

Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from Northeast Texas Community College's administration of the 2011 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 (*CCFSSE*) data are also highlighted (cohort data are provided for colleges that did not administer

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 in comparison to the 2011 *CCSSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2011 *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 the full Institutional Report on the *CCSSE* online reporting system.

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably compared with the 2011 *CCSSE* Cohort. For instance, 54.1% of Northeast Texas Community College students, compared with 50.2% of other students in the cohort, responded 'Quite a bit' or 'Very much' on item 9c.

Figure 3

Table 1

Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably compared with the 2011 *CCSSE* Cohort. For instance, 43.9% of

2011 CCSSE Special-Focus Items

The Center adds special-focus items to *CCSSE* each year to augment the core survey, helping participating colleges and the field at large to further explore fundamental areas of student engagement. The 2011 special-focus items elicited new information about students' experiences associated with promising educational practices such as early registration, orientation, freshman seminars, organized learning communities, and student success courses. Frequency results from the first five "promising practices" items for Northeast Texas Community College (n=436) and the 2011 *CCSSE* Cohort are displayed across pages 6 and 7.

Figure 5: During the current semester/quarter at this college, I completed registration before the first class session(s).

Figure 6: The ONE response that best describes my

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

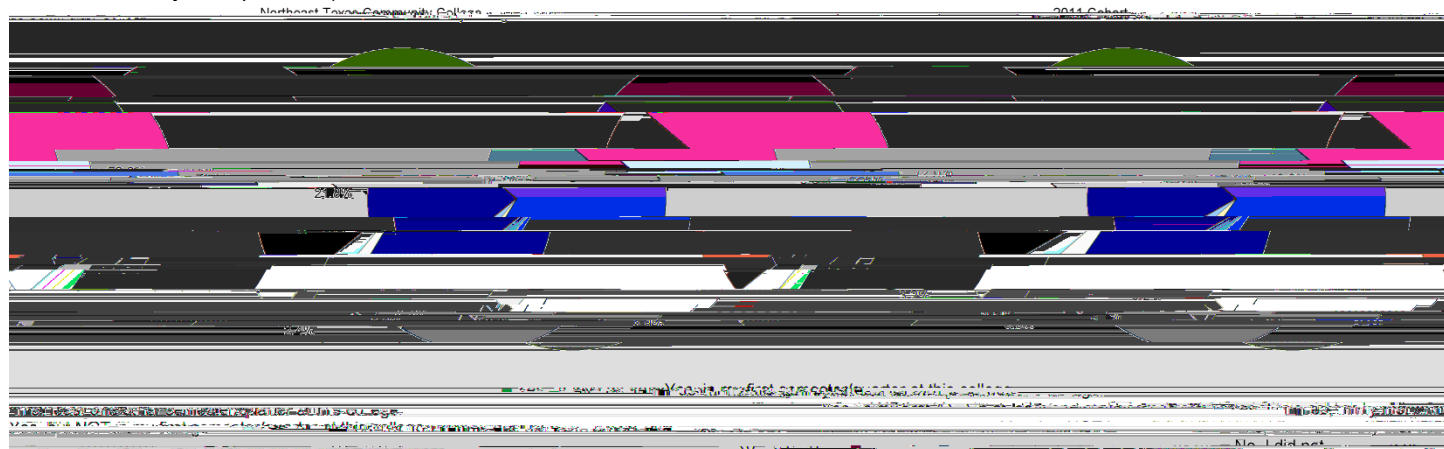


Figure 8: During my first semester/quarter at this college, I enrolled in an organized "learning community" (two or more courses that a group of students take together).

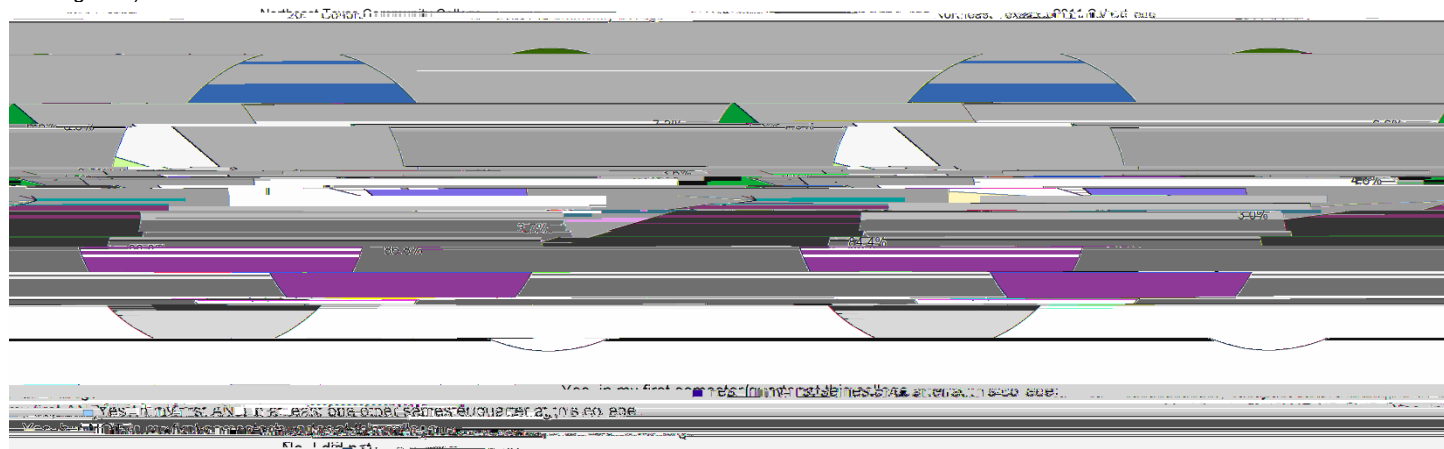
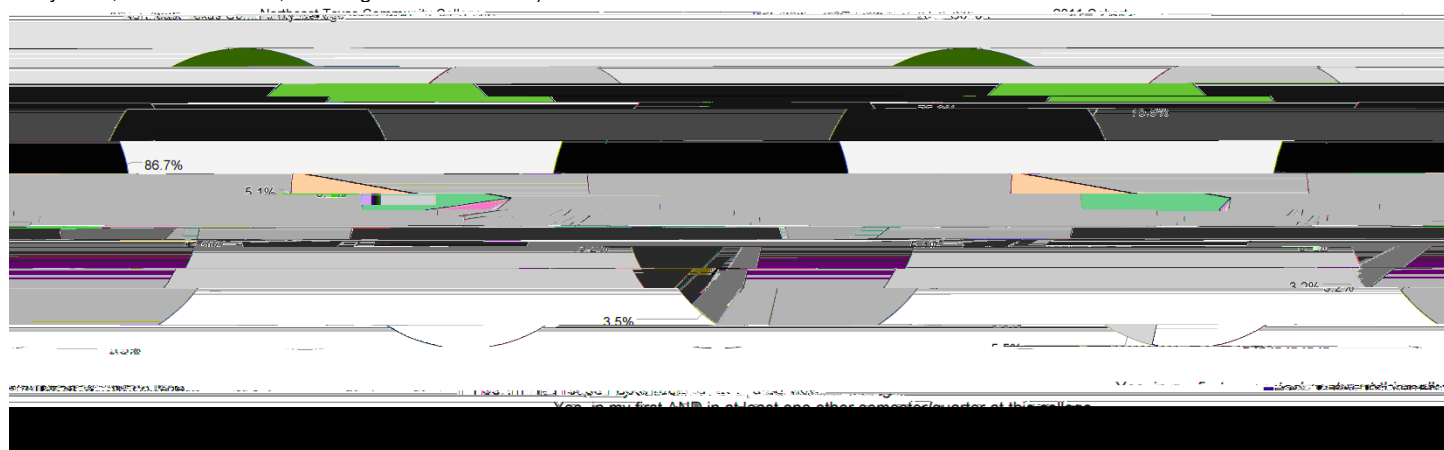


Figure 9: During my first semester/quarter at this college, I enrolled in a student success course (such as a student development, extended orientation, study skills, student life skills, or college success course).



CCFSSE

The Community College Faculty Survey of Student Engagement (*CCFSSE*), designed as a companion survey to *CCSSE*, elicits information from faculty about their teaching practices; the ways they spend their professional time, both in and out of class; and their perceptions regarding students' educational experiences. *CCFSSE* data not only help participating colleges identify areas of strength, but also enable them to recognize challenges or gaps that may require further consideration. The *CCFSSE* results displayed below reveal full- and part-time faculty members' perceptions of three in-class student experiences. *Cohort data are provided for colleges that did not administer CCFSSE.*

Faculty Perceptions of Student Experiences by Employment Status

Figure 10

Response	4a. Ask questions in class or contributed to class discussions		4b. Make a class presentation		4f. Work with other students on projects during class	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Very Often	49.8%	45.3%	11.3%	10.9%	25.2%	19.7%
Often	34.6%	36.1%	15.5%	14.8%	29.3%	