The Community College Survey of Student Engagement (CCSSE) 2005:
Comparative Benchmarking Results by Campus

Research Report No. 11-06

Office of Institutional Research, Planning, and Assessment
Northern Virginia Community College

April 2006
The Community College Survey of Student Engagement (CCSSE) 2005: Comparative Benchmarking Results by Campus

Table of Contents

Introduction ....................................................................................................................... 1
1. Active and Collaborative Learning ................................................................. 2
2. Student Effort ........................................................................................................ 3
4. Student-Faculty Interaction .............................................................................. 5
5. Support for Learners ......................................................................................... 6
The Community College Survey of Student Engagement (CCSSE) 2005
Comparative Benchmarking Results by Campus

Introduction:

In spring 2005, NOVA once again participated in the Community College Survey of Student Engagement (CCSSE). The survey provided objective and relevant data about student experience so that NOVA can identify areas in which it can improve its programs and services for students. CCSSE does this by identifying the following benchmarks to measure the quality of student learning:

1. Active and Collaborative Learning
2. Student Effort
3. Academic Challenge
4. Student-Faculty Interaction
5. Support for Learners

This report provides benchmark results for each campus. The objective of this report should be to learn from our experience from within various campuses at NOVA.

A total of 258 institutions across 38 states participated in the 2005 survey. Depending on the size of the institutions, the community colleges were categorized into small (<4,500 credits), medium (4,500-7,999 credits), large (8,000 – 14,999 credits), and extra large (15,000+ credits). The survey not only provides institutional responses but also gives a comparison with institutions that are similar size (peer institutions) and also national data. NOVA fits in the category of extra large institution.

The survey was administered randomly keeping stratified sample by time of the day, gender, age, and race. The following is the breakdown of survey respondents by campuses:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Survey Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandria</td>
<td>400</td>
</tr>
<tr>
<td>Annandale</td>
<td>493</td>
</tr>
<tr>
<td>Loudoun</td>
<td>226</td>
</tr>
<tr>
<td>Manassas</td>
<td>103</td>
</tr>
<tr>
<td>Medical Education</td>
<td>43</td>
</tr>
<tr>
<td>Woodbridge</td>
<td>138</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1403</strong></td>
</tr>
</tbody>
</table>
1. Active and Collaborative Learning:

**Active and Collaborative Learning Benchmark**

**Comparative Data by Campus: 2005**

**Description:** 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. The following characterizes active and collaborative learning:

4a. Asked questions in class or contributed to class discussions
4b. Made a class presentation
4f. Worked with other students on projects during class
4g. Worked with classmates outside of class to prepare class assignments
4h. Tutored or taught other students (paid or voluntary)
4i. Participated in a community-based project as a part of a regular course
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
2. Student Effort:

![Bar Chart]

**Student Effort Benchmark**

Comparative Data by Campus: 2005

<table>
<thead>
<tr>
<th>Campus</th>
<th>Series1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AL</td>
<td>45.4</td>
<td></td>
</tr>
<tr>
<td>AN</td>
<td>47.9</td>
<td></td>
</tr>
<tr>
<td>LO</td>
<td>49.8</td>
<td></td>
</tr>
<tr>
<td>MA</td>
<td>54.7</td>
<td></td>
</tr>
<tr>
<td>ME</td>
<td>54.9</td>
<td></td>
</tr>
<tr>
<td>WO</td>
<td>40.4</td>
<td></td>
</tr>
<tr>
<td>NCC</td>
<td>47.1</td>
<td></td>
</tr>
<tr>
<td>Peer</td>
<td>49.1</td>
<td></td>
</tr>
<tr>
<td>Nat'l</td>
<td>50.0</td>
<td></td>
</tr>
</tbody>
</table>

**Description:** Students’ own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals. The following areas focus on this benchmark:

4c. Prepared two or more drafts of a paper or assignment before turning it in
4d. Worked on a paper or project that required integrating ideas or information from various sources
4e. Come to class without completing readings or assignments *(reverse coded)*
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment.
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
13d. Used peer or other tutoring
13e. Used skill labs
13h. Used a computer lab
3. Academic Challenge:

**Description:** Challenging intellectual and creative work is central to student learning and collegiate quality. The ten items listed below address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

4p. Worked harder than you thought you could to meet an instructor's standards or expectations

5b. Analyzing the basic elements of an idea, experience, or theory

5c. Synthesizing and organizing ideas, information, or experiences in new ways

5d. Making judgments about the value or soundness of information, arguments, or methods

5e. Applying theories or concepts to practical problems or in new situations

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

6a. How many assigned textbooks, manuals, books, or book-length packs of course readings did you read

6c. How many papers or reports of any length did you write

7. To what extent have your examinations challenged you to do your best work

9a. Encouraging you to spend significant amounts of time studying
4. Student-Faculty Interaction:

**Description:**

In general, the more interaction students have with their instructors, the more likely they are to learn effectively and persist toward achievement of their educational goals. Questions pertaining to this benchmark are:

4k. Used email to communicate with an instructor
4i. Discussed grades or assignments with an instructor
4m. Talked about career plans with an instructor or advisor
4n. Discussed ideas from your readings or classes with instructors outside of class
4o. Received prompt feedback (written or oral) from instructors on your performance
4q. Worked with instructors on activities other than coursework.
5. Support for Learners:

![Bar chart showing Support for Learners Benchmark Comparative Data by Campus: 2005]

**Description:** Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. The following questions focus on this benchmark:

- 9b. Providing the support you need to help you succeed at this college
- 9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- 9d. Helping you cope with your non-academic responsibilities (work, family, etc.)
- 9e. Providing the support you need to thrive socially
- 9f. Providing the financial support you need to afford your education
- 13a. Used academic advising/planning services
- 13b. Used career counseling services
The purpose of the Office of Institutional Research, Planning, and Assessment is to conduct analytical studies and provide information in support of institutional planning, policy formulation and decision making. In addition, the office provides leadership and support in research related activities to members of the NVCC community engaged in planning and evaluating the institution’s success in accomplishing its mission.

ASSOCIATE VICE PRESIDENT FOR INSTITUTIONAL RESEARCH, PLANNING, AND ASSESSMENT

Dr. George E. Gabriel

ASSESSMENT COORDINATOR

Dr. Anita Dubey

STAFF MEMBERS

Margret Chang
Johan Dennett
Melanie Jenkins
Linda Jones

4001 Wakefield Chapel Road
Annandale, VA 22003-3796
(703) 323-3129
www.nvcc.edu/oir