

Student Engagement: “The amount of time and energy students invest in meaningful educational practices.”

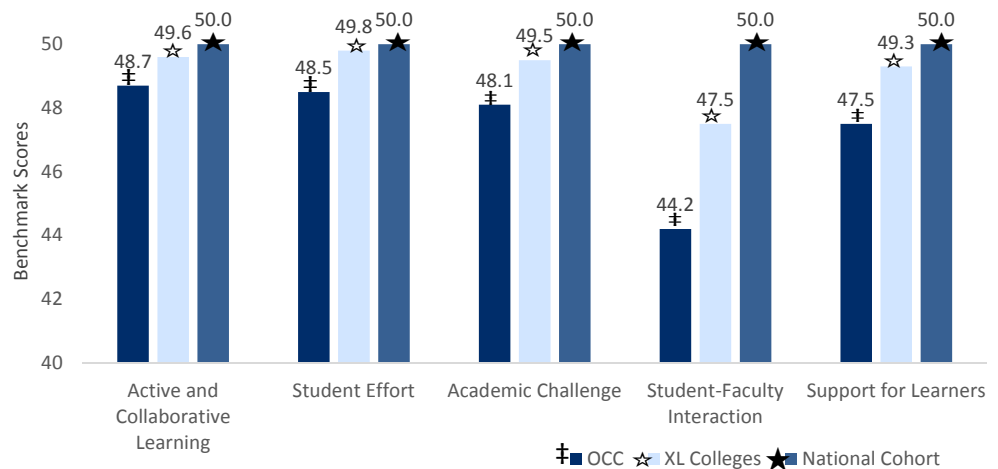
This summary presents results obtained from the Community College Survey of Student Engagement (CCSSE) which was administered in spring 2018. The purpose of the survey was to gather feedback about OCC students' level of engagement as a measure of institutional quality. A representative sample of students ($N = 593$) from Orange Coast College (OCC) were surveyed in class. This summary report presents an overview of selected results.

Results

CCSSE benchmarks (described to the left) are used to compare each institution's performance to that of similar institutions. OCC standardized benchmark scores are compared to extra-large (XL) colleges and a national three-year cohort of participating colleges (from 2016-2018).

In 2018, “Active and Collaborative Learning” was the highest rated benchmark for OCC and “Student-Faculty Interaction” was the lowest rated benchmark (Figure 1). OCC performed lower in all benchmarks compared to extra-large colleges and the national cohort.

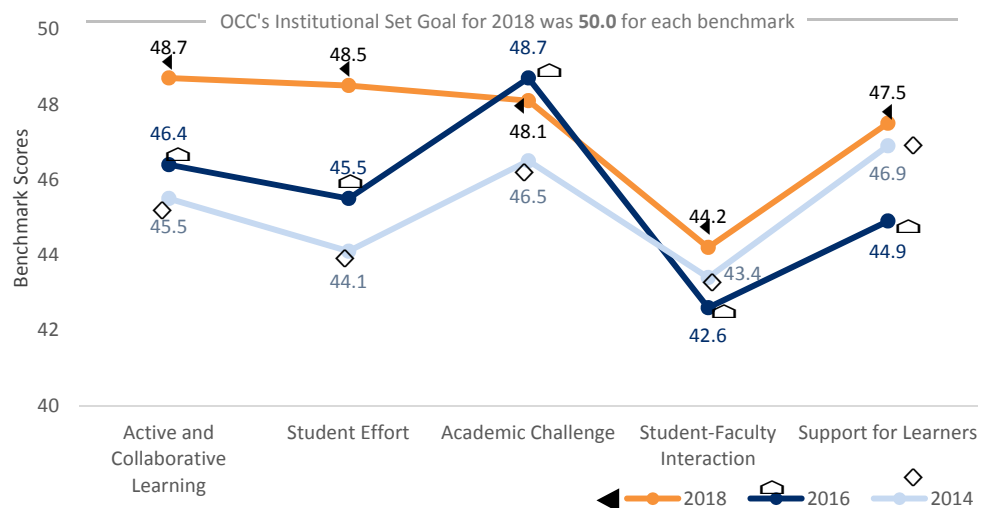
Figure 1. Overall 2018 CCSSE Scores



Trends

Although OCC did not meet its 2018 institutional set goals, OCC improved in four out of five benchmarks over the past two years (Figure 2). Since 2016, OCC continues to engage students in active and collaborative learning, and provide support for learners; student-faculty interaction and students efforts in their own learning have also improved. Challenging students academically is an area of needed improvement. From 2014 to 2018, OCC improved in all five CCSSE benchmarks.

Figure 2. OCC Four-Year CCSSE Trend



CCSSE Benchmarks

Active and Collaborative Learning:

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.

Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

Student-Faculty Interaction

In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

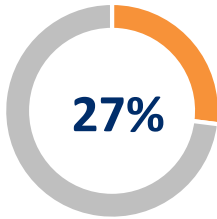
Support for Learners

Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

2018 CCSSE KEY FINDINGS

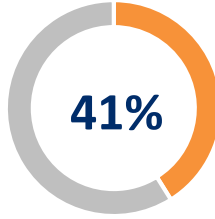
Students were asked to indicate how often they engaged in several educational activities during the current school year (2017-18). OCC's five highest and five lowest scored items (relative to the 2018 CCSSE National Cohort) are represented. For the highest items, only the scores for the frequency of students' use of career counseling were statistically higher than CCSSE National Cohort scores. However, all lowest scored items, with the exception of one (frequency of students' use of skill labs), were statistically lower than the CCSSE National Cohort.

Aspects of **HIGHEST** OCC Student Engagement



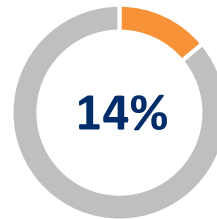
More than a quarter went to **career counseling** at least 2 times

Compared to 20% of the National Cohort



4 in 10 went to the **computer lab** at least 5 times

Compared to 32% of the National Cohort



14% of students went to **peer or other tutoring** at least 5 times

Compared to 11% of the National Cohort



27% often worked with **classmates outside of class** to prepare for class assignments

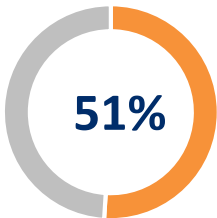
Similar to the National Cohort



20% read **5 or more books** for personal enjoyment

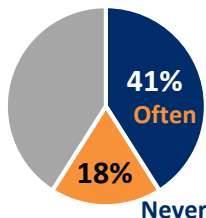
Similar to the National Cohort

Aspects of **LOWEST** OCC Student Engagement



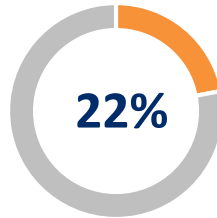
About half often **asked questions in class** or **contributed to class discussions**

Compared to 66% of the National Cohort



18% never talked to **instructors about grades or assignments**

National Cohort: **53% (Often), 9% (Never)**



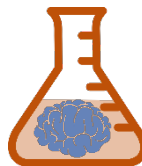
About 1 in 5 felt OCC emphasized **helping students with non-academic responsibilities**

Compared to 30% of the National Cohort



44% felt OCC emphasized **providing financial support** for students' education

Compared to 52% of the National Cohort



13% went to **skill labs** at least 5 times

Compared to 16% of the National Cohort

Note: For all highest and lowest aspects of student engagement, any instances of "often" includes "very often" and "often" responses.