



# Community College Survey of Student Engagement

College of Southern Idaho



## Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2018 Community College Survey of Student Engagement (*CCSSE*). The report provides college-specific data in an easy-to-share format including benchmark comparisons between the college, top-performing colleges, and the *CCSSE* cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five *CCSSE* special-focus items. Select faculty survey data are also highlighted.

Colleges participating in *CCSSE* 2018 received a survey instrument that was refreshed starting with the 2017 administration. Most of the items on the survey did not change at all, and the majority of those items that were revised underwent only minor adjustments to wording or response categories. Items that were no longer providing relevant data (e.g., outdated technology items) were eliminated, and the updated instrument includes several high-impact practices items that were not previously on the core

## 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 has adopted the policy “Responsible Uses of Center Data,” available at [www.ccsse.org](http://www.ccsse.org).

The current two-year cohort for the refreshed *CCSSE* is referred to as the 2018 *CCSSE* Cohort (2017–2018) 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

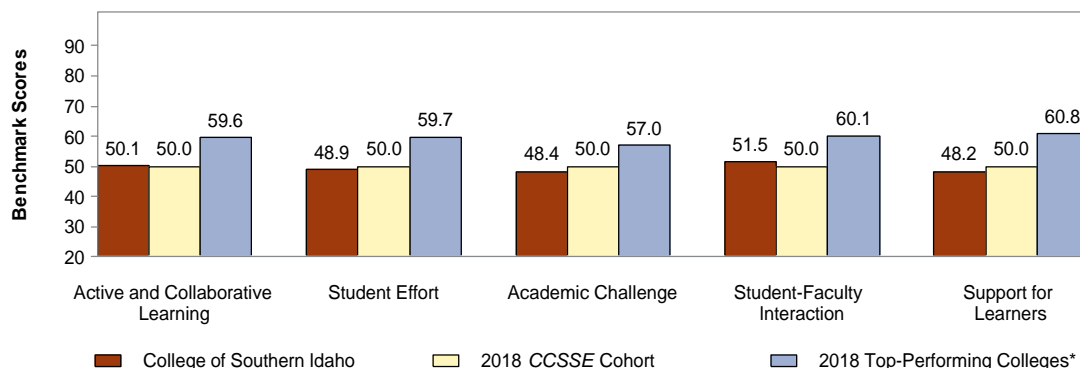
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

#### € 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.ccsse.org](http://www.ccsse.org).

Figure 2



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

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit [www.ccsse.org](http://www.ccsse.org).





## 2018 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 2018 special-focus items elicit new information around the topic of academic mindset, such as whether students feel welcome and respected at the college, whether they believe they can learn all of the material being presented in their courses, and whether they feel like they can change their intelligence by working hard on their studies. Frequency results from the first five special-focus items for your college and the 2018 *CCSSE* Academic Mindset item-set respondents are displayed across pages 6 and 7.

Figure 5: I feel welcome and respected at this college.

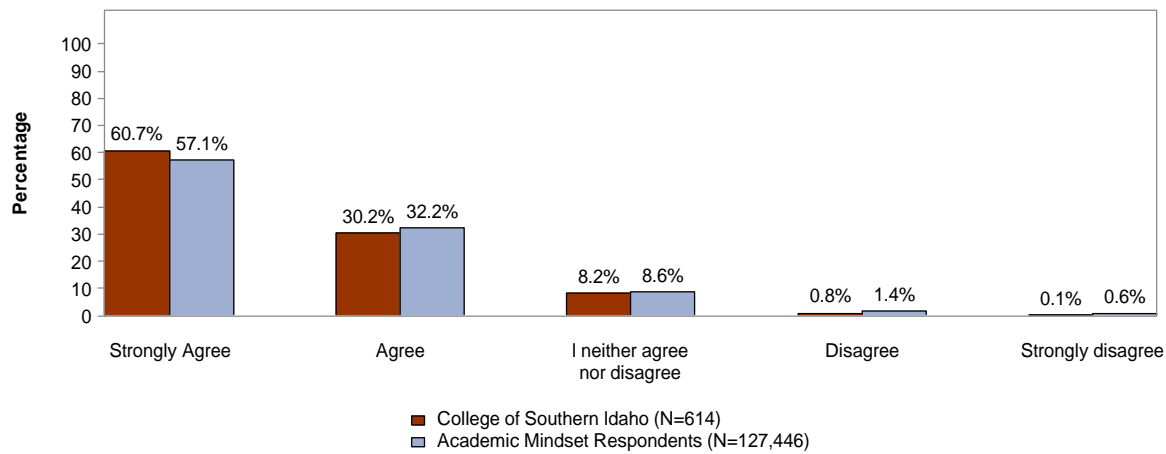


Figure 6: This college is preparing me for what I plan to do in life.

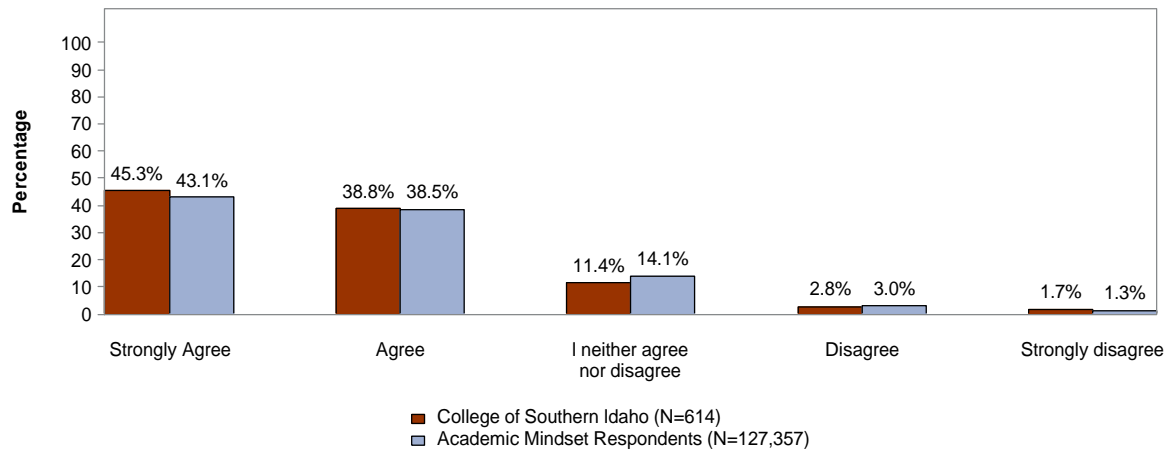




Figure 7: I can learn all of the material being presented in my courses this academic term.

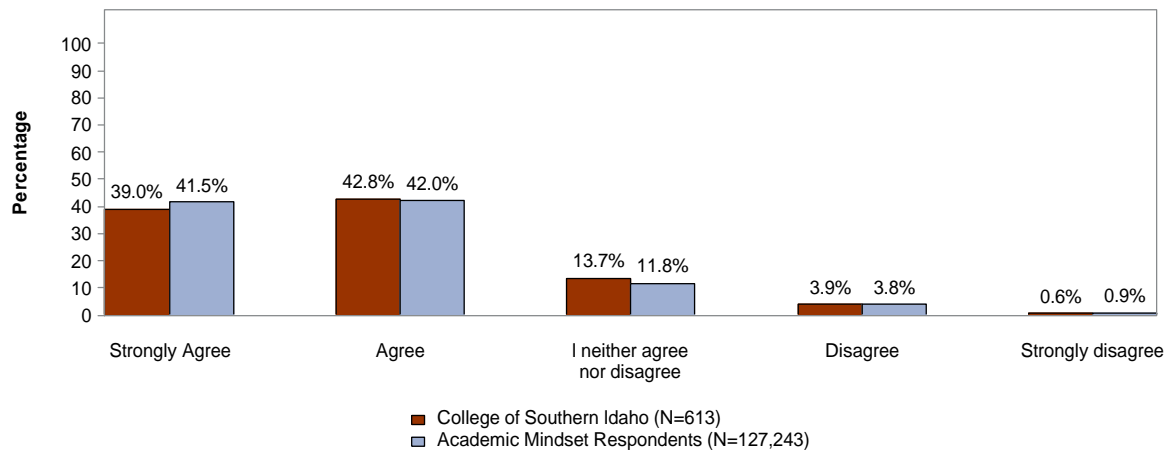


Figure 8: I have good relationships with others at this college.

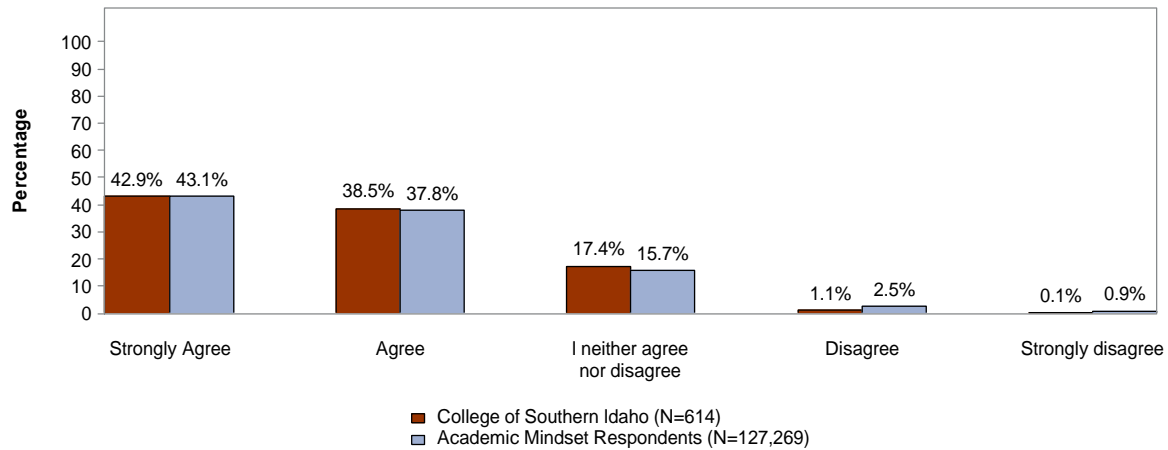
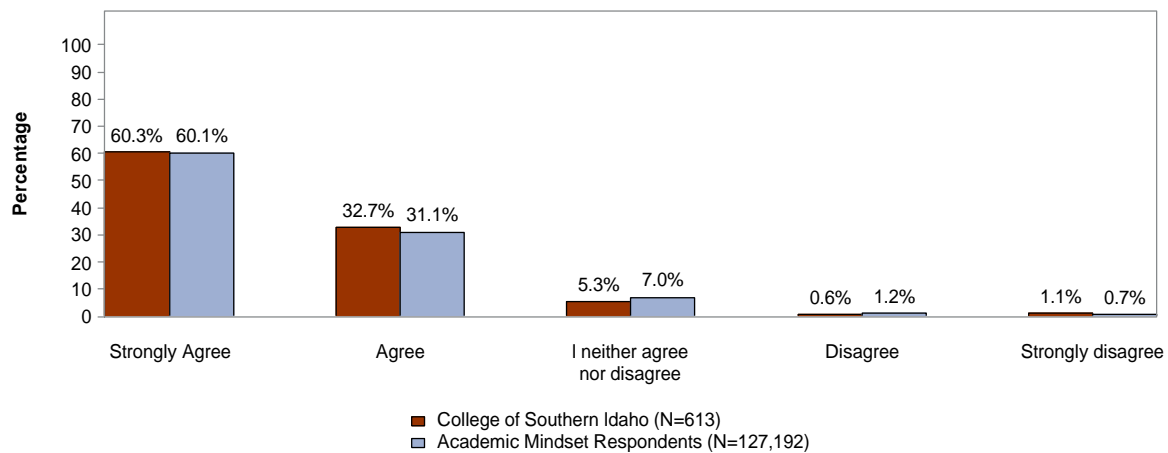


Figure 9: I can become more intelligent by working hard on my studies.



# 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.

Forty percent of all *CCFSSE* respondents reported teaching in a part-time capacity, while 60% reported teaching full-time. Below are frequency results for your college's part- and full-time faculty based on their responses to special-focus items on the topic of academic mindset, such as whether they think the students in their selected course sections can learn all of the material being presented and whether they think their students can change their basic intelligence. **2018 *CCFSSE* Academic Mindset item-set respondent data are provided below for colleges that did not participate in the faculty survey.**

Figure 10: Do you think the students in your selected course section can learn all the material being presented?

