



Community College Survey of Student Engagement

Okanagan College

2015 Key Findings

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Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2015 Community College Survey of Student Engagement (CCSSE). The report provides college-specific data in an easy-to-share format including benchmark comparisons between the college, top-performing colleges, and the CCSSE cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five CCSSE special-focus items. Select faculty survey data are also highlighted.



Benchmarks of Effective Educational Practice

The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has

Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding *CCSSE* data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored highest and the five items on which the college scored lowest relative to the 2015 *CCSSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2015 *CCSSE* Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the *CCSSE* online reporting system at www.ccse.org.

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2015 *CCSSE* Cohort. For instance, 58.5% of Okanagan College students, compared with 50.2% of other students in the cohort, responded *often* or *very often* on item 4f. It is important to note that some colleges' highest scores might be lower than the cohort mean.

Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2015 CCSSE Cohort. For instance, 20.5% of Okanagan College students, compared with 30.5% of other students in the cohort, responded *often* or *very often* on item 4m. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 4

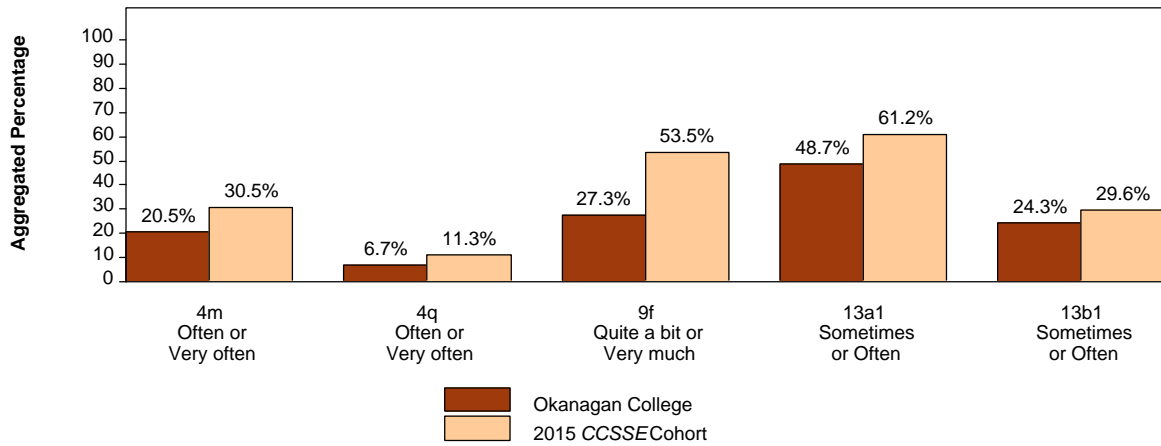


Table 2

Benchmark	Item Number
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2015 CCSSE Special-Focus Items

Figure 7: I enrolled in the English course indicated by my placement test results, and I felt that the course level was...

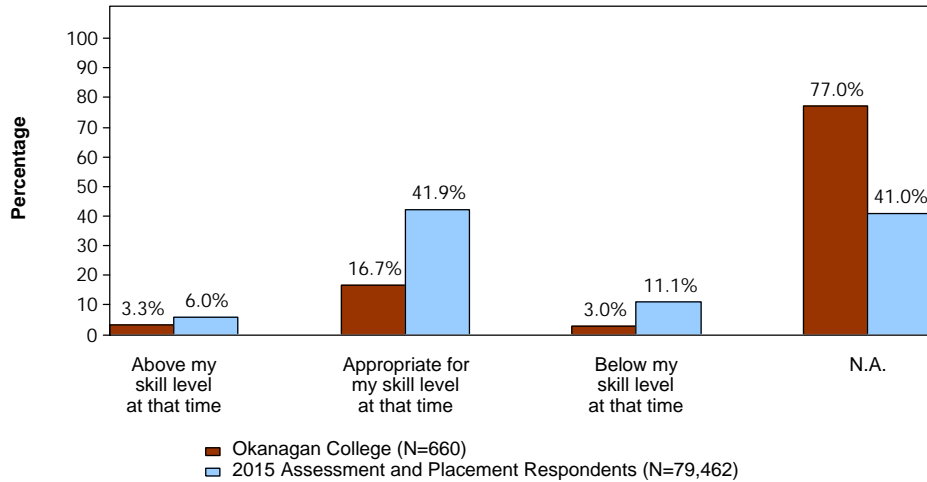


Figure 8: I enrolled in the math course indicated by my placement test results, and I felt that the course level was...

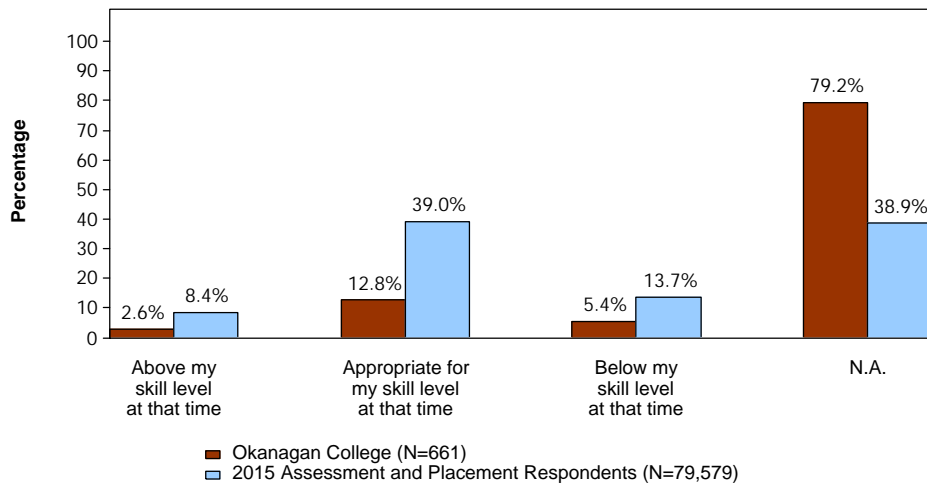
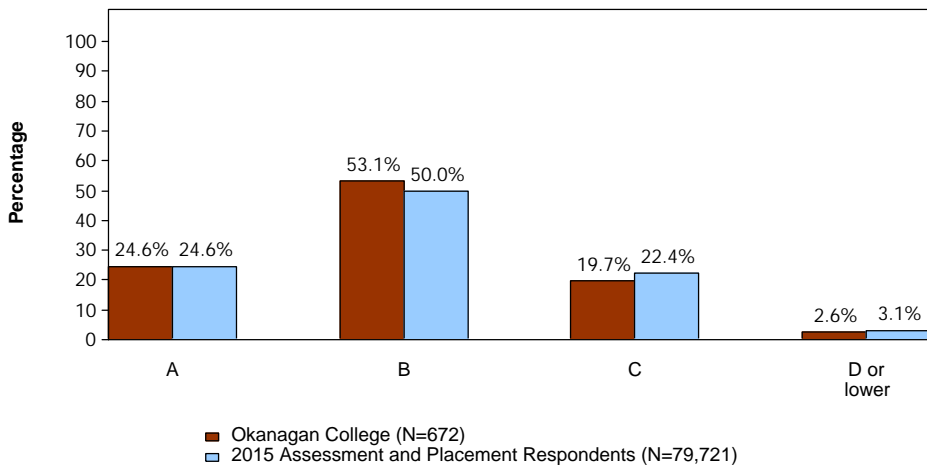


Figure 9: In what range was your overall high school grade point average (GPA)?



CCFSSE

The Community College Faculty Survey of Student Engagement (CCFSSE), designed as a companion survey to CCSSE, elicits information from faculty about their teaching practices; the ways they spend their professional time, both in and out of class; and their perceptions regarding students' educational experiences. Many of these results can be viewed alongside the corresponding CCSSE item results to reveal interesting differences between students' reported experiences and faculty members' perceptions of those experiences and can serve as an excellent starting point to engage faculty in conversations about engagement. For colleges that did not administer CCFSSE, cohort respondent data are provided.

Figure 10

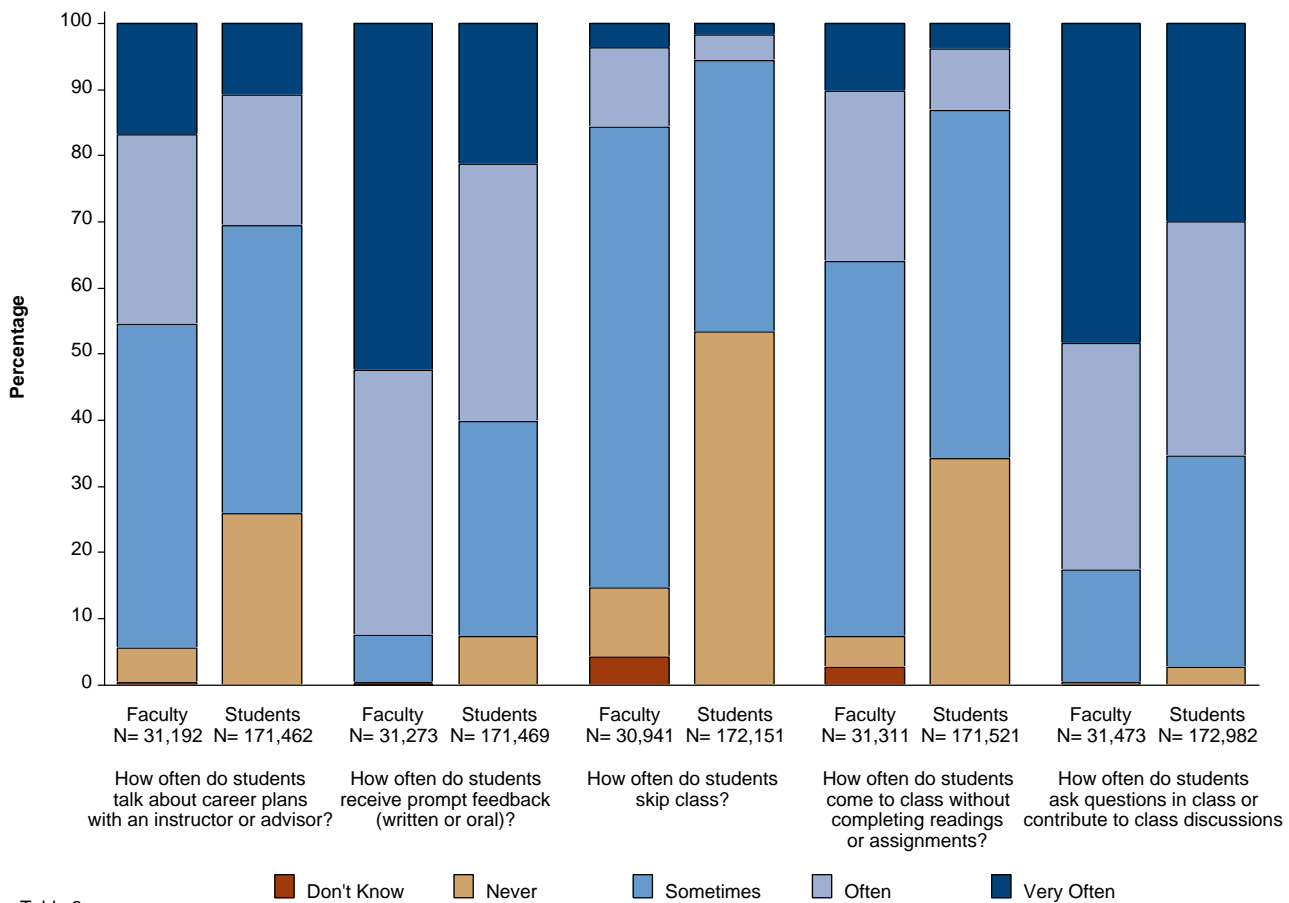


Table 3

Response	How often do students talk about career plans with an instructor or advisor?		How often do students receive prompt feedback (written or oral)?		How often do students skip class?		How often do students come to class without completing readings or assignments?		How often do students ask questions in class or contribute to class discussions?	
	Faculty	Student	Faculty	Student	Faculty	Student	Faculty	Student	Faculty	Student
Don't Know	0.3%	N/A	0.1%	N/A	4.2%	N/A	2.6%	N/A	0.0%	N/A
Never	5.2%	25.9%	0.3%	7.2%	10.5%	53.3%	4.7%	34.3%	0.2%	2.7%
Sometimes	49.0%	43.6%	7.2%	32.7%	69.6%	41.2%	56.7%	52.6%	17.2%	32.0%
Often	28.7%	19.8%	39.9%	38.7%	12.0%	3.9%	25.6%	9.4%	34.1%	35.3%
Very Often	16.7%	10.8%	52.5%	21.3%	3.7%	1.6%	10.3%	3.8%	48.5%	30.1%

Faculty responses reference a selected course. Student responses are weighted and reference the entire year.