

Community College Survey of Student Engagement

Cuesta College

2016 Key Findings

Table of Contents

Key Findings: A Starting Point	2
Benchmarks of Effective Educational Practice	3
Aspects of Highest Student Engagement	4
Aspects of Lowest Student Engagement	5
2016 <i>CCSSE</i> Special-Focus Items	6
<i>CCFSSE</i>	8

Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2016 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 CCSSE special-focus items. Select faculty survey data are also highlighted.

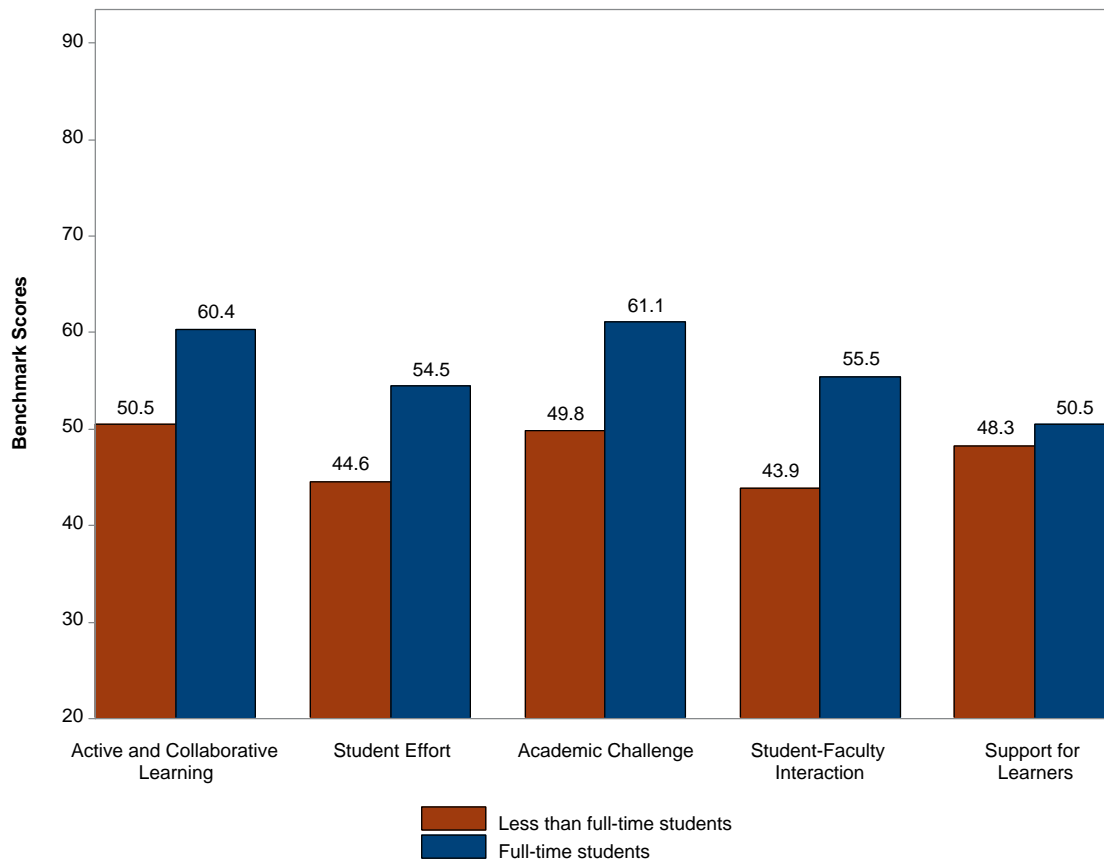
Community College Student Part-Timeness

In each annual administration, the Center for Community College Student Engagement has included special-focus items on CCSSE to allow participating colleges and national researchers to delve more deeply into student experiences and areas of institutional performance of greatest interest to the field. Five items designed to elicit information about community college students and part-timeness were added to the 2016 CCSSE administration. The results of these findings are on pages 6-7 of this report.

Benchmark Overview by Enrollment Status

Figure 1 below represents your institution's CCSSE benchmark scores by student enrollment status.

Figure 1



Benchmarks of Effective Educational Practice

The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and 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 groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy “Responsible Uses of *CCSSE* and *SENSE* Data,” available at www.ccsse.org.

CCSSE uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2016 *CCSSE* Cohort (2014-2016) throughout all reports.

CCSSE Benchmarks

★ 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 real-life situations and problems.

★ Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

★ Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

★ Student-Faculty Interaction

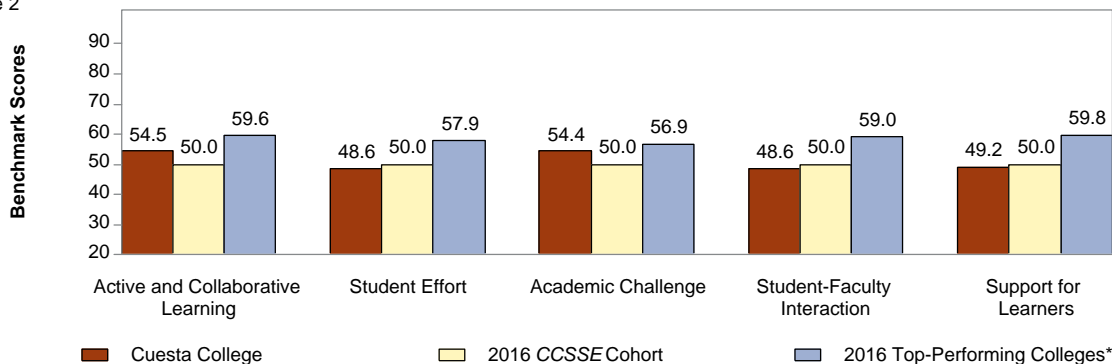
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

★ Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

For further information about *CCSSE* benchmarks, please visit www.ccsse.org.

Figure 2



*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit www.ccsse.org.

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.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2016 *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 all institutional reports on the *CCSSE* online reporting system at www.ccsse.org.

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2016 *CCSSE* Cohort. For instance, 59.2% of Cuesta College students, compared with 50.8% of other students in the cohort, responded *often* or *very often* on item 4f. It is important to note that some colleges’ highest scores might be lower than the cohort mean.

Figure 3

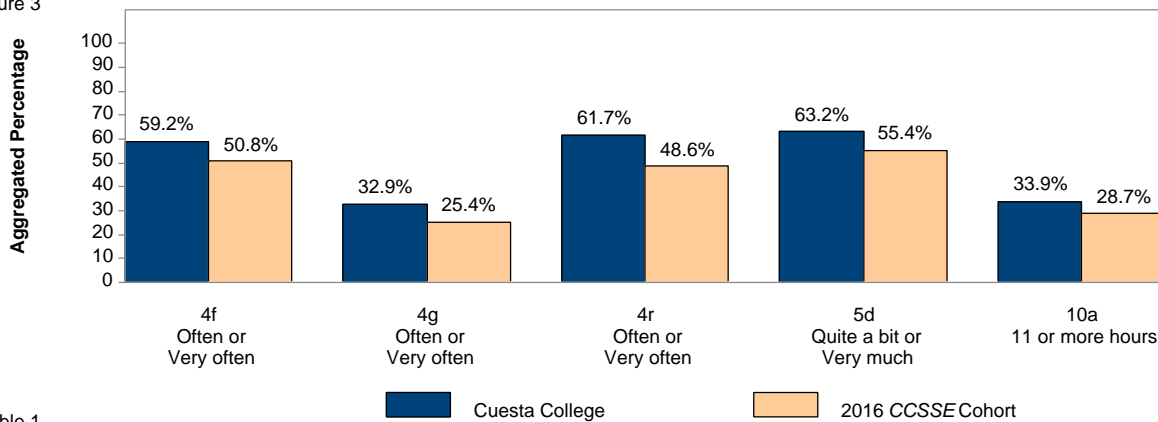


Table 1

Benchmark	Item Number	Item
Active and Collaborative Learning	4f	Worked with other students on projects during class
Active and Collaborative Learning	4g	Worked with classmates outside of class to prepare class assignments
Active and Collaborative Learning	4r	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
Academic Challenge	5d	Making judgments about the value or soundness of information, arguments, or methods
Student Effort	10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item(s) 5, *quite a bit* and *very much* responses are combined.

For Item 10a, 11 - 20, 21 - 30, and *more than 30* responses are combined.

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, 22.0% of Cuesta College students, compared with 34.1% of other students in the cohort, responded *never* on item 4e. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 4

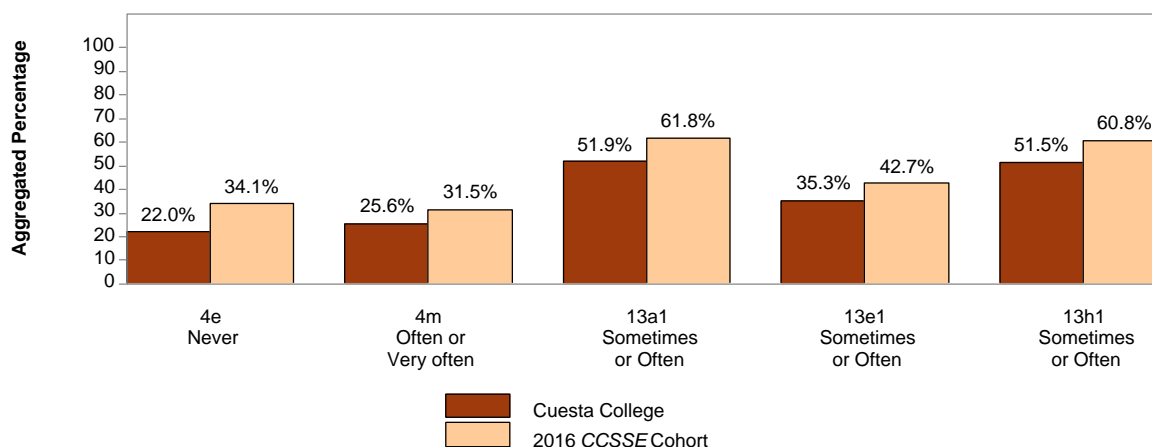


Table 2

Benchmark	Item Number	Item
Student Effort	4e	Came to class without completing readings or assignments
Student-Faculty Interaction	4m	Talked about career plans with an instructor or advisor
Support For Learners	13a1	Frequency: Academic advising/planning
Student Effort	13e1	Frequency: Skill labs (writing, math, etc.)
Student Effort	13h1	Frequency: Computer lab

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item 4e, responses have been reversed. The frequency displayed is the percentage of students who report *never* coming to class without completing readings or assignments.

For Item(s) 13, *sometimes* and *often* responses are combined.