

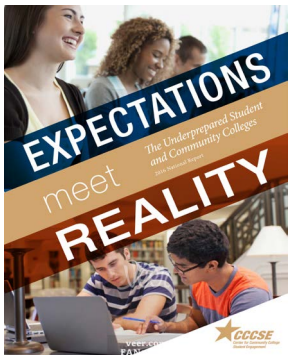


ENGAGEMENT MATTERS

Changing Times...

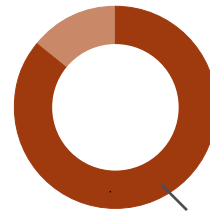
BRIDGING THE DIVIDE BETWEEN STUDENT EXPECTATIONS AND REALITY

It is frequently said that changes in higher education happen slowly. However, that is definitely not the current case in the area of developmental education: Experimentation and innovation are occurring in assessment, placement, and course redesign. For instance, some institutions are no longer using a stand-alone placement test score as the primary means of assessment, but instead are using multiple measures for assessing readiness. Institutions are also developing corequisite courses, in which students take a developmental class and a higher-level class at the same time, while other institutions are accelerating and modularizing the developmental sequence in alternate ways. Other colleges are redesigning math so that there are differentiated pathways based on students' goals. Why? Because student success rates tell us that what we have been doing is not working.

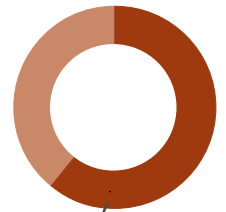


Next month, the Center will release its national report at the DREAM annual convening. *Expectations Meet Reality: The Underprepared Student and Community Colleges* highlights cutting edge practices in work with underprepared students, but it also focuses on the typical experience of the community college student in the areas of assessment, placement, and developmental coursework.

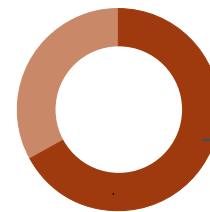
STUDENTS PERCEPTIONS VERSUS REALITY



86% of students believe they are academically prepared to succeed in college



Based on their academic goals at their college, 61% of students believe it will take them two years or less to reach those goals



67% of students who take a placement test need a developmental course in at least one area

Source: 2014 Survey of Entering Student Engagement (SENSE) Promising Practices items

One thing is certain: A divide between students' expectations and reality exists. Institutions working to bridge this disconnect understand that something must change.

However, innovative practices in developmental education are thus far only reaching small numbers of students in most places, and understanding the typical student experience is key in order to improve processes for working with all underprepared students in the future.

Join us for a webinar on Wednesday, March 2, 2016, at 1:00 p.m. (CST) to learn more about the report and to share what your college is doing to improve the underprepared student experience.

DIRECTOR'S NOTE

Happy New Year! As the new academic term begins, I want to give you an update on happenings around the Center.

We have recently had the good fortune of receiving grant funding to support two new undertakings. Thanks to generous support from the Bill & Melinda Gates Foundation, the Center, under the direction of the American Association of Community Colleges, is part of the national Pathways Project. In addition, thanks to funding from the MetLife Foundation, the Center will conduct research on community college student financial health and its impact on engagement. As the White House and state houses are discussing free community college tuition, understanding the financial health of students could not be timelier.

In May 2016 the Center will host its annual National Advisory Board meeting. The board is composed of college presidents and higher education policy leaders from across the country who

provide guidance and insight to the Center. We are pleased to have four new members: Audrey J. Jaeger, Professor of Higher Education and Alumni Distinguished Graduate Professor, North Carolina State University; Steven L. Johnson, President, Sinclair Community College (OH); Dale K. Nesbary, President, Muskegon Community College (MI); and Lawrence A. Nespoli, President, New Jersey Council of County Colleges. For a complete list of the Center's National Advisory Board members, visit www.ccsse.org/center/nab.

As the spring conference season kicks off, I hope to see you at one of the Center's sessions. We'll be highlighting the work of our latest report and facilitating sessions on how colleges are using Center data to bolster their student success agenda. I hope you will join us, and I look forward to hearing what your college is doing to improve the lives of students and ensure they are successful! See you soon!

E. Hawaile

CENTER DEFINED

The Center for Community College Student Engagement is a research and service initiative of the Program in Higher Education Leadership at The University of Texas at Austin that provides important resources for assessing and improving educational practice in community colleges through the following projects and initiatives:

Community College Survey of Student Engagement (CCSSE) /'se'sē/, administered to students in the spring, includes items that assess institutional practices and student behaviors correlated with student learning and retention.

Community College Faculty Survey of Student Engagement (CCFSSE) /'sē'sē'fesē/, an online companion to CCSSE, elicits information from instructors about their students' educational experiences, their teaching practices, and how they spend their professional time.

Survey of Entering Student Engagement (SENSE) /sens/, administered in early fall to entering students, gathers information about their academic and non-academic experiences from the time of their decision to attend the college through the first three weeks of class.

Community College Institutional Survey (CCIS), developed as part of the High-Impact Practices Initiative, is a free tool that helps community colleges collect data about the implementation, design, and scale of high-impact educational practices on their campuses.

Pathways Project, in partnership with AACC, will help community colleges design and implement structured academic and career pathways for all students. The Center joins AACC and six other leading national organizations in this important work to feature six two-day institutes over the span of three years, during which a cohort of 30 colleges will build knowledge around designing and implementing fully scaled pathways.

Initiative on Student Success conducts focus groups and interviews at select colleges, gathering student, faculty, staff, and administrators' perspectives to paint a rich picture of the student experience.

Learn more about these projects and initiatives at www.ccsse.org

LISTEN UP

At the Center, we're always listening! Since 2001, the Center has been uplifting the student voice through surveys and focus groups, helping community college practitioners better understand their students' experiences.

Citrus College Conducts Focus Groups to Better Understand Benchmark Scores

Institutional researchers at **CITRUS COLLEGE** (CA) saw below-average CCSSE benchmark scores and differences in student and instructor perceptions of engagement as an opportunity for growth. The college's 2012 CCSSE results indicated opportunities for improvement in three benchmark areas, and CCFSSE data revealed significant gaps between student and instructor perceptions of classroom participation and feedback. These findings spurred the college's Office of Institutional Research, Planning, and Effectiveness to collaborate with the Institutional Research and Planning Committee on a campus-wide focus group study.

Citrus College's focus group study was both purposeful and targeted. By focusing on specific aspects of the college's CCSSE results, establishing standard protocol, and cultivating a representative set of participants, the focus groups helped refine the college's understanding of its survey data. College researchers first established outcome areas and developed questions that targeted these outcomes; then proceeded to recruit 63 students of varying

academic, demographic, and special program statuses; and finally, ensured the reliability of results through comprehensive training of focus group facilitators and data coders.

Citrus College's focus group findings highlight the interaction of student, faculty, and institutional factors in student engagement. In the area of Active and Collaborative Learning—a benchmark of concern at the study's outset—nearly half of participants acknowledged that classroom participation enhances their learning. However, participants also noted that student, faculty, and course factors all influence whether a student actually participates. Fortunately, simple instructor actions—such as clearly stating participation expectations and encouraging students to speak up without fear—increase the chance that reluctant students will engage. Student feedback also led to several institution-specific recommendations, such as increasing the length of writing center appointments and changing the hours of operation for campus academic support centers.

For more information on Citrus College's focus group work, visit <http://bit.ly/1PyhFsH>. For Center focus group toolkits, please visit www.ccsse.org/tools.

The path to student success starts **HERE**



Registration for the 2016 entering student survey (**SENSE**) is open now through April 30, 2016

www.ccsse.org



And Coming in 2017... **CCSSE Refresh**
More at ccsse.org/refresh

COLLEGE SPOTLIGHT

North Arkansas College Uses CCSSE Results as Key Measures of General Learning Outcomes for Institutional Assessment

In 2014, the **NORTH ARKANSAS COLLEGE** (Northark) Academic Assessment Team completely redesigned the college's assessment of student learning to address a time consuming and inconsistent method of evaluating general learning outcomes (GLOs). Prior to the redesign, the Academic Assessment Team (AAT) annually gathered numerous classroom assessment artifacts and student portfolios and spent more than 80 hours compiling the information into a virtually unread 50 page report. Additionally, the report was ineffective in demonstrating student achievement of the college's overall six GLOs.

During the redesign process, the AAT established three key goals:

1. Determine a consistent method of measuring institutional GLOs.
2. Establish a process for using the measurement results to inform overall desired assessment goals.
3. Develop a meaningful annual institutional assessment plan using areas not meeting goals for improvement.

Since Northark already administered the Community College Survey of Student Engagement (CCSSE) every other year, the AAT began development of the new assessment process by aligning the six GLOs with CCSSE items.

- For GLO1, *students will apply critical thinking and problem solving skills across disciplines*, the AAT selected CCSSE Item 12e (thinking critically and analytically).
- For GLO2, *students will apply life skills in areas such as teamwork, ethics, and study habits*, CCSSE Items 12h (working effectively with others), 12i (learning effectively on your own), and 12l (developing a personal code of values and ethics) were selected.
- For GLO3, *students will communicate clearly in written and oral formats*, the AAT selected CCSSE Items 12c (writing clearly and effectively) and 12d (speaking clearly and effectively).
- The AAT selected CCSSE Item 12g (using computing and information technology) to assess GLO4, *students will use technology appropriate for learning*.
- For assessment of GLO5, *students will discuss issues of a diverse global society*, the team selected CCSSE Item 12k (understanding people of other racial and ethnic backgrounds).
- And for GLO6, *students will demonstrate math and/or statistical skills*, CCSSE Item 12f (solving numerical problems) was selected.

Northark's goal for each identified CCSSE measure is to be at or above the CCSSE cohort level. The annual assessment report will include Northark's performance as compared to the CCSSE cohort and will more effectively demonstrate achievement of institutional GLOs. When Northark's results fall below the CCSSE cohort, for any measure, the data will be incorporated into the annual assessment plan. During the 2015-2016 academic year, the AAT will develop program- and course-level assessment measurements for program- and course-specific learning outcomes.



IMPROVEMENT THROUGH FEEDBACK

The Center is committed to continually improving its services to better meet member colleges' needs. Accordingly, following each survey administration and report release, the Center solicits feedback and invites suggestions for improvement.

Center Webinar Helps Colleges Dig Into Survey Data

The Center provides member colleges with an assortment of tools to maximize their ability to analyze, interpret, and communicate *SENSE* and *CCSSE* results. In order to provide an interactive overview of these resources, the Center hosted a live webinar in September of last year for representatives from over 50 community and technical colleges. Participants learned about the Center's standard reporting of institutional survey results, as well as about custom reporting options, including

the availability of comparison reporting and reporting broken out by various student characteristics. The webinar also highlighted exercises that can be used with internal audiences as catalysts for discussion of results and implementation of changes, along with templates that facilitate communication with external stakeholders. A video of the webinar and PDF document of the accompanying slides are available at www.ccsse.org/tools/workingresults.



Entering Student Success Institute: Redesigning the Entering Student Pathway

November 6-8, 2016
Omni La Mansión del Rio
San Antonio, Texas

For more information:
www.ccsse.org/essi
or contact Zach Garcia:
garcia@cccse.org | 512-232-6458



FEATURED ONLINE TOOL: DATA NARRATIVE EXERCISE

Colleges that participate in *CCSSE* and *SENSE* receive a wealth of data about institutional practices and student behaviors correlated with student success. To help members take those data points and share them with diverse audiences in a way that promotes positive change, the Center has developed a data narrative exercise. This tool provides a framework for discussing specific survey items and crafting powerful and relatable data-driven stories. By engaging in small group conversations and, later, in facilitated discussion, college leaders can augment survey results with meaning and context. The data narrative exercise is available in the *CCSSE* and *SENSE* tools sections of the Center website.

ON THE ROAD

Look for our sessions at these upcoming events:

FYE Annual Conference

February 20 – 23, 2016
Orlando, FL
sc.edu/fye/annual

Achieving the Dream — DREAM

February 23 – 26, 2016
Atlanta, GA
achievingthedream.org

TAIR Annual Conference

February 28 – March 2, 2016
San Antonio, TX
texas-air.org/conference/2016

SXSWedu

March 7 – 10, 2016
Austin, TX
sxsxedu.com

AAHHE Conference

March 10 – 12, 2016
Costa Mesa, CA
aahhe.org

League Innovations Conference

March 20 – 23, 2016
Chicago, IL
Center Booth: 620
www.league.org/innovations

AACC Convention

April 9 – 12, 2016
Chicago, TX
Center Booth: 218
aacc.nche.edu/convention

NISOD Conference

May 28 – 31, 2016
Austin, TX
nisod.org/conference

League Learning Summit

June 12 – 15, 2016
Scottsdale, AZ
www.league.org/lis2016

We can also come to you:

Colleges interested in Center staff conducting workshops, speaking engagements, or other professional development events should direct inquiries to info@cccse.org. Book early to ensure availability!

Additionally, the Center offers free workshops to statewide systems in which all colleges administered a survey at the same time.

To view all events and more details, visit our calendar at www.ccsse.org/center/calendar

WHAT'S NEW AT THE CENTER



During an interview to select the 30 colleges to participate in the Pathways Project—a \$5.2 million grant sponsored by the Bill & Melinda Gates Foundation and led by the American Association of Community Colleges (AACC)—a community college president declared, “Pathways is the next big thing in community colleges.”

What is pathways, and why now? The guided pathways model can be defined as “clearly structured, educationally coherent program pathways that lead to students’ end goals, and in rethinking instruction and student support services in ways that facilitate students’ learning and success as they progress along these paths” (Bailey, Jaggars, and Jenkins, 2015). It begins at the student’s point of entry and leads to completion, with high-quality credentials that are aligned to strong employment opportunities. Time is of the essence as colleges are trying to improve completion rates. Individual reform efforts that are more piecemeal in nature are not having the college-wide impact on student success and completion that the public is demanding. A transformational change is needed.

Bailey, T.R., Jaggars, S.S., & Jenkins, D. (2015). Redesigning America's Community Colleges. Cambridge, MA: Harvard University Press.

Building on emerging research and experience in the field, the Pathways Project expands upon recommendations set forth by the 21st Century Commission on the Future of Community Colleges’ 2012 publication, *Reclaiming the American Dream*, and the 2014 implementation guide, *Empowering Community Colleges: To Build the Nation's Future*.

The Center joins AACC and six other partners in this work: Achieving the Dream, Inc.; The Aspen Institute; Community College Research Center; Jobs for the Future; the National Center for Inquiry and Improvement; and Public Agenda.

After a highly competitive national process to identify colleges that are committed to implementing guided academic and career pathways at scale for all students, 30 colleges located in urban, suburban, and rural locations in 17 states, with fall headcount enrollments ranging from less than 3,000 to almost 60,000 students, were selected:

- Alamo Colleges (TX)
- Bakersfield College (CA)
- Broward College (FL)
- Cleveland State Community College (TN)
- Columbus State Community College (OH)
- Community College of Philadelphia (PA)

THE PATHWAYS PROJECT: GUIDING STUDENTS TO COLLEGE COMPLETION

- Cuyahoga Community College (OH)
- El Paso Community College (TX)
- Front Range Community College (CO)
- Indian River State College (FL)
- Irvine Valley College (CA)
- Jackson College (MI)
- Lansing Community College (MI)
- Linn-Benton Community College (OR)
- Monroe Community College (NY)
- Mt. San Antonio College (CA)
- Northeast Wisconsin Technical College (WI)
- Paris Junior College (TX)
- Pierce College District (WA)
- Prince George's Community College (MD)
- St. Petersburg College (FL)
- San Jacinto College (TX)
- Skagit Valley College (WA)
- Stanly Community College (NC)
- South Seattle College (WA)
- Tallahassee Community College (FL)
- Tulsa Community College (OK)
- Wallace State Community College (AL)
- Western Wyoming Community College (WY)
- Zane State College (OH)

The Center’s role in the Pathways Project is to coordinate the logistics for six institutes, serve as the main contact for the Pathways colleges in their completion of advance work prior to each institute, lead the development of Pathways Institute #4, and produce video segments reflecting student experiences in pathways.

Pathways Institute #1 (Leadership for Transformational Change: Implementing Pathways at Scale), for the selected colleges and their 12 designated coaches, will be held in the beginning of February in San Antonio, Texas. To learn more about the Pathways Project, visit www.ccsse.org/center/initiatives/pathways.

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