

AGENDA ITEM B3: DEGREE COMPLETION
BOARD RULE 400.0200.00
STUDENT SATISFACTION STUDIES - CCSSE
BOARD OF TRUSTEES MEETING: FEBRUARY 28, 2013

Background

The Community College Survey of Student Engagement (*CCSSE*) is a nationally normed survey instrument that provides information about effective educational practices in community colleges. The survey is available to institutions on a subscription basis and measures community college students' engagement in their institutions. *Student engagement* is defined as: "the amount of time and energy that students invest in meaningful educational practices." Student engagement is a predictor of student completion and success. Belmont first participated in the *CCSSE* in 2006 and in spring 2009.

The most recent administration of the survey was conducted in spring 2012. Results and findings from this most recent administration is presented in this report along with comparison results from the previous two administrations of the survey. *CCSSE* data were analyzed by faculty, staff and administrators during the *Spring 2013 College Forum*. Strategies for improvement were suggested during group discussions and common themes were identified through additional analysis of the data. Plans for improvement will be addressed in College team and department meetings.

Presentation of Data

In spring quarter 2012, 533 Belmont students enrolled in 71 course sections were included in Belmont's *CCSSE* Cohort. Data from participating students in all community colleges participating in the 2012 administration were entered into the *CCSSE* cohort data base at the Center. Data were statistically weighted to be representative of student populations, and benchmarks were set for performance on five dimensions: *Active and collaborative learning*; *Student effort*; *Academic challenge*; *Student-faculty interaction*; and *Support for learners*. These five dimensions are considered to be the essential elements of student engagement and are assessed within the *CCSSE* survey.

CCSSE reports¹ to participating institutions provided nationally normed benchmarks for the concept of *student engagement*. Benchmarks and institutional scores were reported on the *CCSSE* website for each of five dimensions and for each of the participating institutions. The first chart shows data for the 2012 administration of the survey at Belmont.

¹CCSSE Survey Results retrieved from <http://www.ccsse.org/survey/survey.cfm>

Chart I, Belmont College 2012 CCSSE benchmark results

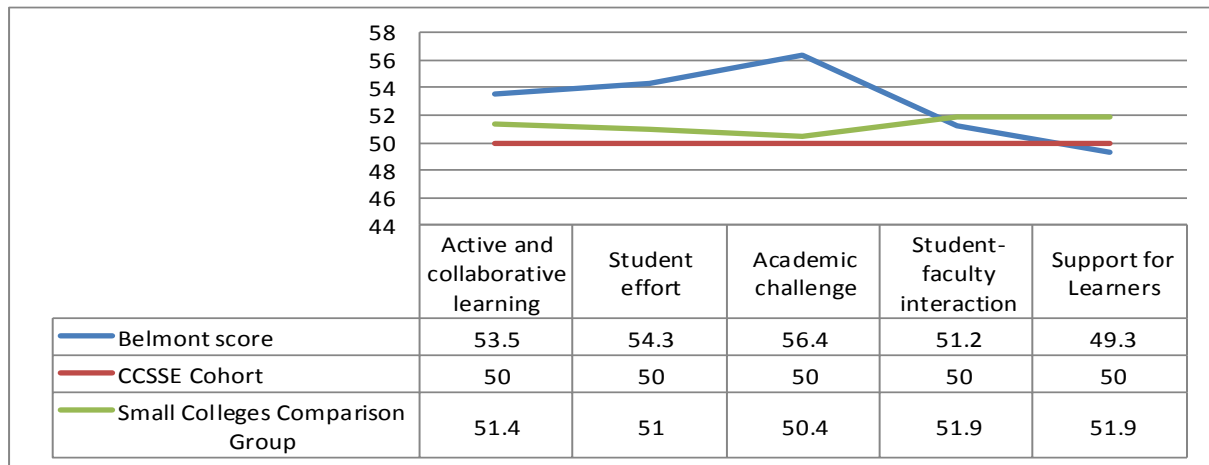
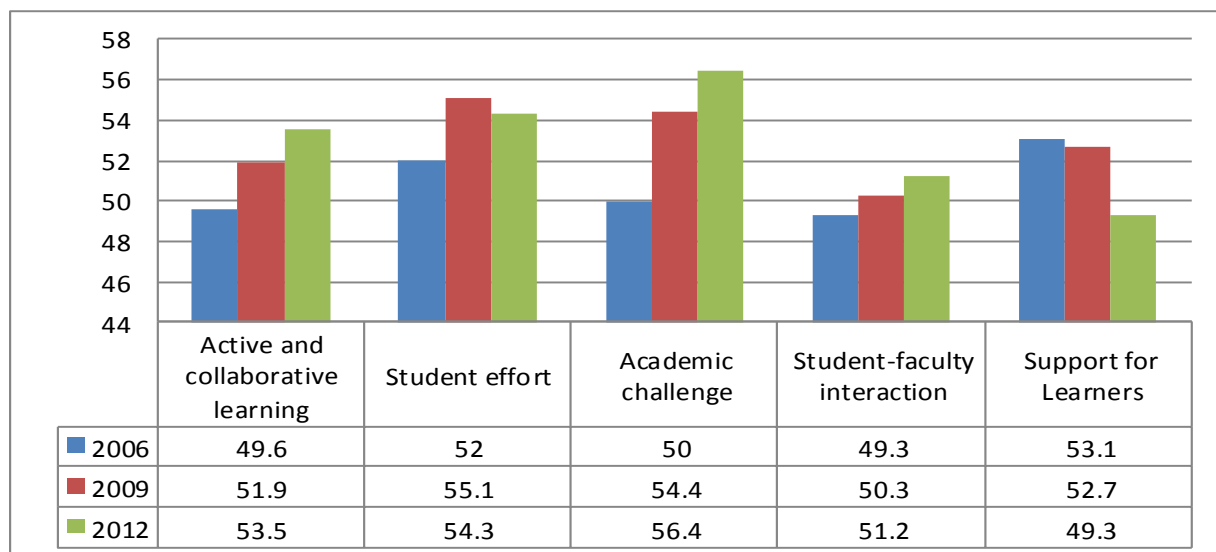


Chart I, Belmont Technical College 2012 CCSSE Benchmark Results, shown above displays scores for *Active and collaborative learning*, *Student effort*, *Academic challenge*, *Student-faculty interaction*, and *Support for learners*. The way in which scores are reported allows institutions to compare their performance with benchmarks for the national cohort and also against a cohort of students from other small colleges participating in the same survey. Belmont's scores are shown with the national cohort benchmarks and small college comparison group scores. The **blue line** represents an average score for Belmont students. The **red line** is set at 50 on each dimension and represents the benchmark for the 2012 CCSSE cohort of all participating institutions. The **green line** follows ratings for small colleges. The average rating by Belmont students in 2012 is above the national benchmark on four of the dimensions and slightly below the benchmark on the fifth dimension (Support for Learners).

The second chart compares Belmont students' average ratings from the 2006 and 2009 administrations with results from the 2012 administration.

Chart II, CCSSE results comparison- 2006 through 2012



Data Highlights and Discussion

1. The average rating by Belmont students in 2012 is above the national benchmark on four of the dimensions and slightly below the benchmark on the fifth dimension of Support for Learners.
2. Belmont's average ratings in the category of Student Effort have been above the national benchmark since 2006. However, the 2012 rating is eight tenths of a point below where it was in 2009.
3. The 2012 rating for Support for Learners is seven tenths of a point below the national benchmark, and 3.4 points below the 2009 rating.
4. The data in Chart II suggests that the dimensions of Student Effort and Support for Learners are two of the most important areas where improvement efforts should be focused over the next few years.
5. From Belmont data for the 2012 CCSSE administration, the areas of highest engagement identified were:
 - Active and Collaborative Learning - *Worked with classmates outside of class to prepare class assignment*
 - Academic Challenge - *Using information you have read or heard to perform a new skill*
 - Academic Challenge – *Number of assigned textbooks, manuals, books, or book-length packs of course readings*
 - Academic Challenge – *Number of written papers or reports of any length*
 - Support for Learners – *Frequency of academic advising/planning*
6. Aspects of lowest engagement identified were in the following two categories:
 - Support for Learners – *Providing the support you need to help you succeed at this college*
 - Support for Learners – *Encouraging contact among students from different economic, social, and racial or ethnic backgrounds*
 - Support for Learners – *Providing the support you need to thrive socially*
 - Support for Learners – *Frequency of career counseling*
 - Student Effort - *Frequency of peer or other tutoring*

Conclusions and Targets for Improvement

1. Increase the role of faculty in student academic advising.
2. Continue to design and implement innovations for the delivery of developmental education in order to expedite completion, enhance success within the program and enhance success in subsequent college level courses.
3. Continue to implement the new enrollment services, admissions, advising, and registration model as a one-stop model to enhance retention, persistence, completion and the recruitment of non-traditional adult students.
4. Develop the enrollment services function of the college in order to provide research/data which may be helpful in guiding program development, course scheduling, and marketing of the college products.
5. Faculty members would like to initiate active learning strategies to enhance engagement: multi-sensory learning, using the Jig-Saw model, “read and research,” scaffolding, mentoring, and conferencing.
6. Review college policies: Revisit who is required to enroll in the FYE course; examine the uniformity of the student attendance policy; synchronize the financial aid and business office practices; and strengthen the academic alert process.