Using the CCSSE Results to Assess Several College-wide SLO’s

Background

During the spring 2014 semester, CRC administered the Community College Survey of Student Engagement (CCSSE) to 970 students in 51 classes. This report presents the survey results for questions that relate to several of our college-wide and/or general education outcomes. It should be noted that these results reflect the opinion of all survey respondents, so may not be representative of students who have completed and/or are close to the completion of their program of study at the college.

Summary of Findings

The CCSSE survey provides evidence that the college is supporting student learning in the following areas:

- Critical verbal, written and quantitative skills (College-wide SLO Area 1)
- Independent learning skills (College-wide SLO Area 4)
- Skills needed to contribute to a diverse democratic society with a pluralistic perspective of the world (College-wide SLO Area 5)
- Critical thinking (GE Outcome General Skills Area I)
- Information competency (GE Outcome General Skills Area II)
- Ethical capacities (GE Outcome General Skills Area III)

In particular, survey results indicate that a strong majority of students are engaged in learning activities and behaviors that require and develop these skills. In addition, the survey indicates that our coursework emphasizes learning and the development of competencies in these areas. Finally, the survey shows that a strong majority of students believe their experience at the college has contributed to their knowledge, skills and personal development in these important areas.

The survey results also suggest ways we might further strengthen our performance in these areas. In particular, most respondents (almost 96%) indicated that their coursework emphasized the memorization of facts so they could be repeated back in the same form (an emphasis not correlated with the development of critical thinking or reasoning). In addition, only 54% of respondents indicated they had discussed ideas/concepts from their readings or classes with their instructors outside of class (a behavior associated with self-reliant learning skills). Finally, respondents’ perceived impact of their experience at the college with respect to enhancing their civic engagement was not as strong as other learning outcomes included in the survey. Although we are doing good work in this area, we may wish to enter into a dialog about how to expand these efforts to touch more students.

Results

**College Wide Outcomes Area 1: College Outcomes related to graduation competencies:** Students will experience an academically rigorous learning environment that challenges them to develop the critical verbal, written, and quantitative skills needed to analyze complex issues.

As the result of a variety of learning experiences, students will be able to:

- Use quantitative reasoning (e.g. mathematics) to solve problems.
- Express ideas and facts clearly and completely in a variety of written formats.
- Comprehend and analyze written material and evaluate arguments from reading material.
- Speak and listen critically and recognize the value of a wide range of communication styles.
- Use the English language proficiently.
Related CCSSE Results: The following CCSSE item responses provide evidence that our students are engaged in activities that develop the critical verbal, written, and quantitative skills needed to analyze complex issues.

Engagement in Academic Activities: The following graph indicates the percentage of respondents who engaged in the given activity during the 2013-14 academic year.

![Academic Activities Graph]

Emphasis of Coursework: The following graph contains the percentage of respondents indicating that their course during the 2013-14 academic year emphasized the specified learning skills.

![Emphasis of Course Graph]
**Perceived Benefit of College Experience:** The following graph represents the percentage of students indicating their experience at the college contributed to the acquisition of the stated skills.

![Graph showing the percentage of students indicating their experience at the college contributed to the acquisition of skills.](image)

Although most of the survey responses provide evidence that the college is supporting the achievement of this outcome, slightly more than 96% of respondents indicated their coursework placed some emphasis on memorization and repeating this information back in the same form, and more than 70% of respondents indicated their coursework emphasized this quite a bit or very much. Although mastery of course content necessitates the acquisition of foundational material and concepts, the college may wish to identify and consider modifying the practices that contribute to this student perception.

**College-wide Outcome Area 4: College Outcomes related to student development as self-reliant learners:**

Students will make progress toward becoming engaged and self-reliant learners demonstrating habits of intellectual inquiry and striving toward their maximum potential.

As the result of a variety of learning experiences, students will be able to:

a. Actively engage in intellectual inquiry beyond that required in order to pass classes.
b. Identify personal goals and pursue those goals effectively.
c. Confidently seek out the information and resources needed to develop academically and personally.
d. Incorporate what is learned at school into daily life and use this information to make positive personal, educational and career choices.
e. Utilize skills from the “academic tool kit” including time management, study skills, etc.
f. Be actively involved in campus life and express a sense of engagement with the campus culture.
Related CCSSE Results:

The following CCSSE item responses provide evidence that our students are engaged in activities that contribute to their development as self-reliant learners.

Engagement in Academic Behaviors The following graph indicates the percentage of respondents who engaged in the given activity during the 2013-14 academic year.

![Academic Behaviors Graph]

In addition, almost 70% of respondents indicated they spent 6 or more hours per week preparing for class, and almost 45% of respondents who attended full-time indicated they spent 11 or more hours per week.

Perceived Benefits of College Experience

- Almost 94% of respondents indicated that their experience at the college had contributed to their ability to learn effectively on their own, and more than 71% of respondents indicated contribution levels of quite a bit and very much.

Although most of the relevant survey responses provide evidence the college is achieving its college outcome in the area of self-reliant learning, only 54% of respondents indicated they had discussed ideas from their readings or classes with instructors outside of class and only 17% of respondents indicated engaging in this behavior often or very often. Although this behavior is not the only behavior reflective of self-reliant learners, the college may wish to identify ways to encourage this behavior amongst more of our students.

College-wide Outcome 5: College Outcomes related to society, ethics, and pluralism: Students will become more prepared to contribute to a diverse democratic society with a pluralistic perspective of the world. As the result of a variety of learning experiences, students will be able to:

a. Participate in the larger community beyond campus in a positive manner demonstrating an understanding of personal responsibility in the larger context.
b. Undertake thoughtful consideration of divergent points of view and utilize multiple perspectives in considering information.

c. Develop a foundation for cultural pluralism, a rejection of previous personal prejudices, and knowledge of, and comfort with others unlike themselves.

d. Recognize the ethical dimensions of decisions and actions as well as demonstrate the ability to engage in the ethical reasoning necessary to exercise responsibility as an ethical individual, professional, local, and global citizen.

e. Demonstrate civility, empathy, interpersonal competence, social responsibility, and peaceful conflict resolution.

Related CCSSE Results:

The following CCSSE item responses provide evidence that our students are engaged in activities that contribute to their development of civic engagement, ethics and pluralism.

**Collaboration/Interaction:** The following graph illustrates the percentage of respondents who had engaged in the specified interaction during the 2013-14 academic year.

![Collaboration/Interaction Graph]

**College Emphasis**

- Almost 86% of respondents indicated the college emphasized encouraging contact among students from different economic, social and racial and ethnic background, and almost 58% of respondents indicated the college emphasized this quite a bit or very much.
Perceived Benefit of College Experience

- Almost 83% of respondents indicated that their experience at CRC had contributed to their knowledge, skills and personal development in the area of understanding people of other racial and ethnic backgrounds, and more than 54% indicated contribution levels of quite a bit or very much.

General Education Student Learning Outcomes for CRC

GENERAL SKILLS – Upon completion of the general education curriculum at Cosumnes River College the student will have achieved proficiency in all of the following general skills.

I. Critical Thinking

Students will identify important questions and points, distinguish interpretations and opinions from more factual information, and construct an accurate interpretation of the viewpoints and reasoning of a written or spoken text.

A. Students will present information in an organized manner.

B. Students will evaluate information or data for quality, validity and bias to determine if it is objective and reliable.

Related CCSSE Results

The following CCSSE item responses provide evidence that our students are engaged in activities that contribute to their development of critical thinking.

Academic Activities: The following graph identifies the percentage of respondents who engaged in the indicated academic activity during the 2013-14 academic year.
**Emphasis of Coursework:** The following chart shows the percentage of respondents who indicated their coursework in 2013-14 emphasized the indicated critical thinking skill.

![Course Emphasis Chart](chart1.png)

**Perceived Benefit of College Experience:** The following chart identifies the percentage of students who indicated their attendance at CRC contributed to their knowledge and abilities in the specified area.

![Benefit of College Experience Chart](chart2.png)
Although most of the survey responses provide evidence that the college is supporting the achievement of this outcome, slightly more than 96% of respondents indicated their coursework placed some emphasis on memorization and repeating this information back in the same form, and more than 70% of respondents indicated their coursework emphasized this quite a bit or very much. Although mastery of course content necessitates the acquisition of foundational material and concepts, the college may wish to identify and consider modifying the practices that contribute to this student perception.

II. Information Acquisition and Analysis:
Students will access, synthesize and evaluate information using a variety of print and electronic sources including computer networks.
A. Students will utilize technological resources in order to explore and express information.
B. Students will determine the extent of information needed, evaluate the information and its sources critically, and ethically, and legally apply gathered information to personal and community issues.

Related CCSSE Results
The following CCSSE item responses provide evidence that our students are engaged in activities designed to facilitate the development of technological and information competence.

Student Behaviors: The following graph shows the percentage of respondents who engaged in the specified behavior during the 2013-14 academic year:

![Graph showing behaviors]

Perceived Benefit of College Experience
- Almost 87% of respondents indicated that their experience at the college had contributed to their knowledge, skills, and personal development in the area of using computing and information technology.
**Emphasis of Coursework:** The following graph identifies the percentage of respondents who indicated their coursework in 2013-14 emphasized the specified area of learning.

![Course Emphasis Graph]

It is interesting to note that although the college provides general and specific computer labs to support student access to computers, more than 45% of our students do not access these resources. Although low, satisfaction levels of those who use the service (92%) and importance levels (54%) indicate we are meeting the technological needs of our students.

**III. Ethical Capacities:** Students will apply ethical reasoning skills within the various GE areas and work toward a personal resolution of ethical issues.
A. Students will show an appreciation of ethical principles as applied to personal and civic choices.
B. Students will realize and apply the responsibility to use knowledge wisely.
C. Students will assume civic, political, and social responsibilities locally, nationally and internationally.

**Related CCSSE Results**
The following CCSSE item responses provide evidence that our students are engaged in activities that contribute to their development of critical thinking.

**Student Behaviors**
- More than 87% of respondents indicated they had discussed ideas from their classes with others outside of class, and more than 50% indicated they did this often or very often.

**Perceived Benefit of College Experience**
- More than 80% of respondents indicated their experience at CRC had contributed to their knowledge, skills, and personal development in the area of developing a personal code of values and ethics; more than 50% indicated their experience had helped them quite a bit or very much.
Although the CCSSE item responses above provide evidence that the college is supporting students’ acquisition of ethical capacities, student perception with respect to the perceived benefit of their experience at the college in the area of civic engagement was not as strong as the other learning outcomes included in the survey. In particular, only 65% of respondents indicated their experience at CRC had contributed to their knowledge, skills and personal development in area of contributing to the welfare of their community; although only 28% indicated their experience had helped them quite a bit or much. The college may wish to identify and modify as needed what contributes to these relatively low perception levels.