Using CCSSE for
Institutional Improvement

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Associate Dean, Institutional Research
CCSSE: A Tool for Improvement

There are 3 ways to use CCSSE:

– Benchmarks
– Direct Information
– Institutional measures
CCSSE  Benchmarks
CCSSE Benchmarks for Effective Educational Practice

The five CCSSE benchmarks are:

– Active and Collaborative Learning
– Student Effort
– Academic Challenge
– Student-Faculty Interaction
– Support for Learners
Benchmarking – and Reaching for Excellence

- The most important comparison: where you are now, compared with where you want to be.
CCSSE Benchmarks for Effective Educational Practice, 2010 & 2011

Chart Title

- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners

2010: 53.1, 54.4, 53.4, 48.1, 50.9, 48.0, 51.3, 51.9, 45.0, 48.2
2011: 48.0, 51.3, 51.9, 45.0, 48.2

Center for Community College Student Engagement
## Decile Report, RCC 2011

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</table>
Select Comparisons

- Active & Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners

RCC 2010
Select Comparisons

![Select Comparisons Diagram](image_url)

- **Active & Collaborative Learning**
- **Student Effort**
- **Academic Challenge**
- **Student-Faculty Interaction**
- **Support for Learners**

Legend:
- **RCC 2010**
- **RCC 2011**
Select Comparisons

![Graph showing select comparisons between different years and categories.](image-url)

- **Active & Collaborative Learning**: RCC 2010, RCC 2011, CA 2010
- **Student Effort**: RCC 2010, RCC 2011, CA 2010
- **Academic Challenge**: RCC 2010, RCC 2011, CA 2010
- **Student-Faculty Interaction**: RCC 2010, RCC 2011, CA 2010
- **Support for Learners**: RCC 2010, RCC 2011, CA 2010
Select Comparisons

Active & Collaborative Learning
Student Effort
Academic Challenge
Student-Faculty Interaction
Support for Learners

RCC 2010
RCC 2011
CA 2010
Chaffey
Select Comparisons

[Graph showing comparisons between different metrics such as Active & Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners over different years and institutions such as RCC 2010, RCC 2011, CA 2010, Chaffey, and Palomar.]
Select Comparisons

Active & Collaborative Learning
Student Effort
Academic Challenge
Student-Faculty Interaction
Support for Learners

RCC 2010
RCC 2011
CA 2010
Chaffey
Palomar
Glendale
Select Comparisons

Active & Collaborative Learning | Student Effort | Academic Challenge | Student-Faculty Interaction | Support for Learners

RCC 2010 | RCC 2011 | CA 2010 | Chaffey | Palomar | Glendale | Mt. Sac

Center for Community College Student Engagement
Active and Collaborative Learning

- Discussed ideas from readings or classes with other outside of class
- Participated in a community-based project
- Tutored or taught other students
- Worked with other classmates outside of class
- Worked with other students on projects during class
- Made a class presentation
- Asked questions in class

2011 compared to 2010
Student Effort

- Prepared 2 or more drafts
- Worked on a paper that required integrating ideas
- Came to class without completing readings/assignments
- Number of books read on your own
- Hours spent per week preparing for class
- Peer or other tutoring
- Skills labs
- Computer lab

2011 vs. 2010
Academic Challenge

- Worked harder than you thought you could
- Coursework emphasized analyzing the basic elements of an idea
- Coursework emphasized synthesizing/organizing ideas in new ways
- Coursework emphasized making judgments about information
- Coursework emphasized applying theories to practical problems
- Coursework emphasized using info to perform new skill
- Number of assigned books
- Number of written papers
- Extent that exams challenged you to do your best
- College emphasized encouraged significant study time
- Extent that exams challenged you to do your best

Bar chart showing comparisons between 2010 and 2011.
Students-Faculty Interaction

- Discussed grades or assignments
- Talked about career plans
- Discussed ideas from readings or classes
- Worked on activities other than coursework
- Received prompt feedback on performance
- Used email

Comparison between 2010 and 2011.
Support for Learners

College emphasized support to help you succeed
College emphasized contact among different students
College emphasized help to cope with non-academic issues
College emphasized financial support to afford college
College emphasized support to thrive socially
Academic advising/planning
Career counseling

Chart showing support for learners.
Direct Information
Academic advising/planning
Institutional Measures
## WASC Accreditation Map

<table>
<thead>
<tr>
<th>Standard #</th>
<th>WASC Standard</th>
<th>CCSSE Item #’s</th>
<th>Key Concepts</th>
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<tbody>
<tr>
<td>IIA1a</td>
<td>The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.</td>
<td>4h, 13d, 13e, 13h, 8f, 8h, 8i</td>
<td>instruction, pedagogy, learning support, diversity</td>
</tr>
<tr>
<td>IIA2c</td>
<td>High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs</td>
<td>4c, 4d, 4e, 4i, 4n, 4o, 5a, 6a, 6c, 7, 9a</td>
<td>instruction, pedagogy, rigor</td>
</tr>
<tr>
<td>IIA2d</td>
<td>The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.</td>
<td>4a, 4b, 4f, 4g, 4i, 4l, 4n, 4o, 4q, 4r, 8i, 8l, 10a</td>
<td>instruction, pedagogy, diversity</td>
</tr>
<tr>
<td>IIA3b</td>
<td>A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.</td>
<td>4k, 5b, 5c, 5d, 5e, 5f</td>
<td>rigor</td>
</tr>
<tr>
<td>IIA3c</td>
<td>A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.</td>
<td>4i, 12k</td>
<td>environment, diversity, service</td>
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<tr>
<td>IIA6a</td>
<td>The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. ...</td>
<td>13j</td>
<td>support services/ transfer</td>
</tr>
<tr>
<td>IIB3a</td>
<td>The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.</td>
<td>4h, 4m, 6h, 9h, 9d, 9f, 10c, 13a, 13b, 13c, 13d, 13e, 13f, 13g, 13h, 13i, 13k</td>
<td>support services</td>
</tr>
<tr>
<td>IIB3b</td>
<td>The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.</td>
<td>4a, 4e, 4f, 4g, 4i, 4k, 4l, 4n, 4o, 4p, 4q, 4r, 4s, 4t, 4u, 6b, 9a, 9b, 9c, 9d, 9e, 10a, 10c, 13i, 13k</td>
<td>environment</td>
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<td>IIB3c</td>
<td>The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.</td>
<td>4m, 13a, 13b, 13g</td>
<td>support services/ academic advising, support services/ career counseling</td>
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<td>IIB3d</td>
<td>The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.</td>
<td>4s, 4t, 9c</td>
<td>diversity</td>
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<td>IIB4</td>
<td>The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</td>
<td>8f, 8l</td>
<td>learning support, support services</td>
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