



Gator Stats

The Office of Institutional Research (OIR)

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Community College Survey of Student Engagement

Again this year, we will be administering *CCSSE* to randomly chosen classes as we have in the past. The timeline for this year calls for in-class survey administration to take place between February 18 and March 21, 2008. We will receive the institutional report the latter part of July.

Student Satisfaction Inventory

The Office of Institutional Research will again be administering a student satisfaction survey this spring. The *Student Satisfaction Inventory* (SSI) will also be administered at about the same time as the *CCSSE*. This survey will replace the Gulf Coast satisfaction survey that was usually administered. It is a standardized survey and Brazosport College will receive several standardized reports and comparative results similar

to the feedback from the *CCSSE*.

January Board Report

The Board of Regent reports are being updated this year; for instance, the January report looks at the accountability measures that the Texas Higher Education Coordinating Board has decided to include in response to a request from Governor Perry.

The accountability measures are tied to the *Closing the Gaps* initiative that the THECB began in October of 2000. The full report can be found at <http://www.brazosport.edu/~ir/boardreports.html> (look under the December reports). Please take a look at this report at your leisure.

Community College Survey of Student Engagement

The five benchmarks that *CCSSE* measures using 38 survey items in groups, are: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. A score of 50 is the average for all participating students and the standard deviation is 25. For all of the benchmarks, Brazosport College's score was below the average. For most of the benchmarks, the scores have been below the average all four years Brazosport College has administered the survey. Naturally, the question then is, what does the college do to get the scores above the average? Based on best practices and research, the *CCSSE* staff suggests the following strategies:

- Setting high expectations and clear goals
- Focus on the front door
- Elevate developmental education
- Use engaging instructional approaches
- Make engagement inescapable.

A discussion of these strategies can be found in the publication, *Committing to Student Engagement: Reflections on CCSSE's First Five Years*, 2007, University of Texas at Austin, Austin, Texas.

From that publication an example of the first strategy listed above is noteworthy. "Miami Dade College in Florida developed long-term academic planners, which now are available online. Students use the planners to map out their courses so they can see the sequence of classes they need to take. Students can track their progress from term to term, all the way to earning a degree or certificate. The college reports that after students began to use this planning tool, the college's *CCSSE* results showed a substantial drop in the percentage of students who had no intention to re-enroll within 12 months. That figure dropped from 25% in 2004 to 21% in 2007." Four percent doesn't seem like much until you consider how many enroll in the Miami-Dade college system (over 80,000 credit students per year).

Brazosport College is implementing several initiatives that fit into one or more of these suggested strategies: Learning Frameworks course, Mentoring Program, and Online Asynchronous Learning Modules. One of the ATD committees is working on better assessment methodologies so that students can be placed into developmental courses more effectively. Tracking software is being examined to assist the faculty in facilitating the recording and reporting of student attainment of student learning objectives.

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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. Presenting the results of analysis to an internal or external group is also something the OIR is more than happy to do.

The OIR request form is located at www.brazosport.edu/~ir

Got a question that requires an analysis of student data? Submit your request at www.brazosport.edu/~ir

Taking time to administer the CCSSE may seem like a waste, but the data are useful and the results can be used to help make informed decisions so that Brazosport College can help students be more successful.

Student Effort on the CCSSE

One of the benchmarks of the CCSSEE is Student Effort. It is a construct comprised of eight items that comprise students' own behaviors that contribute significantly to their learning and the likelihood that they will attain their educational goals.

Item	BC Mean	Small College Mean
1. Prepared two or more drafts of a paper or assignment before turning it in	2.16	2.48*
2. Worked on a paper or project that required integrating ideas or information from various sources	2.51	2.69
3. Came to class without completing readings or assignments	1.84	1.85
4. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.02	2.06
5. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.56	1.91
6. Frequency: Peer or other tutoring	1.58	1.91*
7. Frequency: Skill labs (writing, math, etc.)	1.73	1.74
8. Frequency: Computer lab	2.21	2.14

*significantly below the mean ($p < .001$)

What the numbers mean: 1: 2.16 is between some and often; 2: 2.51 is between some and often; 3: 1.84 is between never and some; 4: 2.02 is between 1-4 books and 5-10 books; 5: 1.56 is between none and 1-5 hours; 6-8: 1.58 and 1.73 is between don't know and rarely/never and 2.21 is between rarely/never and sometimes.

Overall the student effort does not seem all that great. A conclusion one could make is that improvement is needed. How can we become involved in the spirit of developing a culture of student success? Sure, there are barriers that cause many students to drop out, not do well, stop coming to class, or worse, stop enrolling. Brazosport College students work (about 80% work at least part-time, around 40% full-time), many are parents, many are underprepared for college, many delay starting college, and so on. Over which of these does anyone at Brazosport College have control? Or even any influence? We know that students do not spend much time on campus outside the classroom so how do we encourage more students to use the tutoring services, the LRC, or the library? How do we use the tools we have or obtain the tools we need to encourage students to put more effort into going to college?

Achieving the Dream

Several staff and faculty from Brazosport College will be attending a strategy meeting in Atlanta the second week in February. Those attending will have an opportunity to network with others involved in ATD, comparing notes, gaining new insights, exchanging ideas, and gaining new friendships. Attendees will return with new energy and be re-charged to meet the challenges for another year.

Old dogs can learn new tricks

"Overall, our analysis for Florida community college confirms previous statements that older students are less likely to complete a degree or certificate, but we have shown that this gap **reverses** when math test scores are accounted for. This conclusion is consistent with the idea that old dogs can learn new tricks—after they refresh their math skills." This is cool—you should read the entire report. Calcagno, Juan. *Does age of entrance affect Community College completion probabilities.*, *Educational Evaluation and Policy Analysis*, September 2007, Vol. 29, No. 3, pp. 218-235.