British Columbia and the Marshall Islands.
- In addition to surveying a stratified (by class start time) random sample of its students (N = 1,007), Mesa opted to conduct the CCSSE with the Basic Skills students in an oversample, (N = 284) which means that Basic Skills students were given a larger proportion of representation in the sample than the population's proportion of representation in the overall population.

The Sample

- This number of course sections was selected by CCSSE from the following "Basic Skills" English, ESOL, and math courses:
  - ENGL042, ENGL043, ENGL051, ENGL056
  - ESOL040
  - MATH032, MATH035, MATH095, MATH096
- A total of 284 Basic Skills students participated in the oversample. Actual enrollment in the above courses (as of the date on which the sample was pulled) was 3,529 students.

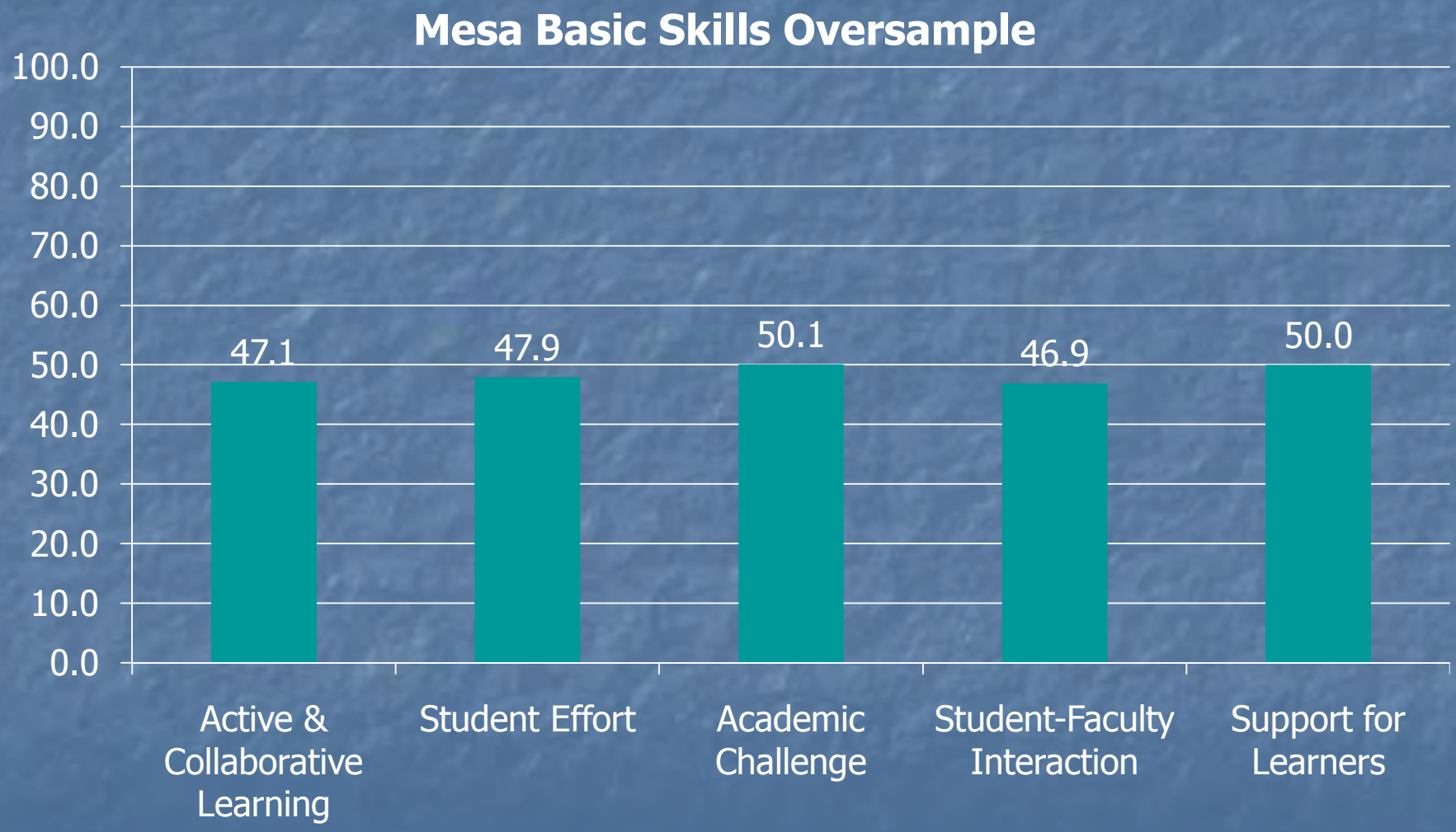
WHAT does CCSSE measure?



CCSSE Benchmarks

- Every college has a score for each benchmark. These individual benchmark scores are computed by averaging the scores on survey items comprising that benchmark. Benchmark scores are standardized so that the mean is always 50 and the standard deviation is 25.
- The standardized scores provide an easy way to assess whether an individual college is performing above or below the mean (50) on each benchmark. They also make it possible for colleges to compare their own performance across benchmarks and with groups of similar colleges.

Mesa Benchmarks Comparison

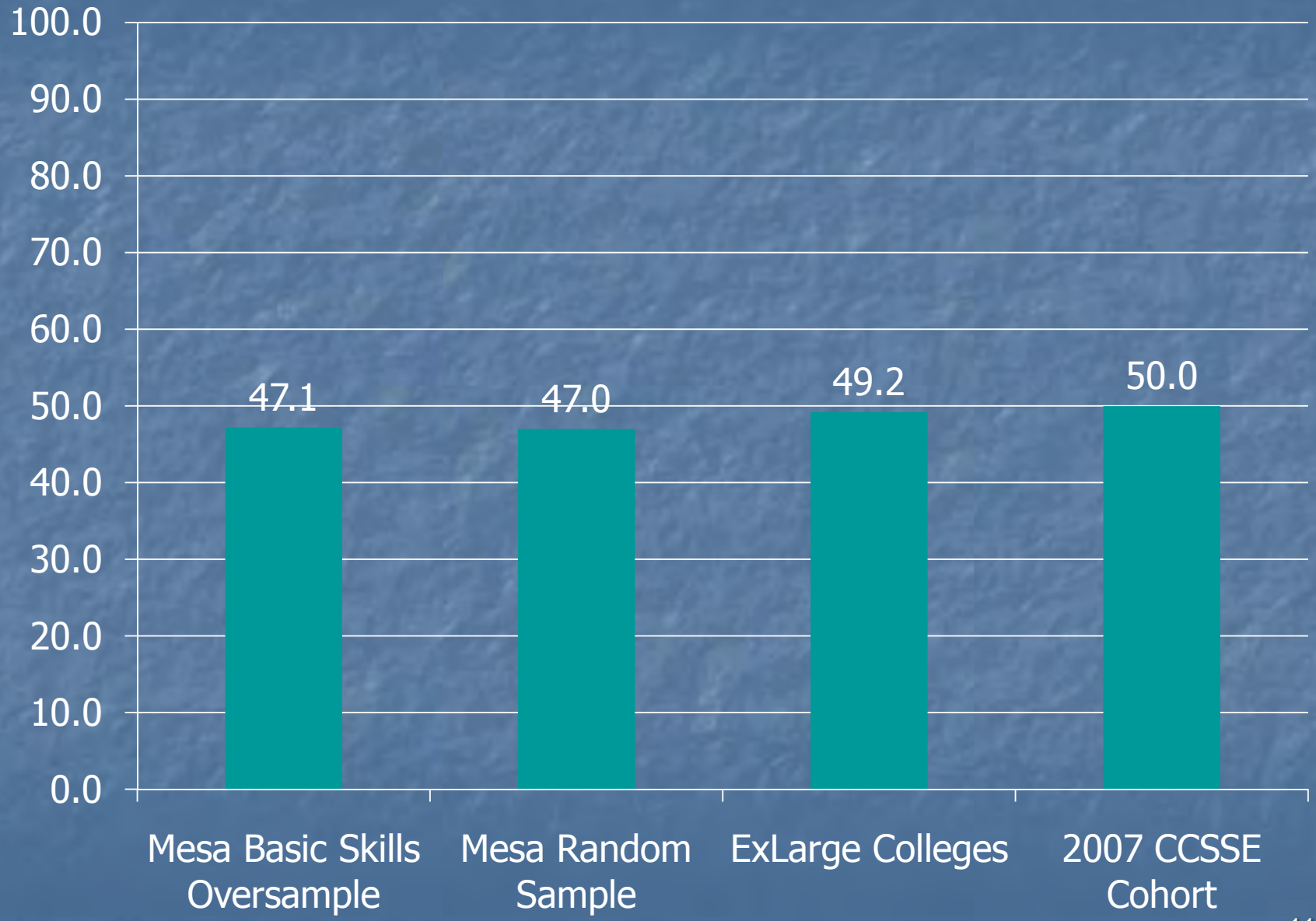


Active & Collaborative Learning

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

- 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 a part of a regular course
  - Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Active & Collaborative Learning

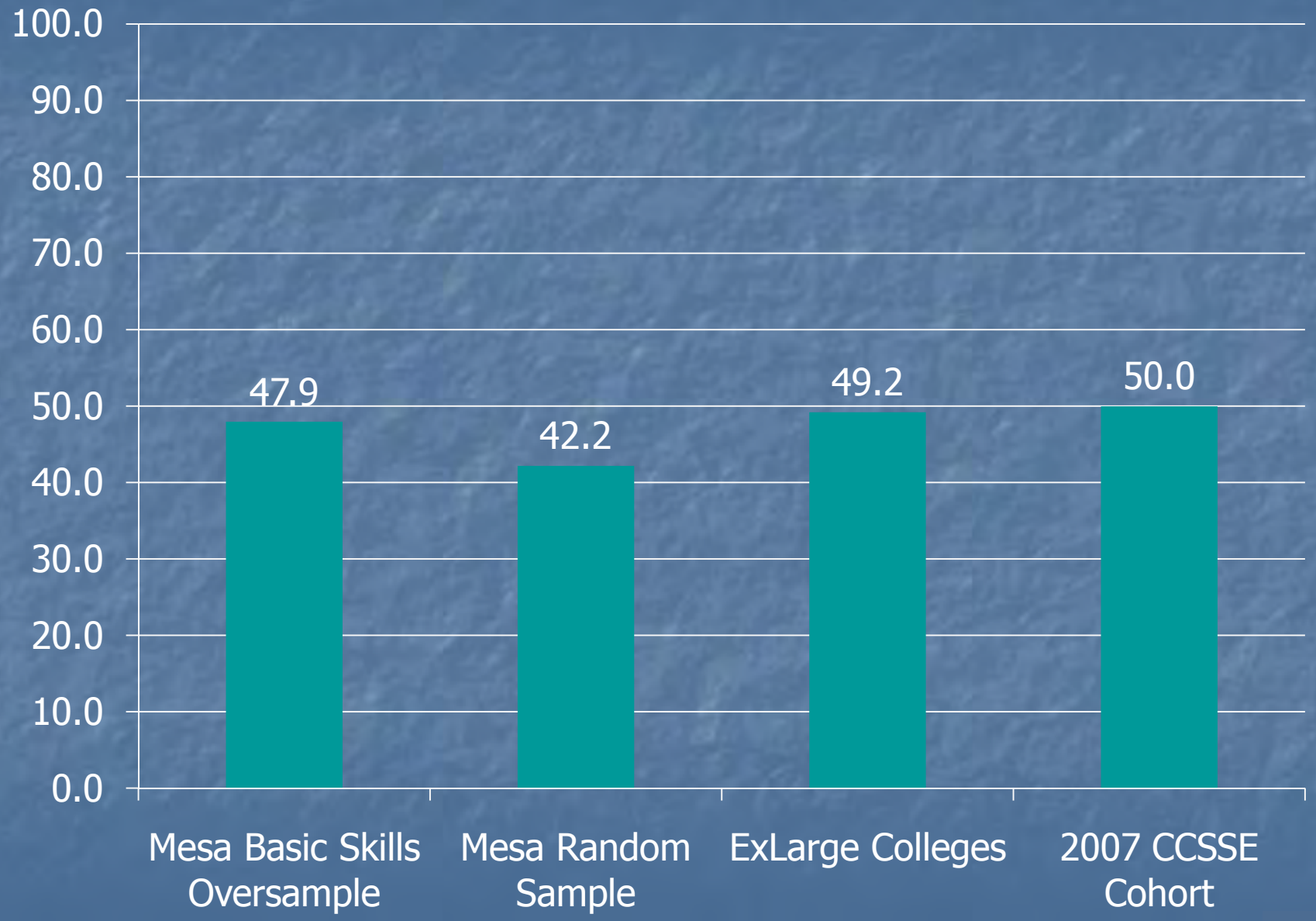


Student Effort

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

- 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
  - Come 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:
  - How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment
  - How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program)

Student Effort



Academic Challenge

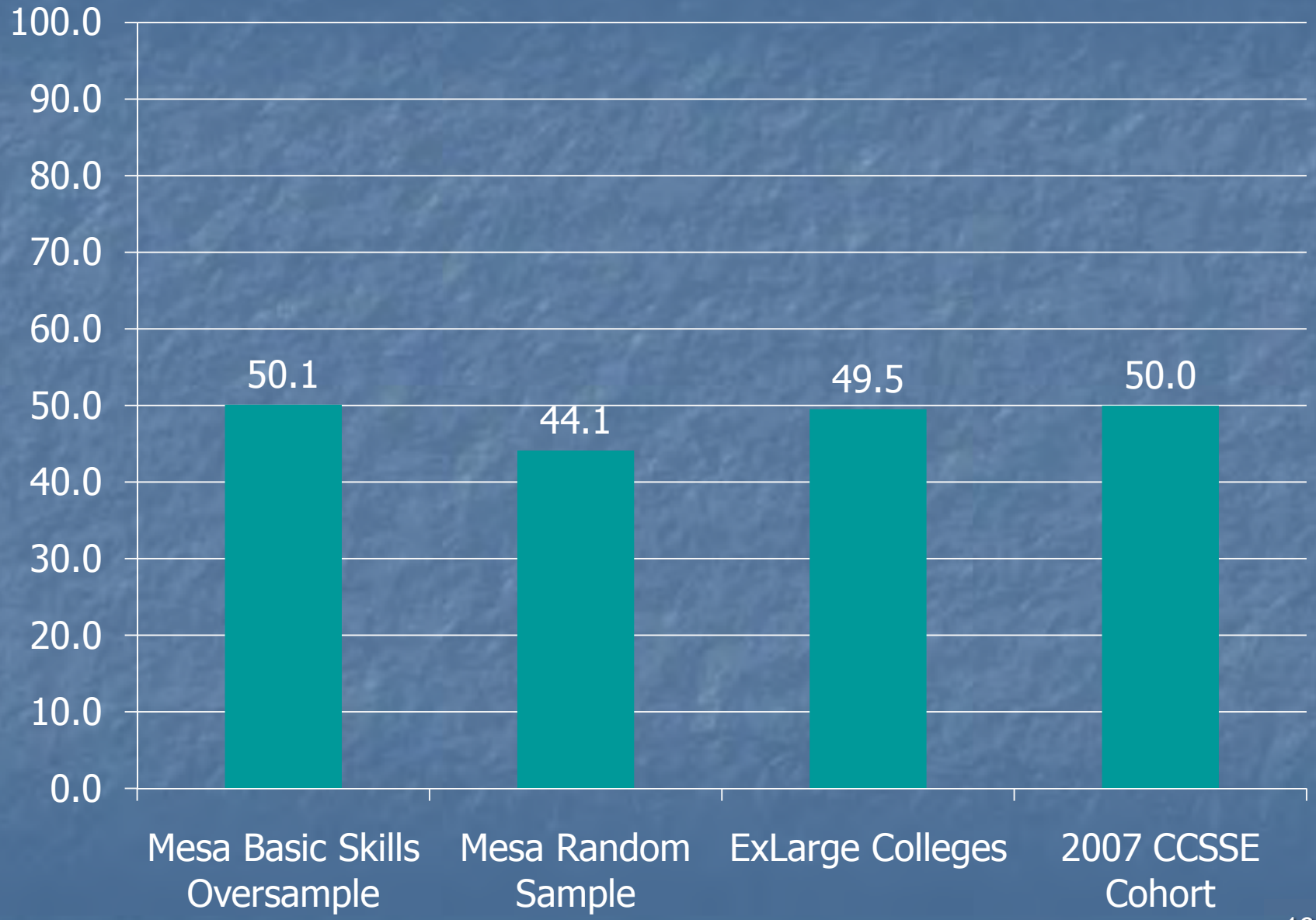
Challenging intellectual and creative work is central to student learning and collegiate quality

- 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

Academic Challenge (Continued)

- During the current school year:
  - How many assigned textbooks, manuals, books, or book-length packs of course readings did you read
  - How many papers or reports of any length did you write
  - To 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

Academic Challenge

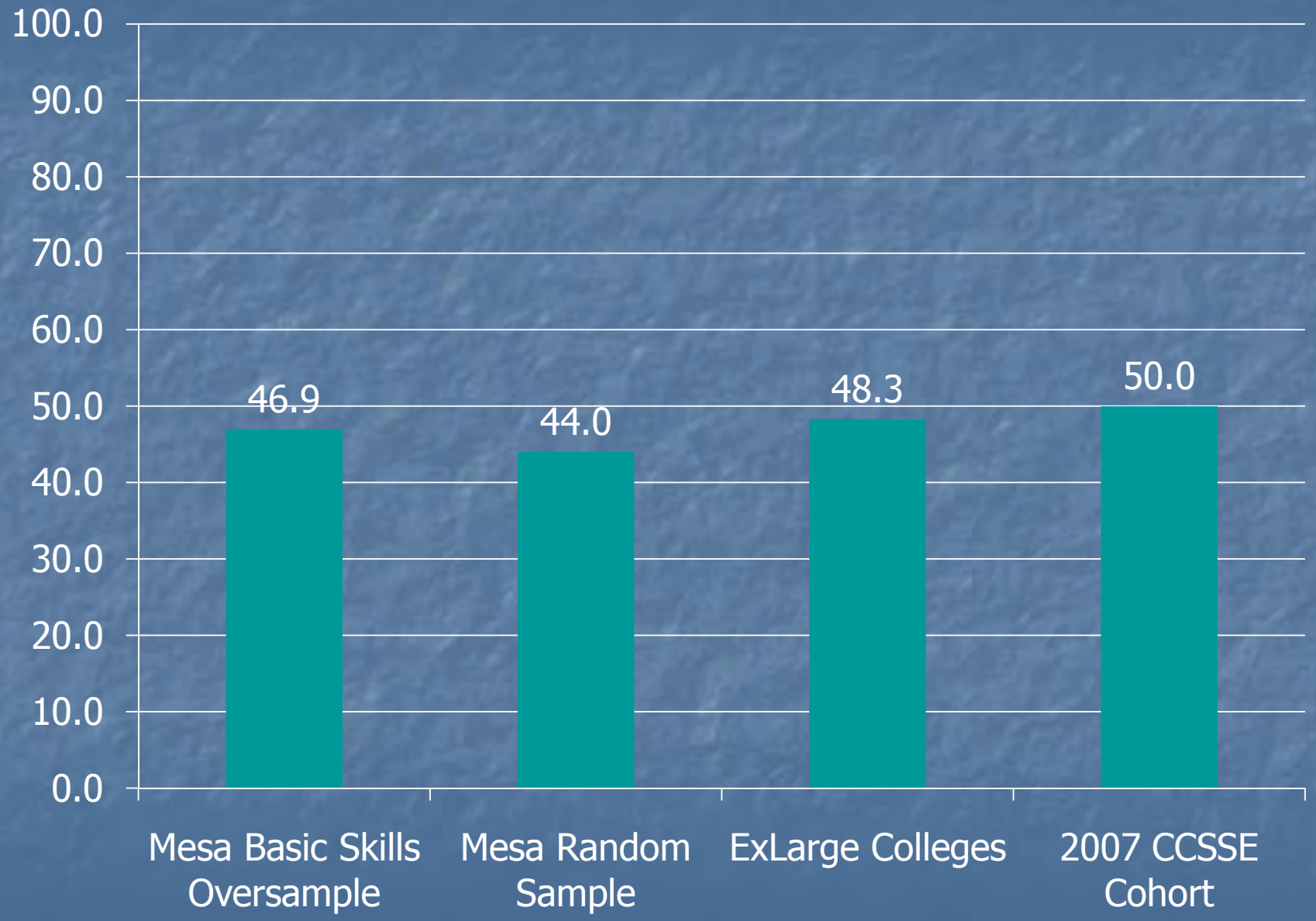


Student-Faculty Interaction

In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals

- During the current school year, how often have you:
  - Used e-mail 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

Student-Faculty Interaction

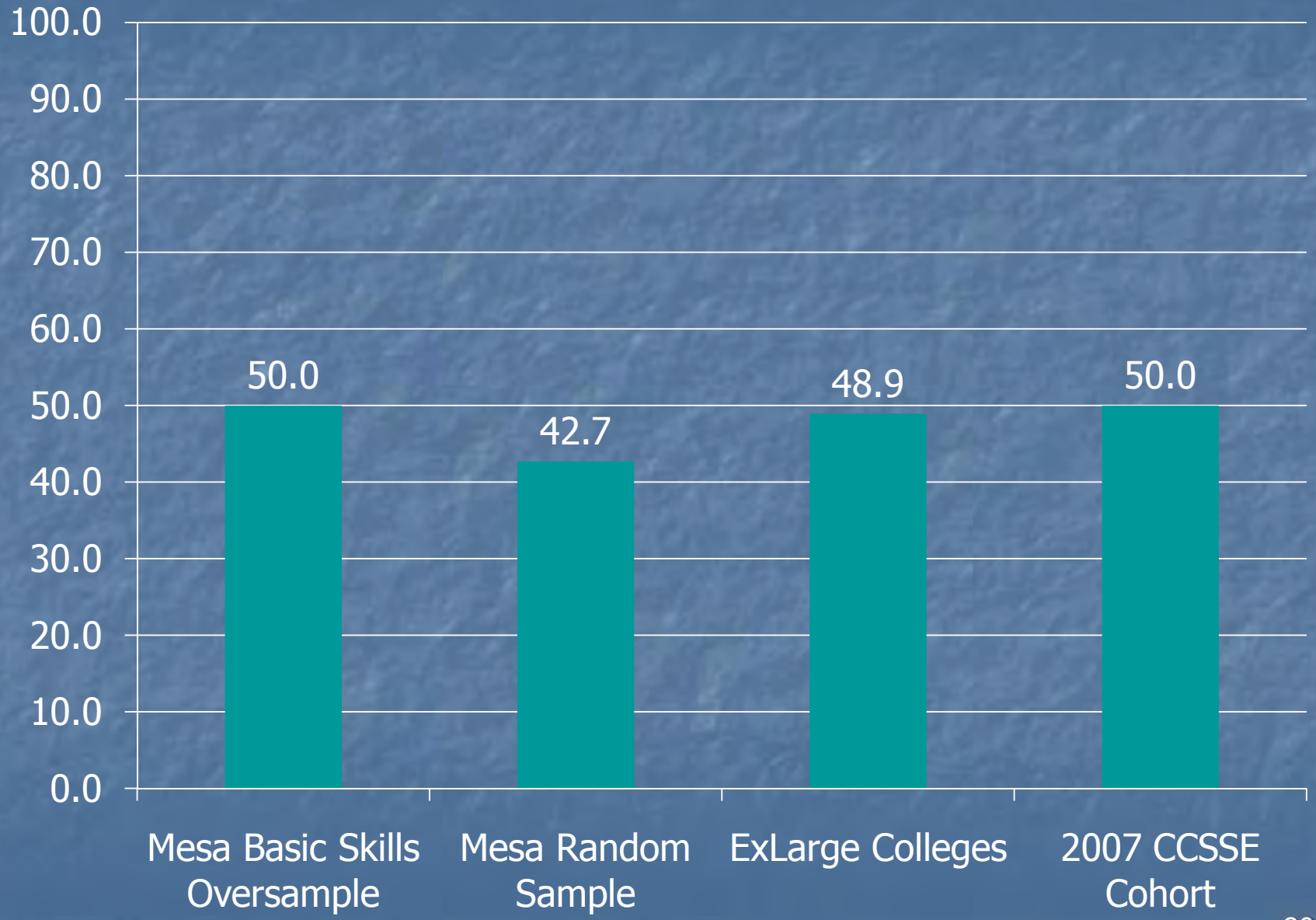


Support For Learners

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.

- 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 nonacademic responsibilities (work, family, etc.)
  - Providing the support you need to thrive socially
  - Providing the financial support you need to afford your education

Support for Learners



Points for Discussion

- Do you need any clarification on any of the slides in this presentation?
- Did the results for the CCSSE Basic Skills oversample reveal surprises? Or did they confirm your expectations?
- How can we, as a college and as individuals, use these results to increase student engagement and improve student learning?
- In addition to circulating Research Briefs, how can we increase consideration, discussion, and application of data, especially CCSSE data, on this campus?

Questions, Comments, Concerns???

Snail Mail → **A-109**

Voicemail → **619.388.2509**

Email → **yberglan@sdccd.edu**

smun@sdccd.edu

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