

Spring 2009, 2010, 2011, and 2013 CCSSE Results Generated for the Tutoring Center's PPR

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Overview

The Planning and Program Review (PPR) process is a four-year cycle in which each unit at Craffton Hills College (CHC) performs a full program review every four years and an annual planning update the second, third and fourth years. The Office of Institutional Effectiveness, Research and Planning (OEIRP) intends to provide departments with additional data derived from multiple sources, including the **Community College Survey of Student Engagement (CCSSE)**, in order to help inform programs who are in the PPR process. Included is data from the Spring 2009, 2010, 2011, and 2013 CCSSE that is relevant to each department. The brief illustrates the CCSSE data with no analysis or summarization. The objective is to utilize it as an informative document that will assist each department as they prepare their Annual Planning and/or Three-Year Plan. CCSSE results can help community colleges with planning, evidence based decision making, and help identify improvements in student learning and persistence. The findings included in this brief could be applicable to the goals, objectives, or efficiency measures of each department. Additional results are available for review in the OIERP upon request.

Methodology

The CCSSE was administered in the Spring of 2009, 2010, 2011, and 2013 to a random sample of Craffton Hills College students in weekly census sections with 10 or more enrolled students. After the Spring 2011, Craffton began administering the CCSSE every other year, as a result the CCSSE was not administered Spring 2012. The results can be generalized to CHC students enrolled in weekly census courses (i.e. a course that spans the entire length of the semester). The sample size is sufficient to generalize results to that of the student population with a 95% confidence level. Because students may have completed the CCSSE in more than one class, only responses from the first class in which they filled out the survey were included. The data in each year may vary because not all respondents answered every question and "Not Applicable" responses have been excluded.

Information in the following tables and figures include all responses to the questions for each of the four years CCSSE was administered to students at Craffton. "N" represents the number of responses received, and "%" is the number of responses received divided by the total number of responses to the question. The results in each table are accompanied by a representative graphic.

Table 1. Respondents' frequency of use of peer or other tutoring services at Craffton.

How often do you use peer or other tutoring services at Craffton?	Term/Year								Total	
	SP 2009		SP 2010		SP 2011		SP 2013			
	N	%	N	%	N	%	N	%	N	%
Rarely/Never	286	59.2	411	64.3	358	60.1	267	48.8	1322	58.4
Sometimes	124	25.7	156	24.4	159	26.7	185	33.8	624	27.5
Often	73	15.1	72	11.3	79	13.3	95	17.4	319	14.1
Total Responses	483	100	639	100	596	100	547	100	2265	100

Figure 1. Graphic representation of Table 1.

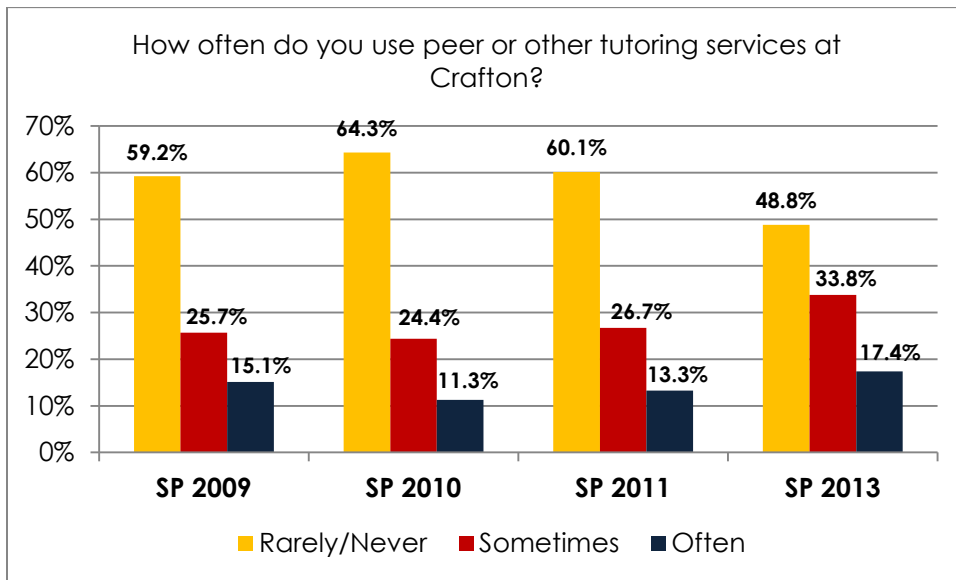


Table 2. Respondents' frequency of use of skill labs at Crafton.

How often do you use skill labs (math, writing, etc.) at Crafton?	Term/Year								Total	
	SP 2009		SP 2010		SP 2011		SP 2013			
	N	%	N	%	N	%	N	%	N	%
Rarely/Never	253	48.6	342	53.2	292	48.2	236	47.2	1123	49.5
Sometimes	148	28.4	179	27.8	176	29	153	30.6	656	28.9
Often	120	23	122	19	138	22.8	111	22.2	491	21.6
Total Responses	521	100	643	100	606	100	500	100	2270	100

Figure 2. Graphic representation of Table 2.

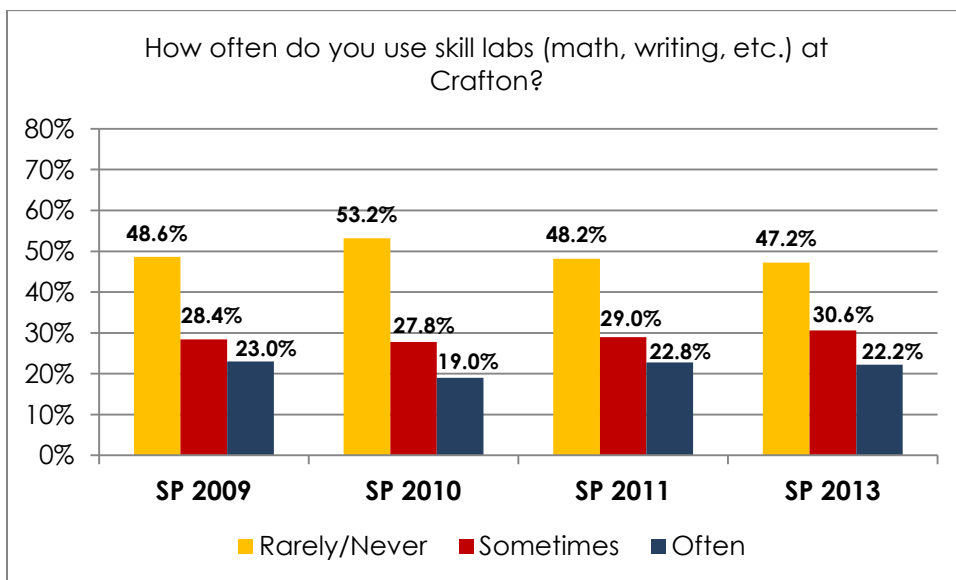


Table 3. Respondents' satisfaction level with peer or other tutoring services at Crafton.

How satisfied are you with peer or other tutoring services at Crafton?	Term/Year								Total	
	SP 2009		SP 2010		SP 2011		SP 2013			
	N	%	N	%	N	%	N	%	N	%
Not at all	57	17.5	52	12.5	53	12.6	50	11.7	212	13.3
Somewhat	138	42.5	190	45.6	192	45.8	176	41.1	696	43.8
Very	130	40	175	42	174	41.5	202	47.2	681	42.9
Total Responses	325	100	417	100	419	100	428	100	1589	100

Figure 3. Graphic representation of Table 3.

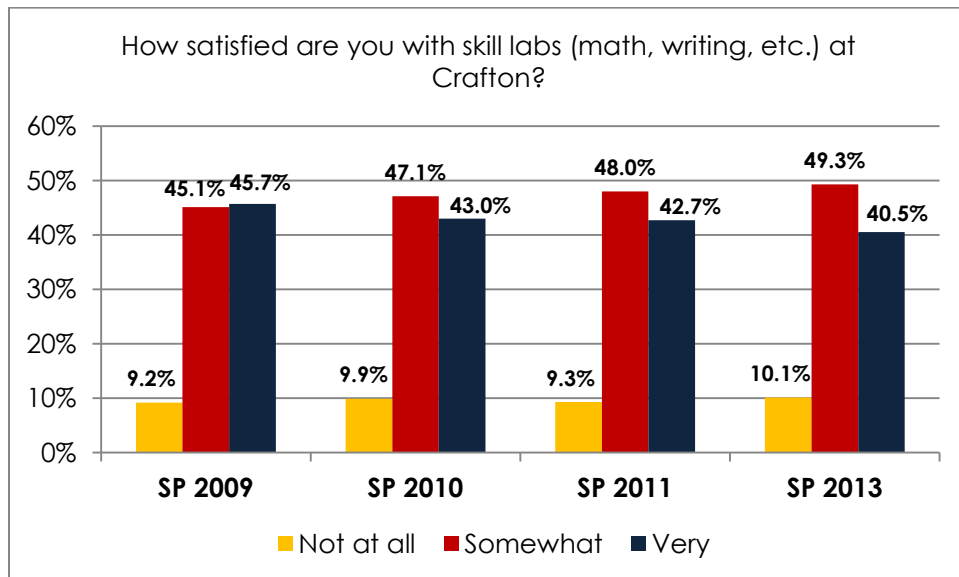


Table 4. Respondents' level of satisfaction with skill labs at Crafton.

How satisfied are you with skill labs (math, writing, etc.) at Crafton?	Term/Year								Total	
	SP 2009		SP 2010		SP 2011		SP 2013			
	N	%	N	%	N	%	N	%	N	%
Not at all	35	9.2	43	9.9	41	9.3	37	10.1	156	9.6
Somewhat	172	45.1	205	47.1	211	48	180	49.3	768	47.4
Very	174	45.7	187	43	188	42.7	148	40.5	697	43.0
Total Responses	381	100	435	100	440	100	365	100	1621	100

Figure 4. Graphic representation of Table 4.

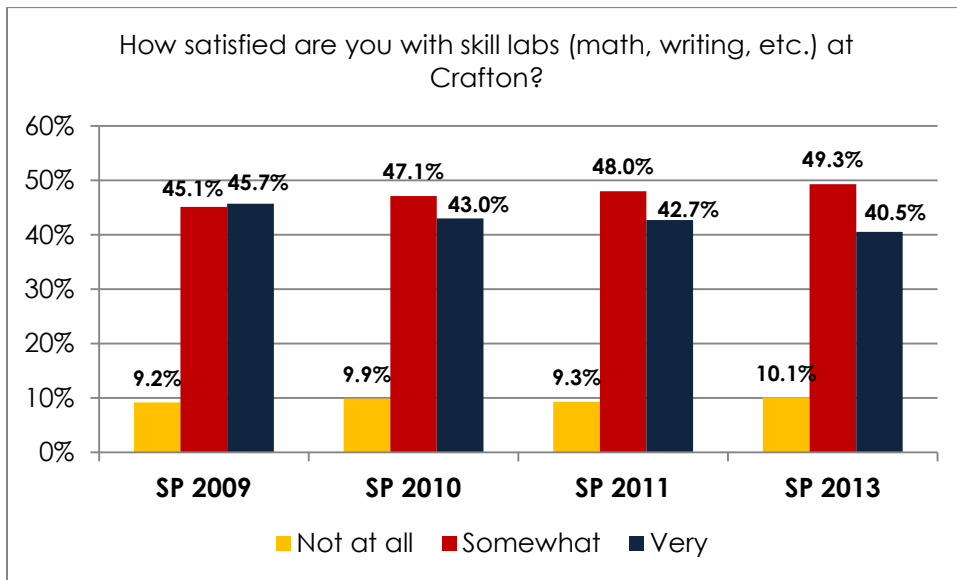


Table 5. Respondents' sentiments about how important are Crafton's peer or other tutoring services.

How important to you is peer or other tutoring services at Crafton?	Term/Year								Total	
	SP 2009		SP 2010		SP 2011		SP 2013			
	N	%	N	%	N	%	N	%	N	%
Not at all	178	27.2	182	23.1	152	20.7	110	17.9	622	22.3
Somewhat	203	31	265	33.6	220	30	187	30.4	875	31.3
Very	274	41.8	342	43.3	361	49.2	319	51.8	1296	46.4
Total Responses	655	100	789	100	733	100	616	100	2793	100

Figure 5. Graphic representation of Table 5.

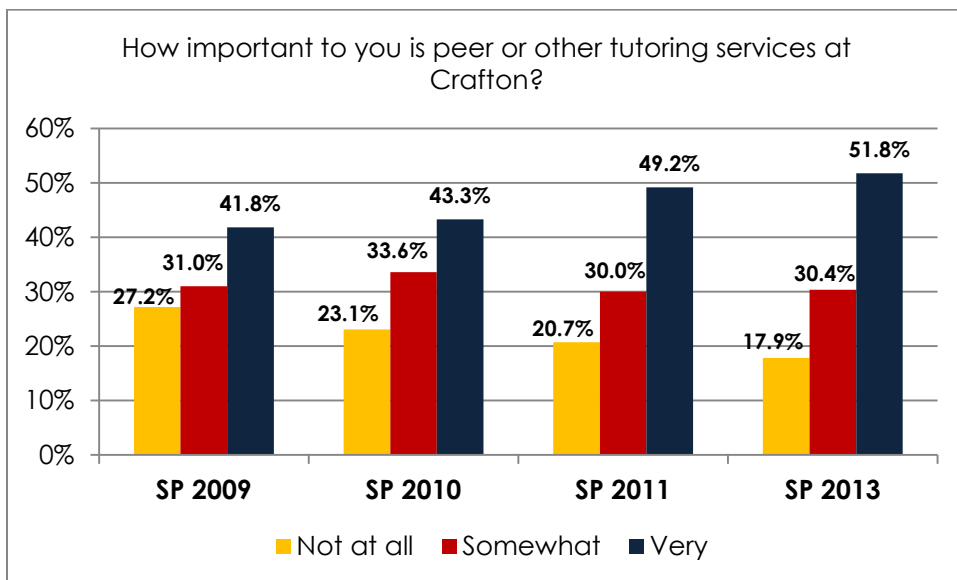


Table 6. Respondents' sentiments about how important are Crafton's skill labs.

How important to you are skill labs (math, writing, etc.) at Crafton?	Term/Year								Total	
	SP 2009		SP 2010		SP 2011		SP 2013			
	N	%	N	%	N	%	N	%	N	%
Not at all	141	21.8	160	20.5	134	18.2	119	19.7	554	20.0
Somewhat	189	29.2	254	32.5	218	29.7	208	34.5	869	31.4
Very	317	49	367	47	383	52.1	276	45.8	1343	48.6
Total Responses	647	100	781	100	735	100	603	100	2766	100

Figure 6. Graphic representation of Table 6.

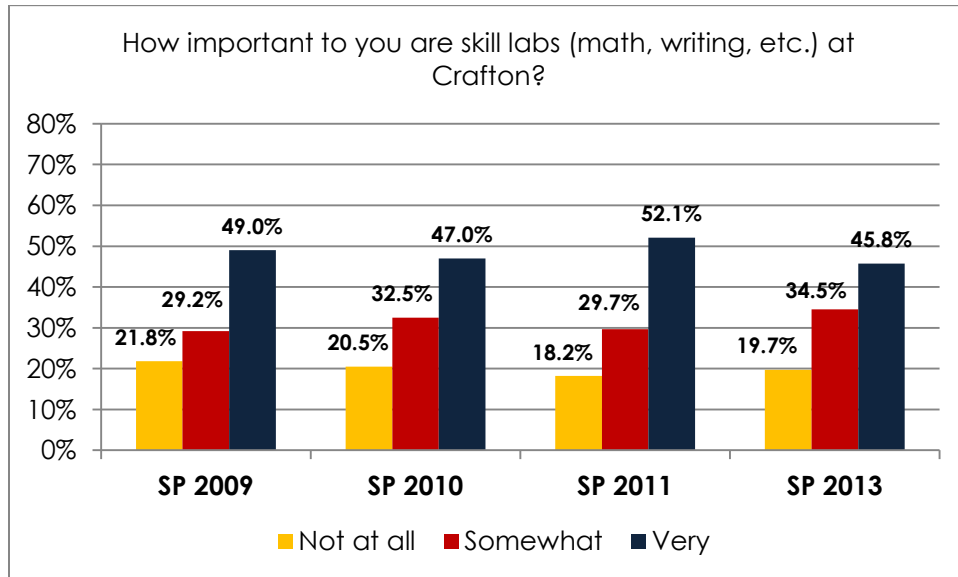


Table 7. Respondents' stated academic activities while at Crafton.

Which of the following have you done, are you doing, or do you plan to do while at this college?	I have not done nor plan to do								I plan to do								I have done							
	SP 2009		SP 2010		SP 2011		SP 2013		SP 2009		SP 2010		SP 2011		SP 2013		SP 2009		SP 2010		SP 2011		SP 2013	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Developmental/remedial reading course	493	72.3	592	73	513	67.5	463	71.5	68	10	70	8.6	70	9.2	50	7.7	121	17.7	149	18.4	177	23.3	135	20.8
Developmental/remedial writing course	427	62.4	543	66.8	443	58.4	398	61.6	102	14.9	88	10.8	112	14.8	73	11.3	155	22.7	182	22.4	203	26.8	175	27.1
Developmental/remedial math course	377	55.4	452	55.7	397	52.3	360	55.9	107	15.7	111	13.7	138	18.2	75	11.6	197	28.9	248	30.6	224	29.5	209	32.5
Study skills course	453	66.4	592	73.1	487	64.2	422	65.1	129	18.9	119	14.7	145	19.1	122	18.8	100	14.7	99	12.2	126	16.6	104	16.0

Table 7a. Graphic representation of Table 7 – Developmental/remedial reading course.

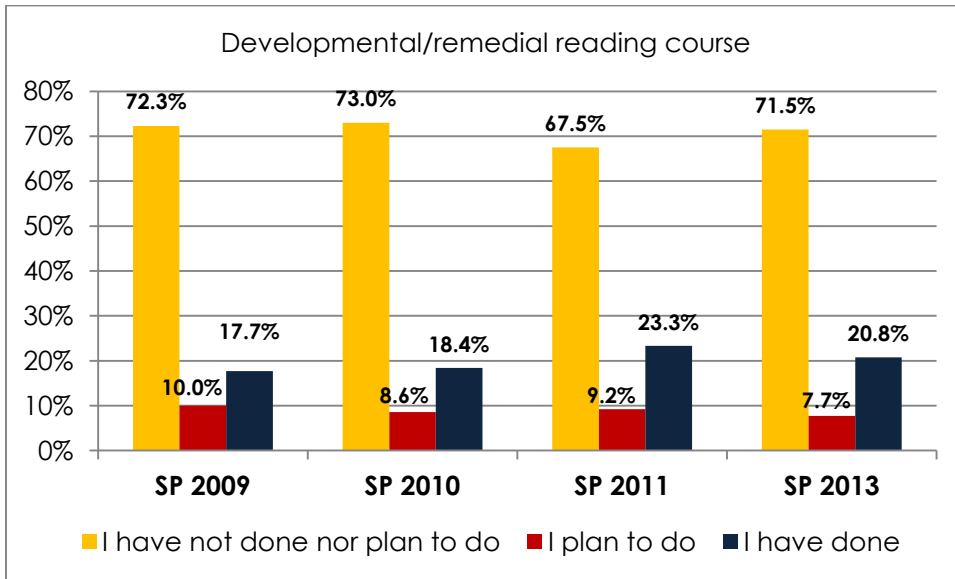


Table 7b. Graphic representation of Table 7 – Developmental/remedial writing course.

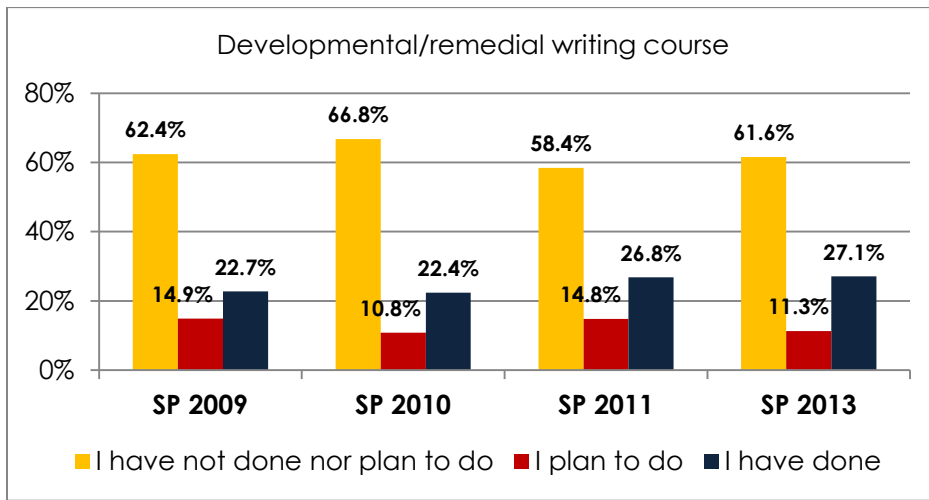


Table 7c. Graphic representation of Table 7 – Developmental/remedial math course.

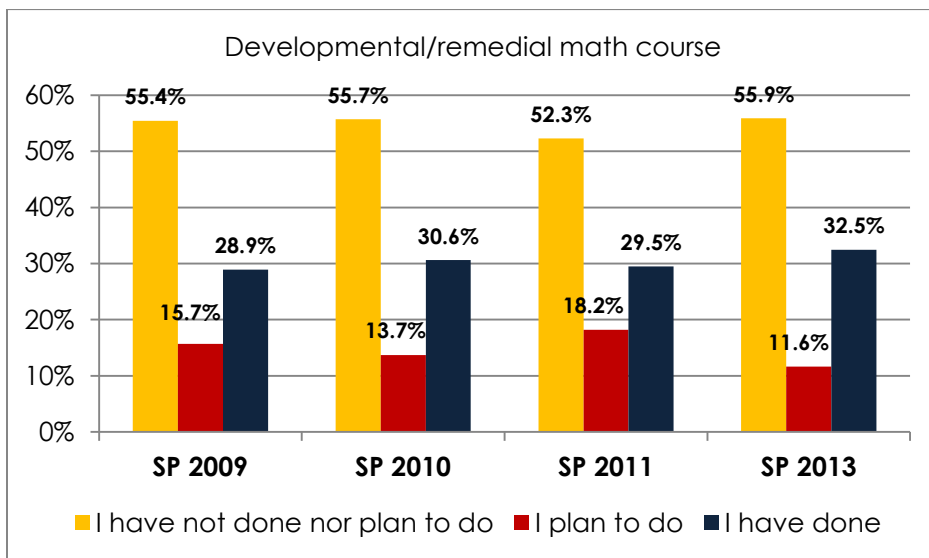


Table 7d. Graphic representation of Table 7 – Study skills course.

