



Using Student Engagement Data for Accreditation

2012 Strengthening Student Success Conference
Huntington Beach Room
10:30 AM to 12:00 PM



Introductions

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Presentation Objectives

Provide an Overview of Student Engagement, the Center, and the Center's Surveys

*Highlight Selected Center Findings Illustrating Different Types of Survey Results
(**Predictions Exercise**)*

Explain Rationale for Using Center Data for Accreditation

Introduce CCSSE and SENSE Accreditation Guides

Share Examples of Colleges Using Center Data for Accreditation

Defining Student Engagement





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



One thing we **KNOW** about community college student engagement...

It's unlikely to happen by accident.

It has to happen
by design.

Overview of the Center and its Surveys





Center for Community College Student Engagement

Established surveys:

CCSSE (& CCFSSSE)
SENSE

Other projects:

CCIS
Initiative on Student Success
SSBTN

CCSSE and SENSE are tools designed to help colleges:

- ✓ Assess the quality of their work
- ✓ Identify and grow successful educational practices
- ✓ Identify areas in which to improve
- ✓ Provide context: a data-derived picture of institution
- ✓ Shift the focus to institutional locus of control



Benchmarks of Effective Educational Practice for *CCSSE* and *SENSE*

- ✓ Groups of conceptually-related items
- ✓ Standardized to a national mean of 50
- ✓ Address key areas of student engagement
- ✓ Provide a way for colleges to compare their own performance with other groups of colleges
- ✓ Allow colleges to perform internal comparisons across different student groups



Benchmarking for Excellence

The most important comparison: where you are now, compared with where you want to be.

Other comparisons and ways to identify effective practices:

- ✓ Within your own college
- ✓ Across your consortium
- ✓ Looking at other colleges most like you

CCSSE

Benchmarks

- ✓ Active and Collaborative Learning
- ✓ Student Effort
- ✓ Academic Challenge
- ✓ Student Faculty Interaction
- ✓ Support for Learners

SENSE

Benchmarks

- ✓ Early Connections
- ✓ High Expectations and Aspirations
- ✓ Clear Academic Plan and Pathway
- ✓ Effective Track to College Readiness
- ✓ Engaged Learning
- ✓ Academic and Social Support Network



Your interest....

1. What purpose does information about student engagement serve in an assessment agenda?
2. Why does/would your campus participate in *CCSSE* and/or *SENSE*?
3. What is the most valuable aspect of participation? of results?

Predictions Exercise

Please locate the Predictions Exercise in your workshop folder and take a few moments to record your responses.

The purpose of this activity is to:

- ✓ *gain familiarity with the types of items contained in Center surveys*
- ✓ *highlight differences and similarities between perceptions and reality*

Highlighted Center Findings





What Entering Students Report...

- **72%** of entering students report that they are aware of their college's academic advising/planning services...
...yet, **47%** report never using these services
- **70%** of entering students report that they are aware of their college's writing, math, or other skills labs...
...yet, **65%** report never using these services

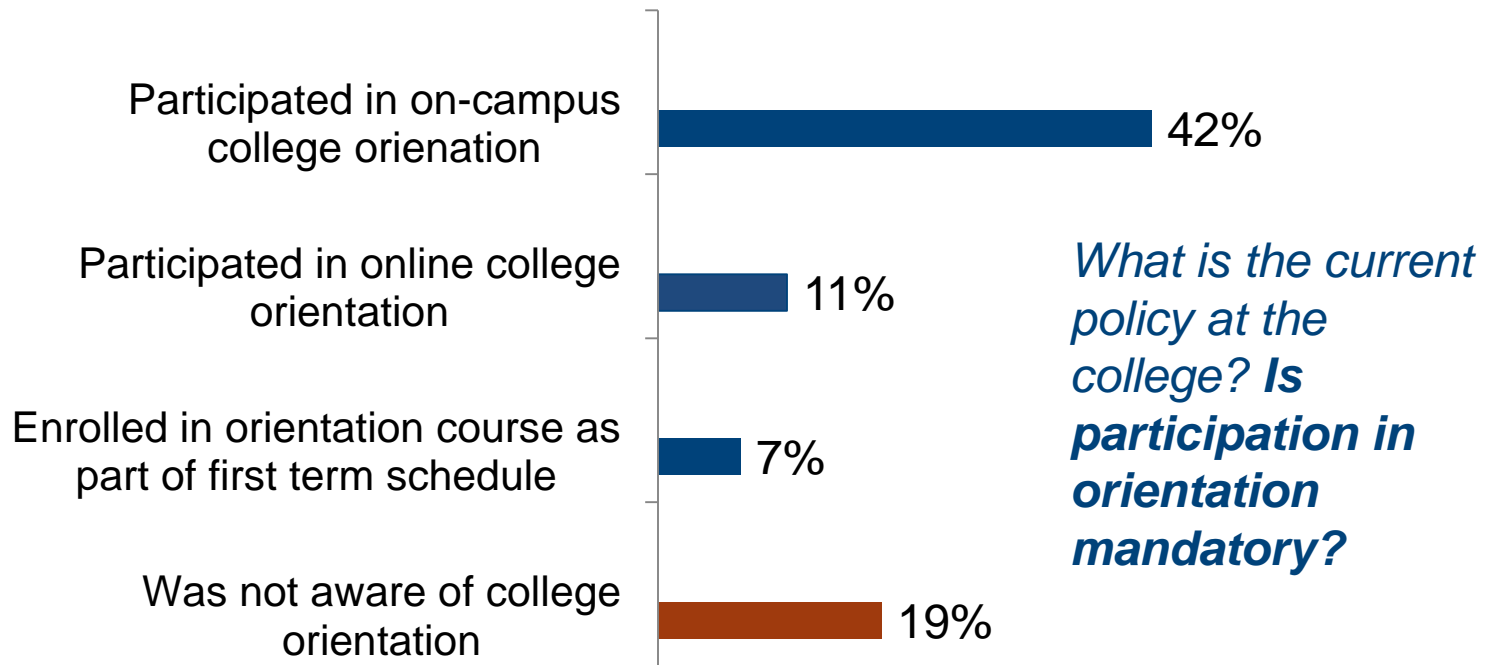
Source: 2010 *SENSE* Cohort data



What Entering Students Report...

Institutional policies focused on students success are most effective when colleges mandate student participation.

College Orientation: Entering students report on participation



Source: 2010 SENSE Cohort data.



What Entering Students Report...

- 88% of *SENSE* respondents *agree* or *strongly agree* that all instructors clearly explained course grading policies
- 91% *agree* or *strongly agree* that all instructors clearly explained course syllabi

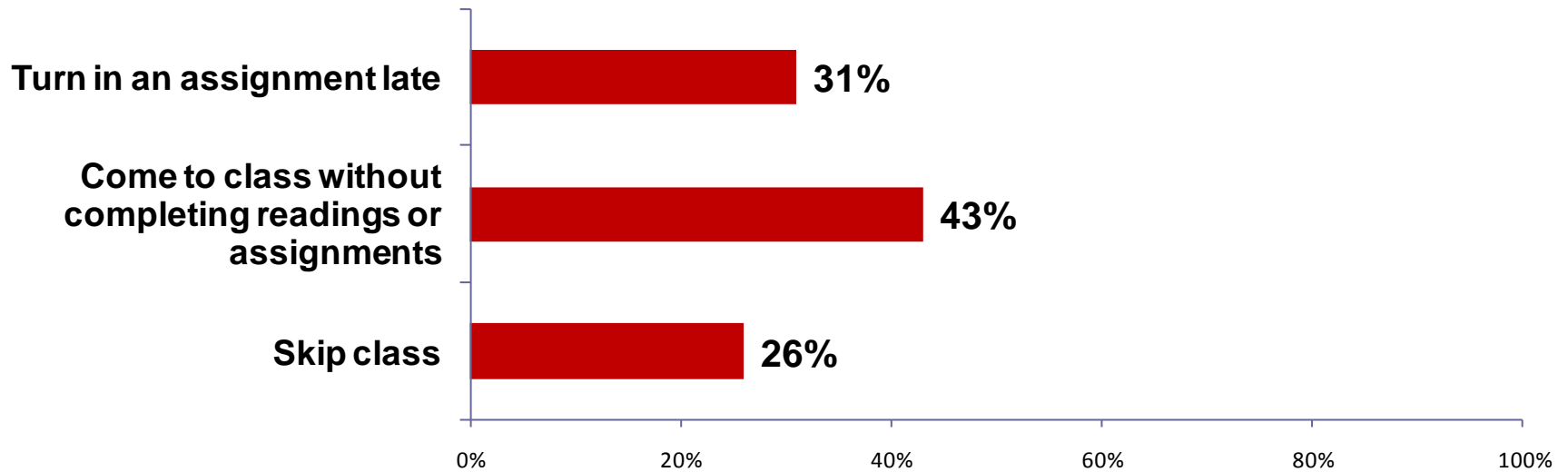
Source: 2010 *SENSE* Cohort data



What Entering Students Report...

Yet...

During the first three weeks of your first semester or quarter at this college, how often did you:



Source: 2010 *SENSE Cohort* data



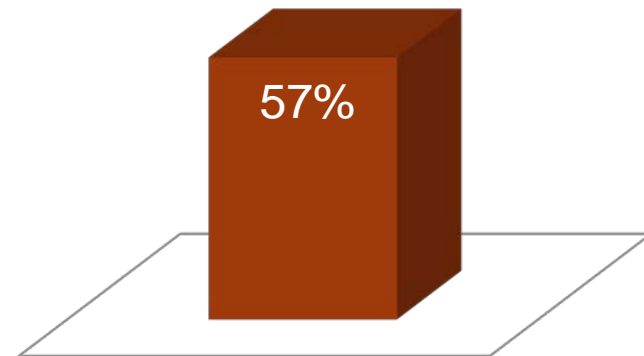
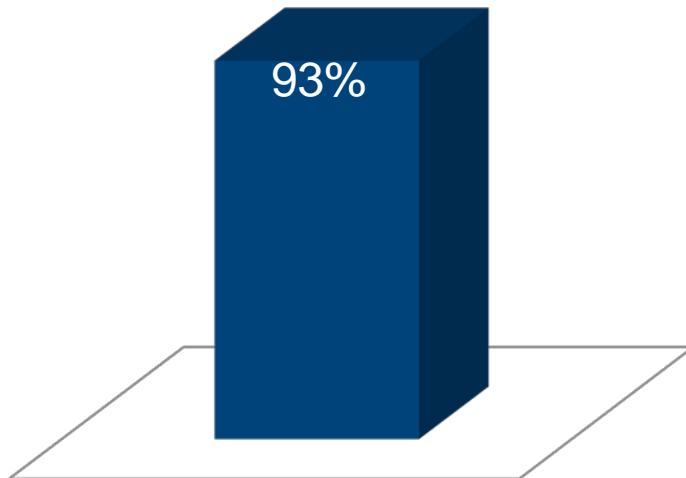
What Students and Faculty Report...

Student and Faculty Perceptions of Feedback

Percentage of faculty members reporting that their students often or very often receive prompt written or oral feedback from instructors on their performance.

Percentage of students reporting that they often or very often receive prompt written or oral feedback from instructors on their performance.

Faculty



Sources: 2010 CCSSE and CCFSSSE Cohort data.



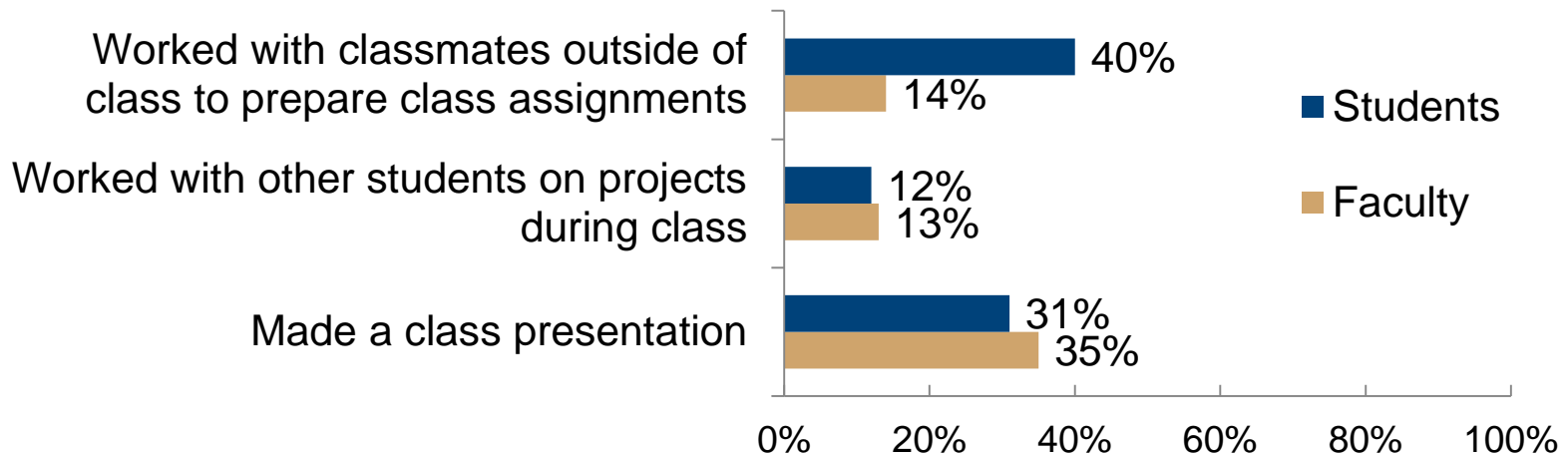
What Students and Faculty Report...

Engaged Learning: Student and Faculty Perceptions

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

Faculty: How often do students in your selected course section do the following activities?

Percentage of students and faculty members responding never



Sources: 2010 CCSSE Cohort data and CCFSSSE 2010 Cohort data.



Quick group discussion...

1. Which of your predictions were in line with reality?
2. What findings surprised you the most?
3. How different do you think results would be at your institution?

Rationale for Using Center Data for Accreditation





Student Engagement and Accreditation

One of the most common institutional uses of student engagement data is for accreditation.

Why? *CCSSE* and *SENSE* results are meaningful indicators of educational quality and can be used in planning for and documenting institutional effectiveness. Results can guide improvements and also assess impact.

The Rationale for Using *CCSSE/SENSE* Data in Accreditation

- ✓ Student engagement results are a direct indicator of what students put into their education, and because the surveys measure participation in **various types of effective educational practices**, they provide an indirect measure of student gains
- ✓ *CCSSE* and *SENSE* results indicate areas for improvement and are “actionable”—thus, appropriate for inclusion in quality improvement plans



What do accrediting agencies expect?

- ✓ Familiarity with criteria/standards
- ✓ Use of information and data to support the self-study
- ✓ Thoughtful analysis of evidence
- ✓ Easily identified and clearly stated priorities for improvement
- ✓ An honest evaluation
- ✓ Institutional commitment to student learning



Building a Culture of Evidence: An Approach

- ✓ Conduct survey. Review engagement results to discover educational strengths and shortcomings. How do results comport with other institutional data and interests?
- ✓ Document the relationship between results, planning, and decision-making.
- ✓ Link related data points. Rely on indirect and direct evidence to tell a more comprehensive story.
- ✓ Describe improvements initiated.
- ✓ Determine timeline and approach to assess impact of change on desired outcomes. Plan next survey administration to assess impact.

Introduction to the Accreditation Guides





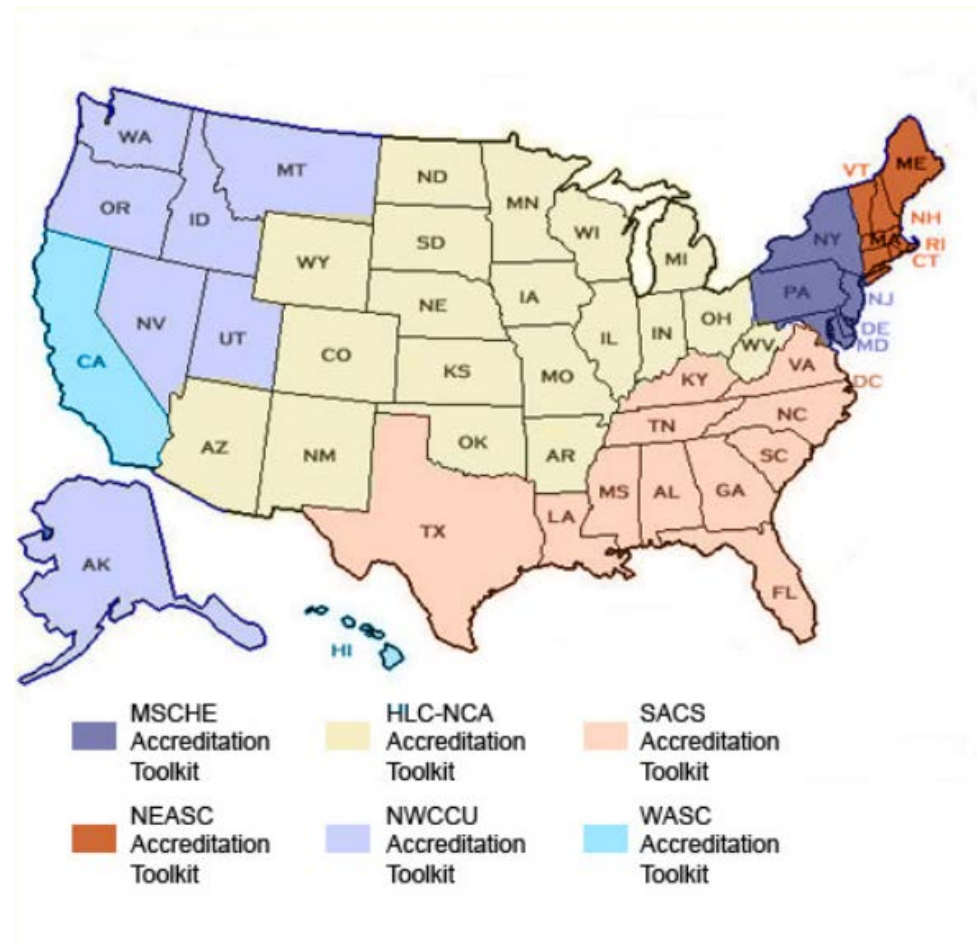
The *CCSSE/SENSE* Accreditation Guides

Intended to be utilized as an approach to mapping *CCSSE* and *SENSE* data to accreditation criteria/standards

Recommended for using in conjunction with other types of data

Accessing the Accreditation Guides

1. Go to www.cccse.org
2. Select project
(*CCSSE* or *SENSE*)
3. Enter the Tools section
4. Click on state or region
to download PDF





Each guide is comprised of three components:

1. Narrative
2. Accreditation Map
3. Accreditation Item Key



WASC-ACCJC Accreditation Standards



Standard I: Institutional Mission and Effectiveness

✓ Standard II: Student Learning Programs and Services

Standard III: Resources

Standard IV: Leadership and Governance

Which do
CCSSE & SENSE
support?



Standard II: Student Learning Programs and Services

The institution offers **high-quality instructional programs, student support services**, and library and **learning support services** that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that **supports learning, enhances student understanding and appreciation of diversity**, and **encourages personal and civic responsibility** as well as **intellectual, aesthetic**, and **personal development** for all of its students.



CCSSE Accreditation Guide for WASC-ACCJC

WASC-ACCJC Standard IIA2c

II Student Learning Programs and Services

A Instructional Programs

2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution...regardless of type of credit awarded, delivery mode, or location.

C **High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**



4d. Frequency: Worked on a paper or project that required integrating ideas or information from various sources

5c. Amount of emphasis in coursework: Synthesizing and organizing ideas, information, or experiences in new ways

12e. Amount that your experience at this college has contributed to your: Thinking critically and analytically

CCSSE Accreditation Guide for WASC-ACCJC

WASC-ACCJC Standard IIB3d

II Student Learning Programs and Services

B Student Support Services

3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

d **The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.**



4s. Had serious conversations with students of a different race or ethnicity other than your own

4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values

9c. Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

SENSE Accreditation Guide for WASC-ACCJC

WASC-ACCJC Standard IIB3a

II Student Learning Programs and Services

B Student Support Services

3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

a **The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or deliver method.**



18d Agreement: I was able to meet with an academic advisor at times convenient for me

18i Agreement: The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)

Note: Many times, criteria/standards map to an entire benchmark. For example, IIB3a is linked to all **Clear Academic Plan and Pathway** items.

Institutional Model for This Work





- ✓ Small college serving rural area
- ✓ Formerly a part of a four-year institution
- ✓ Initially accredited by HLC in 2004
- ✓ Administered *CCSSE* in 2005, 2008, and 2011
- ✓ Comprehensive visit for continued accreditation in 2009

HLC PEAQ Criteria for Accreditation

Criterion 1: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Criterion 2: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Criterion 3: Student Learning and Effective Teaching

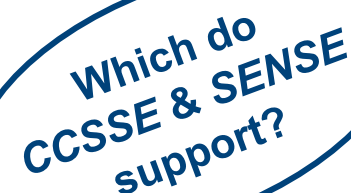
The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Criterion 4: Acquisition, Discovery, and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Criterion 5: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.



**Which do
CCSSE & SENSE
support?**



Building a Culture of Evidence: An Approach

- ✓ Conduct survey. Review engagement results to discover educational strengths and shortcomings. How do results comport with other institutional data and interests?
- ✓ Document the relationship between results, planning, and decision-making.
- ✓ Link related data points. Rely on indirect and direct evidence to tell a more comprehensive story.
- ✓ Describe improvements initiated.
- ✓ Determine timeline and approach to assess impact of change on desired outcomes. Plan next survey administration to assess impact.



Building a Culture of Evidence: Conduct survey. Review engagement results to discover educational strengths and shortcomings.

Bridgemont CTC's 2005 *CCSSE* results indicated high level of student engagement in areas of

- **Active and Collaborative Learning**
- **Student-Faculty Interaction**

Benchmark	Bridgemont	Comparison Group Statistics		
			Small Colleges	2005 Colleges
Active and Collaborative Learning	61.8	Benchmark Score	50.9	50.0
		Score Difference	11.0	11.8
Student-Faculty Interaction	64.6	Benchmark Score	52.0	50.0
		Score Difference	12.6	14.6



Building a Culture of Evidence: Conduct survey. Review engagement results to discover educational strengths and shortcomings.

2005 *CCSSE* results also identified areas for continuous improvement

- **Support for Learners**

Benchmark	Bridgemont	Comparison Group Statistics		
		Small Colleges	2005 Colleges	
Support for Learners	50.5	Benchmark Score	52.1	50.0
		Score Difference	-1.6	0.5

Understanding and using *CCSSE* Results: Item-level scores drive benchmark scores—review item-level data to assess changes over time



Building a Culture of Evidence: Conduct survey. Review engagement results to discover educational strengths and shortcomings.

Support for Learners

Several items in the benchmark driving the score:

Item: How much does <u>this college</u> emphasize each of the following? <i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>	College Means	Small Colleges Means	2005 CCSSE Colleges Means
9b: Providing the support you need to help you succeed at this college	2.85 ↓	2.93	2.90
9d: Helping you cope with your non-academic responsibilities (work, family, etc.)	1.87 ↓	1.94	1.88
9f: Providing the financial support you need to afford your education	2.23* ↓	<u>2.48</u>	2.37



Building a Culture of Evidence: Conduct survey. Review engagement results to discover educational strengths and shortcomings.

Support for Learners

Several items in the benchmark driving the score:

Item: How much does <u>this college</u> emphasize each of the following? <i>Students responding "Quite a Bit" or "Very much"</i>	College Frequencies	Small College Frequencies	2005 CCSSE Colleges Frequencies
9b: Providing the support you need to help you succeed at this college	68% ↓	70%	70%
9d: Helping you cope with your non-academic responsibilities (work, family, etc.)	20% ↓	25%	23%
9f: Providing the financial support you need to afford your education	36% ↓	49%	45%

Building a Culture of Evidence: Document the relationship between results and planning and decision-making.

Accreditation Criterion 3: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3c: The organization creates effective learning environments.

Evidence: The organization provides an environment that supports all learners and the diversity they bring.



- 9b Providing the support you need to help you succeed at this college
- 9d Helping you cope with your non-academic responsibilities (work, family, etc.)
- 9f Providing the financial support you need to help you afford your education



Building a Culture of Evidence: Describe improvements initiated.

Action initiated by Bridgemont CTC:

- ✓ Hired Director for Student Services
 - Director to serve as ombudsman
 - Focused on addressing issues related to financial assistance, registration, mentoring, and other student services
- ✓ Affirmed the value of activities to promote student engagement

Evidence for Core Component 3c:
Organization provides environment that supports learners.



Building a Culture of Evidence: Determine timeline and approach to assess impact of change on desired outcomes. Plan next survey administration to assess impact.

Bridgemont CTC administered *CCSSE* in 2008. Item-level results showed the college maintained high levels of student engagement in

- ✓ Active and Collaborative Learning
- ✓ Student-Faculty Interaction

Building a Culture of Evidence: Determine timeline and approach to assess impact of change on desired outcomes. Plan next survey administration to assess impact.

Dramatically increased performance in

✓ **Support for Learners**

Item: How much does <u>this college</u> emphasize each of the following? <i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>	College Mean 2005	College Mean 2008
9b: Providing the support you need to help you succeed at this college	2.85 →	3.03
9d: Helping you cope with your non-academic responsibilities (work, family, etc.)	1.87 →	2.20*
9f: Providing the financial support you need to afford your education	2.23 →	2.33



Building a Culture of Evidence: Determine timeline and approach to assess impact of change on desired outcomes. Plan next survey administration to assess impact.

Dramatically increased performance in

✓ **Support for Learners**

Item: How much does <u>this college</u> emphasize each of the following? <i>Students responding "Quite a Bit" or "Very much"</i>	College Frequencies 2005	College Frequencies 2008
9b: Providing the support you need to help you succeed at this college	68% →	73%
9d: Helping you cope with your non-academic responsibilities (work, family, etc.)	20% →	34%
9f: Providing the financial support you need to afford your education	36% →	40%



Building a Culture of Evidence: Determine timeline and approach to assess impact of change on desired outcomes. Plan next survey administration to assess impact.

Item-level scores drive benchmark scores:

Benchmark	Bridgemont	Comparison Group Statistics		
		Small Colleges	2005 Colleges	
Support for Learners	50.5	Benchmark Score	52.1	50.0
		Score Difference	-1.6	0.5

Benchmark Scores			
	Bridgemont	Small Colleges	2008 CCSSE Cohort
Support for Learners	55.9	51.8	50.0

Bridgemont CTC is on a three-year CCSSE administration cycle. College administered CCSSE for the third time in 2011.



CCSSE as Evidence

- ✓ Used *CCSSE* data to identify areas of focus (Support for Learners)
- ✓ Implemented change (hired Director of Student Services)
- ✓ Used next set of *CCSSE* data to examine impact of implemented change (dramatically increased levels of engagement in focus area)
- ✓ Use of data in Self-Study process
 - Core Component 3c Evidence: Organization provides environment that supports all learners and the diversity they bring.
 - Look at items that map to Core Component 3c**

Evaluator Comments

“The CTC is justifiably proud of the 2005 and 2008 results from the CCSSE (Community College Survey of Student Engagement). The institution analyzes CCSSE results and makes changes based upon this analysis. The survey revealed that student and faculty interaction is a major strength of the institution, with CTC ranking among the highest community colleges in the nation on interaction with instructors outside of class, in both class-related discussions as well as activities other than coursework. Several measurements from 2008 showed significant improvement over the 2005 survey.”

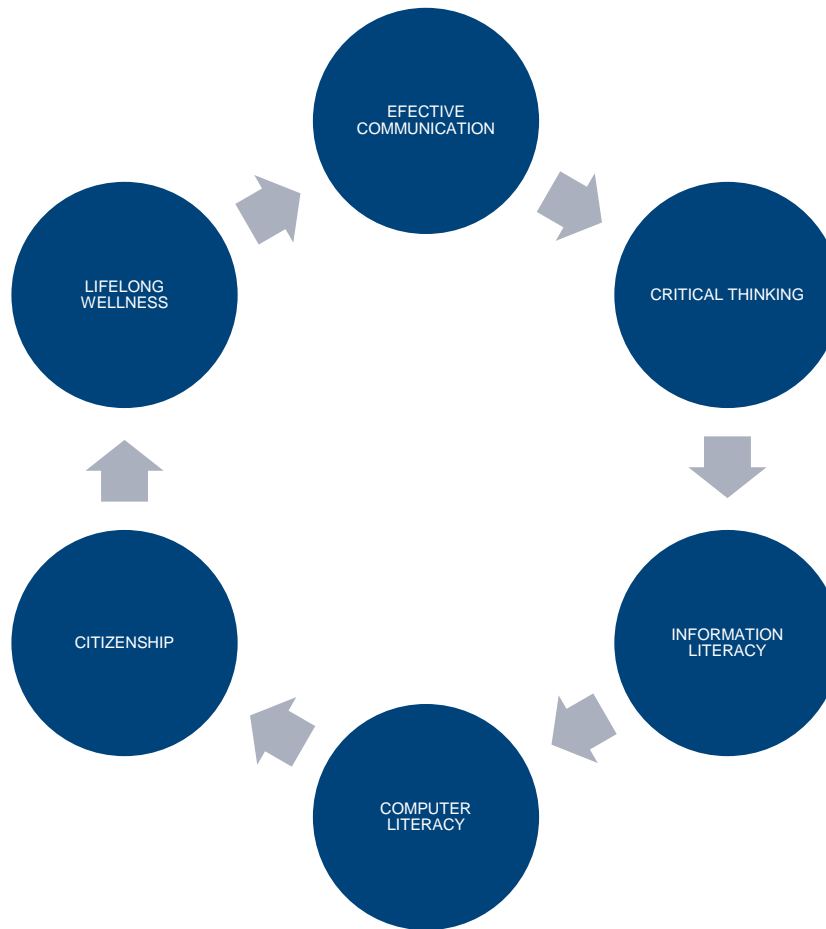


ASSESSING ISLOs: An Encore Presentation

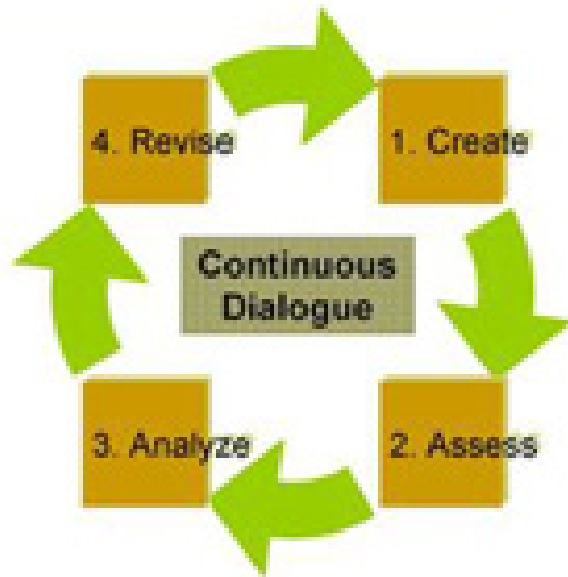
Slides excerpted from presentation by
KAREN WONG, SKYLINE COLLEGE
OCTOBER 13, 2011: STRENGTHENING STUDENT SUCCESS



SIX ISLOs/ GE SLOs



Two Means to Assess



- Indirect Measure:
CCSSE survey every two to three years
- Direct Measure:
assessment of an ISLO by evaluating student work across the disciplines with a common rubric each semester

Indirect Measure: Community College Survey of Student Engagement (CCSSE)

- Survey that assesses institutional practices and student behaviors that are correlated highly with student learning and retention
- Skyline conducted an item analysis, selecting 4-16 statements per ISLO, such as for Critical Thinking:
 - Experience at college contributed to:
 - Solving numerical problems
 - Making judgments about value or soundness of information / arguments / methods
 - Applying theories / concepts to practical problems
 - Using information you have read / heard to perform a new skill

CCSSE Administration

Needed Resources

- \$, which depends on the size of the student population
- Institutional Research Office support:
 - overseeing administration of the survey
 - collection, analysis and presentation of data

Timeframe

- *CCSSE* conducted at Skyline in Spring 2008, with sample of 1,018 valid responses (administered every two years)
- Institutional Research Office converted data into 0 – 100 scales and analyzed in Spring 2009



CCSSE Results

Table 1 - ISLO Scale Score Summaries

ISLO	Mean Score
Citizenship	42.9
Critical Thinking	55.0
Effective Communication	50.3
Information & Computer Literacy	60.7
Lifelong Wellness	54.7

Subsequent *CCSSE* Administration

- Determined to which degree items should be weighed in calculating the means (somewhat/ moderate/ really strong)
 - Example from Lifelong Wellness: Skipped class (somewhat)
- Added statements that directly map to our ISLOs, especially Citizenship
 - During this current school year, how often have you participated in an activity from a culture other than your own? 0/1- 2/ 3-4/ 5+
 - In a typical day, how often do you consult media sources that explore social, economic, and political issues which affect our world? always/ frequently/sometimes/ rarely
 - How often are you willing to listen to and consider points of view that differ from your own? always/ frequently/sometimes/ rarely



Indirect Measure: *CCSSE*

Benefits:

- Data already available if your campus is using it
- Efficient
- Custom scales can be crafted from 91 content items

Caveats:

- Students' self assessment, not actual performance
- Not directly designed to assess ISLOs, nor was it intended to fulfill that function
- \$



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Thank you for joining us!