

# Community College Survey of Student Engagement

Okanagan College

**2013 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
2013 <i>CCSSE</i> Special-Focus Items	6
<i>CCFSSE</i>	8

## Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2013 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 of the *CCSSE* special-focus items on promising educational practices. Select faculty survey data are also highlighted.



In each annual administration, *CCSSE* has included special-focus items to allow participating colleges and national researchers to delve more deeply into areas of student experience and institutional performance of great interest to the field. The 2013 special-focus items are part of an ongoing national research project focused on community college students' participation in a defined collection of promising practices for which there is emerging evidence of effectiveness in strengthening student learning, persistence, and attainment. This work will link data from the *CCSSE* special-focus items; related items on the faculty survey (*CCFSSE*), which explore the extent of faculty members' use of the identified promising practices in their teaching; and institutional data collected from the Community College Institutional Survey (*CCIS*) that address questions about how these promising practices are implemented across varied institutions.

This data collection will provide empirical confirmation of promising educational practices in community colleges, quantification of the extent to which those practices are part of the current experience of our students, and information about whether participation in these types of practices varies across subgroups of students. Ongoing data analysis will provide new evidence of how student participation in these practices is related to overall student engagement, academic progress, and college completion.

Figure 1 below represents your institution's *CCSSE* benchmark scores by students' enrollment status.

Figure 1



 Less than full-time students  
 Full-time students



# 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 (excluding those for which means are not calculated) on which the college scored highest and the five items on which the college scored lowest relative to the 2013 *CCSSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the the 2013 *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.ccsse.org](http://www.ccsse.org).

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2013 *CCSSE* Cohort. For instance, 41.2% of Okanagan College students, compared with 31.1% of other students in the cohort, responded *often* or *very often* on item 4b. It is important to note that some colleges’ highest scores might be lower than the cohort mean.

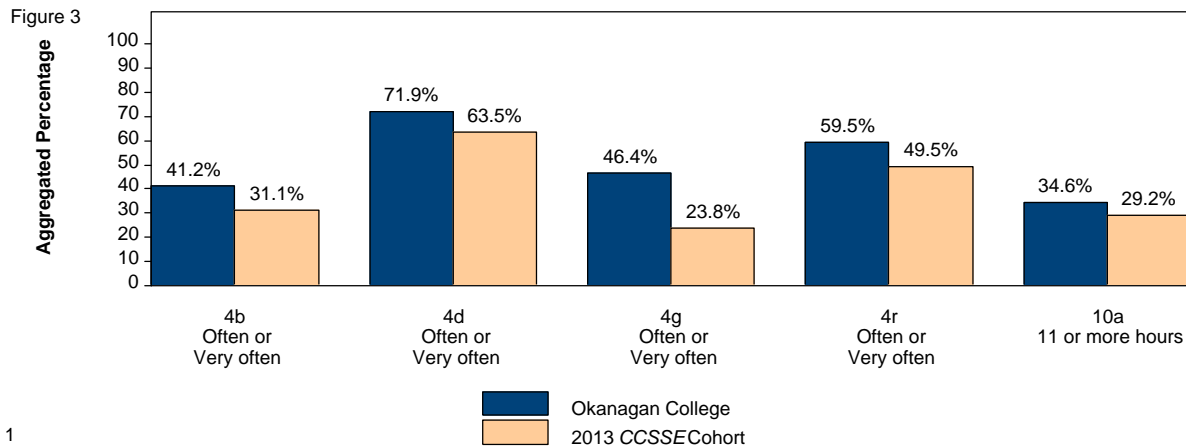


Table 1

Benchmark	Item Number	Item
Active and Collaborative Learning	4b	Made a class presentation
Student Effort	4d	Worked on a paper or project that required integrating ideas or information from various sources
Active and Collaborative Learning	4g	Worked with classmates outside of class to prepare class assignments
Active and Collaborative Learning	4r	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

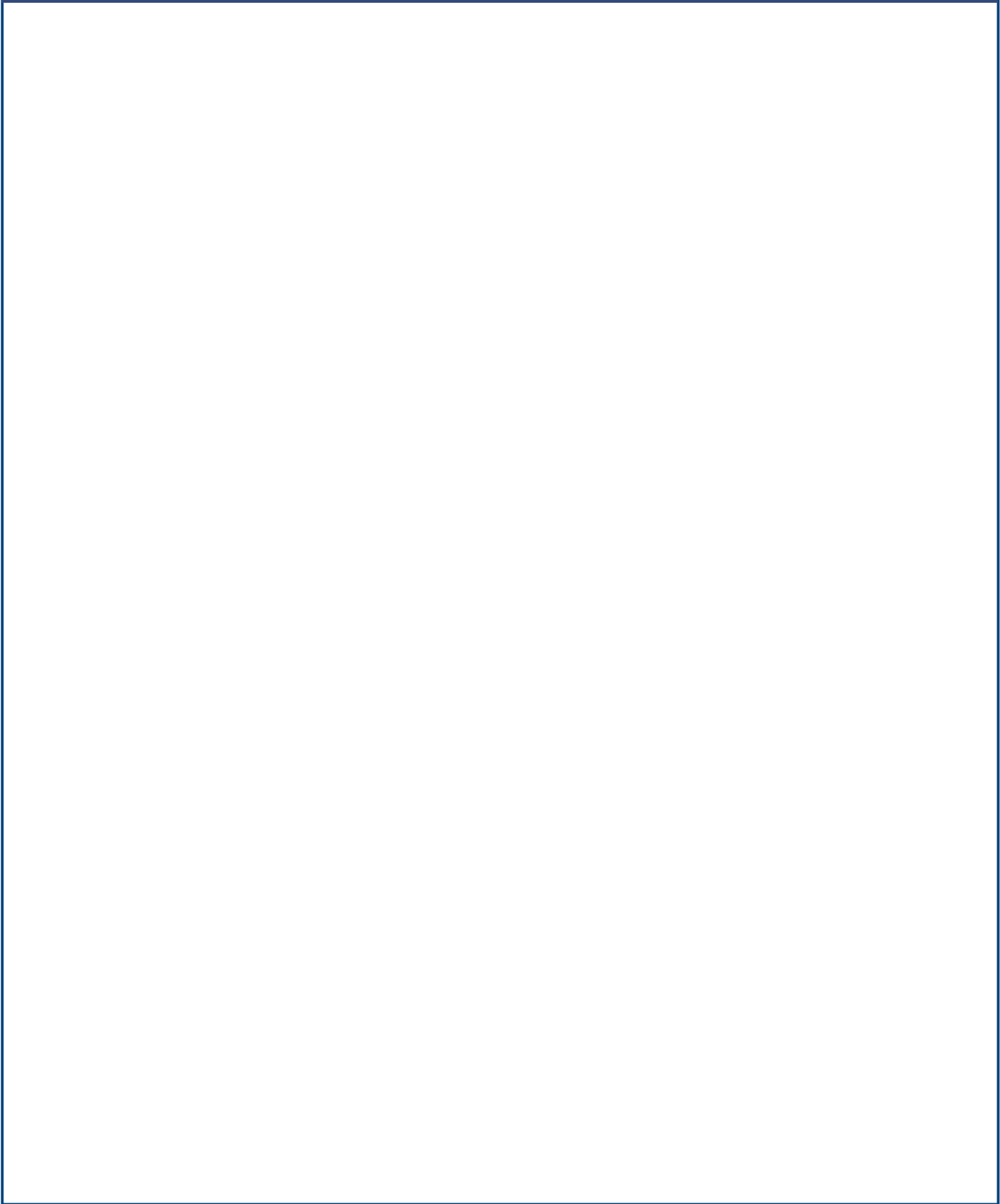
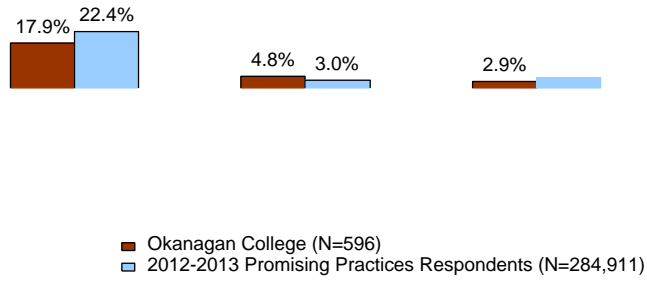




Figure 7: During my first term at this college, I participated in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience").



# CCFSSE

The Community College Faculty Survey of Student Engagement (CCFSSE) results displayed below reveal the proportion of full- and part-time faculty members that are involved in teaching or facilitating organized learning communities• (two or more courses that a group of students take together), structured experiences for new students (sometimes called a freshman seminar• or first-year experience•), and student success courses (such as a student development, extended orientation, study skills, student life skills, or college success courses). Additionally, these results can be viewed alongside the corresponding CCSSE special-focus item results featured on page 7 to reveal a more complete picture of how students and faculty are participating in the same promising practices. For colleges that did not administer CCFSSE, cohort respondent data are provided.

Figure 10: During the current academic year at this college, have you been involved in teaching or facilitating a(n)

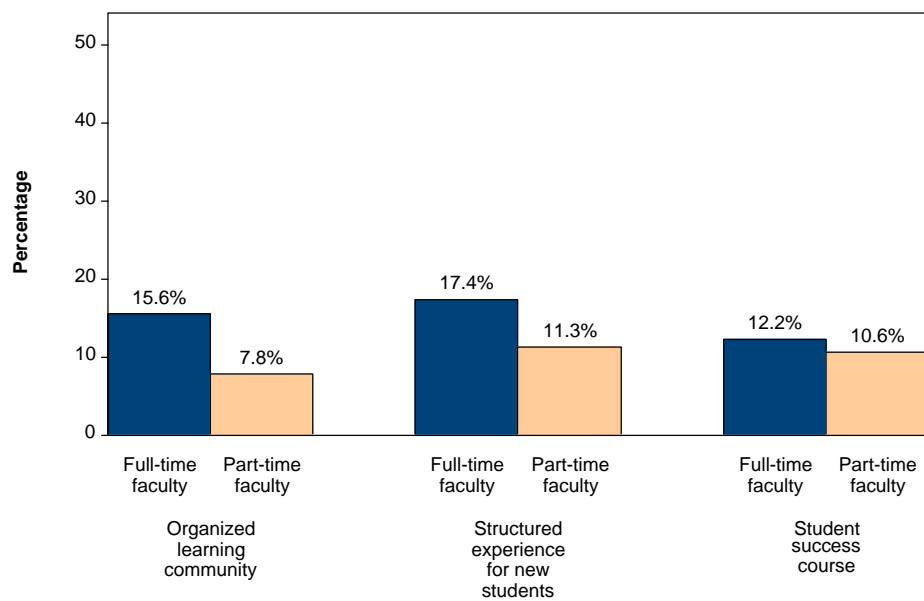


Table 3

Response	Organized learning community		Structured experience for new students		Student success course	
	Full-time faculty (N)	Part-time faculty (N)	Full-time faculty (N)	Part-time faculty (N)	Full-time faculty (N)	Part-time faculty (N)
Did teach or facilitate	2,873	1,447	3,211	2,085	2,253	1,966
Did not teach or facilitate	15,551	17,025	15,213	16,387	16,171	16,506
Total	18,424	18,472	18,424	18,472	18,424	18,472