Presentation Overview

- CCSSE Overview
- Student Respondent Profile
- CCSSE Benchmarks
- Community College Students and Stories
- Strategies to Promote Learning that Matters
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
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? (Pulled down
   - Pulled down
   - 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?
   (Mark only one)
   - Rarely
   - Very often
   - Rarely
   - Some
   - Some
   - Never
   - Never

5. During the current school year, how much has your coursework at this college emphasized the following mental activities?
   (Mark only one)
   - Very much
   - Quite a bit
   - Some
   - Very little

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 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 Hawaii Community College

About our students…
Survey Respondents

- 475 adjusted survey count
- 600 targeted number of surveys
- 79% overall “percent of target” rate

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

Source: 2014 CCSSE data

- **Less than Full-Time**
  - Hawaii Community College: 22%
  - CCSSE 2014 Cohort: 28%

- **Full-Time**
  - Hawaii Community College: 78%
  - CCSSE 2014 Cohort: 72%
Student Respondent Profile: Age

Source: 2014 CCSSE data
Student Respondent Profile:

Sex

Source: 2014 CCSSE data

% | Hawaii Community College | CCSSE 2014 Cohort
---|-------------------------|-------------------
Male | 47% | 43% 
Female | 51% | 55%

Center for Community College Student Engagement
Student Respondent Profile: Racial 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: 58%
- American Indian or other Native American: 5%
- Other: 4%

Hawaii Community College
CCSSE 2014 Cohort
Student Respondent Profile: First-Generation Status

Source: 2014 CCSSE data
Student Respondent Profile: Educational Attainment

Source: 2014 CCSSE data
Student Respondent Profile: Goals

Complete a certificate program
- Primary Goal: 38%
- Secondary Goal: 31%

Obtain an associate degree
- Primary Goal: 70%
- Secondary Goal: 19%

Transfer to a 4-year college or university
- Primary Goal: 43%
- Secondary Goal: 32%

Obtain or update job-related skills
- Primary Goal: 59%
- Secondary Goal: 23%

Self-improvement/personal enjoyment
- Primary Goal: 50%
- Secondary Goal: 35%

Change careers
- Primary Goal: 27%
- Secondary Goal: 21%

Source: 2014 CCSSE data
Student Respondent Profile: Total Credit Hours Earned

- None: 39%
- 1-14 credits: 20%
- 15-29 credits: 13%
- 30-44 credits: 12%
- 45-60 credits: 10%
- Over 60 credits: 6%

Source: 2014 CCSSE data
Student Respondent Profile: External Commitments

Source: 2014 CCSSE data

- More than 30 hours: Working for Pay 20%, Caring for Dependents 18%
- 21-30 hours: Working for Pay 14%, Caring for Dependents 5%
- 11-20 hours: Working for Pay 17%, Caring for Dependents 11%
- 6-10 hours: Working for Pay 8%, Caring for Dependents 9%
- 1-5 hours: Working for Pay 8%, Caring for Dependents 20%
- None: Working for Pay 35%, Caring for Dependents 38%
Student Respondent Profile: College-Sponsored Activities

Source: 2014 CCSSE data
CCSSE Benchmarks
CCSSE Benchmarks for Effective Educational Practice

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:
Made a class presentation (#4b)

Source: 2014 CCSSE data
Student Effort

- During the current school year, how often have you:
  Come to class without completing readings or assignments (#4e)

Source: 2014 CCSSE data
Academic Challenge

- During the current school year:

  How many papers or reports of any length did you write (#6c)

![Pie chart showing distribution of students by the number of papers or reports written.]

- None: 5%
- 1 to 4: 25%
- 5 to 10: 20%
- 11 to 20: 17%
- More than 20: 34%

Source: 2014 CCSSE data
Student-Faculty Interaction

During the current school year, how often have you:

- Received prompt feedback (written or oral) from instructors on your performance (#4o)

Source: 2014 CCSSE data
Support for Learners

During the current school year, how often have you:

- Used academic advising/planning services (#13a)

Source: 2014 CCSSE data
CCSSE Benchmarks for Effective Educational Practice

CCSSE Benchmark Scores for Hawaii Community College

- **Active and Collaborative Learning**: 58.7
- **Student Effort**: 51.6
- **Academic Challenge**: 53
- **Student-Faculty Interaction**: 49.8
- **Support for Learners**: 54.5

Source: 2014 CCSSE data
CCSSE Benchmarks for Effective Educational Practice

CCSSE Benchmark Scores for Hawaii Community College compared to Small Colleges

Source: 2014 CCSSE data
Benchmarking – and Reaching for Excellence

The most important comparison:

where we are now, compared with where we want to be.
Hawaii Community College Students and Stories
“As a Forest TEAM major I have had the opportunity to work with a wide variety of groups and organizations that focus on conservation. This access to groups that are active in the field gave me great firsthand experience.”

Sean Kirkpatrick, Forest TEAM Student
“I see other cousins saying, ‘Wow, Tyrel graduated from college,’ and I see these younger cousins coming up through high school, and they’re just driving to go, because I set an example.

Nobody thought this local boy coming from nowhere, kind of a poor family, would graduate and get his college degree. There’s a big effect on the family to see someone like myself climb the ranks and the ladder and get educated and get a good job.”
“I like that it’s family style in the classroom. You get more one-on-one time with teachers. I know at bigger schools you don’t get that.”

Malie Koehler, 2014 Hawaii Community College graduate, Liberal Arts
Giving Voice to Students

“\textit{I think what I appreciated most about Hawai‘i Community College was the friendly atmosphere and how willing the faculty and staff were to help you to achieve your goals.}”

Evan Matsuyama, Hawai‘i Community College graduate, Master’s degree candidate at the University of Oxford
Giving Voice to Students

“Attending Hawaii Community College was the most important and best step I have ever taken to better my future. My experience at Hawai‘i CC was by far one of the best experiences of my life.

Hawai‘i CC was very accommodating to my schedule and it is definitely nice to have a college that was affordable and nearby.”

Eric Dela Rosa, Director of Technology at the Parker School in Waimea, graduate of the Hawai‘i Community College Information Technology Program
Giving Voice to Students

“Sometimes it’s hard to figure out what you want be and what your purpose is in life. I finally found my passion for working with youth and families at the age of 35. To me it’s not when you figure it out, it’s what you do once you know.”

Cheryl Dias, Hawai‘i Community College graduate, Liberal Arts and Human Services
“I found the faculty and staff very helpful in providing a broad student support system. They offer one-on-one help, after class tutoring, and career planning assistance. They even help with finding job opportunities. Thanks to Hawaii Community College I felt prepared to get the job I really wanted and to reach further academic goals.”

Amy Yanagihara, Hawai'i CC graduate, Accounting major
# Student Aspirations

## Students’ Goals

Indicate which of the following are your reasons/goals for attending this college.

<table>
<thead>
<tr>
<th>Goal</th>
<th>A goal</th>
<th>Not a goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete a certificate program</td>
<td>69%</td>
<td>31%</td>
</tr>
<tr>
<td>Obtain an associate degree</td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>Transfer to a four-year college or university</td>
<td>75%</td>
<td>25%</td>
</tr>
<tr>
<td>Obtain or update job-related skills</td>
<td>82%</td>
<td>18%</td>
</tr>
<tr>
<td>Self-improvement/personal enjoyment</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>Change careers</td>
<td>48%</td>
<td>52%</td>
</tr>
</tbody>
</table>

Note: Respondents may indicate more than one goal.

Source: 2014 CCSSE data
Student Persistence

Barriers to Returning to College

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

- Working full-time: 51%
- Caring for dependents: 40%
- Academically unprepared: 24%
- Lack of finances: 58%

Source: 2014 CCSSE data
Developmental Education

% of students that have taken or plan to take developmental reading

Source: 2014 CCSSE data
At-Risk Students

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

Working full-time

![Pie chart showing likelihood of students withdrawing for working full-time.]

Source: 2014 CCSSE data
Workforce Issues

- Indicate which of the following are your reasons/goals for attending this college.

Obtain or update job-related skills

Source: 2014 CCSSE data
Financial Support

- 54% of Hawaii Community College students report that we provide the financial support they need to afford their education (quite a bit or very much)

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:

- 54% 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:

Time Spent Preparing for Class

38%

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 (often or very often) have you done each of the following activities?

- Worked with classmates outside of class to prepare class assignments: 31%
- Worked with other students on projects during class: 57%
- Made a class presentation: 51%

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.
Emphasize Deep Learning

Memorization vs. Deep Learning
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: 69%
- Analyzing the basic elements of an idea, experience, or theory: 72%
- Synthesizing and organizing ideas, information, and experiences in new ways: 68%
- Making judgments about the value or soundness of information, arguments, or methods: 58%

Source: 2014 CCSSE data
Build and Encourage Relationships

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

- 61% of students respond that the college emphasizes interaction among students quite a bit or very much....

- BUT, 14% never work with an instructor on activities other than coursework often or very often....

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?

- 34% Very Often
- 42% Often
- 18% Sometimes
- 7% Never

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

<table>
<thead>
<tr>
<th>services</th>
<th>Very (%)</th>
<th>Not at all (%)</th>
<th>Rarely/Never (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising/planning</td>
<td>64%</td>
<td>6%</td>
<td>34%</td>
</tr>
<tr>
<td>Career counseling</td>
<td>55%</td>
<td>12%</td>
<td>44%</td>
</tr>
<tr>
<td>Peer or other tutoring</td>
<td>47%</td>
<td>18%</td>
<td>50%</td>
</tr>
<tr>
<td>Skill labs (writing, math, etc.)</td>
<td>52%</td>
<td>17%</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: 48%
- Sometimes: 47%
- Often: 5%
- 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