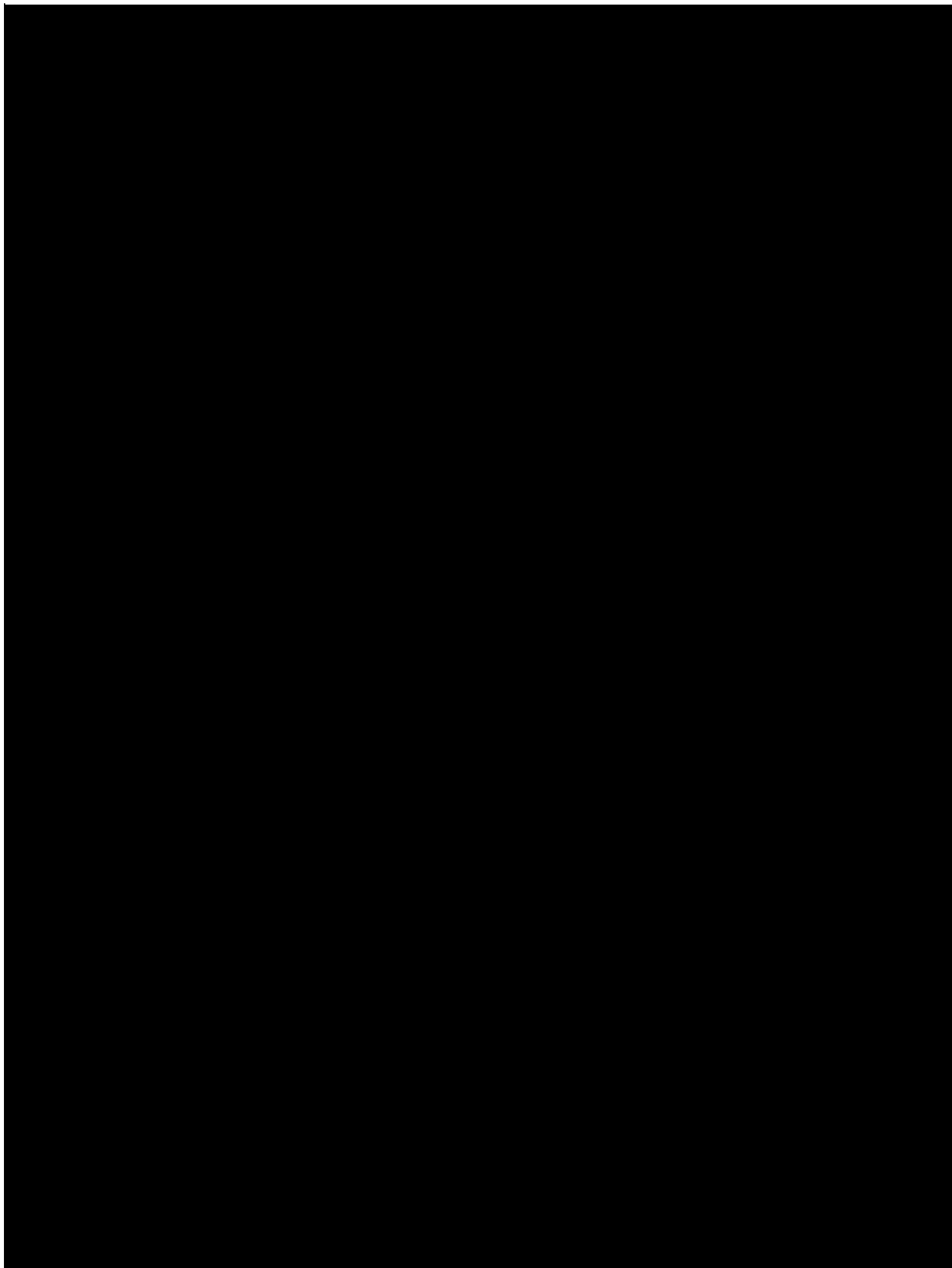




# Community College Survey of Student Engagement

College of Southern Idaho





## 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 policy “Responsible Uses of *CCSSE* and *SENSE* Data,” available at [www.cccse.org](http://www.cccse.org).

The current one-year cohort for the refreshed *CCSSE* is referred to as the 2017 *CCSSE* Cohort 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

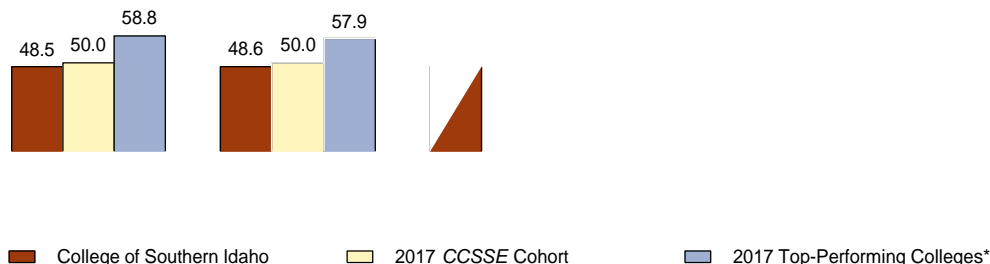
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

#### € Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

For further information about *CCSSE* benchmarks, please visit [www.cccse.org](http://www.cccse.org).

Figure 2



\*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

# 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 on which the college scored highest and the five items on which the college scored lowest relative to the 2017 *CCSSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2017 *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.ccse.org](http://www.ccse.org).

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2017 *CCSSE* Cohort. For instance, 30.5% of College of Southern Idaho students, compared with 25.9% of other students in the cohort, responded *often* or *very often* on item 4g. It is important to note that some colleges' highest mean scores might be lower than the cohort mean.

Figure 3

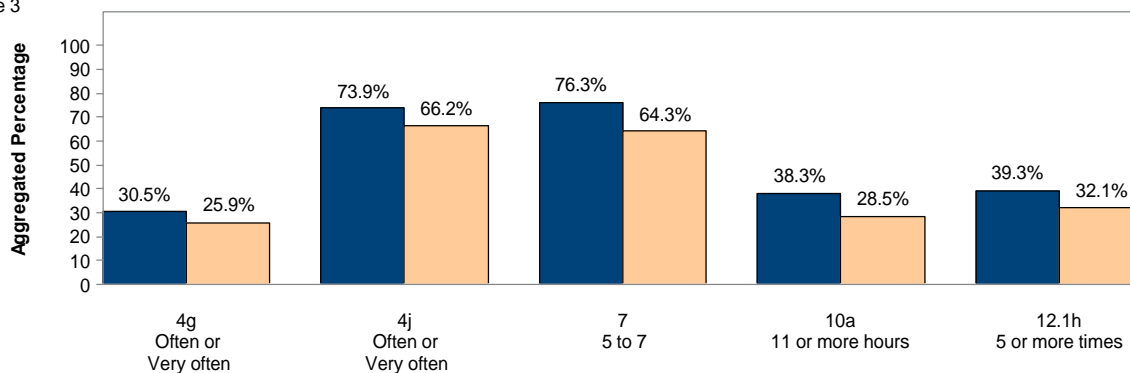


Table 1

Benchmark	Item Number	Item
Active and Collaborative Learning	4g	Worked with classmates outside of class to prepare class assignments
Student-Faculty Interaction	4j	Used e-mail to communicate with an instructor
Academic Challenge	7	Mark the response that best represents the extent to which your examinations during the current academic year have challenged you to do your best work at this college
Student Effort	10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
Student Effort	12.1h	Computer lab

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item 7, 5, 6, and 7 responses on the 1•7 challenge scale are combined.

For Item 10a, 11•20, 21•30, and *more than 30* responses are combined.



# Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2017 CCSSE Cohort. For instance, 44.0% of College of Southern Idaho students, compared with 58.1% of other students in the cohort, responded 5–10, 11–20 or more than 20 on item 6c. It is important to note that some colleges' lowest mean scores might be higher than the cohort mean.

Figure 4

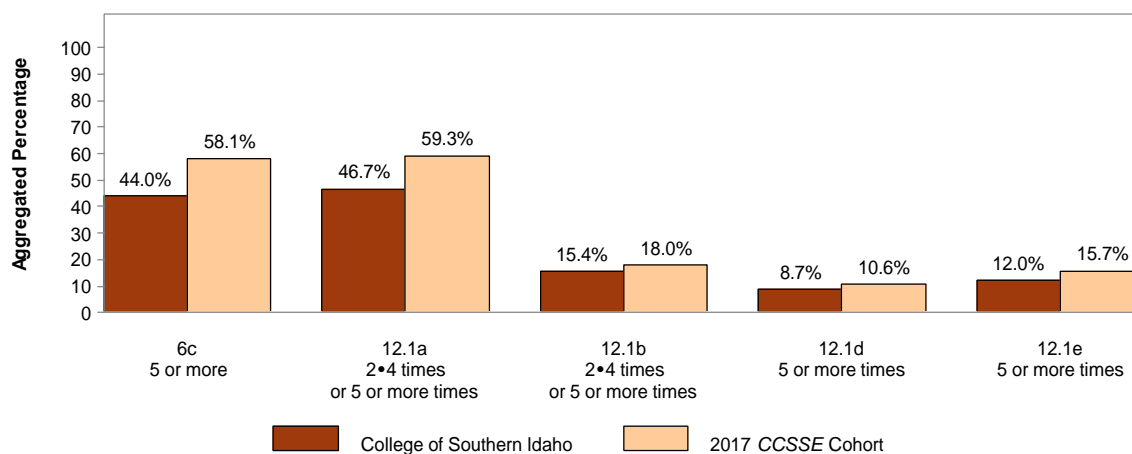
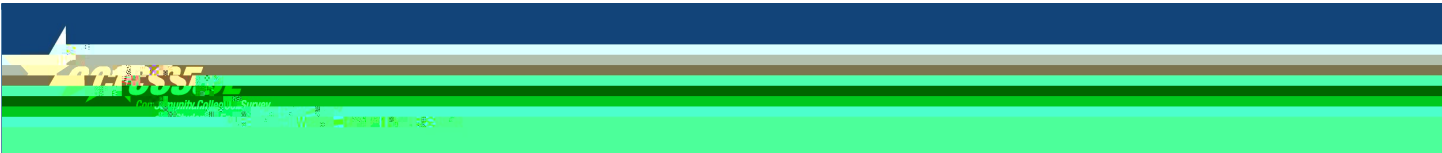


Table 2

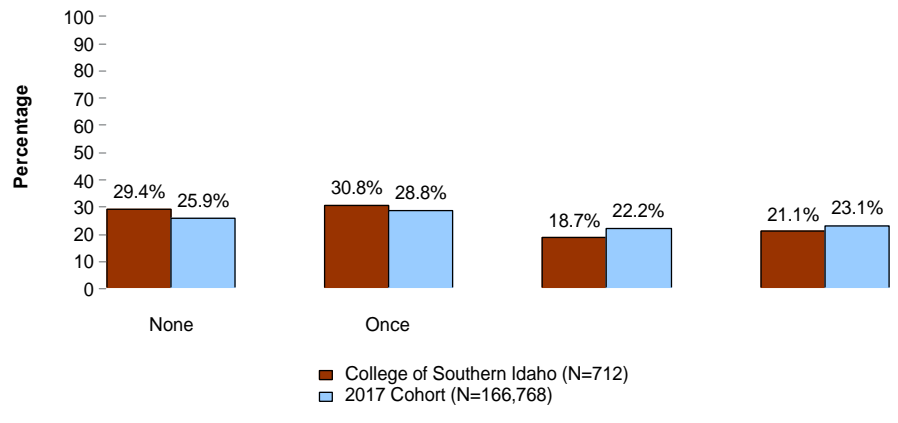
Benchmark	Item Number	Item
Academic Challenge	6c30	



# 2017 CCSSE



Figure 7: During this academic term at this college, how many times have you met (in person or online) with an academic advisor?

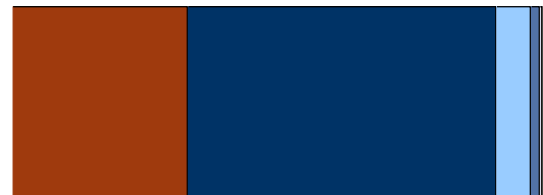


# CCFSSE

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 serve as academic advisors for students. Below you will find frequency results for part- and full-time faculty at your college describing whether advising is part of the teaching role and how many hours faculty spend in a typical week advising students. *CCFSSE cohort respondent data are provided.*

Response	Part-Time N	Part-Time Percentage	Full-Time N	Full-time Percentage
None	1169	32.8%	622	11.2%
1-4	2052	57.5%	3432	61.9%
5-8	230	6.4%	953	17.2%
9-12	63	1.8%	295	5.3%
13-16	18	0.5%	104	1.9%
17-20	9	0.3%	63	1.1%
21-30	9	0.3%	37	0.7%
More than 30	16	0.4%	40	0.7%



Hours Spent Advising

