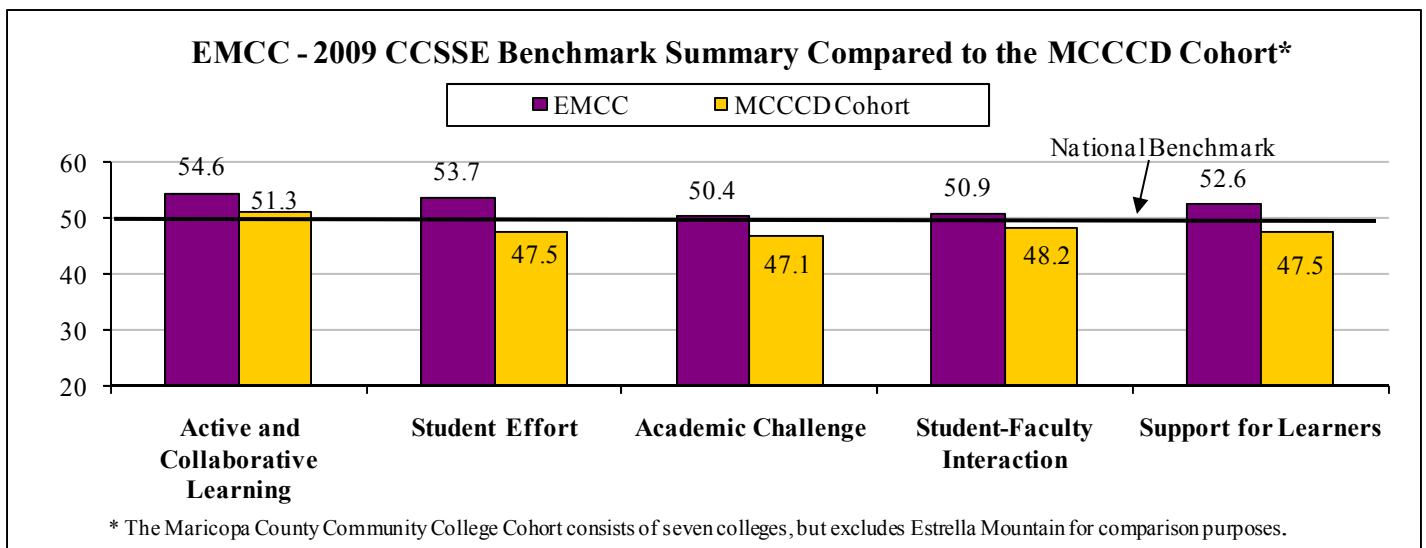**ESTRELLA MOUNTAIN**
COMMUNITY COLLEGE

Background

The Community College Survey of Student Engagement (CCSSE) assesses the extent to which students are engaged in good educational practices at community and technical colleges. Student engagement is considered to be the amount of time and energy that students invest in meaningful educational practices. The CCSSE instrument was adapted from the National Survey of Student Engagement (NSSE), with permission from Indiana University. The NSSE was developed in 1999 for use in four-year colleges and universities. The national CCSSE effort is coordinated through the Community College Leadership Program at the University of Texas at Austin. Estrella Mountain has participated in the survey during spring 2004, 2006, and 2009. Surveys were sent to 51 instructors representing 58 randomly selected course sections for spring 2009 distribution. Overall, students from 45 course sections participated in the survey, representing 611 valid surveys.

The primary purpose of CCSSE is to improve the teaching and learning environment so that students can be more successful. Estrella Mountain has adopted CCSSE as a key institutional effectiveness measure for student success and has integrated the CCSSE results into its strategic planning process and the Learning College initiative. Detailed CCSSE data are reviewed and used throughout the year by the Estella Mountain Strategic Planning Implementation Teams. CCSSE data are also widely shared though college newsletters, the Web site, and employee meetings.

In the past Estrella Mountain has participated in the Community College Faculty Survey of Student Engagement (CCFSSE), designed as a companion to the CCSSE report, which elicits information from faculty about their teaching practices. The college has also participated in a consortium of Hispanic Serving Institutions where members shared in the development of additional questions specific to the concerns of this particular student population. Most recently, the Maricopa County Community College District (MCCCD) has adopted CCSSE on a wide scale and Estrella Mountain is now part of the District consortium.

Results

Below is a chart that shows spring 2009 CCSSE standardized mean results for Estrella Mountain in the five Benchmark Categories. CCSSE uses a three-year cohort of colleges that participated in 2007 through 2009 to increase the reliability of the comparative results. Overall Estrella Mountain students reported higher benchmark level scores in all five of the categories of engagement compared to the national standardized mean of all colleges, and the Maricopa Community College cohort.

EMCC - 2009 CCSSE Benchmark Summary Compared to the MCCCD Cohort*

Legend: ■ EMCC ■ MCCCD Cohort

Category	EMCC	MCCCD Cohort
Active and Collaborative Learning	54.6	51.3
Student Effort	53.7	47.5
Academic Challenge	50.4	47.1
Student-Faculty Interaction	50.9	48.2
Support for Learners	52.6	47.5

National Benchmark

* The Maricopa County Community College Cohort consists of seven colleges, but excludes Estrella Mountain for comparison purposes.

How benchmarks are defined and how we compare on individual items?

This section of the summary report includes a brief description of the five benchmark areas. Also included are: specific questions included in the benchmark, actual mean scores for each question compared to the mean for medium size colleges (4,500 – 7,999 fall enrollments), and mean scores for the most recent administration by a cohort of seven MCCCD colleges. Estrella Mountain is removed from the MCCCD cohort for comparison purposes. CCSSE data analysis determined an effect size greater than 0.20 as an indication whether a statistical difference level existed in mean scores. A directional arrow indicates whether Estrella Mountain was statistically higher or lower than the national and/or MCCD mean. Estrella Mountain scored statistically higher than the national mean and/or MCCCD cohort on several individual items, but did not score statistically lower on any items.

Active and Collaborative Learning – Through collaboration with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they may encounter in the workplace, community, and their personal lives.

Active & Collaborative Learning		2006 Mean	2009 Mean	Medium Colleges Mean	MCCD Mean	Statistical Differences	
All Students						Medium Colleges	MCCCD
4a.	Asked Questions in class or contributed to class discussion	2.94	2.81	2.92	2.89		
4b.	Made class presentation	1.95	2.16	2.04	2.04		
4f.	Worked with other students on projects during class	2.29	2.81	1.86	2.62	↑	↑
4g.	Worked with classmates outside of class to prepare class assignments	1.62	2.08	1.86	1.89	↑	↑
4h.	Tutored or taught other students (paid or voluntary)	1.31	1.41	1.36	1.36		
4j.	Participated in a community-based project as a part of a regular course	1.31	1.32	1.31	1.34		
4r.	Discussed ideas from your readings or classes with others outside of class (students, family, members, co-workers, etc)	2.58	2.57	2.56	2.51		

Student Effort – Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

Student Effort						Statistical Differences	
	All Students	2006 Mean	2009 Mean	Medium Colleges Mean	MCCD Mean	Medium Colleges	MCCCD
4c.	Prepared two or more drafts of a paper or assignment before turning it in +	2.37	2.49	2.47	2.33		
4d.	Worked on a paper or project that required integrating ideas or information from various sources	2.78	2.77	2.72	2.61		
4e.	Come to class without completing readings or assignments (reverse coded)	1.93	1.81	1.85	1.88		
13.d1	Used peer or other tutoring	1.38	1.61	1.45	1.50	↑	
13.e1	Used skill labs	1.52	1.73	1.69	1.64		
13.h1	Used a computer lab	2.04	2.19	2.09	1.96		↑
6b.	How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment	2.04	2.15	2.09	2.08		
10a.	How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing or other activities related to your program)	1.78	1.94	1.93	1.82		

Academic Challenge – The nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance contribute to challenging intellectual and creative work and is central to student learning and collegiate quality.

Academic Challenge						Statistical Differences	
	All Students	2006 Mean	2009 Mean	Medium Colleges Mean	MCCD Mean	Medium Colleges	MCCCD
4p.	Worked harder than you thought you could to meet an instructor's standards or expectations	2.54	2.56	2.54	2.45		
5b.	Analyzing the basic elements of an idea, experience, or theory	2.87	2.81	2.85	2.84		
5c.	Synthesizing and organizing ideas, information, or experiences in new ways	2.71	2.76	2.72	2.72		
5d.	Making judgments about the value or soundness of information, arguments, or methods	2.51	2.52	2.56	2.49		
5e.	Applying theories or concepts to practical problems or in new situations	2.62	2.66	2.65	2.63		
5f.	Using information you have read or heard to perform a new skill	2.73	2.79	2.76	2.75		
6a.	How many assigned textbooks, manuals, books, or book-length packs of course readings did you read	2.79	2.89	2.85	2.66		↑
6c.	How many papers or reports of any length did you write	2.76	2.73	2.82	2.54		
7.	To what extent have your examinations challenged you to do your best work	4.98	5.07	5.01	4.9		
9a.	Encouraging you to spend significant amounts of time studying	2.94	3.02	2.96	2.83		↑

Student-Faculty Interaction - 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. Personal interaction with faculty members strengthens students' connections to the college and helps students focus on their academic progress.

	Student Faculty Interaction All Students	2006 Mean	2009 Mean	Medium Colleges Mean	MCCD Mean	Statistical Differences	
						Medium Colleges	MCCCD
4k.	Used email to communicate with an instructor	2.55	2.80	2.61	2.54	↑	↑
4l.	Discussed grades or assignments with an instructor	2.49	2.53	2.52	2.43		
4m.	Talked about career plans with an instructor or advisor	1.85	2.01	2.03	1.94		
4n.	Discussed ideas from your readings or classes with instructors outside of class	1.58	1.68	1.73	1.65		
4o.	Received prompt feedback (written or oral) from instructors on your performance	2.73	2.64	2.66	2.66		
4q.	Worked with instructors on activities other than coursework	1.32	1.42	1.40	1.38		

Support for Learners - Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Services targeted to assist students with academic and career planning and academic skill development affect both learning and retention.

	Support for Learners All Students	2006 Mean	2009 Mean	Medium Colleges Mean	MCCD Mean	Statistical Differences	
						Medium Colleges	MCCCD
9b.	Providing the support you need to help you succeed at this college	2.99	3.06	2.97	2.9		
9c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.37	2.74	2.49	2.44	↑	↑
9d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	1.82	2.01	1.93	1.87		
9e.	Providing the support you need to thrive socially	1.98	2.23	2.13	2.02	↑	↑
9f.	Providing the financial support you need to afford your education	2.28	2.35	2.43	2.16		
13a1.	Used academic advising/ planning services	1.63	1.77	1.75	2.17		
13b1.	Used career counseling services	1.29	1.46	1.42	2.02		

A summary of the college results is posted on the national CCSSE web site that can be found at: http://www.ccsse.org.