



# *Engaging Community Colleges*

*A First Look  
San Antonio College  
2003 CCSSE Results*



# *The New World of Higher Education*



## Overview

- ★ **The New World of Higher Education**
- ★ **CCSSE as a Tool for Improvement**
- ★ **The 3 Major Challenges in High Education**
- ★ **The Experience of High-Risk Students**
- ★ **Student Satisfaction with SAC**
- ★ **Student Performance at SAC**
- ★ **2003 SAC Successes & Challenges**



# *The New World of Higher Education*



College has been redefined. Three significant aspects of this new world of higher education are:

- ★ **the role higher education plays in our society and our economy.**
- ★ **today's "typical" college students.**
- ★ **a greater focus on quality in undergraduate learning.**

# *The New World of Higher Education*



College is where the public interest meets student interest. It:

- ★ serves as the engine of regional and national economic health.
- ★ provides training for current jobs and career changes.
- ★ prepares individuals to be citizens in today's global environment.



# *The New World of Higher Education*



Today, the public and policymakers are more focused on quality in higher education.

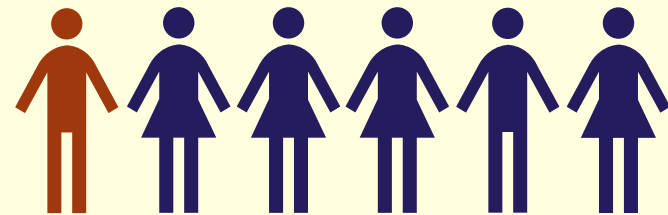
- ★ **Resources are short.**
- ★ **Demand for access is high.**
- ★ **Colleges need tools that can help them address these challenges.**

# The New World of Higher Education



## Understanding the “Typical” College Student

- ★ Most people still think a typical college student is 18 to 24 years old, living on campus and attending one school full time.
- ★ In fact, today’s community college students typically are older,\* and they have more varied educational goals.
- ★ They are also more likely to attend college part time, commute to school, work, care for dependents, and be financially independent.



17%

Only one in six undergraduate students in the United States is an 18- to 24-year-old living on campus and attending school full time.

Source: Arthur Levine and Jeanette S. Cureton, “Collegiate Life: An Obituary.” In *Change*, Vol. 30, Number 3, May/June 1998, p. 14.

\*Statistics from *National Profile of Community Colleges: Trends and Statistics, Third Edition (2000)*, available from Community College Press.

# *CCSSE Is a Tool for Improvement*



The Community College Survey of Student Engagement is a tool that helps us:

- ★ **assess quality in community college education.**
- ★ **focus on good educational practice — practice that promotes high levels of student learning and retention.**
- ★ **identify areas in which we can improve programs and services for students.**

# CCSSE Is a Tool for Improvement



The *CCSSE* survey:

- ★ is administered directly to community college students at CCSSE member colleges in randomly selected classes.
- ★ is based on research, asking questions about institutional practices and student behaviors demonstrated to promote student learning and retention.
- ★ uses a sampling methodology that is consistent across all participating colleges.

**The Community College Student Report 2002**

**1** In your experience at this college during the current school year, about how often have you done each of the following? Please use a black or blue pen. Mark your answers as often in the following examples. Example: (2) (3) (4)

	Never	Once	Sometimes	Frequently	Very frequently
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared for or gave a draft of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required ongoing class or laboratory time outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Worked in class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Turned in longer than required papers or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Participated in a community-based project as a part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Used an electronic medium that uses other people's internet sites to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Used a web to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Talked about career plans with an instructor or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed ideas from your readings or classes with instructors outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Received positive feedback written or oral from instructors on your performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Studied harder than you thought you could to meet an instructor's assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Worked with classmates or advisors after their comments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Discussed ideas from your readings or classes with others outside of class (peers, family members, or advisors, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Had personal conversations with students in a different area or setting other than your class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Had personal conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2** During the current school year, to what extent has your coursework at this college emphasized the following mental activities?

	Not at all	A little	Some	A great deal	Very much
a. Memorizing facts, dates, or methods from your courses and readings so you can repeat them in practical situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Analyzing the basic elements of an idea, experience, or theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Applying and organizing ideas, information, or experiences to new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Making judgments about the value or usefulness of information, arguments, or methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Using information you have read or heard to perform a new task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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# *CCSSE Is a Tool for Accountability*



*CCSSE:*

- ★ provides reliable data on issues that matter.
- ★ reports data publicly.
- ★ is committed to using data for improvement.

*CCSSE* opposes using its data to rank colleges.





# *Major Challenges in Higher Education from CCSSE's Perspective*

- ★ The new “Tradition” is Non-traditional
- ★ Students Spend Limited Time on Campus
- ★ The Cost of Education - Economics



# *Challenge #1: The New “Tradition” Is Non-traditional*

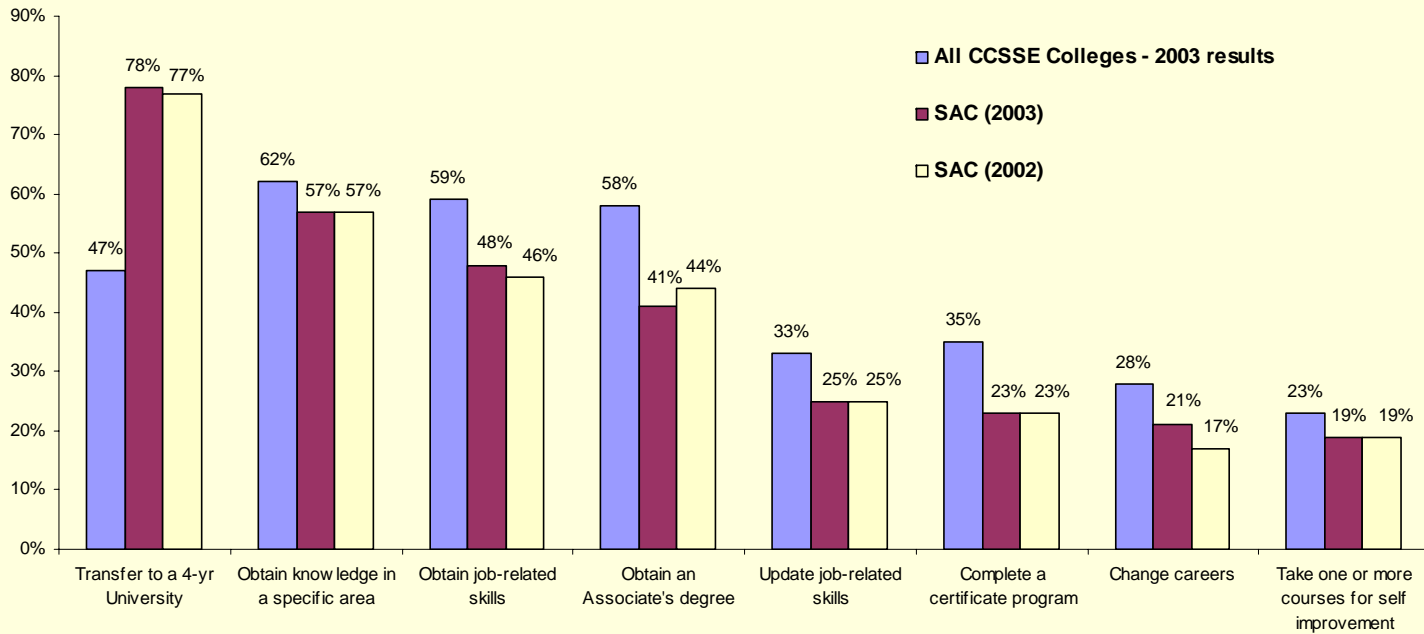
Students have widely varying academic goals, attend multiple institutions, and return to college at recurring points across their careers and lifetimes.

## **CCSSE 2003 Results: Students' Primary Goals**

Transferring to a four-year college/university	78%	(for 9% this is not a goal)
Obtaining knowledge in a specific area	57%	(for 21% this is not a goal)
Obtaining job-related skills	48%	(for 30% this is not a goal)
Obtaining an associate degree	41%	(for 33% this is not a goal)
Updating job skills	25%	(for 48% this is not a goal)
Complete a certificate program	23%	(for 62% this is not a goal)
Change careers	21%	(for 65% this is not a goal)
Take one or more classes for self-improvement	19%	(for 48% this is not a goal)

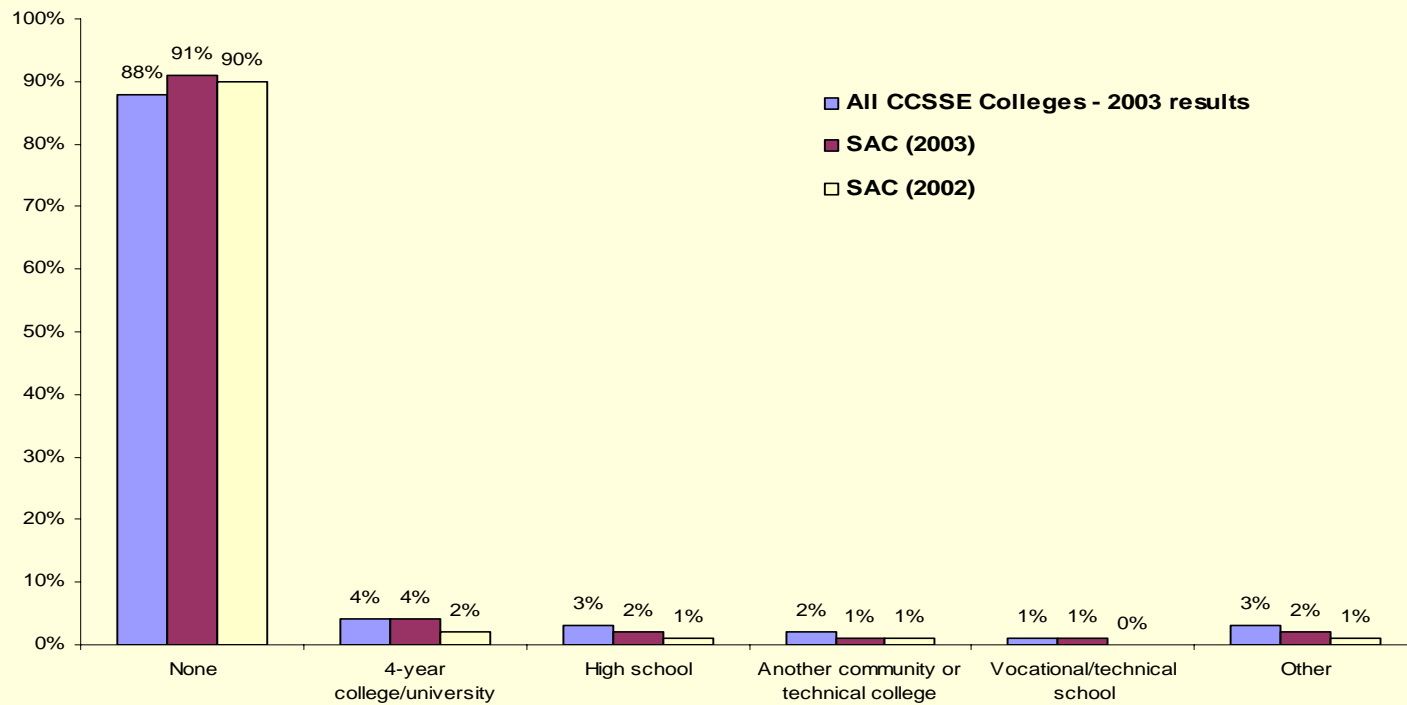
# Which of the following are reasons/goals for attending this college?

## Primary Goal



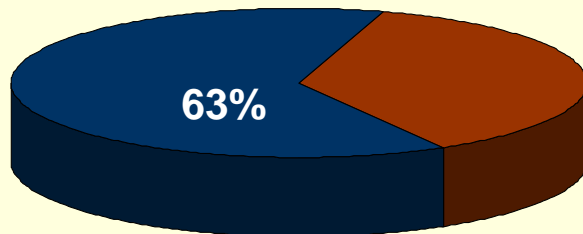
*At what other types of institutions are you thinking of taking classes this term?*

**Other Institutions Attending**



# Challenge #2: Students Spend Limited Time on Campus

## The Majority of SAC Students are Part-Time\*

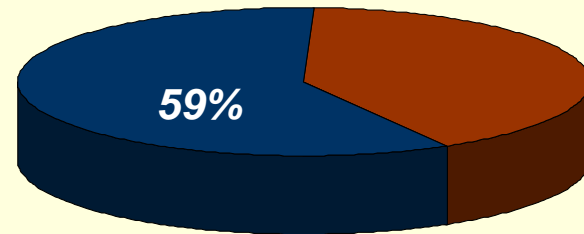


Nearly two-thirds (64%) of students in CCSSE colleges are enrolled in college part time.

(Source: IPEDS, 2000)

\* Source: SIS data Fall 2003

## Most SAC Students Work

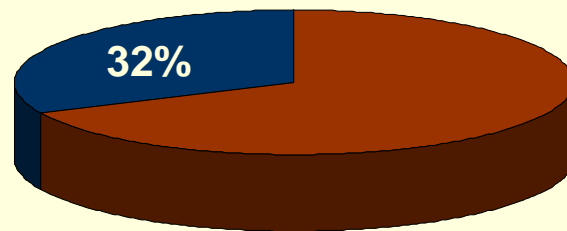


More than half (59%) of SAC surveyed students work off campus more than 20 hours per week.\*\*

\*\* 58% of students at CCSSE colleges work more than 20 hours per week.

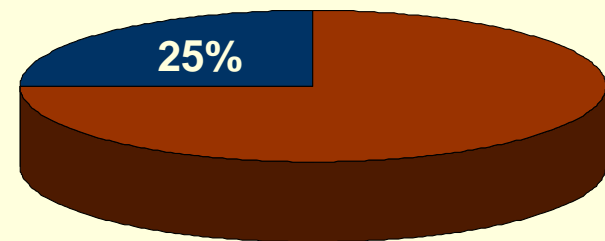
# *Challenge #2: Students Spend Limited Time on Campus*

## ***Many SAC Students Care for Dependents***



32% of surveyed SAC students (vs. 35% of CCSSE students overall) spend 11 hours or more per week caring for dependents.

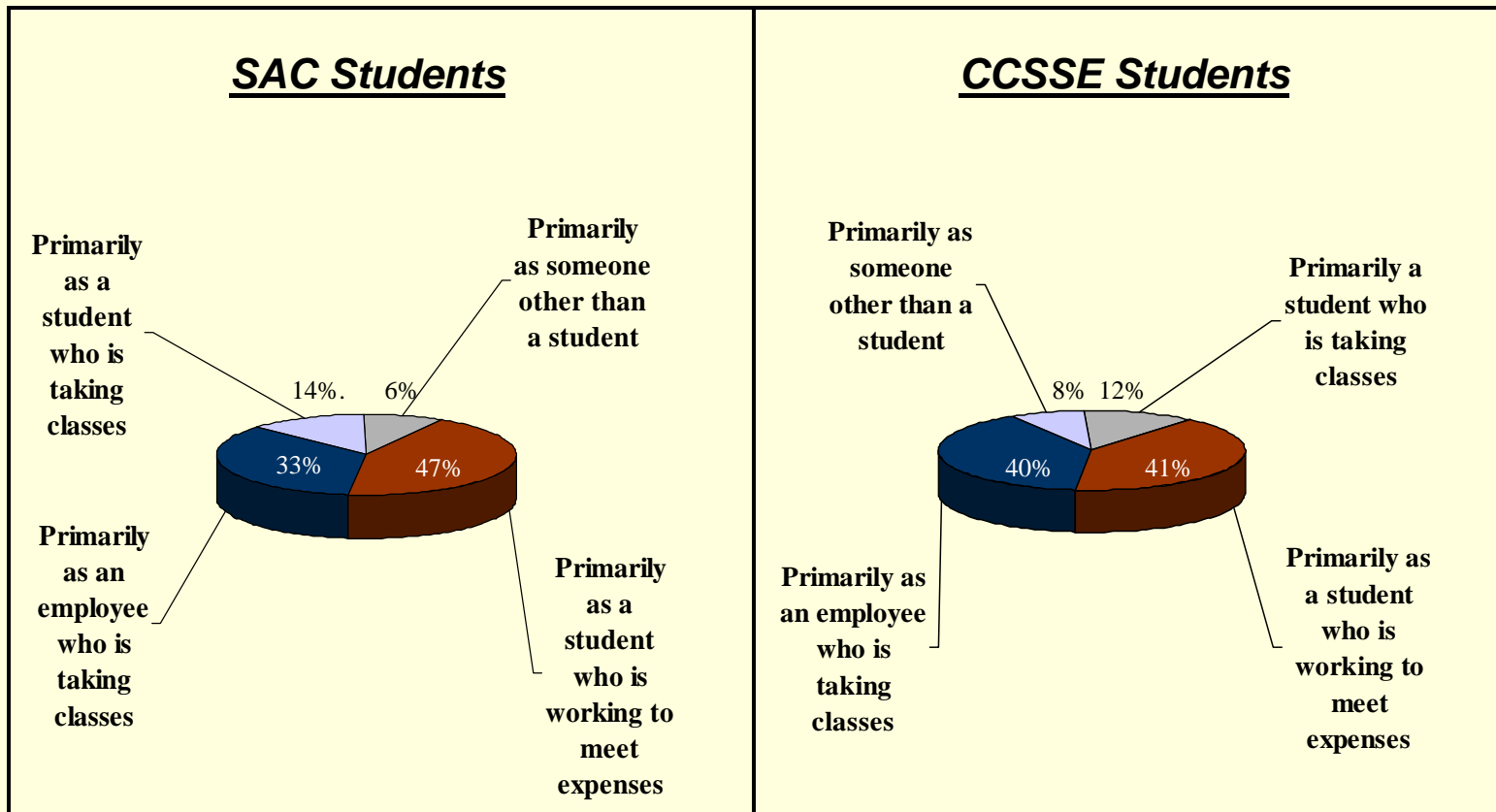
## ***Commuting can be an Issue for SAC students***



In fact, 25% of surveyed SAC students spend six to 20 hours per week commuting to and from class (20% of CCSSE students report commuting between six and 20 hours).

# *In terms of attending this college, how do you think of yourself?*

- **Only a small number of students think of themselves primarily as a student who is taking classes.**

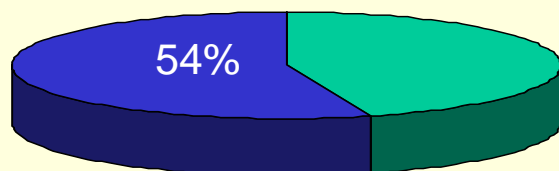


# Challenge #3: Economics

*The opportunity to attend college is tied closely to students' income levels.\**

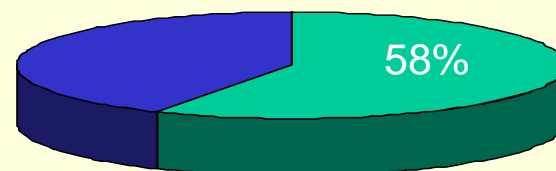
## **Many Students Are Financially Independent**

SAC Students



•54% of SAC surveyed students do not receive support from parents.

CCSSE Students



•58% of all CCSSE students do not receive support from parents.

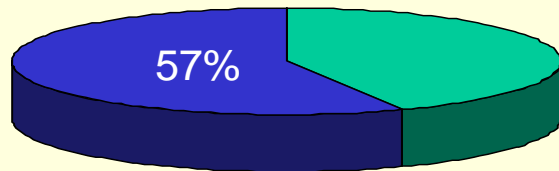
\* See Advisory Committee on Student Financial Assistance, Empty Promises (2002), and National Center for Public Policy and Higher Education, Losing Ground (2003), for more information.

# Challenge #3: Economics

*The opportunity to attend college is tied closely to students' income levels.\**

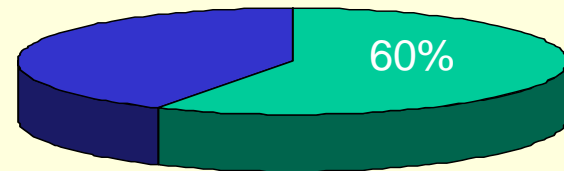
## **Many Students Are Financially Independent**

SAC Students



•57% report they do not receive grants or scholarships.

CCSSE Students



60% indicate they do not receive grants or scholarships.



# *The Experience of High-Risk Students*

Several factors put undergraduate students at risk of not attaining their educational goals. Community college students generally are three to four times more likely to reflect these factors than are their counterparts at four-year colleges and universities.\*

The following risk factors are reflected in the CCSSE survey:

- ★ **being academically under prepared (i.e., students who have not earned a high school diploma and/or have participated or plan to participate in developmental/remedial education);**

\*Educational Testing Service, *The American Community College Turns 100*, 2000.



# *The Experience of High-Risk Students (continued)*

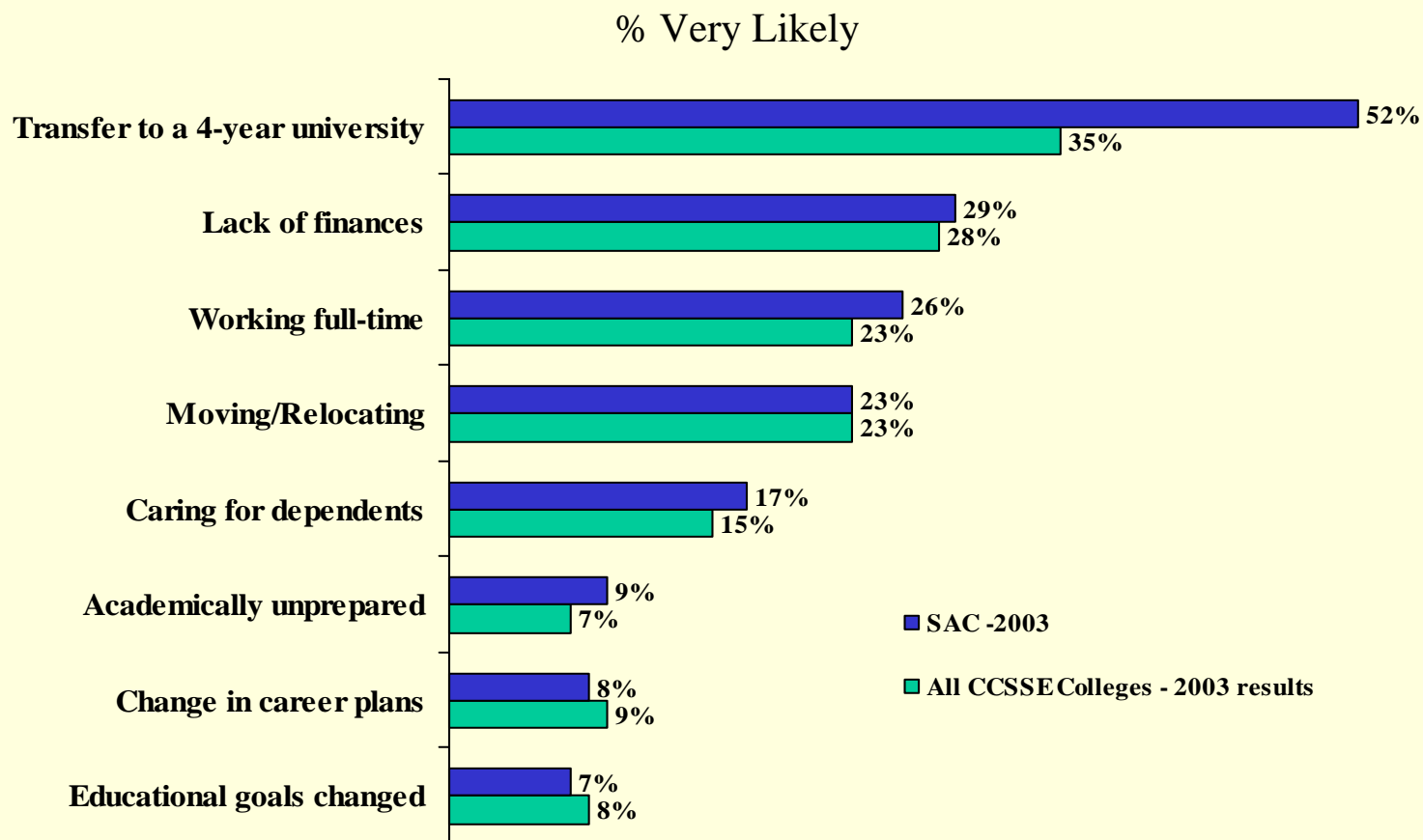
- ★ being a single parent;
- ★ being financially independent (i.e., students who rely on their own income or savings as a major source for college costs and indicate that parents and spouses/significant others are not sources of income for that purpose);
- ★ caring for children at home;
- ★ working more than 30 hours per week;
- ★ being a first-generation college student;
- ★ being a part-time student; and
- ★ identifying the cost of attending college as a significant issue.



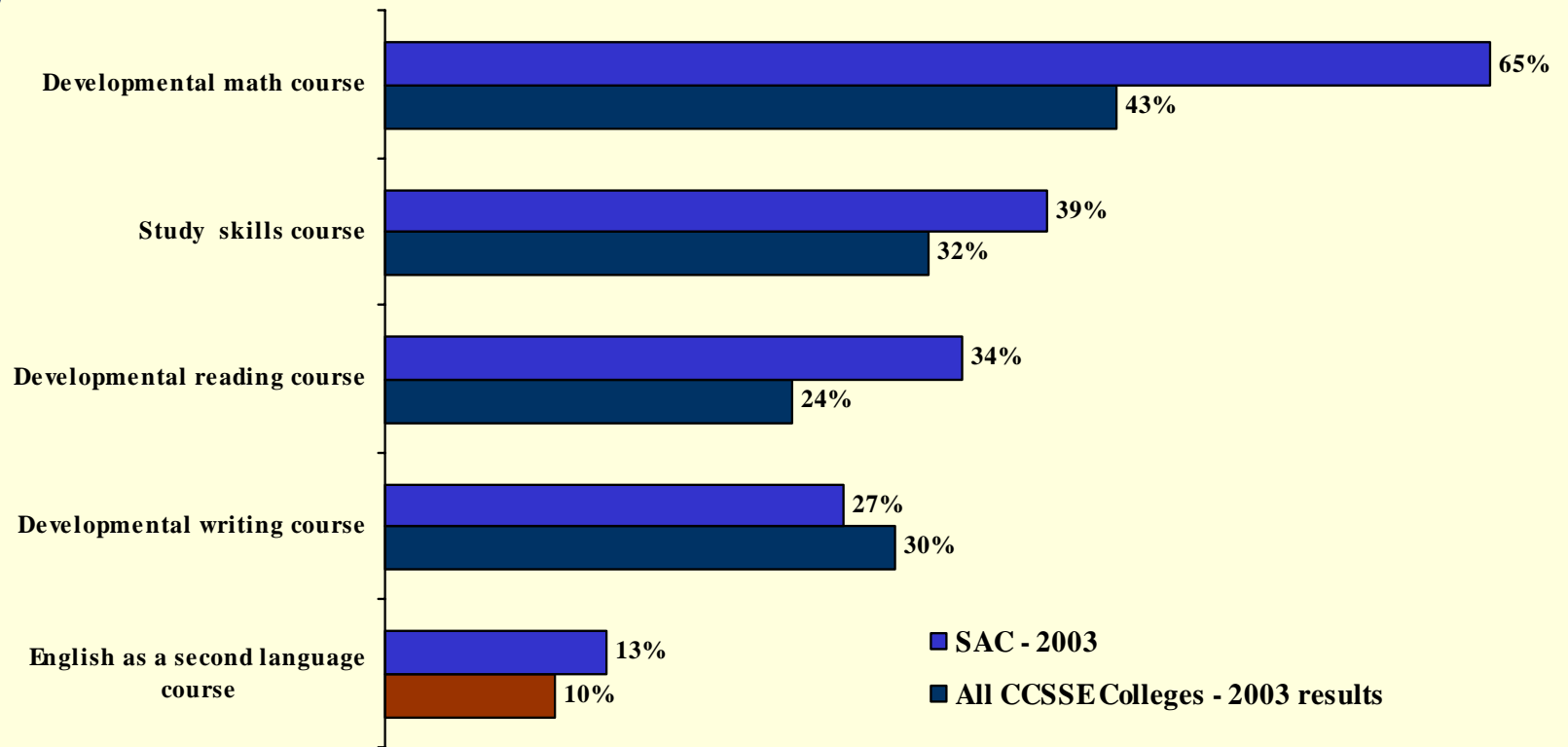
# *The Experience of High-Risk Students (continued)*

- ★ **Educational goals.** High-risk students are less likely to set transferring to a four-year institution as a primary goal.
- ★ **Effort.** High-risk students appear to be exerting more effort to succeed.
- ★ **Services.** High-risk students are more likely to take advantage of services.
- ★ **Performance.** High-risk students do not report having lower grades.

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

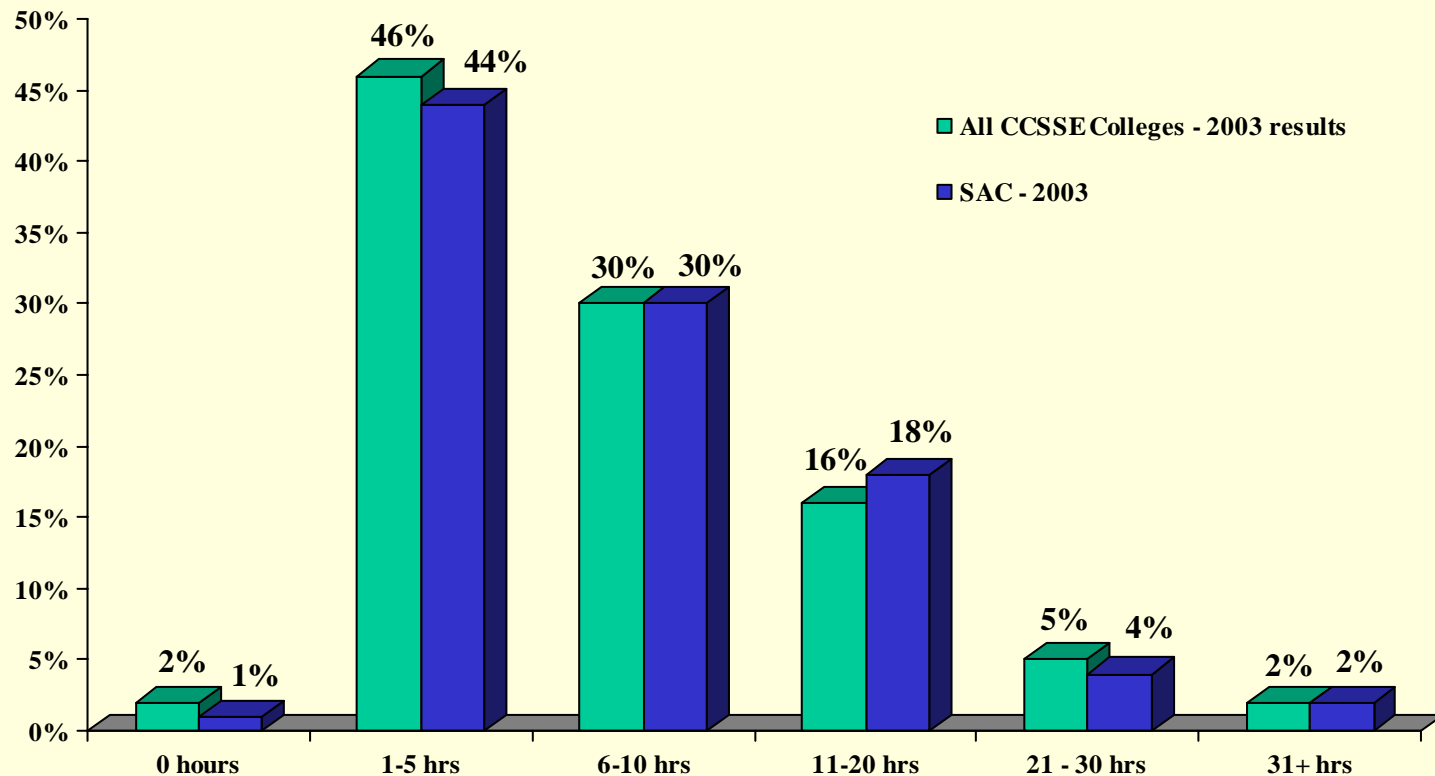


*Which of the following have you done, are you doing or do you plan to do while attending this college?*



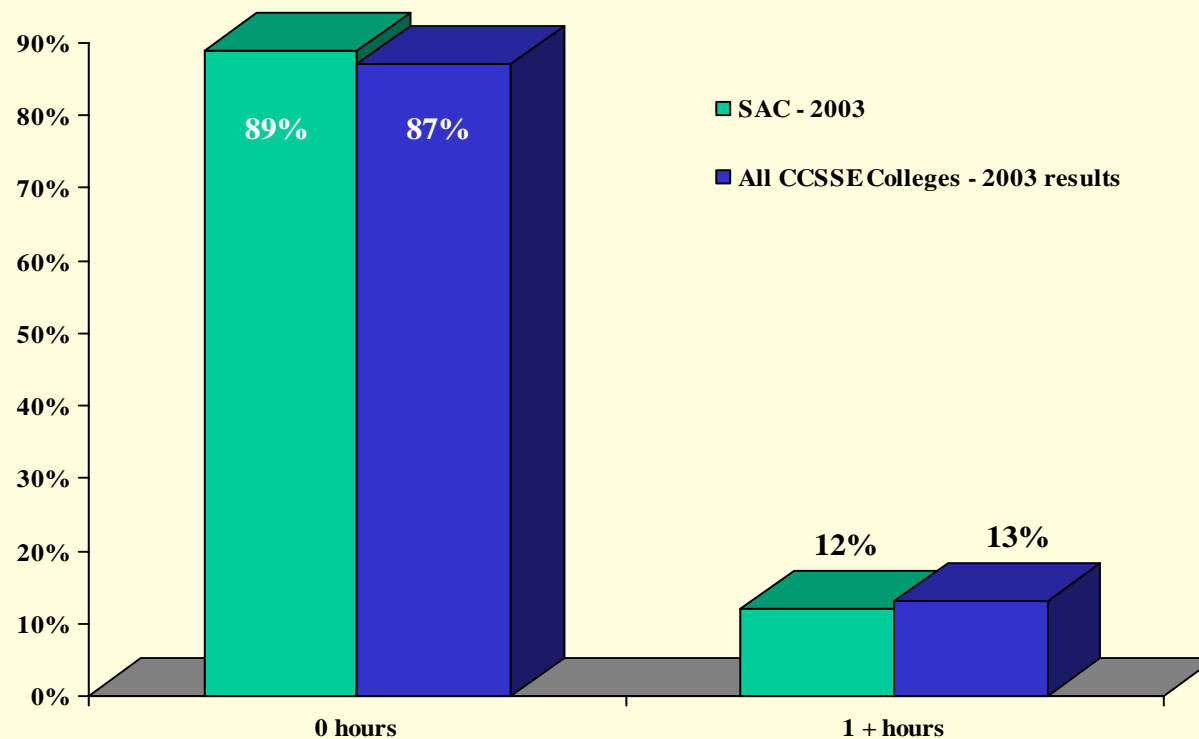
*About how many hours do you spend in a typical 7- day week doing each of the following?*

*Preparing for class (studying, reading, writing, rehearsing or other activities related to your program?)*



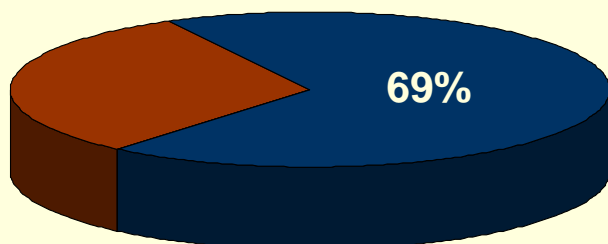
*About how many hours do you spend in a typical 7- day week doing each of the following?*

*Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)*

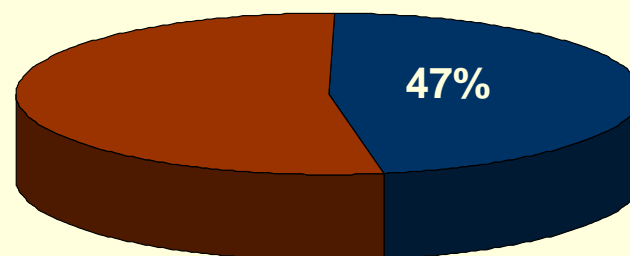


# Student Satisfaction with SAC

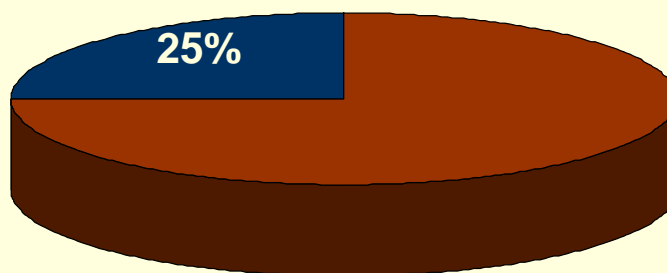
## Support Is Strong, but Lacking in Some Areas



69% of SAC students said SAC provides the support they need to succeed.\* (Results for all CCSSE colleges = 70%)



47% of SAC students report that SAC provides the financial support they need to afford their education.\* (Results for all CCSSE colleges = 42%)

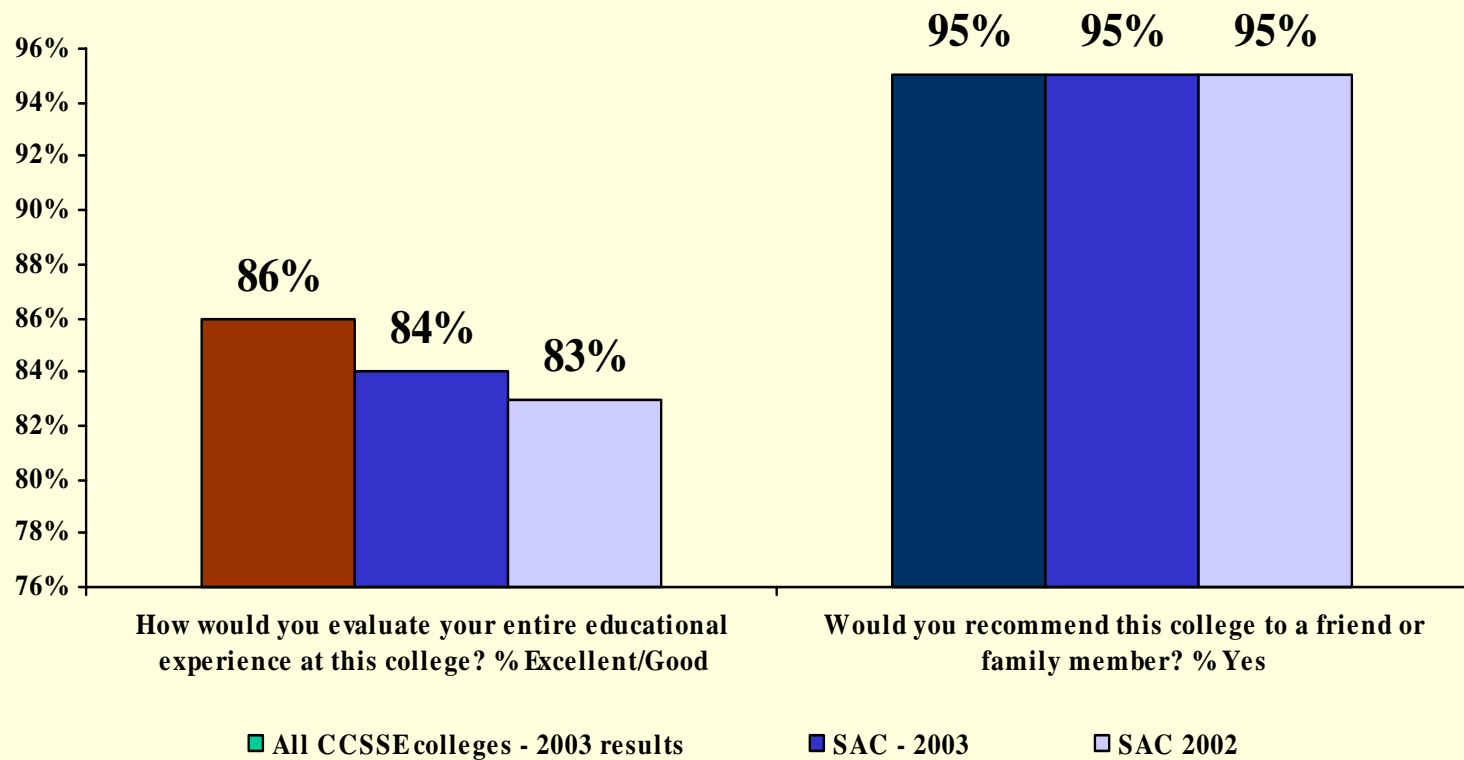


25% of SAC students report that SAC helps them cope with nonacademic responsibilities (work, family, etc.).\* (Results for all CCSSE colleges = 23%)

\*Responded "quite a bit" or "very much"  
2003 CCSSE Survey Findings

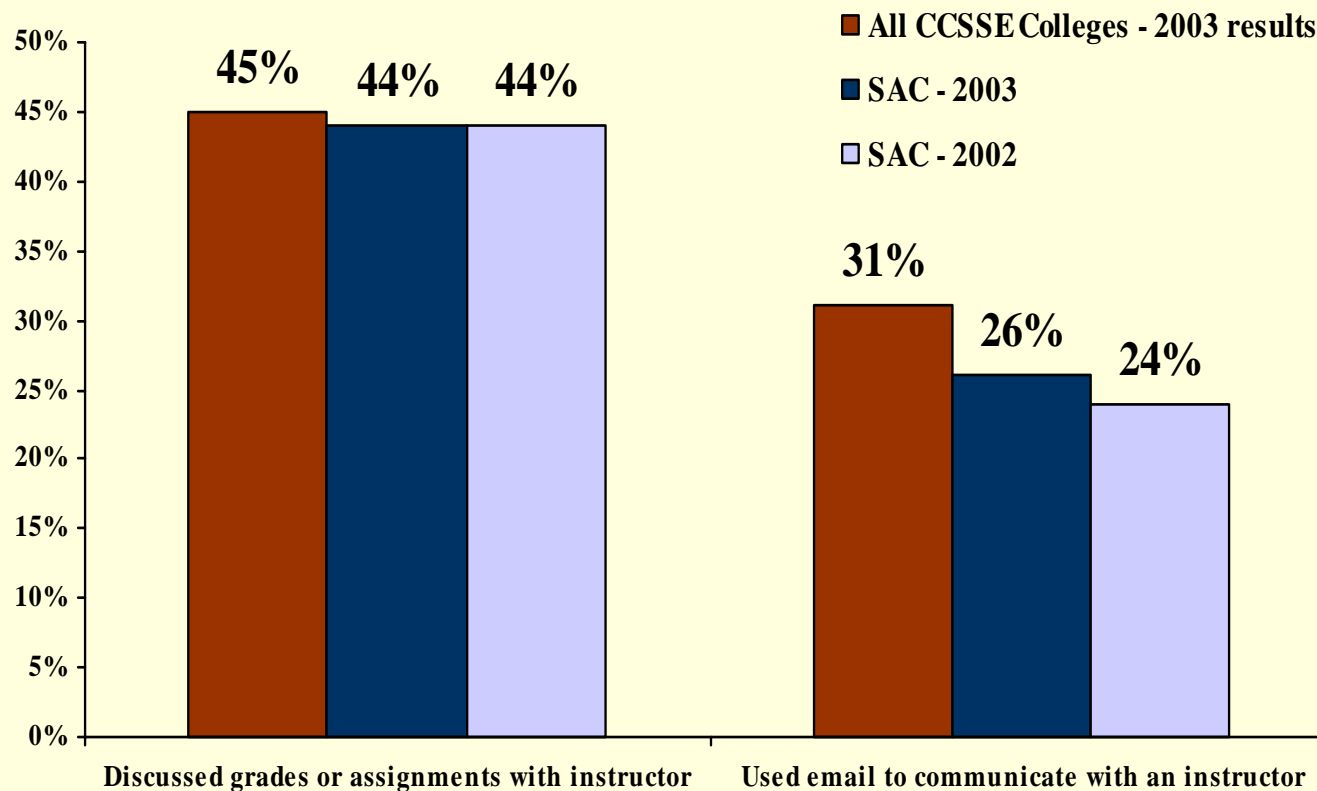
# *Student Satisfaction with SAC* *(continued)*

## **Overall Satisfaction Is High**



# Student Performance at SAC

## SAC Targets Student-Faculty Interaction for Improvement



# 2003 SAC Success \*

## COLLEGE ACTIVITIES

### Consistent with 2002 Results

- Asked questions in class or contributed to class discussions (1a)
- Make a class presentation (1b)
- Worked with other students on projects during class (1f)
- Tutored or taught other students (paid or voluntary) (1h)
- Participated in a community-based project as part of a regular course(1i)
- Discussed grades or assignments with instructor or advisor (1l)
- Received prompt feedback (written or oral) from instructors on your performance (1o)
- Worked with instructors on activities other than coursework (1q)
- Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values (1t)
- Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form (2a)
- Analyzing the basic elements of an idea, experience, or theory (2b)
- Applying theories or concepts to practical problems or in new situations (2e)

*\* Areas where SAC is outperforming other extra-large sized 2003 CCSSE schools*

# 2003 SAC Successes\* (continued)

<b><u>Consistent with 2002 Results</u></b>	<b><u>New for 2003</u></b>
<p data-bbox="430 495 989 527"><u>OPINIONS ABOUT YOUR SCHOOL</u></p> <ul data-bbox="430 548 1108 743" style="list-style-type: none"> <li data-bbox="430 548 1058 638">• Encouraging you to spend significant amounts of time studying (6a)</li> <li data-bbox="430 654 1108 743">• Providing the financial support you need to afford your education (6f)</li> </ul> <p data-bbox="430 987 768 1019"><u>STUDENT SERVICES</u></p> <ul data-bbox="430 1040 1108 1287" style="list-style-type: none"> <li data-bbox="430 1040 1087 1073">• Frequency: Financial aid advising (10g)</li> <li data-bbox="430 1089 1108 1179">• Importance: Academic advising/planning (10a)</li> <li data-bbox="430 1195 1010 1227">• Importance: Career Planning (10b)</li> <li data-bbox="430 1243 1087 1287">• Importance Financial aid advising (10g)</li> </ul>	<p data-bbox="1213 495 1772 527"><u>OPINIONS ABOUT YOUR SCHOOL</u></p> <ul data-bbox="1213 548 1829 691" style="list-style-type: none"> <li data-bbox="1213 548 1829 691">• Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (6c)</li> </ul> <p data-bbox="1213 833 1913 865"><u>EDUCATIONAL AND PERSONAL GROWTH</u></p> <ul data-bbox="1213 886 1801 919" style="list-style-type: none"> <li data-bbox="1213 886 1801 919">• Writing clearly and effectively (9c)</li> </ul>

\* Areas where SAC is outperforming other extra-large sized 2003 CCSSE schools

# 2003 SAC Successes\* (continued)

<u>Consistent with 2002 Results</u>	<u>New for 2003</u>
<p><u>STUDENT SERVICES</u></p> <ul style="list-style-type: none"> <li>• Frequency: Financial aid advising (10g)</li> <li>• Importance: Academic advising/planning (10a)</li> <li>• Importance: Career counseling (10b)</li> <li>• Importance Financial aid advising (10g)</li> </ul>	<p><u>ISSUES THAT COULD CAUSE WITHDRAWAL</u></p> <ul style="list-style-type: none"> <li>• Transfer to a four-year college (11h)</li> </ul> <p><u>COLLEGE EXPERIENCES</u></p> <ul style="list-style-type: none"> <li>• In how many classes are you presently enrolled at this college? (21)</li> </ul>

\* Areas where SAC is outperforming other extra-large sized 2003 CCSSE schools

# 2003 SAC Challenges\* (continued)

<b><u>Consistent with 2002 Results</u></b>	<b><u>New for 2003</u></b>
<p><b><u>COLLEGES ACTIVITIES</u></b></p> <ul style="list-style-type: none"><li>• Used email to communicate with an instructor (1k)</li><li>• Worked with instructors on activities other than coursework (1q)</li></ul>	<p><b><u>COLLEGES ACTIVITIES</u></b></p> <ul style="list-style-type: none"><li>• Asked questions in class or contributed to class discussions (1a)</li><li>• Came to class without completing readings or assignments (1e)</li><li>• Received prompt feedback (written or oral) from instructors on your performance (1o)</li><li>• Using information you have read or heard to perform a new skill (2f)</li></ul> <p><b><u>EDUCATIONAL AND PERSONAL GROWTH</u></b></p> <ul style="list-style-type: none"><li>• Acquiring job-related knowledge and skills (9b)</li></ul>

\* Areas where SAC is under performing other extra-large sized 2003 CCSSE schools

# 2003 SAC Challenges\*

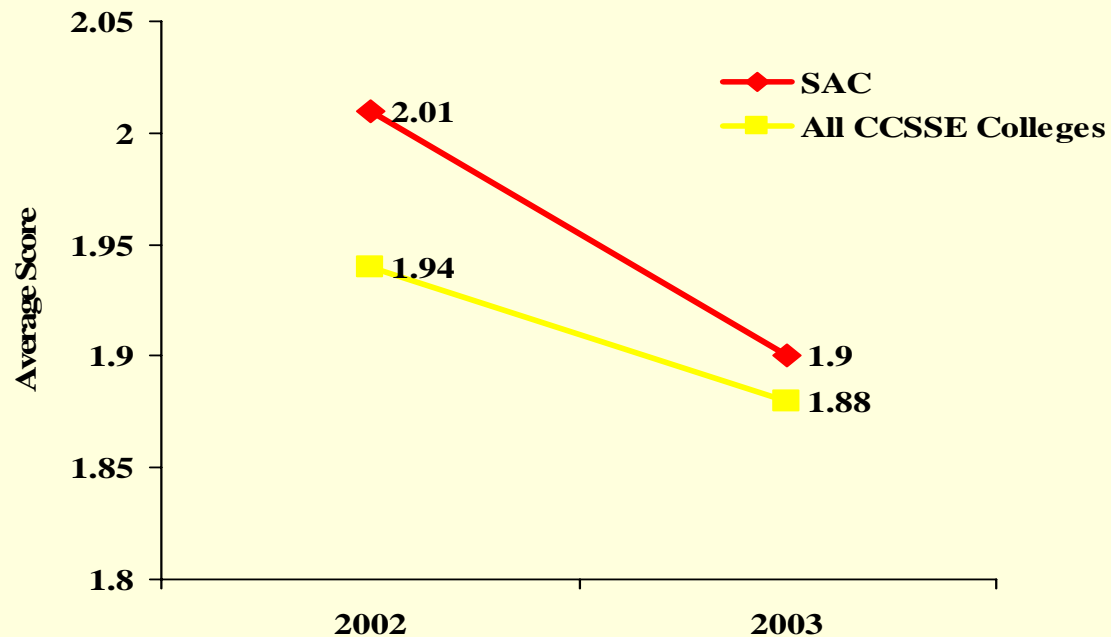
<u>Consistent with 2002 Results</u>	<u>New for 2003</u>
<p><u>STUDENT SERVICES</u></p> <ul style="list-style-type: none"><li>• Frequency: Transfer credit assistance (10j)</li><li>• Importance: Job placement assistance (10c)</li></ul>	<p><u>ISSUES THAT COULD CAUSE WITHDRAWAL</u></p> <ul style="list-style-type: none"><li>• Educational goals changed (11e)</li><li>• Change in career plans (11f)</li></ul>

\* Areas where SAC is under performing other extra-large sized 2003 CCSSE schools

# 2003 SAC Successes and Challenges

## Successes in 2002 that Significantly Declined in 2003

- Helping you cope with your non-academic responsibilities (work, family, etc.) (6d)



# 2003 SAC Successes and Challenges (continued)

## Successes in 2002 that Significantly Declined in 2003

- Satisfaction: Transfer credit assistance (10.2j)

