

Community College

Survey of Student

Engagement

Results Summary

Office of Institutional Research
Illinois Valley Community College

August 2012

The Survey

The Community College Survey of Student Engagement (CCSSE) is designed to provide information on student engagement as a measure of institutional quality. Student engagement, or the amount of time and energy that a student invests in educational activities, is the foundation of student success. Research indicates that the more connected a student feels to a college, the faculty and staff, other students, and the subject matter, the more likely the student will achieve his/her educational goals.

During the Spring 2012 semester, Illinois Valley administered the survey to approximately 750 students randomly selected by CCSSE. Nationally over 451,000 students from 266 colleges participated in 2012. Over 710 colleges participate, with many on a three year cycle, similar to IVCC.

Other Illinois colleges that participated this year were:

College of DuPage	Morton College
College of Lake County	Oakton Community College
Danville Area Community College	Olive-Harvey College
Elgin Community College	Parkland College
Harper College	Prairie State College
Heartland Community College	Rend Lake College
Illinois Central College	Richard J Daley College
John Wood Community College	Rock Valley College
Joliet Junior College	Southwestern Illinois College
Kankakee Community College	Spoon River College
Kaskaskia College	Triton College
Lake Land Community College	Truman College
Malcolm X College	Waubonsee Community College
McHenry County College	Wilbur Wright College

The College's Results

The CCSSE survey combines results from 38 questions into five benchmark categories which contribute greatly to student success. Each benchmark is then normed to a scale with 50 as the mean. Based on the number of 2012 IVCC students surveyed, the College's standard deviation is 0.91. This means that using a 95% confidence interval scores outside the 48.2 to 51.8 range are statistically different from the mean. The college's five benchmark results are:

Benchmark	2006	2009	2012
Active and Collaborative Learning	50.5	49.9	49.3
Student Effort	50.2	50.1	51.1
Academic Challenge	52.6	47.0	47.3
Student-Faculty Interaction	54.1	51.8	49.8
Support for Learners	51.6	49.9	49.5

As can be seen in the results above, the Student Effort benchmark is significantly improving, while others are seeing declines. The most prominent declines are in the Academic Challenge and Student-Faculty Interaction benchmarks.

The Academic Challenge benchmark is comprised of ten questions about coursework mental activities (analysis, syntheses, making judgments, applying, and using information), reading and writing (number of assigned readings and number of papers), exam challenge, study time, and overall effort. No question had results far different than in previous survey administrations, although the question asking students "how many written papers or reports of any length" has seen a local decline since 2006 while the community college cohort saw an increase.

Likewise, with the six questions comprising the Student-Faculty Interaction benchmark, no single question appeared to have significantly different result, although the question asking if students had "received prompt feedback (written or oral) from instructors" on their performance had decreased for IVCCC while the community college cohort saw an increase.

The ten individual questions which had the most variance from the cohort were:

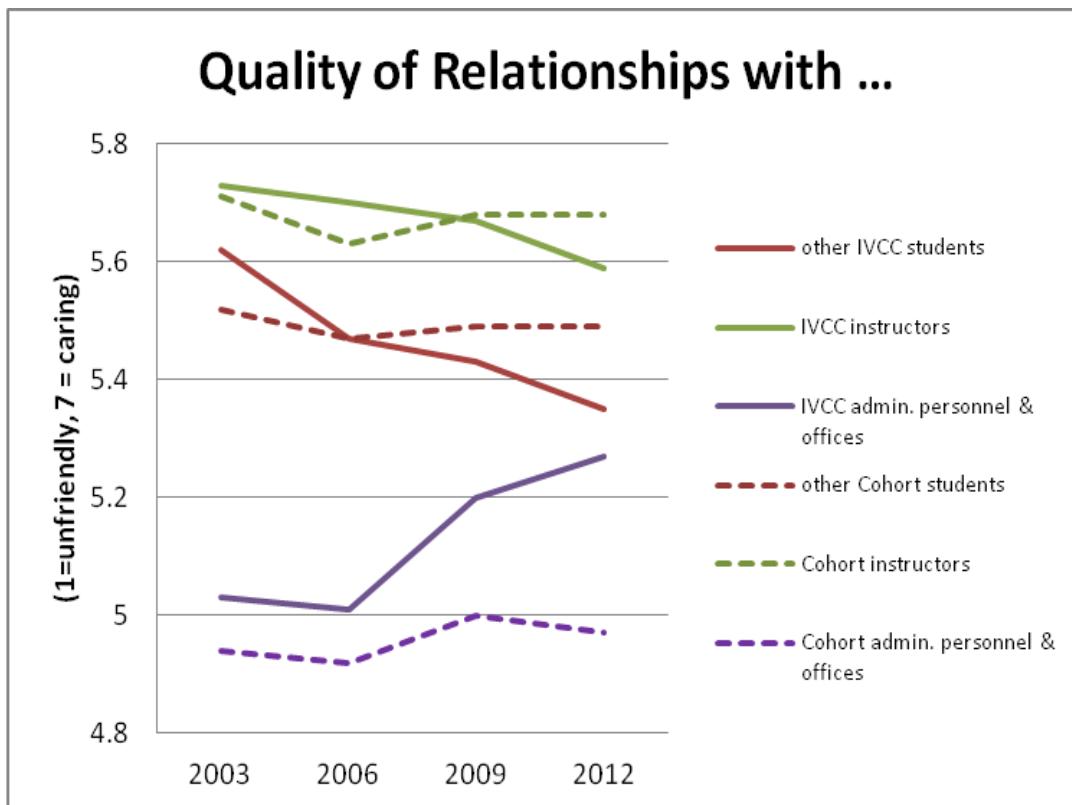
Item	Benchmark	2012 IVCC	2012 Cohort
Prepared two or more drafts of a paper or assignment before turning it in	Student Effort	54.6%	50.9%
Worked with other students on projects during class	Active or Collaborative Learning	50.8%	48.3%
Frequency: Academic Advising/planning	Support for Learners	64.0%	58.6%
Frequency: Career Counseling	Support for Learners	38.9%	28.8%
Frequency: Computer Lab	Student Effort	73.6%	62.7%
Tutored or taught other students (paid or voluntary) (often or very often)	Active or Collaborative Learning	6.3%	8.1%
Synthesizing and organizing ideas, information, or experiences in new ways (quite a bit or very much)	Academic Challenge	53.4%	61.7%
Number of written papers or reports of any length (five or more)	Academic Challenge	51.8%	60.2%
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (quite a bit or very much)	Support for Learners	43.6%	51.2%
Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) (11 or more hours)	Student Effort	25.0%	29.3%

Three overarching questions evoked responses which were slightly lower than previous survey averages:

	2003	2006	2009	2012
Evaluation of entire education experience at IVCC (good or excellent)	86%	87%	88%	81%
Would you recommend IVCC to a friend or family member? (yes)	98%	94%	96%	94%
When do you plan on enrolling again at IVCC?* (within the year)	72%	80%	84%	75%

* excluding students who have reached their goal

Additionally, students were asked three questions about relationships at the college.



Although relationships with staff and administration continue to improve and rise above the cohort mean, relationships with other students and faculty continue to decline from above to currently below the cohort mean.

Next Steps

During the Fall 2012 semester the results will be disseminated within the college to committees and teams, including Strategic Leadership & Planning and Teaching & Learning, to both celebrate successes and work towards remedying poor or currently declining results. The CCSSE is part of a cycle of surveys the college uses to gauge current performance, improve processes and relationships, increase student goal attainment, and overall grow the college.