



CCSSE 2015 Findings for Merced College

Spring 2016 Flex

Thursday, 14 January 2016

Presented by the Office of Student Services, Office of Student Equity
and Success

Compiled by the Office of Grants & Institutional Research (OGIR)





Presentation Overview

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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: A Tool for Community Colleges



- As a tool for improvement, *CCSSE* helps us
 - Assess quality in community college 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 Merced College



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 also excluded.

Student Respondent Profile



N: 473 adjusted survey count

Demographics		Merced College	CCSSE 2015 Cohort
Enrollment Status	Less than FT	23%	28%
	FT	77%	72%
Age	18-24	74%	67%
	25+	24%	31%
Gender	Males	40%	43%
	Females	59%	55%
Race/Ethnicity	White, Non-Hispanic	21%	55%
	Hispanic	43%	14%
	Black/African-American	3%	11%
	Asian/Pacific Islander	12%	5%
	American Indian	2%	2%
	Other	5%	4%



Highest and Lowest Aspects of Student Engagement

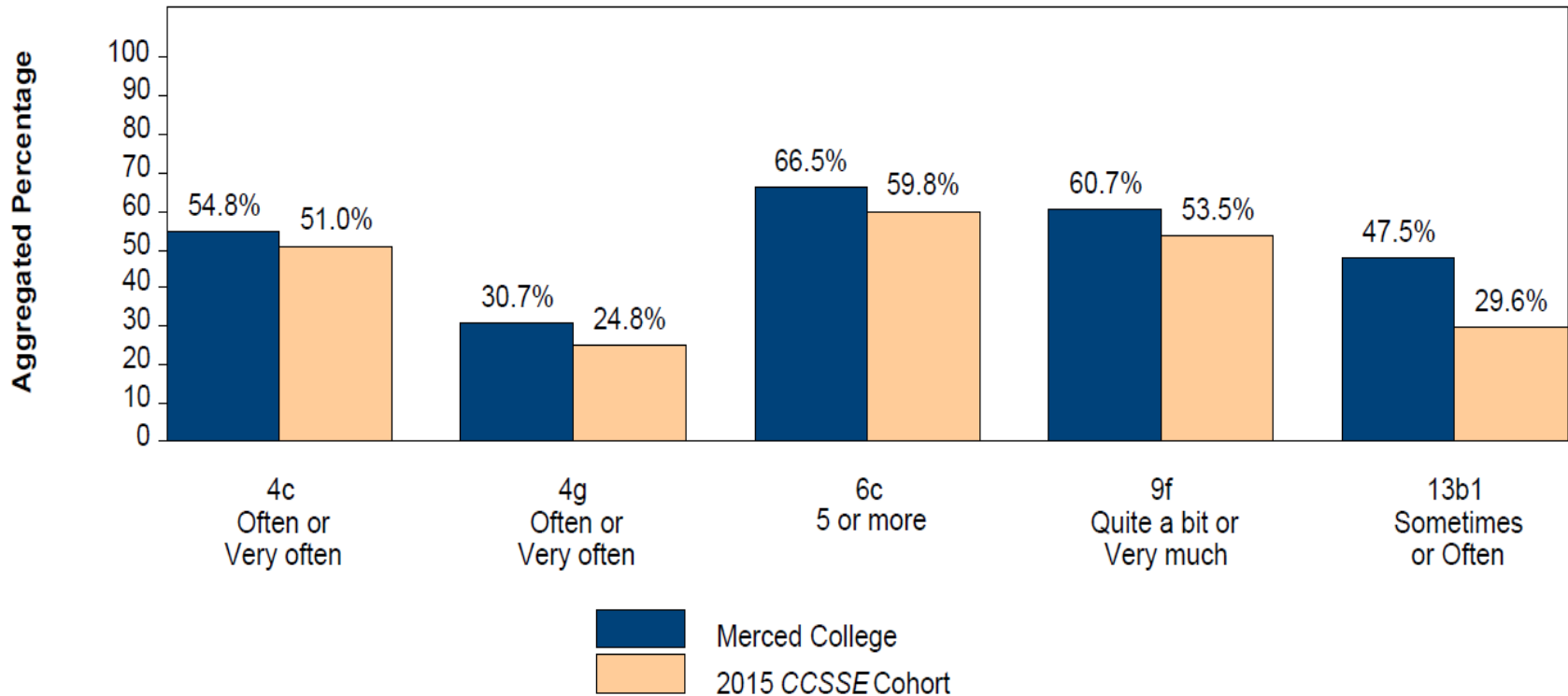


Aspects of Highest Student Engagement

Aspects of highest student engagement included the following benchmarks: active and collaborative learning; student effort; academic challenge; and, support for learners.

We'll discuss the items on which Merced College performed *most* favorably relative to the 2015 CCSSE Cohort.

Aspects of Highest Student Engagement



- 4c: Prepared 2 or more drafts of a paper or assignment before turning it in
- 4g: Worked with classmates outside of class to prepare class assignments
- 6c: Number of written papers or reports of any length
- 9f: Providing the financial support you need to afford your education
- 13b1: Frequency: Career counseling

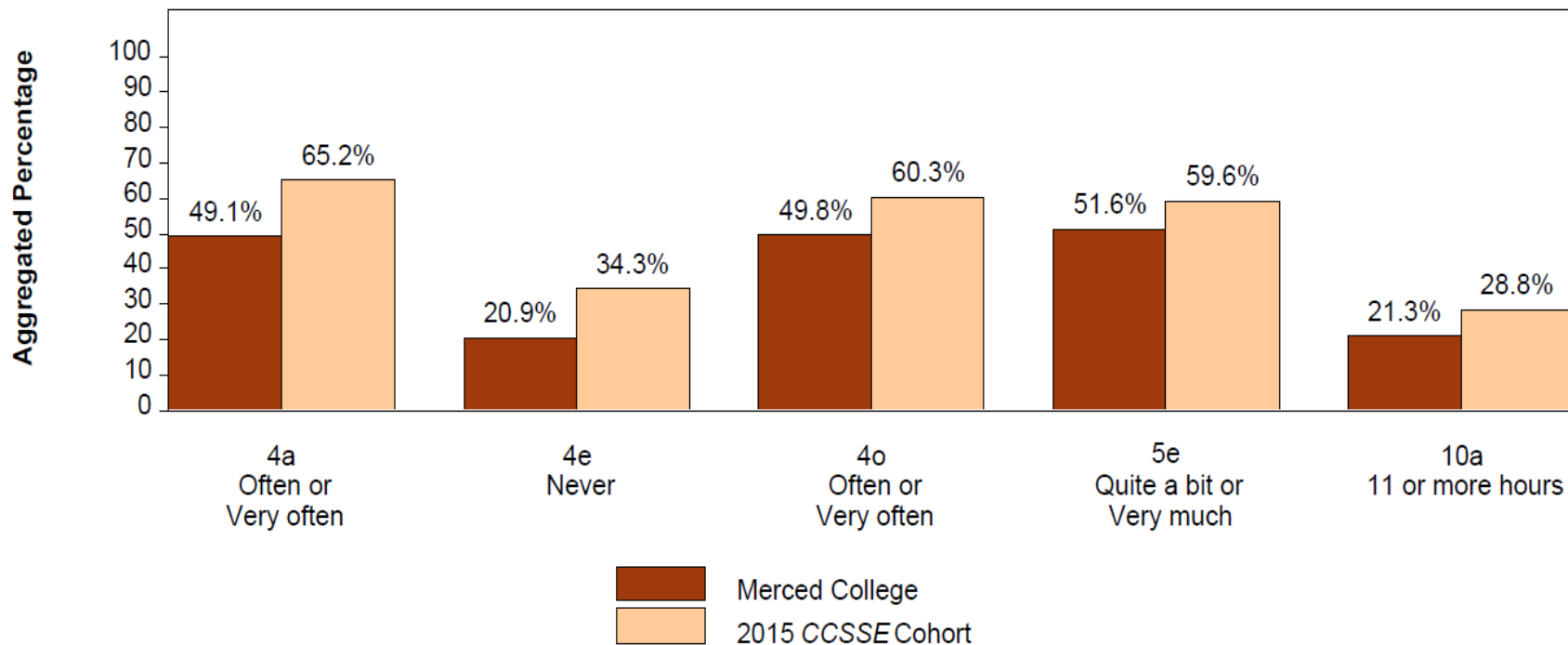


Aspects of Lowest Student Engagement

Aspects of lowest student engagement included items relating to the following benchmarks: active and collaborative learning; student effort; academic challenge; and, student-faculty interaction.

We'll discuss the items on which Merced College performed *least* favorably relative to the 2015 CCSSE Cohort.

Aspects of Lowest Student Engagement



- 4a: Asked questions in class or contributed to class discussions
- 4e: Came to class without completing readings or assignments
- 4o: Received prompt feedback (written or oral) from instructors on your performance
- 5e: Applying theories or concepts to practical problems or in new situations
- 10a: Preparing for class (studying, reading, writing, rehearsing, doing homework)



2015 CCSSE Special-Focus Items



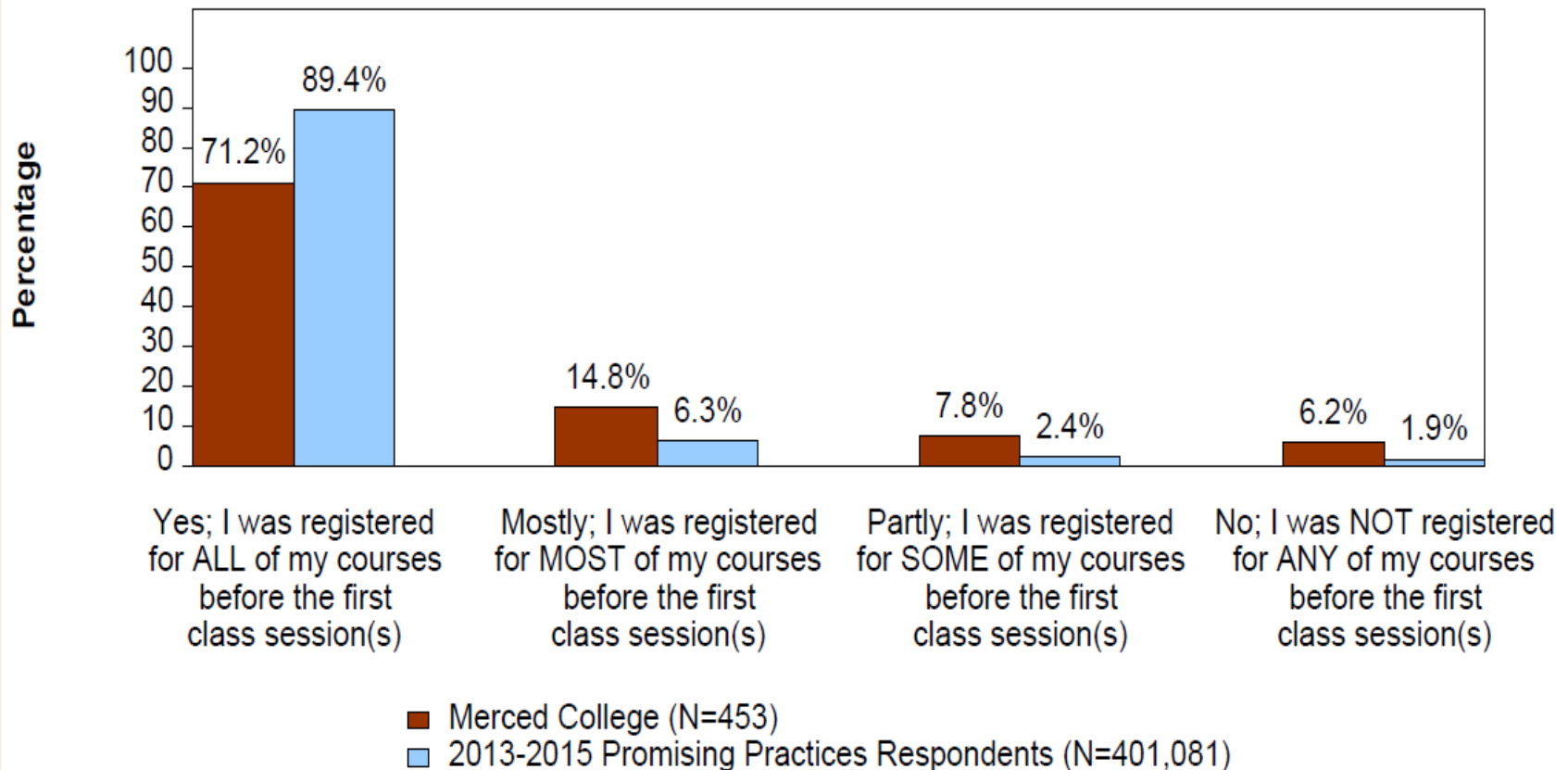
2015 CCSSE Special-Focus Items

The Center adds special-focus items to *CCSSE* each year to augment the core survey, helping colleges, and the field at large, to further explore fundamental areas of student engagement. The 2015 special-focus items continue to elicit new information about students' experiences associated with promising educational practices such as early registration and orientation.

2015 CCSSE Special-Focus Items: Registration



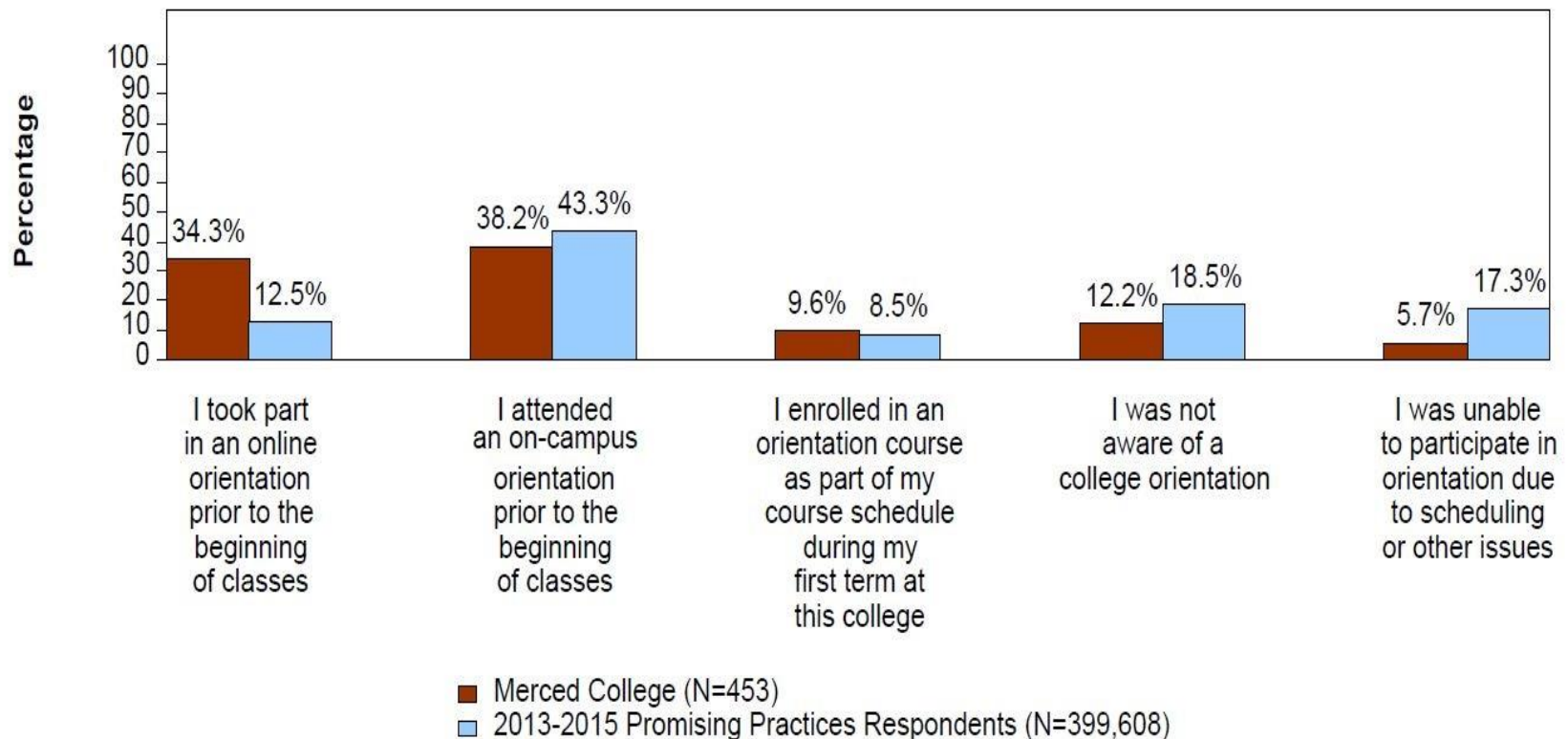
During the current term at this college, I completed registration before the first class sessions(s).



2015 CCSSE Special-Focus Items: Orientation



The ONE response that best describes my experience with orientation when I first came to this college is:



2015 CCSSE Supplemental Questions



Merced College had the option of adding 15 supplemental questions, in addition to the 5 Special-Focus items. The 15 questions asked about a variety of topics. The ones included here will cover obstacles; computer access; library use; and, sense of belonging.



2015 CCSSE Supplemental Questions

2015 CCSSE Supplemental Questions: Obstacles



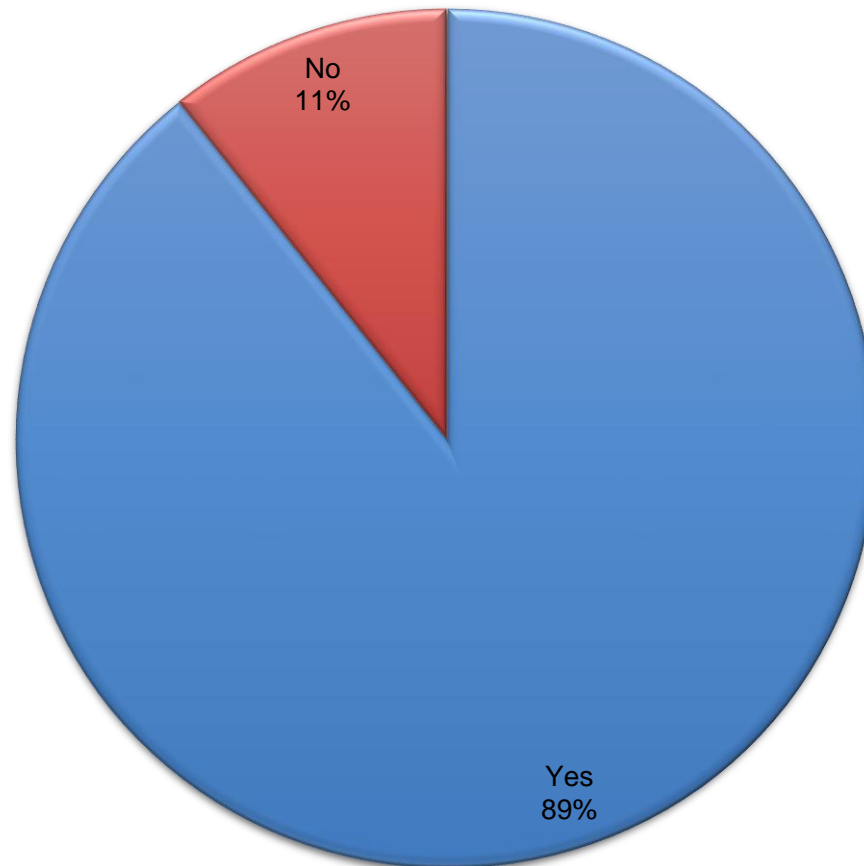
Which of the following facts, if any, poses the biggest obstacle to your academic progress?



2015 CCSSE Supplemental Questions: Internet-Enabled Computer Access



Do you have a computer at home with Internet access?

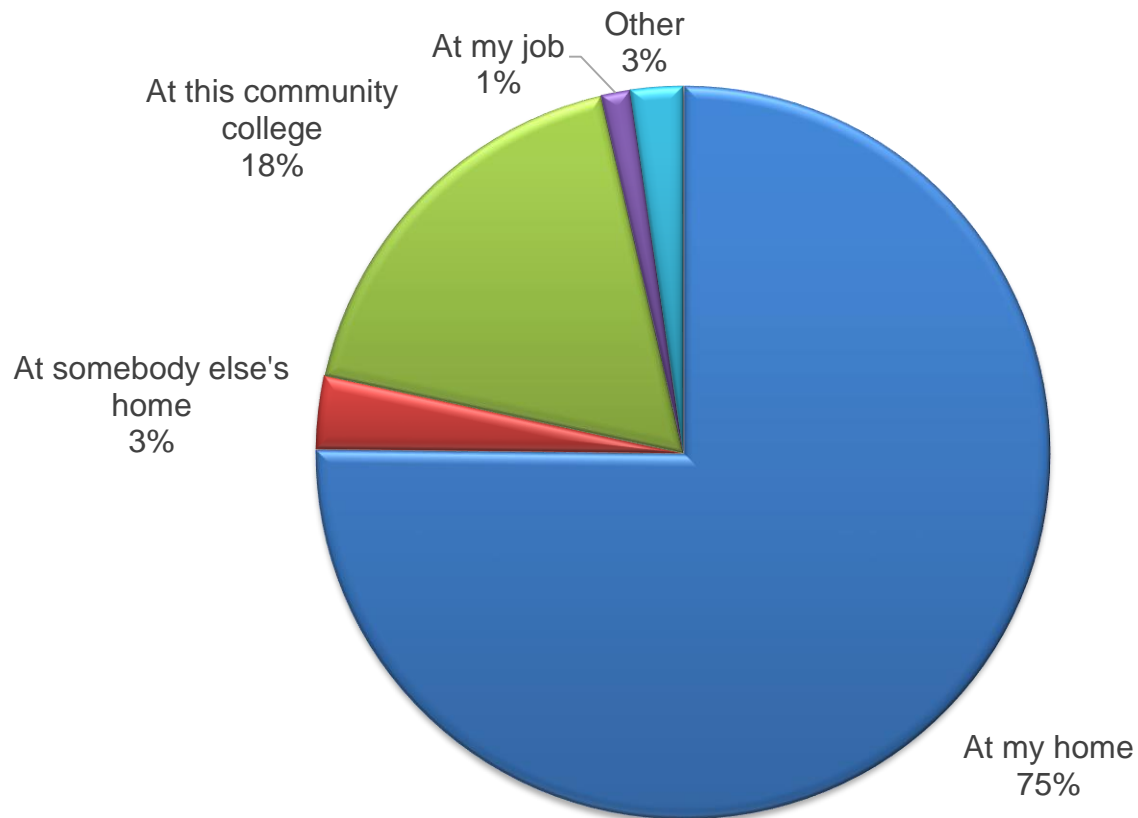


2015 CCSSE Supplemental Questions:

Internet-Enabled Computer Access (Schoolwork)



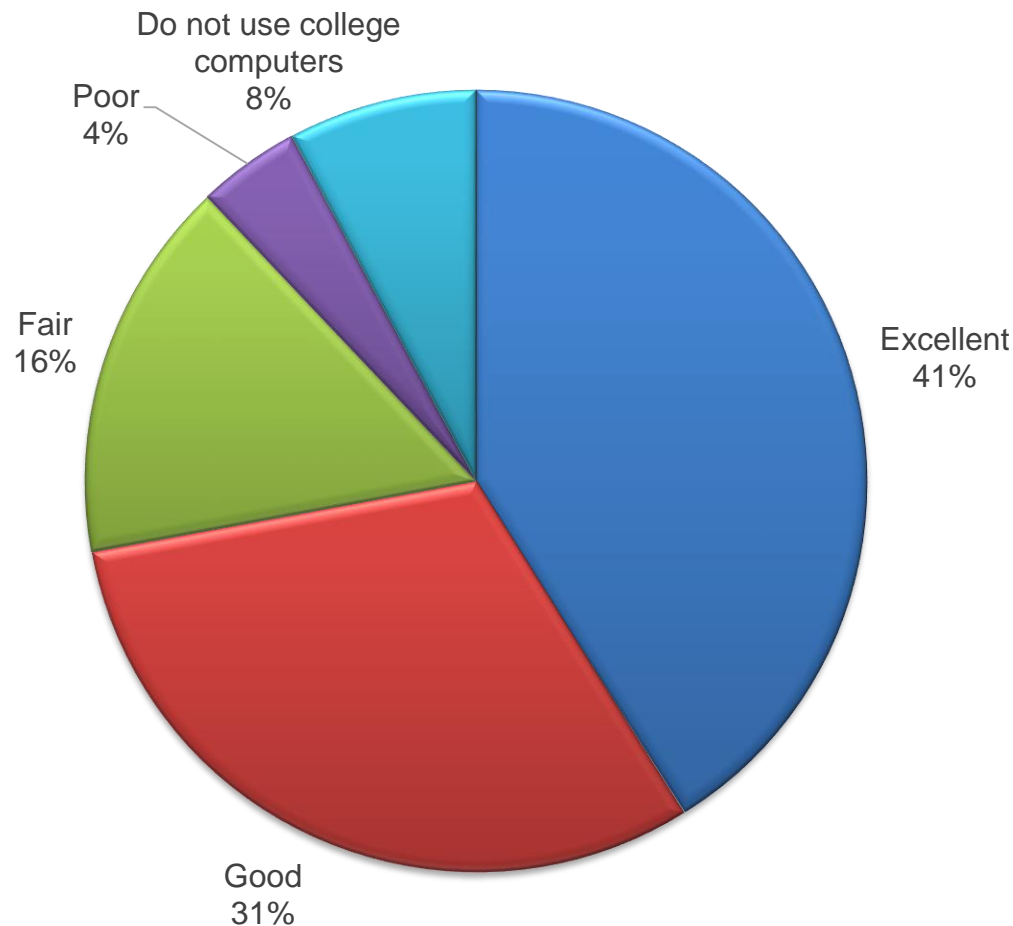
Where are you most likely to access a computer with an Internet connection to do your school work?



2015 CCSSE Supplemental Questions: Computer Availability (Merced College)



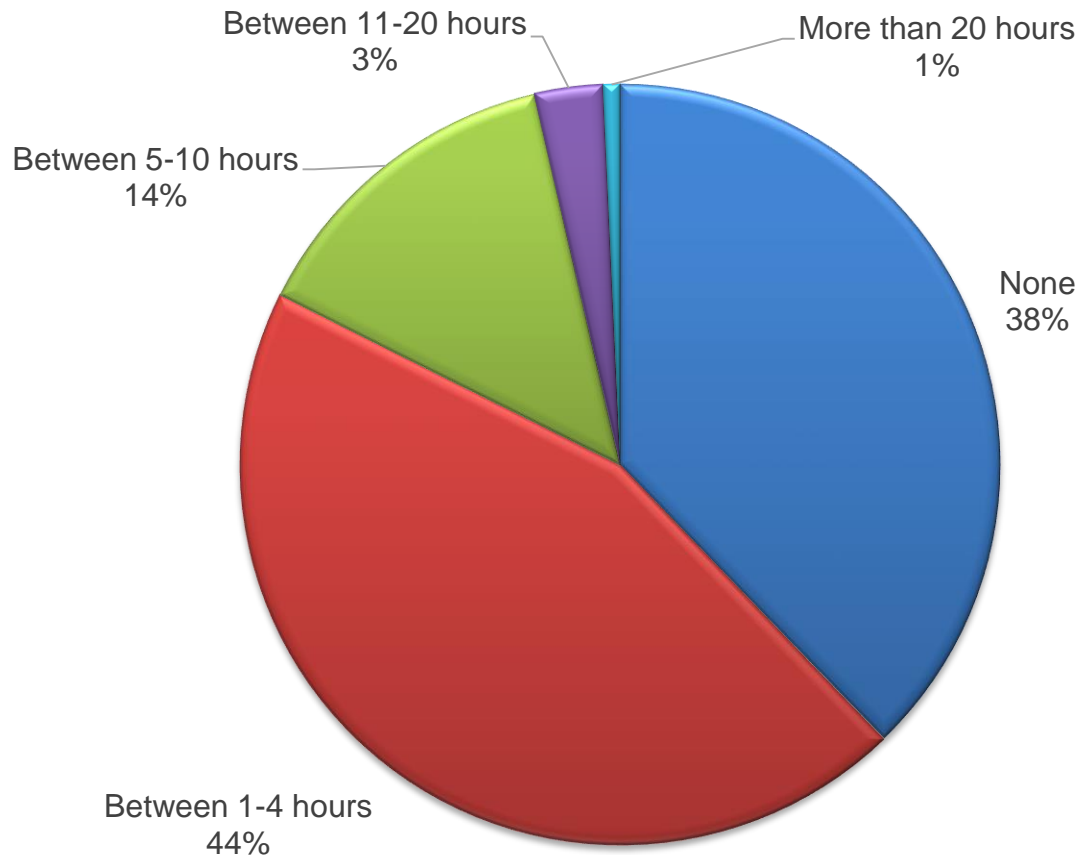
How would you rate the availability of computers at your college?



2015 CCSSE Supplemental Questions: Library Use (Merced College)



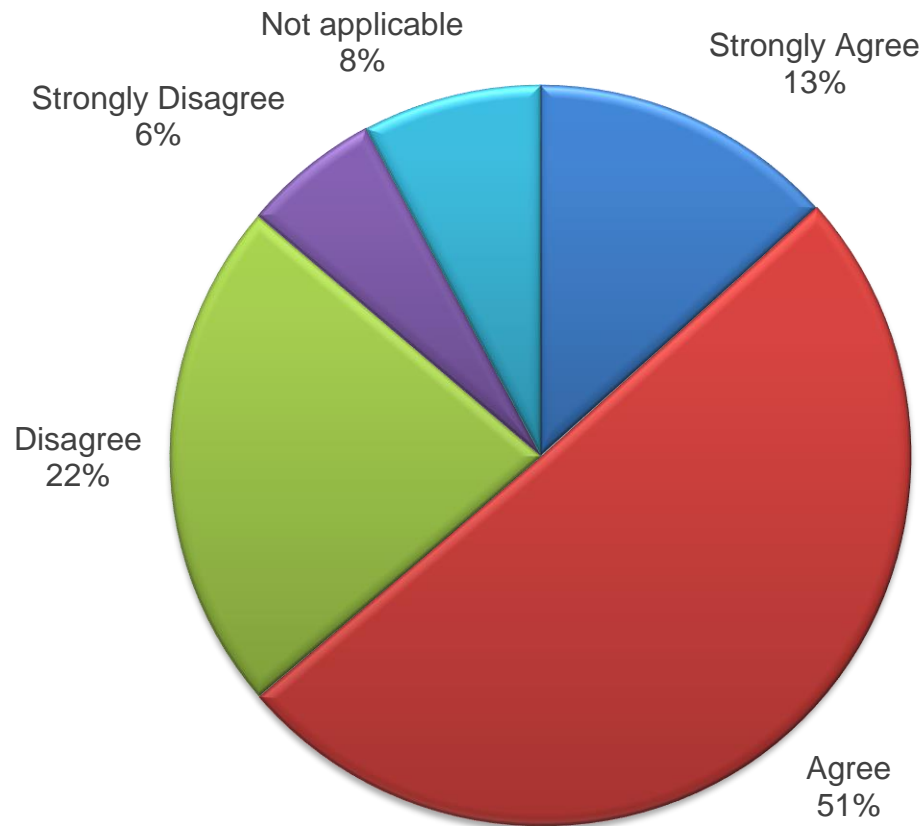
About how many hours do you spend in a typical week (in person or electronically) using the campus library?



2015 CCSSE Supplemental Questions: Sense of Belonging



I feel a sense of belonging and connectedness at this college.





Faculty Respondent Profile at Merced College

Matching Faculty & Student Responses (Table)

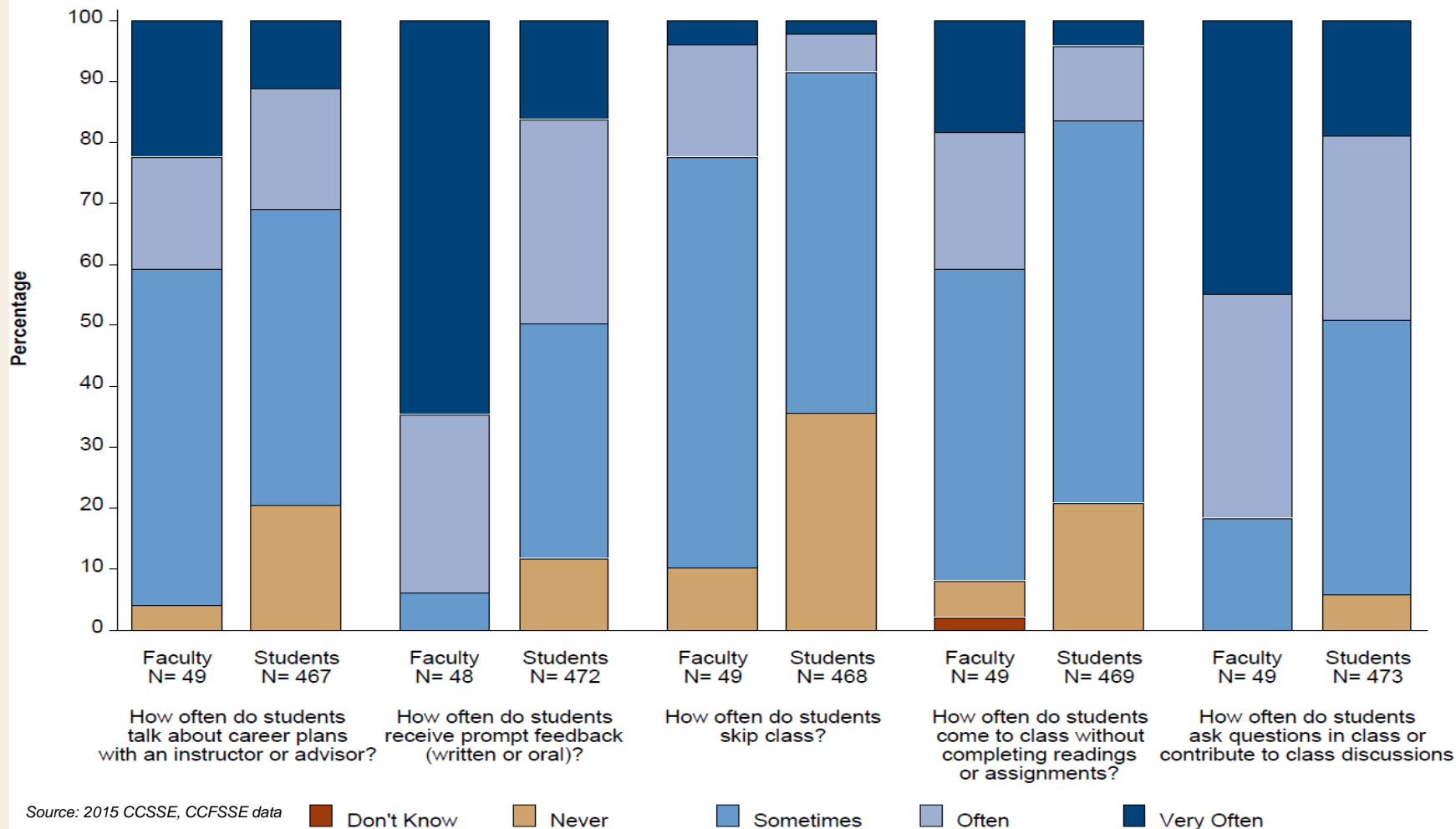


Faculty count: 49 (17 PT, 32 FT)

How often do students...	...talk about career plans with an instructor/ advisor?		...receive prompt feedback (written or oral)?		...skip class?		...come to class without completing readings or assignments?		...ask questions in class or contribute to class discussions?	
	Faculty	Student	Faculty	Student	Faculty	Student	Faculty	Student	Faculty	Student
Don't Know	N/A	N/A	N/A	N/A	N/A	N/A	2.0%	N/A	N/A	N/A
Never	4.1%	20.4%	N/A	11.8%	10.2%	35.5%	6.1%	20.9%	N/A	5.8%
Sometimes	55.1%	48.7%	6.3%	38.4%	67.3%	56.0%	51.0%	62.7%	18.4%	45.1%
Often	18.4%	19.7%	29.2%	33.7%	18.4%	6.2%	22.4%	12.3%	36.7%	30.2%
Very Often	22.4%	11.2%	64.6%	16.2%	4.1%	2.4%	18.4%	4.2%	44.9%	18.9%

Source: 2015 CCSSE, CCFSSSE data

Matching Faculty & Student Responses (Bar chart)





Closing Remarks, Questions

- For any data follow-up, contact research@mccd.edu.