



HIGHLIGHTS

Published by the Community College Survey of Student Engagement

The Community College Survey of Student Engagement is working in partnership with the Division of Community Colleges and Workforce Education for the state of Florida on a major research project that examines the relationships between student engagement and a wide array of student outcomes. A preliminary look at some of those relationships, produced by the Division, is highlighted below. Stay tuned for more detailed findings!

Relationships of Student Engagement to Student Success: Highlights from the Florida Consortium, 2004

In 2004, the Division of Community Colleges and Workforce Education for the state of Florida sponsored participation of all 28 of the state's community colleges in the Community College Survey of Student Engagement (CCSSE), making Florida one of a growing number of states to have a statewide consortium. Approximately 21,000 students participated throughout Florida. Only those who provided an identification number were included in the analysis described herein (a total of 6,250 students).

Florida's community colleges have used the CCSSE results to begin a dialogue with their faculty regarding student perceptions and experiences. This document highlights some of the findings for the consortium as a whole. The words in bold italics at the end of each bullet identify the CCSSE benchmark associated with the survey item (if applicable). Some survey items are not associated with a benchmark.

Grade Point Average (GPA)

- Students with high GPAs (3.0 and higher) did not plan to take the study skills course, whereas students with low GPA (less than 3.0) either took the course or plan to take the course.
- Students with high GPAs took a college orientation program or course more frequently than students with low GPAs.
- Students with high GPAs asked questions in class more frequently than those with a low GPA. ***Active and Collaborative Learning***

- 35% of students with high GPAs *never* went to class without completing the readings or assignments. Nineteen percent of students with low GPAs did the same. ***Student Effort***
- Students with high GPAs tutored or taught other students more frequently than those with low GPAs. ***Active and Collaborative Learning***
- Students with low GPAs skipped class more frequently than those with high GPAs.
- A larger proportion of students with low GPAs never discussed grades, assignments, or career plans with an instructor when compared with students with high GPAs. ***Student-Faculty Interaction***
- 3 out of 4 students with high GPAs felt the college provides the support they need to help them succeed in school. ***Support for Learners***
- Students with low GPAs felt the college helps them cope with non-academic responsibilities, provides the support they need to thrive socially, and provides the financial support they need to afford education. ***Support for Learners***
- Students with high GPAs spend more time preparing for class than those with low GPAs. ***Student Effort***

Class Level

- Sophomores worked with classmates outside of class to prepare class assignments more often than freshmen. ***Active and Collaborative Learning***
- Sophomores tutored or taught other students more frequently than freshmen. ***Active and Collaborative Learning***

Earned an Associate of Arts

- 77% of students who earned an AA the same semester the survey was conducted had not taken nor planned to take the study skills course.
- Only 3.5% of students who earned an AA *never* asked questions in class. **Active and Collaborative Learning**
- Only 5% of students who earned an AA went to class *very often* without completing the readings or assignments. **Student Effort**
- Half of these students e-mailed their instructors often or very often. **Student-Faculty Interaction**
- The majority of AA students discussed grades, assignments, or career plans with an instructor. **Student-Faculty Interaction**
- Students who earned an AA felt the college provides the support they need to help them succeed academically, encourages contact among diverse student groups, and provides support both financially and socially. **Support for Learners**
- 80% of students with the primary goal of obtaining an AA degree and 79% with the primary goal of transferring to a 4-year institution said their experience at the college has helped them to acquire a broad general education.

Students with Withdrawals in the Last Three Years

- 60% of students with at least one withdrawal in the last three years have not taken nor plan to take the study skills course.
- 18% of students with withdrawals often or very often came to class without completing readings or assignments. **Student Effort**

- Almost half of students with withdrawals felt the college helped the student *very little* in coping with non-academic responsibilities. **Support for Learners**
- Almost half of students with withdrawals spent five or less hours per week preparing for class. **Student Effort**

Students as a Whole

- 69% of students say they have courses that require them to memorize very much or quite a bit, while the same percentage say they have courses that require them to analyze. **Academic Challenge**
- Students who took or planned to take the orientation course spent more time participating in college-sponsored activities than those who did not take the course.

Unexpected Results/Concerns

- 14% of students with the primary goal of completing a certificate program and 13% with the primary goal of obtaining or updating job-related skills said their experience at the college has helped them very little to acquire job or work-related knowledge and skills.

For more information

Please contact Dr. Patricia Windham, Associate Vice-Chancellor for Evaluation for the Division of Community Colleges and Workforce Education, at 850-245-9482 or Pat.Windham@fldoe.org.

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.

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

Academic Challenge - Challenging intellectual and creative work is central to student learning and collegiate quality.

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.

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.