

Amarillo College Condensed Report of
Community College of Survey of Student Engagement (CCSSE)
2010 and 2009 Results
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DESCRIPTION OF REPORT

The following report summarizes significant findings of the CCSSE (Community College Survey of Student Engagement) 2010 Report. Most of the comparisons in this report are for Amarillo College to the Large Colleges group. The Large Colleges comparison is used since they provide a more similar representation to AC. The comparison of Amarillo College to the overall CCSSE cohort is available if desired.

Additionally, the information contained in this report are items of statistical significance. Most items included are only those that are significantly above or below the mean. Some additional items were included in the report if they stood out for one reason or another. Those items may not have been statistically significant but had some reason to be included into the report. The “Items to note” sections of the report include those items.

Many subsections of the CCSSE data are included. Any sub-populations that showed statistical differences from other sub-populations are noted in this report. Examples of these sub-populations include first generation students, gender, developmental, race, etc. For example, if AC shows that it is statistically significantly below the mean in Academic Challenge, a breakdown of the specific statements that bring the AC mean down for that benchmark are identified. Further review of the sub-populations is possible to explore more specifically where the problems are occurring. All items are listed in the same order in which CCSSE reports them.

EXECUTIVE SUMMARY FOR TWO YEARS:

Amarillo College has participated in the CCSSE for two years (2009 and 2010). This is the first year AC is able to evaluate trend line data. The following is a comparison of AC's results for 2010 and 2009.

Benchmark Category	Amarillo College Mean 2010	Above/ Below	Amarillo College Mean 2009	Above/ Below
Active and Collaborative Learning	44.9	Below	42.4	Below
Student Effort	46.3	Below	45.4	Below
Academic Challenge	50.5	Above	46.5	Below
Student-Faculty Interaction	51.3	Above	48.4	Above
Support For Learners	55.1	Above	53.5	Above

ITEMS OF STATISTICAL SIGNIFICANCE IN CCSSE FOR BOTH YEARS (2010 and 2009):

Active and Collaborative Learning:

Made a class presentation (BELOW)

Student Effort:

Prepared two or more drafts of a paper or assignment before turning it in (BELOW)

Worked on a paper that required integrating ideas or information from various sources (BELOW)

Frequency: Skill labs (writing, math, etc.) (ABOVE)

Academic Challenge:

Number of written papers or reports of any length (BELOW)

Extent to which examinations during the current school year have challenged you to do your best work at AC (ABOVE)

Student – Faculty Interaction:

None

Support for Learners:

Providing the financial support you need to afford your education (ABOVE)

Frequency: Academic advising/planning (ABOVE)

TWO YEAR COMPARISON OR DECILES REPORTS (AC to Large Colleges)

Benchmark Category (followed by subpopulations of note)	2010 Percentile	2009 Percentile
Active & Collaborative Learning	0	0
Part-Time	0	0
Full-Time	30	20
0-29 hours	10	0
30+ hours	0	0
Student Effort	10	10
Part-Time	20	10
Full-Time	30	20
0-29 hours	10	20
30+ hours	20	0
Academic Challenge	60	10
Part-Time	70	0
Full-Time	80	60
0-29 hours	40	10
30+ hours	70	20
Student-Faculty Interaction	70	40
Part-Time	90	40
Full-Time	70	50
0-29 hours	70	20
30+ hours	80	70
Support For Learners	90	90
Part-Time	90	90
Full-Time	90	90
0-29 hours	90	80
30+ hours	90	90

CUSTOM SURVEY ITEMS REQUESTED BY AMARILLO COLLEGE

This section is a summary of the additional items that AC added to the CCSSE questionnaire. The summary is a brief overview of the frequencies of responses to each statement.

54% 'agree' or 'strongly agree' that AC does a good job using technology to improve classroom instruction.

53% 'agree' or 'strongly agree' that they would like to see more online and hybrid course selections offered.

28% have never taken a distance education course (online, hybrid, interactive).

31% have taken 3 or more distance education courses (online, hybrid, interactive).

78% are most likely to access a computer with an internet connection from their home. (9% from the college library, 7% from other computer labs on campus).

33% have never had course performance affected because of trouble with technological skills, 33% seldom, 25% occasionally, 10% often or very often.

36% have never used the library's online resources to complete a course assignment. (During the current academic year).

61% feel that the courses they need to take are available 'most of the time'.

47% use social networking multiple times/day for any use.

13.5% use social networking to communicate with students, instructors, or college staff about coursework. (38% never)

58% feel 'neutral/no effect' related to connected to the college because of social networking tools.

38% have never attended any college sponsored activity. (32% have never attended but would like to).

28% never completed New Student Orientation.

34% completed New Student Orientation online.

75% state their academic advisor is available to help them with academic and career planning 'most of the time' or 'always'.

73% have set academic goals and created a plan for achieving them, with advising assistance from their academic advisor.

OVERALL BENCHMARKS FOR AMARILLO COLLEGE

In this section, the items in gray are the overall CCSSE benchmark scores. Each benchmark has several statements that make up the scores. The white rows represent sub-populations for each benchmark that showed some difference such as the effect size between the sub-populations. For example the Developmental students had a larger effect size than Non-Developmental students in Active and Collaborative Learning. Included in this chart is the percentile that AC falls in when compared to the Large Colleges groups. Percentiles/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 Amarillo College's benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of Amarillo College's benchmark scores fall for the respective comparison group.

Benchmark Categories	Amarillo College Mean	Large Colleges Mean	Effect Size	Above/ Below	Percentile Compared to Large Colleges
Active and Collaborative Learning	44.9	49.4	-4.5	Below	0%
Non-developmental	44	47.7	-3.7	Below	
Developmental	45.5	50.9	-5.5	Below	
First Generation	43.5	48.8	-5.4	Below	
Non First Generation	46.9	49.7	-2.8	Below	
Part-time	41.4	45.5	-4.1	Below	
Full-time	53.2	55	-2	Below	
Student Effort	46.3	49.5	-3.2	Below	10%
Non-developmental	39	44.6	-5.6	Below	
Developmental	52.2	53.7	-1.5	Below	
Traditional Age	43.8	48.5	-4.7	Below	
Non Traditional Age	48.4	50.9	-2.4	Below	
Academic Challenge	50.5	49.6	.9	Above	60%
Male	46.4	47.2	-.8	Below	
Female	52.9	51.3	1.6	Above	
Part-time	47.6	46	1.7	Above	
Full-time	57.4	54.8	2.6	Above	
Student-Faculty Interaction	51.3	49.2	2.1	Above	70%
Traditional Age	51.2	49.6	1.6	Above	
Non Traditional Age	51.4	48.3	3.0	Above	
First Generation	50.2	48.5	1.7	Above	
Non First Generation	53.1	49.4	3.7	Above	
Part-time	49.2	45.5	3.7	Above	
Full-time	56.3	54.3	2.0	Above	
Support For Learners	55.1	49.4	5.7	Above	90%
First Generation	59	50.7	8.2	Above	
Non First Generation	53.2	47.6	5.7	Above	
Male	52.4	48.4	4.0	Above	
Female	56.5	50.1	6.4	Above	

AREAS OF HIGHEST STUDENT ENGAGEMENT – AC compared to entire CCSSE Cohort

This section is directly from the CCSSE 2010 Executive Summary. CCSSE pulled out the areas of the highest and lowest student engagement for part-time and full-time students compared to the entire CCSSE Cohort (not just the Large Colleges). The order is listed in the order in which CCSSE reported the results.

Part-time Students (PT)- Frequency of Academic advising – 13a1

PT – Frequency of Peer or other tutoring 13d1

PT – Frequency of Skill labs – 13e1

PT – Talked about career plans with an instructor or advisor – 4m

PT – Providing the financial support you need to afford your education – 9m

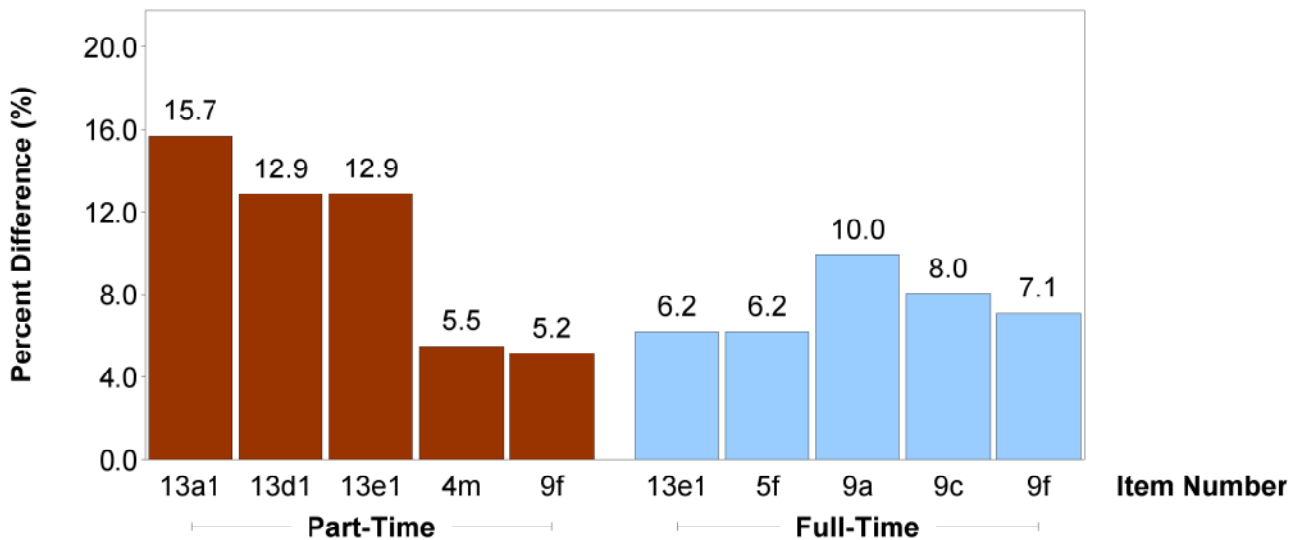
Full-time Students (FT) – Frequency of Skill labs – 13e1

FT – Using information you have read or heard to perform a new skill – 5f

FT – Encouraging you to spend significant amounts of time studying – 9a

FT – Encouraging contact among students from different economic, social, and racial or ethnic backgrounds – 9c

FT – Providing the financial support you need to afford your education – 9f



AREAS OF LOWEST STUDENT ENGAGEMENT – AC compared to entire CCSSE Cohort

This section is directly from the CCSSE 2010 Executive Summary. CCSSE pulled out the areas of the highest and lowest student engagement for part-time and full-time students compared to the entire CCSSE Cohort (not just the Large Colleges). The order is listed in the order in which CCSSE reported the results.

Part-time Students (PT) – Made a class presentation – 4b

PT – Prepared two or more drafts of a paper or assignment before turning it in – 4c

PT–Worked on a paper or project that required integrating ideas of information from various sources – 4d

PT – Worked with other students on projects during class – 4f

PT – Number of written papers or reports of any length – 6c

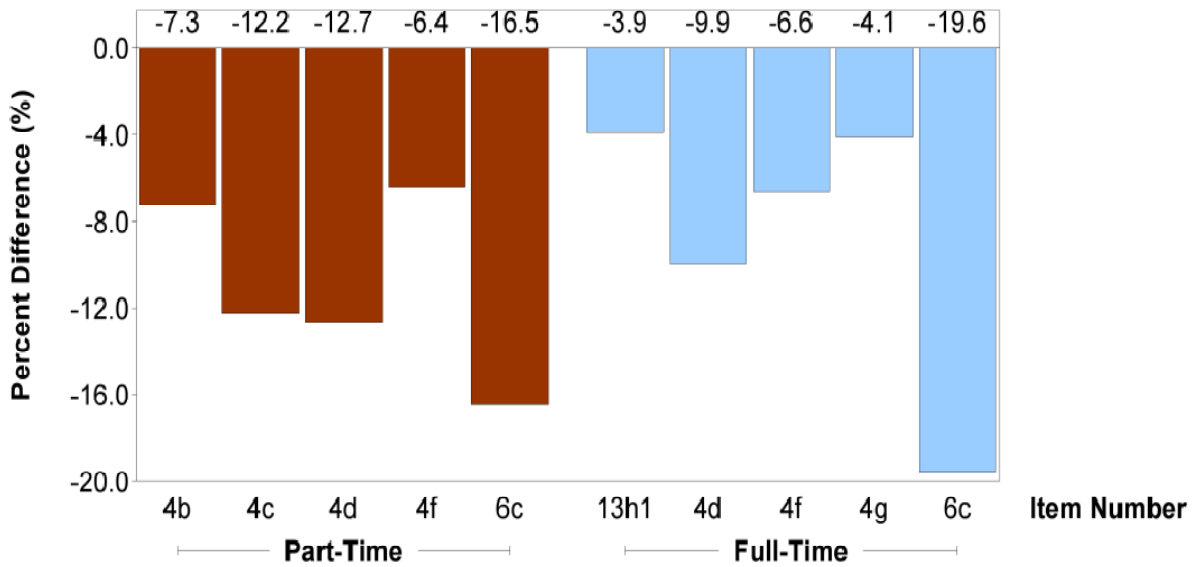
Full-time Students (FT) – Frequency : Computer lab – 13h1

FT – Worked on a paper or project that required integrating ideas of information from various sources - 4d

FT - Worked with other students on projects during class – 4f

FT – Worked with classmates outside of class to prepare class assignments – 4g

FT – Number of written papers or reports of any length – 6c



STATISTICALLY SIGNIFICANT STATEMENTS – AC vs. LARGE COLLEGES

The following sections identify those statements that are statistically significantly different from the Large Colleges. This section will show the significant statements in each benchmark, the actual AC mean, the corresponding Large Colleges mean, the effect size, and whether AC fell above or below the Large Colleges. The greater the effect size (the further away from 0) the larger the difference between the two means. This section will include an “Items to note” section which may show items that showed some potential importance in the frequency distributions.

ACTIVE and COLLABORATIVE LEARNING

Item	Amarillo College Mean	Large Colleges Mean	Effect Size	Above/ Below
Made a class presentation	1.87	2.06	-.21	Below

ITEMS TO NOTE:

Areas to improve-

- 40% of AC students have ‘NEVER’ made a class presentation
- 46% of AC students have ‘NEVER’ worked with classmates outside of class to prepare class assignments
- AC is in the lowest percentile bracket, this is AC’s lowest area of student engagement

STUDENT EFFORT

Item	Amarillo College Mean	Large Colleges Mean	Effect Size	Above/ Below
Prepared two or more drafts of a paper or assignment before turning it in	2.19	2.48	-.28	Below
Worked on a paper that required integrating ideas or information from various sources	2.45	2.74	-.31	Below
Frequency: Skill labs (writing, math, etc.)	1.86	1.69	.22	Above

ITEMS TO NOTE:

Areas of Recognition-

- 23% of AC students often use skill labs. (Compare to 15% of Large College students)

Areas to Improve-

- 32% of AC students have ‘NEVER’ prepared two or more drafts of a paper or assignment before turning it in. (Compare to 21% of Large College students)
- 18% of AC students have ‘NEVER’ worked on a paper or project that required integrating ideas or information from various sources. (Compare to 11% of Large College students)

ACADEMIC CHALLENGE

Item	Amarillo College Mean	Large Colleges Mean	Effect Size	Above/ Below
Number of written papers or reports of any length	2.42	2.86	-.4	Below
Extent to which examinations during the current school year have challenged you to do your best work at AC	5.22	4.94	.23	Above
Encouraging you to spend significant amounts of time studying	3.13	2.96	.20	Above

ITEMS TO NOTE:

Areas of Recognition-

- 30% of AC students have 'very much' used information they have read or heard to perform a new skill. (Compare to 24% of Large College students)
- On a scale of 1-7, 15% AC students marked 7 representing 'extremely challenging' on the extent to which examinations during the current school year challenged you to do your best work. (Compare to 10% for Large College students).
- 37% of AC students were 'very much' encouraged to spend significant amounts of time studying. (Compare to 29% of Large College students).

Areas to Improve-

- 17% of AC students have written 0 papers of any length (Compare to 10% of Large College students)
- 45% of AC students have written between 1 and 4 papers of any length (Compare to 32% of Large College students)
- 23% of AC students have written between 5 and 10 papers of any length (Compare to 32% of Large College students)
- 10% of AC students have written between 11-19 papers of any length (Compare to 18% of Large College students)
- 5% of AC students have written more than 20 papers of any length (Compare to 10% of Large College students)

STUDENT-FACULTY INTERACTION

Item	Amarillo College Mean	Large Colleges Mean	Effect Size	Above/Below
No significant differences in this area				

ITEMS TO NOTE:

Areas of Recognition-

- 29% of AC students ‘often’ or ‘very often’ talked about career plans with an instructor or advisor. (Compare to 23% of Large College students).
- 25% of AC students ‘NEVER’ talked about career plans with an instructor or advisor. (Compare to 32% of Large College students).
- 21% of AC students ‘very often’ received prompt feedback (written or oral) from instructors on their performance. (Compare to 17% of Large College students).

SUPPORT for LEARNERS

Item	Amarillo College Mean	Large Colleges Mean	Effect Size	Above/Below
Providing the support you need to help you succeed at this college	3.13	2.95	.21	Above
Providing the financial support you need to afford your education	2.63	2.39	.22	Above
Frequency: Academic advising/planning	1.9	1.74	.24	Above

ITEMS TO NOTE:

Areas of Recognition-

- 39% of AC students were ‘very much’ provided the support they need to succeed at AC. (Compare to 29% of Large College students).
- 24% of AC students were ‘very much’ encouraged contact among students from different economic, social, and racial or ethnic backgrounds at AC. (Compare to 20% of Large College students).
- 32% of AC students were ‘very much’ provided the financial support they need to afford their education. (Compare to 21% of Large College students).
- 18% of AC students ‘often’ frequent academic advising/planning. (Compare to 12% of Large College students).
- AC is in the 90th percentile for Support for Learners when compared to the Large Colleges, this is AC’s highest percentile in all of the benchmarks.

STATISTICALLY SIGNIFICANT STATEMENTS BY SPECIAL POPULATIONS –

AC vs. LARGE COLLEGES

The following sections represent the statements that are statistically significantly different from the Large Colleges for each of the Special Populations group. This section will show the significant statements in each of the benchmark's special populations group, the actual AC mean, the corresponding Large Colleges mean, the effect size, and whether AC fell above or below the Large Colleges. The greater the effect size (the further away from 0) the larger the difference between the two means. This section will include an "Items to note" section which may show items that showed some potential importance in the frequency distributions.

ACTIVE and COLLABORATIVE LEARNING				
Made a class presentation				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
Developmental	1.85	2.11	-.29	Below
Non-Traditional Age	1.77	1.97	-.20	Below
Female	1.85	2.06	-.23	Below
Hispanic	1.87	2.09	-.24	Below
Part-time	1.73	1.92	-.22	Below
All Students	1.87	2.06	-.21	Below
Worked with classmates outside of class to prepare class assignments				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
Male	1.64	1.86	-.25	Below
Hispanic	1.70	1.90	-.21	Below
Worked with other students on projects during class				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
Developmental	2.32	2.49	-.20	Below
Hispanic	2.28	2.51	-.25	Below
Worked with other students on projects during class				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
Black or African American, Non-Hispanic	1.79	1.37	.59	Above
STUDENT EFFORT				
Prepared two or more drafts of a paper or assignment before turning in				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
Non-developmental	2.04	2.30	-.25	Below
Developmental	2.32	2.64	-.33	Below
Traditional Age	2.21	2.48	-.28	Below
Nontraditional Age	2.18	2.46	-.25	Below
First Generation	2.16	2.54	-.36	Below

Non First Generation	2.18	2.41	-.22	Below
Male	2.12	2.40	-.28	Below
Female	2.25	2.53	-.27	Below
All Students	2.19	2.48	-.28	Below
White, Non-Hispanic	2.17	2.39	-.21	Below
Hispanic	2.22	2.62	-.40	Below
Part-time	2.06	2.38	-.3	Below
Worked on a paper or project that required integrating ideas or information from various sources				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
Non-developmental	2.38	2.69	-.32	Below
Developmental	2.51	2.80	-.32	Below
Traditional Age	2.45	2.80	-.41	Below
First Generation	2.46	2.72	-.27	Below
Non First Generation	2.51	2.76	-.27	Below
Male	2.43	2.71	-.31	Below
Female	2.47	2.77	-.31	Below
White, Non-Hispanic	2.44	2.73	-.32	Below
Hispanic	2.41	2.77	-.38	Below
All Students	2.45	2.74	-.31	Below
Part-time	2.33	2.59	-.26	Below
Full-time	2.73	2.96	-.28	Below
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
Female	1.96	2.19	-.22	Below
Came to class without completing readings or assignments				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
Hispanic	1.72	1.87	-.21	Below
Frequency: Peer or other tutoring				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
Developmental	1.73	1.56	.24	Above
Nontraditional Age	1.67	1.50	.22	Above
First Generation	1.68	1.49	.27	Above
Non First Generation	1.57	1.41	.24	Above
Male	1.58	1.43	.25	Above
Part-time	1.61	1.44	.26	Above

Frequency: Skill labs (writing, math, etc.)				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
Developmental	1.73	1.56	.25	Above
Nontraditional Age	1.92	1.69	.26	Above
First Generation	1.93	1.75	.23	Above
Non First Generation	1.78	1.61	.23	Above
Male	1.89	1.66	.31	Above
All Students	1.86	1.69	.22	Above
White, Non-Hispanic	1.80	1.59	.29	Above
Part-time	1.85	1.66	.25	Above

ITEMS TO NOTE:

- 36% of Hispanic students NEVER came to class without completing readings or assignments, compared to 33% of African Americans, 29% of white students.
- 46% of Hispanic students spend 1-5 hours preparing for class, 39% of White students, 33% of African American students.

ACADEMIC CHALLENGE				
Using information you have read or heard to perform a new skill				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
First Generation	2.99	2.78	.22	Above
Non First Generation	2.95	2.74	.23	Above
White, Non-Hispanic	2.91	2.70	.22	Above
Full-time	3.03	2.84	.21	Above
Number of assigned textbooks, manuals, books, or book-length packs of course readings				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
Traditional Age	2.67	2.89	-.22	Below
Number of written papers or reports of any length				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
Non-developmental	2.3	2.74	-.39	Below
Developmental	2.49	2.96	-.44	Below
Traditional Age	2.43	2.97	-.53	Below
Nontraditional Age	2.40	2.67	-.21	Below
First Generation	2.33	2.83	-.44	Below
Non First Generation	2.46	2.85	-.36	Below
Male	2.36	2.85	-.44	Below
Female	2.46	2.86	-.36	Below
All Students	2.42	2.86	-.40	Below
White, Non-Hispanic	2.39	2.84	-.41	Below
Hispanic, Latino, Spanish	2.42	2.85	-.39	Below

Part-time	2.30	2.61	-.29	Below
Full-time	2.70	3.19	-.46	Below
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				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
Developmental	5.29	5.02	.24	Above
Non First Generation	5.17	4.88	.24	Above
Female	5.35	5.07	.24	Above
All Students	5.22	4.94	.23	Above
White, Non-Hispanic	5.23	4.92	.26	Above
Part-time	5.19	4.93	.21	Above
Full-time	5.28	4.96	.28	Above
Encouraging you to spend significant amounts of time studying				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
Non-developmental	3.05	2.85	.23	Above
Traditional Age	3.07	2.90	.22	Above
Non First Generation	3.10	2.91	.23	Above
All Students	3.13	2.96	.20	Above
White, Non-Hispanic	3.08	2.90	.21	Above
Full-time	3.27	3.03	.29	Above
STUDENT-FACULTY INTERACTION				
Talked about career plans with an instructor or advisor				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
Non-developmental	2.09	1.90	.21	Above
Part-time	2.09	1.89	.24	Above
SUPPORT for LEARNERS				
Providing the support you need to help you succeed at this college				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
Non-developmental	3.05	2.88	.20	Above
Traditional Age	3.15	2.93	.26	Above
First Generation	3.21	3.00	.24	Above
Non First Generation	3.11	2.93	.21	Above
Male	3.16	2.93	.27	Above
All Students	3.13	2.95	.21	Above
Hispanic, Latino, Spanish	3.28	3.02	.30	Above
Part-time	3.11	2.92	.22	Above
Full-time	3.18	3.00	.21	Above
Providing the financial support you need to afford your education				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean

Non-developmental	2.48	2.25	.21	Above
Developmental	2.78	2.51	.24	Above
Nontraditional Age	2.67	2.32	.28	Above
First Generation	2.78	2.45	.28	Above
Non First Generation	2.54	2.31	.21	Above
Female	2.69	2.43	.23	Above
Hispanic, Latino, Spanish	2.92	2.51	.36	Above
All Students	2.63	2.39	.22	Above
Part-time	2.55	2.29	.24	Above
Full-time	2.82	2.53	.26	Above
Frequency: Academic advising/planning				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
Traditional Age	1.88	1.74	.22	Above
Nontraditional Age	1.89	1.73	.21	Above
Non First Generation	1.86	1.69	.25	Above
Male	1.87	1.69	.28	Above
White, Non-Hispanic	1.86	1.68	.26	Above
All Students	1.90	1.74	.24	Above
Part-time	1.88	1.69	.28	Above
Frequency: Career counseling				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
First Generation	1.52	1.37	.24	Above
Provide the support you need to thrive socially				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
First Generation	2.41	2.17	.24	Above
Black or African American, Non-Hispanic	2.99	2.35	.63	Above
Hispanic, Latino, Spanish	2.50	2.30	.21	Above
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
First Generation	2.81	2.45	.28	Above
Helping you cope with your non-academic responsibilities (work, family, etc.)				
Class/Demographic	AC Mean	Large College Mean	Effect Size	Above/Below Mean
Black or African American, Non-Hispanic	2.74	2.09	.60	Above