



## CCSSE/SET Crosswalks

The crosswalks on the following pages provide a mechanism for correlating classroom-based items from the Community College Survey of Student Engagement (CCSSE) with renowned educator Elizabeth Barkley's Student Engagement Techniques (SET) and, in Table A, with Barkley's Student Engagement Tips and Strategies (T/S). These techniques, tips, and strategies are recommended for addressing specific practices and/or behaviors implied by the survey items. Similar items from the Survey of Entering Student Engagement (*SENSE*) are also included where applicable.

The survey items in Table A are first organized by CCSSE benchmarks. CCSSE items not associated with benchmarks appear at end of the table. Blue shading on survey items indicates that the same item or a similar item appears on the *SENSE* instrument. Table B displays the same information as Table A, but presents it in a different way, putting a focus on the SETs.

For example, CCSSE item 4a and *SENSE* item 19a ask students how often they ask questions in class or contribute to class discussions. The recommended SETs are those that structure class discussions in ways that promote participation by all students; and the recommended T/S's are those that offer instructors ways to create a sense of classroom community so that all students feel comfortable speaking up in discussions and asking questions.

The tables address only the survey items that pertain directly to a student's classroom experience. Therefore, many items, such as those that ask for demographical information, are not included.

These crosswalks have been adapted from an appendix of *Student Engagement Techniques: A Handbook for College Faculty* (Barkley, 2010), a Jossey-Bass publication.

# CCSSE/SET Crosswalks: Table A

CCSSE Item #	Item Description	Student Engagement Technique (SET)	Tips and Strategies (T/S)
<b>Active and Collaborative Learning</b>			
4a	Frequency: Asked questions in class or contributed to class discussions ( <i>SENSE</i> : 19a)	2, 4, 7, 12, 14, 15, 27	26, 27, 28, 29, 30, 32, 33, 34
4b	Frequency: Made a class presentation	8, 13, 14, 15, 19, 20, 26, 33	N/A
4f	Frequency: Worked with other students on projects during class ( <i>SENSE</i> : 19g)	2, 6, 8, 9, 11, 13, 16, 19, 20, 21, 25, 26, 28, 33, 36	33, 35
4g	Frequency: Worked with classmates outside of class to prepare class assignments ( <i>SENSE</i> : 19h)	6, 9, 13, 18, 19, 20, 21, 22, 26, 34	24, 31
4h	Frequency: Tutored or taught other students (paid or voluntary)	31, 33	N/A
4i	Frequency: Participated in a community-based project as part of a regular course	26, 34, 36, 39	N/A
4r	Frequency: Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) ( <i>SENSE</i> : 19r)	26, 39	N/A
<b>Student Effort</b>			
4c	Frequency: Prepared two or more drafts of a paper or assignment before turning it in ( <i>SENSE</i> : 19b)	15, 21	42
4d	Frequency: Worked on a paper or project that required integrating ideas or information from various sources	5, 9, 11, 13, 15, 17, 18, 20, 21, 22, 26, 28, 31	42
4e	Frequency: Come to class without completing readings or assignments ( <i>SENSE</i> : 19f)	3, 4, 6, 7, 14, 15, 20	24
6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	3, 4, 7, 14	N/A
10a	Hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) ( <i>SENSE</i> : 24a)	3, 4, 6, 7, 10, 13, 14, 15, 18, 19, 20, 22, 43, 48	40, 41, 42
13d1	Frequency of use: Peer or other tutoring ( <i>SENSE</i> : 20d2 and 20e2)	N/A	N/A
13e1	Frequency of use: Skill labs (writing, math, etc.) ( <i>SENSE</i> : 20f2)	N/A	N/A
13h1	Frequency of use: Computer lab ( <i>SENSE</i> : 20h2)	N/A	N/A

# CCSSE/SET Crosswalks: Table A

CCSSE Item #	Item Description	Student Engagement Technique (SET)	Tips and Strategies (T/S)
<b>Academic Challenge</b>			
4p	Frequency: Worked harder than you thought you could to meet an instructor's standards or expectations	21	41, 42
5b	Amount of emphasis in coursework: Analyzing the basic elements of an idea, experience, or theory	7, 8, 9, 10, 11, 12, 13, 16, 22, 23, 24, 26, 28, 30, 33, 40	N/A
5c	Amount of emphasis in coursework: Synthesizing and organizing ideas, information, or experiences in new ways	8, 9, 15, 16, 17, 18, 19, 20, 22, 24, 26, 33, 34	N/A
5d	Amount of emphasis in coursework: Making judgments about the value or soundness of information, arguments, or methods	9, 10, 11, 12, 13, 18, 20, 21, 22, 24, 25, 26, 27, 28, 29	N/A
5e	Amount of emphasis in coursework: Applying theories or concepts to practical problems or in new situations	5, 10, 13, 18, 19, 20, 24, 25, 26, 27, 28, 31, 32	N/A
5f	Amount of emphasis in coursework: Using information you have read or heard to perform a new skill	5, 19	48, 49
6a	Number of assigned textbooks, manuals, books, or book-length packs of course reading	3, 4, 7, 14	N/A
6c	Number of written papers or reports of any length	9, 15, 17, 18, 21, 26, 29, 31, 35	N/A
7	Rate the extent to which your examinations have challenged you to do your best work	47, 48	N/A
9a	Amount of emphasis by college: Encouraging you to spend significant amounts of time studying	3, 7, 14, 15, 35, 41, 43, 44	N/A
<b>Student-Faculty Interaction</b>			
4k	Frequency: Used e-mail to communicate with an instructor ( <i>SENSE</i> : 19l)	N/A	31
4l	Frequency: Discussed grades or assignments with an instructor ( <i>SENSE</i> : 19m)	43	25
4m	Frequency: Talked about career plans with an instructor or advisor	43	N/A
4n	Frequency: Discussed ideas from your readings or classes with instructors outside of class ( <i>SENSE</i> : 19q)	15	N/A
4o	Frequency: Received prompt feedback (written or oral) from instructors on your performance ( <i>SENSE</i> : 19o)	N/A	25
4q	Frequency: Worked with instructors on activities other than coursework	N/A	N/A

# CCSSE/SET Crosswalks: Table A

CCSSE Item #	Item Description	Student Engagement Technique (SET)	Tips and Strategies (T/S)
<b>Support for Learners</b>			
9b	Amount of emphasis by college: Providing the support you need to help you succeed at this college	N/A	N/A
9c	Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	7, 11, 13, 14, 15, 19, 28, 36, 39, 50	N/A
9d	Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.)	N/A	N/A
9e	Amount of emphasis by college: Providing the support you need to thrive socially	36, 38, 50	N/A
9f	Amount of emphasis by college: Providing the financial support you need to afford your education	N/A	N/A
13a1	Frequency of use: Academic advising/planning ( <i>SENSE</i> : 20a2)	N/A	N/A
13b1	Frequency of use: Career counseling ( <i>SENSE</i> : 20b2)	N/A	N/A
<b>Other Survey Items Relevant to SETs and/or T/S's</b>			
4j	Frequency: Used the Internet or instant messaging to work on an assignment	11, 13, 26, 28, 29, 32	N/A
4s	Frequency: Had serious conversations with students of a different race or ethnicity other than your own	14, 15, 19, 28, 29, 36, 39, 50	27, 28
4t	Frequency: Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	7, 11, 13, 14, 15, 36, 39, 50	27, 28
5a	Amount of emphasis in coursework: Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	6	20, 21, 22
8a	Extent of participation: Internship, field experience, co-op experience, or clinical assignment	34	N/A
8b	Extent of participation: English as a second language course ( <i>SENSE</i> : 17d)	1, 2	N/A
8c	Extent of participation: Developmental/remedial reading course ( <i>SENSE</i> : 17a)	1, 2, 3, 4, 5, 6	N/A
8d	Extent of participation: Developmental/remedial writing course ( <i>SENSE</i> : 17b)	3, 4, 15, 17, 18	N/A
8e	Extent of participation: Developmental/remedial math course ( <i>SENSE</i> : 17c)	1, 23, 25, 27	N/A

# CCSSE/SET Crosswalks: Table A

CCSSE Item #	Item Description	Student Engagement Technique (SET)	Tips and Strategies (T/S)
<b>Other Survey Items Relevant to SETs and/or T/S's (continued)</b>			
8f	Extent of participation: Study skills course ( <i>SENSE</i> : 17e)	41, 43, 44, 46	N/A
8g	Extent of participation: Honors course	14, 19, 20, 21, 22, 34, 42, 43, 46	N/A
8h	Extent of participation: College orientation program or course ( <i>SENSE</i> : 11)	41, 43, 46	N/A
8i	Extent of participation: Organized learning communities (linked courses/study groups led by faculty or counselors) ( <i>SENSE</i> : 17f)	39	N/A
9g	Amount of emphasis by college: Using computers in academic work	22, 32, 46	N/A
12a	Amount your experience at this college has contributed to your: Acquiring a broad general education	All	All
12b	Amount your experience at this college has contributed to your: Acquiring job or work-related knowledge and skills	31, 32, 34, 39	N/A
12c	Amount your experience at this college has contributed to your: Writing clearly and effectively	7, 8, 9, 12, 13, 15, 16, 18, 21, 25, 26, 31, 35	25, 42
12d	Amount your experience at this college has contributed to your: Speaking clearly and effectively	4, 7, 11, 12, 13, 14, 15, 19, 20, 23, 33, 36, 37	25, 42
12e	Amount your experience at this college has contributed to your: Thinking critically and analytically	4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 30	25, 42
12f	Amount your experience at this college has contributed to your: Solving numerical problems	23, 25, 27	N/A
12g	Amount your experience at this college has contributed to your: Using computer and information technology	22, 32, 39, 46	31
12h	Amount your experience at this college has contributed to your: Working effectively with others	7, 11, 13, 15, 16, 19, 25, 33, 36, 37, 38, 39, 42, 49, 50	N/A
12i	Amount your experience at this college has contributed to your: Learning effectively on your own	3, 5, 22, 29, 32, 35, 41, 45, 46, 48, 49	17, 40
12j	Amount your experience at this college has contributed to your: Understanding yourself	1, 2, 7, 10, 12, 14, 18, 19, 35, 36, 38, 41, 43, 44, 45, 47, 50	N/A
12k	Amount your experience at this college has contributed to your: Understanding people of other racial and ethnic backgrounds	2, 12, 14, 15, 18, 19, 28, 36	N/A
12l	Amount your experience at this college has contributed to your: Developing a personal code of values and ethics	19, 35, 36, 38, 49	N/A

# CCSSE/SET Crosswalks: Table A

CCSSE Item #	Item Description	Student Engagement Technique (SET)	Tips and Strategies (T/S)
<b>Other Survey Items Relevant to SETs and/or T/S's (continued)</b>			
12m	Amount your experience at this college has contributed to your: Contributing to the welfare of your community	26, 34	N/A
12n	Amount your experience at this college has contributed to your: Developing clearer career goals	43	N/A
12o	Amount your experience at this college has contributed to your: Gaining information about career opportunities	34, 36, 39, 46	N/A

# CCSSE/SET Crosswalks: Table B

SET #	Student Engagement Technique (SET)	CCSSE Item #'s
1	Background Knowledge Probe	8b, 8c, 8e, 12a, 12j
2	Artifacts	4a, 4f, 8b, 8c, 12a, 12j, 12k
3	Focused Reading Notes	4e, 6a, 6b, 8c, 8d, 9a, 10a, 12a, 12i
4	Quotes	4a, 4e, 6a, 6b, 8c, 8d, 10a, 12a, 12d, 12e
5	Stations	4d, 5e, 5f, 8c, 12a, 12i
6	Team Jeopardy	4e, 4f, 4g, 5a, 8c, 10a, 12a
7	Seminar	4a, 4e, 4t, 5b, 6a, 6b, 9a, 9c, 10a, 12a, 12c, 12d, 12e, 12h, 12j
8	Classify	4b, 4f, 5b, 5c, 12a, 12c, 12e
9	Frames	4d, 4f, 4g, 5b, 5c, 5d, 6c, 12a, 12c, 12e
10	Believing and Doubting	5b, 5d, 5e, 10a, 12a, 12e, 12j
11	Academic Controversy	4d, 4f, 4j, 4t, 5b, 5d, 9c, 12a, 12d, 12e, 12h
12	Split Room Debate	4a, 5b, 5d, 12a, 12c, 12d, 12e, 12j, 12k
13	Analytic Teams	4b, 4d, 4f, 4g, 4j, 4t, 5b, 5d, 5e, 9c, 10a, 12a, 12c, 12d, 12e, 12h
14	Book Club	4a, 4b, 4e, 4s, 4t, 6a, 6b, 8g, 9a, 9c, 10a, 12a, 12e, 12d, 12j, 12k
15	Small Group Tutorials	4a, 4b, 4c, 4d, 4e, 4n, 4s, 4t, 5c, 6c, 8d, 9a, 9c, 10a, 12a, 12c, 12d, 12e, 12h, 12k
16	Team Concept Maps	4f, 5b, 5c, 12a, 12c, 12e, 12h
17	Variations	4d, 5c, 6c, 8d, 12a, 12e
18	Letters	4d, 4g, 5c, 5d, 5e, 6c, 8d, 10a, 12a, 12c, 12e, 12j, 12k
19	Role Play	4b, 4f, 4g, 4s, 5c, 5e, 5f, 8g, 9c, 10a, 12a, 12d, 12h, 12j, 12k, 12l
20	Poster Sessions	4b, 4d, 4e, 4f, 4g, 5c, 5d, 5e, 8g, 10a, 12a, 12d
21	Class Book	4c, 4d, 4f, 4g, 4p, 5d, 6c, 8g, 12a, 12c
22	WebQuests	4d, 4g, 5b, 5c, 5d, 10a, 9g, 8g, 12a, 12e, 12g, 12i
23	What's the Problem?	5b, 8e, 12a, 12d, 12e, 12f
24	Think Again	5b, 5c, 5d, 5e, 12a, 12e
25	Think-Aloud-Pair-Problem Solving (TAPPs)	4f, 5d, 5e, 8e, 12a, 12c, 12e, 12f, 12h
26	Proclamations	4b, 4d, 4f, 4g, 4i, 4j, 4r, 5b, 5c, 5d, 5e, 6c, 12a, 12c, 12e, 12m
27	Send-A-Problem	4a, 5d, 5e, 8e, 12a, 12e, 12f
28	Case Studies	4d, 4f, 4j, 4s, 5b, 5d, 5e, 9c, 12a, 12e, 12k
29	Contemporary Issues Journals	4j, 4s, 5d, 6c, 12a, 12i
30	Hearing the Subject	5b, 12a, 12e
31	Directed Paraphrase	4d, 4h, 5e, 6c, 12a, 12b, 12c
32	Insights-Resources-Application (IRAs)	4j, 5e, 9g, 12a, 12b, 12g, 12i
33	Jigsaw	4b, 4f, 4h, 5b, 5c, 12a, 12d, 12h
34	Field Trips	4g, 4i, 5c, 8a, 8g, 12a, 12b, 12m, 12o
35	Autobiographical Reflections	6c, 9a, 12a, 12c, 12i, 12j, 12l
36	Dyadic Interviews	4f, 4i, 4s, 4t, 9c, 9e, 12a, 12d, 12h, 12j, 12k, 12l, 12o
37	Circular Response	12a, 12d, 12h
38	Ethical Dilemmas	9e, 12a, 12h, 12j, 12l
39	Connected Communities	4i, 4r, 4s, 4t, 8i, 9c, 12a, 12b, 12g, 12h, 12o

# CCSSE/SET Crosswalks: Table B

SET #	Student Engagement Technique (SET)	CCSSE Item #'s
40	Stand Where You Stand	5b, 12a
41	Learning Logs	8f, 8h, 9a, 12a, 12i, 12j
42	Critical Incident Questionnaire (CIQ)	8g, 12a, 12h
43	Go for the Goal	4l, 4m, 8f, 8g, 8h, 9a, 10a, 12a, 12j, 12n
44	Post-Test Analysis	8f, 9a, 12a, 12j
45	F2F In-Class Portfolio	12a, 12i, 12j
46	Resource Scavenger Hunt	8f, 8g, 8h, 9g, 12a, 12g, 12i, 12o
47	Formative Quiz	7, 12a, 12j
48	Crib Cards	7, 10a, 12a, 12i
49	Student Generated Rubrics	12a, 12h, 12i, 12l
50	Triad Listening	4s, 4t, 9c, 9e, 12a, 12h, 12j