



Community College Survey of Student Engagement

College of Southern Idaho

2016 Key Findings

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Key Findings: A Starting Point



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 be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the 2016 *CCSSE* and *SENSE* Data,” available at www.ccsse.org.

CCSSE uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2016 *CCSSE* Cohort (2014-2016) throughout all reports.

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

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

€ Student-Faculty Interaction

In general, the more contact students have with their faculty, the more likely they are to succeed. The 2016 *CCSSE* Cohort (2014-2016) referred to as the 2016 *CCSSE* Cohort (2014-2016) throughout all reports.



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 2016 *CCSSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2016 *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 2016 *CCSSE* Cohort. For instance, 10.3% of College of Southern Idaho students, compared with 8.0% 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.

Figure 3

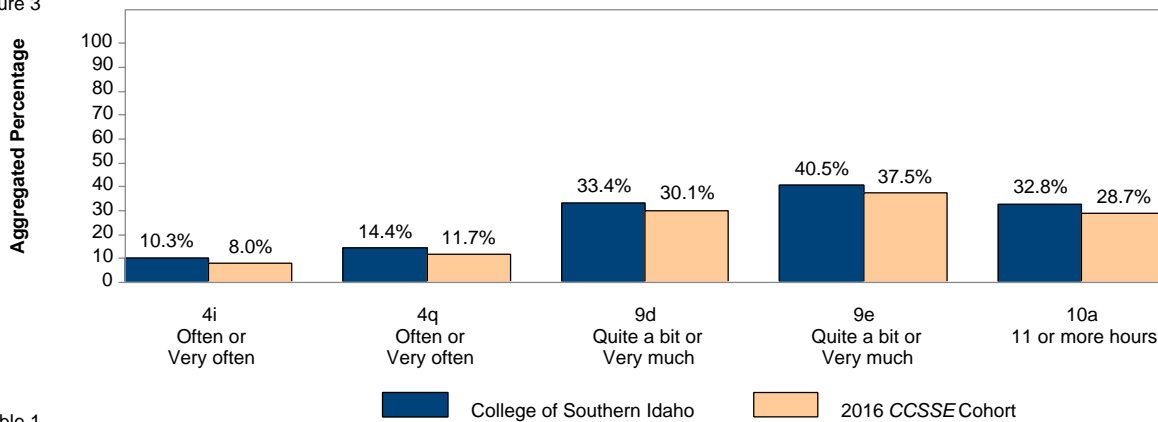


Table 1

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	4q	Worked with instructors on activities other than coursework
Support For Learners	9d	Helping you cope with your non-academic responsibilities (work, family, etc.)
Support For Learners	9e	Providing the support you need to thrive socially
Student Effort		SPreartng tor tcias (wtudeyng resadng rwrting resharnsn)



Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2016 CCSSE Cohort. For instance, 67.4% of College of Southern Idaho students, compared with 70.5% of other students in the cohort, responded *quite a bit* or *very much* on item 5b. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 4

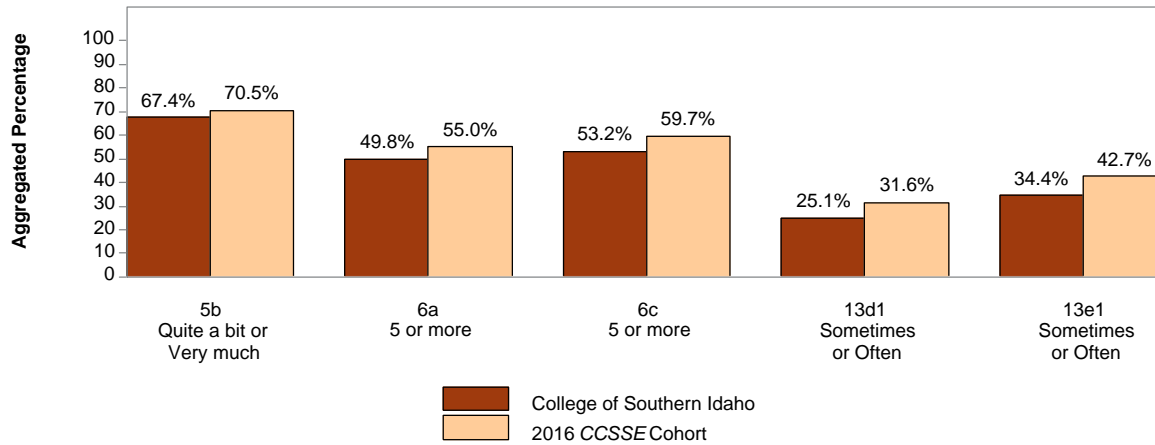


Table 2

Benchmark	Item Number	Item
Academic Challenge	5b	Analyzing the basic elements of an idea, experience, or theory
Academic Challenge	6a	Number of assigned textbooks, manuals, books, or book-length packs of course readings
Academic Challenge	6c	Number of written papers or reports of any length
Student Effort	13d1	



2016 CCSSE Special-Focus Items



CCFSSE

The Community College Faculty Survey of Student Engagement (*CCFSSE*), designed as a companion survey to *CCSSE*, elicits information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time—both in and out of the classroom. *CCFSSE* data suggest that at most colleges, part-time faculty outnumber full-time faculty, and are also less likely to refer students to academic support services. Below you will find frequency results for part- and full-time faculty at your college describing how frequently they refer students to advising and planning services, peer tutoring, and skill labs. *CCFSSE* cohort respondent data are provided.

Figure 10: How often do you refer students to the following services?

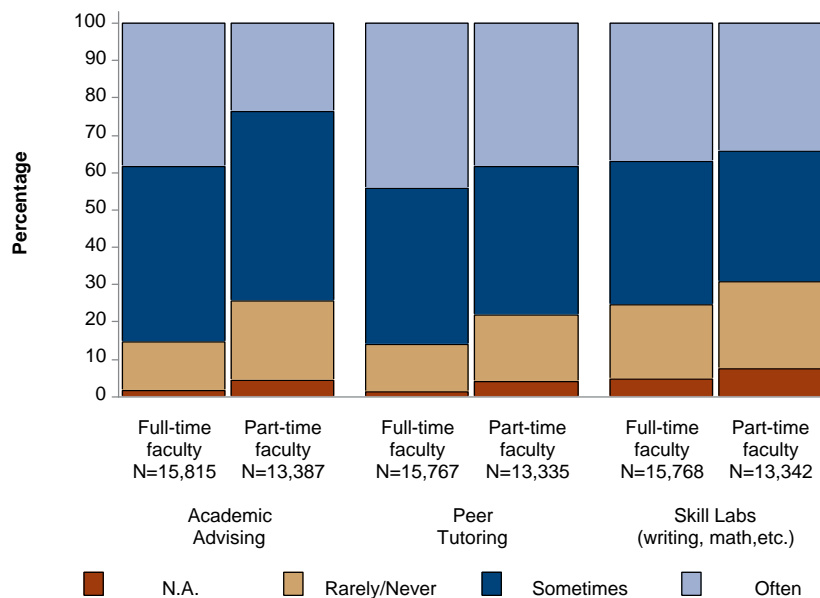


Table 3

	Academic Advising/ Planning	Peer or Other Tutoring	Skill Labs (writing, math, etc.)	Skill Labs