



# Community College Survey of Student Engagement

## **Northeast Texas Community College**

### 2010 Key Findings

#### **Table of Contents**

Introduction _____	2
Benchmarks of Effective Educational Practice _____	3
Areas of Highest Student Engagement _____	4
Areas of Lowest Student Engagement _____	5
2010 <i>CCSSE</i> Special-Focus Items _____	6
<i>CCFSSE</i> _____	8



# Introduction

This report provides a summary of selected results from the administration of the 2010 Community College Survey of Student Engagement (*CCSSE*). This document provides important information that we hope you can use to stimulate discussion on your campus about how to improve students' experiences at Northeast Texas Community College.

## Contents

*CCSSE* benchmarks for Northeast Texas Community College, the 2010 *CCSSE* Cohort, and the top performing colleges by benchmark area

A report highlighting your institution's highest- and lowest-performing areas for part-time and full-time students by benchmark

Results from the 2010 Special-Focus Items

Selected results comparing student and faculty responses from the Community College Faculty Survey of Student Engagement (*CCFSSE*), if your college elected to participate in the national administration of that survey in spring 2010; if your college did not participate in the faculty survey, this page provides an example of the report your college would have received

## *CCSSE* Online Reporting System

The complete *CCSSE* 2010 results for Northeast Texas Community College are available via the new *CCSSE* online reporting system ([www.ccsse.org](http://www.ccsse.org)). This reporting site offers intuitive, point-and-click access to data and flexibility in creating reports.

## *CCSSE* Resources at [www.ccsse.org](http://www.ccsse.org)

Accreditation Tools providing guidance on using student engagement results in the self-study and reaffirmation process

Annotated Bibliography containing interactive survey items linked to annotated lists of related research articles

Communication Tools including customizable templates and discussion guides for sharing survey results

Focus Group Tools including all the materials needed to plan and conduct student focus groups to add rich qualitative data to your understanding student engagement

Using *CCSSE* Tools including a *CCSSE* Course Evaluation Form, an end-of-course evaluation instrument that is aligned with *CCSSE* items on effective educational practice, and a Classroom Observation Form, developed for local use in faculty development and evaluation programs



## Benchmarks of Effective Educational Practice Northeast Texas Community College

The Community College Survey of Student Engagement uses a set of five benchmarks of effective educational practice in community colleges. These benchmarks 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 other groups of similar colleges.

Community colleges differ significantly even dramatically



## Areas of Highest Student Engagement Northeast Texas Community College

Benchmark scores provide a manageable starting point for reviewing and understanding *CCSSE* data. One way to dig deeper into the benchmark scores is to analyze the items contributing to the overall benchmark score and to disaggregate the data. This section features the five items on which part-time and full-time students scored highest and the five items on which they scored lowest in comparison to the 2010 *CCSSE* Cohort.

The items below reflect the largest differences (in mean scores) between Northeast Texas Community College and the 2010 *CCSSE* Cohort. However, they may not be the most important to institutional mission or current program particular interest.

2010 *CCSSE* Institutional Report for additional results of

Item Number	Benchmark	Item
<b>Part-Time Students</b>		
13b1	Support for Learners	Frequency: Career counseling
4f	Active and Collaborative Learning	Worked with other students on projects during class
4m	Student-Faculty Interaction	Talked about career plans with an instructor or advisor
9b	Support for Learners	



# Areas of Lowest Student Engagement Northeast Texas Community College

Item Number	Benchmark	Item
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Part-Time Students



## 2010 *CCSSE* Special-Focus Items Northeast Texas Community College

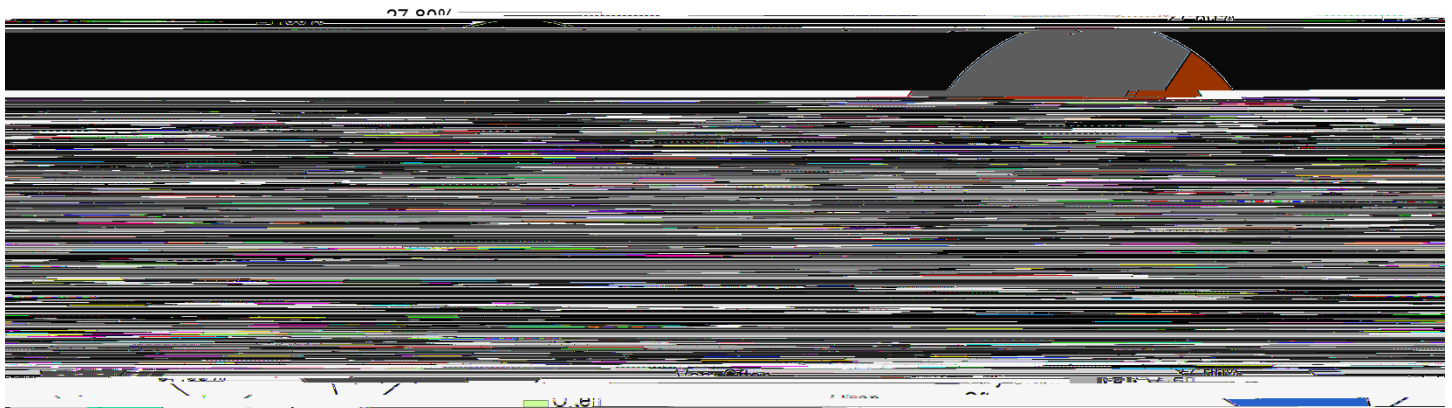
*CCSSE* has established a regular feature that allows participating colleges and researchers to delve more fully into areas of student experience and institutional performance that are related to student success. 2010 national report will focus on strengthening student engagement in the classroom, the five 2010 Special-Focus Items educational experiences experiences, for example, that help to integrate ideas, broaden or change perspectives, and promote reflection and self-criticism.

Of all 2010 *CCSSE* respondents, 42% report including diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments 21 such experiences. Responses from students at your institution are provided below. For a complete frequency distribution report, please visit [www.ccsse.org](http://www.ccsse.org).

In your experience at this college during the current school year, about how often have you put together ideas or concepts from different courses when completing assignments or during class discussions?



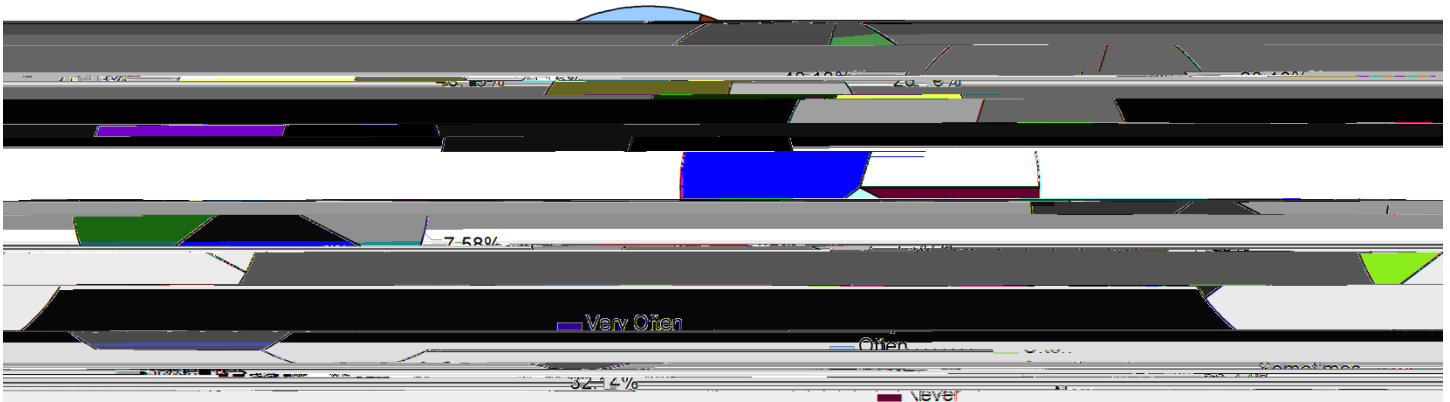
In your experience at this college during the current school year, about how often have you included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments?



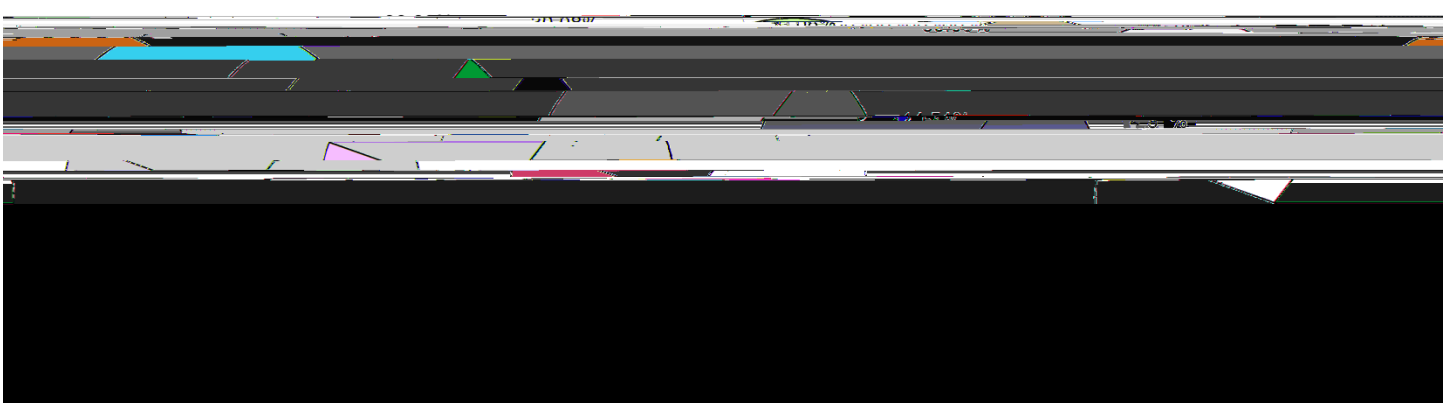
In your experience at this college during the current school year, about how often have you examined the strengths and weaknesses of your own views on a topic or issue?



In your experience at this college during the current school year by imagining how an issue looks from his or her perspective?



In your experience at this college during the current school year, about how often have you learned something that changed your viewpoint about an issue or concept?





## *CCFSSE* Example College

The Community College Faculty Survey of Student Engagement (*CCFSSE*) is a companion to the student survey. It elicits information from faculty about their teaching practices, the ways they spend their professional time, both in and faculty responses provide a useful prompt for campus discussions, particularly in those areas where students and faculty seem to be reporting divergent perceptions of the same experience. **Since your institution did not participate in *CCFSSE*, an example report is provided.**