

Community College Survey of Student Engagement

College of Southern Idaho

2013 Key Findings

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Benchmarks of Effective Educational Practice

The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to

CCSSE Benchmarks

€ Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

Academic Challenge

Students who are challenged by their coursework are more likely to persist in their learning and collegiate quality. These efforts contribute to their future and personal success. The 2019 results show that 44% of participating students reported that their coursework was challenging.

of participating

Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding *CCSSE* data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored highest and the five items on which the college scored lowest relative to the 2013 *CCSSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the the 2013 *CCSSE* Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the *CCSSE* online reporting system at www.ccsse.org.

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2013 *CCSSE* Cohort. For instance, 10.7% of College of Southern Idaho students, compared with 7.2% of other students in the cohort, responded *often* or *very often* on item 4i. It is important to note that some colleges' highest scores might be lower than the cohort mean.

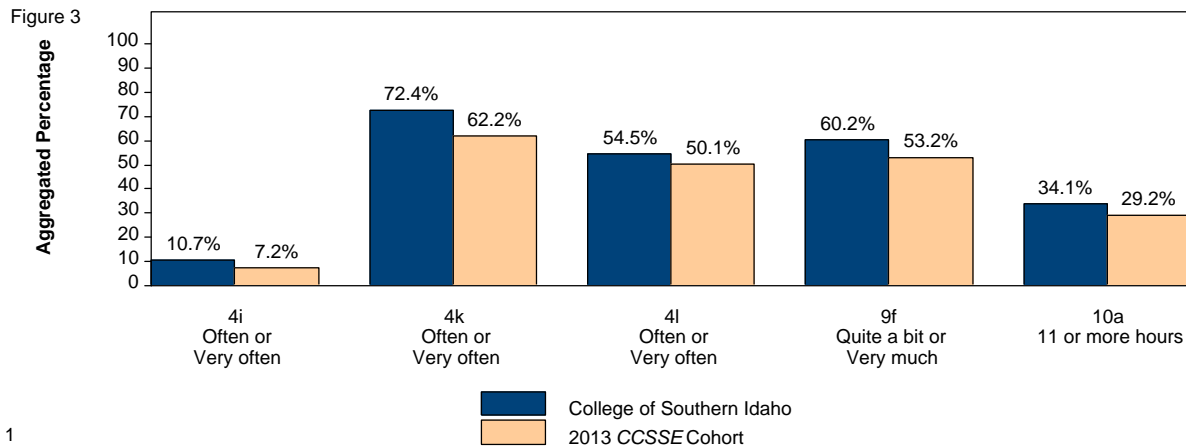


Table 1

Benchmark	Item Number	Item
Active and Collaborative Learning	4i	Participated in a community-based project as a part of a regular course
Student-Faculty Interaction	4k	Used email to communicate with an instructor
Student-Faculty Interaction	4l	Discussed grades or assignments with an instructor
Support For Learners	9f	Providing the financial support you need to afford your education
Student Effort	10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)

Notes:

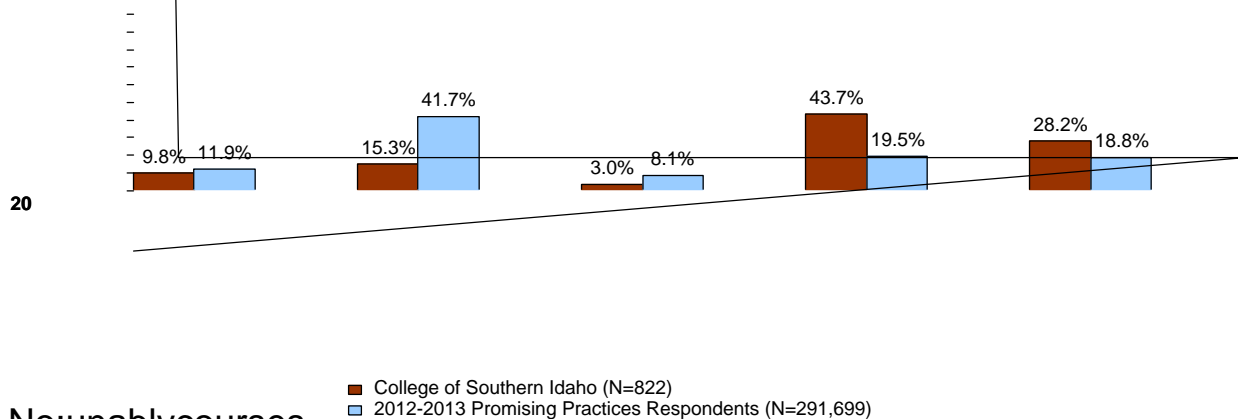
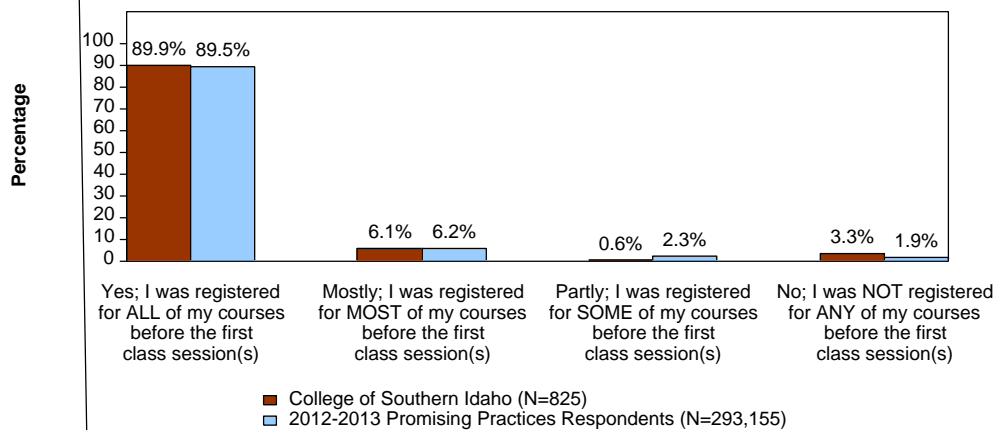


Aspects of Lowest Student Engagement

2013 CCSSE Special-Focus Items

The Center adds special-focus items to *CCSSE* each year to augment the core survey, helping participating colleges and the field at large to further explore fundamental areas of student engagement. The 2013 special-focus items continue to elicit new information about students' experiences associated with promising educational practices such as early registration, orientation, freshman seminars, organized learning communities, and student success courses. Frequency results from the first five promising practices items for your college and the *CCSSE* promising practices respondents are displayed across pages 6 and 7.

Figure 5: During the current term at this college, I completed registration before the first class sessions(s).



No; I was NOT registered for ANY of my courses before the first class session(s)




Figure 7: During my first term at this college, I participated in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience").

CCFSSE

The Community College Faculty Survey of Student Engagement (CCFSSE) results displayed below reveal the proportion of full- and part-time faculty members that are involved in teaching or facilitating organized learning communities• (two or more courses that a group of students take together), structured experiences for new students (sometimes called a freshman seminar• or first-year experience•), and student success courses (such as a student development, extended orientation, study skills, student life skills, or college success courses). Additionally, these results can be viewed alongside the corresponding CCSSE special-focus item results featured on page 7 to reveal a more complete picture of how students and faculty are participating in the same promising practices. For colleges that did not administer CCFSSE, cohort respondent data are provided.

Figure 10: During the current academic year at this college, have you been involved in teaching or facilitating a(n)

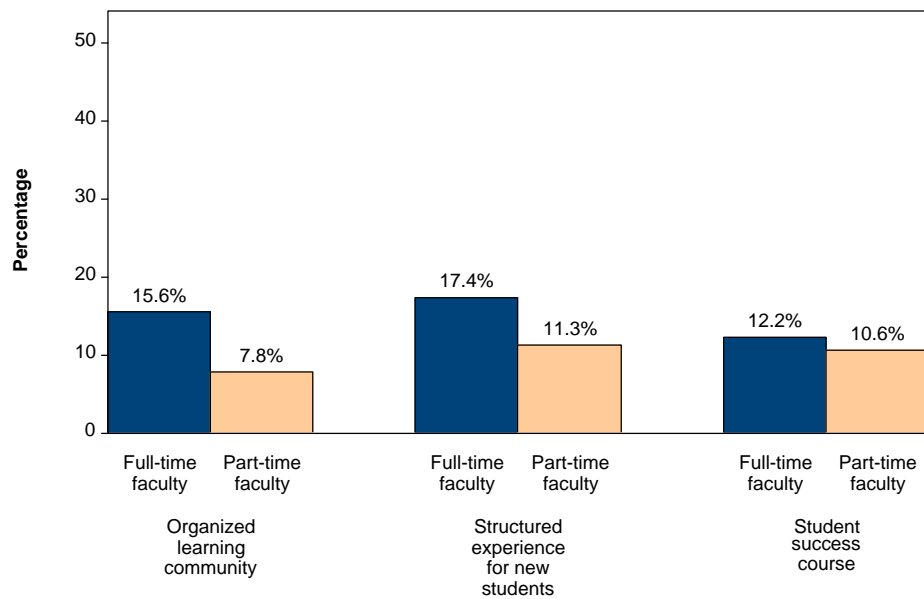


Table 3

Response	Organized learning community		Structured experience for new students		Student success course	
	Full-time faculty (N)	Part-time faculty (N)	Full-time faculty (N)	Part-time faculty (N)	Full-time faculty (N)	Part-time faculty (N)
Did teach or facilitate	2,873	1,447	3,211	2,085	2,253	1,966
Did not teach or facilitate	15,551	17,025	15,213	16,387	16,171	16,506
Total	18,424	18,472	18,424	18,472	18,424	18,472