CCSSE 2022 Findings for
Tulsa Community College

CCCSE
INSIGHTS THAT MATTER

Agenda

- *CCSSE* Overview

- Student Respondent Profile

- *CCSSE* Benchmarks

- Guided Pathways

- Strategies to Promote Learning That Matters

CCSSE Overview

The Community College Survey of Student Engagement (*CCSSE*)

CCSSE is designed to capture student engagement as a measure of institutional effectiveness.

Survey focuses on institutional practices and student behaviors that promote student engagement — and are positively correlated with student learning and retention.

CCCSE
INSIGHTS THAT MATTER

CCSSE 2022

CCSSE 2022 utilizes a three-year cohort (2020-2022 *CCSSE* participant colleges only) in all of its data analyses, including the computation of benchmark scores.

- 2022 *CCSSE* Cohort includes:
  - 438 institutions from 46 states, Bermuda, Marshall Islands, and Micronesia:
    - » Small institutions: 231 (<4,500 students)
    - » Medium institutions: 103 (4,500-7,999 students)
    - » Large institutions: 73 (8,000-14,999 students)
    - » Extra large institutions: 31 (15,000+ students)

CCCSE
INSIGHTS THAT MATTER
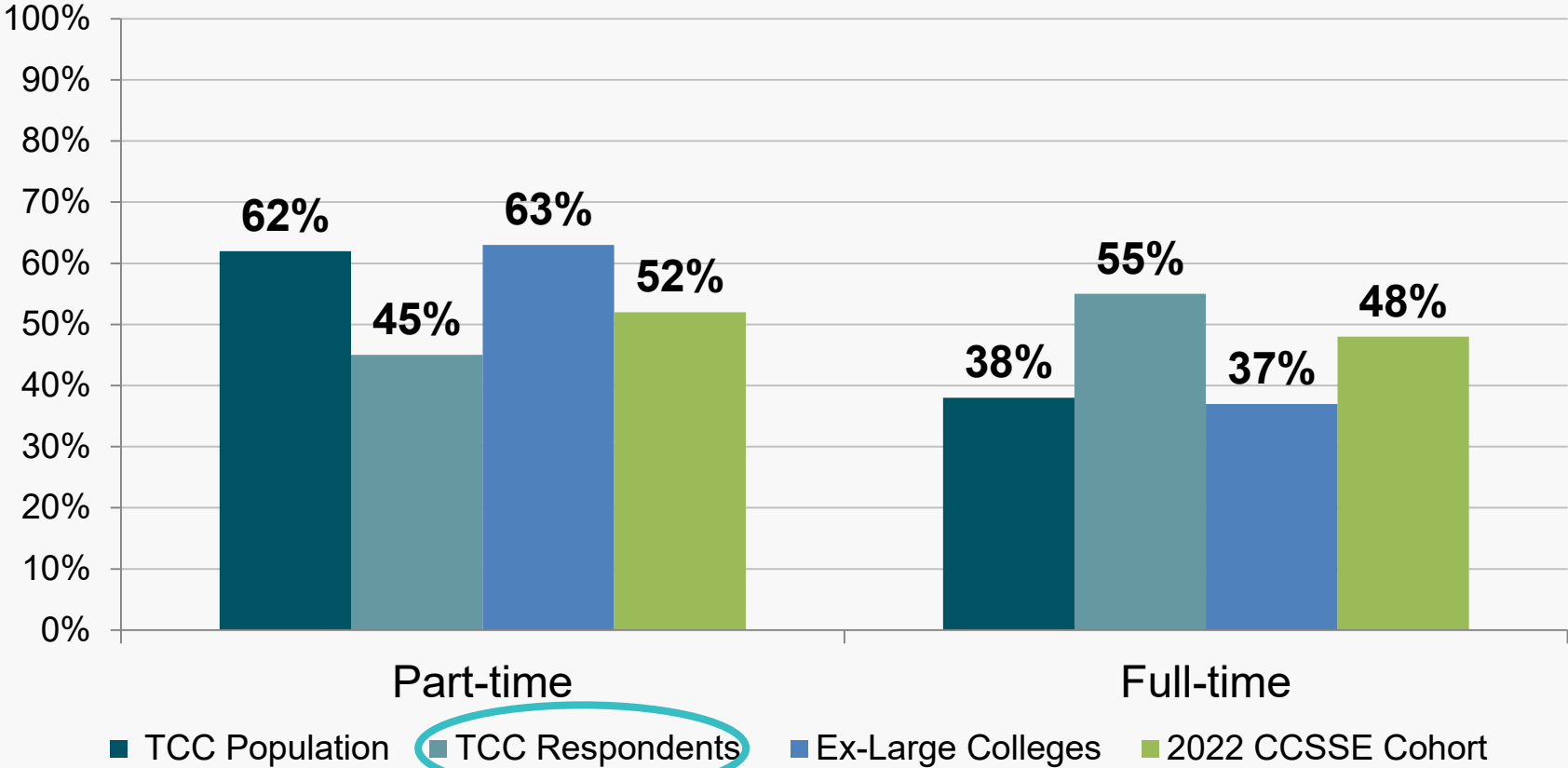
Student Respondent Profile

Survey Respondents (Online Administration)

- Online survey invitation sent to all students enrolled in any credit bearing or developmental education courses during the spring academic term.

- 848 adjusted survey count (from 858)
  - 10724 access codes submitted

- 8% overall "percent of target" rate
  - percent of target rate – the ratio of the adjusted number of completed surveys (surveys that were filled out properly and did not fall into any of the exclusionary categories) to the number of access codes TCC had for the online survey.

CCCSE
INSIGHTS THAT MATTER

Excluded Respondents

- The following respondents were excluded from reporting:

  - Respondent did not indicate enrollment status

  - Respondent returned an invalid survey

  - Respondent was under the age of 18

  - Respondent indicated previous survey submission

CCCSE
INSIGHTS THAT MATTER

Student Respondent Profile: Enrollment Status

Part-time:
- TCC Population: 62%
- TCC Respondents: 45%
- Ex-Large Colleges: 63%
- 2022 CCSSE Cohort: 52%

Full-time:
- TCC Population: 38%
- TCC Respondents: 55%
- Ex-Large Colleges: 37%
- 2022 CCSSE Cohort: 48%

Legend: ■ TCC Population ■ TCC Respondents ■ Ex-Large Colleges ■ 2022 CCSSE Cohort

Note: Percentages may not add up to 100% in each category due to missing data and/or rounding.
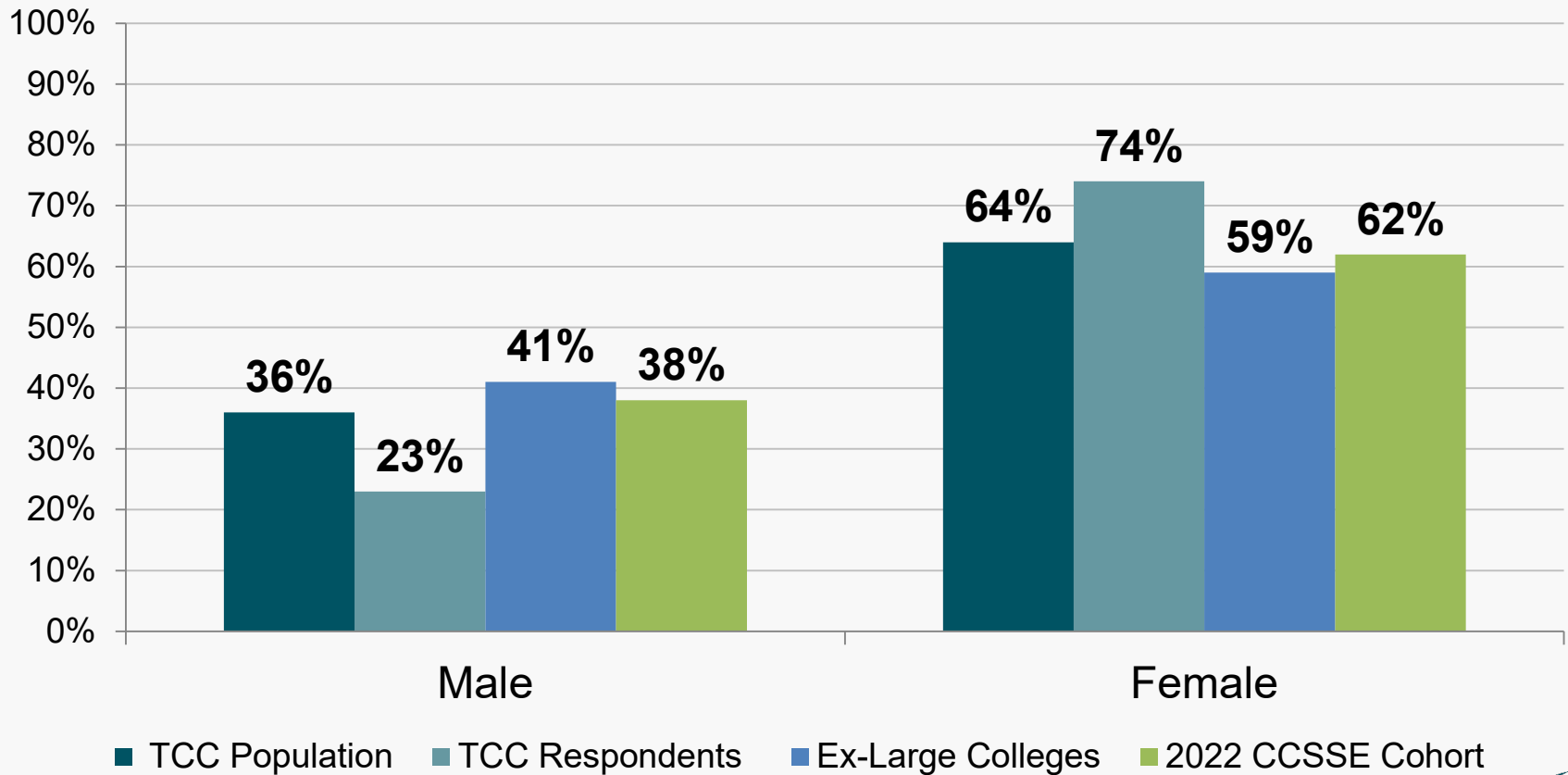
CCCSE
INSIGHTS THAT MATTER

Student Respondent Profile: Gender Identity
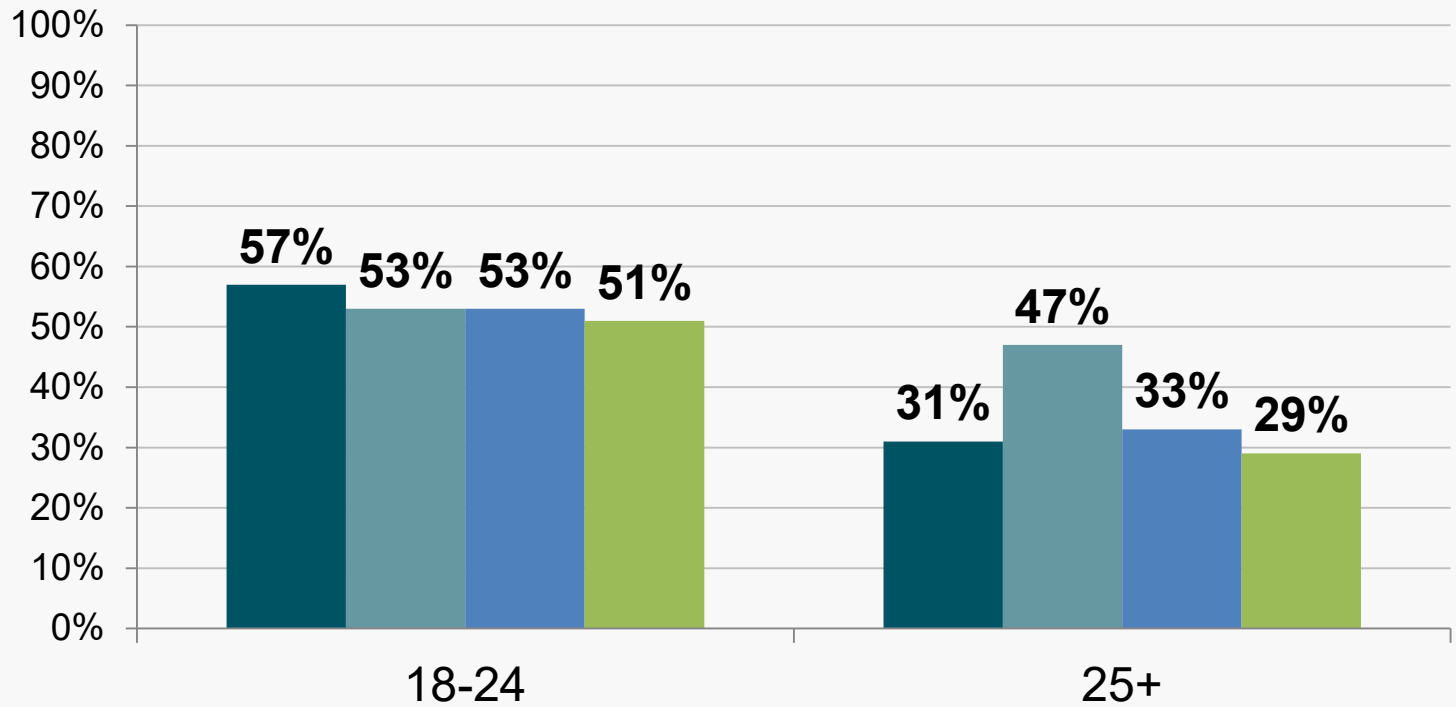
Note: Percentages may not add up to 100% in each category due to missing data and/or rounding.

Student Respondent Profile: Age

Chart legend: TCC Population, TCC Respondents, Ex-Large Colleges, 2022 CCSSE Cohort

Age	TCC Population	TCC Respondents	Ex-Large Colleges	2022 CCSSE Cohort
18-24	57%	53%	53%	51%
25+	31%	47%	33%	29%

Note: Percentages may not add up to 100% in each category due to missing data and/or rounding.

CCCSE
INSIGHTS THAT MATTER

Student Respondent Profile: Racial/Ethnic Identification

Note: Percentages may not add up to 100% in each category due to missing data and/or rounding.

Legend: TCC Population | TCC Respondents | Ex-Large Colleges | 2022 CCSSE Cohort

Category	TCC Population	TCC Respondents	Ex-Large Colleges	2022 CCSSE Cohort
White	49%	50%	34%	54%
Two or more Races	12%	19%	4%	4%
Hispanic or Latino	14%	9%	35%	18%
Black or African American	8%	8%	15%	13%
Asian	5%	5%	6%	4%
American Indian or Alaska Native	7%	5%	1%	2%
Native Hawaiian or Other Pacific Islander	0%			1%

Student Respondent Profile:
First-Generation Status (TCC Respondents)

Not First-Generation

First-Generation

47.5%

52.5%
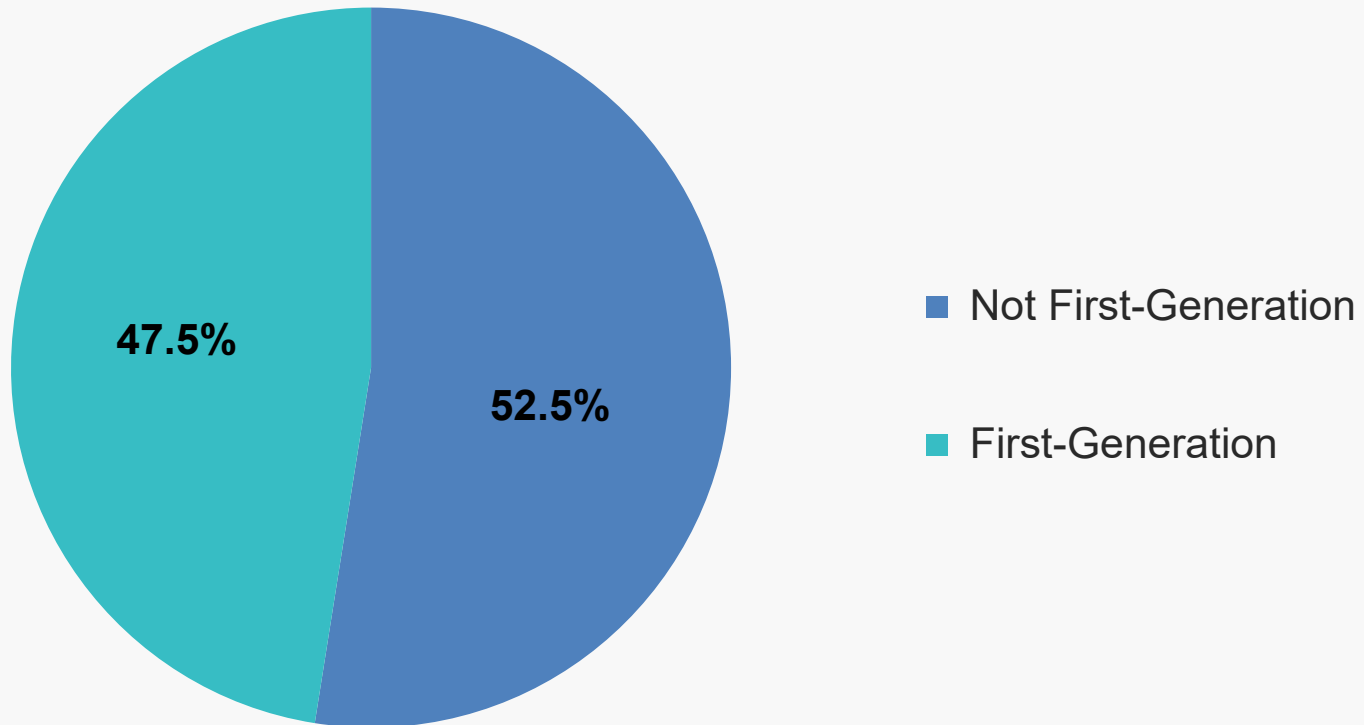
Note: First-generation is defined as neither parent attended at least some college.

CCCSE
INSIGHTS THAT MATTER

Student Respondent Profile: Educational Attainment
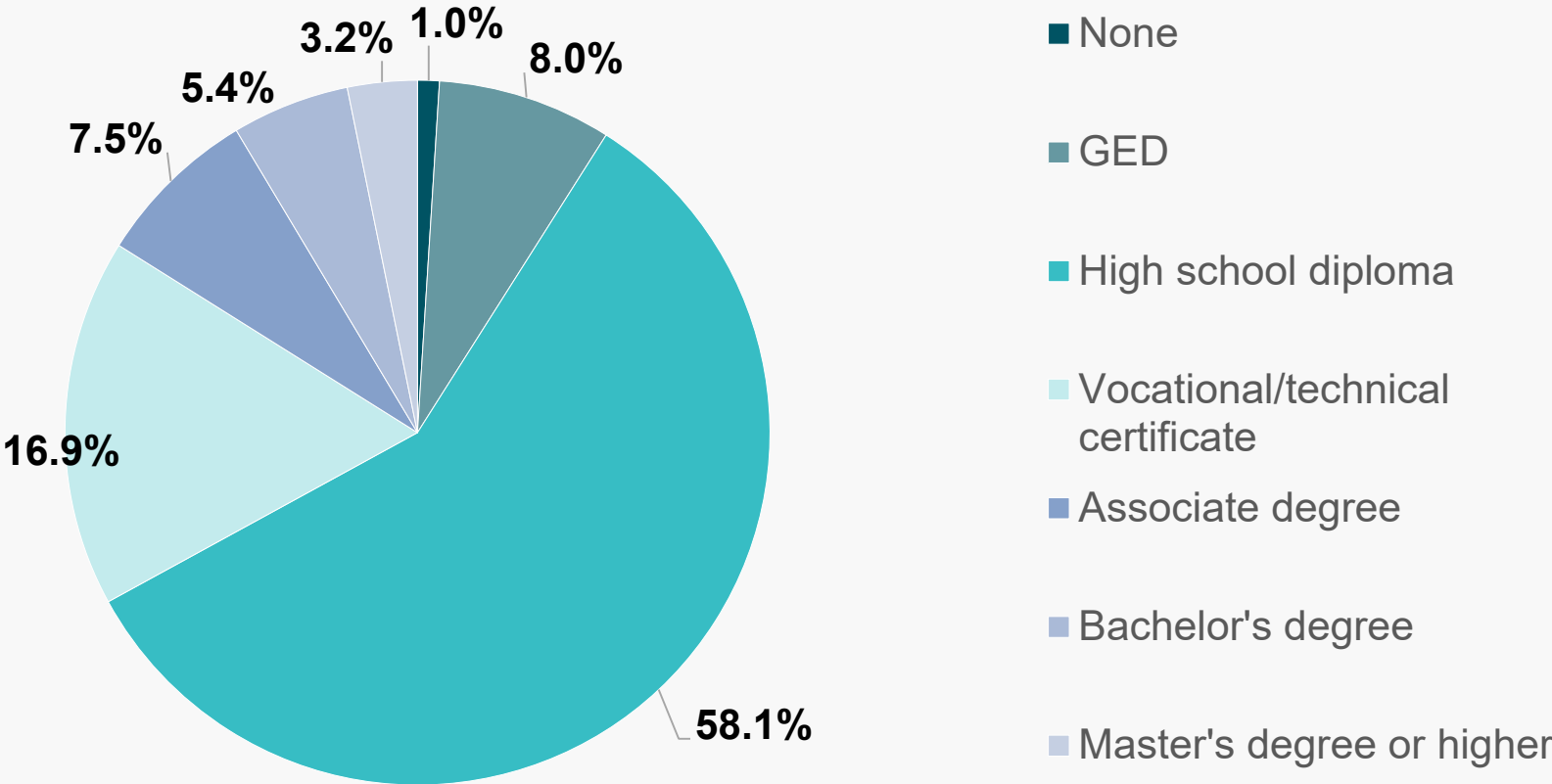
- None
- GED
- High school diploma
- Vocational/technical certificate
- Associate degree
- Bachelor's degree
- Master's degree or higher

1.0%
8.0%
3.2%
5.4%
7.5%
16.9%
58.1%

CCCSE
INSIGHTS THAT MATTER
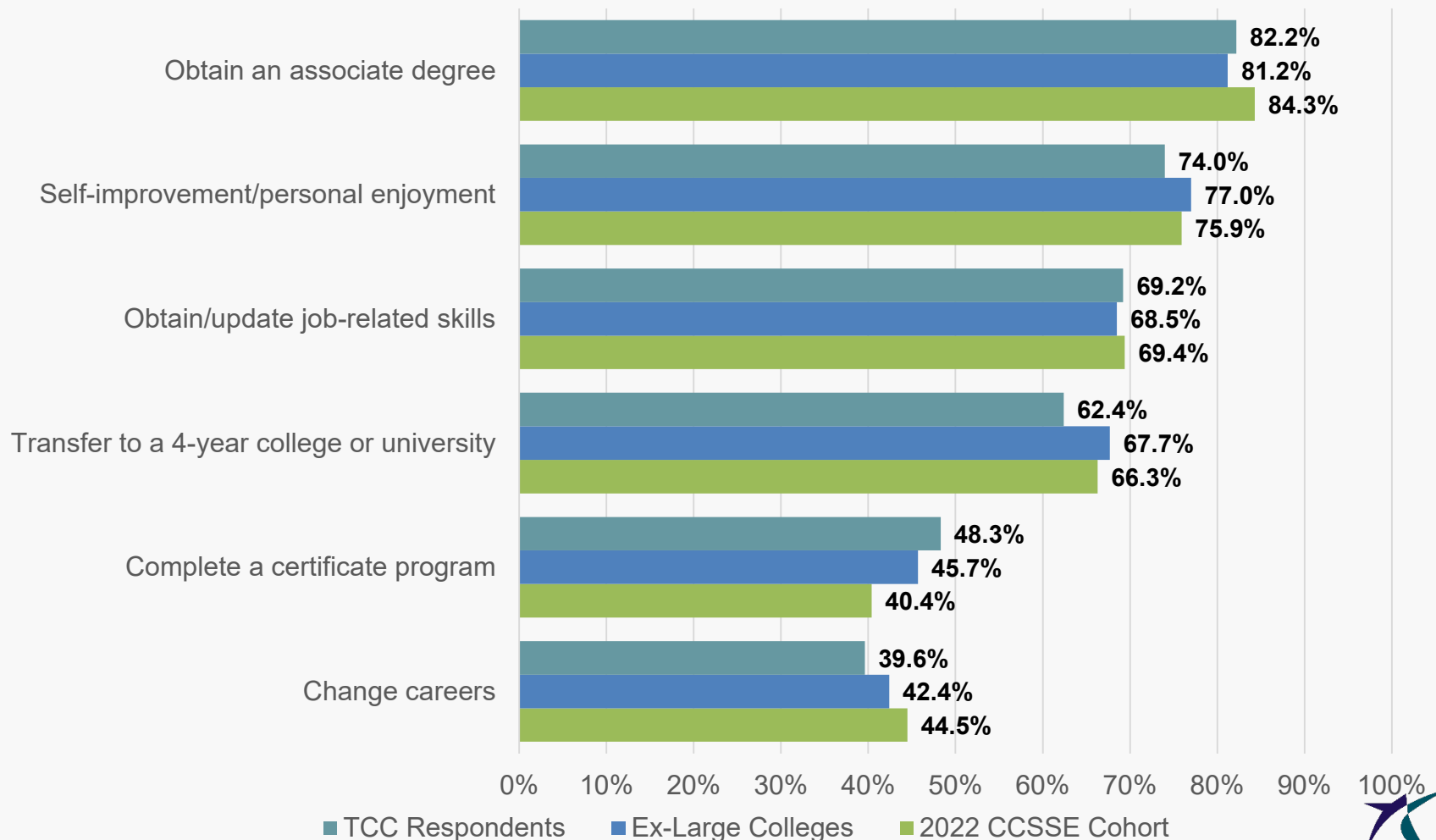
Student Respondent Profile: Time Commitments/Activities (TCC Respondents)

External Commitments

College-related Activities

- None
- 1-5 hours
- 6-10 hours
- 11-20 hours
- 21-30 hours
- More than 30 hours

Caring for Dependents: 37.2%, 15.6%, 10.7%, 6.0%, 3.8%, 26.7%

Working for Pay: 24.4%, 5.5%, 5.1%, 13.0%, 11.6%, 40.4%

Commute to/from Class: 31.7%, 53.7%, 10.7%, 1.7%, 0.9%, 1.4%

Preparing for class: 0.9%, 22.3%, 33.6%, 26.3%, 11.4%, 5.6%

College-sponsored Activities: 79.9%, 15.8%, 2.2%, 2.0%, 0.3%, 0.0%

Note: Respondents may indicate more than one. Based on typical 7-day week.

CCCSE
INSIGHTS THAT MATTER

Student Persistence

Barriers to Returning to College

How likely is it that the following issues would cause you to withdraw from class or from this college?

Barrier	TCC Respondents	Ex-Large Colleges	2022 CCSSE Cohort
Lack of finances	48.8%	48.7%	46.5%
Working full-time	38.1%	41.8%	39.9%
Transfer to 4-year College	33.5%	37.5%	34.4%
Caring for dependents	27.7%	30.6%	29.2%
Academically unprepared	20.3%	23.0%	21.5%

■ TCC Respondents   ■ Ex-Large Colleges   ■ 2022 CCSSE Cohort

16
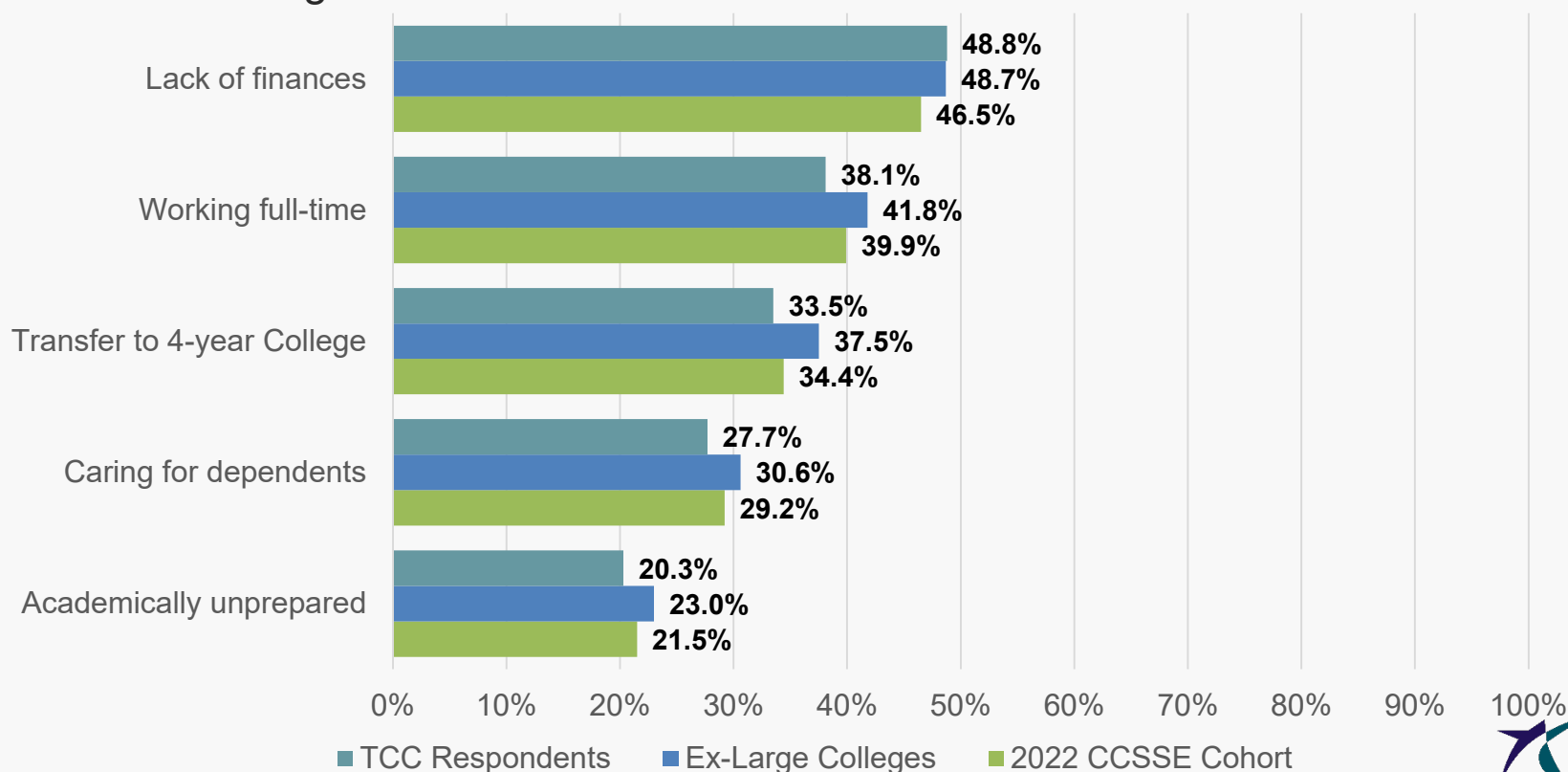
Note: Respondents may indicate more than one. Based on response of 'Likely' and 'Very likely'.

CCCSE
INSIGHTS THAT MATTER

At-Risk Students

- Risk factors reflected in the *CCSSE* survey include:

  - attending college part-time – **45%**

  - working more than 30 hours per week off-campus – **40.4%**

  - financial independence (i.e., students who rely on their own income or savings as a major source for college costs and indicate that parents and spouses/significant others are not sources of income for that purpose) – **32.1%**

  - identifying the cost of attending college as a significant issue – **29.8%**

  - challenges pertaining to childcare – **26.7%**

  - being academically under-prepared – **9%**

CCCSE
INSIGHTS THAT MATTER

CCSSE Benchmarks

CCSSE Benchmarks of Effective Practice

- **Active and Collaborative Learning**
  - Actively involved in education and have opportunities to think about and apply learning in different settings

- **Student Effort**
  - Behaviors contribute to learning and likelihood to attain their educational goals

- **Academic Challenge**
  - Challenging intellectual and creative work central to student learning and collegiate quality

- **Student-Faculty Interaction**
  - More interactions students have with teachers, the more likely to learn effectively and persist toward achievement of educational goals

- **Support for Learners**
  - Perform better and are more satisfied at colleges that are committed to student success and cultivate positive working and social relationships among different groups on campus

CCCSE
INSIGHTS THAT MATTER

Active and Collaborative Learning

- During the current academic year, how **often** have you:

  - Asked questions in class or contributed to class discussions – **64.2%**

  - Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) – **42.8%**

  - Worked with other students on projects during class – **30.1%**

  - Made a class presentation – **23%**

  - Worked with classmates outside of class to prepare class assignments – **15.1%**

  - Participated in a community-based project (service-learning activity) as a part of a regular course – **12.4%**

  - Tutored or taught other students (paid or voluntary) – **5.1%**

Note: Combined response of 'Often' and 'Very often'.

CCCSE
INSIGHTS THAT MATTER

Student Effort

- During the current academic year, how **often** have you:

  - Worked on a paper or project that required integrating ideas or information from various sources – **66.4%**

  - Prepared two or more drafts of a paper or assignment before turning it in – **48.1%**

  - Used skill labs (frequency) – **23.6%**

  - Used a computer lab (frequency) – **20.3%**

  - Used peer or other tutoring services (frequency) – **16.3%**

  - Come to class without completing readings or assignments – **12.2%**

- During the current academic year:

  - How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment – **46.1%** read 1-4 books

  - How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing, or other activities related to your program) – **33.6%** spent 6-10 hours

Note: Combined response of 'Often' and 'Very often'. Combined frequencies of '2-4 times' and '5 or more times'.

CCCSE
INSIGHTS THAT MATTER

Academic Challenge

- During the current academic year, how **often** have you:

  - Worked harder than you thought you could to meet an instructor's standards or expectations – **54%**

- During the current academic year, how much has your coursework emphasized:

  - Analyzing the basic elements of an idea, experience, or theory – **74.6%**

  - Forming a new idea or understanding from various pieces of information – **71.4%**

  - Using information you have read or heard to perform a new skill – **65.4%**

  - Making judgments about the value or soundness of information, arguments, or methods – **62.3%**

  - Applying theories or concepts to practical problems or in new situations – **61%**

- During the current academic year:

  - To what extent have your examinations challenged you to do your best work – **85% (**challenged to extremely challenged)

  - How many assigned textbooks, manuals, books, or packets of course readings have you read – **51.1%** read 1-4

  - How many papers or reports of any length have you written – **32.1%** wrote 5-10

- How much does this college emphasize:

  - Encouraging you to spend significant amounts of time studying - **76.2%**

Note: Combined response of 'Often' and 'Very often'. Combined response of 'Quite a bit' and 'Very much'.

CCCSE
INSIGHTS THAT MATTER

Student-Faculty Interaction

- During the current school year, how **often** have you:

- Used e-mail to communicate with an instructor – **82%**

- Discussed grades or assignments with an instructor – **46.4%**

- Talked about career plans with an instructor or advisor – **35.6%**

- Discussed ideas from your readings or classes with instructors outside of class – **15.9%**

- Received prompt feedback (written or oral) from instructors on your performance – **65%**

- Worked with instructors on activities other than coursework – **7.6%**

Note: Combined response of 'Often' and 'Very often'. Combined response of 'Quite a bit' and 'Very much'.

CCCSE
INSIGHTS THAT MATTER

Support for Learners

- ## How much does this college emphasize:

  - Providing the support you need to help you succeed at this college – **77.3%**

  - Providing the financial support you need to afford your education – **62.4%**

  - Encouraging contact among students from different economic, social, and racial or ethnic backgrounds – **55.2%**

  - Helping you cope with your non-academic responsibilities (work, family, etc.) – **38.5%**

  - Providing the support you need to thrive socially – **41.5%**

- ## During the current academic year, how often have you:

  - Used academic advising/planning services – **77.2%** (2-4 times during current AY)

  - Used career counseling services – **12.7%** (2-4 times during current AY)

Note: Combined response of 'Quite a bit' and 'Very much'. Combined frequencies of '2-4 times' and '5 or more times'.

CCCSE
INSIGHTS THAT MATTER

CCSSE Benchmarks for Effective Educational Practice

CCSSE Benchmark Scores for TCC compared to Ex-Large Colleges

Legend: ■ TCC ■ Ex-large Colleges ■ Averaged Top 10% of 2022 CCSSE Cohort

Benchmark	TCC	Ex-large Colleges	Averaged Top 10% of 2022 CCSSE Cohort
Active and Collaborative Learning	47.3	48.6	61.1
Student Effort	50.2	51.4	59.8
Academic Challenge	48.3	50.1	56.8
Student-Faculty Interaction	48.5	48	60.7
Support for Learners	50.9	49.3	60.1

CCCSE
INSIGHTS THAT MATTER
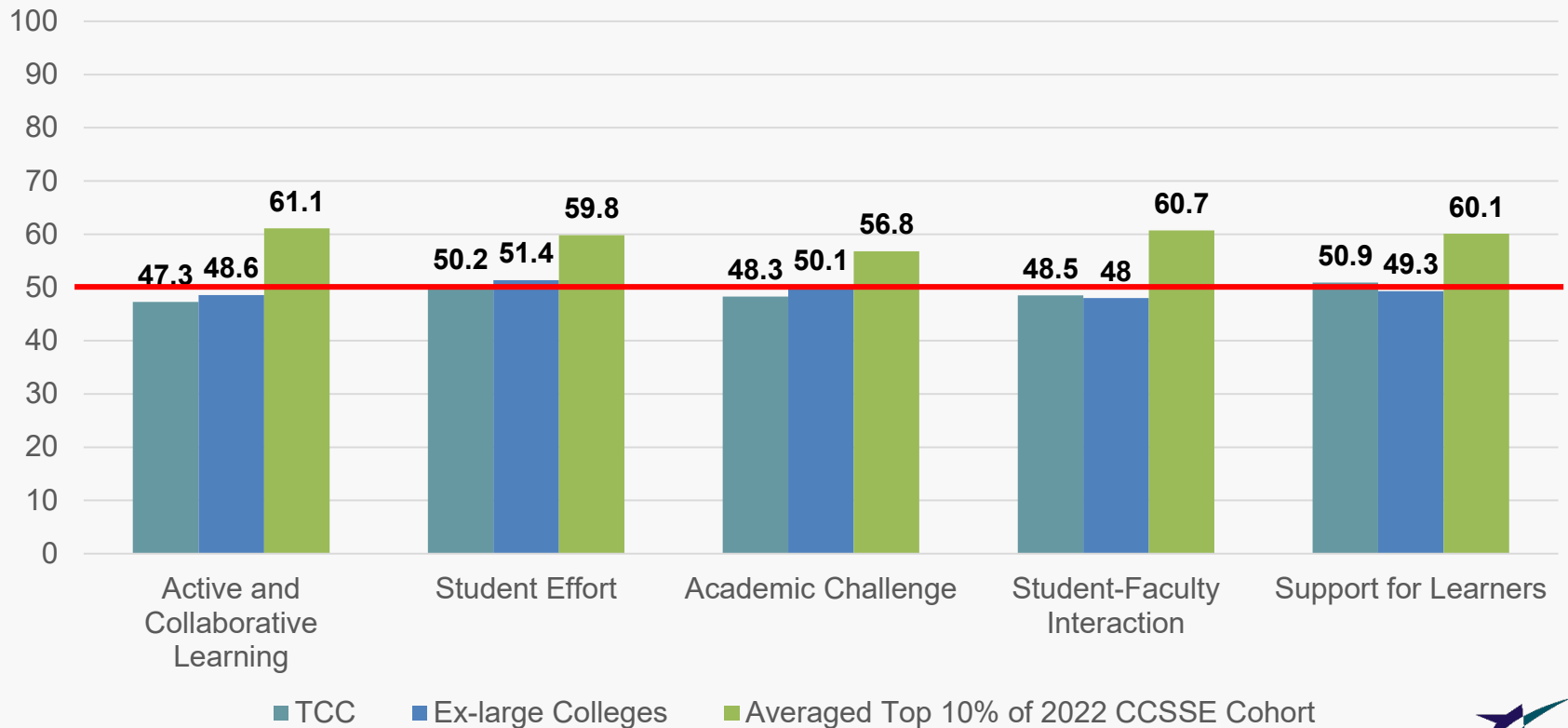
Benchmarking for Continuous Improvement (Raw Benchmark Score)

Benchmark	Raw Benchmark Score			
	2017	2019	2021	2022
Active and Collaborative Learning	0.361	0.379	0.294	0.317	↑
Student Effort	0.442	0.435	0.410	0.425	↑
Academic Challenge	0.574	0.569	0.614	0.598	↓
Student-Faculty Interaction	0.418	0.427	0.447	0.448	↑
Support for Learners	0.446	0.439	0.487	0.507	↑

CCCSE
INSIGHTS THAT MATTER

Benchmarking: Highest Aspect of Student Engagement

Highest Aspects of Student Engagement

Item	Benchmark
4i. Participated in a community-based project as part of a regular course	Active and Collaborative Learning
4l. Talked about career plans with an instructor or advisor	Student-Faculty Interaction
9f. Providing the financial support you need to afford your education	Support for Learners
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	Student Effort
12.1a. Frequency: Academic advising/planning	Support for Learners

Chart data:
- 4i (Often or Very often): Tulsa Community College 12.4%, 2022 CCSSE Cohort 7.4%
- 4l (Often or Very often): Tulsa Community College 35.5%, 2022 CCSSE Cohort 33.0%
- 9f (Quite a bit or Very much): Tulsa Community College 62.4%, 2022 CCSSE Cohort 59.4%
- 10a (11 or more hours): Tulsa Community College 43.2%, 2022 CCSSE Cohort 37.9%
- 12.1a (2 or more times): Tulsa Community College 77.1%, 2022 CCSSE Cohort 60.4%

Legend: Tulsa Community College / 2022 CCSSE Cohort

CCCSE
INSIGHTS THAT MATTER

Benchmarking: Lowest Aspect of Student Engagement
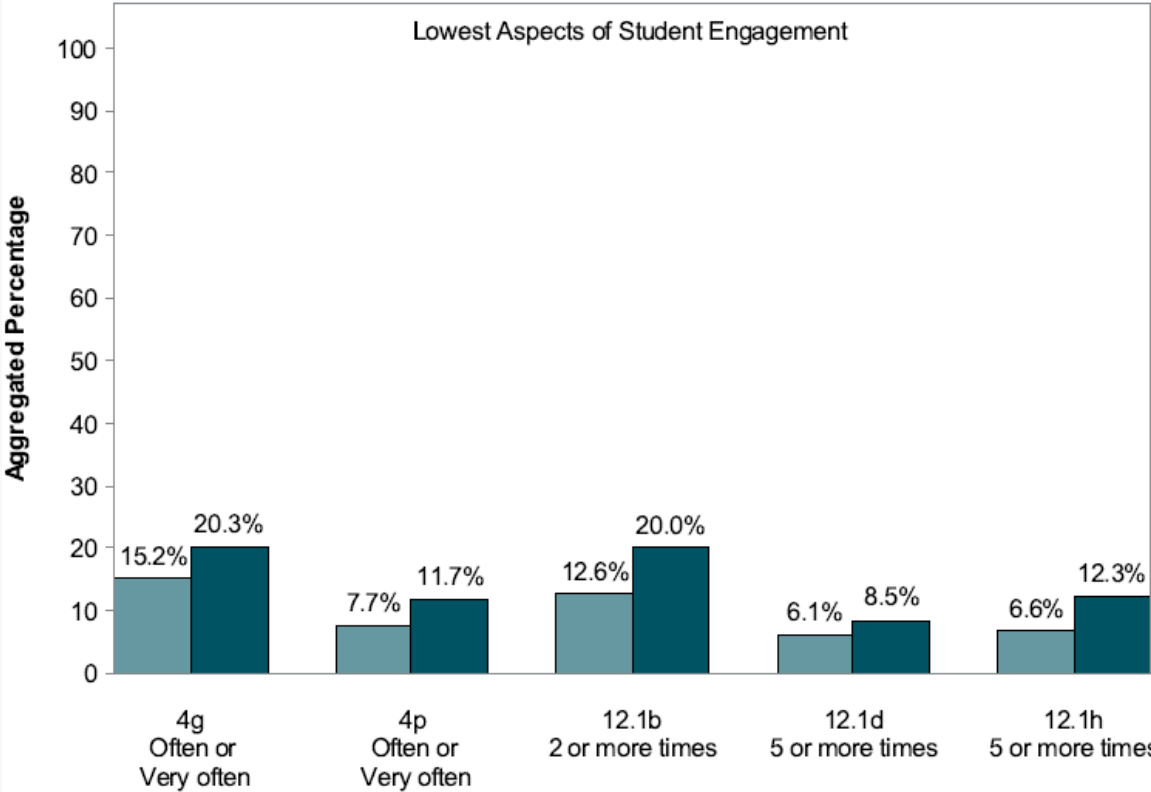
Lowest Aspects of Student Engagement

Item	Benchmark
4g. Worked with classmates outside of class to prepare class assignments	Active and Collaborative Learning
4p. Worked with instructors on activities other than coursework	Student-Faculty Interaction
12.1b. Frequency: Career counseling	Support for Learners
12.1d. Frequency: Peer or other tutoring	Student Effort
12.1h. Frequency: Computer lab	Student Effort

Chart data (Aggregated Percentage):

- 4g — Often or Very often: Tulsa Community College 15.2%, 2022 CCSSE Cohort 20.3%
- 4p — Often or Very often: Tulsa Community College 7.7%, 2022 CCSSE Cohort 11.7%
- 12.1b — 2 or more times: Tulsa Community College 12.6%, 2022 CCSSE Cohort 20.0%
- 12.1d — 5 or more times: Tulsa Community College 6.1%, 2022 CCSSE Cohort 8.5%
- 12.1h — 5 or more times: Tulsa Community College 6.6%, 2022 CCSSE Cohort 12.3%

Legend: Tulsa Community College | 2022 CCSSE Cohort

CCCSE
INSIGHTS THAT MATTER

Guided Pathways
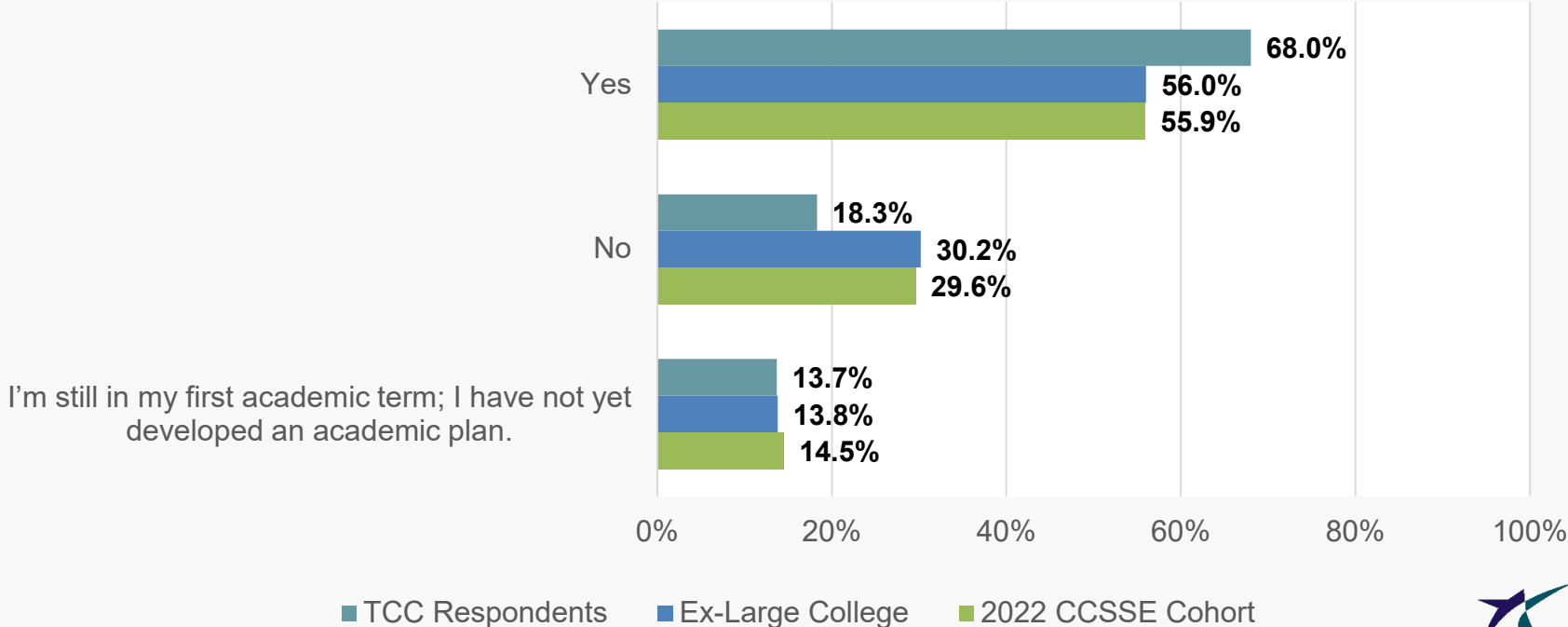
Guided Pathways

The Pathways Model is composed of essential institutional practices that help students along their journey to success.

Three of these practices are:

- Help students get on a path
  - » Require supports that help students get the best start, including first-year experiences and integrated academic support.

- Help students stay on their path
  - » Keep students on track with supports such as intrusive advising and systems for tracking progress.

- Ensure students are learning
  - » Use program-level outcomes, culturally responsive teaching practices, and high quality assessment to promote student learning inside and outside the classroom.
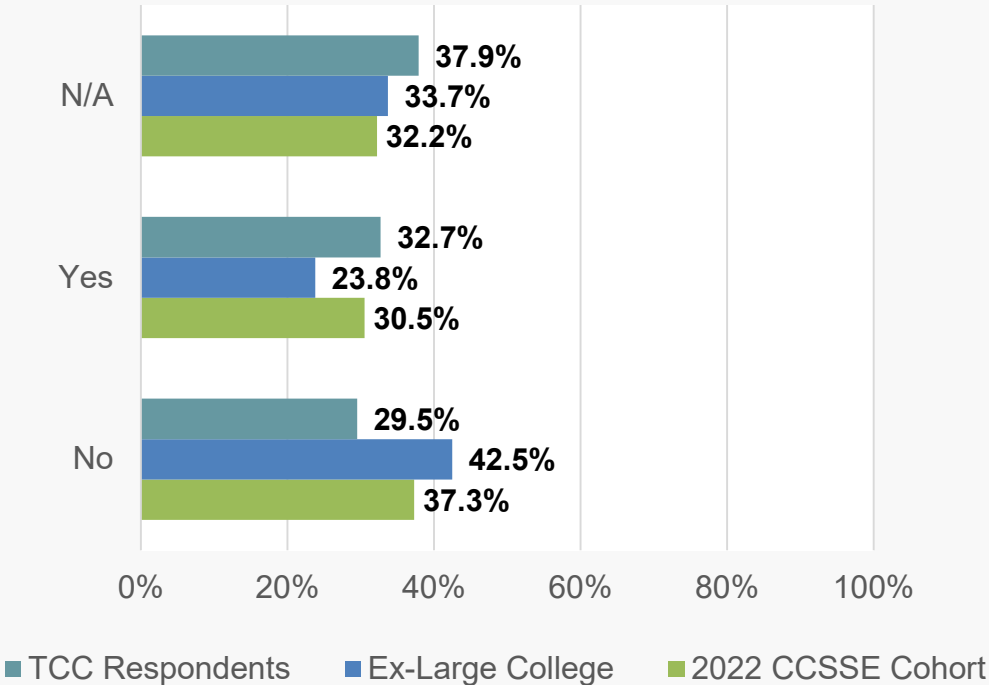
CCCSE
INSIGHTS THAT MATTER

Help Students Get on a Path

Before the end of my first academic term at this college, an advisor helped me develop an academic plan (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).

Yes
- TCC Respondents: 68.0%
- Ex-Large College: 56.0%
- 2022 CCSSE Cohort: 55.9%

No
- TCC Respondents: 18.3%
- Ex-Large College: 30.2%
- 2022 CCSSE Cohort: 29.6%

I'm still in my first academic term; I have not yet developed an academic plan.
- TCC Respondents: 13.7%
- Ex-Large College: 13.8%
- 2022 CCSSE Cohort: 14.5%

■ TCC Respondents   ■ Ex-Large College   ■ 2022 CCSSE Cohort
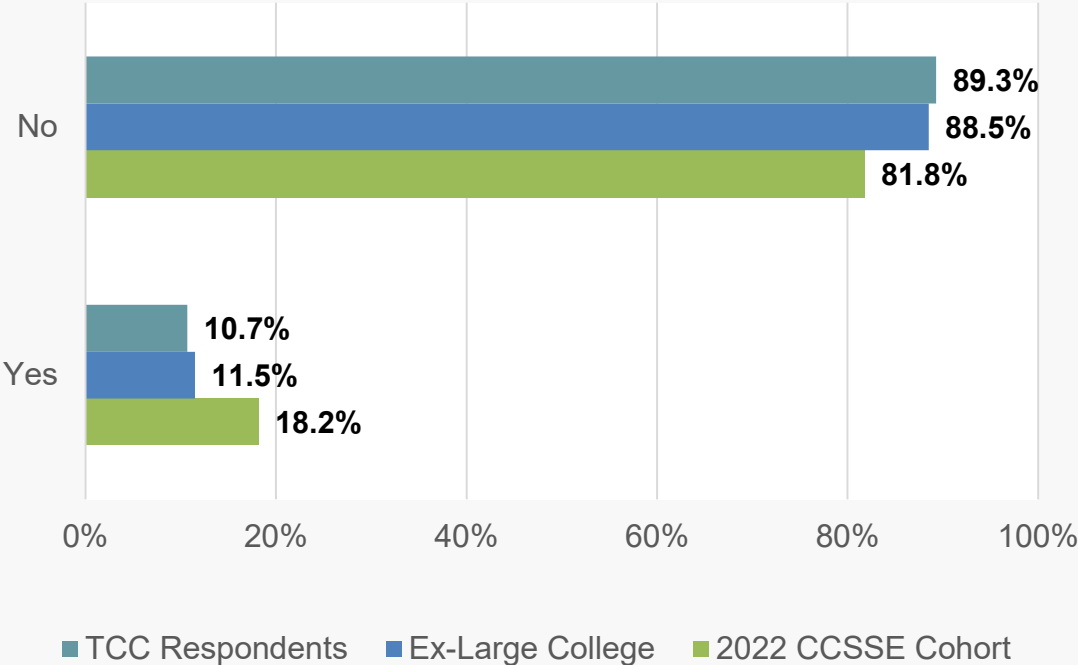
CCCSE
INSIGHTS THAT MATTER

Help Students Stay on Their Path

Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.

Chart showing responses by category:

N/A
- TCC Respondents: 37.9%
- Ex-Large College: 33.7%
- 2022 CCSSE Cohort: 32.2%

Yes
- TCC Respondents: 32.7%
- Ex-Large College: 23.8%
- 2022 CCSSE Cohort: 30.5%

No
- TCC Respondents: 29.5%
- Ex-Large College: 42.5%
- 2022 CCSSE Cohort: 37.3%

Legend: ■ TCC Respondents ■ Ex-Large College ■ 2022 CCSSE Cohort

CCCSE
INSIGHTS THAT MATTER

Ensure Students Are Learning

Which of the following have you done, or are you currently doing at this college? Internship, field experience, co-op experience, or clinical assignment?

No
- TCC Respondents: 89.3%
- Ex-Large College: 88.5%
- 2022 CCSSE Cohort: 81.8%

Yes
- TCC Respondents: 10.7%
- Ex-Large College: 11.5%
- 2022 CCSSE Cohort: 18.2%

Legend:
- TCC Respondents
- Ex-Large College
- 2022 CCSSE Cohort

CCCSE
INSIGHTS THAT MATTER

Strategies to Promote Learning That Matters

Strategies to Promote Learning That Matters

CCCSE describes key strategies to promote strengthened classroom experiences:

- Strengthen classroom engagement

- Integrate student support into learning experiences

- Focus institutional policies on creating the conditions for learning

- Expand professional development focused on engaging students

Strengthen Classroom Engagement

- Raise expectations

  - Instructors should set high standards and communicate them clearly, deliberately, and consistently.

- Promote active, engaged learning

  - Students learn and retain more information — and persist and succeed at higher levels — when they are actively involved in learning rather than passively receiving information.

- Build and encourage relationships

  - Personal connections are a critical factor in student success.

- Ensure that students know where they stand

  - Feedback on academic performance greatly affects student retention.

CCCSE
INSIGHTS THAT MATTER

Raise Expectations

Students work hard to meet instructors' expectations:

- 54% of students *often* or *very often* work harder than they thought they could to meet an instructor's standards or expectations
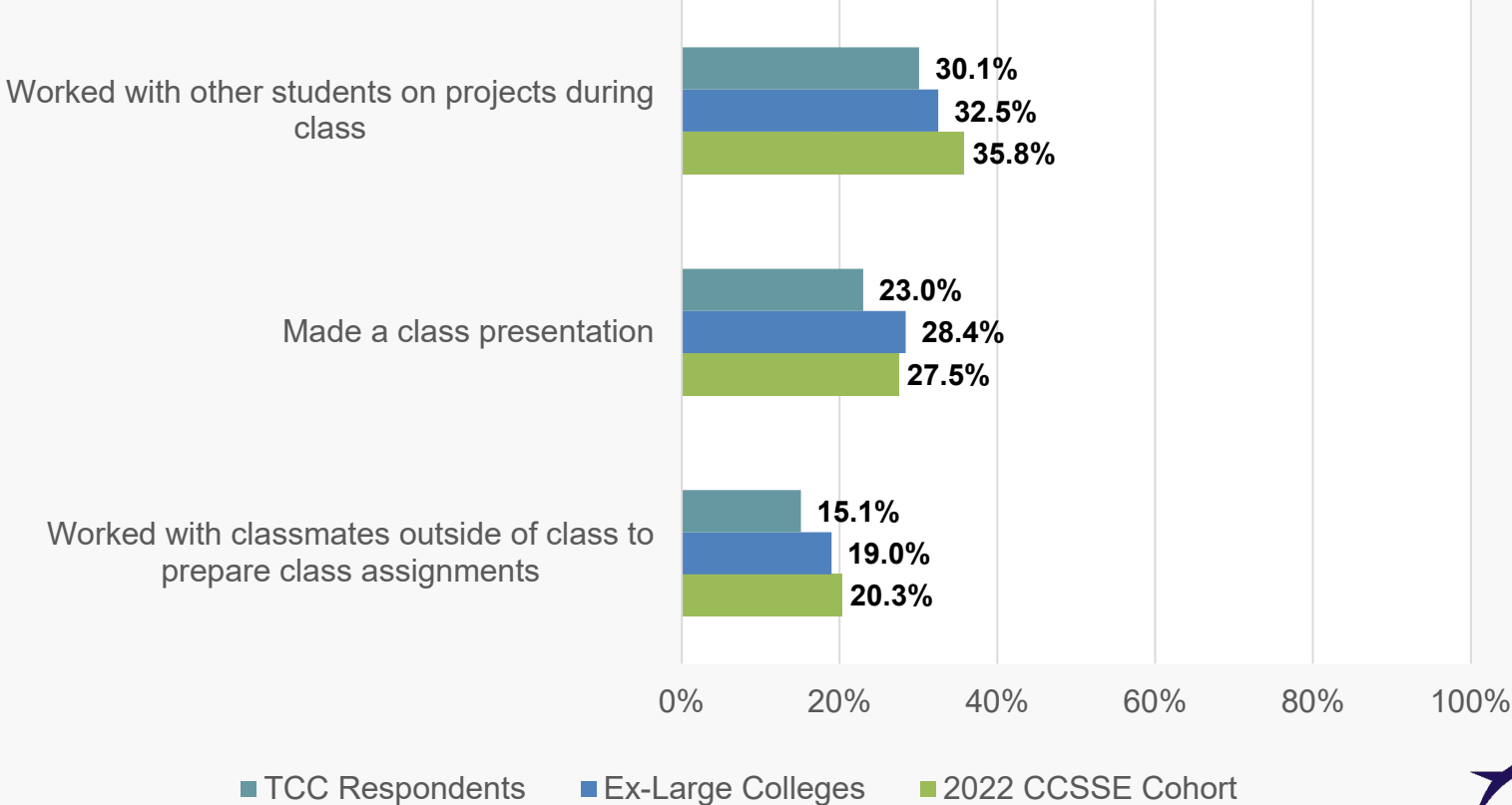
But expectations may not be as high as they need to be:
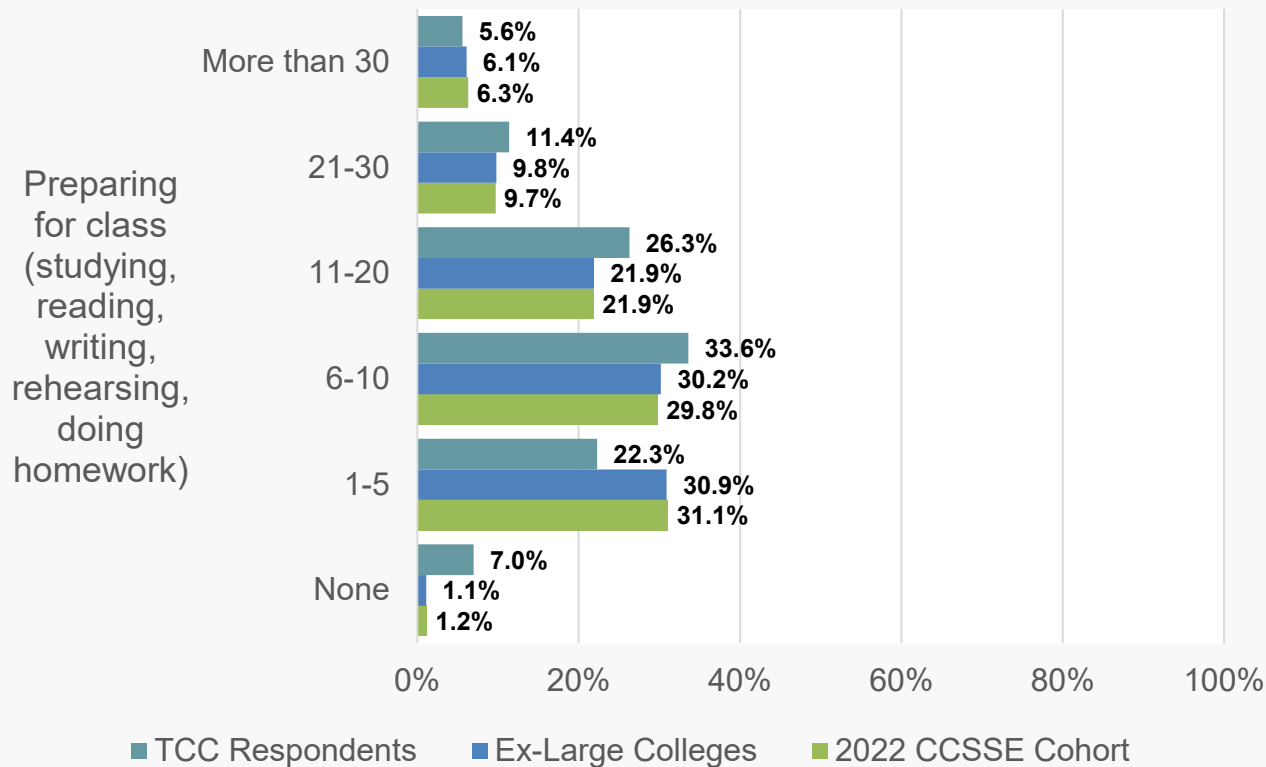
Note: Hours spent in a typical 7-day week.

Promote Active, Engaged Learning

In your experiences at this college during the current school year, about how **often** have you done each of the using activities?

Worked with other students on projects during class
- TCC Respondents: 30.1%
- Ex-Large Colleges: 32.5%
- 2022 CCSSE Cohort: 35.8%

Made a class presentation
- TCC Respondents: 23.0%
- Ex-Large Colleges: 28.4%
- 2022 CCSSE Cohort: 27.5%

Worked with classmates outside of class to prepare class assignments
- TCC Respondents: 15.1%
- Ex-Large Colleges: 19.0%
- 2022 CCSSE Cohort: 20.3%

■ TCC Respondents ■ Ex-Large Colleges ■ 2022 CCSSE Cohort

Note: Combined response of 'Often' and 'Very often'.

CCCSE
INSIGHTS THAT MATTER

Emphasize Deep Learning

Memorization vs. Deep Learning

During the current school year, how much of your coursework at this college emphasized mental activities?

Analyzing the basic elements of an idea, experience, or theory
- TCC Respondents: 74.6%
- Ex-Large Colleges: 74.9%
- 2022 CCSSE Cohort: 73.5%

Forming a new idea or understanding from various pieces of information
- TCC Respondents: 71.4%
- Ex-Large Colleges: 72.5%
- 2022 CCSSE Cohort: 71.6%

Making judgments about the value or soundness of information, arguments, or methods
- TCC Respondents: 62.3%
- Ex-Large Colleges: 61.3%
- 2022 CCSSE Cohort: 59.9%

Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form
- TCC Respondents: 59.7%
- Ex-Large Colleges: 61.0%
- 2022 CCSSE Cohort: 62.5%

■ TCC Respondents   ■ Ex-Large Colleges   ■ 2022 CCSSE Cohort

Note: Combined response of 'Quite a bit' and 'Very much'.

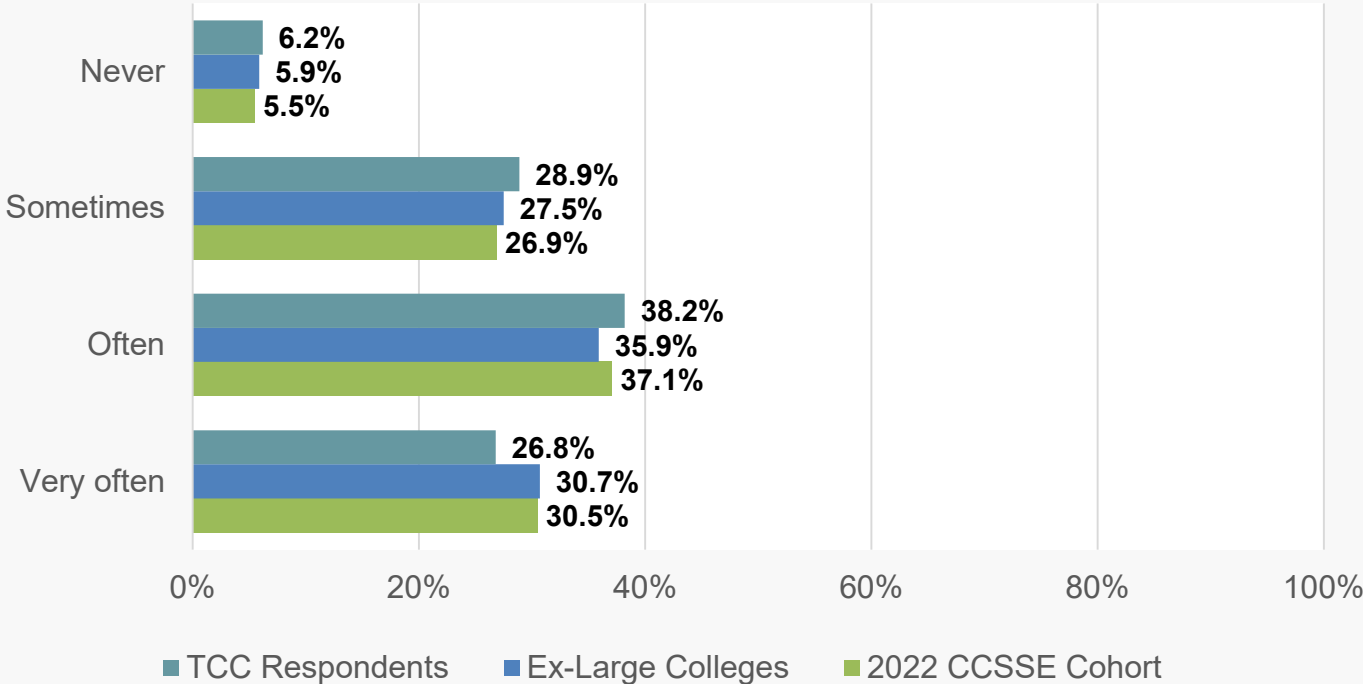CCCSE
INSIGHTS THAT MATTER

Build and Encourage Relationships

- 41.5% of students respond that the college emphasizes providing the support they need to thrive socially as *quite a bit* or *very much*….

- BUT, 72.9% *never* work with an instructor on activities other than coursework

CCCSE
INSIGHTS THAT MATTER

Ensure that Students Know Where They Stand

Student Perceptions of Feedback

During the current school year, how often have you received prompt feedback (written or oral) from instructors on your performance?

Never
- TCC Respondents: 6.2%
- Ex-Large Colleges: 5.9%
- 2022 CCSSE Cohort: 5.5%

Sometimes
- TCC Respondents: 28.9%
- Ex-Large Colleges: 27.5%
- 2022 CCSSE Cohort: 26.9%

Often
- TCC Respondents: 38.2%
- Ex-Large Colleges: 35.9%
- 2022 CCSSE Cohort: 37.1%

Very often
- TCC Respondents: 26.8%
- Ex-Large Colleges: 30.7%
- 2022 CCSSE Cohort: 30.5%

Legend: ■ TCC Respondents ■ Ex-Large Colleges ■ 2022 CCSSE Cohort

CCCSE
INSIGHTS THAT MATTER

Integrate Student Support into Learning Experiences

Students are most likely to succeed when expectations are high and they receive the support they need to rise to those expectations.

Student Use and Value of Student Services

How important are the services?

	Very	Not at all
Academic advising/planning	77.3%	2.2%
Career counseling	51.8%	12.9%
Peer or other tutoring	39.0%	21%
Skill labs (writing, math, etc.)	43.7%	18.9%

How often do you use the services?

	Never
Academic advising/planning	3.7%
Career counseling	71.0%
Peer or other tutoring	76.5%
Skill labs (writing, math, etc.)	66.3%

CCCSE
INSIGHTS THAT MATTER

Expand Professional Development Focused on Engaging Students

- Instructors – both part-time and full-time – must be given the opportunities to learn about effective teaching strategies.

- *CCSSE* results can help launch dialogue on effective strategies to promote learning, persistence, and college completion for larger numbers of students.

44

Closing Remarks and Questions

Contact Institutional Research at ir@tulsacc.edu with any questions or for additional information.