



**COLLEGE OF THE DESERT**  
OPENING THE DOOR...



***CCSSE***

*Community College Survey  
of Student Engagement*

**2010**

Prepared by  
Information Technology & Institutional Research

## Introduction

- ❖ This is College of the Desert's second time participating in the Community College Survey of Student Engagement (CCSSE).
- ❖ According to CCSSE, research shows that the more actively engaged students are, the more likely they are to learn and to achieve their academic goals.
- ❖ According to CCSSE, the most important aspects of student engagement were reflected in the 38 questions that constitute the five benchmark areas.



**COLLEGE** OF THE **DESERT**  
OPENING THE DOOR...



3



**2010**

# **College of the Desert Student Respondent Profile**

## 2010 Student Respondent Profile, College of the Desert

### Gender (survey item #30)

Of the 895 student respondents at our college who answered this item, 42% are male and 58% are female. This mirrors the full population of CCSSE Cohort community college students, comprised of 42% males and 58% females.

### Age (survey item #29)

2010 CCSSE student respondents at our college range in age from 18 to 65 years old. Approximately 91% are between 18 to 39 years old; 76% are 18 to 24 years old while 24% are 25 to 39 years old.

### Racial Identification (survey item #34)

33 percent of student respondents identify themselves as White/non-Hispanic, 47% as Hispanic/Latino/Spanish, 4% as Black or African American, and 4% as Asian. 1 percent of the student respondents are Native American. 4% marked “other” when responding to the question, “What is your racial identification?”

## 2010 Student Respondent Profile, College of the Desert

### International Students (survey item #33)

8 percent of our students responded yes to the question, “Are you an international student or foreign national?”

### Enrollment Status (survey item #2)

67 percent of the student respondents at our college report attending college full-time, while 41 percent of the 2010 CCSSE Cohort colleges’ total student population attended full-time. 33 percent of surveyed students report being part-time college students, compared to 59 percent of the 2010 CCSSE Cohort colleges’ total student population. This inverse representation is a result of the sampling technique and the in-class administration process. For this reason, survey results are either weighted or disaggregated on the full-time/part-time variable so that reports will accurately reflect the underlying student population.

## 2010 Student Respondent Profile, College of the Desert

### Limited English Speaking Students (survey item #32)

Students with limited English speaking skills, or those whose native language is not English, comprise a significant proportion of students in community colleges. At our institution, 34.7 percent of enrolled students are non-native English speakers.

### Educational Attainment (survey items #1 and #35)

74.3 percent of the respondents report starting their college careers at this community college. Approximately 73.7 percent of students indicate that their highest level of educational attainment is a high school diploma or GED; 76.3% have completed fewer than 30 credit hours of college-level work; 18.2% report either a certificate or an associate degree; 4.3% have earned a bachelor's degree; and 1.2% have earned an advanced degree.

## 2010 Student Respondent Profile, College of the Desert

### Limited English Speaking Students (survey item #32)

Students with limited English speaking skills, or those whose native language is not English, comprise a significant proportion of students in community colleges. At our institution, 34.7 percent of enrolled students are non-native English speakers.

### Educational Attainment (survey items #1 and #35)

74.3 percent of the respondents report starting their college careers at this community college. Approximately 73.7 percent of students indicate that their highest level of educational attainment is a high school diploma or GED; 76.3% have completed fewer than 30 credit hours of college-level work; 18.2% report either a certificate or an associate degree; 4.3% have earned a bachelor's degree; and 1.2% have earned an advanced degree.

## 2010 Student Respondent Profile, College of the Desert

### Credit Hours Earned (survey item #23)

36.8 percent of surveyed students have completed fewer than 15 credit hours; 22.9% have completed 15-29 credit hours; and 40.3% have completed more than 30 credit hours.

### Grades (survey item #21)

44.8 percent of students report that they earned grades of *B+* or higher, while 3.6 percent of students report that they earned grades of *C-* or lower.

### External Commitments (survey item #10)

50.4 percent of students work 21 or more hours per week; 30.5 percent of students care for dependents at least 11 hours per week; and 70 percent of students spend at least 1-5 hours per week commuting to class.



## 2010 Student Respondent Profile, College of the Desert

### First-Generation Status (survey item #36)

42.6 percent of students indicate that neither parent has earned a degree higher than a high school diploma nor has college experience; accordingly, these students are considered "first-generation." 24% indicate that their mothers' highest level of education is a high school diploma (with no college experience), and 22.4% indicate that level for their fathers.



**COLLEGE** OF THE **DESERT**  
OPENING THE DOOR...



10



**2010**

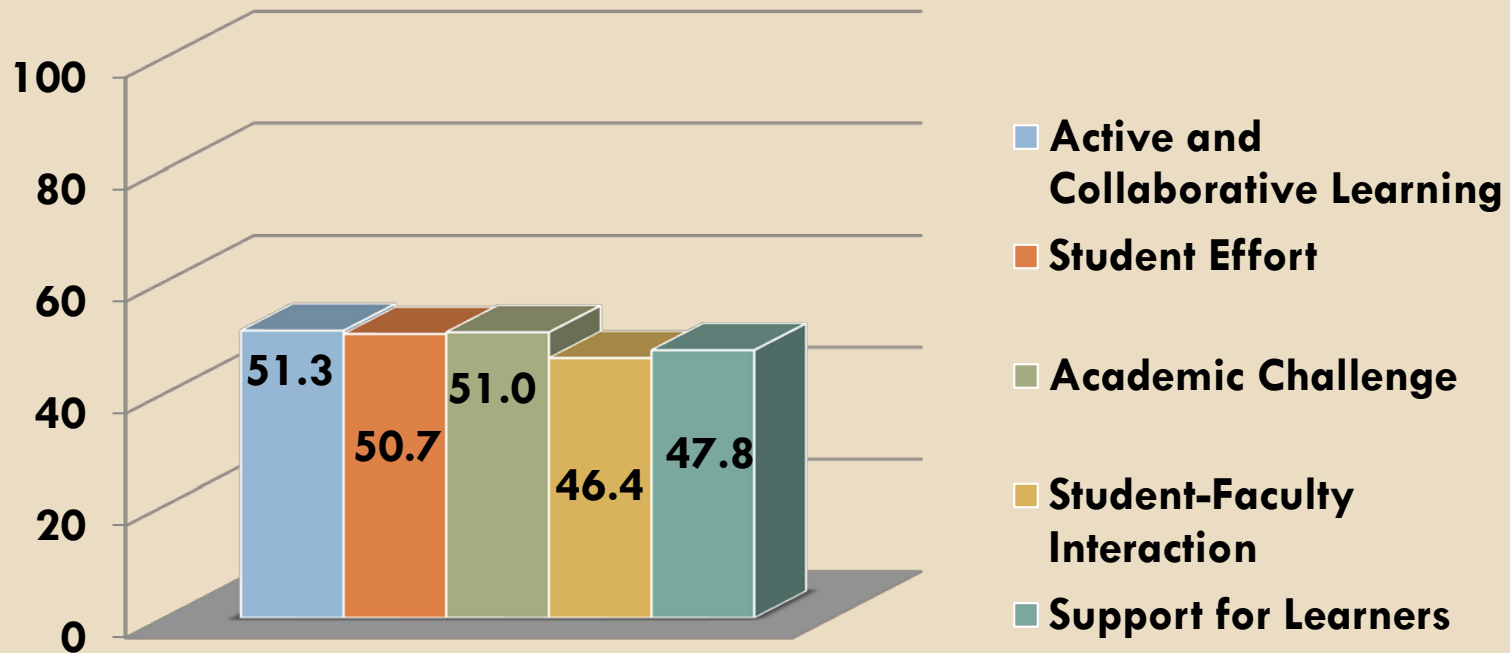
# **College of the Desert Findings by Benchmark**

## **CCSSE Benchmarks for Effective Educational Practice**

The five CCSSE benchmarks are:

- ❖ Active and Collaborative Learning
- ❖ Student Effort
- ❖ Academic Challenge
- ❖ Student-Faculty Interaction
- ❖ Support for Learners

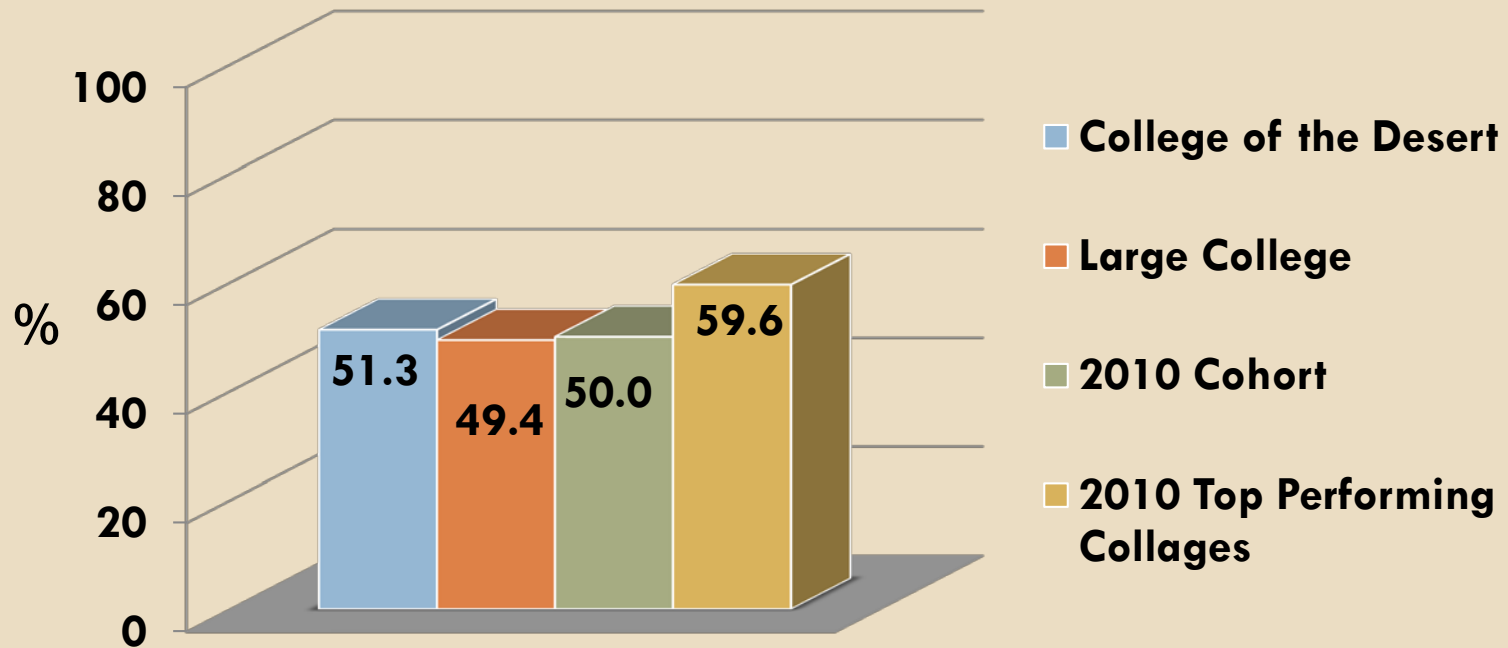
## 2010 Benchmark Scores College of the Desert



## Active and Collaborative Learning

- ❖ Asked questions in class or contributed to class discussions
- ❖ Made a class presentation
- ❖ Worked with other students on projects during class
- ❖ Worked with classmates outside of class to prepare class assignments
- ❖ Tutored or taught other students (paid or voluntary)
- ❖ Participated in a community-based project as a part of a regular course
- ❖ Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

## 2010 Benchmark Scores *Active and Collaborative Learning*





## 2008/2010 Benchmark Comparison College of the Desert

### *Active and Collaborative Learning*

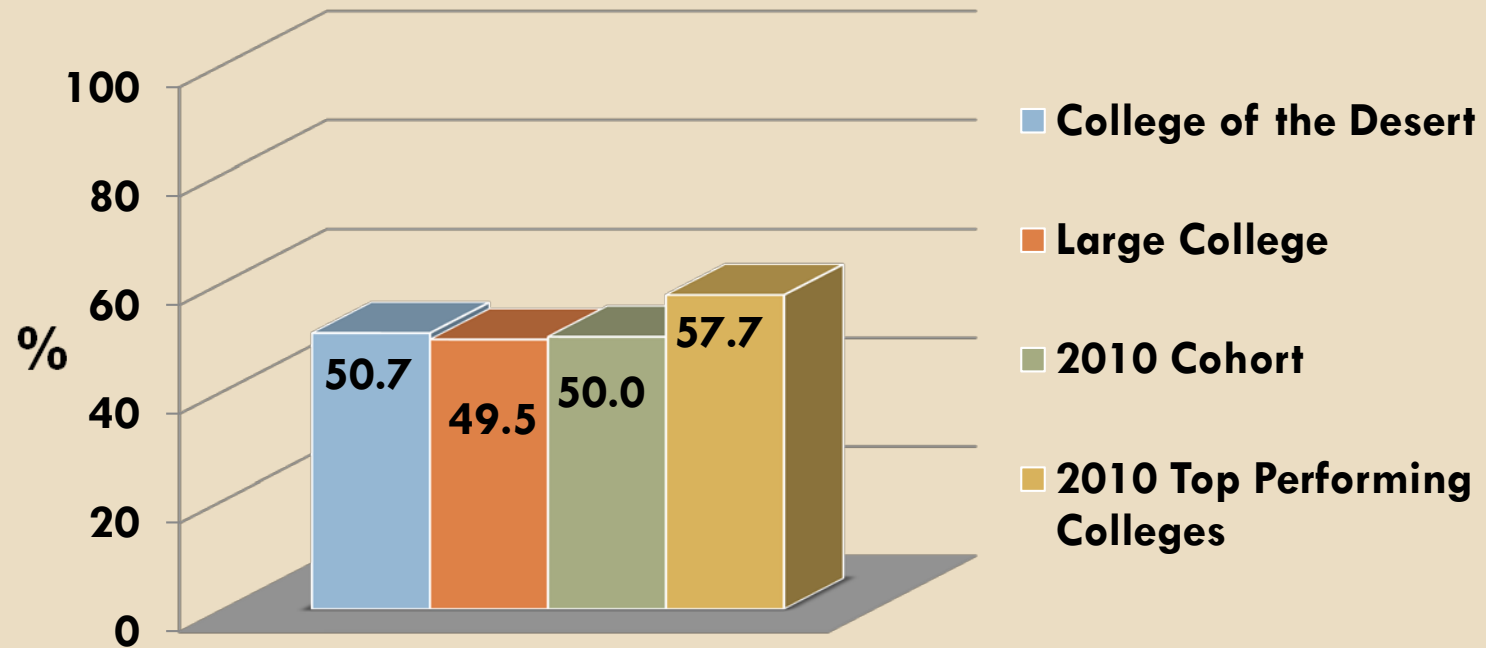
	2008 results	2010 results
All Students	50.1	<b>51.3</b>

## Student Effort

- ❖ Prepared two or more drafts of a paper
- ❖ Worked on a project that required integrating ideas from various sources
- ❖ Came to class with reading or assignments completed
- ❖ Used tutoring/computer labs
- ❖ Hours per week spent studying



## 2010 Benchmark Scores *Student Effort*





## 2008/2010 Benchmark Comparison College of the Desert

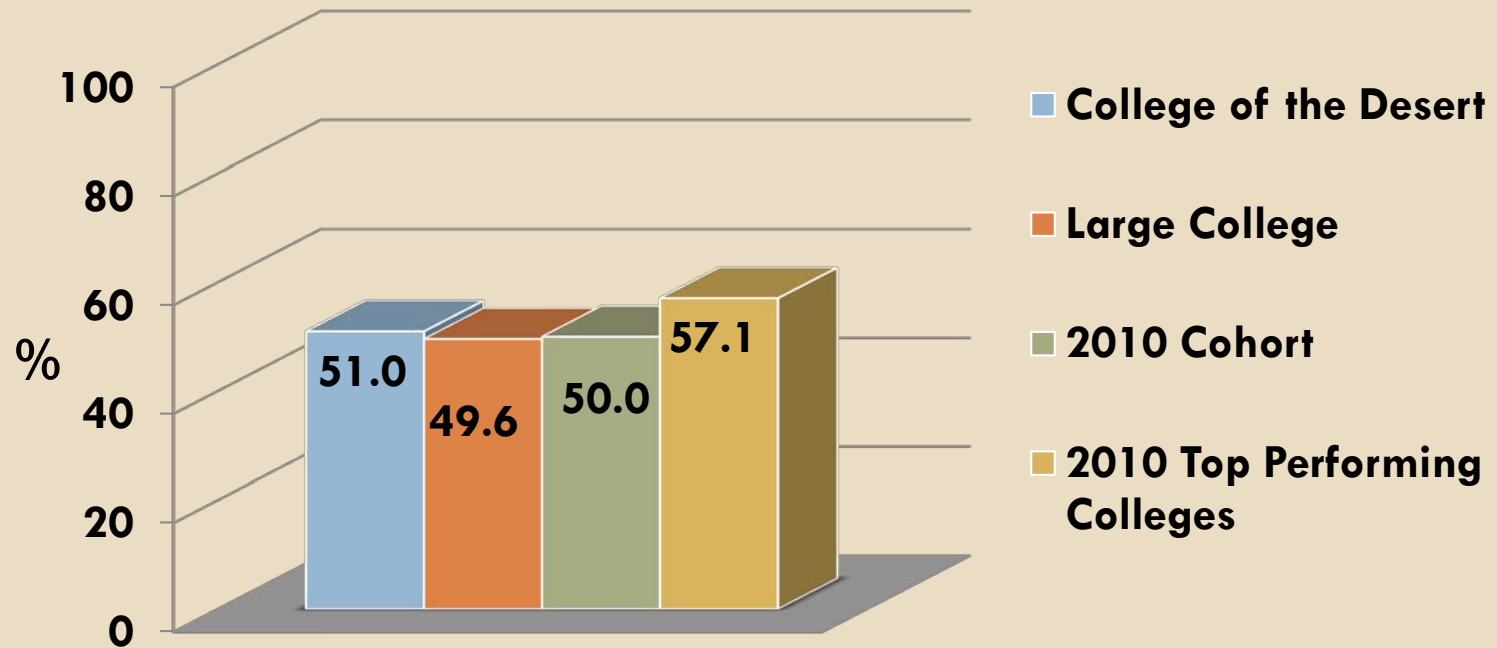
### *Student Effort*

	2008 results	2010 results
All Students	50.9	<b>50.7</b>

## Academic Challenge

- ❖ Worked harder than you thought you could
- ❖ Number of assigned books you read
- ❖ How much does your coursework emphasize:
  - ❖ Analyzing the basic elements of an idea/experience/theory?
  - ❖ Synthesizing and organizing ideas in anew ways?
  - ❖ Applying theories/concepts to practical problems?
- ❖ How much does the college emphasize encouraging students to spend significant amount of time for study?

## 2010 Benchmark Scores Academic Challenge



## 2008/2010 Benchmark Comparison College of the Desert

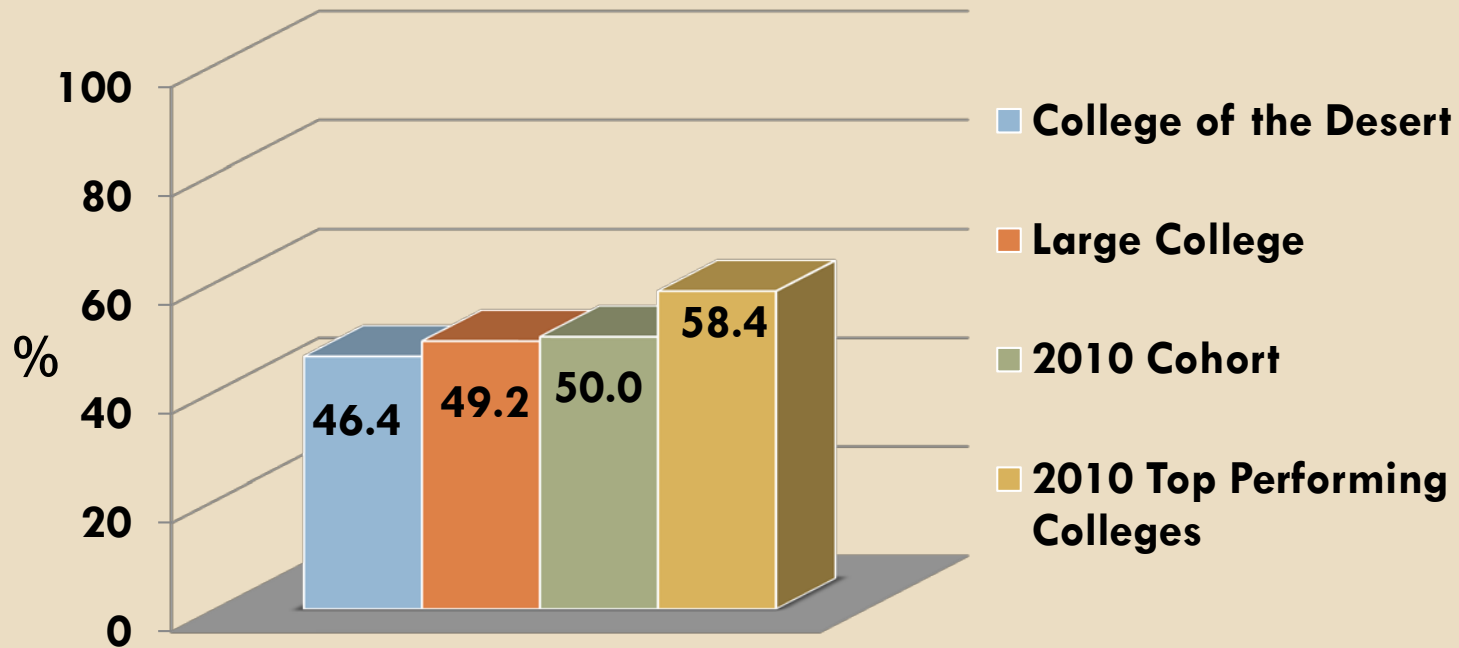
### *Academic Challenge*

	2008 results	2010 results
All Students	50.5	<b>51.0</b>

## **Student-Faculty Interaction**

- ❖ Used email to communicate with an instructor
- ❖ Discussed grades or assignments
- ❖ Talked about career plans
- ❖ Discussed ideas outside of class
- ❖ Received prompt feedback
- ❖ Worked with instructors on activities other than coursework

## 2010 Benchmark Comparison *Student-Faculty Interaction*





## 2008/2010 Benchmark Scores College of the Desert

### *Student-Faculty Interaction*

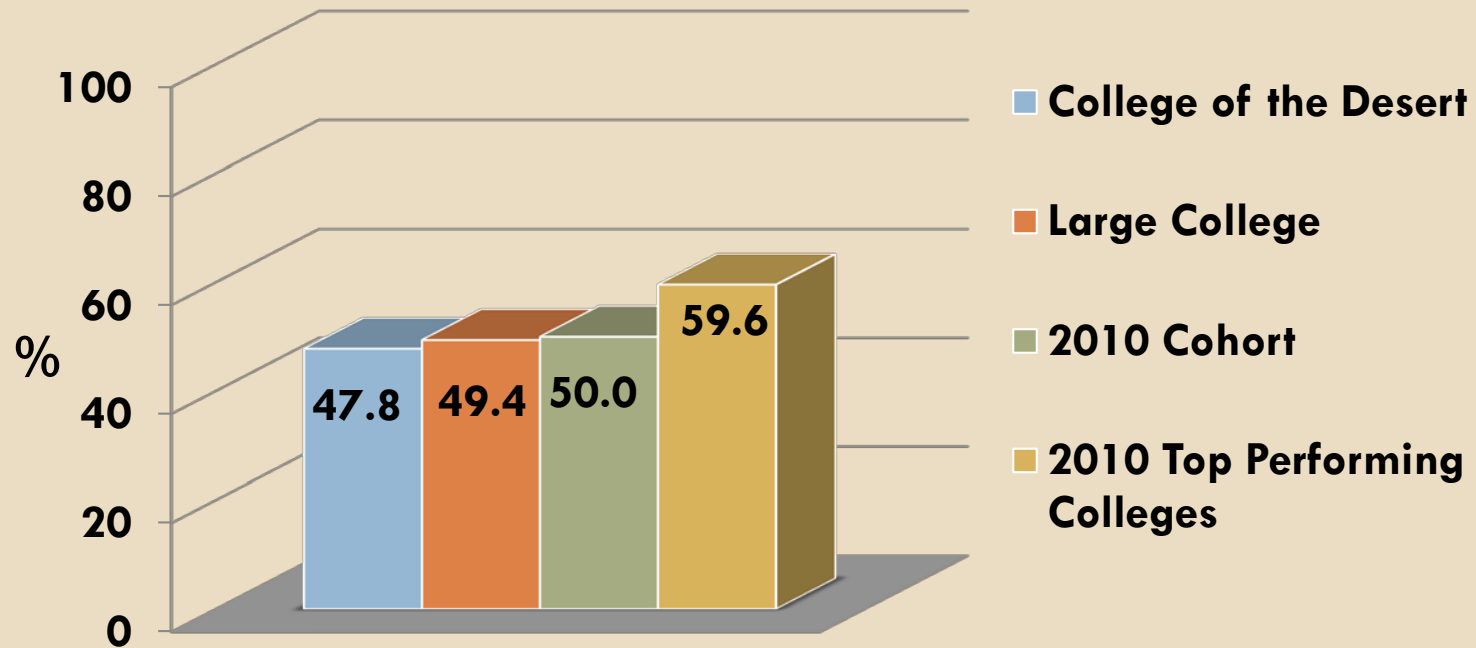
	2008 results	2010 results
All Students	46.9	<b>46.4</b>



## Support for Learners

- ❖ Used academic advising services
- ❖ Used career counseling services
- ❖ How much does the college emphasize:
  - ❖ Providing the support you need to succeed
  - ❖ Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
  - ❖ Helping you cope with your nonacademic responsibilities
  - ❖ Providing the support you need to thrive socially
  - ❖ Providing the financial support you need

## 2010 Benchmark Scores *Support for Learners*

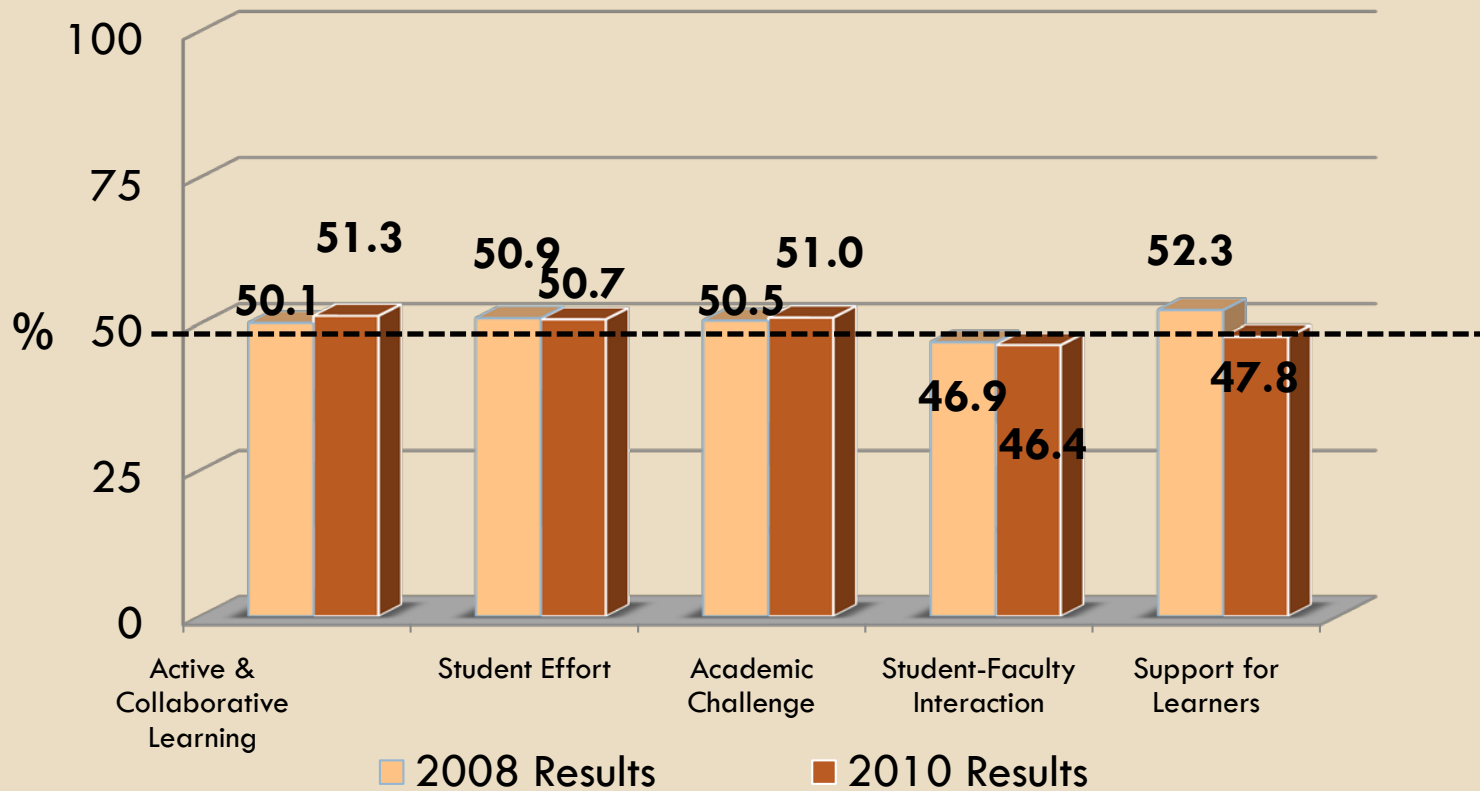


## 2008/2010 Benchmark Comparison College of the Desert

### *Support for Learners*

	2008 results	2010 results
All Students	52.3	47.8

## 2008/2010 Benchmark Comparison College of the Desert



## 2008/2010 Benchmark Comparison College of the Desert

	2008 Results	2010 Results	Summary
Active and Collaborative Learning	50.1	51.3	Progress Made
Student Effort	50.9	50.7	No Change
Academic Challenge	50.5	51.0	Progress Made
Student-Faculty Interaction	46.9	46.4	Focus of Improvement
Support for Learners	52.3	47.8	Focus of Improvement

## 2008/2010 Benchmark Comparison College of the Desert *Enrollment Status*

	2008 Results		2010 Results	
	Full-Time	Part-Time	Full-Time	Part-Time
Active and Collaborative Learning	55.3	47.4	57.3	48.1
Student Effort	57.6	47.5	58.6	46.4
Academic Challenge	57.9	46.7	59.4	46.5
Student-Faculty Interaction	52.1	44.3	52.8	42.9
Support for Learners	56.3	50.3	54.1	44.4

## 2008/2010 Benchmark Comparison College of the Desert *Hispanic Student Success Consortium*

	2008 Results		2010 Results	
	COD	Consortium	COD	Consortium
Active and Collaborative Learning	50.1	51.7	51.3	50.3
Student Effort	50.9	50.9	50.7	50.6
Academic Challenge	50.5	50.3	51.0	49.5
Student-Faculty Interaction	46.9	49.2	46.4	48.3
Support for Learners	52.3	52.9	47.8	51.8

## 2010 Benchmark Scores College of the Desert *Developmental vs. Non-Developmental Coursework*

	Developmental	Non-Developmental
Active and Collaborative Learning	52.3	50.3
Student Effort	56.0	45.0
Academic Challenge	54.4	47.6
Student-Faculty Interaction	48.7	44.0
Support for Learners	53.3	42.1



## 2010 Benchmark Scores College of the Desert *First Generation vs. Not First-Generation*

	First Generation	Not First-Generation
Active and Collaborative Learning	51.1	51.6
Student Effort	51.9	47.4
Academic Challenge	51.2	50.6
Student-Faculty Interaction	45.9	46.3
Support for Learners	50.1	45.3

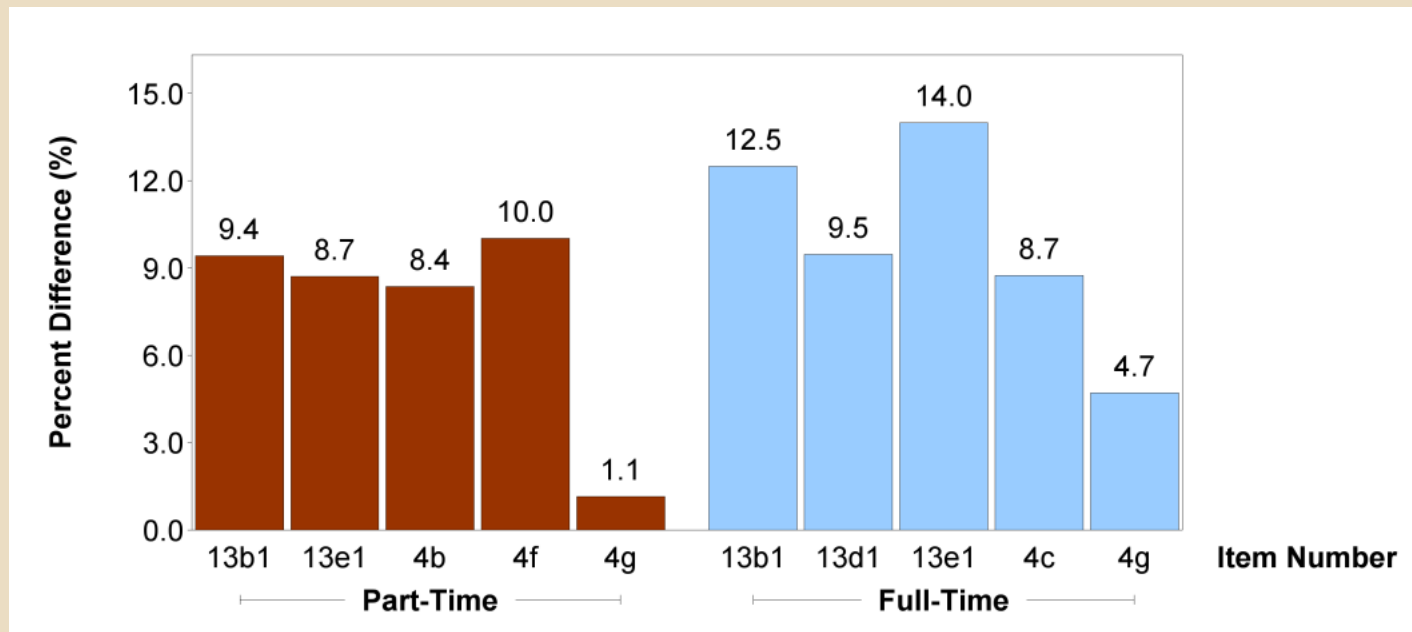
## Areas of Highest Student Engagement

The items below reflect the largest differences (in mean scores) between College of the Desert and the 2010 CCSSE Cohort.

Item Number	Benchmark	Item
<b>Part-Time Students</b>		
13b1	Support for Learners	Frequency: Career counseling
13e1	Student Effort	Frequency: Skill labs (writing, math, etc.)
4b	Active and Collaborative Learning	Made a class presentation
4f	Active and Collaborative Learning	Worked with other students on projects during class
4g	Active and Collaborative Learning	Worked with classmates outside of class to prepare class assignments
<b>Full-Time Students</b>		
13b1	Support for Learners	Frequency: Career counseling
13d1	Student Effort	Frequency: Peer or other tutoring
13e1	Student Effort	Frequency: Skill labs (writing, math, etc.)
4c	Student Effort	Prepared two or more drafts of a paper or assignment before turning it in
4g	Active and Collaborative Learning	Worked with classmates outside of class to prepare class assignments

For instance, a greater percentage of COD part-time students ( 9.4%), compared to other part-time students in the Cohort, responded 'Sometimes' or 'Often' on item 13b1 .

This figure, based on the previous table, displays the percentage difference on items in which COD students compared most favorably with those in the CCSSE Cohort.





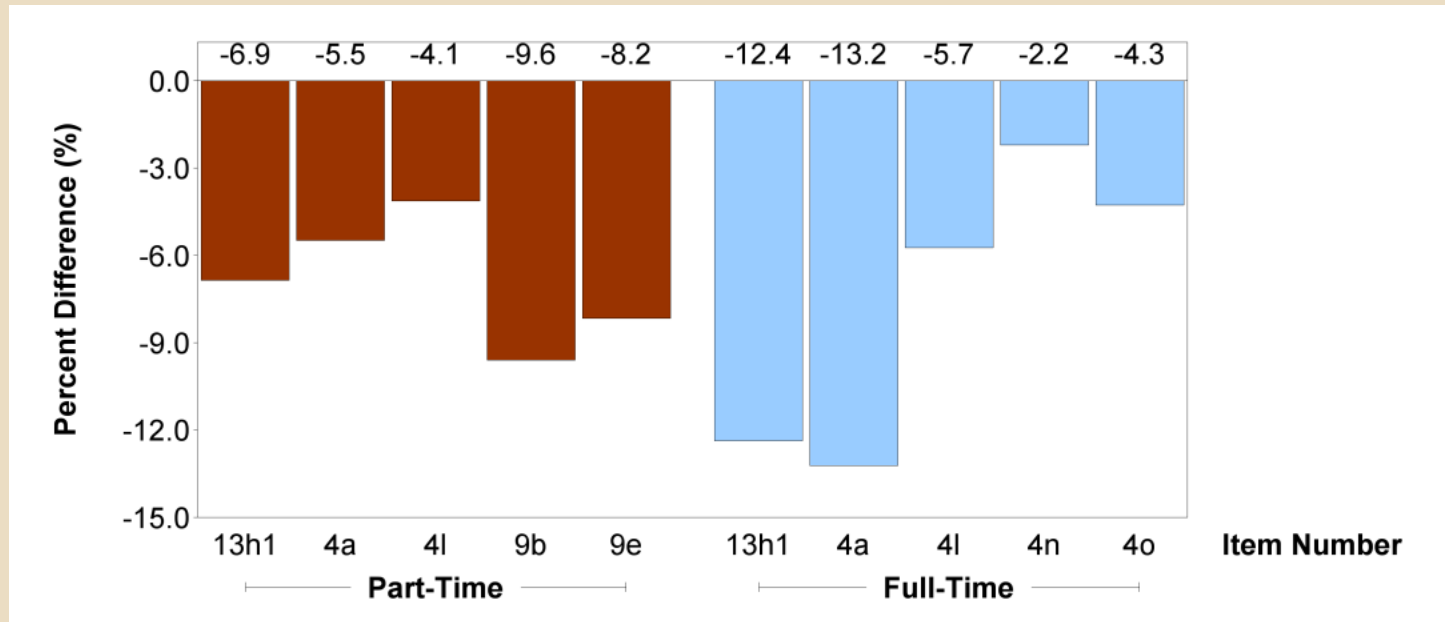
## Areas of Lowest Student Engagement

Item Number	Benchmark	Item
<b>Part-Time Students</b>		
13h1	Student Effort	Frequency: Computer lab
4a	Active and Collaborative Learning	Asked questions in class or contributed to class discussions
4l	Student-Faculty Interaction	Discussed grades or assignments with an instructor
9b	Support for Learners	Providing the support you need to help you succeed at this college
9e	Support for Learners	Providing the support you need to thrive socially
<b>Full-Time Students</b>		
13h1	Student Effort	Frequency: Computer lab
4a	Active and Collaborative Learning	Asked questions in class or contributed to class discussions
4l	Student-Faculty Interaction	Discussed grades or assignments with an instructor
4n	Student-Faculty Interaction	Discussed ideas from your readings or classes with instructors outside of class
4o	Student-Faculty Interaction	Received prompt feedback (written or oral) from instructors on your performance

For instance, a lower percentage of COD part-time students ( -6.9%), compared to other part-time students in the Cohort, responded 'Sometimes' or 'Often' on item 13h1 .



This figure, based on the table above, displays the percentage difference on items in which COD students compared least favorably with those in the CCSSE Cohort. Notes below indicate how the frequencies were aggregated.





**COLLEGE** OF THE **DESERT**  
OPENING THE DOOR...



38



**2010**

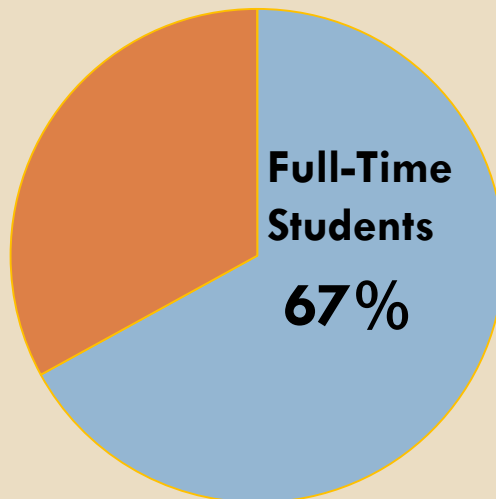
# **College of the Desert Special Findings**



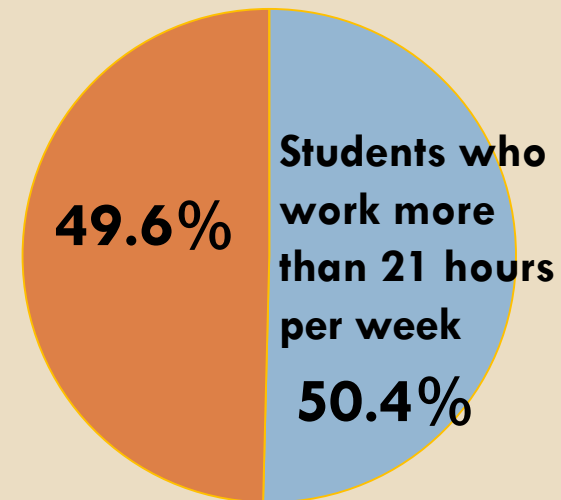
## 2010 CCSSE Special Findings

### *Students Contend with Competing Priorities*

**Most Students are  
Enrolled Full-Time**



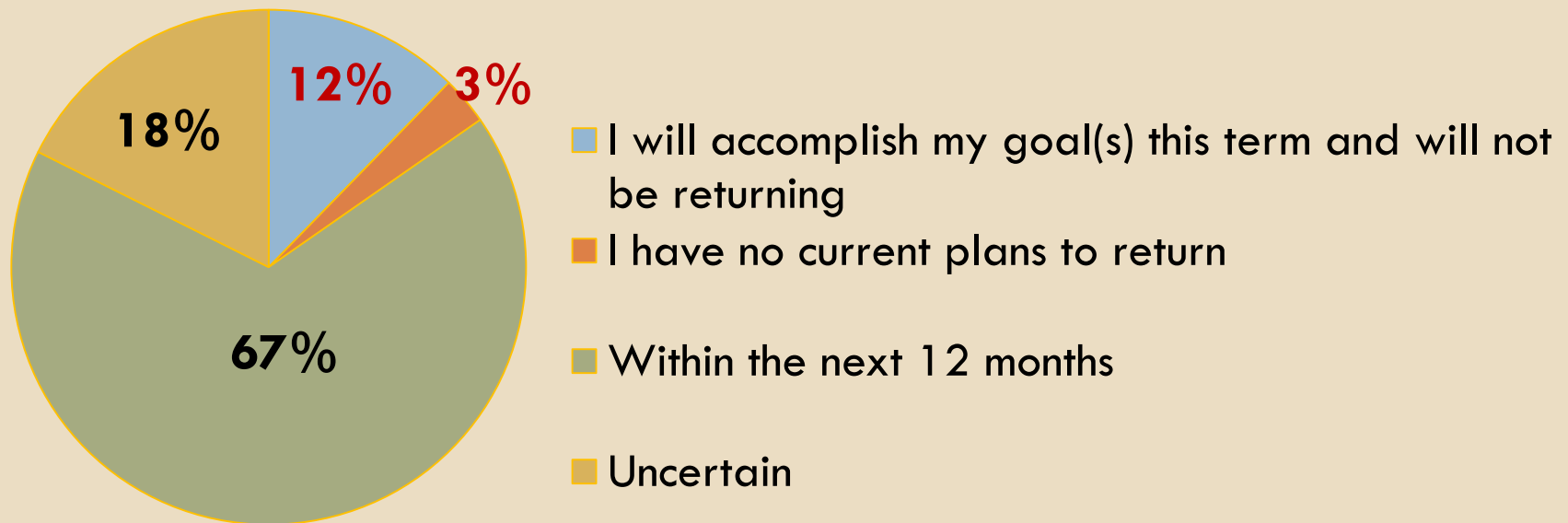
**Most Students Work**



## 2010 CCSSE Special Findings

### *Students' Plans*

When asked when they plan to take classes at the COD again, 20.6% of students had no plan to return or were uncertain about their future plans.



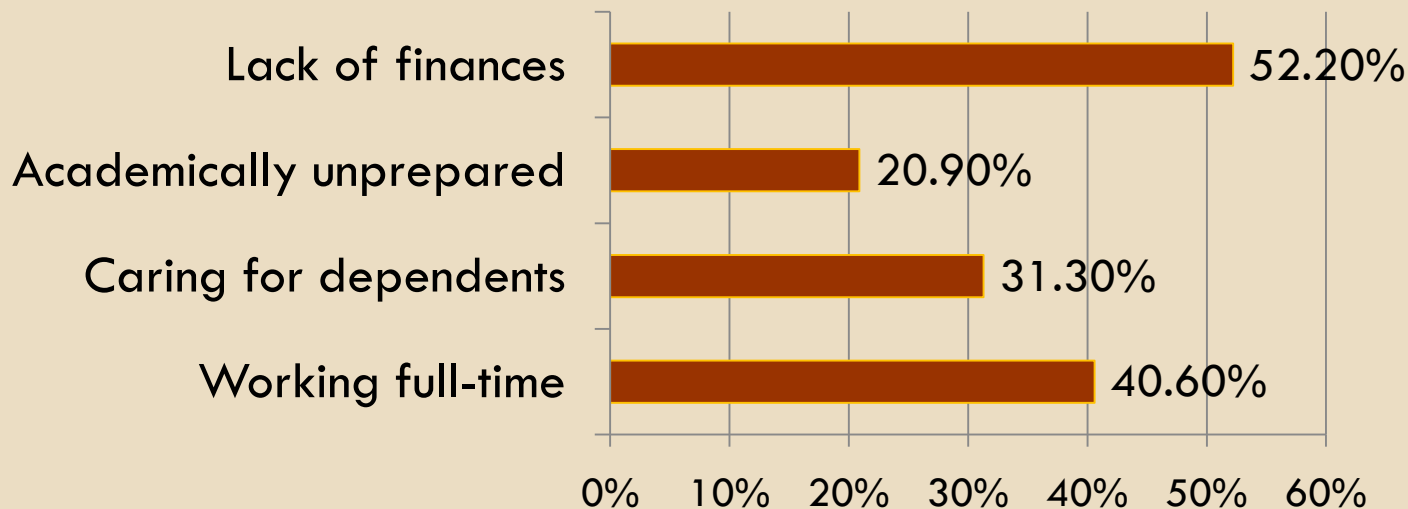


## 2010 CCSSE Special Findings

### *Barriers to Returning to College*

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

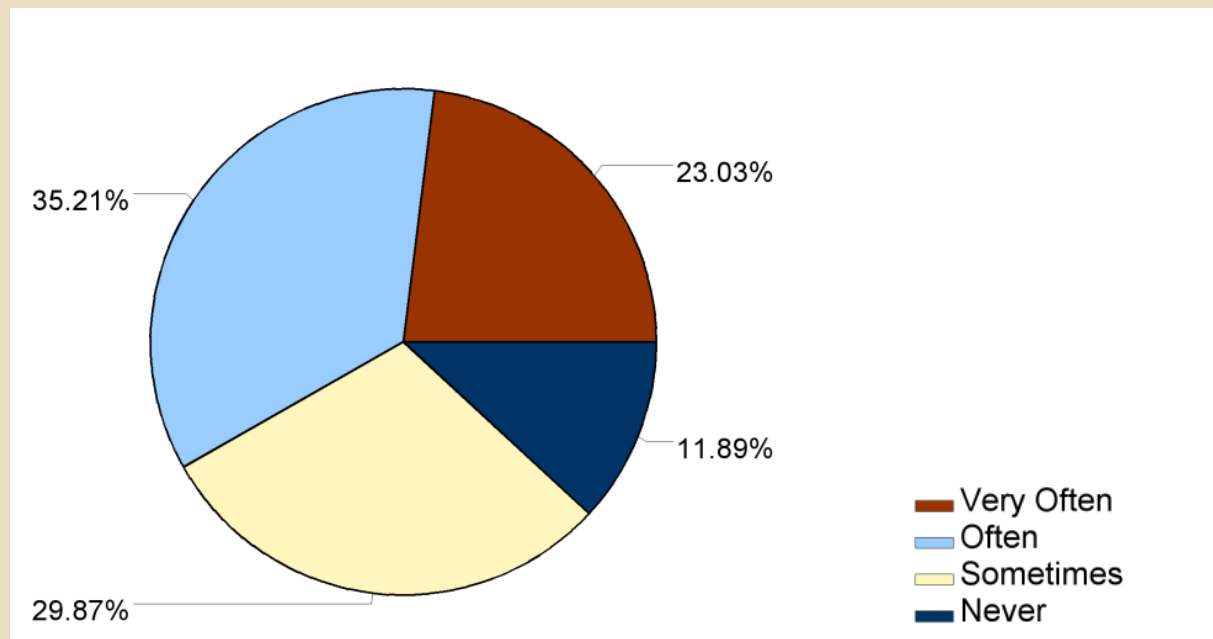
Percentage of students responding likely or very likely



In addition, 58.1% of respondents say that transfer to a four-year college or university is a likely or very likely reason they would not return to College of the Desert.

## 2010 CCSSE Special-Focus Items

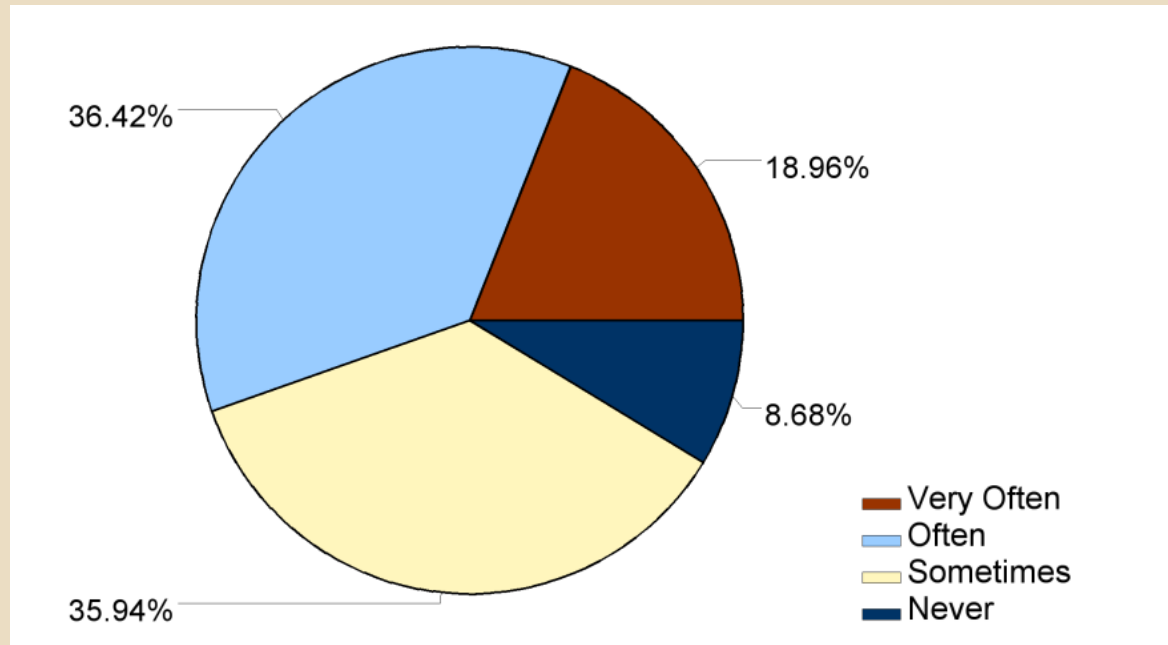
In your experience at this college during the current school year, about how often have you put together ideas or concepts from different courses when completing assignments or during class discussions?





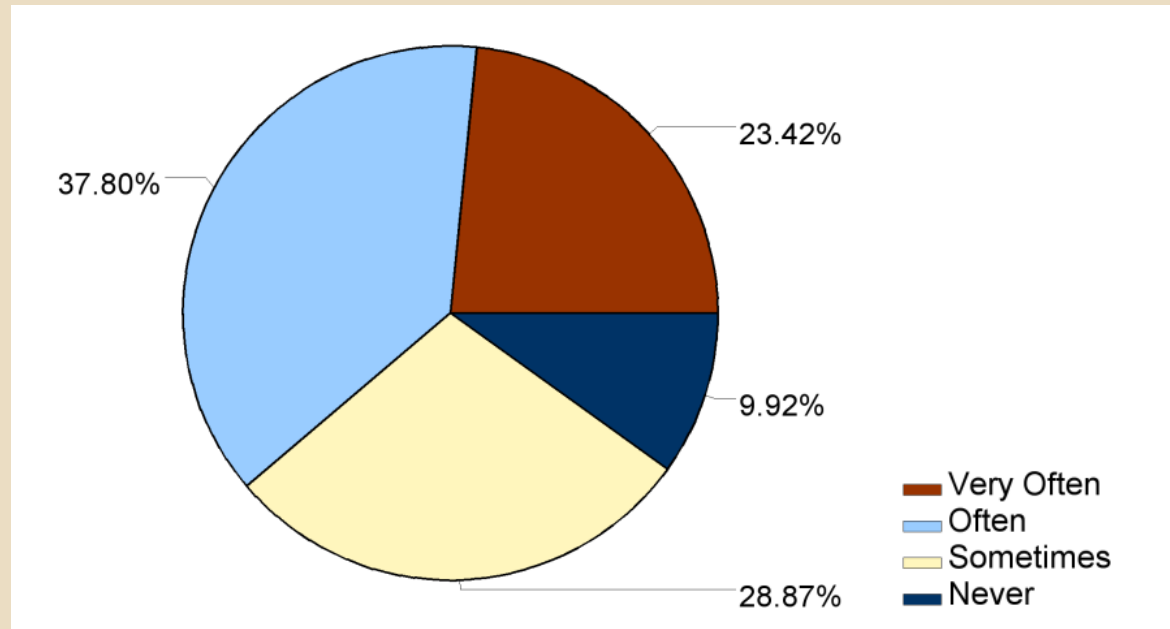
## 2010 CCSSE Special-Focus Items

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?



## 2010 CCSSE Special-Focus Items

In your experience at this college during the current school year, about how often have you tried to better understand someone else's views by imagining how an issue looks from his or her perspective?



## 2010 CCSSE Special-Focus Items

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?

