CCSSE 2014 Findings for College of Menominee Nation
Presentation Overview

- CCSSE Overview
- Student Respondent Profile
- CCSSE Benchmarks
CCSSE Overview
What is Student Engagement?

...the amount of time and energy students invest in meaningful educational practices

...the institutional practices and student behaviors that are highly correlated with student learning and retention
CCSSE is designed to capture student engagement as a measure of institutional quality.
**CCSSE: A Tool for Community Colleges**

- **As a tool for improvement, CCSSE helps us**
  - Assess quality in education
  - Identify and learn from good educational practice
  - Identify areas in which we can improve

- **Basic principles**
  - Provides reliable data on issues that matter
  - Reports data publicly
  - Is committed to using data for improvement
Student Respondent Profile at CMN
Survey Respondents

- 241 adjusted survey count
- 40% overall “percent of target” rate
- 94% of sampled classes
- 47% of students in targeted classes

Source: 2014 CCSSE data
Excluded Respondents

- The following respondents were excluded from reporting:
  - Respondents not indicating enrollment status
  - Respondents marking invalid data selections
  - Respondents under the age of 18
  - Respondents indicating previous survey submission

- Oversample respondents were also excluded.
Student Respondent Profile:
Enrollment Status

[Bar chart showing enrollment status]

Source: 2014 CCSSE data
Student Respondent Profile:

Age

Source: 2014 CCSSE data
Student Respondent Profile:
Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>CMN</th>
<th>CCSSE 2014 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>32%</td>
<td>43%</td>
</tr>
<tr>
<td>Female</td>
<td>66%</td>
<td>55%</td>
</tr>
</tbody>
</table>

Source: 2014 CCSSE data
Student Respondent Profile: Racial/Ethnicity Identification

Source: 2014 CCSSE data

- **White, Non-Hispanic**: 56%
- **Hispanic, Latino, or Spanish**: 14%
- **Black or African American, Non-Hispanic**: 11%
- **Asian, Asian American, or Pacific Islander**: 5%
- **American Indian or other Native American**: 2%
- **Other**: 4%

*CMN* VS *CCSSE 2014 Cohort*
Student Respondent Profile: First-Generation Status

Source: 2014 CCSSE data

- 42% First-Generation
- 58% Not First-Generation
Student Respondent Profile: Educational Attainment

- 58% High school diploma or GED
- 20% Vocational/technical certificate
- 16% Associate degree
- 4% Bachelor's degree
- 0% Advanced Degree

Source: 2014 CCSSE data
### Student Respondent Profile: Goals

#### Primary Goal
- Complete a certificate program: 30
- Obtain an associate degree: 68
- Transfer to a 4-year college or university: 31
- Obtain or update job-related skills: 51
- Self-improvement/personal enjoyment: 51
- Change careers: 38

#### Secondary Goal
- Complete a certificate program: 20
- Obtain an associate degree: 16
- Transfer to a 4-year college or university: 26
- Obtain or update job-related skills: 28
- Self-improvement/personal enjoyment: 27
- Change careers: 19

Source: 2014 CCSSE data
Student Respondent Profile:
External Commitments

Source: 2014 CCSSE data

- More than 30 hours: 42% Working for Pay, 53% Caring for Dependents
- 21-30 hours: 6% Working for Pay, 15% Caring for Dependents
- 11-20 hours: 6% Working for Pay, 9% Caring for Dependents
- 6-10 hours: 6% Working for Pay, 8% Caring for Dependents
- 1-5 hours: 3% Working for Pay, 7% Caring for Dependents
- None: 25% Working for Pay, 20% Caring for Dependents
Student Respondent Profile: College-Sponsored Activities

Source: 2014 CCSSE data
CCSSE Benchmarks
The five CCSSE benchmarks are

- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners
Active and Collaborative Learning

During the current school year, how often have you:

• Asked questions in class or contributed to class discussions (#4a)
• Made a class presentation (#4b)
• Worked with other students on projects during class (#4f)
• Worked with classmates outside of class to prepare class assignments (#4g)
• Tutored or taught other students (paid or voluntary) (#4h)
• Participated in a community-based project as a part of a regular course (#4i)
• Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (#4r)

Source: 2014 CCSSE data
Student Effort

During the current school year, how often have you:

• Prepared two or more drafts of a paper or assignment before turning it in (#4c)
• Worked on a paper or project that required integrating ideas or information from various sources (#4d)
• Come to class without completing readings or assignments (#4e)
• Used peer or other tutoring services (#13d)
• Used skill labs (#13e)
• Used a computer lab (#13h)

During the current school year:

• How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment (#6b)
• How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program) (#10a)

Source: 2014 CCSSE data
Academic Challenge

- During the current school year, how often have you:
  - Worked harder than you thought you could to meet an instructor’s standards or expectations (#4p)

- How much does your coursework at this college emphasize:
  - Analyzing the basic elements of an idea, experience, or theory (#5b)
  - Synthesizing and organizing ideas, information, or experiences in new ways (#5c)
  - Making judgments about the value or soundness of information, arguments, or methods (#5d)
  - Applying theories or concepts to practical problems or in new situations (#5e)
  - Using information you have read or heard to perform a new skill (#5f)

- During the current school year:
  - How many assigned textbooks, manuals, books, or book-length packs of course readings did you read (#6a)
  - How many papers or reports of any length did you write (#6c)
  - To what extent have your examinations challenged you to do your best work (#7)

- How much does this college emphasize:
  - Encouraging you to spend significant amounts of time studying (#9a)

Source: 2014 CCSSE data
Student-Faculty Interaction

During the current school year, how often have you:

- Used e-mail to communicate with an instructor (#4k)
- Discussed grades or assignments with an instructor (#4l)
- Talked about career plans with an instructor or advisor (#4m)
- Discussed ideas from your readings or classes with instructors outside of class (#4n)
- Received prompt feedback (written or oral) from instructors on your performance (#4o)
- Worked with instructors on activities other than coursework (#4q)

Source: 2014 CCSSE data
Support for Learners

How much does this college emphasize:
- Providing the support you need to help you succeed at this college (#9b)
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (#9c)
- Helping you cope with your nonacademic responsibilities (work, family, etc.) (#9d)
- Providing the support you need to thrive socially (#9e)
- Providing the financial support you need to afford your education (#9f)

During the current school year, how often have you:
- Used academic advising/planning services (#13a)
- Used career counseling services (#13b)

Source: 2014 CCSSE data
CCSSE Benchmarks for Effective Educational Practice

CCSSE Benchmark Scores for CMN 2014 vs 2011

Source: 2014 CCSSE data
## Aspects of Highest Student Engagement

<table>
<thead>
<tr>
<th>Class Presentations</th>
<th>In-class Projects with Students</th>
<th>Course Readings</th>
<th>Written Papers</th>
<th>Hours Studying</th>
</tr>
</thead>
<tbody>
<tr>
<td>4b - Often or Very Often</td>
<td>4f - Often or Very Often</td>
<td>6a - 5 or More</td>
<td>6c - 5 or More</td>
<td>10a - 11 or More</td>
</tr>
<tr>
<td>45.7</td>
<td>64.7</td>
<td>65.1</td>
<td>72.6</td>
<td>41.7</td>
</tr>
<tr>
<td>32.4</td>
<td>49.8</td>
<td>55.8</td>
<td>59.8</td>
<td>29.2</td>
</tr>
</tbody>
</table>

**CMN** **2014 CCSSE Cohort**
Aspects of Lowest Student Engagement

<table>
<thead>
<tr>
<th>Came Unprepared</th>
<th>Outside Projects with Students</th>
<th>Made Judgments About Value</th>
<th>Use Learning to Perform New Skill</th>
<th>Books Read for Enjoyment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4e - Never</td>
<td>4g - Often or Very Often</td>
<td>5d - Quite a Bit or Very Much</td>
<td>5f - Quite a Bit or Very Much</td>
<td>6b - 5 or More</td>
</tr>
<tr>
<td>30.4</td>
<td>19.2</td>
<td>56</td>
<td>66.8</td>
<td>16.8</td>
</tr>
<tr>
<td>34.3</td>
<td>24.6</td>
<td>54.3</td>
<td>64.8</td>
<td>22.9</td>
</tr>
</tbody>
</table>

CMN | 2014 CCSSE Cohort

Center for Community College Student Engagement
CCSSE Benchmarks for Effective Educational Practice

CCSSE Benchmark Scores for CMN compared to UW & WTCS

- Active and Collaborative Learning: CMN 56.5, UW/WTCS 53.4
- Student Effort: CMN 55, UW/WTCS 48.7
- Academic Challenge: CMN 54.7, UW/WTCS 50.6
- Student-Faculty Interaction: CMN 52.6, UW/WTCS 50.2
- Support for Learners: CMN 55.4, UW/WTCS 49

Source: 2014 CCSSE data
CCSSE Benchmarks for Effective Educational Practice

CCSSE Benchmark Scores for CMN Compared to High Performing (90%)

<table>
<thead>
<tr>
<th>Category</th>
<th>CMN</th>
<th>90% Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>56.5</td>
<td>56.2</td>
</tr>
<tr>
<td>Student Effort</td>
<td>80%</td>
<td>55</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>54.7</td>
<td>54.9</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>70%</td>
<td>52.6</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>80%</td>
<td>55.4</td>
</tr>
</tbody>
</table>

Source: 2014 CCSSE data
CCSSE Benchmarks for Effective Educational Practice

**CCSSE Benchmark Scores for CMN Students with 30+ Credits compared to High Performing (90%)**

- **Active and Collaborative Learning**: CMN 69.2, 90% Cohort 62.6
- **Student Effort**: CMN 61.1, 90% Cohort 57.8
- **Academic Challenge**: CMN 66.6, 90% Cohort 59.9
- **Student-Faculty Interaction**: CMN 65.6, 90% Cohort 60.9
- **Support for Learners**: CMN 60.2, 90% Cohort 58.7

Source: 2014 CCSSE data
Benchmarking – and Reaching for Excellence

The most important comparison:

*where we are now,* compared with *where we want to be.*
Barriers to Returning to College

How likely is it that the following issues would cause you to withdraw from class or from this college?

- Working full-time: 43%
- Caring for dependents: 36%
- Academically unprepared: 18%
- Lack of finances: 53%

Source: 2014 CCSSE data
Strategies to Promote Learning that Matters
Strategies to Promote Learning that Matters

The Center describes four 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

- Raise expectations
- Promote active, engaged learning
- Emphasize deep learning
- Build and encourage relationships
- Ensure that students know where they stand
Raise Expectations

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

Students work hard to meet instructors’ expectations:

- 55% of students *often* or *very often* work harder than they thought they could to meet an instructor’s standards or expectations

Source: 2014 CCSSE data
Raise Expectations

But expectations may not be as high as they need to be:

Percentage of students who report spending five or fewer hours per week preparing for class

Source: 2014 CCSSE data
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.
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 classmates outside of class to prepare class assignments: 32%
- Worked with other students on projects during class: 4%
- Made a class presentation: 21%

Source: 2014 CCSSE data
Emphasize Deep Learning

Deep learning:

- Refers to broadly applicable thinking, reasoning, and judgment skills — learning associated with higher-order cognitive tasks
- Is typically contrasted with rote memorization.
During the current school year, how much of your coursework at this college emphasized (does the coursework in your selected course section emphasize) the using mental activities?

- Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form: 63%
- Analyzing the basic elements of an idea, experience, or theory: 71%
- Synthesizing and organizing ideas, information, and experiences in new ways: 66%
- Making judgments about the value or soundness of information, arguments, or methods: 56%

Source: 2014 CCSSE data
Build and Encourage Relationships

Personal connections are a critical factor in student success
Build and Encourage Relationships

- 64% of students respond that the college emphasizes interaction among students quite a bit or very much. . . .
- Only 38% say the college emphasizes providing the support they need to thrive socially
- 61% never work with an instructor on activities other than coursework

Source: 2014 CCSSE data
Ensure that Students Know Where They Stand

Feedback on academic performance greatly affects student retention
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?

- Very Often: 22%
- Often: 33%
- Sometimes: 40%
- Never: 6%

Source: 2014 CCSSE data
Integrate Student Support into Learning Experiences

Students are most likely to succeed when expectations are high and they receive the support they need to rise to those expectations.
## Integrate Student Support into Learning Experiences

### Student Use and Value of Student Services

#### How important are the services?

<table>
<thead>
<tr>
<th>Service</th>
<th>Very</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising/planning</td>
<td>71%</td>
<td>6%</td>
</tr>
<tr>
<td>Career counseling</td>
<td>53%</td>
<td>21%</td>
</tr>
<tr>
<td>Peer or other tutoring</td>
<td>52%</td>
<td>26%</td>
</tr>
<tr>
<td>Skill labs (writing, math, etc.)</td>
<td>61%</td>
<td>17%</td>
</tr>
</tbody>
</table>

#### How often do you use the services?

<table>
<thead>
<tr>
<th>Service</th>
<th>Rarely/Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising/planning</td>
<td>24%</td>
</tr>
<tr>
<td>Career counseling</td>
<td>45%</td>
</tr>
<tr>
<td>Peer or other tutoring</td>
<td>42%</td>
</tr>
<tr>
<td>Skill labs (writing, math, etc.)</td>
<td>38%</td>
</tr>
</tbody>
</table>

Source: 2014 CCSSE data
Focus Institutional Policies on Creating the Conditions for Learning

Institutional policies focused on student success are most effective when colleges mandate student participation in activities that are shown to increase persistence and improve student outcomes.
Focus Institutional Policies on Creating the Conditions for Learning

Class Attendance
During the current school year, how often have you skipped class?

- Never: 63%
- Sometimes: 36%
- Often: 1%
- Very Often: 1%

Source: 2014 CCSSE data
Expand Professional Development
Focused on Engaging Students

- Instructors – both part-time and full-time – must be given the opportunities to learn about effective teaching strategies.
- CCSSE can help launch dialogue on effective strategies to promote learning, persistence, and college completion for larger numbers of students.
Closing Remarks and Questions
Closing Remarks

- Continued Comparisons with 2011
- ASL Committee Reviewing Data
- Raw Data will be Posted on Intranet for Anyone to Use