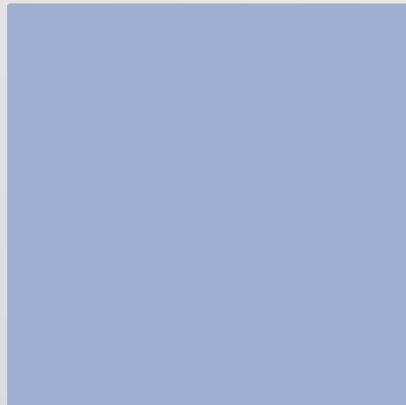


CCSSE 2015 Report Release

Working With and Communicating About Your Survey Results

September 10, 2015



Welcome to Today's Presentation



Evelyn Waiwaiole

Director

Center for Community College Student Engagement

- **If you have questions during the presentation, please use the Q&A pod, and a Center staff member will respond.**

- **If we ask you to respond to a poll question, please use the Chat pod.**



Jeff Crumpley
Associate Director

Working with Results

Community College Survey of Student Engagement - Example College
 2015 Means Report - Main Survey
 Comparison Group: Small Colleges in the 2015 Cohort*
 Breakout by Enrollment Status
 [Unweighted]

Item	Variable	Breakout Group	Year College		Small Colleges		2015 Cohort		Effect Size**
			N	Mean	N	Mean	N	Mean	
Item 4: In your experience at this college during the current school year, about how often have you done each of the following?									
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often									
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	Less than full-time	31	2.88	30,376	2.85	123,538	2.88	
		Full-time	215	3.03	101,195	3.05	317,784	2.89	
		All Students	246	2.99	131,571	3.03	441,322	2.88	
4b. Made a class presentation [ACTCOLL]	CLPRESN	Less than full-time	31	1.74	30,261	2.01	123,030	2.03	
		Full-time	215	2.36	100,813	2.33	316,947	2.35	
		All Students	246	2.28	131,174	2.26	439,877	2.28	
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFP]	REWRDPAP	Less than full-time	31	1.81	30,130	2.42	122,529	2.43	-0.60**
		Full-time	214	2.76	100,541	2.64	316,690	2.67	
		All Students	245	2.63	130,671	2.58	439,219	2.60	
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFP]	INTEGRAT	Less than full-time	31	2.19	30,194	2.69	122,603	2.71	
		Full-time	213	3.02	100,852	2.98	316,901	3.02	
		All Students	244	2.81	131,046	2.81	439,504	2.85	
4e. Came to class without completing readings or assignments [STUEFP]	CLINPREP	Less than full-time	31	1.74	30,080	1.74	122,451	1.79	
		Full-time	213	1.91	100,422	1.85	316,172	1.88	
		All Students	244	1.88	130,492	1.85	437,623	1.85	
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	Less than full-time	31	2.38	30,655	2.48	122,203	2.48	
		Full-time	215	2.58	100,271	2.67	314,776	2.65	
		All Students	246	2.55	130,226	2.63	437,079	2.60	
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	Less than full-time	31	1.81	30,142	1.93	122,561	1.94	
		Full-time	215	2.32	100,523	2.14	316,541	2.11	
		All Students	246	2.23	130,665	2.07	439,102	2.03	
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	Less than full-time	31	1.26	30,226	1.32	122,943	1.32	
		Full-time	215	1.56	100,733	1.49	316,184	1.48	
		All Students	246	1.52	130,959	1.45	439,127	1.44	

* The comparison group and cohort columns on this page EXCLUDE your college.
 ** Effect Size



CCFSSE

The Community College Faculty Survey of Student Engagement (CCFSSE), designed as a companion survey to CCSSE, elicits information from faculty about their teaching practices; the ways they spend their professional time, both in and out of class; and their perceptions regarding students' educational experiences. Many of these results can be viewed alongside the corresponding CCSSE item results to reveal interesting differences between students' reported experiences and faculty members' perceptions of those experiences—and can serve as an excellent starting point to engage faculty in conversations about engagement.

Figure 10

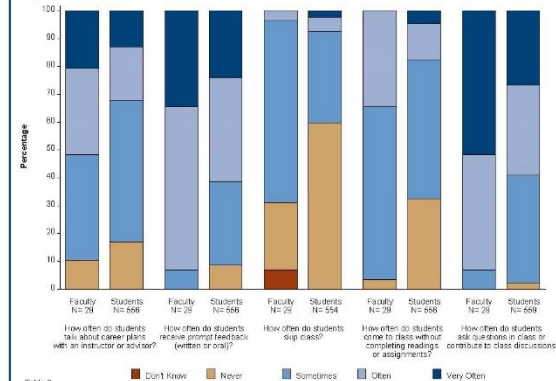


Table 3

Response	How often do students talk about career plans with an instructor or advisor?		How often do students receive prompt feedback (written or oral)?		How often do students skip class?		How often do students come to class without completing readings or assignments?		How often do students ask questions in class or contribute to class discussions?	
	Faculty	Student	Faculty	Student	Faculty	Student	Faculty	Student	Faculty	Student
Don't Know	N/A	N/A	N/A	N/A	8.0%	8.0%	N/A	N/A	N/A	N/A
Never	10.3%	17.0%	N/A	8.7%	24.1%	50.7%	3.4%	32.5%	N/A	2.3%
Sometimes	37.0%	60.8%	6.0%	29.0%	65.0%	32.8%	82.1%	49.8%	6.0%	38.8%
Often	31.0%	19.2%	68.0%	37.4%	3.4%	5.0%	34.5%	13.0%	41.4%	32.3%
Very Often	20.7%	13.0%	31.0%	24.0%	N/A	2.4%	N/A	4.7%	51.7%	26.7%

Faculty responses reference a selected course. Student responses are weighted and reference the entire year.

Report Release & Availability

- **Results—including raw data file—available to anyone with members only login credentials**
 - Raw data with student ID numbers must be requested by email
- **Reporting for three most recent administration years available on site**
 - Contact your liaison for reporting prior to current cohort years

The screenshot shows the login interface for the CCSSE Members Only section. The header includes the CCSSE logo and the text "MEMBERS ONLY". Below the header, there is a "Login" section with the text "This section is password protected for Center members." and a form with fields for "User Name" and "Password", a "Login" button, and a link for "Forgot your password?". The footer contains contact information for the Center for Community College Student Engagement and the University of Texas at Austin.

The screenshot shows the dashboard for the CCSSE Members Only section. The header includes the CCSSE logo and the text "MEMBERS ONLY". Below the header, there is a navigation menu with links for "About CCSSE", "National Results", "About the Survey", "CCSSE Refresh", "Faculty Survey", "Tools", and "Members Only". The main content area is titled "Institutional Reports for Example College" and contains three sections: "Institutional Reports from the 2015 CCSSE Cohort", "Institutional Reports from the 2014 CCSSE Cohort", and "Institutional Reports from the 2013 CCSSE Cohort". Each section provides a brief description of the data and a link to the report.

CCSSE Reports: What is Available

- Two main report types

- Standard Reports
- Custom Reports

- Also available

- Appendices
- Raw data files
- Codebooks
- Information on methodology & understanding survey results
- CCFSSSE reports

The screenshot shows the CCSSE Institutional Reports website for the 2015 Cohort. The header includes navigation links for Center, CCSSE, CCFSSSE, SENSE, and CCIS. The main navigation bar contains links for Calendar, News, Join, Contact, and Logout. The CCSSE logo is prominently displayed on the left, and the title 'INSTITUTIONAL REPORTS: 2015 CCSSE COHORT' is on the right. A secondary navigation bar includes links for About CCSSE, National Results, About the Survey, CCSSE Refresh, Faculty Survey, Tools, and Members Only. The left sidebar contains a vertical menu with options: Institutional Reports Home, Overview, Standard Reports, Custom Report Requests, Completed Report Requests, Faculty Survey (CCFSSE) Reports, and Feedback. The main content area features an 'Overview' section with a 'Print-Friendly' button and links to 'About the Online Reporting System', 'CCSSE 2015 Cohort Overview', 'Student Respondent Profile', 'CCSSE Sampling', and 'Communications Tools'. Below this is a welcome message and a section titled 'About the Online Reporting System' which provides information on accessing and understanding institutional report results. A final section, 'Understanding Survey Results', offers basic information about excluded respondents, report types, weighting, and student-level breakout definitions.

Overview Page

- **Cohort overview**
 - Information about participant institutions
- **Respondent Profile**
 - Demographic information about cohort respondents
- **CCSSE Sampling**
 - Methodological information about survey sampling procedures

CCSSE Sampling

In CCSSE sampling procedures, students are sampled at the classroom level. As a result, full-time students, who by definition are enrolled in more classes than less than full-time students, are more likely to be sampled. To adjust for this sampling bias, a statistical weighting procedure is applied to CCSSE results when analysis contains both full-time and less than full-time students. Weighting is uniquely calculated for each institution and is based on the most recent publicly available IPEDS enrollment figures. As an additional option, colleges can choose to produce reports via the Custom Report Requests page with the statistical weighting feature disabled if they feel this is more appropriate. More information on weighting can be found on the [Understanding Survey Results](#) page.

Student Respondent Profile

Characteristics of 2015 Cohort Respondents

Characteristic	Cohort
Male	43%
Female	55%
Enrolled less than full-time	28%
Enrolled full-time	72%
Traditional age (18–24)	67%

Race/Ethnicity of 2015 Cohort Respondents

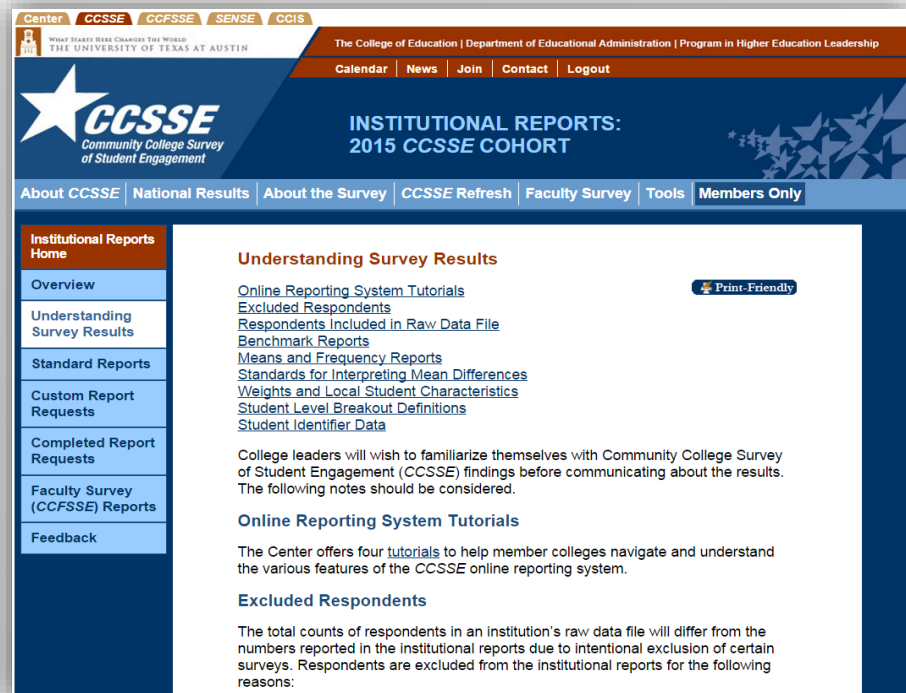
Race/Ethnicity	Cohort
American Indian or other Native American	2%
Asian, Asian American or Pacific Islander	5%
Black or African American, Non-Hispanic	11%
White, Non-Hispanic	55%
Hispanic, Latino, Spanish	14%
Other	4%
International	6%

www.ccsse.org/members/reports/2015/overview.cfm

Understanding Survey Results Page

Provides methodological information on...

- Excluded respondents
- Respondents included in raw data file
- Standards for interpreting mean differences
- Weighting
- Student breakout criteria



The screenshot displays the CCSSE website interface. At the top, there is a navigation bar with links for Center, CCSSE, CCFSSSE, SENSE, and CCIS. Below this, the header includes the University of Texas at Austin logo and the text 'The College of Education | Department of Educational Administration | Program in Higher Education Leadership'. A secondary navigation bar contains links for Calendar, News, Join, Contact, and Logout. The main content area is titled 'INSTITUTIONAL REPORTS: 2015 CCSSE COHORT' and features a sub-navigation bar with links for About CCSSE, National Results, About the Survey, CCSSE Refresh, Faculty Survey, Tools, and Members Only. The left sidebar contains a menu with options: Institutional Reports Home, Overview, Understanding Survey Results, Standard Reports, Custom Report Requests, Completed Report Requests, Faculty Survey (CCFSSE) Reports, and Feedback. The main content area is titled 'Understanding Survey Results' and includes a 'Print-Friendly' button. It lists several links: Online Reporting System Tutorials, Excluded Respondents, Respondents Included in Raw Data File, Benchmark Reports, Means and Frequency Reports, Standards for Interpreting Mean Differences, Weights and Local Student Characteristics, Student Level Breakout Definitions, and Student Identifier Data. Below the links, there is a paragraph stating: 'College leaders will wish to familiarize themselves with Community College Survey of Student Engagement (CCSSE) findings before communicating about the results. The following notes should be considered.' This is followed by a section titled 'Online Reporting System Tutorials' with a paragraph: 'The Center offers four tutorials to help member colleges navigate and understand the various features of the CCSSE online reporting system.' The final section is 'Excluded Respondents' with a paragraph: 'The total counts of respondents in an institution's raw data file will differ from the numbers reported in the institutional reports due to intentional exclusion of certain surveys. Respondents are excluded from the institutional reports for the following reasons:'

www.ccsse.org/members/reports/2015/understanding.cfm

Standard Reports Page

- Key Findings
- Benchmark Reports
- Means Reports
- Frequency Reports

Standard Reports Breakout Options

- Enrollment Status (full and less than full-time)

Standard Reports Comparison Options

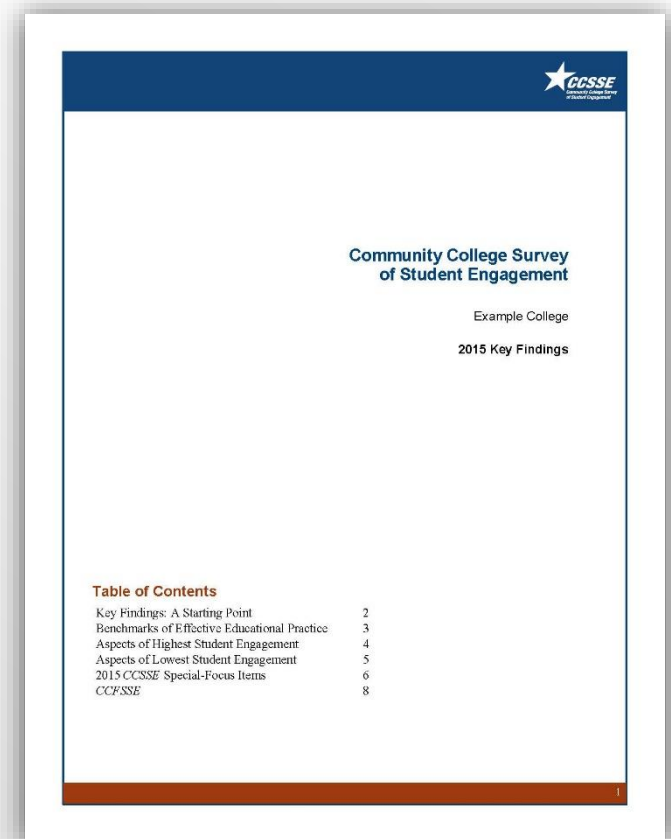
- Size Category
- National (3-year) Cohort

- Consortium comparison report also provided if college was part of consortium

The screenshot shows the CCSSE Institutional Reports page for the 2015 cohort. The page is titled "INSTITUTIONAL REPORTS: 2015 CCSSE COHORT" and features a navigation menu with options like "About CCSSE", "National Results", "About the Survey", "CCSSE Refresh", "Faculty Survey", "Tools", and "Members Only". A sidebar on the left contains a "Table of Contents" with links to "Overview", "Understanding Survey Results", "Standard Reports", "Custom Report Requests", "Completed Report Requests", "Faculty Survey (CCFSSE) Reports", and "Feedback". The main content area is titled "2015 Institutional Reports for Example College" and includes sections for "Key Findings for Example College" and "2015 CCSSE Means and Frequency Distributions for All Students - Entire Cohort". The "Key Findings" section describes the report's format and highlights specific data points. The "Means and Frequency Distributions" section provides links to PDF and Excel files for means and frequencies. The "Standard Reports for Example College" section explains the equivalence of standard reports and provides links to PDF and Excel files for benchmarks, means, and frequencies for "All Students" and "Less Than Full-Time & Full-Time (Enrollment Status)". A link to "How Benchmarks are Calculated" is also present.

Key Findings Report

- Provides a tailored executive summary of institutional and cohort-level results
- Content includes
 - Benchmark comparisons between your college and 2015 top-performing colleges
 - Aspects of highest & lowest student engagement
 - Special-Focus Items
 - *CCFSSE* Results
 - Cohort-level results are included for institutions that did not administer the faculty survey



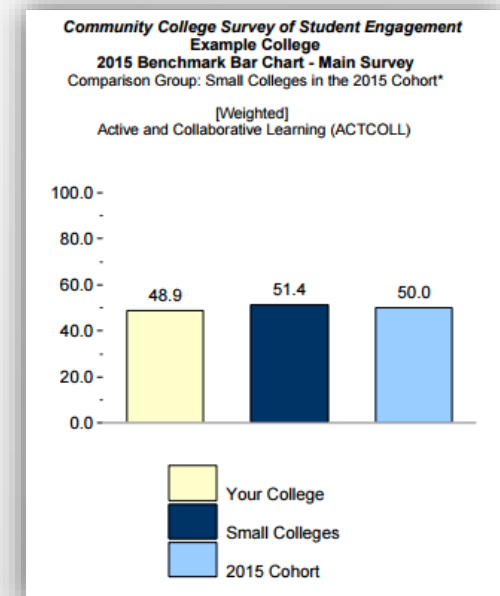
Benchmark Report

- Five groups of conceptually-related survey items in the following areas of student engagement
 - Active & Collaborative Learning
 - Student Effort
 - Academic Challenge
 - Student-Faculty Interaction
 - Support for Learners
- All student report & enrollment breakout report available on Standard Reports page
 - More breakout options available on Custom Report Requests page
- Benchmarks are starting points for looking at your data
 - Examine means and frequency scores for the individual items included in benchmarks of interest
 - Item-level means and frequency data are included in the benchmark report to facilitate this process

Community College Survey of Student Engagement - Example College
2015 Benchmark Scores Report - Main Survey
Comparison Group: Small Colleges in the 2015 Cohort*

[Weighted]

Benchmark	Your College	Small Colleges		2015 Cohort	
	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	48.9	51.4	-2.6	50.0	-1.1
Student Effort	42.7	51.0	-8.3	50.0	-7.3
Academic Challenge	47.4	50.3	-2.9	50.0	-2.6
Student-Faculty Interaction	57.4	52.4	4.9	50.0	7.4
Support for Learners	50.2	52.1	-1.9	50.0	0.2



www.ccse.org/members/reports/2015/reports.cfm

Means Report

- Provides weighted item-level mean scores
- Effect sizes meeting Center criteria for practical differences are flagged with a double asterisk
 - To be flagged, item must have a t-test value $\leq .001$ AND an effect size with an absolute value $\geq .2$
- All student report & enrollment breakout report available on Standard Reports page
 - More breakout options available on Custom Report Requests page
- Provides comparison to similarly-sized colleges and the national cohort
- Consortium comparison report also provided if college was part of consortium

Item	Variable	Your College		Small Colleges			2015 Cohort		
		N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**
Item 6: During the current school year, about how much reading and writing have you done at this college?									
1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20									
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings [ACCHALL]	READASGN	243	2.63	129,895	2.93	-0.28**	435,247	2.89	-0.25**
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	READOWN	243	2.10	129,876	2.03		435,106	2.04	
6c. Number of written papers or reports of any length [ACCHALL]	WRITEANY	242	2.80	129,800	2.89		434,811	2.88	

www.ccsse.org/members/reports/2015/reports.cfm

Frequency Report

- Provides weighted counts and percentages at the item level
- All student report and enrollment breakout report available on Standard Reports page
- Provides comparison to similarly-sized colleges and the national cohort
- Consortium comparison report also provided if college was part of consortium

Item	Variable	Responses	Your College		Small Colleges		2015 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 6: During the current school year, about how much reading and writing have you done at this college?								
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings [ACCHALL]	READASGN	None	18	7.5	4,023	3.1	13,536	3.1
		1 to 4	111	46.1	51,670	39.8	180,178	41.4
		5 to 10	68	28.0	39,380	30.4	129,524	29.8
		11 to 20	32	13.3	18,910	14.6	62,420	14.4
		More than 20	12	5.2	15,763	12.1	49,043	11.3
		Total	241	100.0	129,745	100.0	434,700	100.0

Also Available on the Standard Reports Page

- **Codebook**

- **Raw Data File**

- **Student Identifier file must be requested; it is mailed on password-encrypted CD**

- **Additional Items Frequency Reports**

- **Only available on reporting page corresponding to administration year**

- **Appendices**

- **Table 1**
 - Respondents to Underlying Population Comparisons
- **Table 2**
 - Percent of Target
- **Table 3**
 - Respondents and the Underlying Population Comparisons by College Size
- **Table 4**
 - Underlying Population Percentages by Sex, Race/Ethnicity, and Enrollment Status
- **Table 5**
 - Underlying Population Percentages by Age
- **Table 6**
 - Survey Completion Rates

Community College Survey of Student Engagement (CCSSE)
2015 Main Codebook

Item	Variable	Responses
Item 1		
Survey's user	SURVEYNO	
Item 2		
1. Did you begin college at this college or elsewhere?	ENTER	1 = Started here 2 = Started elsewhere
Item 3		
2. Thinking about this current academic term, how would you characterize your enrollment at this college?	ENR_MENT	1 = Less than full-time 2 = Full-time
Item 4		
3. Have you taken this survey in another class this term?	SHYACDARI	1 = Yes 2 = No
Item 4: If you excel/experiences at this college during the current school year, about how often have you done each of the following?		
4a. Asked questions in class or responded to class discussions	CLQUEST	1 = Never 2 = Sometimes 3 = Often 4 = Very often
4b. Made a class presentation	CLPRESENT	1 = Never 2 = Sometimes 3 = Often 4 = Very often
4c. Prepared two or more drafts of a paper or assignment before turning it in	BEFOREPAP	1 = Never 2 = Sometimes 3 = Often 4 = Very often
4d. Worked on a paper or project that required integrating ideas or information from several sources	INTEGRAT	1 = Never 2 = Sometimes 3 = Often 4 = Very often
4e. Came to class without completing readings or assignments	CL_INPRFP	1 = Never 2 = Sometimes 3 = Often 4 = Very often

Please refer to the following for the CCSSE dataset: If valid responses are coded as missing, represented by "*" or an empty cell.

page 1

Appendix

Comparison Groups

Comparison groups include alphabetical listings of the complete 2014 cohort, size, location, state, accreditation region, and consortia

Table 1: Respondents to Underlying Populations

Table 1 details respondent characteristics from your college as well as population data for 1) your college, 2) similarly-sized 2014 CCSSE Cohort colleges (colleges that participated in CCSSE from 2012 through 2014), and 3) all 2014 CCSSE Cohort colleges. The specific characteristics examined include sex, race/ethnicity, age, and enrollment status.

Table 2: Percent of Target

Table 2 provides data on survey completion counts and rates for 2014 CCSSE Cohort colleges (colleges that participated in CCSSE from 2012 through 2014) as well as breakdowns for colleges in each size category- small, medium, large, and extra-large.

Table 3: Respondents and the Underlying Population Comparisons by College Size

Table 3 highlights data about respondent and population characteristics by institution size and overall, similar to data presented in Table 1. The specific characteristics examined include sex, race/ethnicity, age, and enrollment status.

Table 4: Underlying Population Percentages by Sex, Race/Ethnicity, and Enrollment Status

Table 4 examines college-level population characteristics (sex, race/ethnicity, and enrollment status) by institution size.

Table 5: Underlying Population Percentages by Age

Table 5 examines college-level population age characteristics by institution size.

Table 6: Survey Completion Rates

Table 6 provides overall completion rates, within class completion rates, and the percentage of completed classes surveyed from all institutions participating.

www.ccsse.org/members/reports/2015/reports.cfm

Custom Report Requests Page

Allows institutions to compare...

- student groups within & across institutions
- results/breakout results with those of other institutions

Custom Comparison Options

- Size Classification
- Private/Public Classification
- Location
- State
- Accreditation Region
- Consortia
- Custom Comparison Group

Custom Breakout Options

- Less Than Full-Time & Full-Time (Enrollment Status)
- Developmental & Non-Developmental
- Traditional & Nontraditional-Age Students
- First-Generation & Not First-Generation Students
- Male & Female Students (Sex)
- Race/Ethnicity
- Credit Hours Earned (0 to 29 & 30+)

The screenshot shows the CCSSE website interface. At the top, there is a navigation bar with links: About CCSSE, National Results, About the Survey, CCSSE Refresh, Faculty Survey, Tools, and Members Only. On the left side, there is a vertical menu with the following items: Institutional Reports Home (highlighted in red), Overview, Understanding Survey Results, Standard Reports, Custom Report Requests (highlighted in blue), Completed Report Requests, Faculty Survey (CCFSSE) Reports, and Feedback. The main content area is titled "2015 Institutional Report for Example College". It contains the following text: "These data reflect Example College's 2015 CCSSE administration and participation in the 2015 CCSSE Cohort." Below this is a red note: "Please note: Reports will remain available on this site for 15 days, so please download them if you would like permanent copies." The "Directions" section states: "Use the request form below to define the analysis you would like to generate. First select the survey instrument for which you would like to see data. Next, select whether you want the data weighted. The default selection is Weighted." Below the directions, it says: "You may then select Option 1 only; Options 1 and 2; Options 1, 2, and 3; or you can select no further options. Use the Submit buttons at either the top or bottom of the page to request your analysis." The final instruction reads: "Your report(s) can be accessed on the Completed Report Requests page once the analysis is complete. If you selected the instrument 'Main Survey,' benchmark, means, frequency, and summary statistics reports will be generated. If you selected other instruments, only frequency reports will be generated." The form below has two sections: "Select Instrument:" with a radio button selected for "Main Survey"; and "Select Weighting:" with radio buttons for "Weighted" (selected) and "Unweighted". A "Submit" button is located at the bottom of the form.

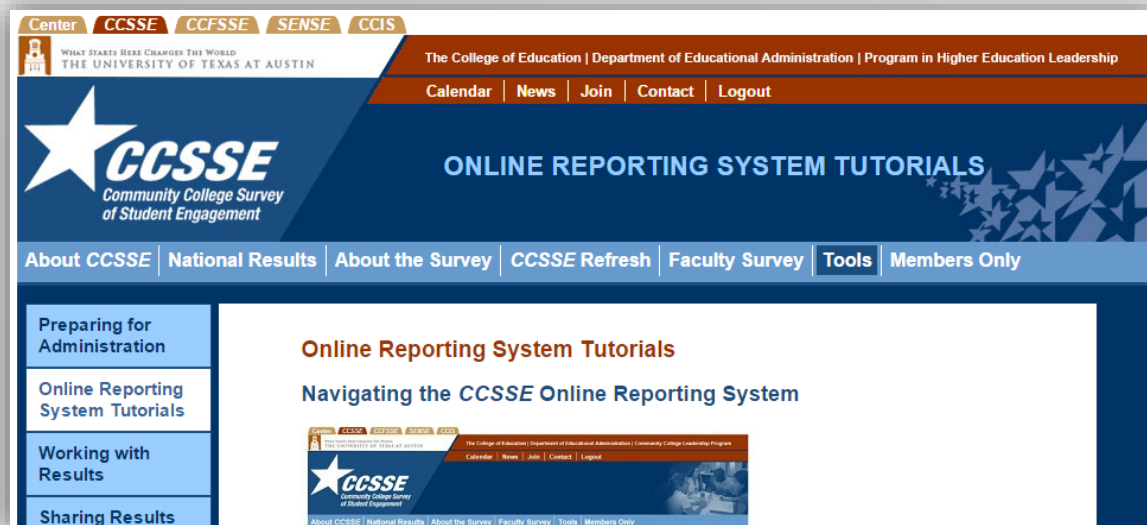
***Requested reports are displayed on the Completed Report Requests page for 15 days. After this point, users must re-enter site and request reports again.**

For More Details

Center Tutorials

- Navigating the Online Reporting System (Overview)
- Interpreting Key Findings
- Standard Reports (Benchmarks, Means, Frequencies)
- Custom Report Requests

Located in the Tools section of the website at
<http://www.ccsse.org/tools/tutorials/>



The screenshot displays the CCSSE website interface. At the top, there is a navigation bar with tabs for 'Center', 'CCSSE', 'CCFSSE', 'SENSE', and 'CCIS'. Below this, the header includes the text 'WHAT STARTS HERE CHANGES THE WORLD THE UNIVERSITY OF TEXAS AT AUSTIN' and 'The College of Education | Department of Educational Administration | Program in Higher Education Leadership'. A secondary navigation bar contains links for 'Calendar', 'News', 'Join', 'Contact', and 'Logout'. The main content area features the CCSSE logo (a white star and the text 'CCSSE Community College Survey of Student Engagement') and the title 'ONLINE REPORTING SYSTEM TUTORIALS'. A horizontal menu below the logo includes 'About CCSSE', 'National Results', 'About the Survey', 'CCSSE Refresh', 'Faculty Survey', 'Tools', and 'Members Only'. On the left side, there is a vertical sidebar with four blue buttons: 'Preparing for Administration', 'Online Reporting System Tutorials', 'Working with Results', and 'Sharing Results'. The main content area is titled 'Online Reporting System Tutorials' and 'Navigating the CCSSE Online Reporting System'. A smaller version of the website header is visible at the bottom of the content area.

Communicating About Your Results



CCSSE 2015 Findings for [College Name]

[Subtitle]



Courtney Adkins
Assistant Director

CCSSE Faculty Predictions Exercise



The following are items from the Community College Survey of Student Engagement (CCSSE), the results of which we plan to use to assess student engagement and improve college performance. We invite you to predict the responses our students gave on these select items. Results from this exercise can be compared against our CCSSE results. The alignments and/or gaps between student responses and faculty responses can help facilitate important discussions.

#4	In your experiences at this college during the current school year, about how often have you done each of the following?	Students who responded OFTEN or VERY OFTEN	
		Prediction (%)	Actual (%)
a.	Asked questions in class or contributed to class discussions		
b.	Made a class presentation		
c.	Prepared two or more drafts of a paper or assignment before turning it in		
d.	Worked on a paper or project that required integrating ideas or information from various sources		
e.	Came to class without completing readings or assignments		
f.	Worked with other students on projects during class		
g.	Worked with classmates outside of class to prepare class assignments		
h.	Tutored or taught other students (paid or voluntary)		
i.	Participated in a community-based project as a part of a regular course		
j.	Used the internet or instant messaging to work on an assignment		
k.	Used e-mail to communicate with an instructor		
l.	Discussed grades or assignments with an instructor		
m.	Talked about career plans with an instructor or advisor		
n.	Discussed ideas from your readings or classes with instructors outside of class		

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Available Tools

Center **CCSSE** CCFSSSE SENSE CCIS

WHAT STARTS HERE CHANGES THE WORLD
THE UNIVERSITY OF TEXAS AT AUSTIN

The College of Education | Department of Educational Administration | Program in Higher Education Leadership

Calendar | News | Join | Contact | Logout




SHARING RESULTS

About CCSSE | National Results | About the Survey | CCSSE Refresh | Faculty Survey | **Tools** | Members Only

- Preparing for Administration
- Online Reporting System Tutorials
- Working with Results
- Sharing Results**
- Supplementary Assessment Tools
- Focus Group Toolkit

Tools to Help Colleges Share Results



Bill Law, president of St. Petersburg College and member of CCCSE's National Advisory Board, presenting on CCSSE 2011 Findings

[Tips and Recommendation for Communicating Results \(PDF\)](#)
Ideas to help colleges share CCSSE results with various stakeholders

[Center Resources](#)
Center publications, videos, presentations, and research

CCSSE Communication Templates

[Drop-In Overview Report Template](#)
Customizable report template for colleges to share CCSSE results

[Drop-In Overview Presentation Template](#)
Customizable presentation template for colleges to share CCSSE results

[CCSSE Results News Release](#)
Sample news release to inform stakeholders about colleges' CCSSE results

www.ccsse.org/tools/sharingresults


Tools for Working with and Sharing Results

- **Drop-In Overview Templates**
 - **Report**
 - **Presentation**
- **Predictions Exercises**
 - **Faculty**
 - **Student Services Staff**
- **Data Narrative Exercise**
- **College Connections Inventory**
- ***CCSSE* and *CCFSSE* Results News Releases**
- **Focus Group Guides**

Drop-in Overview Report Template

- Available on the Sharing Results page
- CCSSE and CCFSSE versions available

Insert College Logo here



CCSSE
Community College Survey
of Student Engagement

The Community College Survey of Student Engagement (CCSSE)

Overview of 2015 Survey Results [College Name]

This CCSSE Drop-In Overview Report Template can be customized using your college's CCSSE results. The light blue text provided throughout the template provides instructions to assist you in presenting your findings. Please note that the 2015 CCSSE Cohort data provided throughout the presentation are accurate. All of the data listed for [College Name], however, will need to be updated to reflect your college's results. You can review your results through the [Members Only Online Reporting System](#) by selecting Standard Reports from the vertical navigation bar.

This tool may be used in conjunction with the CCSSE Drop-In Overview Presentation Template, a PowerPoint template that assists colleges in presenting CCSSE data to their college community. This resource is available in the [Tools](#) section of the CCSSE website.

Introduction

The Community College Survey of Student Engagement (CCSSE), a product and service of the Center for Community College Student Engagement, provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. The Center's goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. *Student engagement*, or the amount of time and energy students invest in meaningful educational practices, is the underlying foundation for the Center's work. The CCSSE survey instrument is designed to capture student engagement as a measure of institutional quality.

CCSSE Member Colleges

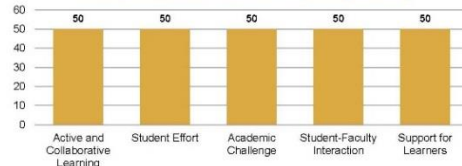
CCSSE data analyses include a three-year cohort of participating colleges. This approach increases the total number of institutions and students contributing to the national dataset; this in turn increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of statewide consortium participation.

The 2015 CCSSE Cohort includes all colleges that participated in CCSSE from 2013 through 2015. If a college participated more than one time in the three-year period, the cohort includes data only from its most recent year of participation. The 2015 CCSSE Cohort represents over 442,000 community college students from 704 community and technical colleges in 47 states and the District of Columbia, three Canadian provinces, plus Micronesia and the Marshall Islands.

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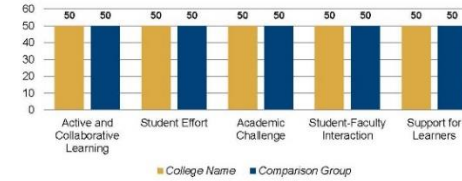
CCSSE Drop-In Overview Report Template
Page 1 of 8

CCSSE Benchmark Scores for [College Name]



Category	Score
Active and Collaborative Learning	50
Student Effort	50
Academic Challenge	50
Student-Faculty Interaction	50
Support for Learners	50

CCSSE Benchmark Scores for [College Name] compared to [Comparison Group]



Category	College Name	Comparison Group
Active and Collaborative Learning	50	50
Student Effort	50	50
Academic Challenge	50	50
Student-Faculty Interaction	50	50
Support for Learners	50	50

Example Selected Finding

When presenting findings to the college community, we recommend that you include selected findings that are most relevant to your mission, vision, values, and/or strategic plan. An example of selected findings related to Academic Experience follows. Other key areas that might be of interest to your institution are listed in an index following this example. You can also refer to your institution's Key Findings for aspects of highest and lowest engagement on your campus or the CCSSE Drop-In Overview Presentation Template, available in the [Tools](#) section of the CCSSE website, for additional topics that may be relevant to your college.

Academic Experience


A positive academic experience is a product of many ingredients, one of which is the amount of time and energy students invest in their academic work. CCSSE asks students to respond to several survey

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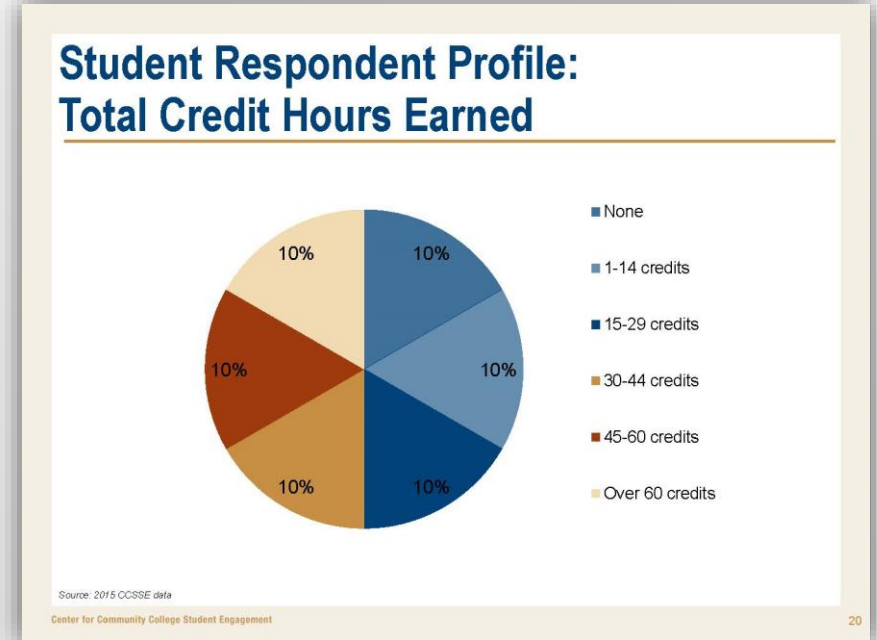

Drop-in Overview Presentation Template

- Available on the **Sharing Results** page
- **CCSSE** and **CCFSSE** versions available



CCSSE 2015 Findings for
[College Name]


[Subtitle]



Predictions Exercises

- Available on the Working with Results and Sharing Results pages
- Faculty and Student Services Staff versions available

CCSSE
Faculty Predictions Exercise



The following are items from the Community College Survey of Student Engagement (CCSSE), the results of which we plan to use to assess student engagement and improve college performance. We invite you to predict the responses our students gave on these select items. Results from this exercise can be compared against our CCSSE results. The alignments and/or gaps between student responses and faculty responses can help facilitate important discussions.

#4	In your experiences at this college during the current school year, about how often have you done each of the following?	Students who responded OFTEN or VERY OFTEN	
		Prediction (%)	Actual (%)
a.	Asked questions in class or contributed to class discussions		
b.	Made a class presentation		
c.	Prepared two or more drafts of a paper or assignment before turning it in		
d.	Worked on a paper or project that required integrating ideas or information from various sources		
e.	Came to class without completing readings or assignments		
f.	Worked with other students on projects during class		
g.	Worked with classmates outside of class to prepare class assignments		
h.	Tutored or taught other students (paid or voluntary)		
i.	Participated in a community-based project as a part of a regular course		
j.	Used the Internet or instant messaging to work on an assignment		
k.	Used e-mail to communicate with an instructor		
l.	Discussed grades or assignments with an instructor		
m.	Talked about career plans with an instructor or advisor		
n.	Discussed ideas from your readings or classes with instructors outside of class		

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CCSSE Faculty Predictions Exercise
Page 1 of 2

#4	In your experiences at this college during the current school year, about how often have you done each of the following?	Students who responded OFTEN or VERY OFTEN	
		Prediction (%)	Actual (%)
o.	Received prompt feedback (written or oral) from instructors on your performance		
p.	Worked harder than you thought you could to meet an instructor's standards or expectations		
q.	Worked with instructors on activities other than coursework		
r.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)		
s.	Had serious conversations with students of a different race or ethnicity than your own		
t.	Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values		
u.	Skipped class		

#5	During the current school year, how much has your coursework at this college emphasized the following mental activities?	Students who responded QUITE A BIT or VERY MUCH	
		Prediction (%)	Actual (%)
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form		
b.	Analyzing the basic elements of an idea, experience, or theory		
c.	Synthesizing and organizing ideas, information, or experiences in new ways		
d.	Making judgments about the value or soundness of information, arguments, or methods		
e.	Applying theories or concepts to practical problems or in new situations		
f.	Using information you have read or heard to perform a new skill		

#9	How much does this college emphasize each of the following?	Students who responded QUITE A BIT or VERY MUCH	
		Prediction (%)	Actual (%)
b.	Providing the support you need to help you succeed at this college		
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds		
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)		
e.	Providing the support you need to thrive socially		
f.	Providing the financial support you need to afford your education		

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CCSSE Faculty Predictions Exercise
Page 2 of 2

Data Narrative Exercise

- Available on the Working with Results and Sharing Results pages

Data Narrative Exercise



Data Narrative Approach to Sharing Data

Sharing data in a meaningful way—a way that promotes positive change—can be a challenge, especially when the dataset is large and the audience diverse. A data narrative approach encourages deeper, more meaningful data-driven conversations. This approach uses data to tell a story—a story that develops and takes shape as data are shared and discussed.

The data narrative exercise is designed to be conducted in small groups, followed by a facilitated discussion with the larger group. During each session, groups are presented with a series of simply stated, related data points, with each data point being shared one at a time. After each data point is revealed, groups spend time discussing what the data point means to them in terms of their own work at the college. As group members talk about the meaning behind the data, a storyline develops, making the data more relevant and more relatable. Each data point is meant to build on the other, at times challenging members to take an honest look at their own roles in the college student experience.

Instructions for conducting a data narrative exercise are outlined below and followed by example data point sets.

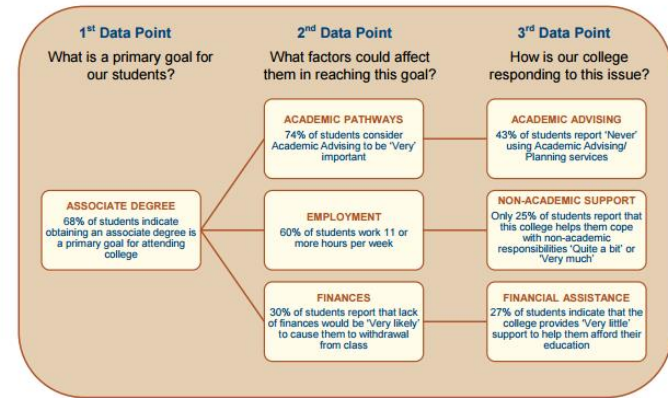
Defining the Focus

An in-depth review of your results is an essential step in preparing a data narrative exercise. Determining areas in which your college is meeting goals and areas in which improvements are necessary will help frame the discussion. Next, it is important to consider your audience—who will be attending the session, which areas of campus will be represented, and in what areas these individuals can potentially have the most positive impact. A thorough review of your results and consideration of your audience will help define the focus of the session.

Selecting Key Data Points

The objective in selecting key data points to share is to keep the dataset focused. Select two or three data points that speak directly to the focus of the session. Each data point should build on the previous one, enabling the group to develop a clearer understanding of the issue and to formulate meaning around the issue, making the discussion more salient and tangible.

If, for example, a strategic goal of the college is to move toward mandatory advising for all students, and your data show that less than half of your students use advising services, select data points that highlight advising specifically (e.g., items 13a1, 13a2, and 13a3 on the CCSSE instrument and/or items 20a, 20b, and 20c on the SENSE instrument). If the session's focus is term-to-term persistence and your data show that over half of your students indicate that caring for dependents is a likely reason they would choose to withdraw from college, look at related items such as frequency, satisfaction, and use of child care services on campus (items 13f1-3 on the CCSSE instrument). Considered individually, data points should be meaningful, but should be even more compelling when considered in conjunction with other relevant data.



Additional areas that may be of interest to your institution are shown below.

Academic Advising/Planning

CCSSE: 4m, 13a
SENSE: 18d-g, 20a, 23

Barriers to Persistence

CCSSE: 14a-d
SENSE: NA

Career Counseling

CCSSE: 12n, 12o, 13b
SENSE: 20b

Critical Thinking

CCSSE: 4d, 5a-f, 12e
SENSE: NA

Educational Goals

CCSSE: 17a-f
SENSE: 37a-c

Financial Assistance

CCSSE: 13g, 14d, 18a - 18f
SENSE: 15a-c, 16, 18i-j, 20g

Job Skills/Job Placement

CCSSE: 4m, 12b, 12n, 12o, 13b, 13c, 17d
SENSE: 20b-c

Orientation and Registration

CCSSE: 8h, 13j
SENSE: 7, 8, 9, 10, 11

Peer-to-peer interaction in class

CCSSE: 4a, 4b, 4f, 4u
SENSE: 19a, 19g, 19s

Peer-to-peer interaction out of class

CCSSE: 4g, 4h, 4r
SENSE: 19h, 19r

Placement (Developmental, ESL)

CCSSE: 8b-e
SENSE: 12a-c, 13, 14, 17a-d

Reasons for Attending College

CCSSE: 17a-f
SENSE: 37a-c

Relationships

CCSSE: 4g, 9c, 9e, 15
SENSE: 18a, 18p, 18r, 19m, 19n, 19q

Student-Faculty Interaction

CCSSE: 4m, 11c, 13a-c, 13g, 13j, 13k
SENSE: 20a, 20g, 20j, 20k

Student Satisfaction

CCSSE: 20, 26, 27
SENSE: 25, 27

Support Services

CCSSE: 9b, 9d, 9e, 9f, 13a-k, 15, 16
SENSE: 20a-k

Technology

CCSSE: 4j, 4k, 9g, 12g, 13h
SENSE: 19i, 20h

Withdrawing

CCSSE: 10e, 10f, 13f, 14a-e, 15, 16, 20
SENSE: 25

Workforce Issues

CCSSE: 8a, 12b, 12n, 12o
SENSE: NA

Working for Pay and Course Load


CCSSE: 10b, 14a
SENSE: 24b

Writing

CCSSE: 4c, 4d, 6c, 12c
SENSE: 19b

College Connections Inventory

- Available on the [Sharing Results page](#)



College Connections Inventory

Connections are an interactive, personal series of events that create a sense of presence. Connected colleges effectively connect with their students and encourage them to build relationships—with faculty, staff, other students—that are essential to student success. Colleges can use this guide to prompt discussions about how well they are connecting with students by considering the extent to which they foster connections through face-to-face interaction and technology. After completing the inventory, discussions can be focused on how these areas can reinforce and inform current work or suggest potential new priorities for your college.

Connections Through Face-to-Face Interaction: An institution-wide commitment to promoting deeper connections with students through shared experiences, both one-on-one and in groups

To what extent does your college...

	Not at all	Under Discussion	Partial Implementation	Full Implementation
Design experiences to ensure that all students make personal connections with other students, faculty, and staff during their earliest contact with the college?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote student connections with college services and college services staff by integrating services into courses (e.g., student success courses, FYE courses, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create required cohort-based experiences, such as learning communities, study groups, first-year seminars, and the like, to intentionally promote interaction among students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assign someone to serve as a primary contact for each new student (e.g., another student, advisor, success coach, mentor, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure that evening and part-time students have access to the services they need at times and in locations that fit their schedules?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide comfortable, open spaces for students, faculty, and staff to interact?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure that all full-time and part-time faculty members have adequate space to meet with students outside of class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Connections Through Technology: An institutional commitment to providing access to and training on various technologies (social networking tools, course management systems, etc.) and assessing the use of these technologies

To what extent does your college...

	Not at all	Under Discussion	Partial Implementation	Full Implementation
Provide free, easily accessible internet access throughout the campus?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide adequate, user-friendly support for use of broadband and wireless technologies on campus and for online learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure that students have access to computers for uses related to their studies (e.g., computer labs, loaned laptops, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Require orientation and training for students on the use of technologies employed by the college, rather than assume that students know how to use them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide professional development for all faculty on ways to engage students for academic purposes through Facebook, Twitter, YouTube, or other social networking technologies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Systematically inquire about faculty and staff members' use of various technologies, including course management systems, the Internet, and social networking tools?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Systematically inquire about students' use of various technologies, including course management systems, the Internet, and social networking tools?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establish and enforce academic policies regarding acceptable/unacceptable and unacceptable uses of social networking technologies and electronic devices during class time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure that online students have access to the services they need at times and in locations that fit their schedules?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensure that the college's online courses consistently incorporate engagement strategies that promote student-student and student-faculty interaction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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College Connections Inventory
Page 1 of 1

Survey Results News Releases

- Available on the [Sharing Results page](#)

Insert
College Logo
here



Sample News Release: CCSSE/CCFSSE Results

This sample is a starting point for writing a news release about your college. There are areas for you to insert your own story in the text below because the release is about your college, its survey results, and how you plan to use them. Consider using the text below as a roadmap for your own news release. Refer to your college's Institutional Report for data about your college. Please fill in the sections marked by brackets ("[]") with college-specific information.

NEWS RELEASE
For Immediate Release

Contact: [First Name Last Name]
Phone: [XXX-XXX-XXXX]
Email: [E-mail Address]

[College Name] Uses CCSSE and CCFSSE Results to Improve Educational Practices

[Excels in XXX, Focused on XXXX Improvement]

[City, State]—[College Name]'s results from the Community College Survey of Student Engagement (CCSSE), indicate that [Launch your main storyline here. Sample storylines provided in the Data Narrative Guide may provide a useful starting point. For example, "[College Name] is responding well to our region's technology needs (add a sentence or two about the region's needs and your programs), or [College Name]'s commitment to helping students manage the financial burden of attending college is paying off for our students, who are more likely to say they have the financial support they need to attend college than the national average; or "With close to [XX%] of students enrolled part time, significantly more than the national average, [College Name] works with students to address potential obstacles to their success and to provide engaging learning experiences."]

[Insert quote, such as, "We participate in CCSSE to continually improve the quality of education we offer our students. Understanding where we are now is critical to determining where we should go—and how we can get there," says [Name], [Title] of [College Name]. "Quality education shouldn't be only about inputs and resources, such as how much students already know when they arrive or how 'selective' a college is in admitting students. Quality should be about the student experience—about what we do to engage our students, help them achieve their educational goals, and, ultimately, improve the quality of their lives through education."]

Research shows that the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter—the more likely they are to learn and to achieve their academic goals. CCSSE's national benchmarks of effective educational practice in community and technical colleges address these five issues: (1) Active and Collaborative Learning, (2) Student Effort, (3) Academic Challenge, (4) Student-Faculty Interaction, and (5) Support for Learners. CCSSE benchmarks focus on institutional practices and student behaviors that promote student engagement and that correlate highly with student learning and persistence. The CCSSE survey instrument—administered directly to community college

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CCSSE/CCFSSE Results News Release
Page 1 of 2

students at participating colleges—is a tool that helps participating institutions assess quality in community college education, focus on good educational practice, and identify areas in which they can improve programs and services for students. CCFSSE, which is aligned with the student survey, elicits information from faculty about their teaching practices, the ways they spend time both in and out of class, and their perceptions regarding students' educational experiences. Results from CCFSSE have allowed [College Name] to review like-items on both surveys and engage faculty in discussions about the results and solicit their suggestions for improving education practices.

[College Name], a [small/medium/large], [rural-serving/suburban/urban] college located in [state], is [college description]. [Provide some detail about particular challenges your college faces, student demographics, local employment issues, gaps in student-faculty responses, or other relevant information. Continue building the storyline you began in the first paragraph, including details and specific results.]

[Consider adding more information, such as providing results for individual benchmarks or survey items, highlighting areas in which your college performed well relative to the CCSSE Cohort, or discussing areas in which your college performed at a level below the CCSSE Cohort. You may also want to include results for comparison items on CCSSE and CCFSSE.]

[The last element of the release should be a paragraph with standard boilerplate language about your college.]

-30-

The "-30-" centered on the line above is the customary way to indicate the end of a press release.

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CCSSE/CCFSSE Results News Release
Page 2 of 2

Focus Group Guides

CCCSE
Center for Community College Student Engagement

FOCUS GROUP TOOLKIT

CRITERIA FOR SELECTING A MODERATOR

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Initiative on Student Success

The focus group facilitator's role is to guide a discussion around specific, predetermined subjects, in an objective, respectful manner. The facilitator's greatest challenge is to be seen by participants as an objective and effective conversation leader.

Though the focus group discussion should be audio taped to insure an accurate record of the conversation, and the facilitator will be accompanied by a note-taker, the facilitator will also be taking notes during the discussion, noting participants' comments and keeping track of the results of "show of hands" votes taken on specific questions.

The facilitator should be:

- A skilled, objective listener.
- Comfortable and familiar with the group process.
- Able to create and maintain the group's enthusiasm and interest.
- Informed about the background and expectation of the college.
- Familiar with how to draw information from people to meet focus group objectives and expected outcomes.
- Able to listen without showing reaction to statements made by participants.

Ideally, a facilitator should be an objective person from outside the college or, at the very least, someone who is not known to the participants. If two colleges are reasonably close together, it is sometimes helpful to trade facilitators, so each facilitator is not working with students or staff members from their own college.


Even if the facilitator is familiar with information at the college or recognizes that focus group participants are making inaccurate statements about the college, the facilitator cannot react to those inaccuracies during the focus group, nor respond to the inaccuracies. (Inaccurate information can be volunteered by the facilitator after the conversation ends if the facilitator feels it is in the best interest of the participants [not the college] to do so.) The facilitator should be able to avoid becoming defensive if a participant criticizes the college or individuals who work there. It is preferable that the facilitator not be overly knowledgeable about the issues being discussed. Then the facilitator can truthfully tell participants that she doesn't know the answer to an issue they are discussing.

The facilitator should never be someone who is a top administrator or someone who is viewed by students or staff as being in a position of power in the organization.

Regardless of the prior experience of the facilitator, the individual should receive training in how to be a good focus group facilitator. Facilitating focus groups requires a different approach than simply guiding conversations.

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PH: 512-471-6027 • Fax: 512-471-4239 • Email: info@cccse.org • 985.985. www.cccse.org

Men of Color Focus Group Manual




If a manual was produced as part of the Center Initiative Improving Outcomes for Men of Color in Community Colleges, supported by the Nease Foundation.

CCCSE
Center for Community College Student Engagement

Engaging Latino Students for Transfer and College Completion

Focus Group Manual




CCCSE
Center for Community College Student Engagement

Excellencia
IN EDUCATION

NSSE
National Survey of Student Engagement

This manual was produced as part of the Center Initiative "Engaging Latino Students for Transfer and College Completion," supported by the Nease Foundation and the Center for Community College Student Engagement.

High-Impact Practices Focus Group Manual




CCCSE
Center for Community College Student Engagement

This manual was produced as part of the Center Initiative Identifying and Promoting High-Impact Educational Practices in Community Colleges, supported by Bill & Melinda Gates Foundation and Lumina Foundation.

Strengthening the Role of Part-Time Faculty in Community Colleges

FOCUS GROUP TOOLKIT



CCCSE
Center for Community College Student Engagement

This toolkit was produced as part of the Center Initiative Strengthening the Role of Part-Time Faculty in Community Colleges, supported by MetLife Foundation.

Contact info@cccse.org
for assistance with
focus group guides.

Thank you for joining us!



Center staff always welcomes questions
at
research@cccse.org
liaison@cccse.org