



## Did You Know?

### Topic: Spring 2010 Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE) Active and Collaborative Learning

**Overview:** The Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE) ask students and faculty to share their perceptions regarding students' educational experiences. The following, briefly examines spring 2010 CCSSE and CCSSFE faculty perceptions of student engagement alongside student responses about active and collaborative learning.

The CCSSE benchmark identified as active and collaborative learning is explained as follows: "Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems." CCSSE classifies students as engaged in active and collaborative learning by a response of *Often* or *Very Often* to the following questions:

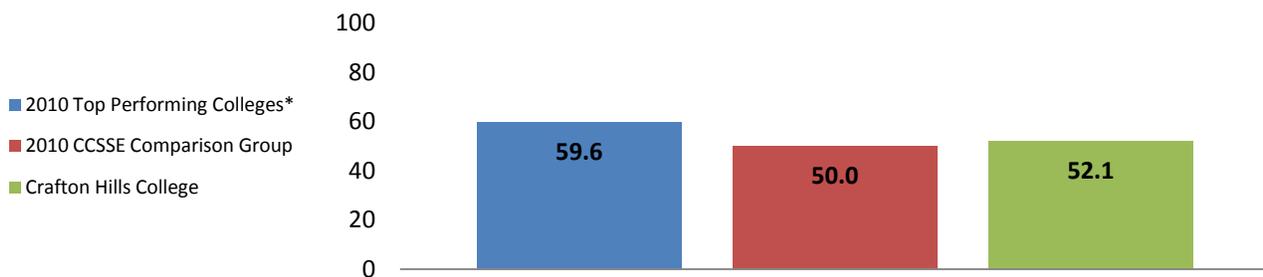
On the CCSSE, students were asked, "How often do you" and on the CCFSSE, faculty were asked, "How often do students":

- "Ask questions in class or contribute to class discussions" (4a)
- "Work with other students on projects during class" (4b)
- "Make a class presentation" (4c)
- "Work with classmates outside of class to prepare assignments" (4e)
- "Tutor or teach other students (paid or voluntary)" (4f)
- "Participate in a community-based project as a part of a regular course" (4g)

#### Findings illustrated in Figure 1:

- Crafton Hills College benchmark scores for active and collaborative learning performance were higher than those of similar colleges in the 2008-2010 CCSSE comparison group.

**Figure 1: Benchmark Scores for Active and Collaborative Learning Performance**

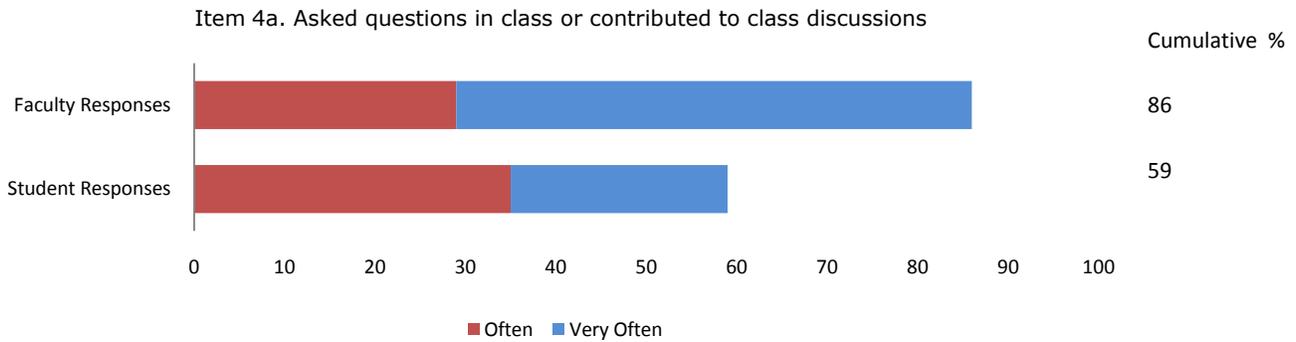


Note: Benchmark scores are standardized so that all CCSSE respondents have a mean of 50 and standard deviation of 25. For more information on how benchmark scores are computed, please visit [www.ccsse.org](http://www.ccsse.org). \* Top performing colleges are those that scored in the top ten percent by benchmark.

#### Findings illustrated in Figure 2:

- CHC Faculty were substantially more likely than CHC students to indicate that students often or very often ask questions or contribute to class discussions (ES=0.56)\*.

**Figure 2: CHC Student and Faculty Responses of "Often" or "Very Often" to Question 4a.**

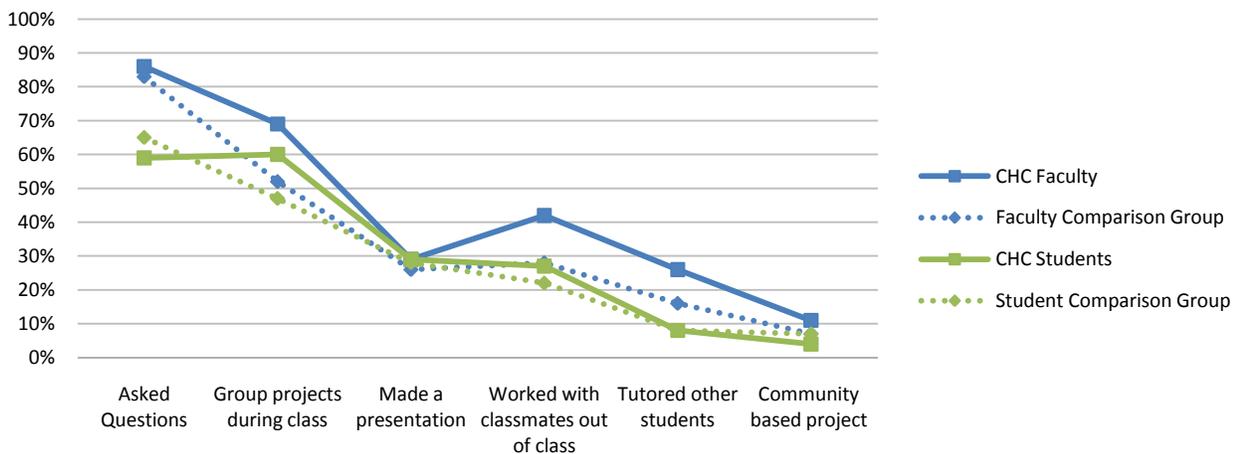


\* The effect size represents the magnitude of the difference between the means. When it is .2 or higher, it indicates the difference is not only statistically significant but practical as well.

**Findings illustrated in Figure 3:**

- Both CHC Faculty (ES=0.33)\* and Students (ES=0.26)\* were substantially more likely to indicate that students at Crafton work on group projects during class when compared to the faculty and student comparison groups.
- CHC Faculty perceive students at Crafton to be more engaged in active and collaborative learning than the faculty comparison group.

**Figure 3: CHC and Comparison Group Student and Faculty Responses of "Often" or "Very Often"**



**Methodology:** The CCSSE and CCFSSSE were administered in March and April 2010. The CCSSE was administered in randomly selected credit courses stratified by time of day from institutional course files. The CCFSSSE was available online to all faculty teaching at least one on-campus section, other than a lab, during spring 2010. In addition to summarizing general findings from the CCSSE, CHC responses were also compared by the Community College Leadership Program at The University of Texas at Austin (i.e. developers of CCSSE) to a comparison group of institutions.

**Sample:** A representative sample of 834 CHC students completed the CCSSE survey during the spring 2010 semester. Students were more likely to be enrolled less than full-time (70%), female (51%), 18-21 years old (60%), and white, Non-Hispanic (55%). The 86 CCFSSSE respondents included 48 part-time and 38 full-time instructors. They were more likely female (54%), white, non-Hispanic (70%), 50-64 years old (47%) with 10-19 years teaching experience (31%).

**References:** CCSSE. (2010). *2010 Institutional Report: Overview of national 2010 CCSSE Cohort Survey Results.*