

Research Brief

Survey of Online Student Engagement (SOSE) and Community College Survey of Student Engagement (CCSSE) Results 2017

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Background: During Spring 2017, MJC students participated in the [Community College Survey of Student Engagement \(CCSSE\)](#) 2017 and the [Survey of Online Student Engagement \(SOSE\)](#) 2017. Results from both surveys were summarized in fall 2017 by the Office of Institutional Effectiveness using the CCSSE framework of [benchmarks assessment](#). For several benchmarks, there were notable statistical differences between students in online courses and students in face-to-face classes. What follows is a highlight of major notable findings for the benchmarks of **Student-Faculty Interaction**, **Active and Collaborative Learning**, **Student Effort** and **Academic Challenge**.

Full comparison data for both surveys is available on the [SOSE/CCSSE results table](#).

Important Highlights

I. Student-Faculty Interaction (Benchmark 4). Three major measurable factors within this benchmark showed significant differences between online and face-to-face students.

(1) Discussed grades or assignments with an instructor: SOSE respondents had **22%** indicating “never” compared with **10%** of CCSSE (face-to-face course respondents).

(2) Talked about career plans with an instructor or advisor: SOSE respondents had **48%** indicating “never” compared with 21% of CCSSE respondents.

(4) Received prompt feedback (written or oral) from instructors on your performance: **51%** of SOSE respondents marked “very often”, compared with **21%** of CCSSE respondents; **7%** of SOSE respondents marked “sometimes” versus **31%** of CCSSE respondents.

II. Active and Collaborative Learning (Benchmark 1). Three measurable factors within this benchmark showed significant differences between online and face-to-face students.

(6) Asked questions in class or contributed to class discussions: **66%** of SOSE respondents marked “very often” versus **27%** of CCSSE face-to-face respondents. 16% of SOSE respondents marked “sometimes” or “never”, versus **40%** of CCSSE face-to-face respondents.

(7) Made a class presentation: **45%** of SOSE respondents marked “never” versus **23%** of CCSSE respondents.

(8) Worked with other students to prepare class assignments: **48%** of SOSE respondents marked “never” versus **12%** of face-to-face respondents; **24%** of SOSE respondents marked “often” or “very often”, versus **52%** of CCSSE respondents.

III. Student Effort (Benchmark 2). Three measurable factors within this benchmark showed significant differences between online and face-to-face students.

(10) Worked on a paper or project that required integrating ideas or information from various sources: 53% of SOSE respondents marked “very often” versus **30%** of CCSSE respondents.

(11) Participated in class without completing readings or assignments: 19% of SOSE respondents marked “very often” versus **5%** of CCSSE respondents; **30%** of SOSE students versus **56%** of CCSSE respondents marked “sometimes”; and **40%** of SOSE respondents versus **28%** of CCSSE respondents marked “never”.

(13) Worked harder than you thought you could to meet an instructor’s standards or expectations: 69% of SOSE respondents marked “very often” or “often”, versus **53%** of CCSSE respondents.

IV. Academic Challenge (Benchmark 3):

How much does the college emphasize each of the following mental activities? (% Quite a bit/Very Much)

	<u>SOSE</u>	<u>CCSSE</u>
(14) Analyzing the basic elements of an idea, experience, or theory	84%	70%
(15) Forming a new idea or understanding from various pieces of information	85%	70%
(16) Making judgments about the value or soundness of information, arguments, or methods	79%	60%
(17) Applying theories or concepts to practical problems or in new situations	82%	62%
(18) Using information you have read or heard to perform a new skill	77%	62%