CCSSE2022 Findings for Tulsa Community Colle

Contact Institutional Research at ir@tulsacc.edu with any questions or for additional information.

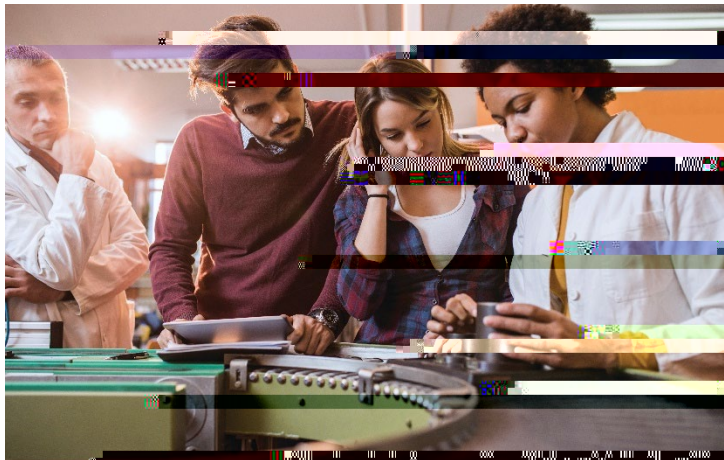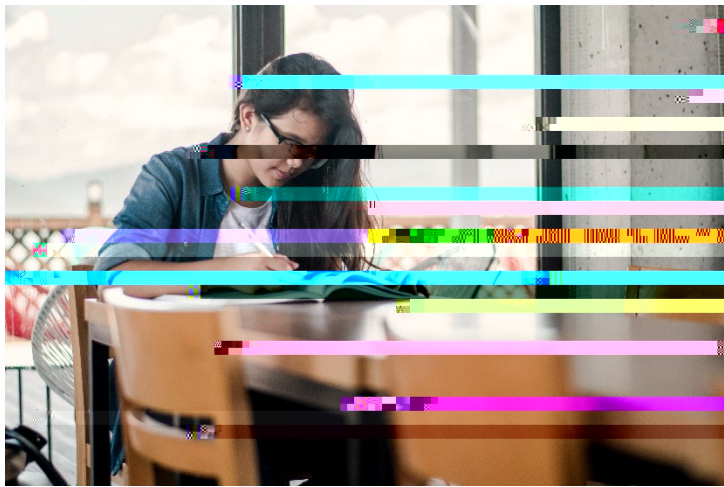# Agenda

ƒ CCSSE Overview

ƒ Student Respondent Profile

ƒ CCSSE Benchmarks

ƒ Guided Pathways

ƒ Strategies to Promote Learning That Matters

CCSSEOverview

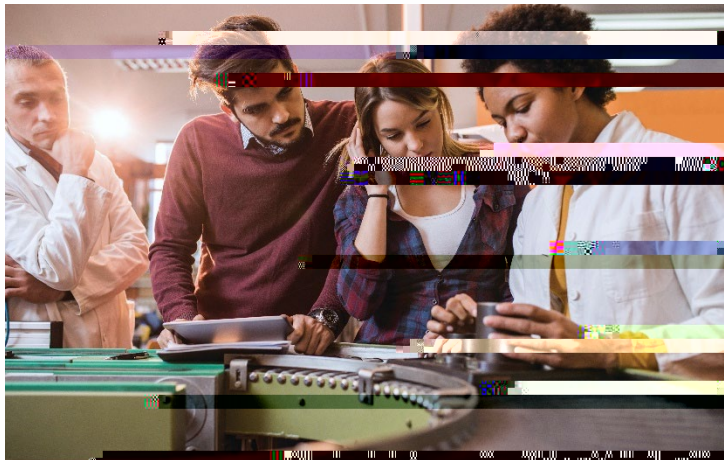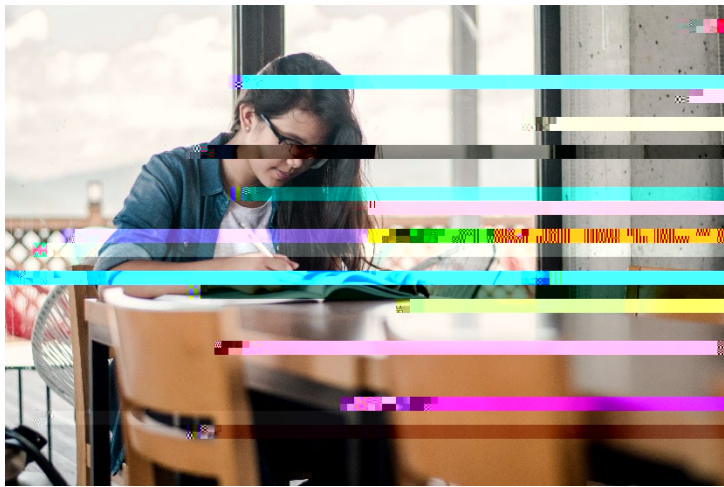# The Community College Survey of Student Engagement (CCSSE

CCSSE

CCSSE 2022

CCSSE 2022 utilizes a three-year cohort (2020-2022 CCSSE participant colleges only) in all of its data analyses, including the computation of benchmark scores.

ƒ 2022 CCSSE Cohort includes:

- 438 institutions from 46 states, Bermuda, Marshall Islands, and Micronesia:
    - » Small institutions: 231 (<4,500 students)
    - » Medium institutions: 103 (4,500-7,999 students)
    - » Large institutions: 73 (8,000-14,999 students)
    - » Extra large institutions: 31 (15,000+ students)

Student Respondent Profile: Enrollment Status
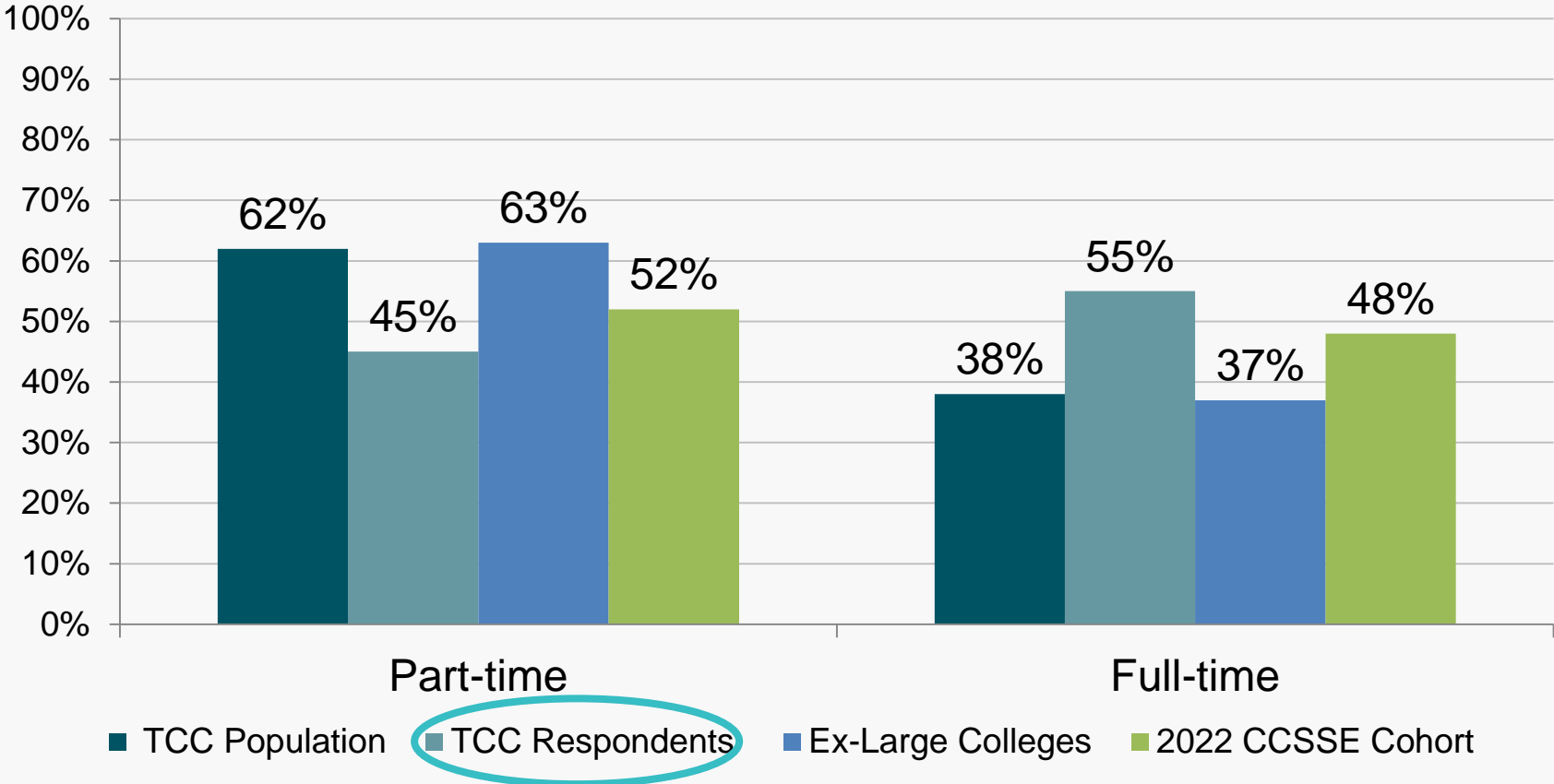
Note: Percentages may not add up to 100% in each category due to missing data and/or rounding.

Student Respondent Profile: Gender Identity

Student Respondent Profile: Age

Note: Percentages may not add up to 100% in each category due to missing data and/or rounding.
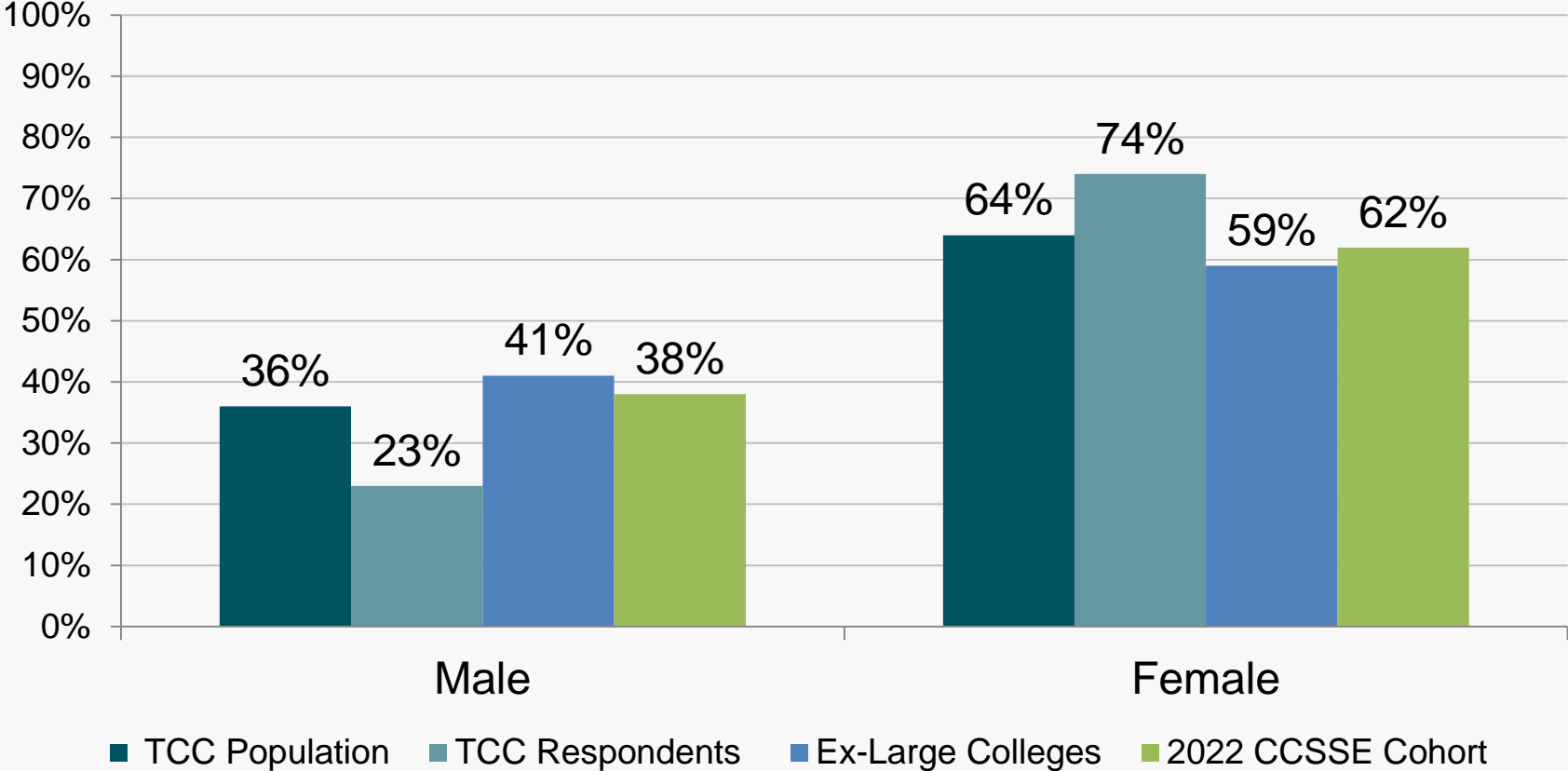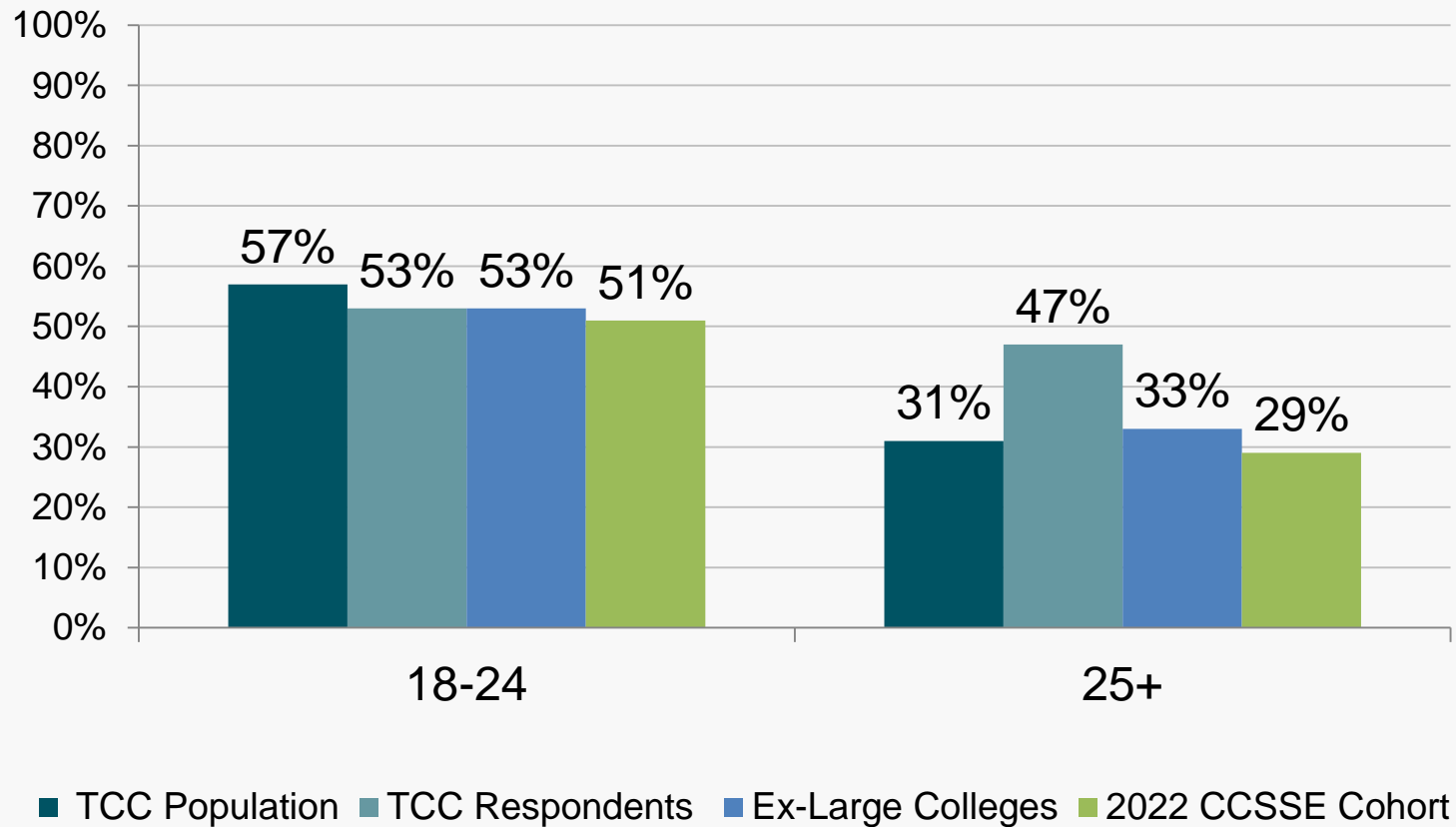
Student Respondent Profile:
First-Generation Status (TCC Respondents)

Legend:
- ■ Not First-Generation
- ■ First-Generation

47.5%

52.5%
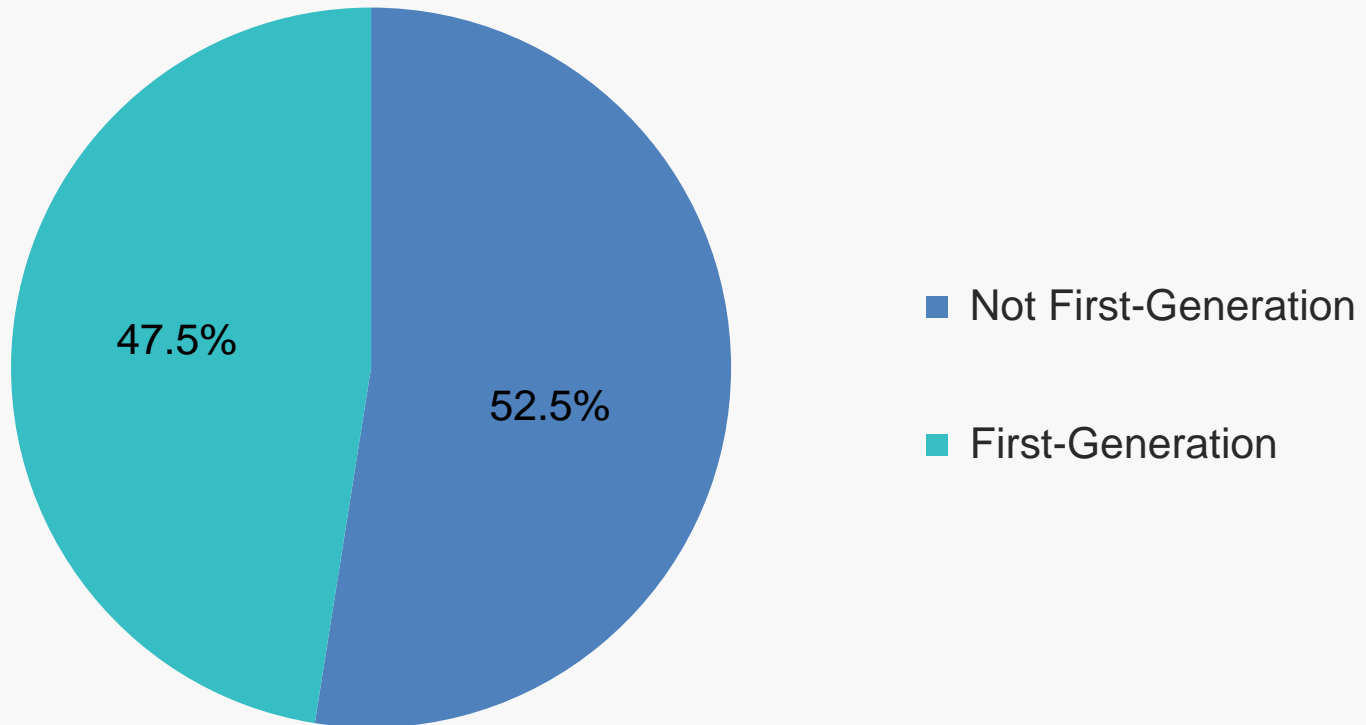
Note: First-generation is defined as neither parent attended at least some college.

Student Respondent Profile: Goals(Student Aspiration)

	TCC Respondents	Ex-Large Colleges	2022 CCSSE Cohort
Obtain an associate degree	82.2%	81.2%	84.3%
Self-improvement/personal enjoyment	74.0%	77.0%	75.9%
Obtain/update job-related skills	69.2%	68.5%	69.4%
Transfer to a 4-year college or university	62.4%	67.7%	66.3%
Complete a certificate program	48.3%	45.7%	40.4%
Change careers	39.6%	42.4%	44.5%

■ TCC Respondents ■ Ex-Large Colleges ■ 2022 CCSSE Cohort
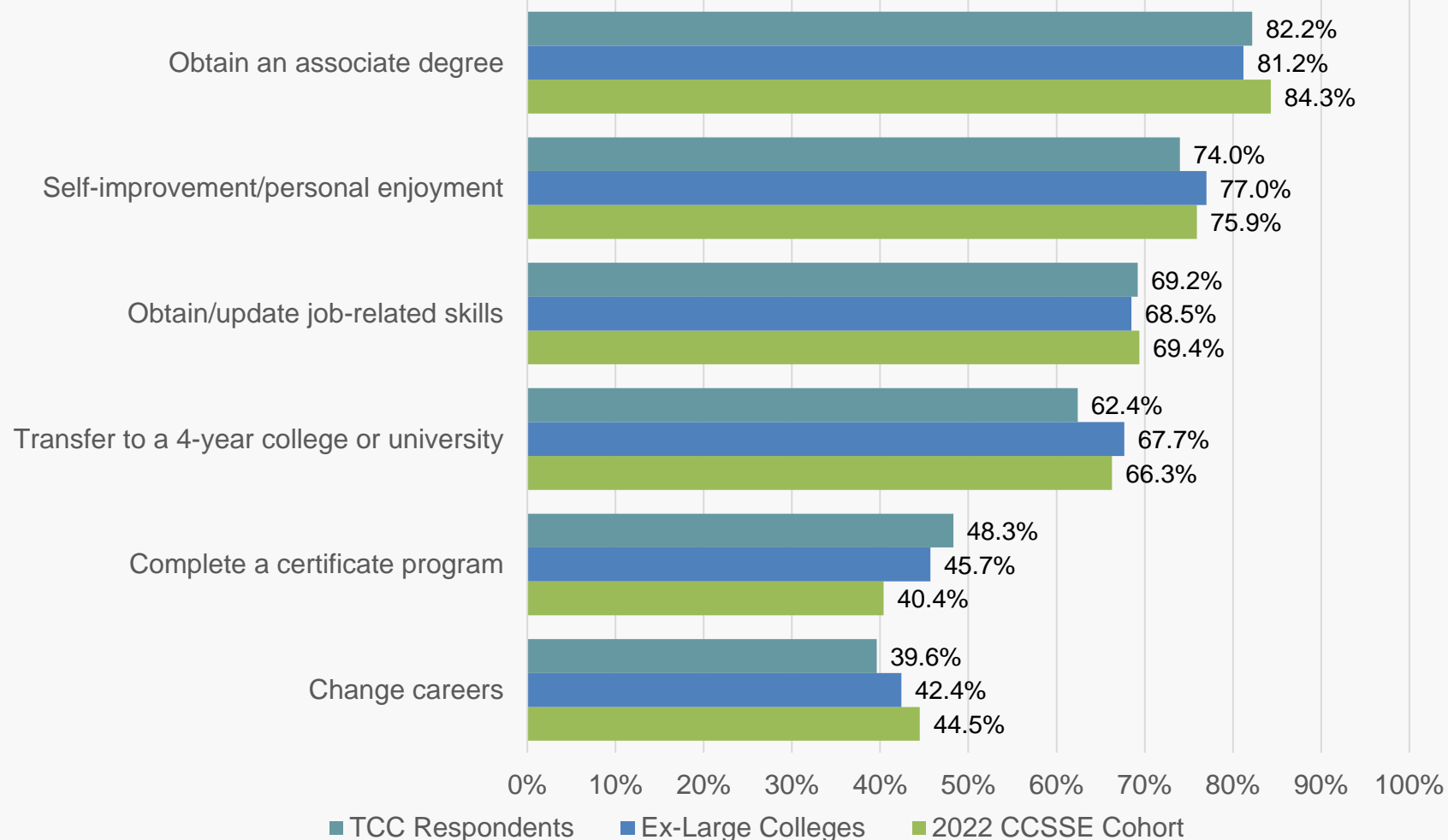
Student Respondent Profile: Time Commitments/Activities (CSC Respondents)

Note: Respondents may indicate more than one. Based on typical 7-day week.

21
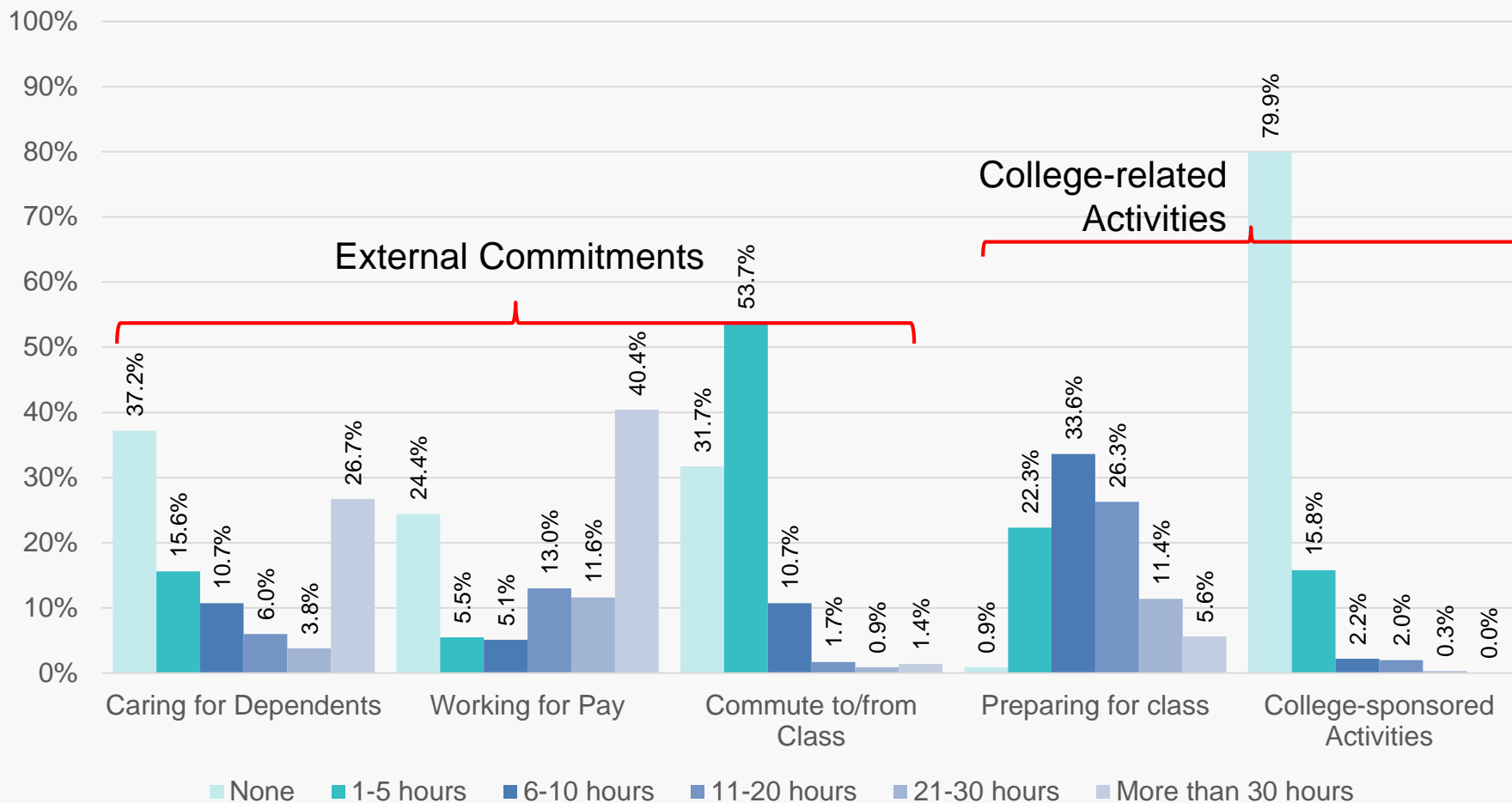
Student Persistence

Note: Respondents may indicate more than one. Based on.

At-Risk Students

f Risk factors reflected in the CCSSE survey include:

- attending college part-time – 45%

- working more than 30 hours per week off-campus – 40.4%

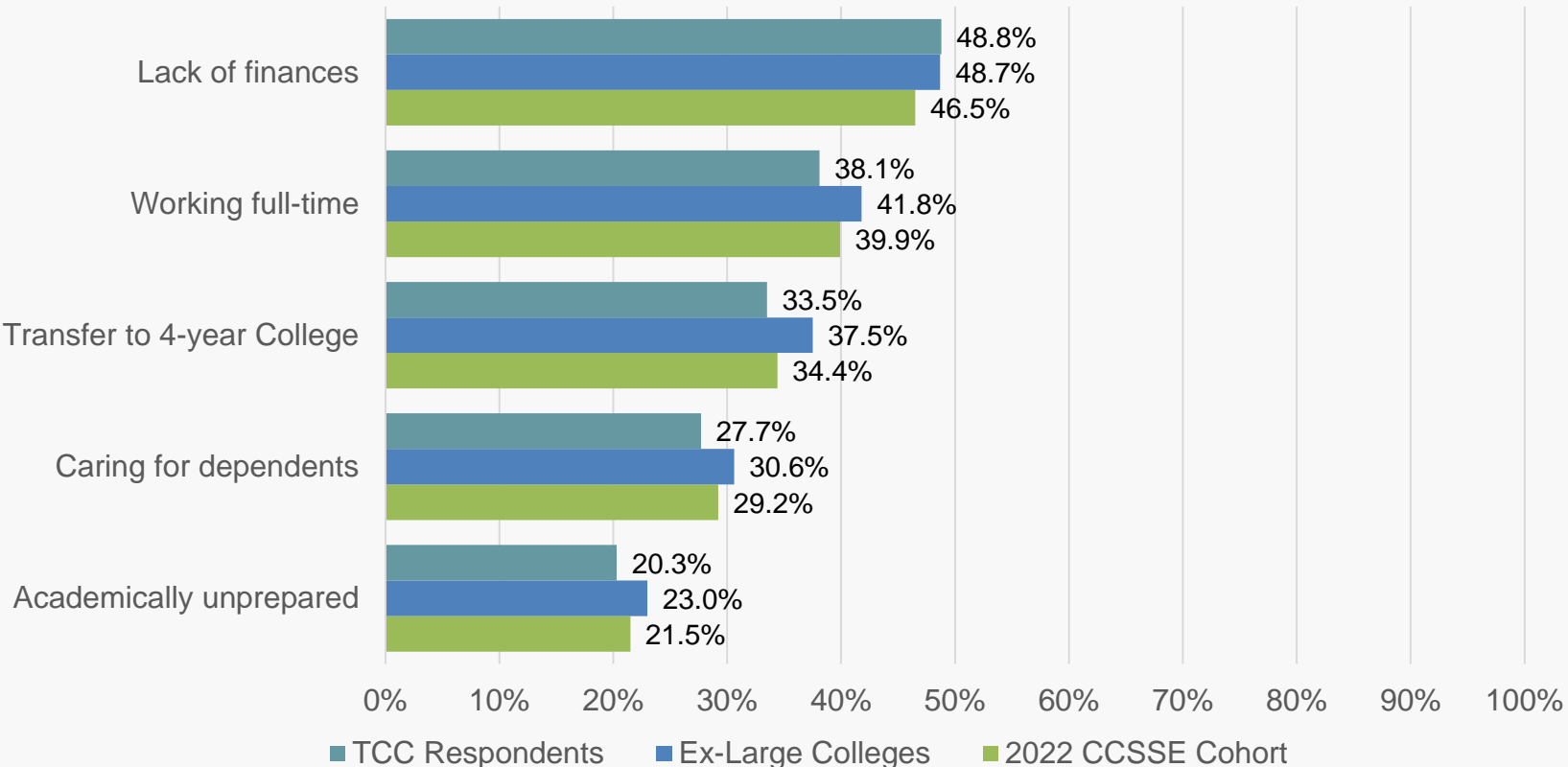- financial independence (i.e., students who rely on their own income or savings as a major source for college costs and indicate that parents and spouses/significant others are not sources of income for that purpose) – 32.1%

- identifying the cost of attending college as a significant issue – 29.8%

- challenges pertaining to childcare – 26.7%

- being academically under-prepared – 9%
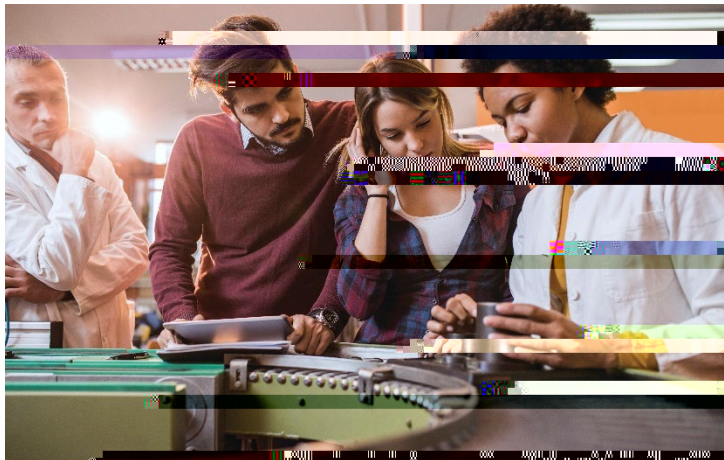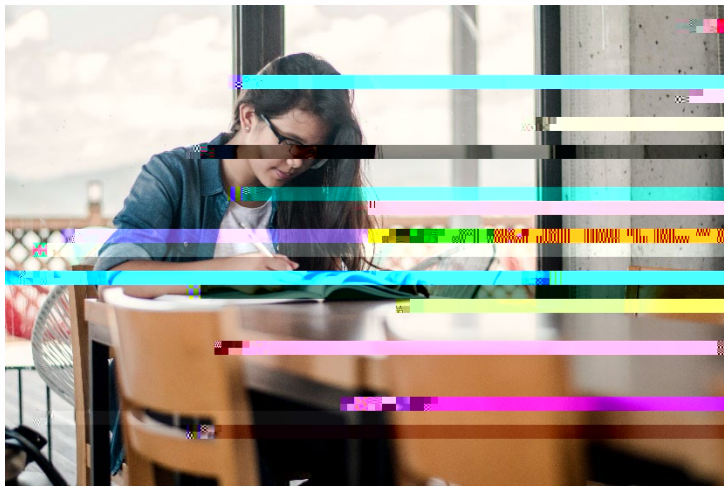
CCSSE Benchmarks

CCSSEBenchmarks of Effective Practice

ƒ Active and Collaborative Learning
- Actively involved in education and have opportunities to think about and apply learning in different settings

ƒ Student Effort
- Behaviors contribute to learning and likelihood to attain their educational goals

ƒ Academic Challenge
- Challenging intellectual and creative work central to student learning and collegiate quality

ƒ Student-Faculty Interaction
- More interactions students have with teachers, the more likely to learn effectively and persist toward achievement of educational goals

ƒ Support for Learnersfent of efi-3.3 (8u n4 -0 0 18S3.5 (D [(l)nt of)e .5 (y)11.3 ( )15

Active and Collaborative Learning

ƒ During the current academic year, how often have you:

- Asked questions in class or contributed to class discussions – 64.2%

- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) – 42.8%

- Worked with other students on projects during class – 30.1%

- Made a class presentation – 23%

- Worked with classmates outside of class to prepare class assignments – 15.1%

-

Student Effort

_f_ During the current academic year, how often have you:

- Worked on a paper or project that required integrating ideas or information from various sources – 66.4%

- Prepared two or more drafts of a paper or assignment before turning it in – 48.1%

- Used skill labs (frequency) – 23.6%

- Used a computer lab (frequency) – 20.3%

- Used peer or other tutoring services (frequency) – 16.3%

Academic Challenge

f During the current academic year, how often have you:

- Worked harder than you thought you could to meet an instructor's standards or expectations – 54%

f During the current academic year, how much has your coursework emphasized:

- Analyzing the basic elements of an idea, experience, or theory – 74.6%
- Forming a new idea or understanding from various pieces of information – 71.4%
- Using information you have read or heard to perform a new skill – 65.4%
- Making judgments about the value or soundness of information, arguments, or methods – 62.3%
- Applying theories or concepts to practical problems or in new situations – 61%

f During the current academic year:

- To what extent have your examinations challenged you to do your best work – 85% (challenged to extremely challenged)
- How many assigned textbooks, manuals, books, or packets of course readings have you read – 51.1% read 1-4
- How many papers or reports of any length have you written – 32.1% wrote 5-10

f How much does this college emphasize:

- Encouraging you to spend significant amounts of time studying - 76.2%

Note: Combined response of 'Often' and 'Very often'. Combined response of 'Quite a bit' and 'Very much'.

Student-Faculty Interaction

ƒ During the current school year, how often have you:

- Used e-mail to communicate with an instructor – 82%

- Discussed grades or assignments with an instructor – 46.4%

- Talked about career plans with an instructor or advisor – 35.6%

- Discussed ideas from your readings or classes with instructors outside of class – 15.9%

- Received prompt feedback (written or oral) from instructors on your performance – 65%

- Worked with instructors on activities other than coursework – 7.6%

24   Note: Combined response of 'Often' and 'Very often'. Combined response of 'Quite a bit' and 'Very much'.

Support for Learners

f How much does this college emphasize:

- Providing the support you need to help you succeed at this college – 77.3%

- Providing the financial support you need to afford your education – 62.4%

- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds – 55.2%
- Helping you cope with your non-academic responsibilities (work, family, etc.) – 38.5%
- Providing the support you need to thrive socially – 41.5%

f During the current academic year, how often have you:

- Used academic advising/planning services – 77.2% (2-4 times during current AY)
- Used career counseling services – 12.7% (2-4 times during current AY)

Note: Combined response of 'Quite a bit' and 'Very much'. Combined frequencies of '2-4 times' and '5 or more times'.

CCSSE Benchmarks for Effective Educational Practice

CCSSE Benchmark Scores for TCC compared to Ex   -Large Colleges
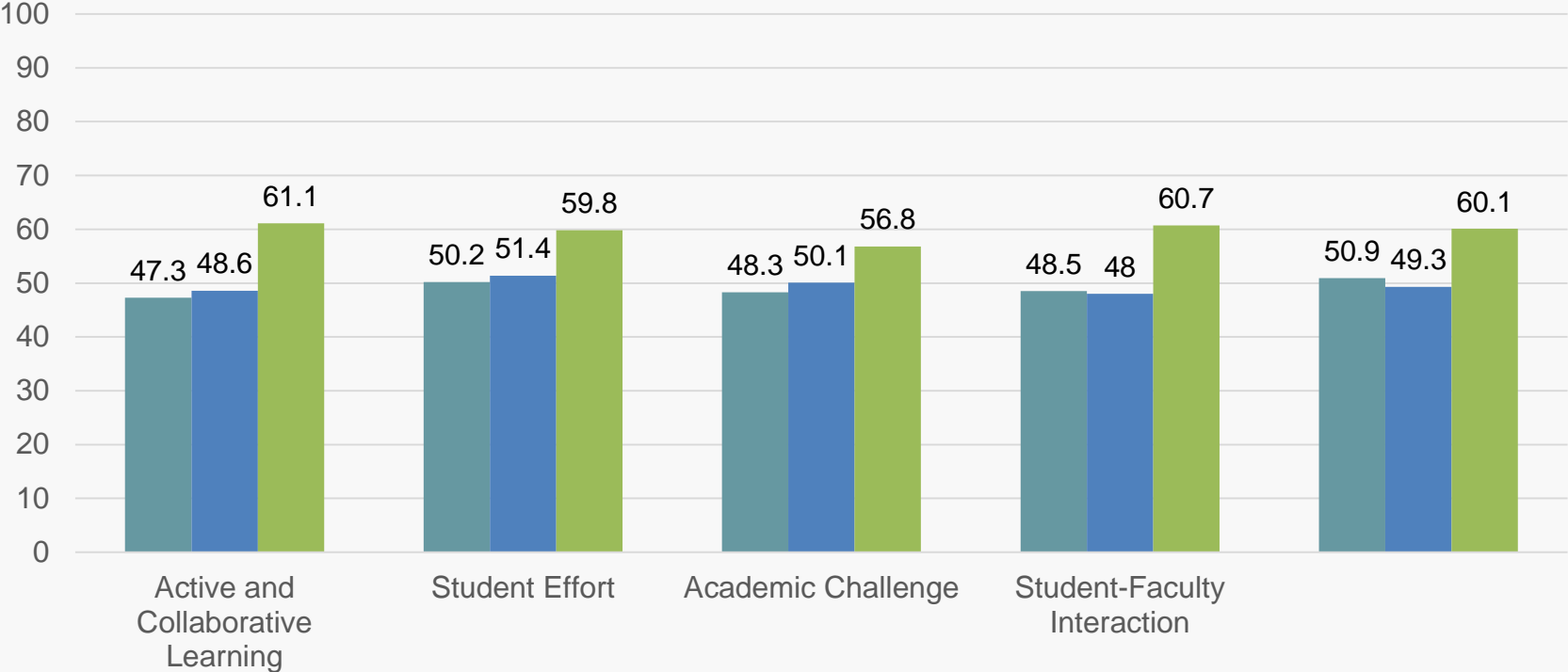
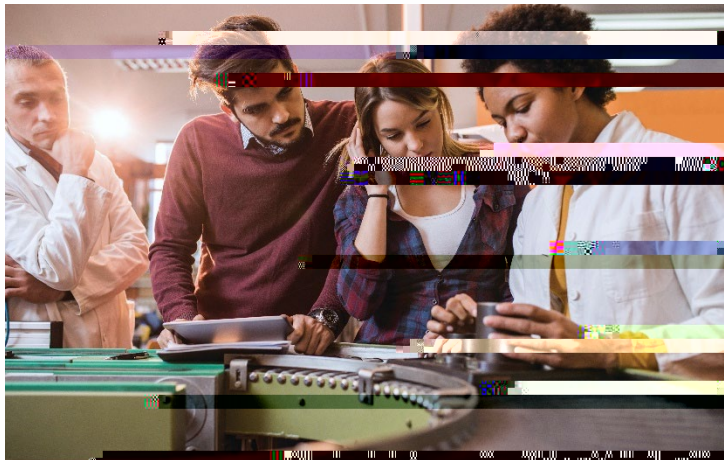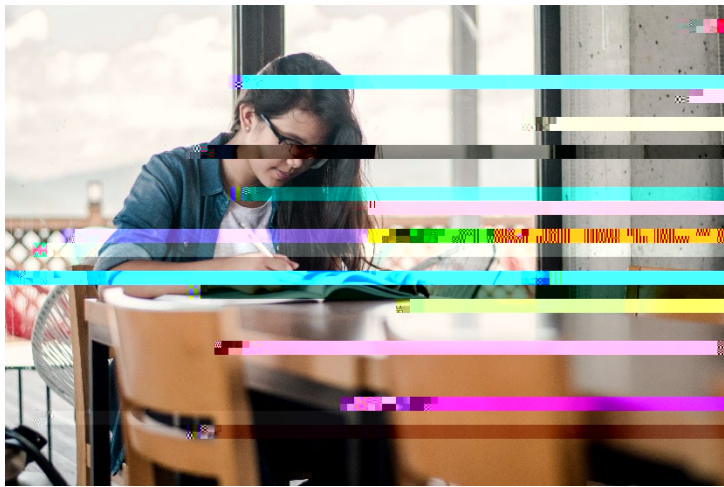# Benchmarking for Continuous Improvement (Raw Benchmark Score)

Benchmarking: Highest Aspect of Student Engagement

Benchmarking: Lowest Aspect of Student Engagement

Guided Pathways

Guided Pathways

Help Students Get on a Path

Before the end of my first academic term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university).

Yes
- TCC Respondents: 68.0%
- Ex-Large College: 56.0%
- 2022 CCSSE Cohort: 55.9%

No
- TCC Respondents: 18.3%
- Ex-Large College: 30.2%
- 2022 CCSSE Cohort: 29.6%

I'm still in my first academic term; I have not yet developed an academic plan.
- TCC Respondents: 13.7%
- Ex-Large College: 13.8%
- 2022 CCSSE Cohort: 14.5%

■ TCC Respondents ■ Ex-Large College ■ 2022 CCSSE Cohort
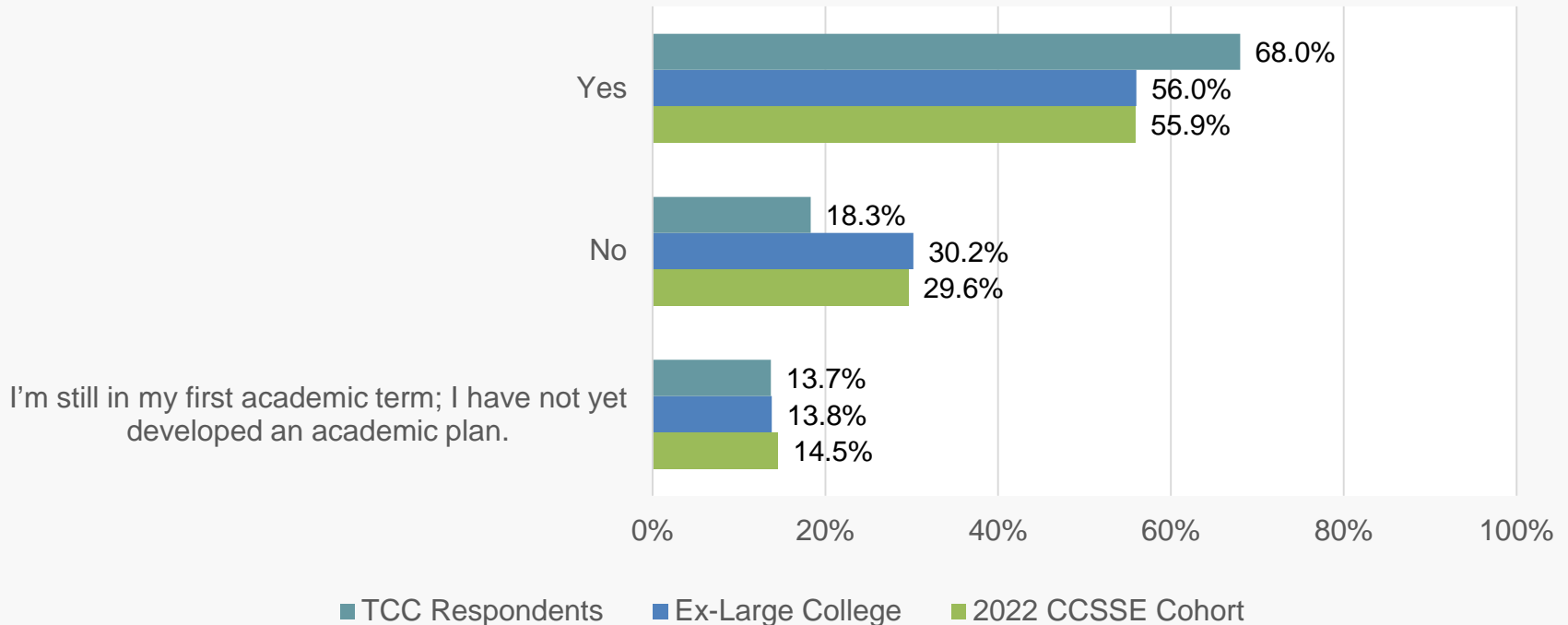
Help Students Stay on Their Path

Ensure Students Are Learning

Which of the following have you done, or are you currently doing at this college? Internship, field experience, co-op experience, or clinical assignment?
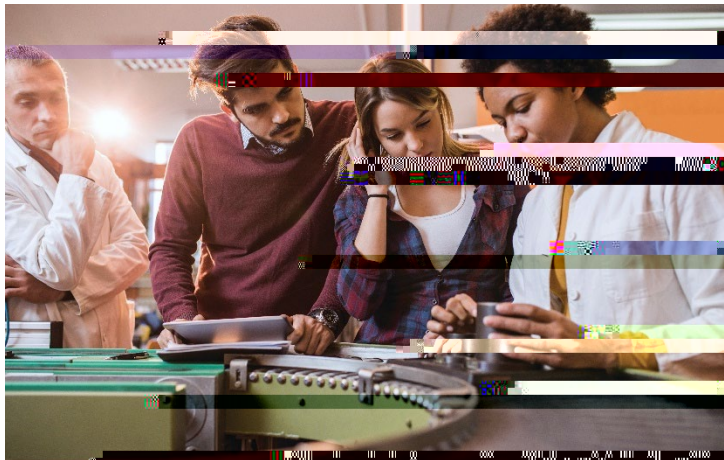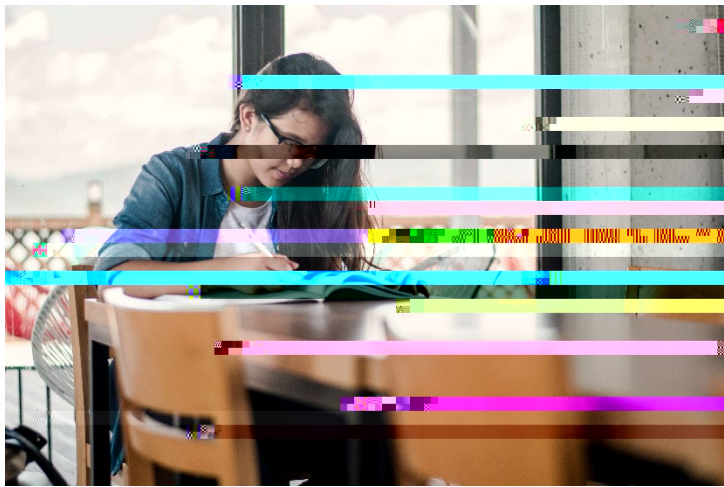
Strategies to Promote Learning That Matters

Strategies to Promote Learning That Matters

CCCSE describes key strategies to promote strengthened classroom experiences:

- Strengthen classroom engagement

- Integrate student support into learning experiences

- Focus institutional policies on creating the conditions for learning

- Expand professional development focused on engaging students

Strengthen Classroom Engagement

ƒ Raise expectations

- Instructors should set high standards and communicate them clearly, deliberately, and consistently.

ƒ Promote active, engaged learning

- Students learn and retain more information — and persist and succeed at higher levels — when they are actively involved in learning rather than passively receiving information.

ƒ Build and encourage relationships

- Personal connections are a critical factor in student success.

ƒ Ensure that students know where they stand

- Feedback on academic performance greatly affects student retention.

Raise Expectations

Students work hard to meet instructors' expectations:

ƒ 54% of students often or very often work harder than they thought they could to meet an instructor's standards or expectations

But expectations may not be as high as they need to be:
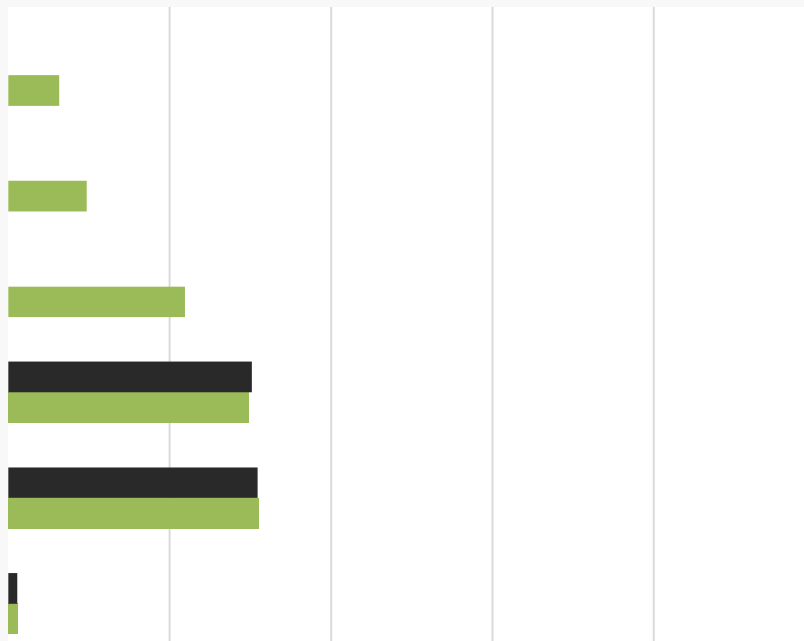
Promote Active, Engaged Learning

In your experiences at this college during the current school year, about how often have you done each of the using activities?

Worked with other students on projects during class
- TCC Respondents: 30.1%
- Ex-Large Colleges: 32.5%
- 2022 CCSSE Cohort: 35.8%

Made a class presentation
- TCC Respondents: 23.0%
- Ex-Large Colleges: 28.4%
- 2022 CCSSE Cohort: 27.5%

Worked with classmates outside of class to prepare class assignments
- TCC Respondents: 15.1%
- Ex-Large Colleges: 19.0%
- 2022 CCSSE Cohort: 20.3%

■ TCC Respondents ■ Ex-Large Colleges ■ 2022 CCSSE Cohort

39

Note: Combined response of 'Often' and 'Very often'.

Emphasize Deep Learning

Memorization vs. Deep Learning

During the current school year, how much of your coursework at this college emphasized mental activities?

Analyzing the basic elements of an idea, experience, or theory
- TCC Respondents: 74.6%
- Ex-Large Colleges: 74.9%
- 2022 CCSSE Cohort: 73.5%

Forming a new idea or understanding from various pieces of information
- TCC Respondents: 71.4%
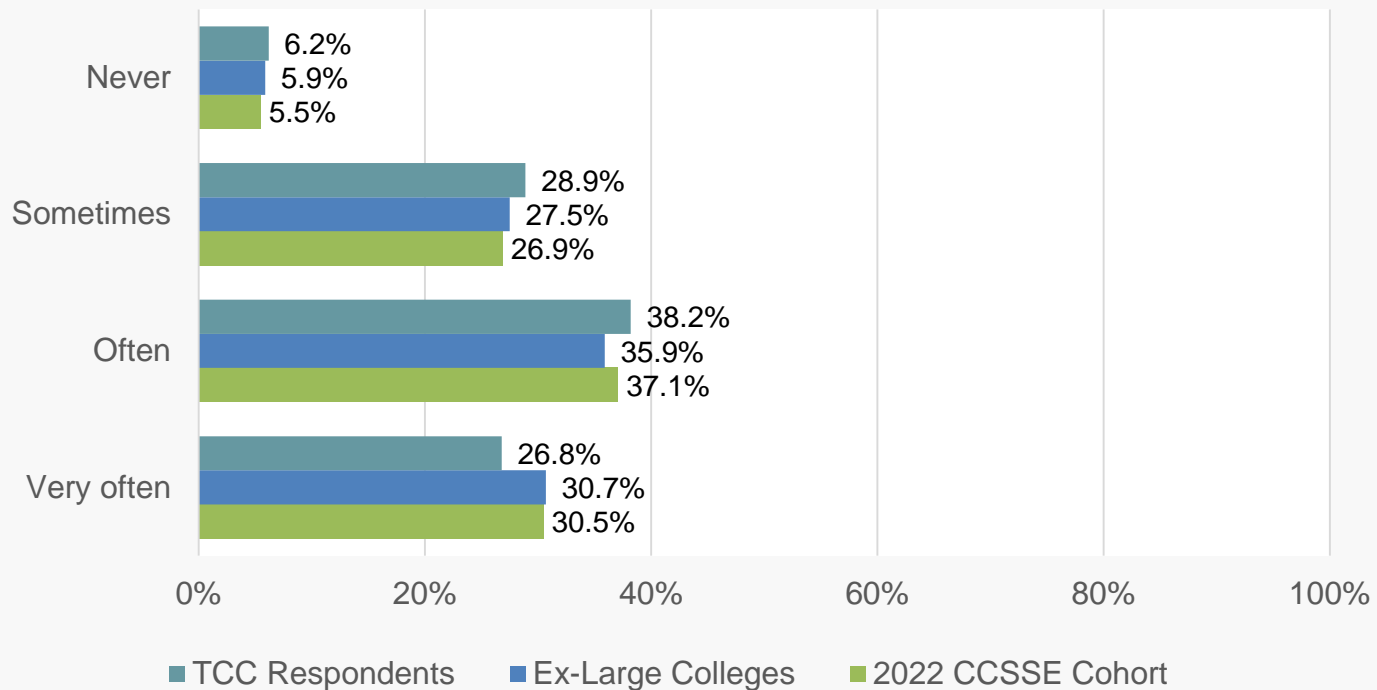- Ex-Large Colleges: 72.5%
- 2022 CCSSE Cohort: 71.6%

Making judgments about the value or soundness of information, arguments, or methods
- TCC Respondents: 62.3%
- Ex-Large Colleges: 61.3%
- 2022 CCSSE Cohort: 59.9%

Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form
- TCC Respondents: 59.7%
- Ex-Large Colleges: 61.0%
- 2022 CCSSE Cohort: 62.5%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ TCC Respondents   ■ Ex-Large Colleges   ■ 2022 CCSSE Cohort

Note: Combined response of 'Quite a bit' and 'Very much'.

Build and Encourage Relationships

ƒ 41.5% of students respond that the college emphasizes providing the support they need to thrive socially as quite a bit or very much….

ƒ BUT, 72.9% never work with an instructor on activities other than coursework

# Ensure that Students Know Where They Stand

Student Perceptions of Feedback

During the current school year, how often have you received prompt feedback (written or oral) from instructors on your performance?

Never
- 6.2%
- 5.9%
- 5.5%

Sometimes
- 28.9%
- 27.5%
- 26.9%

Often
- 38.2%
- 35.9%
- 37.1%

Very often
- 26.8%
- 30.7%
- 30.5%

Legend: ■ TCC Respondents ■ Ex-Large Colleges ■ 2022 CCSSE Cohort

Integrate Student Support into Learning Experiences

Student Use and Value of Student Services
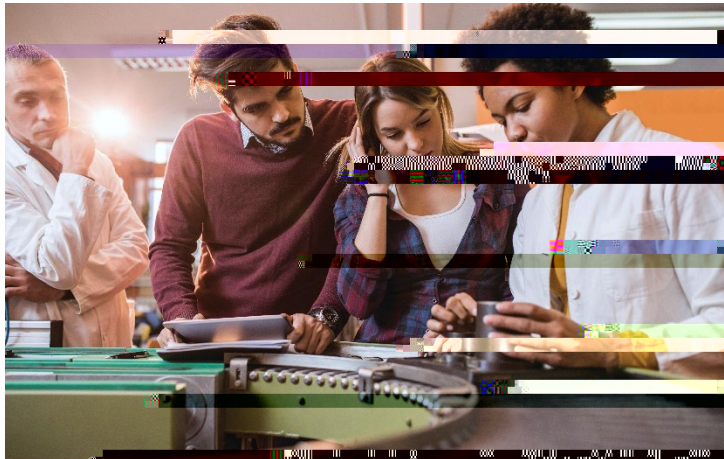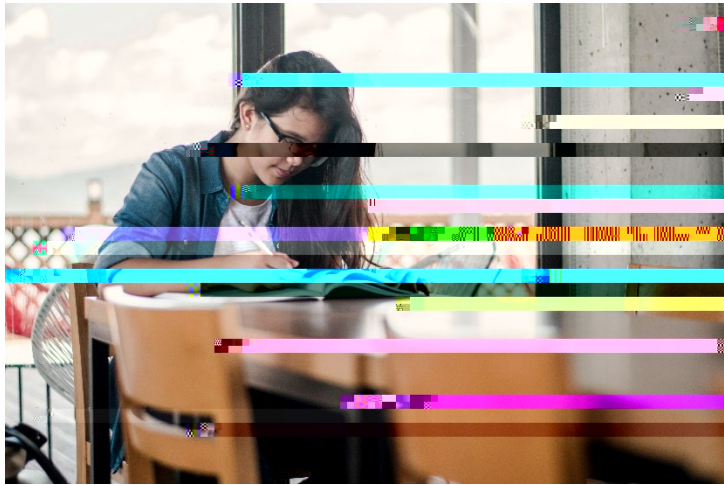
Closing Remarks and Questions

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