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CCSSE is committed to continually improving its services to better meet member colleges' needs. This document provides responses to feedback we received from member colleges after the 2009 survey administration and institutional report release. Below are the most often cited issues identified through CCSSE's surveys of college presidents and contacts, along with responses to each of those issues.

Institutional Reports

Issue: We would like an executive summary that highlights our college's results.

Response: Starting with the 2010 administration, CCSSE will provide member colleges with an institution-specific executive summary that will include the following: benchmark comparisons between your college, colleges of your size, and the CCSSE cohort; highlights of the areas of highest and lowest student engagement at your college; results from the five CCSSE special-focus items; and CCFSSSE results (example college results will be provided to colleges that did not administer CCFSSSE).

Issue: It would be useful to look at student engagement across age categories and other subgroups.

Response: CCSSE is developing a new data reporting website that will allow participating colleges to conduct subgroup analyses. We have designed this new method of reporting with the goal of providing an improved and more efficient means for colleges to access and work with survey results. For a preview of the new CCSSE electronic reporting website, we invite you to visit the Survey of Entering Student Engagement (SENSE) electronic reporting website at www.enteringstudent.org. From the SENSE website, click on the tab labeled "Survey Results," and then on the tab labeled "Example Institutional Reports." Provided there is a list of reports available for review, including frequency distributions for the entire cohort, means and frequency reports specific to each college, and a variety of breakout and custom reporting options.

Issue: Please calculate and report percentages in the frequency reports.

Response: The frequency distribution reports include both counts and percentages for part-time, full-time, and all-student data. The percentages are reported in the right column under each category heading.

Issue: We would like to see a trend analysis report from previous years' results.

Response: CCSSE recognizes that trend analysis is both useful and important when working with data. Due to the temporal variance in which colleges participate in CCSSE, developing a trend analysis report would be quite complicated; however, CCSSE is in the process of creating a guide that will include tools to assist colleges in this process. CCSSE certainly encourages colleges to locally conduct item-level analyses using multiple years of data. Please feel free to contact a CCSSE staff member should you need assistance with this process.

Issue: We have participated in CCSSE for several years and the data have stayed the same over time. How are these data useful if they remain static?

Response: In working with CCSSE colleges that have asked this question, we often find that these colleges are focused primarily on review of benchmark scores. CCSSE encourages a focused effort in drilling down into the data to the item level; this effort can illuminate areas for improvement, even if the benchmark scores seem to be consistent over time. Conducting item-level analyses can be extremely useful in identifying areas around which to engage in discussion and develop action plans for improvement.

In addition, it is clear that improving institution-level scores requires a very committed effort to increase student engagement *at scale*, not just in limited courses or areas of the institution. The good news is that we are seeing examples of colleges that are showing those improved results.

Username and Password

Issue: Why I can't I change my password to one of my choosing?

Response: Your unique CCSSE-issued username and password are associated with all historical institutional data for your college, making it necessary for your password to remain unchanged.

In addition, CCSSE usernames and passwords must fulfill specific format requirements to meet security regulations of The University of Texas at Austin.

Sampling & Administration

Issue: The same instructor was picked multiple times for in-class administration. How can we avoid this in the future?

Response: A random selection of students is the principle objective of CCSSE's sampling methodology, and courses are the means by which CCSSE reaches students. CCSSE encourages colleges to explain to instructors that they are not being sampled more than once, rather, they are associated with more than one group of students who are being surveyed.

Issue: The sampling method did not work for us. It needs to be more flexible and allow for course substitutions.

Response: The courses are selected through a random sampling process, and in order to preserve the integrity of CCSSE's sampling methodology, course substitutions are not allowed. Further, the sampling methodology must remain consistent across all participating colleges to make comparisons possible. If a college is interested in surveying additional courses or subgroups of students, oversampling options are available.

Issue: There is too much wasted paper. Can you please reduce the amount of paper you send us with the surveys?

Response: As this is a paper-based survey, all materials sent for administration are based upon enrollment numbers. In every effort to conserve resources, CCSSE prints double sided and uses recycled paper and envelopes whenever possible. In addition, starting with the 2010 administration, colleges that opt to create their own Program Code Sheets will no longer receive CCSSE's version, thereby eliminating that paper waste.

Issue: Why is CCSSE not offered as an online survey?

Response: After running two pilot tests of an online version of the survey, CCSSE found response rates to be extremely low as all colleges were not able to provide accurate e-mail addresses for students. At this point, the paper survey still proves to be the best method for collecting and analyzing student engagement data. We will

continue to monitor college readiness to participate in an online survey administration, but at present this option is not viable at the national level.

CCCSE is currently developing the Survey of Online Student Engagement (SOSE), which will be a web-based instrument that will help community and technical colleges assess the engagement of distance learning students. It is our hope that this project will further inform the practicality of moving toward an online version of CCSSE.

Issue: Is there a reason why we must return completed surveys weekly, rather than all at one time?

Response: CCSSE highly recommends returning surveys in multiple shipments due to the unlikely but possible event that a box is damaged or lost in shipping. If a lost or damaged box contains all or a significant portion of a college's completed surveys, it may be impossible to obtain a representative sample for the college. CCSSE recommends using all of the pre-paid UPS return labels provided, and is more than willing to send additional labels if needed. The picture below depicts a box of surveys that was damaged during shipment.



Procedure Guide

Issue: The Procedure Guide is too long and complicated in the way that it was set up.

Response: CCSSE is currently redesigning the Procedure Guide. The new guide will be a shorter and more succinct, step-by-step reference tool.