

We will start in a few moments



Incorporating the Student Voice

Linda L. García, Ph.D.
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Mike Bohlig, Ph.D.
Associate Director of Research, CCCSE

Emilio Delboy
Survey Operations Coordinator

Test Jamboard

Test Jamboard

Test Jamboard

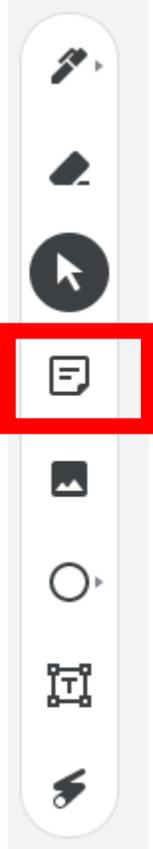
What is your favorite series or show that you are watching? (Netflix, Hulu, disney+ PBS, Public TV, etc.)



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Sticky note

✓ ● ● ● ● ✎

Cancel Save

The image shows a screenshot of the 'Test Jamboard' application. On the left side, there is a vertical toolbar with several icons: a pencil, an eraser, a hand cursor, a sticky note icon (highlighted with a red box), a photo icon, a circle icon, a text box icon, and a zoom icon. The main area of the application has a dark blue background. At the top left of this area, the text 'Test Jamboard' is displayed in white, followed by a prompt: 'What is your favorite series or show that you are watching? (Netflix, Hulu, disney+ PBS, Public TV, etc.)'. In the center of the screen, a white dialog box titled 'Sticky note' is open. The dialog box has a yellow background for the text area and a white footer containing 'Cancel' and 'Save' buttons. The title bar of the dialog box includes a checkmark icon, four colored circles (green, cyan, pink, orange), and an eraser icon.

Test Jamboard

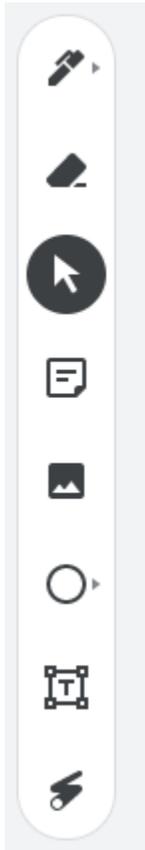
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✓ ● ● ● ● ✖

Cancel Save



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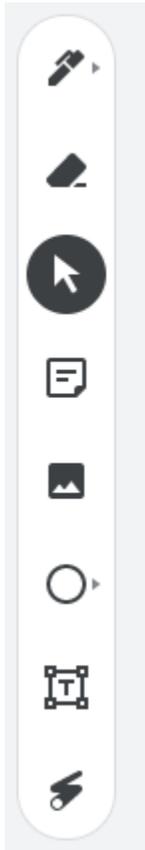
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What is your favorite series or show that you are watching? (Netflix, Hulu, disney+ PBS, Public TV, etc.)

Sticky note

Bridgerton

Cancel Save



Test Jamboard

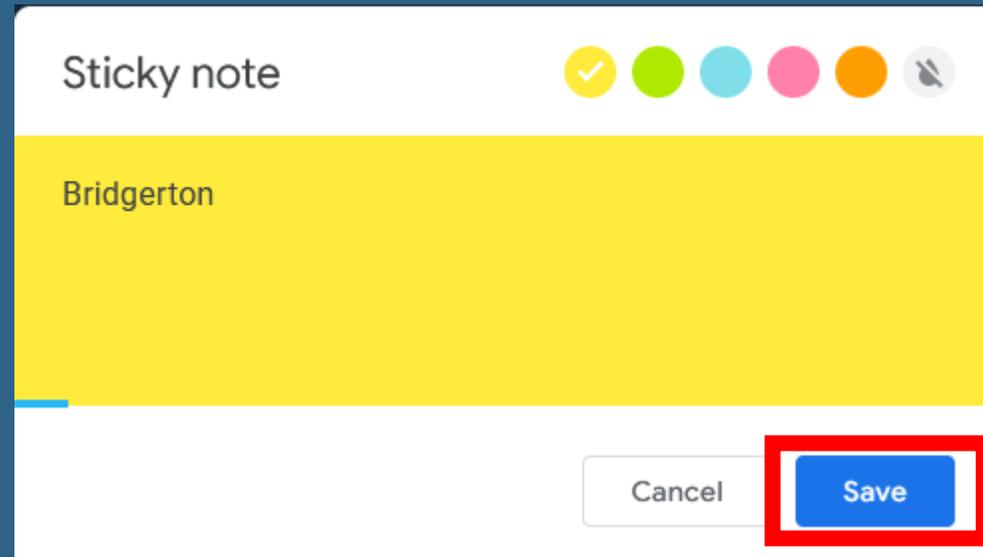
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Bridgerton

Cancel Save

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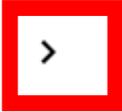
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Test Jamboard

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Bridgerton



Question 1

What has been done at your college to incorporate the student voice?

Question 2

What are some of the challenges at your college to incorporate the student voice?

Purpose

“Train the Trainer”

To guide you to have conversations about the CCSSE data



cccse.org/20years



BY THE NUMBERS

Since 2001, CCCSE's commitment has remained the same: to deliver "aha" moments about the community college student experience based on insights that matter.



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CCSSE Community College Survey of Student Engagement
2001-Present

Over
2.8M+
Student Survey Respondents 

Over
950
Colleges 

50 
States + DC
Canada
Bermuda
Micronesia
Guam
Marshall Islands
Northern Mariana Islands

CCFSSE Community College Faculty Survey of Student Engagement
2005-Present

Over
165,000
Faculty Survey Respondents 

Nearly
600
Colleges 

48 
States
Bermuda
Micronesia
Guam
Marshall Islands
Northern Mariana Islands

SENSE Survey of Entering Student Engagement
2008-Present

Over
500,000
Entering Student Survey Respondents 

Over
500
Colleges 

47 
States + DC
Canada
Micronesia
Marshall Islands
Northern Mariana Islands

Participation Pattern

Go to

www.ccsse.org

Why **CCSSE**?



The Community College Survey of Student Engagement (**CCSSE**) is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students.

Administered during the spring to mostly returning students, **CCSSE** asks about institutional practices and student



Registration Now Open for **CCSSE 2023**

[Registration](#) for the 2023 Community College Survey of Student Engagement (**CCSSE**) is currently underway. **CCSSE** results help institutions focus on good educational practice and identify areas in which they can improve their programs and services for entering students.

All **CCSSE 2023** participating colleges will receive five special-focus items, and all colleges not administering a standard or custom additional item set of their own choosing will receive a 15-item set on Mental Health and Well-Being (coming soon) free of charge.

For more information, please contact info@cccse.org.

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About the Community College Survey of Student Engagement (CCSSE)

A Sharpened Focus on Learning

Community colleges have long distinguished themselves through their efforts to put students first and their emphasis on teaching and learning. Innovations in curriculum, teaching strategies, and support services for students are hallmarks of these institutions. Yet while community colleges often pioneer new strategies, they don't have sufficient access to tools that help them assess their initiatives and measure their progress toward key goals.

[Overview](#)

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Member Colleges

[Alphabetical Listing](#) | [State list](#)

[2023](#) | [2022](#) | [2021](#) | [2020](#) | [2019](#) | [2018](#) | [2017](#) | [2016](#) | [2015](#) | [2014](#) | [2013](#) | [2012](#) | [2011](#) | [2010](#) | [2009](#) | [2008](#) | [2007](#) | [2006](#) | [2005](#) | [2004](#) | [2003](#) | [2002](#) | [2001](#) | [All Years](#)

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Scroll Down
Until you find “OH”

OH

Belmont College	(2006, 2009, 2012, 2019)
Central Ohio Technical College	(2011, 2014, 2018)
Cincinnati State Technical and Community College	(2013)
Clark State College	(2009, 2013, 2017, 2021)
Columbus State Community College	(2010, 2013, 2015, 2017)
Cuyahoga Community College - District	(2002, 2003, 2004, 2005, 2006, 2008, 2010, 2012, 2022)
Cuyahoga Community College - Eastern	(2011, 2013, 2016, 2018)
Cuyahoga Community College - Metropolitan	(2011, 2013, 2016, 2018)
Cuyahoga Community College - Western Campus	(2011, 2013, 2016, 2018)
Cuyahoga Community College - WestShore	(2011, 2013, 2016, 2018)
Eastern Gateway Community College	(2006, 2009, 2012, 2017, 2018, 2022)
Edison State Community College	(2005, 2007, 2009, 2011, 2015)
Hocking College	(2001, 2010, 2014)
Lakeland Community College	(2008, 2011, 2014, 2017)
Lorain County Community College	(2004, 2006, 2009, 2011, 2014, 2017, 2021)
Marion Technical College	(2009, 2011, 2013, 2015)
North Central State College	(2006, 2008, 2011, 2014, 2017)
Northwest State Community College	(2010, 2011, 2015, 2018, 2021, 2022)
Owens Community College	(2009, 2012)
Rhodes State College	(2004, 2007, 2012, 2015, 2021)
Rio Grande Community College	(2010, 2011, 2012)
Sinclair Community College	(2001, 2002, 2003, 2004, 2005, 2006, 2007, 2010, 2011, 2012, 2016, 2019, 2021)
Southern State Community College	(2009, 2011, 2013, 2016, 2018)
Stark State College	(2005, 2008, 2011, 2014, 2017, 2021)
Terra State Community College	(2009, 2010, 2011, 2012, 2013, 2016, 2019, 2022)
University of Akron Wayne College	(2009, 2012, 2015)
University of Cincinnati Blue Ash College	(2008, 2010, 2013, 2017)
University of Cincinnati Clermont College	(2004, 2006, 2008, 2015, 2018)
Washington State Community College	(2007, 2009, 2011, 2013, 2015, 2017, 2019)
Zane State College	(2003, 2004, 2005, 2011, 2012, 2013, 2014, 2017, 2019)

How to Prepare for the Administration

How to Access the CCSSE Data

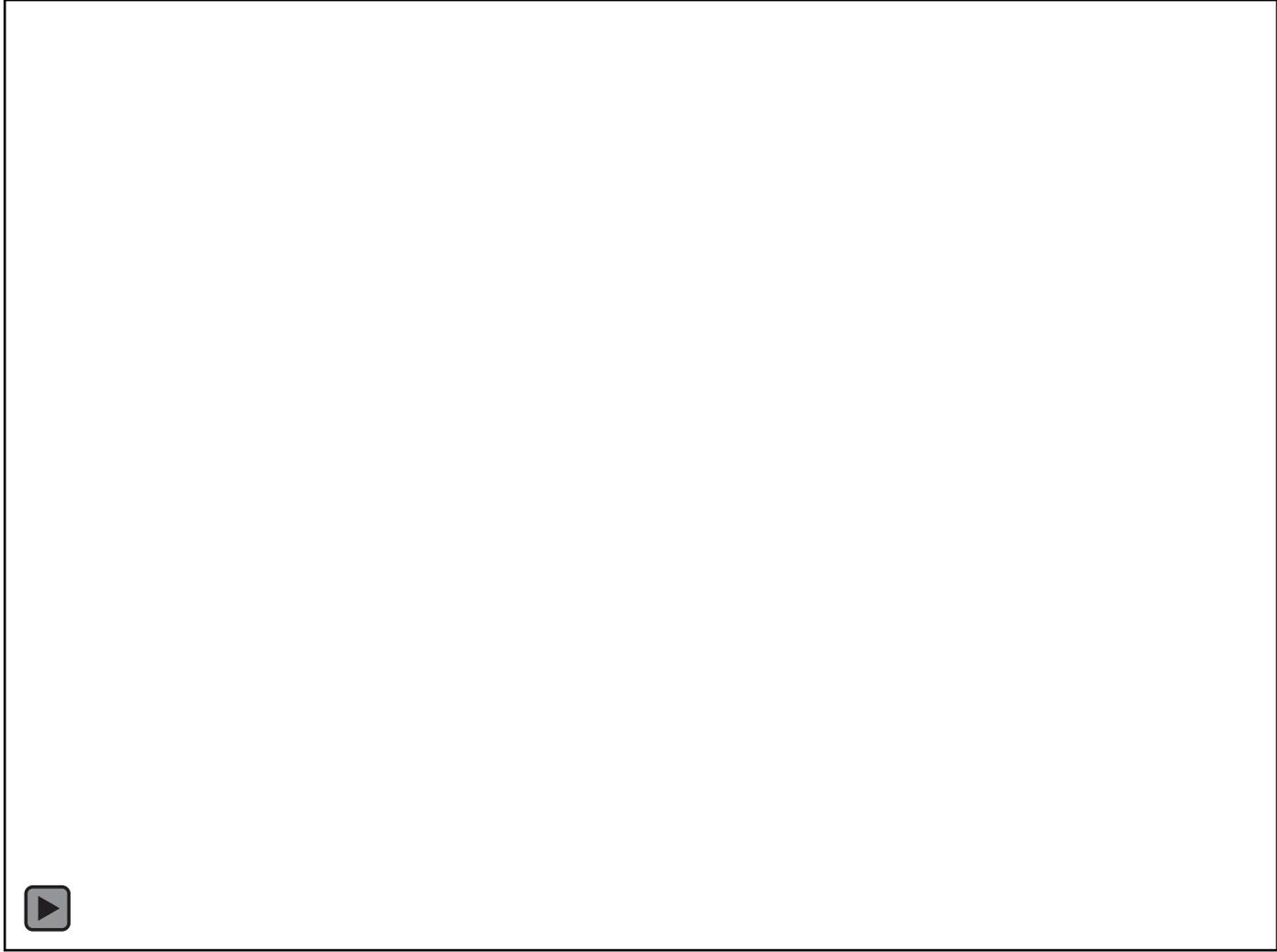
Tools to Start the Conversations About the Data

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Starting with the WHY

Think about the emotions
students feel when they start
their educational journey







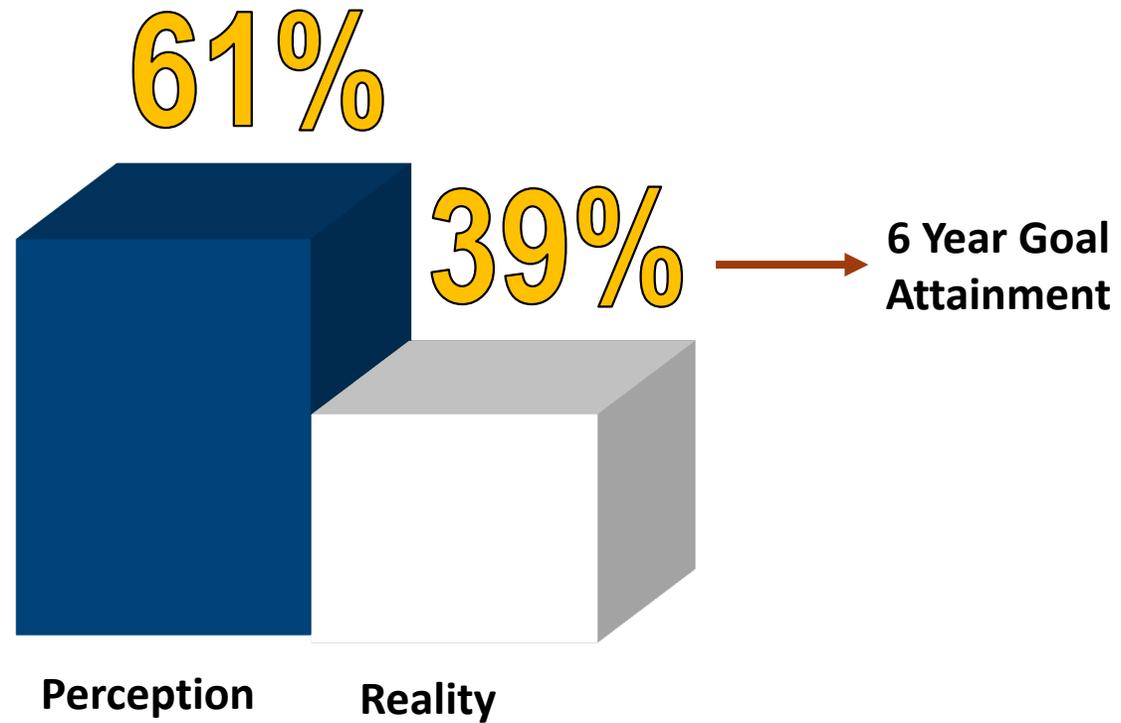


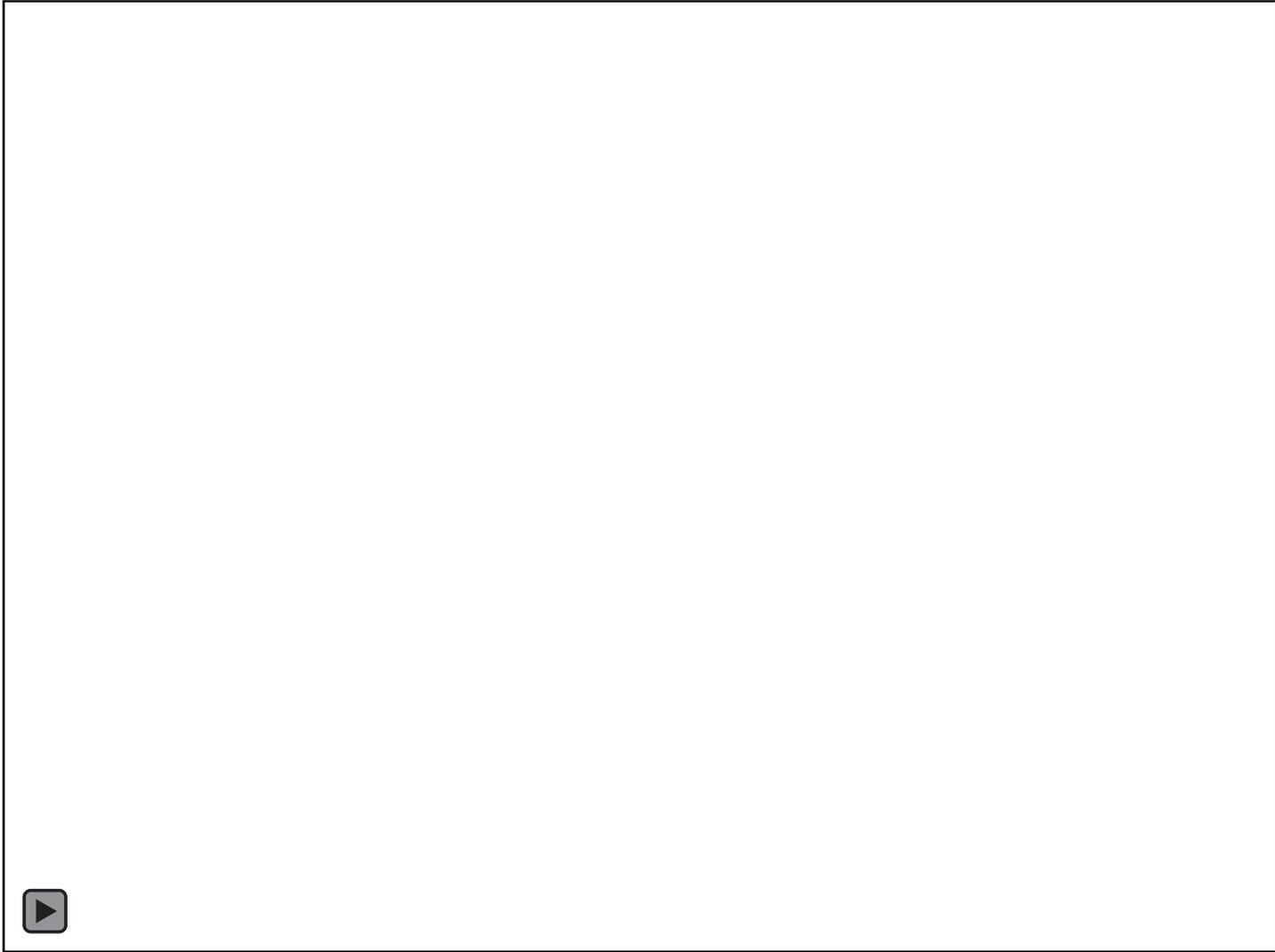
Attain Academic Goal in 2 Years

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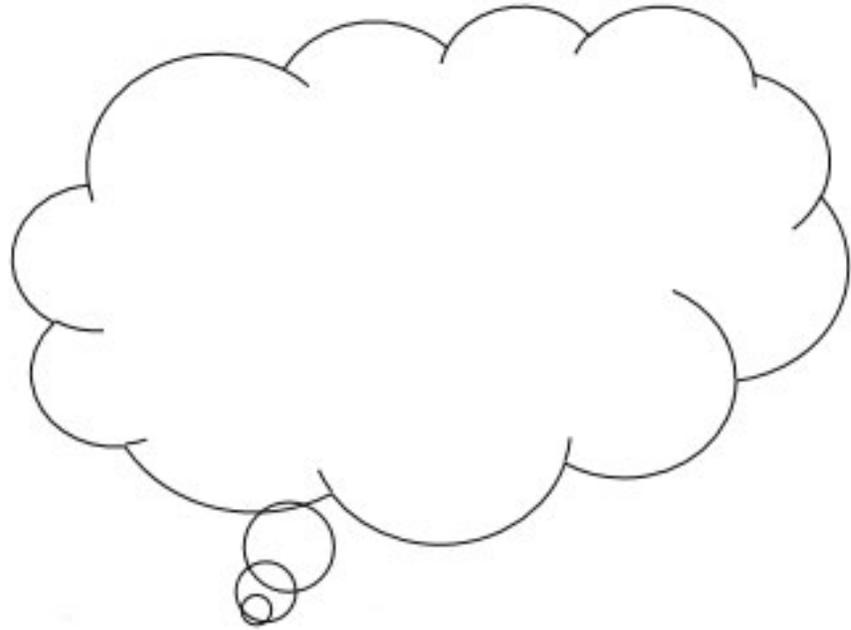
“School is **NOT FOR EVERYONE.**
I guess **I’M ONE** of those people it’s not
for. It is what it is.”

This was the only place that ever said

This was the only place that ever said

'Yes' to me. 'Yes, you can get an education. Yes, you can try to be in organizations. Learn leadership skills. I learned that all here.

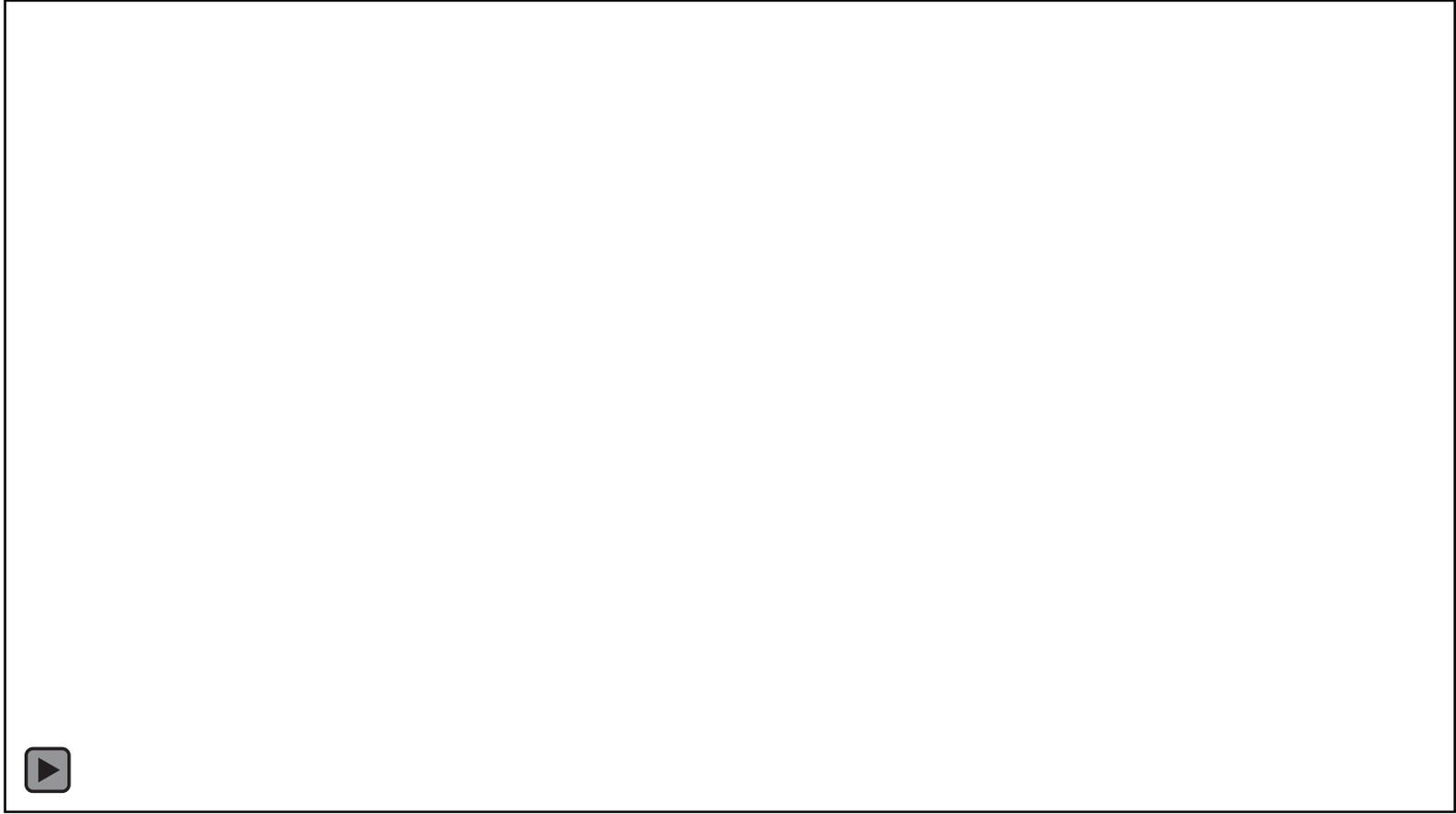
_____ student



Think about a time when you were a student and may have wanted to give up.

Who or what helped you?







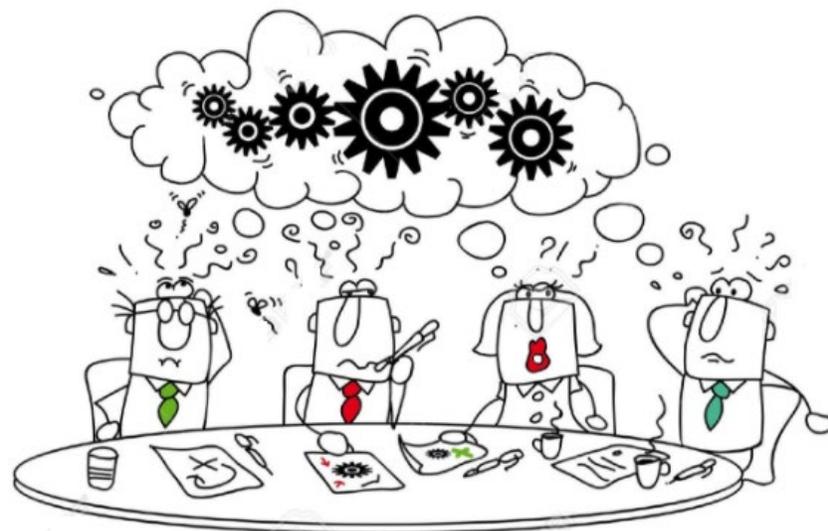
**“A-ha” Moments About the
Student Experience**



Student Engagement

*It's unlikely to happen by accident.
It has to happen*

by design



Tools to Start the Conversations About the Data

Good News

Tools to Start the Conversations About the Data

Good News



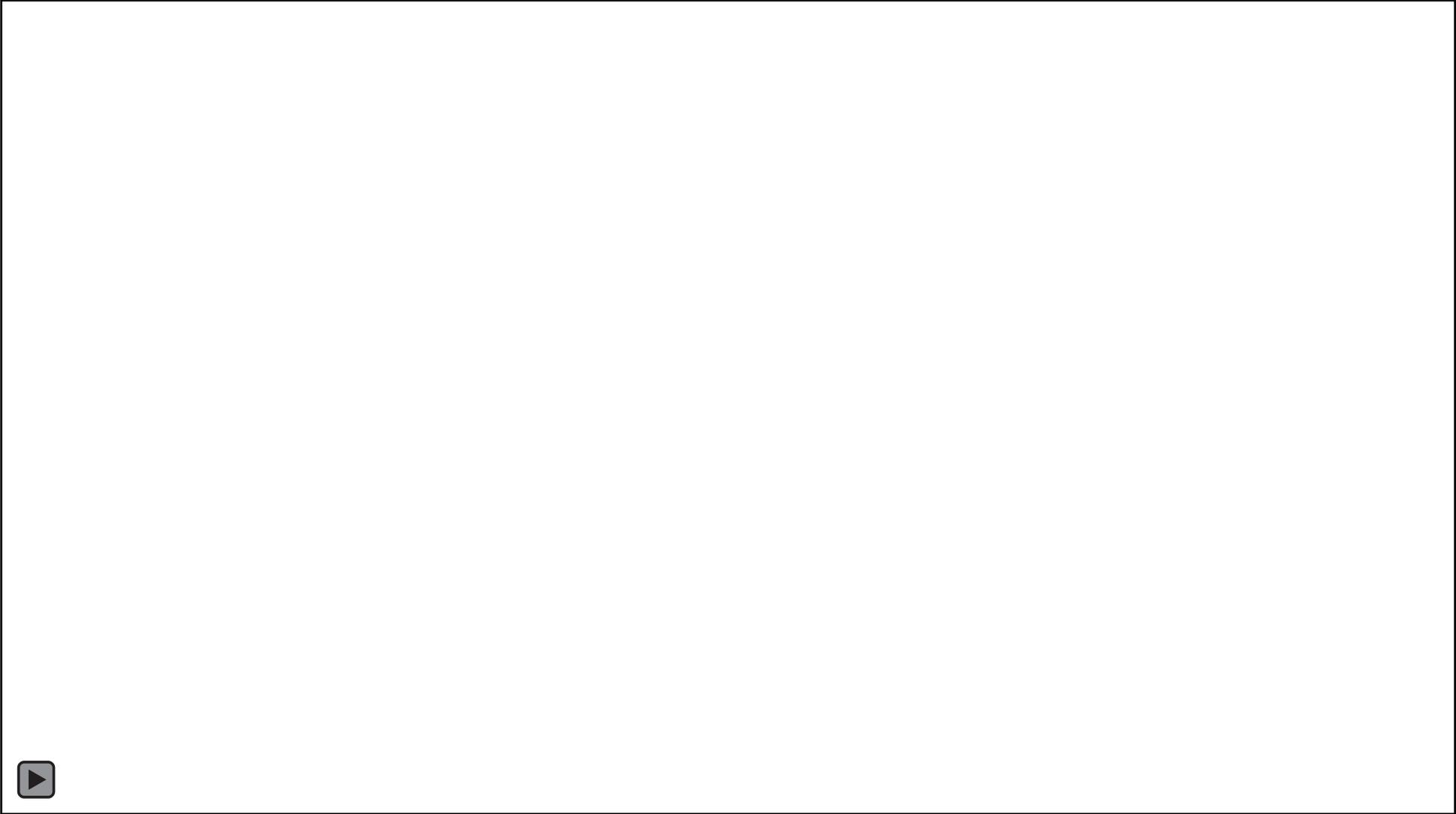
Yes

**Would you recommend
this college to a friend
or family member?**

Yes

**Would you recommend
this college to a friend
or family member?**

96%



Tool 1

Prediction Exercise (Faculty & Student Support Staff)

Faculty Predictions Exercise – Pathways

The following are items from the Community College Survey of Student Engagement (CCSSE) that are aligned with the “Ensure Students are Learning” component of the Pathways Model. We invite you to predict the responses our students gave on these select items. Results from this exercise can be compared against our CCSSE results. The alignments and/or gaps between student responses and faculty responses can help facilitate important discussions. Please note that for all of the following survey items, students were asked to reflect on their experiences at our college during the academic year and not in a particular class.

#4	In your experiences at this college during the current academic year, about how often have you done each of the following?	Students who responded OFTEN or VERY OFTEN	
		Prediction (%)	Actual (%)
a.	Asked questions in class or contributed to class discussions		
b.	Made a class presentation		
c.	Prepared two or more drafts of a paper or assignment before turning it in		
d.	Worked on a paper or project that required integrating ideas or information from various sources		
e.	Came to class without completing readings or assignments		
f.	Worked with other students on projects during class		
g.	Worked with classmates outside of class to prepare class assignments		
i.	Participated in a community-based project (service-learning activity) as a part of a regular course		
j.	Used e-mail to communicate with an instructor		
k.	Discussed grades or assignments with an instructor		
m.	Discussed ideas from your readings or classes with instructors outside of class		
n.	Received prompt feedback (written or oral) from instructors on your performance		
o.	Worked harder than you thought you could to meet an instructor's standards or expectations		
q.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)		
s.	Skipped Class		

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		Prediction (%)	Actual (%)
a.	Asked questions in class or contributed to class discussions		74%
b.	Made a class presentation		26%
c.	Prepared two or more drafts of a paper or assignment before turning it in		
d.	Worked on a paper or project that required integrating ideas or information from various sources		
e.	Came to class without completing readings or assignments		
f.	Worked with other students on projects during class		
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#12	This section has three parts. Please answer all three parts.	(1) Frequency of Use		(2) Satisfaction		(3) Importance	
		Students who responded 1 OR MORE TIMES		Students who responded VERY		Students who responded VERY	
		Prediction (%)	Actual (%)	Prediction (%)	Actual (%)	Prediction (%)	Actual (%)
a.	Academic advising/planning						
b.	Career counseling						
c.	Job placement assistance						
d.	Peer or other tutoring						
e.	Skill labs (writing, math, etc.)						
f.	Child care						
g.	Financial aid advising						
h.	Computer lab						
i.	Student organizations						
j.	Transfer advising/planning						
k.	Library resources and services						
l.	Services for students with disabilities						
m.	Services for active military and veterans						

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#12	This section has three parts. Please answer all three parts.	(1) Frequency of Use		(2) Satisfaction		(3) Importance	
		Students who responded 1 OR MORE TIMES		Students who responded VERY		Students who responded VERY	
		Prediction (%)	Actual (%)	Prediction (%)	Actual (%)	Prediction (%)	Actual (%)
a.	Academic advising/planning						
b.	Career counseling						
c.	Job placement assistance						
d.	Peer or other tutoring						
e.	Skill labs (writing, math, etc.)						
f.	Child care						
g.	Financial aid advising						
h.	Computer lab						
i.	Student organizations						
j.	Transfer advising/planning						
k.	Library resources and services						
l.	Services for students with disabilities						
m.	Services for active military and veterans						

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT

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		Students who responded 1 OR MORE TIMES		Students who responded VERY		Students who responded VERY	
		Prediction (%)	Actual (%)	Prediction (%)	Actual (%)	Prediction (%)	Actual (%)
a.	Academic advising/planning		83%		67%		75%
b.	Career counseling						
c.	Job placement assistance						
d.	Peer or other tutoring						
e.	Skill labs (writing, math, etc.)						
f.	Child care						
g.	Financial aid advising						
h.	Computer lab						
i.	Student organizations						
j.	Transfer advising/planning						
k.	Library resources and services						
l.	Services for students with disabilities						
m.	Services for active military and veterans						

Conversation Starters

What surprised you when you compared your prediction to the actual data point? Why?

Now that you know the actual data point...
what questions does this bring up?

What top 3 survey items should we focus on
based on the actual data?

Tool 2

Data Narrative Exercise

Data Narrative Exercise

A Narrative Approach to Sharing Data

Sharing data in a meaningful way — a way that promotes positive change — can be a challenge, especially when the dataset is large and the audience diverse. A data narrative approach encourages deeper, more meaningful data-driven conversations. This approach uses data to tell a story — a story that develops and takes shape as data are shared and discussed.

As group members talk about the meaning behind the data, a storyline develops, making the data more relevant and more relatable.

The data narrative exercise is designed to be conducted in small groups, followed by a facilitated discussion with the larger group. During each session, groups are presented with a series of simply stated, related data points, with each data point being shared one at a time. After each data point is revealed, groups spend time discussing what the data point means to them in terms of their own work at the college. As group members talk about the meaning behind the data, a storyline develops, making the data more relevant and more relatable. Each data point is meant to build on the other, at times challenging members to take an honest look at their own roles in the college student experience.

Instructions for conducting a data narrative exercise are outlined below and followed by example data point sets.

1

Defining the Focus

An in-depth review of your results is an essential step in preparing a data narrative exercise. Determining areas in which your college is meeting goals and areas in which improvements are necessary will help frame the discussion.

Next, it is important to consider your audience — who will be attending the session, which areas of campus will be represented, and in what areas these individuals can potentially have the most positive impact. A thorough review of your results and consideration of your audience will help define the focus of the session.



Narrative Exercise

Narrative Exercise

87%

Obtaining an associate degree is the goal for attending this college

Narrative Exercise

87%

Obtaining an associate degree is the goal for attending this college

54%

Have an academic plan before the end of their first academic term

(a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university)

Narrative Exercise

87%

Obtaining an associate degree is the goal for attending this college

54%

Have an academic plan before the end of their first academic term

(a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university)

36%

College helps me cope very little with non-academic responsibilities (work, family, etc.)

Tool 3

Items by CCSSE Benchmark



2017–Present CCSSE Benchmarks of Effective Practice

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 the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.

CCSSE Items

4a	Frequency: Asked questions in class or contributed to class discussions
4b	Frequency: Made a class presentation
4f	Frequency: Worked with other students on projects during class
4g	Frequency: Worked with classmates outside of class to prepare class assignments
4h	Frequency: Tutored or taught other students (paid or voluntary)
4i	Frequency: Participated in a community-based project (service-learning activity) as part of a regular course
4q	Frequency: Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student Effort

Students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process.

CCSSE Items

4c	Frequency: Prepared two or more drafts of a paper or assignment before turning it in
4d	Frequency: Worked on a paper or project that required integrating ideas or information from various sources
4e	Frequency: Come to class without completing readings or assignments
6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
10a	Hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, etc.)
12d1	Frequency of use: Peer or other tutoring
12e1	Frequency of use: Skill labs (writing, math, etc.)
12h1	Frequency of use: Computer lab

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address 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.

CCSSE Items

4o	Frequency: Worked harder than you thought you could to meet an instructor's standards or expectations
5b	Amount of emphasis in coursework: Analyzing the basic elements of an idea, experience, or theory
5c	Amount of emphasis in coursework: Forming a new idea or understanding from various pieces of information
5d	Amount of emphasis in coursework: Making judgments about the value or soundness of information, arguments, or methods
5e	Amount of emphasis in coursework: Applying theories or concepts to practical problems or in new situations
5f	Amount of emphasis in coursework: Using information you have read or heard to perform a new skill
6a	Number of assigned textbooks, manuals, books, or packets of course readings
6c	Number of written papers or reports of any length
7	Rate the extent to which your examinations have challenged you to do your best work
9a	Amount of emphasis by college: Encouraging you to spend significant amounts of time studying

Student-Faculty Interaction

In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

CCSSE Items

4j	Frequency: Used e-mail to communicate with an instructor
4k	Frequency: Discussed grades or assignments with an instructor
4l	Frequency: Talked about career plans with an instructor or advisor
4m	Frequency: Discussed ideas from your readings or classes with instructors outside of class
4n	Frequency: Received prompt feedback (written or oral) from instructors on your performance
4p	Frequency: Worked with instructors on activities other than coursework

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. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention.

CCSSE Items

9b	Amount of emphasis by college: Providing the support you need to help you succeed at this college
9c	Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
9d	Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.)
9e	Amount of emphasis by college: Providing the support you need to thrive socially
9f	Amount of emphasis by college: Providing the financial support you need to afford your education
12a1	Frequency of use: Academic advising/planning
12b1	Frequency of use: Career counseling

Tool 4

Student Engagement Guide

Student Engagement Guide:

Using CCCSE data to navigate institutional improvement



Our Students

What are their lives like?

What motivates them to enroll in our college?

What are some reasons they might withdraw?



My Role

What are three ways you can serve students better?

Student Engagement Guide:

Using CCCSE data to navigate institutional improvement

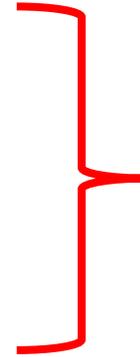


Our Students

What are their lives like?

What motivates them to enroll in our college?

What are some reasons they might withdraw?



See “Student Engagement Guide: Our Students Items”



My Role

What are three ways you can serve students better?

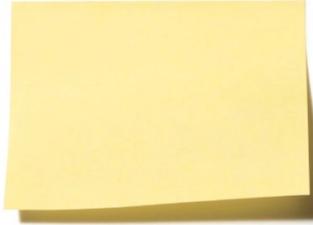
Student Engagement Guide:

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Our Students

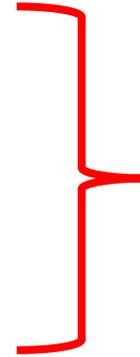
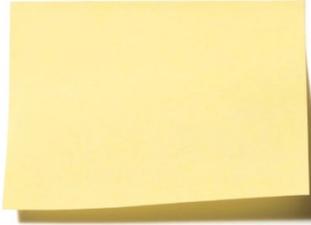
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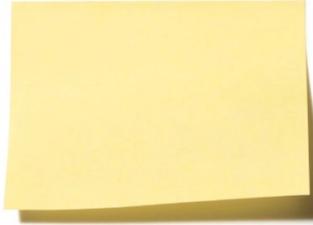
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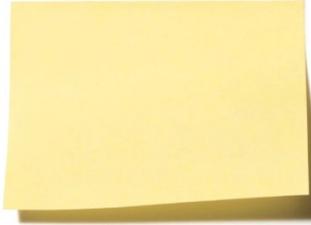


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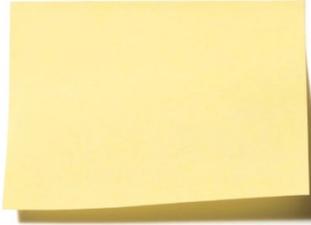
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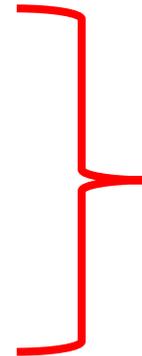


What are some reasons they might withdraw?



My Role

What are three ways you can serve students better?



Individuals write thoughts based on data



Survey Items

Choose three surveys items that you can influence.

--	--	--



Predict the data for the items you identified above.

--	--	--



Write down the actual data.

--	--	--



Write down attainable goals for the data.

--	--	--



Survey Items

Choose three surveys items that you can influence.

--	--	--



Predict the data for the items you identified above.

--	--	--



Write down the actual data.

--	--	--



Write down attainable goals for the data.

--	--	--

Step 1: Review survey on our own and mark items of interest

Survey Items

Choose three surveys items that you can influence.

--	--	--



Predict the data for the items you identified above.

--	--	--



Write down the actual data.

--	--	--



Write down attainable goals for the data.

--	--	--



Step 1: Review survey on our own and mark items of interest

Step 2: Select 3 survey items

Survey Items

Choose three surveys items that you can influence.

<u>Item 4a</u> Ask ??? in class	<u>Item 12a1</u> Academic advising	<u>Item 9b</u> Support needed to succeed
↓	↓	↓
Predict the data for the items you identified above.		
↓	↓	↓
Write down the actual data.		
↓	↓	↓
Write down attainable goals for the data.		

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Predict the data for the items you identified above.		
↓	↓	↓
Write down the actual data.		
↓	↓	↓
Write down attainable goals for the data.		



Step 1: Review survey on our own and mark items of interest

Step 2: Select 3 survey items

Step 3: Select a response option for that survey item and predict data point

Survey Items

Choose three surveys items that you can influence.

Item 4a
Ask ??? in
class

Item 12a1
Academic
advising

Item 9b
Support needed
to succeed

Predict the data for the items you identified above.

Never
2%

Never
5%

Very Little
10%

Write down the actual data.

Write down attainable goals for the data.

Step 1: Review survey on our own and mark items of interest

Step 2: Select 3 survey items

Step 3: Select a response option for that survey item and predict data point

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Never
2%

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Very Little
10%

Write down the actual data.

Write down attainable goals for the data.

Step 1: Review survey on our own and mark items of interest

Step 2: Select 3 survey items

Step 3: Select a response option for that survey item and predict data point

Step 4: Review CCSSE Frequency Report and look for data point



Survey Items

Choose three surveys items that you can influence.

Item 4a
Ask ??? in
class

Item 12a1
Academic
advising

Item 9b
Support needed
to succeed

Predict the data for the items you identified above.

Never
2%

Never
5%

Very Little
10%

Write down the actual data.

Never
3.4%

Never
11.7%

Very Little
34.2%

Write down attainable goals for the data.

[]

[]

[]

Step 1: Review survey on our own and mark items of interest

Step 2: Select 3 survey items

Step 3: Select a response option for that survey item and predict data point

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Choose three surveys items that you can influence.

Item 4a
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Item 12a1
Academic
advising

Item 9b
Support needed
to succeed

Predict the data for the items you identified above.

Never
2%

Never
5%

Very Little
10%

Write down the actual data.

Never
3.4%

Never
11.7%

Very Little
34.2%

Write down attainable goals for the data.

[Empty dashed box for goal]

[Empty dashed box for goal]

[Empty dashed box for goal]



Step 1: Review survey on our own and mark items of interest

Step 2: Select 3 survey items

Step 3: Select a response option for that survey item and predict data point

Step 4: Review CCSSE Frequency Report and look for data point

Step 5: Write down attainable goal for the next administration

Survey Items

Choose three surveys items that you can influence.

Item 4a
Ask ??? in
class

Item 12a1
Academic
advising

Item 9b
Support needed
to succeed

Predict the data for the items you identified above.

Never
2%

Never
5%

Very Little
10%

Write down the actual data.

Never
3.4%

Never
11.7%

Very Little
34.2%

Write down attainable goals for the data.

Never
2%

Never
7%

Very Little
25%



Step 1: Review survey on our own and mark items of interest

Step 2: Select 3 survey items

Step 3: Select a response option for that survey item and predict data point

Step 4: Review CCSSE Frequency Report and look for data point

Step 5: Write down attainable goal for the next administration



Data Focus Area

Select a data focus area, which can be a *CCSSE* or *SENSE* benchmark, a concept from CCCSE's Accreditation Toolkit, or a key area from CCCSE's Pathways Toolkit.

Select no more than three survey items that correspond to your focus area.



Write down the data for the items you identified above.



Retrieving Data

The *CCSSE* and *SENSE* online reporting systems are available to colleges that participate in the survey at least once every three years. To retrieve your college's data, follow these sequential steps:

- Go to the CCCSE website (cccse.org)
- Click on either the **Go to CCSSE** or **Go to SENSE** tab in the upper right-hand corner by the search bar
- Click on the **Members Only** tab (login information is shared only with the college president and designated *CCSSE* and/or *SENSE* institutional contact)
- Click on **Online Reporting System** in the vertical navigation bar
- Select the appropriate *CCSSE* or *SENSE* reports based on administration year

You may review Standard Reports or create Custom Reports from the vertical navigation bar:

- **Standard Reports** contain the college's Executive Summary of Results and separate Benchmark, Means, and Frequency reports for all student respondents in the cohort and for your college. Breakout reports by enrollment status are also available, and you can download your raw data file and a codebook from this page.
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 Item	Accreditation Concept				
	Physical & Technical Resources	Teaching & Learning	Student Support Services	IE/Planning: Education Programs	IE/Planning: Student Services
1. Did you begin college <u>at this college</u> or elsewhere?					
2. Thinking about this current academic term, how would you characterize your enrollment <u>at this college</u> ?					
3. Have you taken this survey in another class this academic term?					
4. In your experiences <u>at this college</u> during the current academic year, about how often have you done each of the following?					
a. Asked questions in class or contributed to class discussions		✓		✓	
b. Made a class presentation		✓		✓	
c. Prepared two or more drafts of a paper or assignment before turning it in		✓		✓	
d. Worked on a paper or project that required integrating ideas or information from various sources		✓		✓	
e. Come to class without completing readings or assignments		✓		✓	
f. Worked with other students on projects during class		✓		✓	
g. Worked with classmates outside of class to prepare class assignments		✓		✓	
h. Tutored or taught other students (paid or voluntary)		✓	✓		
i. Participated in a community-based project (service-learning activity) as a part of a regular course		✓		✓	
j. Used e-mail to communicate with an instructor	✓	✓		✓	
k. Discussed grades or assignments with an instructor		✓		✓	
l. Talked about career plans with an instructor or advisor		✓		✓	
m. Discussed ideas from your readings or classes with instructors outside of class		✓		✓	
n. Received prompt feedback (written or oral) from instructors on your performance		✓		✓	



Data Focus Area

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Item	Accreditation Concept				
	Physical & Technical Resources	Teaching & Learning	Student Support Services	IE/Planning: Education Programs	IE/Planning: Student Services
1. Did you begin college <u>at this college</u> or elsewhere?					
2. Thinking about this current academic term, how would you characterize your enrollment <u>at this college</u> ?					
3. Have you taken this survey in another class this academic term?					
4. In your experiences <u>at this college</u> during the current academic year, about how often have you done each of the following?					
a. Asked questions in class or contributed to class discussions		✓		✓	
b. Made a class presentation		✓		✓	
c. Prepared two or more drafts of a paper or assignment before turning it in		✓		✓	
d. Worked on a paper or project that required integrating ideas or information from various sources		✓		✓	
e. Come to class without completing readings or assignments		✓		✓	
f. Worked with other students on projects during class		✓		✓	
g. Worked with classmates outside of class to prepare class assignments		✓		✓	
h. Tutored or taught other students (paid or voluntary)		✓	✓		
i. Participated in a community-based project (service-learning activity) as a part of a regular course		✓		✓	
j. Used e-mail to communicate with an instructor	✓	✓		✓	
k. Discussed grades or assignments with an instructor		✓		✓	
l. Talked about career plans with an instructor or advisor		✓		✓	
m. Discussed ideas from your readings or classes with instructors outside of class		✓		✓	
n. Received prompt feedback (written or oral) from instructors on your performance		✓		✓	

Student Engagement Guide:

Using CCCSE data to navigate institutional improvement



Our Students

What are their lives like?



What motivates them to enroll in our college?



What are some reasons they might withdraw?



My Role

What are three ways you can serve students better?



Survey Items

Choose three surveys items that you can influence.



Predict the data for the items you identified above.



Write down the actual data.



Write down attainable goals for the data.



Data Focus Area

Select a data focus area, which can be a *CCSSE* or *SENSE* benchmark, a concept from the Center's Accreditation Toolkit, or a key area from the Center's Pathways Toolkit.

Select no more than three survey items that correspond to your focus area.



Write down the data for the items you identified above.



Retrieving Data

The *CCSSE* and *SENSE* online reporting systems are available to colleges that participate in the survey at least once every three years. To retrieve your college's data, follow these sequential steps:

- Go to the Center website (cccse.org)
- Click on either the *CCSSE* or *SENSE* tab in the upper left-hand corner
- Click on the **Members Only** tab (login information is shared only with the college president and designated *CCSSE* and/or *SENSE* institutional contact)
- Click on **Online Reporting System** in the vertical navigation bar
- Select the appropriate *CCSSE* or *SENSE* reports based on administration year

You may review Standard Reports or create Custom Reports from the vertical navigation bar:

- **Standard Reports** contain the college's Key Findings (summary of results based on administration year) and separate Benchmark, Means, and Frequency reports for all student respondents in the cohort and for your college. Breakout reports by enrollment status are also available, and you can download your raw data file and a codebook from this page.
- **Custom Reports** allow colleges to compare their data with that of other colleges and to make comparisons within the college by focusing on specific student breakdowns such as Part-Time and Full-Time, Developmental and Non-Developmental, Traditional and Nontraditional-Age, First-Generation and Not First-Generation, Gender Identity, Race/Ethnicity, and Credit Hours Earned (0 to 29 and 30+). Benchmarks, Means, and Frequencies are available for Custom Reports.

Additional instructions for the standard and custom reports can be found under the Tools tab on the *CCSSE* and *SENSE* webpages.



Next Steps for Data Focus Area

1. **Restate the Data Focus Area:**
2. **Strategies:** What are some strategies that might improve results in this area?
3. **Key Players:** What key players will need to be involved to implement these strategies?
4. **Resources:** What college resources (time, people, facilities, money, etc.) will need to be allocated/reallocated to implement these strategies?
5. **Challenges:** What are some challenges that may prevent progress in implementing these strategies?
6. **Measure Improvement:** How will you measure improvement in the focus area?

Participants at the table will collectively decide on 1 item that the college should focus on

Each table will submit 1 completed copy of this section



Personal Commitment to Data Focus Area

I Will ...

I Want ...



Next Steps for Data Focus Area

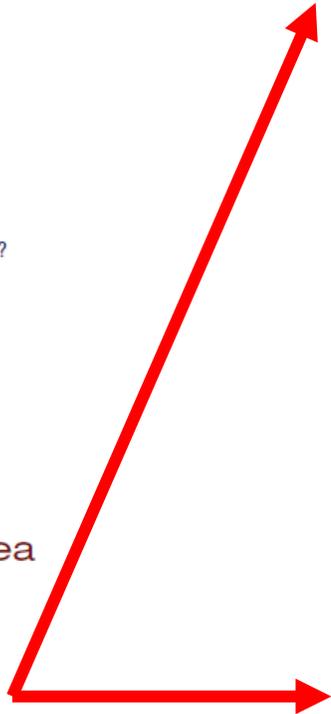
1. Restate the Data Focus Area:
2. Strategies: What are some strategies that might improve results in this area?
3. Key Players: What key players will need to be involved to implement these strategies?
4. Resources: What college resources (time, people, facilities, money, etc.) will need to be allocated/reallocated to implement these strategies?
5. Challenges: What are some challenges that may prevent progress in implementing these strategies?
6. Measure Improvement: How will you measure improvement in the focus area?



Personal Commitment to Data Focus Area

I Will ...

I Want ...



BLUE POST IT NOTE

One thing **I WILL** be personally committed to do this year to improve student engagement is:

_____.

PURPLE POST IT NOTE

I WANT my college to help me help students to be more engaged by doing:

_____.

Break

Toolkits & Guides

Focus Group Toolkit

cccse.org/publications-resources/focus-group-toolkit

Academic Mindset

Student Focus Group Discussion Guide



- Outcomes for the focus group
- Preparation
(consent forms, profile sheet, stipends)
- Facilitating focus group
(explain purpose, describe facilitator's & participant's role, logistics, etc.)
- Facilitator tips
(probing questions)
- List of focus group questions

Pathways Toolkit

<https://cccse.org/grant-work/pathways/tools-and-resources>

Pathways Toolkit:

Intersecting Engagement Data with Pathways

(CCSSE 2017–present)



CCSSE 2017–present: Intersecting Engagement Data with Pathways

Help Students Stay On Their Path	
Item Text	Response Options
12. This section has three parts. Please answer all three parts, indicating (1) <u>how often</u> have you used the following services during the current academic year, (2) <u>how satisfied</u> you are with the services, and (3) <u>how important</u> the services are to you <u>at this college</u>.	
d1. How often have you used...Peer or other tutoring	-5 or more times -2–4 times -1 time -Never
d2. How satisfied are you with...Peer or other tutoring	-Very -Somewhat -Not at all -N.A.
d3. How important...Peer or other tutoring... is to you	-Very -Somewhat -Not at all
e1. How often have you used...Skill labs (writing, math, etc.)	-5 or more times -2–4 times -1 time -Never
e2. How satisfied are you with...Skill labs (writing, math, etc.)	-Very -Somewhat -Not at all -N.A.
e3. How important...Skill labs (writing, math, etc.)...is to you	-Very -Somewhat -Not at all
15. During my first academic year at this college, I participated in a <u>first-year experience program</u> .	-Yes -No
16. During my first academic term at this college, I participated in an <u>organized learning community</u> (a formal program in which groups of students take two or more classes together).	-Yes -No
17. During my first academic term at this college, I participated in a <u>student success course</u> (a course that teaches the skills needed to succeed in college).	-Yes -No
21. Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.	-Yes -No -Not Applicable
22. During the current academic year at this college, I have participated in supplemental instruction/supplemental learning (extra class sessions with the instructor or an experienced student).	-Never -Less than 1 time a week -1–2 times a week -3–4 times a week -More than 4 times a week
Help Students Stay On Their Path	

Ensure Students Are Learning Tools

<https://cccse.org/ESAL>



Ensure Students Are Learning Web Toolkit



Overview

The Center for Community College Student Engagement has long advocated efforts to strengthen community college education in ways that lead to increased college completion and equity in student outcomes. Learning from the Center's survey research and student focus groups, as well as

[Overview >](#)[Teaching and Learning Within a Guided Pathways Framework >](#)[Playbook >](#)[Landscape Scan >](#)[Equity Tools >](#)[Video Clips and Narratives Search >](#)[Component Descriptions >](#)[Participating Colleges >](#)[Faculty Focus Group Discussion Guide >](#)[Professional Development Tools for Faculty >](#)[Tools to Use With CCSSE, CCFSSSE, and SENSE Results >](#)



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Search

Because the component “high-impact teaching practices” encompasses so many impactful practices, it has been subdivided into 10 areas, each beginning with “HITP” in the drop-down menu below.

Components of Pillar Four:

- Any -

Select a Resource Type:

- Any -

Resource Title	Preview	Components
0% Lecture		<ul style="list-style-type: none">• Student engagement• HITP- Collaborative assignments and projects
100% Outside of Class		<ul style="list-style-type: none">• Applied learning experiences• Student engagement• HITP- Collaborative assignments and projects• Equity-minded, asset-based teaching

Search

Because the component “high-impact teaching practices” encompasses so many impactful practices, it has been subdivided into 10 areas, each beginning with “HITP” in the drop-down menu below.

Components of Pillar Four:

- Any -

- Any -
- Applied learning experiences
- Student engagement
- HITP- Alert and intervention
- HITP- Tutoring
- HITP- Supplemental instruction
- HITP- Writing intensity
- HITP- Collaborative assignments and projects
- HITP- Research experience
- HITP- ePortfolios
- HITP- Service learning
- HITP- Internships
- HITP- Capstone projects
- Equity-minded, asset-based teaching
- Assessment of learning

Select a Resource Type:

- Any -

	Preview	Components
		<ul style="list-style-type: none">• Student engagement• HITP- Collaborative assignments and projects
		<ul style="list-style-type: none">• Applied learning experiences• Student engagement• HITP- Collaborative assignments and projects• Equity-minded, asset-based teaching• Applied learning



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Issue Briefs:

Issue Brief: Number 1



Ensure Students Are Learning:
Asset-Based, Equity-Minded Approaches to Teaching and Learning

Eboni M. Zamani-Gallaher
2020



CCRL
Office of Community College
Research and Leadership

Issue Brief: Number 2



Ensure Students Are Learning:
Centering Equity-Mindedness in Syllabus Construction

Jason A. Keist
Raina Dyer-Barr
2020



CCRL
Office of Community College
Research and Leadership

Issue Brief: Number 3



Ensure Students Are Learning:
The Importance of Midlevel Leaders in Advancing Equity

Krystal Andrews
Anjalé D. Welton
2020



CCRL
Office of Community College
Research and Leadership

Issue Brief: Number 4



Ensure Students Are Learning:
Equity-Minded Approaches for Cultivating Student Engagement in the Classroom

Colvin T. Georges, Jr.
Marti Rockey
2020



CCRL
Office of Community College
Research and Leadership



Ensure Students Are Learning:

Centering Equity-Mindedness in Syllabus Construction

Jason A. Keist
Raina Dyer-Barr
2020



“The syllabus is a guide for the course and a contract between instructors and students that dictates how students are evaluated. Equity-minded syllabi are also race-conscious and hyper-aware of the harm that can be, and often is, inflicted on students of color by race-neutral classroom policies and practices;”

Issue Brief: Number 4



Ensure Students Are Learning:

Equity-Minded Approaches for Cultivating
Student Engagement in the Classroom

Colvin T. Georges, Jr.
Marci Rockey

2020



OCCRL
Office of Community College
Research and Leadership

“If we don’t know who our students are on an individual level, we won’t understand what engagement might look like for that student.”



@CommCollSurveys



youtube.com/CCCSEVideo