

Amarillo College

Community College Survey of Student Engagement
(CCSSE)

2011 Cohort
(2009-2011 Executive Summary)



SUMMARY DESCRIPTION

The following summary summarizes some of the significant findings of the Community College Survey of Student Engagement (CCSSE) 2011 Report. These definitions and explanations are derived from the CCSSE “Overview” page.

2011 CCSSE Cohort

A three-year cohort was used in the CCSSE data analyses. The cohort is referred to as the 2011 CCSSE cohort (2009-2011) in all reports and documentation. CCSSE took this approach because it “increases the total number of institutions and students contributing the national data set, which in turn increases the reliability of the overall results.”

Benchmark Data

CCSSE reports information on five benchmarks of educational practice (Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners). The benchmarks are calculated by rescaling the survey items associated with each benchmark so that all items are on the same scale. Then benchmark scores are computed by averaging the scores of related survey items. Last, the scores are standardized around the 3-year cohort mean so that comparisons can be made between institutions.

Size Group Comparisons

Most of the comparisons in this report are between Amarillo College and the Large College’s group. The size comparison is based on student enrollment as reported to IPEDS. The categories are divided as follows:

- Small (<4,500)
- Medium (4,500-7,999)
- Large (8,000-14,999)
- Extra-Large (>15,000)

Weighted Data and Excluded Respondents

Since students are sampled in the on-campus classrooms, full-time students are more likely to be sampled than part-time students. To adjust for sampling bias, CCSSE applies a weighting procedure based on the most current IPEDS data.

Per CCSSE, “Exclusions serve the purpose of ensuring that all institutional reports are based on the same sampling methods.” Therefore, CCSSE excludes students who are under 18, have previously taken the survey, fail to report their full or part-time status, or give an answer of “Very Often” or “Never” to every subitem. Oversampled respondents, for institutions who choose to include more students than a typical sample in their report, will also be excluded.

EXECUTIVE SUMMARY FOR THREE YEARS:

Amarillo College (AC) has participated in the CCSSE for three years (2009-2011). The data demonstrates how AC compares to the 2011 CCSSE Cohort. The benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents.

Benchmark Category (Listed in order of lowest performing to highest performing as compared to cohort)	AC Mean (All Students)	Was the AC Mean Above/Below the 2011 CCSSE Cohort?	% Difference
Active and Collaborative Learning	45.8	Below	-4.2%
Student Effort	46.2	Below	-3.8%
Academic Challenge	48.1	Below	-1.9%
Student-Faculty Interaction	47.7	Below	-2.3%
Support For Learners	54.0	Above	4%

ITEMS OF STATISTICAL SIGNIFICANCE IN CCSSE

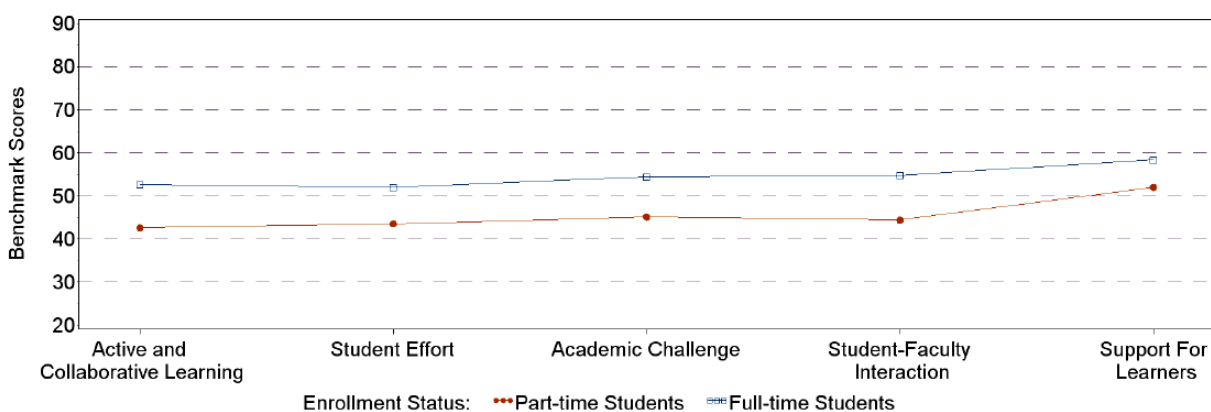
Full-time to Part-time Comparison:

For every benchmark, full-time students scored above the mean. While, for every benchmark with the exception of “Support for Learners,” part-time students scored below the mean.

Benchmark Overview by Enrollment Status

Figure 1 below represents Amarillo College’s CCSSE benchmark scores by students’ enrollment status.

Figure 1



Highest Scoring CCSSE Items:

Compared to the overall CCSSE Cohort, AC scored most favorably (more positive responses) on the following items (Order based on highest percentage difference):

Benchmark	Item	AC %	2011 Cohort %	% Difference
Academic Challenge	7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	77.4%	67.8%	9.6%
Support for Learners	9b. Providing the support you need to help you succeed at this college	80.3%	72.5%	7.8%
Student Effort	13e1. Frequency: Skill labs (writing, math, etc.)	48.1%	40.3%	7.8%
Student Effort	13d1. Frequency: Peer or other tutoring	34.5%	27.5%	7%
Support for Learners	9e. Providing the support you need to thrive socially	39.1%	33.5%	5.6%

Lowest Scoring CCSSE Items:

Compared to the overall CCSSE Cohort, AC scored least favorably (less positive responses) on the following items (Order based on highest percentage difference):

Benchmark	Item	AC %	2011 Cohort %	% Difference
Academic Challenge	6c. Number of written papers or reports of any length (5 or more)	38.2%	59.8%	-21.6%
Student Effort	4d. Worked on a paper or project that required integrating ideas or information from various sources	48.3%	62.3%	-14%
Student Effort	4c. Prepared two or more drafts of a paper or assignment before turning it in	37.4%	50.3%	-12.9%
Active and Collaborative Learning	4f. Worked with other students on projects during class	39.5%	47.7%	-8.2%
Active and Collaborative Learning	4b. Made a class presentation	24.5%	29.3%	-4.8%

DECILE REPORT (AC Comparison to Large Colleges)

“Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group (www.CCSSE.org).”

Benchmark Category (followed by subpopulations of note)	2011 Percentile	2011 Large College Percentile	Score Difference
Active & Collaborative Learning	45.8	49.5	-3.7
Less than Full-time	42.6	45.4	-2.9
Full-Time	52.6	54.9	-2.3
0-29 credit hours	43.7	46.9	-3.2
30+ credit hours	50.1	54.9	-4.8
Student Effort	46.2	49.4	-3.2
Less than Full-time	43.5	45.9	-2.3
Full-Time	52.0	54.3	-2.3
0-29 credit hours	46.4	48.2	-1.8
30+ credit hours	46.0	51.5	-5.4
Academic Challenge	48.1	49.7	-1.6
Less than Full-time	45.1	46.0	-.9
Full-Time	54.4	54.8	-.3
0-29 credit hours	47.0	47.9	-1.8
30+ credit hours	51.4	53.6	-2.2
Student-Faculty Interaction	47.7	49.3	-1.6
Less than Full-time	44.4	45.6	-1.2
Full-Time	54.7	54.2	.5
0-29 credit hours	45.4	47.2	-1.8
30+ credit hours	52.8	53.8	-1.0
Support For Learners	54.0	49.1	4.9
Less than Full-time	52.0	47.0	5.0
Full-Time	58.3	52.0	6.3
0-29 credit hours	55.0	48.6	6.4
30+ credit hours	52.3	50.0	2.4

All information presented in this report was compiled by the Assessment & Development Office based on the member’s information provided at <http://www.ccsse.org/members/reports/2011/overview.cfm>