Community College Survey of Student Engagement

Springfield Technical Community College

2017 Key Findings

Table of Contents

Key Findings: A Starting Point 2
Benchmarks of Effective Educational Practice 3
Aspects of Highest Student Engagement 4
Aspects of Lowest Student Engagement 5
2017 CCSSE Special-Focus Items 6
CCFSSE 8
Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2017 Community College Survey of Student Engagement (CCSSE). The report provides college-specific data in an easy-to-share format including benchmark comparisons between the college, top-performing colleges, and the CCSSE cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five CCSSE special-focus items. Select faculty survey data are also highlighted.

Colleges participating in CCSSE 2017 received a refreshed survey instrument. Most of the items on the survey did not change at all, and the majority of those items that were revised underwent only minor adjustments to wording or response categories. Items that were no longer providing relevant data (e.g., outdated technology items) were eliminated, and the updated instrument includes several high-impact practices items that were not previously on the core survey. The refreshed survey also includes items about library and active military/veteran services, as well as new demographic items about active military/veteran and college athlete status.

This year, reporting will be based on a one-year cohort; 2018 reporting will use a two-year cohort and 2019 reporting will use a three-year cohort of participating colleges in survey analyses.

Academic Advising and Planning

In each annual administration, the Center for Community College Student Engagement has included special-focus items on CCSSE to allow participating colleges and national researchers to delve more deeply into student experiences and areas of institutional performance of greatest interest to the field. Five items designed to elicit information about Academic Advising & Planning among community college students were added to the 2017 CCSSE administration. The results of these findings are on pages 6–7 of this report.

Benchmark Overview by Enrollment Status

Figure 1 below represents your institution’s CCSSE benchmark scores by student enrollment status.
The CCSSE benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students’ college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy “Responsible Uses of CCSSE and SENSE Data,” available at www.cccse.org.

The current one-year cohort for the refreshed CCSSE is referred to as the 2017 CCSSE Cohort throughout all reports.

### Benchmarks of Effective Educational Practice

#### CCSSE Benchmarks

**Active and Collaborative Learning**

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

**Student Effort**

Students’ own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

**Academic Challenge**

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

**Student-Faculty Interaction**

In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

**Support for Learners**

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

For further information about CCSSE benchmarks, please visit www.cccse.org.

*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark. Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit www.cccse.org.*
Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding CCSSE data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks on which the college scored highest and the five items on which the college scored lowest relative to the 2017 CCSSE Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2017 CCSSE Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college’s goals; thus, it is important to review all institutional reports on the CCSSE online reporting system at www.cccse.org.

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2017 CCSSE Cohort. For instance, 41.1% of Springfield Technical Community College students, compared with 33.5% of other students in the cohort, responded often or very often on item 4l. It is important to note that some colleges’ highest mean scores might be lower than the cohort mean.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Item Number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Faculty Interaction</td>
<td>4m</td>
<td>Discussed ideas from your readings or classes with instructors outside of class</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>6a</td>
<td>Number of assigned textbooks, manuals, books, or packets of course readings</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>6c</td>
<td>Number of written papers or reports of any length</td>
</tr>
<tr>
<td>Support For Learners</td>
<td>12.1a</td>
<td>Academic advising / planning</td>
</tr>
</tbody>
</table>

Notes:
For Item(s) 4 (except 4e), often and very often responses are combined.
For Item(s) 6, 5–10, 11–20, and more than 20 responses are combined.
For Item(s) 12.1a and 12.1b, 2–4 times and 5 or more times responses are combined.
Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2017 CCSSE Cohort. For instance, 39.2% of Springfield Technical Community College students, compared with 52.3% of other students in the cohort, responded often or very often on item 4f. It is important to note that some colleges’ lowest mean scores might be higher than the cohort mean.

Table 2

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Item Number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support For Learners</td>
<td>12.1b</td>
<td>Career counseling</td>
</tr>
<tr>
<td>Student Effort</td>
<td>12.1d</td>
<td>Peer or other tutoring</td>
</tr>
<tr>
<td>Student Effort</td>
<td>12.1e</td>
<td>Skill labs (writing, math, etc.)</td>
</tr>
<tr>
<td>Student Effort</td>
<td>12.1h</td>
<td>Computer lab</td>
</tr>
</tbody>
</table>

Notes:

For Item(s) 4 (except 4e), often and very often responses are combined.

For Item(s) 12.1a and 12.1b, 2–4 times and 5 or more times responses are combined.
2017 CCSSE Special-Focus Items

The Center adds special-focus items to CCSSE each year to augment the core survey, helping participating colleges and the field at large to further explore fundamental areas of student engagement. The 2017 special-focus items elicit new information about students’ experiences associated with academic advising and planning such as whether students were required to meet with an advisor before registering for classes, how many times they met with an advisor over the course of one academic term, and whether they met with the same person each time. Frequency results from the first five special-focus items for your college and the 2017 CCSSE Academic Advising and Planning item-set respondents are displayed across pages 6 and 7.

Figure 5: Since your first academic term at this college, have you met (in person or online) with an academic advisor before registering for classes each term?

![Graph showing percentage of students meeting with an academic advisor]

- Yes, before every academic term: 66.5%
- Yes, before some academic terms, but not all: 19.1%
- No: 14.3%

Springfield Technical Community College (N=602)  
2017 Cohort (N=167,405)

Figure 6: Prior to registering for classes before this academic term at this college, were you required to meet (in person or online) with an academic advisor?

![Graph showing percentage of students required to meet with an academic advisor]

- Yes: 69.6%
- No: 30.4%

Springfield Technical Community College (N=586)  
2017 Cohort (N=163,697)
Figure 7: During this academic term at this college, how many times have you met (in person or online) with an academic advisor?

![Bar chart showing the percentage of students who met with an academic advisor none, once, twice, or more than twice.]

- **Springfield Technical Community College (N=602)**
  - None: 21.6%
  - Once: 26.0%
  - Twice: 30.5%
  - More than twice: 28.8%

- **2017 Cohort (N=166,878)**
  - None: 20.3%
  - Once: 22.2%
  - Twice: 27.6%
  - More than twice: 23.1%

Figure 8: During this academic term at this college, if you have met (in person or online) with an academic advisor more than once, did you meet with the same academic advisor each time?

![Bar chart showing the percentage of students who met with the same advisor each time, met with different advisors, or have only met with an advisor once.]

- **Springfield Technical Community College (N=599)**
  - Yes: 36.9%
  - No: 32.2%
  - I have only met with an academic advisor once this term: 31.1%
  - I have not met with an academic advisor during this term: 29.2%

- **2017 Cohort (N=166,762)**
  - Yes: 19.0%
  - No: 19.8%
  - I have only met with an academic advisor once this term: 12.9%
  - I have not met with an academic advisor during this term: 18.8%

Figure 9: During your most recent meeting (in person or online) with an academic advisor during this academic term at this college, he or she discussed when your next advising session should be.

![Bar chart showing the percentage of students who discussed their next advising session, did not discuss it, or have not met with an advisor during this term.]

- **Springfield Technical Community College (N=591)**
  - Yes: 40.7%
  - No: 26.7%
  - I have not met with an academic advisor during this term: 13.4%

- **2017 Cohort (N=164,760)**
  - Yes: 52.9%
  - No: 20.4%
The Community College Faculty Survey of Student Engagement (CCFSSE), designed as a companion survey to CCSSE, elicits information from faculty about their perceptions regarding students’ educational experiences, their teaching practices, and the ways they spend their professional time—both in and out of the classroom. CCFSSE data suggest that at most colleges, part-time faculty outnumber full-time faculty, and are also less likely to serve as academic advisors for students. Below you will find frequency results for part- and full-time faculty at your college describing whether advising is part of the teaching role and how many hours faculty spend in a typical week advising students. CCFSSE cohort respondent data are provided.

Figure 10: About how many hours do you spend in a typical 7-day week advising students?

<table>
<thead>
<tr>
<th>Response</th>
<th>Part-Time N</th>
<th>Part-Time Percentage</th>
<th>Full-Time N</th>
<th>Full-Time Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1169</td>
<td>32.8%</td>
<td>622</td>
<td>11.2%</td>
</tr>
<tr>
<td>1–4</td>
<td>2052</td>
<td>57.5%</td>
<td>3432</td>
<td>61.9%</td>
</tr>
<tr>
<td>5–8</td>
<td>230</td>
<td>6.4%</td>
<td>953</td>
<td>17.2%</td>
</tr>
<tr>
<td>9–12</td>
<td>63</td>
<td>1.8%</td>
<td>295</td>
<td>5.3%</td>
</tr>
<tr>
<td>13–16</td>
<td>18</td>
<td>0.5%</td>
<td>104</td>
<td>1.9%</td>
</tr>
<tr>
<td>17–20</td>
<td>9</td>
<td>0.3%</td>
<td>63</td>
<td>1.1%</td>
</tr>
<tr>
<td>21–30</td>
<td>9</td>
<td>0.3%</td>
<td>37</td>
<td>0.7%</td>
</tr>
<tr>
<td>More than 30</td>
<td>16</td>
<td>0.4%</td>
<td>40</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

Figure 11: During the current academic year, which of the following are part of your teaching role at this college? (Mark all that apply)

Part-Time (N= 1850)

- Academic Advising: 23.4%
- Not marked: 76.6%

Full-Time (N= 5065)

- Academic Advising: 35.7%
- Not marked: 64.3%