



COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE) OVERVIEW REPORT

The purpose of the *CCSSE Survey* is to provide information about effective educational practice that promotes student learning and retention and what TVI is doing to help students achieve their educational goals. Understanding where we are now is critical in deciding where we should go and how we can get there.

Student engagement, or the amount of time and energy students invest in meaningful educational practices, is the underlying foundation for the CCSSE. The Community College Student Report instrument is designed to capture student engagement as a measure of institutional quality and effectiveness.

This CCSSE Overview Report focuses on intentional engagement strategies. Research shows that **student engagement** contributes to positive student outcomes. For community college students, however, this engagement is not likely to occur on its own. The majority (70%) of TVI students attend college part-time; 73% work; 33% have dependents who live with them, and all commute to school, with some spending a significant amount of time commuting. The majority of our students come to campus, and then they are gone — back to their families, jobs and other obligations. Because of this, **engagement must be intentional; it must happen by design.**

TVI participated in the CCSSE because we are interested in designing student experiences that will lead to better student outcomes. This overview presents information on how well we engage our students in five specific areas or benchmarks. The results are presented to compare with other extra-large participating colleges. Our challenge is to use these results to assess our students' engagement and ultimately improve our performance.

HOW DOES TVI COMPARE? TVI CCSSE Benchmark results compared with those of "Extra-Large" Community College Participants (N=17)

Benchmark Name	2004	
	TVI Benchmark Score	Extra-Large Community College Comparison Score and Score Difference
A. Active and Collaborative Learning	48.4	49.0 Score Difference: -.6
B. Student Effort	51.7	50.5 Score Difference: 1.1
C. Academic Challenge	50.2	50.2 Score Difference: 0.0
D. Student-Faculty Interaction	49.3	49.7 Score Difference: -0.4
E. Support for Learners	50.0	49.8 Score Difference: 0.2

SURVEY METHODOLOGY

CCSSE randomly selected courses stratified by time of day (morning, afternoon, and evening) from TVI's institutional course data file. CCSSE prepared survey packets for each selected course and sent them to the office of Planning, Budget, and Institutional Research for campus distribution.

Instructors in the selected courses were informed of the survey administration two weeks before the delivery of the survey packet. The surveys were administered during regularly scheduled class time.

Completed surveys were returned to CCSSE for data entry and analysis. TVI achieved a 48% completion rate, slightly less than the 51% achieved by all 17 Extra-large community colleges.

Using factor analysis, CCSSE grouped 38 of the 150 survey items into the five theoretical constructs (Benchmarks) that are included in this Overview Report. In the individual benchmark tables TVI students' means for each item are compared to means from participating colleges (i.e., Comp. Mean).

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Participants in the 2004 administration of the survey included 92,301 students from 152 institutions in 30 states. Extra-large community colleges enroll 15,000 or more students.

Benchmark Scores: All benchmarks provided by CCSSE are standardized on the same scale. Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. The mean is set at 50 with a standard deviation of 25 for all students in the sample. TVI's benchmark scores are computed by taking the weighted average of our students' standardized scores.

Score Difference: The result of subtracting the comparison group (17 Extra-large community colleges) score from TVI's score on each benchmark.



Benchmark A. 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 collaboration with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, community and their personal lives. The seven items that contribute to this benchmark are:

Scale of 1-4 where 1="never" and 4="very often"	TVI Mean	Comp. Mean
Asked questions in class or contributed to class discussions	2.92	2.87
Made a class presentation	1.89	2.02
Worked with other students on projects during class	2.48	2.43
Worked with classmates outside of class to prepare class assignments	1.71	1.84
Tutored or taught other students	1.40	1.37
Participated in a community based project as a part of a regular course	1.24	1.28
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	1.64	1.69

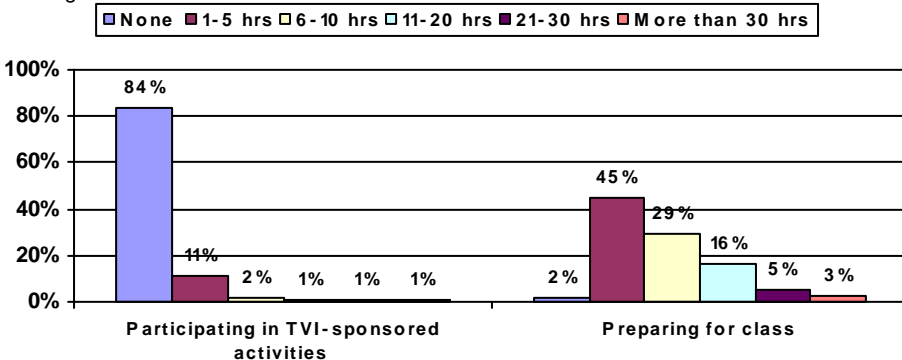
Benchmark B. Student Effort:

Students own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process. Associated with this benchmark are eight survey items indicating how frequently students engage in a number of activities important to their learning and success. The eight items that contribute to this benchmark are:

Scale of 1-4 where 1="never" and 4="very often"	TVI Mean	Comp. Mean
Prepared two or more drafts of a paper or assignment before turning it in	2.45	2.48
Worked on a paper or project that required integrating ideas or information from various sources	2.61	2.68
Come to class without completing readings or assignments (reverse coded)	1.91	1.92
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.12	2.08
Preparing for class (studying, reading, writing, rehearsing or other activities related to your program)	1.88	1.84
Frequency of use: peer or other tutoring	1.46	1.45
Frequency of use: skill labs	1.72	1.72
Frequency of use: computer lab	2.26	2.06

HOW STUDENTS SPEND THEIR TVI-RELATED TIME

It is noteworthy that almost half of all students state they spend 5 hours or less preparing for classes. Not shown in the figure below is that nearly two-thirds (64%) of full-time students spend 10 hours or less per week studying. Figure 1: On a weekly basis, all students (both full- and part-time) spend the following amount of time doing.....



STUDENTS SPEND LIMITED TIME ON CAMPUS

Figure 2: Most students work

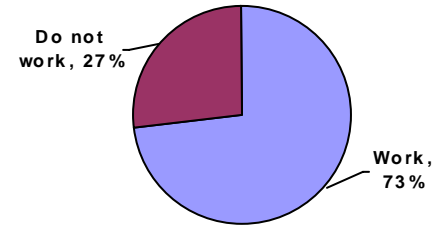


Figure 3: Many students care for dependents. Over two-fifths report spending 11 or more hours per week caring for dependents

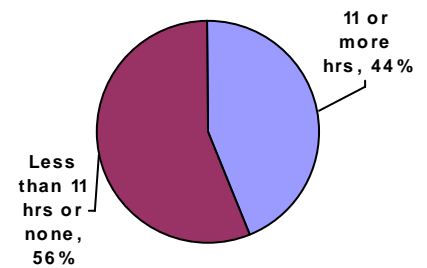


Figure 4: All TVI students commute, many spend significant time commuting each week

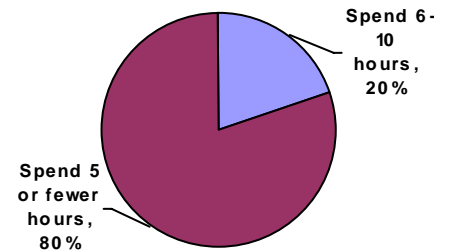
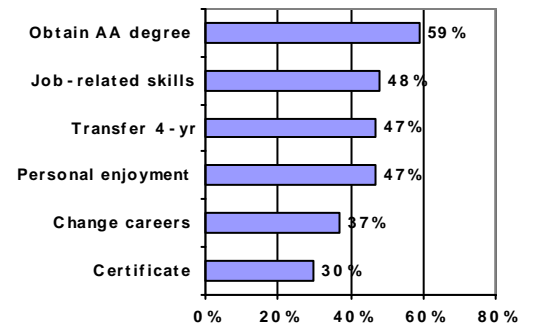


Figure 5: Students indicate the following are primary reasons/goals for attending TVI



More students aspire to earn degrees than actually do. Nearly three-fifths (59%) of TVI students report obtaining an associate's degree is a primary goal.

Benchmark C. Academic Challenge:
 Challenging intellectual and creative work is central to student learning and collegiate quality. Ten items from the Community College Student Report instrument correspond to integral components of academic challenge that represents the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance. The ten items that contribute to this benchmark are:

Scale of 1-4 where 1="never" and 4="very often"	TVI Mean	Comp. Mean
Worked harder than you thought you could to meet an instructor's standards or expectations	2.47	2.49
Analyzing the basic elements of an idea, experience, or theory	2.83	2.79
Synthesizing and organizing ideas, information, or experiences in new ways	2.64	2.66
Making judgments about the value or soundness of information, arguments or methods	2.50	2.51
Applying theories or concepts to practical problems or in new situations	2.65	2.58
Using information you have read or heard to perform a new skill	2.73	2.68
Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.86	2.82
Number of written papers or reports of any length	2.62	2.79
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college (Different Scale: 1="Extremely easy"; 7="Extremely challenging")	5.02	4.99
Encouraging you to spend significant amounts of time studying	2.92	2.90

Benchmark D. 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. Personal interaction with faculty members strengthens student's connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning. The six items that contribute to this benchmark are:

Scale of 1-4 where 1="never" and 4="very often"	TVI Mean	Comp. Mean
Used email to communicate with an instructor	2.33	2.20
Discussed grades or assignments with an instructor	2.42	2.45
Talked about career plans with an instructor or advisor	1.87	1.95
Discussed ideas from your readings or classes with instructors outside of class	1.64	1.69
Received prompt feedback (written or oral) from instructors on your performance	2.68	2.63
Worked with instructors on activities other than coursework	1.26	1.36

TVI'S CONTRIBUTION TO PERSONAL DEVELOPMENT

The survey instrument provided the opportunity for students to indicate how much their experience at TVI contributed to their knowledge and skill in the following areas. It is important to remember that if students had the knowledge, skill or attitude prior to entering TVI it is likely they would assign lower contribution ratings.

TVI's Contribution to:	Percent "Very much" or "Quite a bit"
Learning effectively on your own	71%
Thinking critically and analytically	69%
Acquiring a broad general education	67%
Using computing and information technology and Solving numerical problems (tie)	62%
Working effectively with others	60%
Acquiring job or work-related knowledge or skills	59%
Developing clearer career goals	58%
Writing clearly and effectively	57%
Understanding yourself and Gaining information about career opportunities (tie)	52%
Speaking clearly and effectively	51%
Developing a personal code of values and ethics	40%
Understanding people of other racial and ethnic	39%
Contributing to the welfare of your community	28%

Figure 6: Students who come to class unprepared

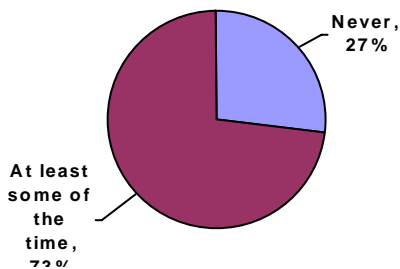


Figure 7: Students who collaborated on classwork outside of class

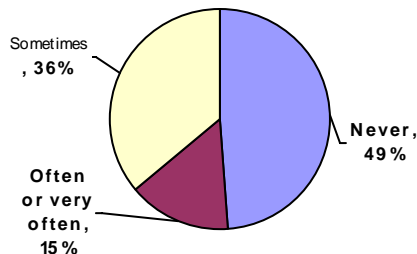
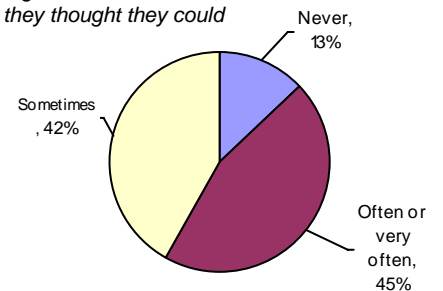


Figure 8: Students who worked harder than they thought they could

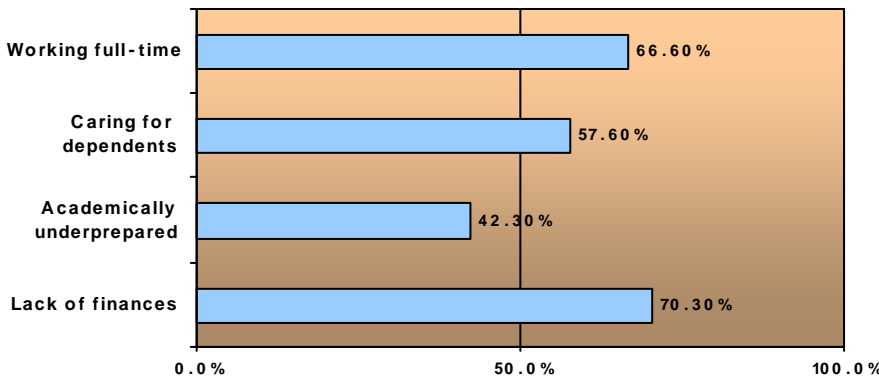


Benchmark E. Support for Learners:

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other issues that may affect both learning and retention. The seven items that contribute to this benchmark are:

Scale of 1-4 where 1="never" and 4="very often"	TVI Mean	Comp. Mean
Providing the support you need to help you succeed at this college	2.95	2.89
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.45	2.41
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.88	1.85
Providing the support you need to thrive socially	1.94	2.01
Providing the financial support you need to afford your education	2.41	2.31
Frequency: academic advising	1.62	1.74
Frequency: career counseling	1.44	1.45

Figure 9: TVI students face many **barriers to persistence**—the percent of students who report that the various factors would result in their withdrawing from college



USE AND IMPORTANCE OF STUDENT SERVICES While students attribute relatively high importance to academic advising/ planning, career counseling and peer or other tutoring, over two-fifths to one-half of students "rarely or never" take advantage of those services. This is especially noteworthy because the TVI Retention Team has identified services such as these as "Key Success Strategies" for students.

Service	(1). Frequency of Use by %				(2) Importance of Support Service by %		
	Often	Sometimes	Rarely/ Never	NA	Very	Somewhat	Not at all
Academic advising/ planning	8	42	43	7	60	31	9
Career counseling	5	26	51	18	50	31	19
Job placement services	3	10	45	43	42	23	35
Peer or other tutoring	6	21	44	29	42	30	28
Skill labs	15	25	36	23	46	28	26
Childcare	2	3	33	62	30	14	55
Financial aid advising	18	26	30	25	61	15	24
Computer lab	43	30	19	9	70	20	10
Student organizations	3	7	42	48	20	32	48
Transfer credit assistance	6	20	34	40	51	21	29
Disability services	3	3	28	65	45	10	45

STUDENT EVALUATION

Figure 10: Students' evaluation of their entire educational experience at TVI

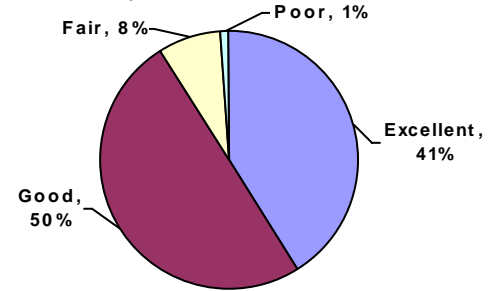
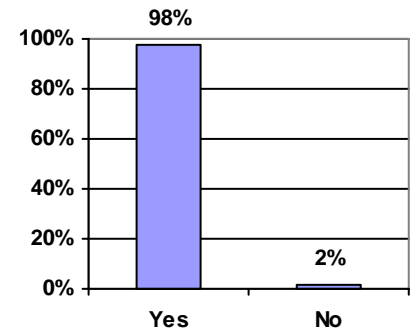


Figure 11: Would you recommend TVI to a friend or family member?



SUMMARY

Students attend TVI for multiple reasons and face a substantial number of barriers as they achieve a broad range of educational goals. Because of these findings, TVI students are primary candidates for more effective engagement strategies. Research clearly shows student engagement is a critical element in success and achievement. Therefore, TVI must make the most of limited opportunities to engage students in meaningful ways paying special attention to those elements that exert the highest impact on student retention and academic performance.

TVI can be proud that students are generally positive about their experiences at the college. Students of all ages and backgrounds report growth in academic and workplace skills in an intellectually challenging environment. Almost all (98%) would recommend TVI to others.

Results show TVI scores slightly above comparison colleges in two benchmark areas *Student Effort* and *Support for Learners*. On the other hand, TVI scores similarly on one benchmark, *Academic Challenge*, and below the comparison group in two, *Active and Collaborative Learning* and *Student Faculty Interaction*.

While the CCSSE results offer comparison data to measure TVI against the overall performance of other colleges, the most important comparison for TVI is where we are now, contrasted with where we want to be. The CCSSE results can be used to help pinpoint areas that are most appropriate, relevant and useful as the college strives to achieve excellence in intentional student engagement.