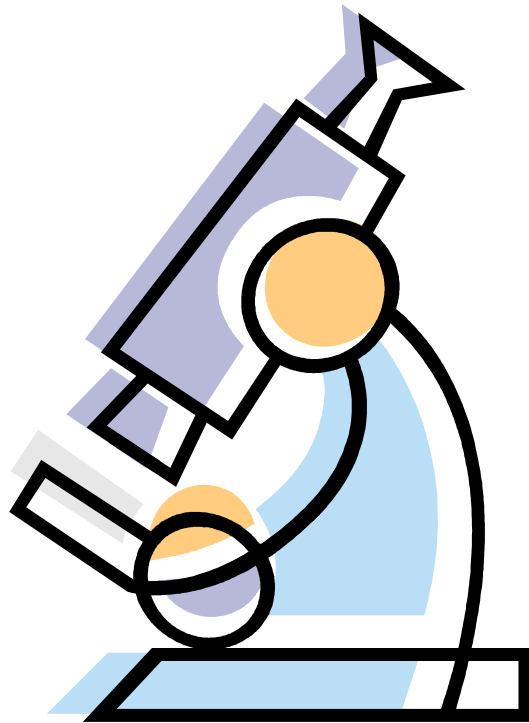


Executive Summary

Analysis of the Community College Survey of Student Engagement and the Community College Faculty Survey of Student Engagement 2009



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Executive Summary: Analysis of the Community College Survey of Student Engagement and the Community College Faculty Survey of Student Engagement 2009

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Introduction

This is the second summary and report produced from the administration of the Community College Survey of Student Engagement (CCSSE) at Modesto Junior College (MJC). The CCSSE began as a project of the Community College Leadership Program at the University of Texas at Austin.¹ The CCSSE is administered to community college students nationally and includes questions that assess student behaviors and institutional practices, both of which play a vital part in student learning and success. The CCSSE contains questions that frame five benchmark areas that have been identified in research² as indicators of student engagement and satisfaction. The five benchmarks are labeled as Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. Each benchmark score is calculated, using a weighted mean average, across multiple survey questions characterizing that benchmark (see Appendix A for details of the research methodology). Data in this summary and the Appendices are also reported by individual mean average scores per question and further disaggregated by demographic criteria.

In addition to administering the CCSSE at MJC in Spring 2009, the MJC Research and Planning Office coordinated the administration of the online Community College Faculty Survey of Student Engagement (CCFSSE) for the college's faculty. This addition enhances the college's ability to assess student engagement and satisfaction and institutional practices by determining whether MJC group responses are generally above or below norms in terms of the national CCSSE student group, the Hispanic Student Success Consortium (HSSC) group, the Extra Large Community Colleges (XL CCs) group, the MJC CCFSSE faculty group, the Learning Communities oversample, and the MJC student group in 2006.

The MJC Research and Planning Office, President, Vice President of Instruction, Instructional Deans, and Coordinator of MJC Learning Communities would like to thank the full-time and part-time faculty members and students who set aside valuable classroom time to help in the administration of the CCSSE in Spring 2009.

Comparisons of Overall Benchmark Scores

The conceptual framework of the Community College Survey of Student Engagement (CCSSE) involves five benchmarks that have been identified as indicators of student engagement in, and satisfaction with, their college experience. Each benchmark is comprised of a set of questions from the survey. In Spring 2009, 982 MJC students in 55 randomly selected course sections completed this survey. (For a detailed explanation of the methodology, mean averages, and benchmark score derivations, please see Appendix A.) The overall benchmark score comparisons with the different groups resulted in the following outcomes:

- *Benchmark #1: Active and Collaborative Learning* – the MJC student group benchmark score was higher than the benchmark scores of the national CCSSE group, the Hispanic Student Success Consortium (HSSC), and the Extra Large Community College group (XL CCs).

¹ CCSSE was also the original name of the organization, which recently changed its name to the Center for Community College Student Engagement. The center is still a part of the Community College Leadership Program at the university of Texas at Austin.

² See the works of Astin, Pascarella and Terenzini, Tinto, and others involving issues such as college impact, student attrition, and student retention.

- *Benchmark #2: Student Effort* – the MJC benchmark score was higher than the XL CCs group and the same as the national CCSSE group but lower than the HSSC group.
- *Benchmark #3: Academic Challenge* – the MJC benchmark score was higher than the benchmark scores of the national CCSSE group, the HSSC group, and the XL CCs group.
- *Benchmark #4: Student-Faculty Interaction* – the MJC benchmark score was lower than the benchmark scores of the national CCSSE group, the HSSC group, and the XL CCs group.
- *Benchmark #5: Support for Learners* – the MJC benchmark score was higher than the XL CCs group but lower than the national CCSSE group and the HSSC group.

(See Appendix A for detailed explanations of the methodology used by the CCSSE researchers.)

Highlights of Significant Differences Between the MJC Group and the other Groups from Questions Within Benchmarks and Outside the Benchmarks

The following highlights are taken from only those questions that indicated statistically significant differences between mean average scores of the MJC student group, compared to the national CCSSE group, Hispanic Student Success Consortium (HSSC) group and the Extra Large Community Colleges (XL CCs) group. Three questions in the Benchmarks contained significant differences in mean average responses among the groups. (CCSSE Researchers used a two-tailed t-test and effect size [$\Rightarrow 0.2$] to determine statistical significance.)

Benchmark #1 – Active and Collaborative Learning

- In response to the question regarding the student respondent working with other students on projects during class, the MJC group indicated a significantly higher average response than the national CCSSE group and the Extra Large CCs group.

Benchmark #2 – Student Effort

- In response to the question regarding the student preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program), the MJC group indicated a significantly higher average response than the HSSC group.

Benchmark #3 – Academic Challenge

- In response to the question regarding the number of papers or reports of any length that the student prepared, the MJC group indicated a significantly higher average response than the HSSC group.

Weekly Activities with Statistically Significant Different Responses

- In response to the question regarding the student having serious conversations with other students of a different race or ethnicity, the MJC group indicated a significantly higher average response than the national CCSSE group.
- In response to the question regarding the student working for pay, the MJC group indicated a significantly lower average response than the national CCSSE group, the HSSC group, and the XL CCs group.
- In response to the question regarding the student providing care for dependents living with him or her (parents, children, spouse, etc.), the MJC group indicated a significantly lower average response than the HSSC group.

Student Services (as categorized and labeled by CCSSE) with Statistically Significant Different Responses

Frequency of Use:

- **Peer or Other Tutoring** – the MJC group indicated a significantly lower average response than the HSSC group.
- **Skill Labs (writing, math, etc.)** – the MJC group indicated a significantly lower average response than the national CCSSE group and HSSC group.

Importance:

- **Career Counseling** – the MJC group indicated a significantly higher average response than the national CCSSE group.

Satisfaction:

- **Peer or Other Tutoring** – the MJC group indicated a significantly lower average response than the HSSC group.

Highlights of Community College Faculty Survey of Student Engagement (CCFSSE)

- Along with surveying MJC students, MJC Faculty were also surveyed in Spring 2009, using the Community College Faculty Survey of Student Engagement (CCFSSE). MJC Faculty Response Rate was an outstanding 45.7 percent, compared to the national CCFSSSE average response rate of 35.0 percent.
- Of the five benchmark scores for MJC, Academic Challenge had the highest mean average score. The faculty responses to the questions in this benchmark, concerning course activities (such as analyzing, synthesizing, using information to work on a new skill) were higher than student responses. Faculty responses to the question pertaining to number of papers written indicated fewer papers assigned than students indicated. Faculty responses to the question of exams, etc., challenging students to do their best were skewed toward the Extremely Challenging end of the response range while student responses were not as skewed in that direction.

Over-sample³ - Learning Communities Group

This over-sample group had several notably higher average responses to the survey questions of the benchmarks. There were also differences in high importance/high satisfaction and high importance/low satisfaction in the student services questions (see Appendix I).

Recommendations

Conversations concerning the detailed data from the CCSSE and CCFSSSE in terms of comparisons between the 2009 MJC student group and the other groups (national CCSSE, Hispanic Student Success Consortium, Extra Large Community Colleges, MJC Faculty group, Learning Communities, and the 2006 MJC student group) are recommended. The reviews of the various sets of data are needed in order to determine if any action needs to be taken to improve processes and activities related to questions in the Student-Faculty Interaction and Support for Learners benchmarks. In addition to conversations of data related to these benchmarks, conversations related to the Frequency of Use, Importance, and Satisfaction of Student and Instructional Services are recommended. These conversations need to balance reported level of frequency of use of these services with the level of importance and satisfaction.

³ Group additionally surveyed for comparison with MJC group responses. See Appendix A for further explanation.

Appendix A

Methodology and Comparisons of Overall Benchmark Scores: Explanations

Methodology

The MJC Research and Planning Office, with the assistance of the District Research and Planning Office and IT, sent a data set of approximately 1,600 sections for Spring 2009, and CCSSE researchers randomly selected 55 sections of MJC students in which to administer the CCSSE. CCSSE researchers have determined various methods of measuring survey completion rates. One is **Target Sample Size**. These 55 MJC sections represented the Target Sample Size of 1,200 students, established by CCSSE researchers as the target for MJC. A total of 982 students (which excluded incomplete surveys, students under 18, students who indicated they had taken the CCSSE in another class, and students who did not indicate enrollment status [FT/PT]), resulting in an 82 Percent of Target Rate. The national CCSSE group of 400,886 respondents had a Percent of Target Rate of 79. The other measures are Overall Survey Completion Rate, Within-class Completion Rate, and Percent of Sampled Classes. According to CCSSE researchers, “**Overall survey completion rates** consist of surveys completed divided by the number of surveys mailed [to MJC]. **Within class completion rates** are surveys completed divided by the number of students enrolled in participating classes, and the **percent of sampled classes** included participating classes divided by the total number of classes in the sample. MJC group’s overall survey completion rate was 51 percent; national CCSSE group’s rate was also 51 percent. MJC group’s within class completion rate was 60 percent; national CCSSE group’s rate was also 60 percent. MJC group’s percent of sampled classes was 82 percent; national CCSSE group’s percent was 86.

In addition to using t-tests and effect size to demonstrate the validity of a sample to its general population, another approach is comparison of student demographic characteristics (gender, ethnicity, age, and enrollment status) in order to confirm the random sample is representative of its general population. As seen on the following table, according to CCSSE researchers using data from MJC student respondents and their using MJC-reported Integrated Postsecondary Education Data System (IPEDS) data, the student demographic characteristics are representative except in two related areas: Enrollment Status (and resulting younger student age). The national community college percentage of full-time students in 2009 is 40 percent and for part-time students is 60 percent. The CCSSE group’s percentages are full-time 36 percent and part-time 64 percent. MJC’s total population percentages almost match the CCSSE groups, which is the exact opposite of the MJC respondent group’s percentages. Consequently, CCSSE researchers weighted MJC student responses to adjust this reversal.

Comparisons of Overall Benchmark Scores

Each national benchmark score is initially re-scaled so that all questions of that benchmark are on the same scale (0 to 1). Then, the score is computed by averaging the scores of the related survey question. Lastly, the scores are standardized around the mean of the 3-year cohort so that all benchmark scores have a mean of 50 with a standard deviation of 25. Benchmark scores on the same scale allows comparisons among benchmarks and between survey groups.⁴

⁴ “2009 Institutional Report: Benchmarks of Effective Educational Practice.” For further explanations of research theory related to student engagement and the CCSSE methodologies, go to <http://www.ccsse.org/aboutsurvey/psychometrics.pdf> “Dimensions of Student Engagement in American Community College: Using the Community College Student Report in Research and Practice.”

Comparison of Student Demographics

Student Characteristics	2009 MJC CCSSE Group	2009 MJC Total Student Population	2009 National CCSSE Group	2009 CCSSE Total Student Population
Female	58%	60%	56%	58%
Male	42%	40%	44%	42%
American Indian/ Other Native American	2%	1%	1%	1%
Asian, Asian American or Pacific Islander	8%	8%	9%	6%
Black or African American, Non-Hispanic	3%	3%	14%	13%
Hispanic, Latino, Spanish	30%	26%	21%	14%
White, Non-Hispanic	45%	40%	46%	58%
Other	7%	21%	7%	6%
International Student or Foreign National	6%	0%	3%	2%
18 to 24	72%	61%	58%	59%
25 to 29	12%	12%	14%	14%
30 to 39	9%	13%	14%	14%
40 to 49	4%	9%	8%	9%
50 to 64	3%	4%	4%	4%
65 and over	0%	1%	1%	1%
Full-Time	64%	35%	36%	40%
Part-Time	36%	65%	64%	60%

Modesto Junior College and Other Groups CCSSE Benchmark Scores Spring 2009

