



CCSSE 2014 Findings for Tacoma Community College

Institutional Research



Presentation Outline

- *CCSSE* Overview
- Student Respondent Profile
- *CCSSE* Benchmarks
- Surveys Page on the Portal



CCSSE Overview

The Community College Survey of Student Engagement (CCSSE)

CCSSE is designed to capture student engagement as a measure of institutional quality.

The Community College Student Report

Instructions: It is essential that you use a No. 2 pencil to complete this survey. Mark your answers as shown in the following example: ● Correct Mark ✗ Incorrect Marks

1. Did you begin college at this college or elsewhere? Started here Started elsewhere

2. Thinking about this current academic term, how would you characterize your enrollment at this college? Full-time Less than full-time

3. Have you taken this survey in another class this term? Yes No

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

	Very often	Often	Sometimes	Never
a. Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Tutored or taught other students (paid or voluntary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Participated in a community-based project as a part of a regular course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Used the Internet or instant messaging to work on an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Used e-mail to communicate with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Discussed grades or assignments with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Talked about career plans with an instructor or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Discussed ideas from your readings or classes with instructors outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Received prompt feedback (written or oral) from instructors on your performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Worked with instructors on activities other than coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Had serious conversations with students of a different race or ethnicity other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Skipped class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. During the current school year, how much has your coursework at this college emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Analyzing the basic elements of an idea, experience, or theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Synthesizing and organizing ideas, information, or experiences in new ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Making judgments about the value or soundness of information, arguments, or methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Using information you have read or heard to perform a new skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PLEASE DO NOT MARK IN THIS AREA



SERIAL #

© CCSSE 2005, All rights reserved

1



Student Respondent Profile



Survey Respondents

Nationally (2014 CCSSE cohort):

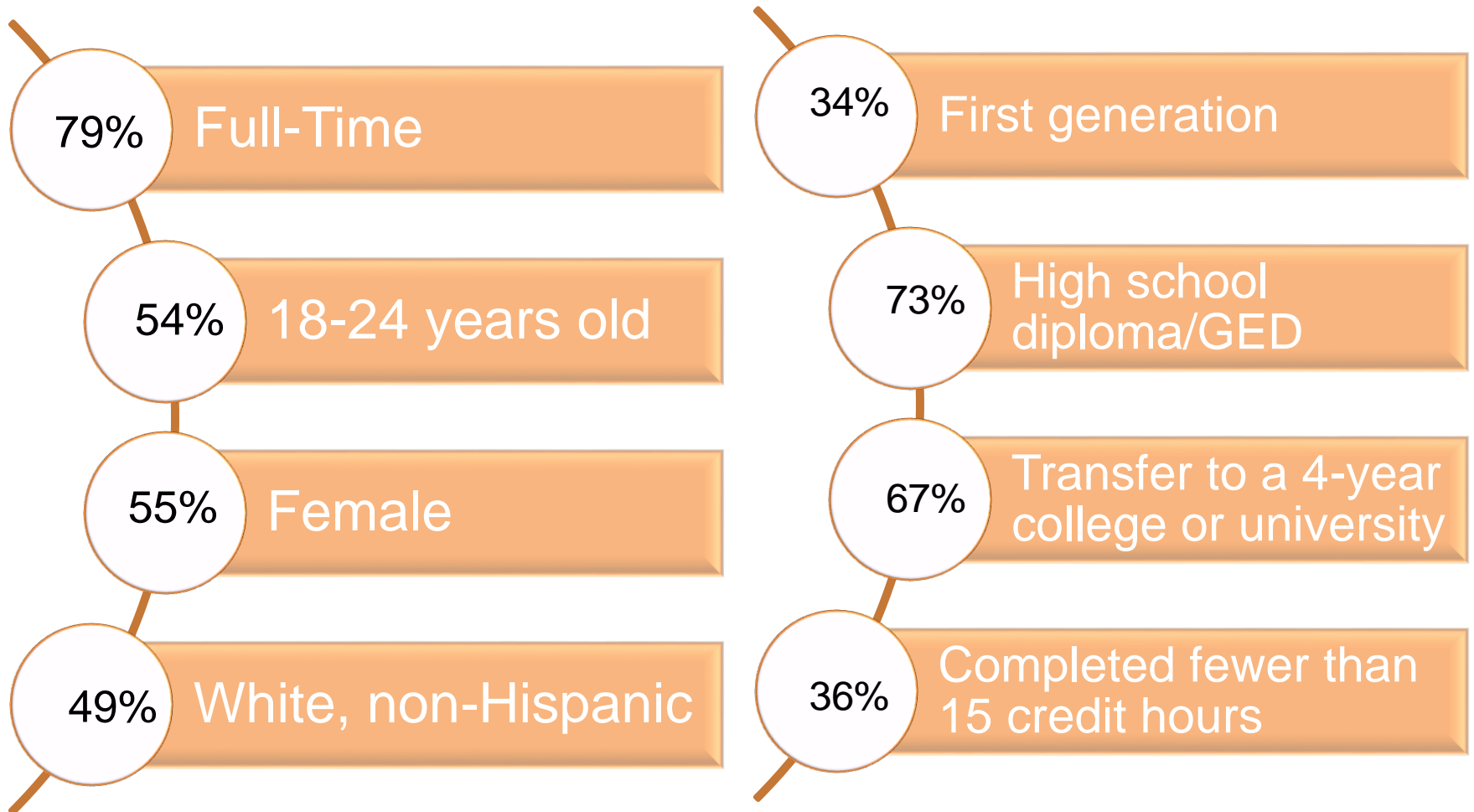
- 438,756 students from 684 institutions participated

At TCC:

- 729 adjusted survey count
- 91% overall “percent of target” rate

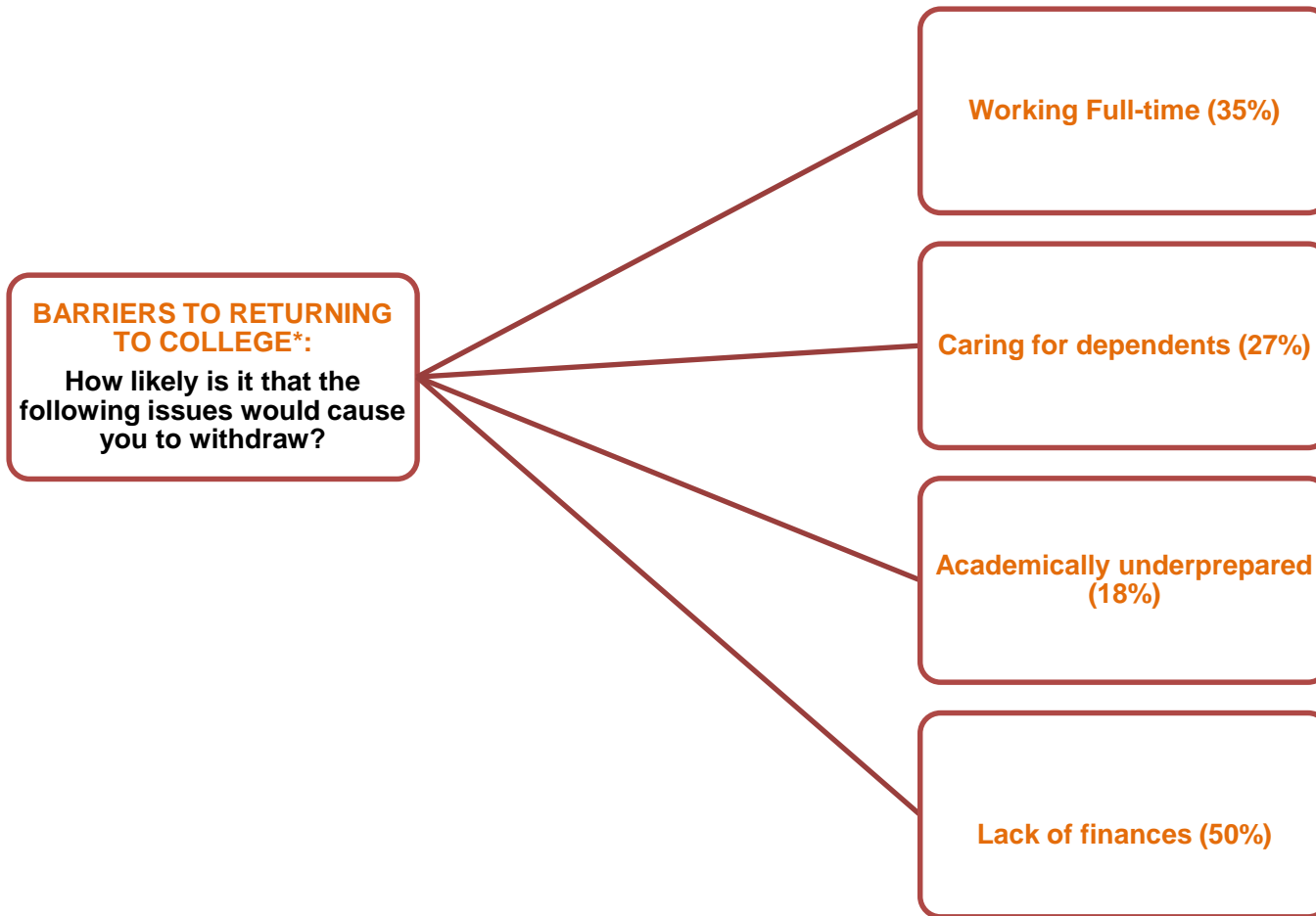
Source: 2014 CCSSE data

Why Student Engagement is so Important at TCC: Student Respondent Profile



Source: 2014 CCSSE data

Why Student Engagement is so Important at TCC: Barriers to Returning to College



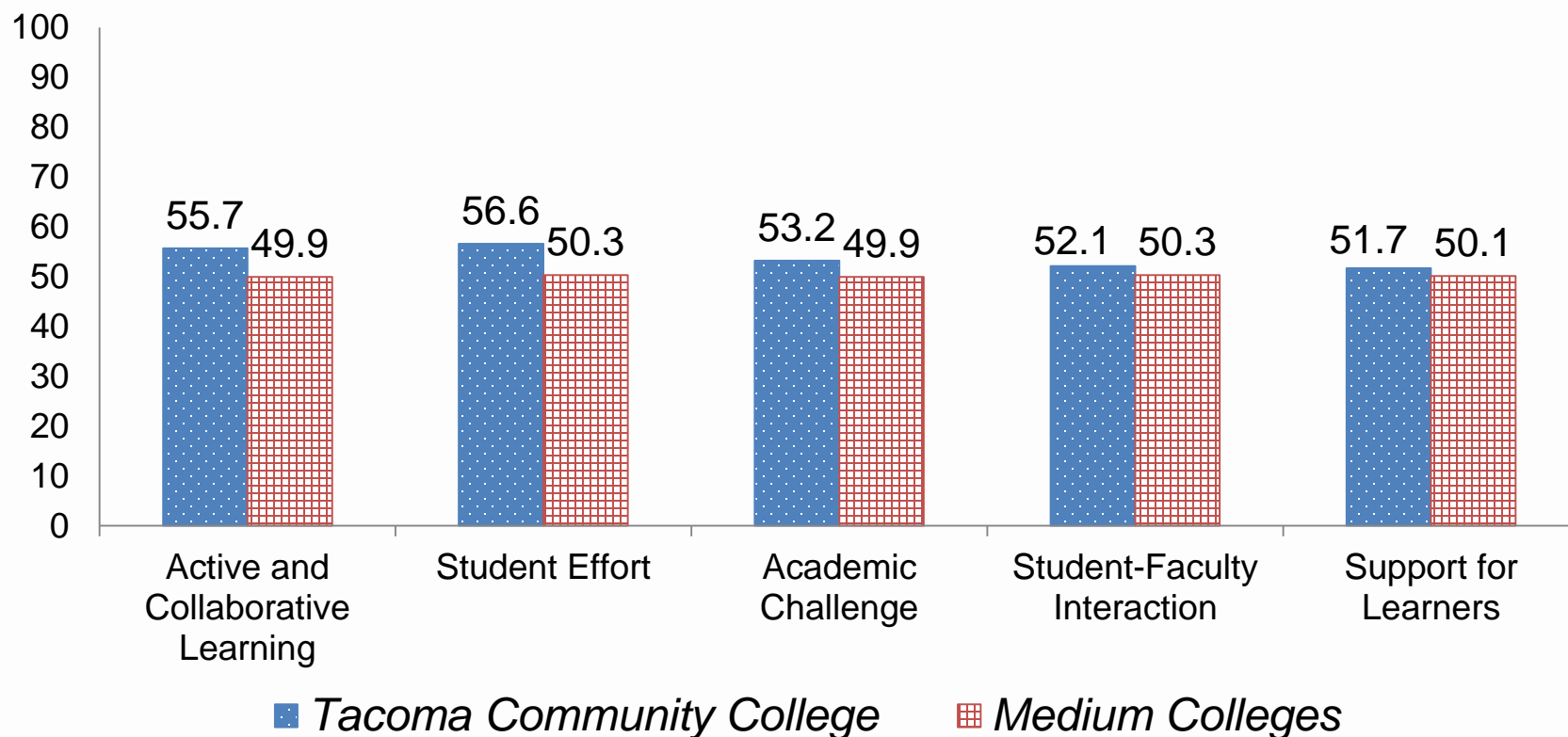
*Students had the choice to respond to all of these questions.



CCSSE Findings by Benchmarks

CCSSE Benchmarks for Effective Educational Practice

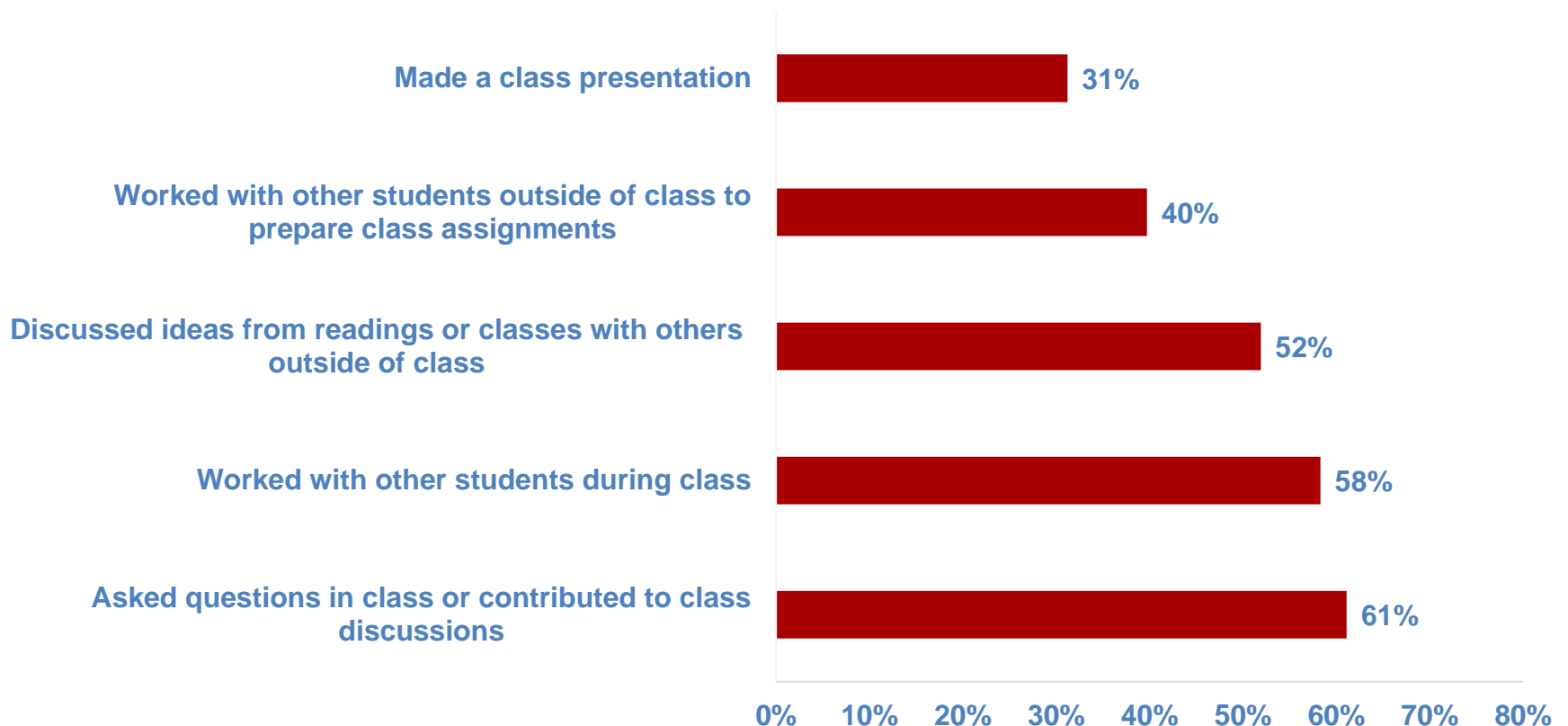
Benchmark Scores for Tacoma Community College compared to Medium-sized colleges



Source: 2014 CCSSE data

1. Active and Collaborative Learning

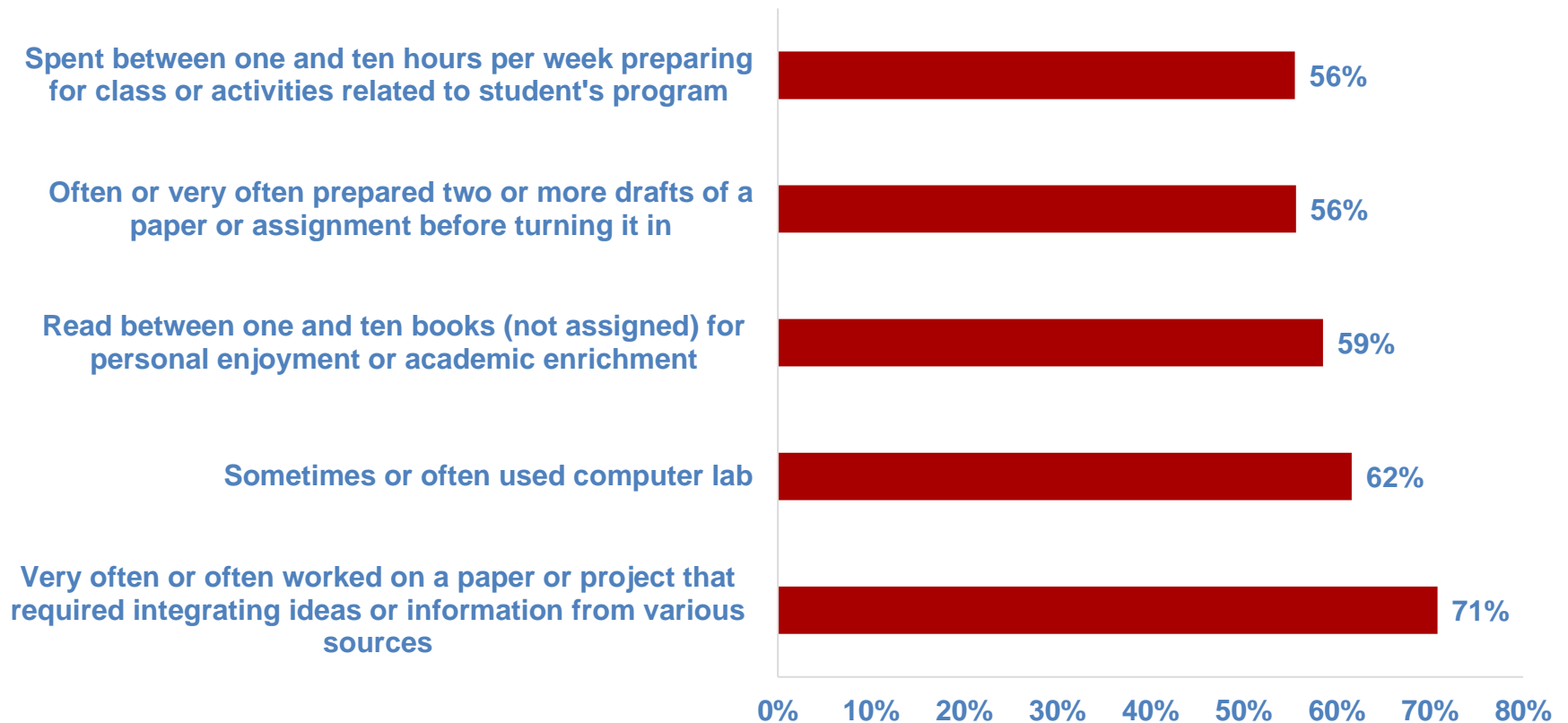
CCSSE 2014 TCC Students who often or very often...



Source: CCSSE 2014 data

2. Student Effort

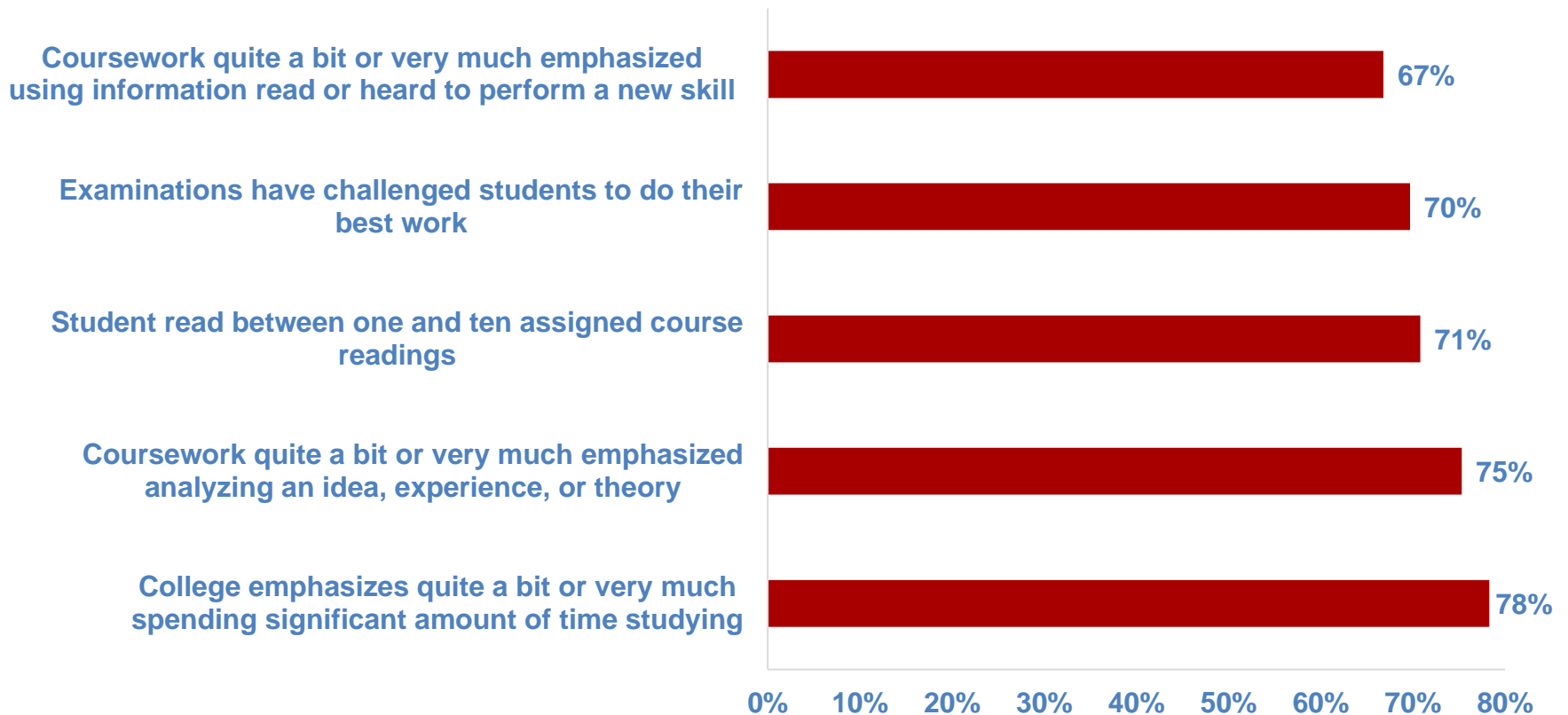
CCSSE 2014 TCC Students who ...



Source: CCSSE 2014 data

3. Academic Challenge

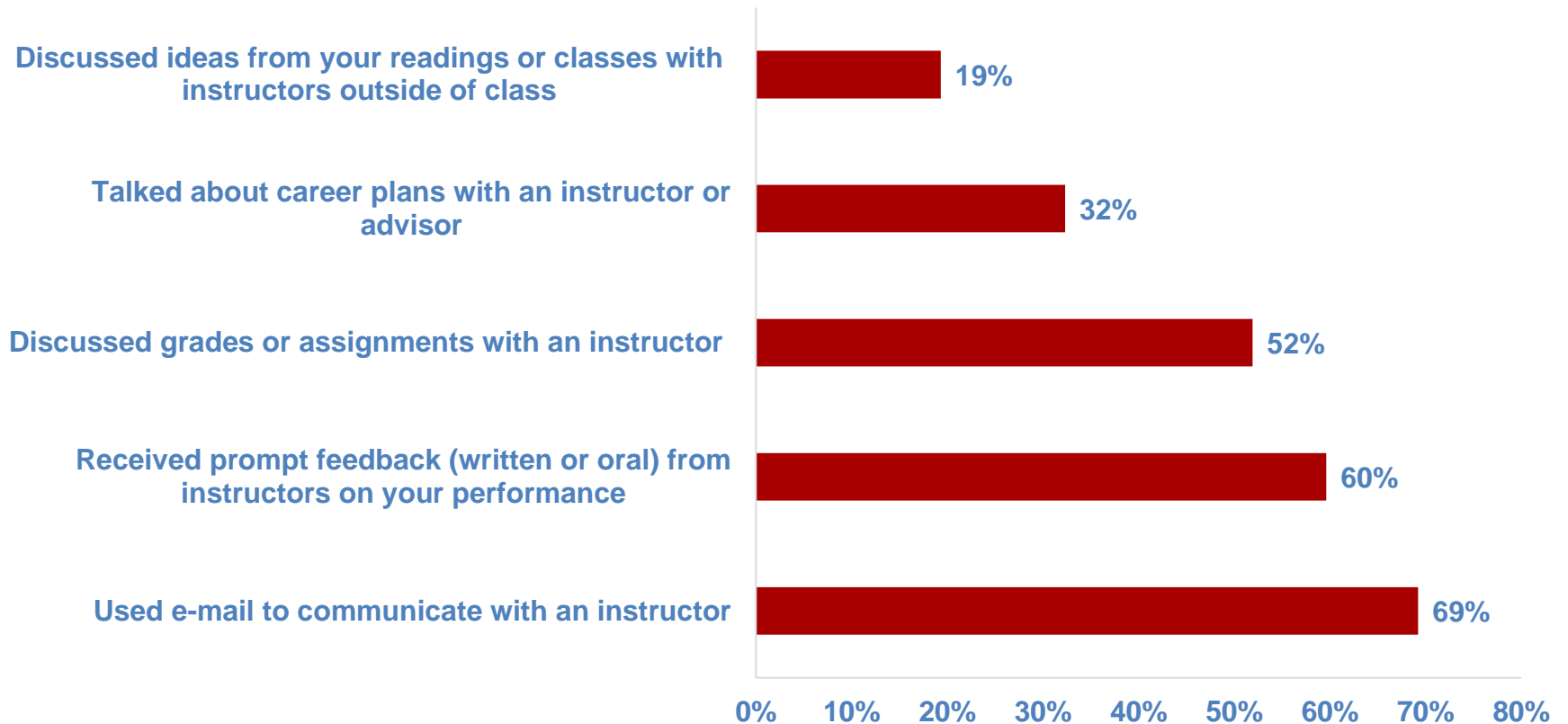
Experiences such as ...



Source: CCSSE 2014 data

4. Student-Faculty Interaction

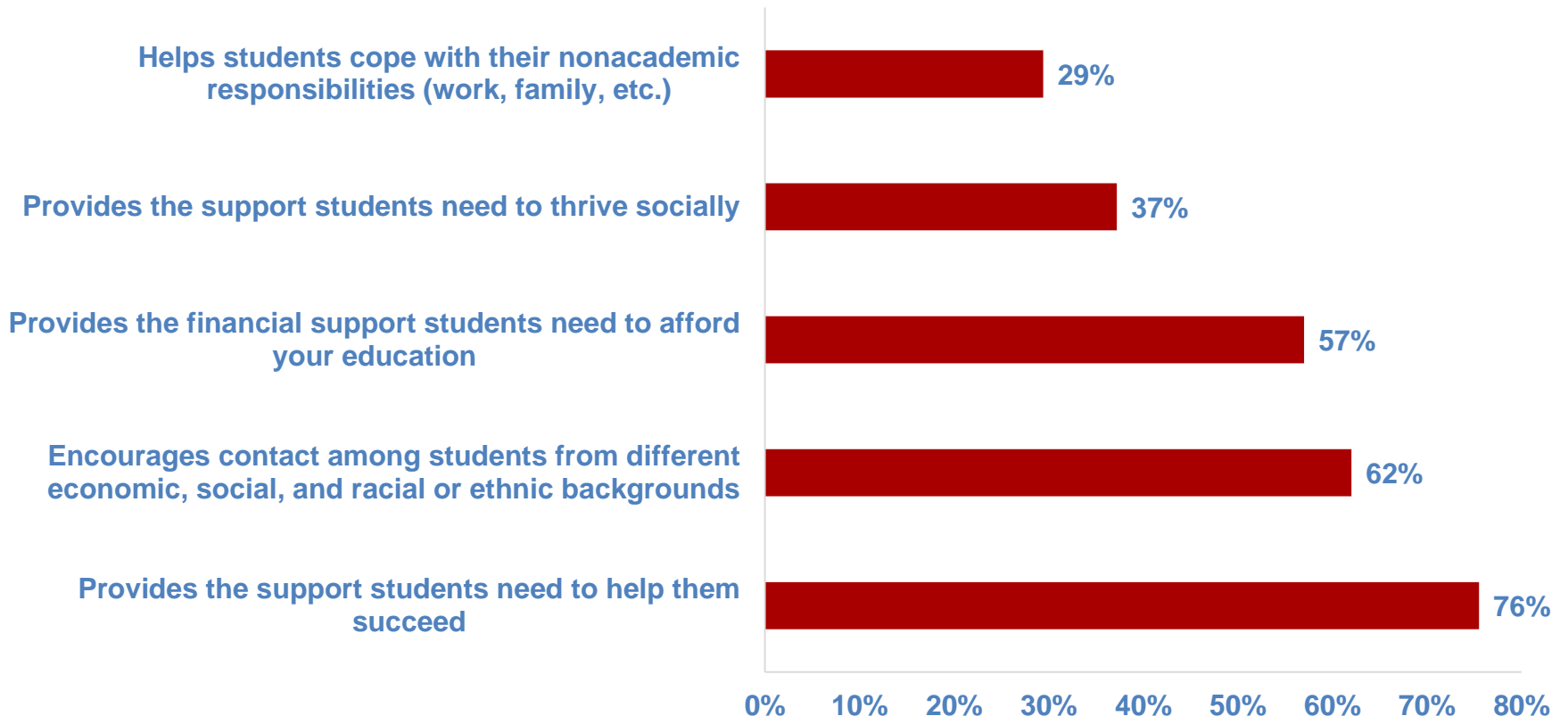
CCSSE 2014 TCC Students who often or very often ...



Source: CCSSE 2014 data

5. Support for Learners

The college quite a bit or very much ...



Source: CCSSE 2014 data

Surveys Page on the Portal

MY TCC

Main

College Info



Campus Services

Instruction

Learning Resources

Student Services

Personal

 Tip #9: 'Customize < Layouts' allows you change the number of columns on a tab 

Surveys






Back


[Organizational Learning & Effectiveness](#) » [Institutional Research](#) » [Surveys](#)

[SURVEY SCHEDULE 2010-2021](#)

Community College Survey of Student Engagement (CCSSE):

- [2014 Survey](#)  (Username: Password:) and [Benchmark Scores Report](#) 
- [2011 Survey](#) 


Personal Assessment of the College Environment (PACE):

- [2013 Survey](#) 
- [2009 Survey](#) 

Student Satisfaction Inventory (SSI):

- [2012 SSI Survey](#)  and [Powerpoint](#) 
- [2009 SSI Survey](#) 

Survey of Entering Student Engagement (SENSE):

- [2011 Survey](#)  (Username: Password:)
- [2008 Survey](#) 