OFFICE OF INSTITUTIONAL EFFECTIVENESS
RESEARCH BRIEF

November 14, 2014

CSSEE 2014 – Overview

The Community College Survey of Student Engagement (CCSSE), an assessment instrument created by the Center for Community College Student Engagement at the University of Texas at Austin, measures student engagement (e.g., student engagement with faculty, subject matter, studying), a key indicator of student learning. Students who participate in the CCSSE are asked to report on their perceptions of their own behaviors in and outside of the classroom, as well as on their perceptions of institutional practices. This survey measure is used by hundreds of community colleges across the nation and these colleges use the findings to improve student learning on their campuses. In the past, Long Beach City College (LBCC) had never chosen to participate in this survey. However, on October 11, 2013, based on recommendations from the Student Success Committee, a motion was passed in the Academic Senate to administer the CCSSE survey for the first time at LBCC during the spring 2014 semester.

Procedures

In fall 2013, LBCC's Office of Institutional Effectiveness sent the Center for Community College Student Engagement a list of all the college's course offerings (including all sections of every course) for the spring 2014 semester. The Center for Community College Student Engagement randomly selected 75 sections from the list to be included in the survey. The randomized selection process took into account when courses would be offered (e.g., weekend, evening, once a week) to ensure representation of all types of courses and students. At the beginning of the spring 2014 semester, the Office of Institutional Effectiveness received the list of the 75 course sections that were selected by the Center for Community College Student Engagement. 2,422 students were included in the selected sample. On March 11, 2014, the Office of Institutional Effectiveness sent an email to all the selected faculty on the list informing them that their sections were chosen for the administration of the survey and asking them to respond to the email by selecting a class meeting time between March 31, 2014 and April 19, 2014 during which the survey could be administered.

Due to the low response rate the Office of Institutional Effectiveness received from the selected faculty during this time (only 18 sections' faculty replied to the email, 15 of which agreed to participate) a second email was sent out by the Dean of Institutional Effectiveness to the deans of each school on March 28, 2014 to request that they encourage their selected faculty to schedule a class meeting time for administration of the survey.

Unfortunately while the Office of Institutional Effectiveness was soliciting participation from faculty, miscommunication occurred between the college and the Community College Association (CCA) and an email was sent by the CCA to all full and part-time faculty to discourage their participation in the CCSSE. The CCA did not realize that the decision to implement the CCSSE was faculty-driven. This declaration by the CCA led to

confusion among many faculty members and many were unsure whether or not they should agree to participate. [1]

By the beginning of the implementation window, 36 of the 75 sections had agreed to participate. At this time, six facilitators were chosen to administer the CCSSE by the primary researcher in the Office of Institutional Effectiveness. The facilitators included the members of the Office of Institutional Effectiveness (i.e., the Dean of Institutional Effectiveness, the Director of Institutional Research, the Business Systems Analyst, two Research Analysts, the Planning Systems Analyst, and the Educational Assessment Research Analyst). All facilitators attended a meeting where they were trained on how to administer the CCSSE and signed up to administer the CCSSE in the 36 sections of courses that agreed to participate.

Before administering the CCSSE in each section, each facilitator was provided with in-class facilitation instructions (see Appendix B for the in-class instructions), the facilitator script (see Appendix C for the facilitator script), a list of student names and ID numbers for the appropriate section of the course, and a sheet of "Faculty Frequently Asked Questions" to give to the faculty member of the course section that the survey would be administered in (see Appendix D for the faculty frequently asked questions). Each facilitator was also given the appropriate amount of CCSSE surveys, additional CCSSE items surveys, "Student Frequently Asked Question Sheets" (see Appendix E for the student frequently asked questions) and a box of number two pencils.

Participants

The 36 sections that agreed to participate in the CCSSE had a total of 755 students enrolled. On the date scheduled for CCSSE implementation in each section, the scheduled facilitator asked the instructor to leave the classroom while the CCSSE was being administered. The facilitator then read from the facilitator script and informed students of the purpose of the CCSSE and discussed instructions for completing the survey. Because the GEO custom questions were printed on a separate paper, students were asked to complete these items before beginning the CCSSE to ensure that as many students as possible filled them out. Students were given 45 minutes to complete the CCSSE in class. Those students who did not wish to participate in the survey were asked to remain in class while the other students completed it.

Table 1: *Participating Courses*

Course	LBCC Sample Counts
ART41	16
CART41	30
CDECE61	24
COMM30	22
COMM50	20
COMM60	20
COUNS1	23
CULAR212	22
ECON1	67
ELECT225	25
ELECT435B	9
ENGL105	27
ENGL801A	13
ENGL801B	25
ESL147	14

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[1] While the CCA did retract their statements and issued an apology in an email to the ASLO Subcommittee, this did not occur until May 2014, after the CCSSE had already been administered. The CCA never informed full and part-time faculty that they had retracted their statements.

F_N20	54
FLO287C	11
FREN1	9
GBUS5	12
GEOG2	22
LAW18A	26
MATH110	25
MATH130	26
MUSIC40	10
MUSIC7	16
PGEOG1	21
PGEOG2	17
POLSC1	17
READ82	24
READ882	24
READ883	18
SPAN2	16
SPAN25A	15
SPAN9	16

Of the 755 students enrolled in the participating sections, 714 students agreed to participate in the survey. Demographic information for all participants is shown in Tables 2, 3, 4, and 5. Each table shows the count of students who are in each demographic category. The percent of students in each demographic category is also compared to the LBCC student population percentages. In regards to sex, primary ethnicity, and age, participants' demographic information closely mirrored that of the college's current student population. The greatest difference between student participants and the LBCC student population can be seen in enrollment status (Table 4). 70% of student participants were full-time students at LBCC, while only 35% of LBCC's student population is full-time. However, this is most likely due to full-time students being enrolled in more courses and therefore, are more likely to be sampled.

Table 2: *Sex*

	LBCC Sample Counts	LBCC Sample Percentages	LBCC Student Population Percentages
Female	329	46%	46%
Male	379	53%	54%

Table 3: *Primary Ethnicity*

	LBCC Sample Counts	LBCC Sample Percentages	LBCC Student Population Percentages
American Indian or Native American	3	0%	0%
Asian, Asian American, or Pacific Islander	90	13%	13%
Black or African American, Non-Hispanic	64	9%	15%
White, Non-Hispanic	115	16%	17%
Hispanic, Latino, Spanish	335	47%	48%
Other	43	6%	5%
International Student or Foreign National	47	7%	1%

Table 4: *Enrollment Status*

	LBCC Sample Counts	LBCC Sample Percentages	LBCC Student Population Percentages
Full-time	501	70%	35%
Part-time	216	30%	65%

Table 5: *Age*

Student Ages	LBCC Sample Counts	LBCC Sample Percentages	LBCC Student Population Percentages
18 to 19	192	27%	26%
20 to 21	208	29%	20%
22 to 24	116	16%	16%
25 to 29	85	12%	14%
30 to 39	57	8%	11%
40 to 49	25	3%	7%
50 to 64	18	3%	5%
65+	4	1%	1%

Results

Totaling over 100 questions, the CSSEE survey can be overwhelming. To help direct our inquiry, CSSEE provides five benchmarks. These benchmarks are groups of related survey items shown to be positively related to student learning and persistence. The five groups are: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. The items which compose each benchmark are detailed in the appendix. Our score on each benchmark is listed below as well as the scores of two comparison groups: 1) a cohort of other large community colleges and 2) the overall responses of all colleges who administered the CSSEE survey in 2014.

Table 6: *Benchmark Results*

	LBCC	Large Community Colleges	2014 CSSEE Cohort
Active and Collaborative Learning	54.8	49.5	50
Student Effort	52.2	49.3	50
Academic Challenge	53.5	50	50
Student-Faculty Interaction	50.7	48.2	50
Support for Learners	51.2	48.6	50

In each benchmark, LBCC performed above average as compared to other large community colleges and the overall 2014 cohort. From here we can begin to look at variation of responses within our own institution. We are able to link individual student responses to institutional data allowing us to more closely analyze how different response profiles are linked to overall student successfulness at LBCC. Institutional Effectiveness has begun this analysis, however, feedback from different departments and stakeholders is vital as we plan going forward. We have attached a summary of the responses for all survey items. Please review the responses, making specific note of items which you may want explored further. Our goal is as ever to leverage data towards meaningful interventions and initiatives which will improve the student experience and student success.

Appendix – Benchmark Details

Active and Collaborative Learning

During the current school year, how often have you:
- Asked questions in class or contributed to class discussions (4a)
- Made a class presentation (4b)
- Worked with other students on projects during class (4f)
- Worked with classmates outside of class to prepare class assignments (4g)
- Tutored or taught other students (paid or voluntary) (4h)
- Participated in a community-based project as a part of a regular course (4i)
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (4r)

Student Effort

During the current school year, how often have you:
- Prepared two or more drafts of a paper or assignment before turning it in (4c)
- Worked on a paper or project that required integrating ideas or information from various sources (4d)
- Come to class without completing readings or assignments (4e)
- Used peer or other tutoring services (13d1)
- Used skill labs (13e1)
- Used a computer lab (13h1)

During the current school year:
- How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment (6b)
- How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program) (10a)

Academic Challenge

During the current school year, how often have you:
- Worked harder than you thought you could to meet an instructor's standards or expectations (4p)
- How much does your coursework at this college emphasize:
- Analyzing the basic elements of an idea, experience, or theory (5b)
- Synthesizing and organizing ideas, information, or experiences in new ways (5c)
- Making judgments about the value or soundness of information, arguments, or methods (5d)
- Applying theories or concepts to practical problems or in new situations (5e)
- Using information you have read or heard to perform a new skill (5f)

During the current school year:
- How many assigned textbooks, manuals, books, or book-length packs of course readings did you read (6a)
- How many papers or reports of any length did you write (6c)
- To what extent have your examinations challenged you to do your best work (7)

How much does this college emphasize:
- Encouraging you to spend significant amounts of time studying (9a)

Student-Faculty Interaction

During the current school year, how often have you:
- Used e-mail to communicate with an instructor (4k)
- Discussed grades or assignments with an instructor (4l)
- Talked about career plans with an instructor or advisor (4m)
- Discussed ideas from your readings or classes with instructors outside of class (4n)
- Received prompt feedback (written or oral) from instructors on your performance (4o)
- Worked with instructors on activities other than coursework (4q)

Support for Learners

How much does this college emphasize:
- Providing the support you need to help you succeed at this college (9b)
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (9c)
- Helping you cope with your nonacademic responsibilities (work, family, etc.) (9d)
- Providing the support you need to thrive socially (9e)
- Providing the financial support you need to afford your education (9f)
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During the current school year, how often have you:
- Used academic advising/planning services (13a1)
- Used career counseling services (13b1)