



The Office of Institutional Research (OIR)

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Using the CCSSE and Institutional Effectiveness

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Each year the OIR administers a number of surveys and I keep hearing the question; “Why so many surveys?” The cause is not TDLS (Total Data Lust Syndrome) but the necessity for colleges to be more accountable to the students, taxpayers, and accrediting agencies. The purpose of this issue is to demonstrate how the data collected from the Community College Survey of Student Engagement (CCSSE) can be used to determine effectiveness (IE). This type of assessment can be used to demonstrate the college’s effectiveness and thereby be accountable to its constituencies.

The model of IE that Brazosport College uses is linear and includes the following: unit goals, objectives (how the goal is to be attained) outcomes, indicators, results, determination of effectiveness (evaluation), recommendations, and planning and budgeting (if appropriate). Let’s assume that we are at the “indicator” stage of IE.

“Active and Collaborative Learning (ACL)” is one dimension or construct that the CCSSE measures. Seven items (4a, b, f, g, h, l, and r) on the survey (copy located on the IR web site) are used to determine an ACL “score”: that is, a Likert scale is used which assigns a 4 to a response of “Very Often,” 3 to “Often,” 2 to “Sometimes,” and 1 for “Never.” For the ACL construct, the maximum score is 28 (7*4) and the minimum is 4 (4*1). However, for this discussion, we will look at participation – combining “Very Often” and “Often” to give a score which is used for analysis. Using the two response categories to determine the score, the maximum is 56 and the minimum is 8. Confusing? The important thing to remember is that the higher the score the more active the student was in ACL.

Included in the ACL construct are the items: “Made a class presentation,” “Worked with students on projects in class,” “Tutored or taught other students,” etc. Research indicates that the more active the participation in these activities the more often student learning outcomes are attained. An analysis of the data shows that the average score for Brazosport College was 48.7. Now how will one interpret the results because a 48.7 compared to the maximum of 56 seems pretty good (in other words 48.7 translates into a grade of 87)? In order to add some integrity to our analysis, comparisons are often used to judge how good or bad a 48.7 is. Two groups are used for comparison – consortium schools and all schools who participated in the survey. The consortium consisted of schools with similar characteristics (such as size and type). Several Texas community colleges, including Alvin Community College were members of our consortium. The consortium average was 49.7 and the average for all participating schools was 50.0, both of which were above the average for Brazosport College. Is there room for improvement or was this above expectations? Further analysis can be done to find out if one of the questions seemed to be the one bringing down the overall average.

Let the fun begin. We now have a benchmark that can be used to help establish objectives for next year. The objective could be “To increase class participation.” A strategy to do this could be adding more in-class group assignments. The outcome would be more active and collaborative learning using the ACL as the indicator with the goal of increasing the average by .5 points. The effectiveness (evaluation) of the strategy would depend on meeting or exceeding that goal.

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What can we do for you?

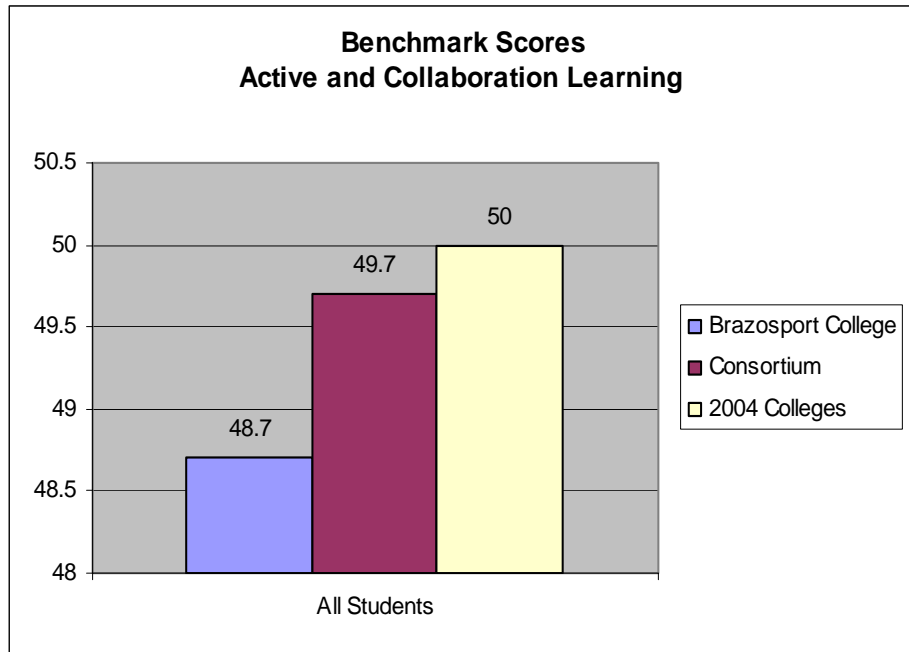
If you need our assistance to help design, construct, administer, or scan a survey or help in the analysis of the data collected by a survey, please feel free to call the OIR for assistance. If you would like to have the OIR produce a specialized study or report, please contact us. The OIR does and can help with writing grant proposals. Presenting the results of analysis to an internal or external group is also something the OIR is more than happy to do.

New! There is now an OIR Request form at www.brazosport.edu/~ir

Got a question that requires an analysis of student data? Call the OIR or visit www.brazosport.edu/~ir

Further analysis of “Active and Collaborative Learning” suggests an interesting phenomenon. If the averages of the two groups composed of part-time and full-time students are compared, differences are seen. Part-time students at Brazosport College have an ACL average of 47.0 (44.5 for consortium schools, 45.9 for all schools) and full-time students have an average of 53.8 (55.4 and 56.1). How would the strategy to improve on the ACL score be modified by having and using this information in conjunction with or in lieu of the averages of all students?

The CCSSE along with the Gulf Coast Standard Student Survey (student satisfaction) have a plethora of data that can be used to determine effectiveness. And, of course, other methods can be used to determine effectiveness with surveys being only one. The results from all surveys are on the IR web site.



The Case for Developmental Education (QEP)

“Effective remediation is a huge bargain. As McCabe (2000) points out, most students who successfully complete the prescribed remedial course sequence become productively employed, 16 percent as professionals, 54 percent in midlevel, white-collar or technical positions, 20 percent as high-skill blue-collar workers. Only 9 percent remain in unskilled or low-skill jobs.”

(From: *Keeping America's Promise*, Education Commission of the States and the League for Innovation, July 2004)

Recommendation:

Dr. Edward Tufte is presenting a one-day course, *Presenting Data and Information* on April 28 and 29 in Dallas. <http://www.edwardtufte.com> has the information. This is an excellent course on presentation methods. Cost is \$320.

Recommended Reading:

A paper that is *apropos* for reading at this time is “Improving Student Attainment in Community Colleges: Institutional Characteristics and Policies” located at the Community College Research Center web site. The section on developmental education is especially interesting. <http://www.tc.columbia.edu/ccrc/public.htm>