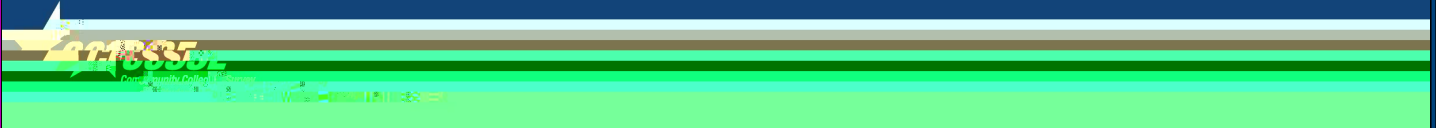




Community College Survey



Key Findings: A Starting Point





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1000

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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 relative to the 2016 *CCSSE* Cohort.



Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2016 CCSSE Cohort. For instance, 44.1% of Northeast Texas Community College students, compared with 51.1% of other students in the cohort, responded *often* or *very often* on item 4c. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 4

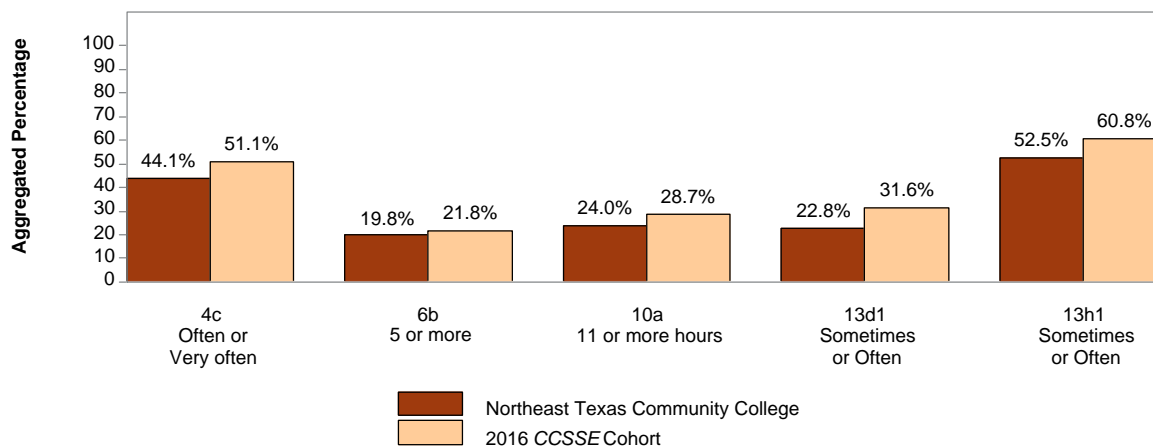


Table 2

Benchmark	Item Number	Item
Student Effort	4c	Prepared two or more drafts of a paper or assignment before turning it in
Student Effort	6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
Student Effort	10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
Student Effort	13d1	Frequency: Peer or other tutoring
Student Effort	13h1	Frequency: Computer lab

Notes:

- For Item(s) 4 (except 4e), *often* and *very often* responses are combined.
- For Item(s) 6, 5 to 10, 11 to 20, and *more than 20* responses are combined.
- For Item 10a, 11 - 20, 21 - 30, and *more than 30* responses are combined.
- For Item(s) 13, *sometimes* and *often* responses are combined.

2016 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 2016 special-focus items elicit new information about students' experiences associated with enrollment status such as persistence, goals, expectations for time to completion, and knowledge about whether or not instructors teach full time at their college. Frequency results from the first five special focus module items for your college and the 2016 *CCSSE* Part-Timeness item-set respondents are displayed across pages 6 and 7.

Figure 5: Including this term, but excluding summers, how many academic terms have you been enrolled at this college?

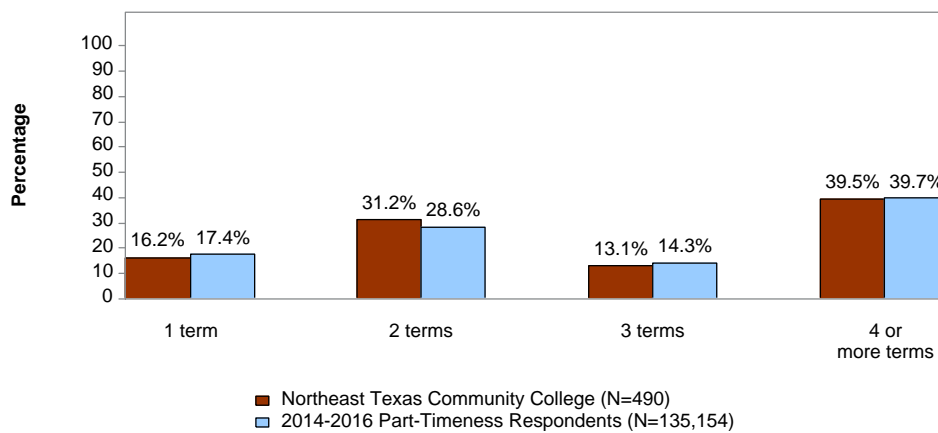


Figure 6: Of the academic terms you have been enrolled at this college but excluding summers, how many academic terms have you been enrolled full time?

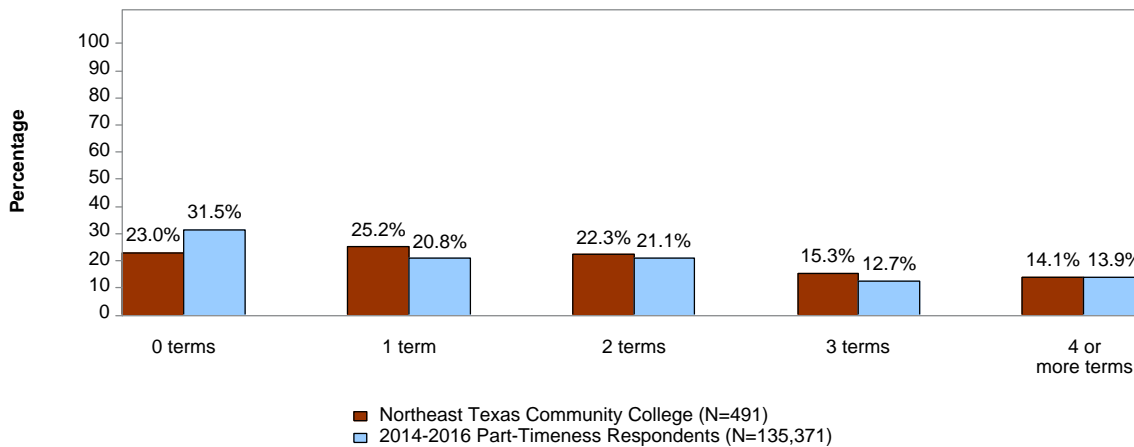
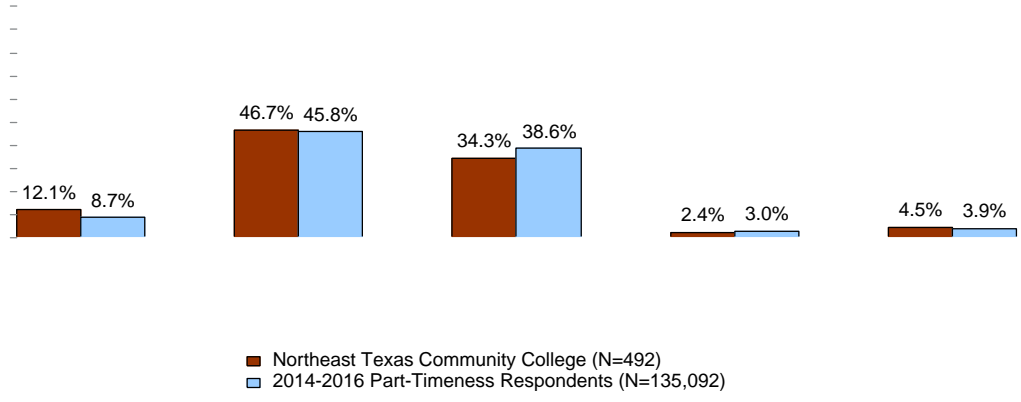




Figure 7: What is your number one goal for attending this college?





CCFSSE

The Community College Faculty Survey of Student Engagement (*CCFSSE*), designed as a companion survey to *CCSSE*, elicits information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time—both in and out of the classroom. *CCFSSE* data suggest that at most colleges, part-time faculty outnumber full-time faculty, and are also less likely to refer students to academic support services. Below you will find frequency results for part- and full-time faculty at your college describing how frequently they refer students to advising and planning services, peer tutoring, and skill labs. *CCFSSE* cohort respondent data are provided.

Figure 10: How often do you refer students to the following services?

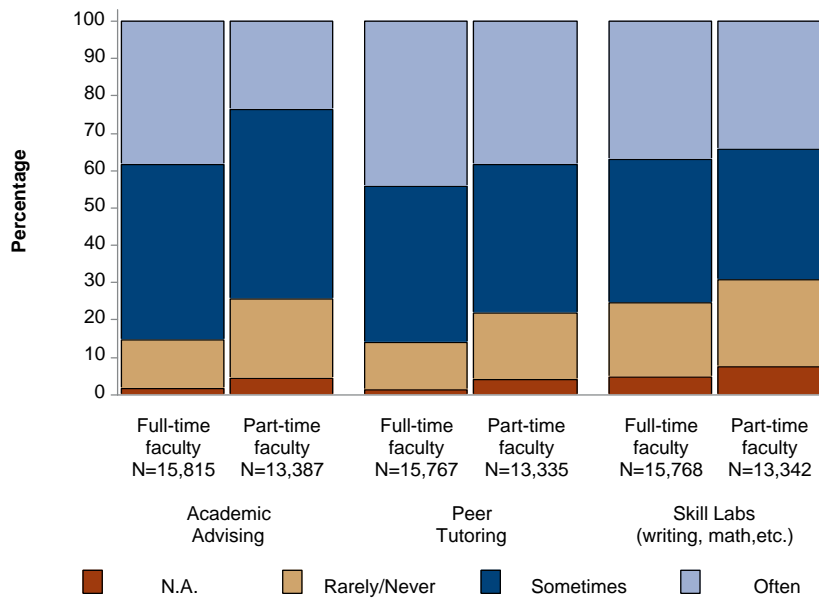


Table 3

	Academic Advising/ Planning	Peer or Other Tutoring	Skill Labs (writing, math, etc.)	Skill Labs