

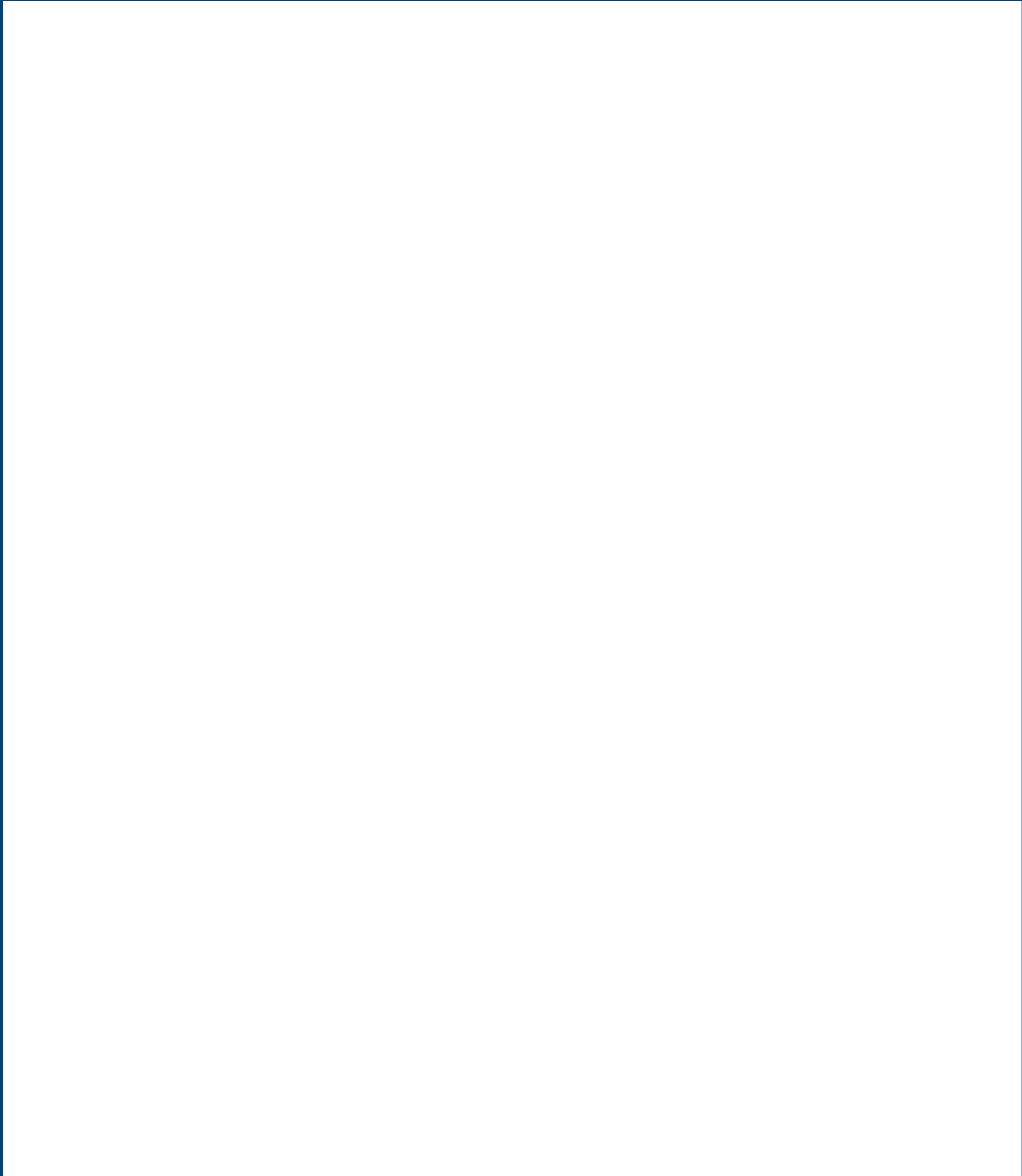
# Community College Survey of Student Engagement

Okanagan College

**2011 Key Findings**

## Table of Contents

Key Findings: A Starting Point	2
Benchmarks of Effective Educational Practice	3
Aspects of Highest Student Engagement	4
Aspects of Lowest Student Engagement	5
2011 <i>CCSSE</i> Special-Focus Items	6
<i>CCFSSE</i>	8



## 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

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 other groups of similar 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

## 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 in comparison to the 2011 *CCSSE* Cohort.

The items highlighted on pages 4 and 5 are:

# Aspects

# 2011 CCSSE Special-Focus Items

The Center adds special-focus items to *CCSSE* each year to augment the core survey, helping participating colleges and the field at large to further explore fundamental areas of student engagement. The 2011 special-focus items elicited new information about student practices such as early registration, orientation, freshman seminars, organized learning communities, and student success courses. Frequency results for Okanagan College (n=648) and the 2011 *CCSSE* Cohort are displayed across pages 6 and 7.

Figure 5: During the current semester/quarter at this college, I completed registration before the first class session(s).

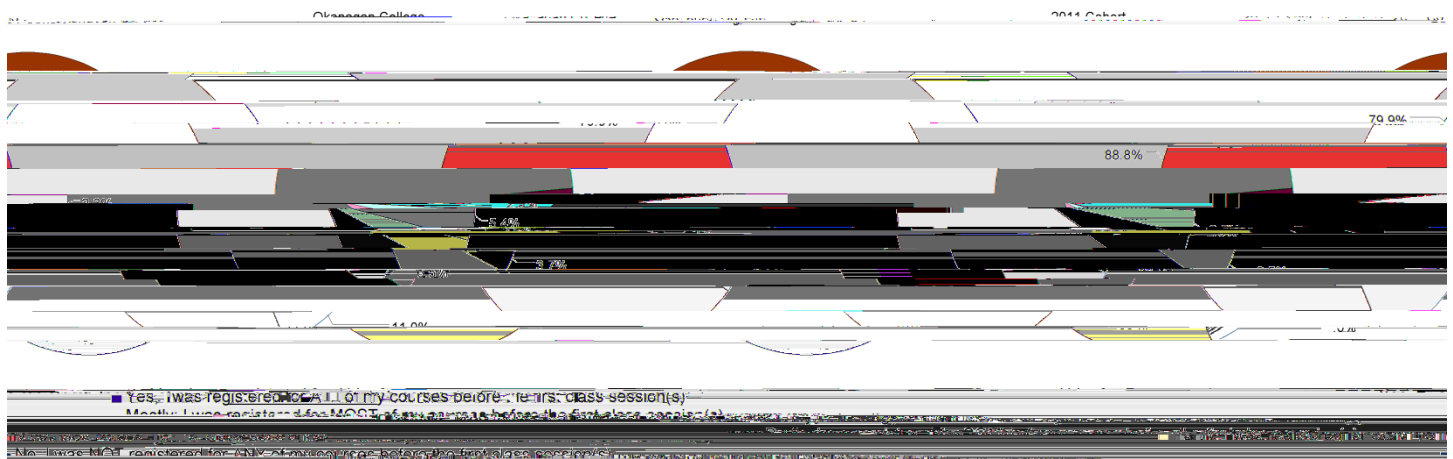


Figure 6: The ONE response that best describes my experience with orientation when I first came to this college is...

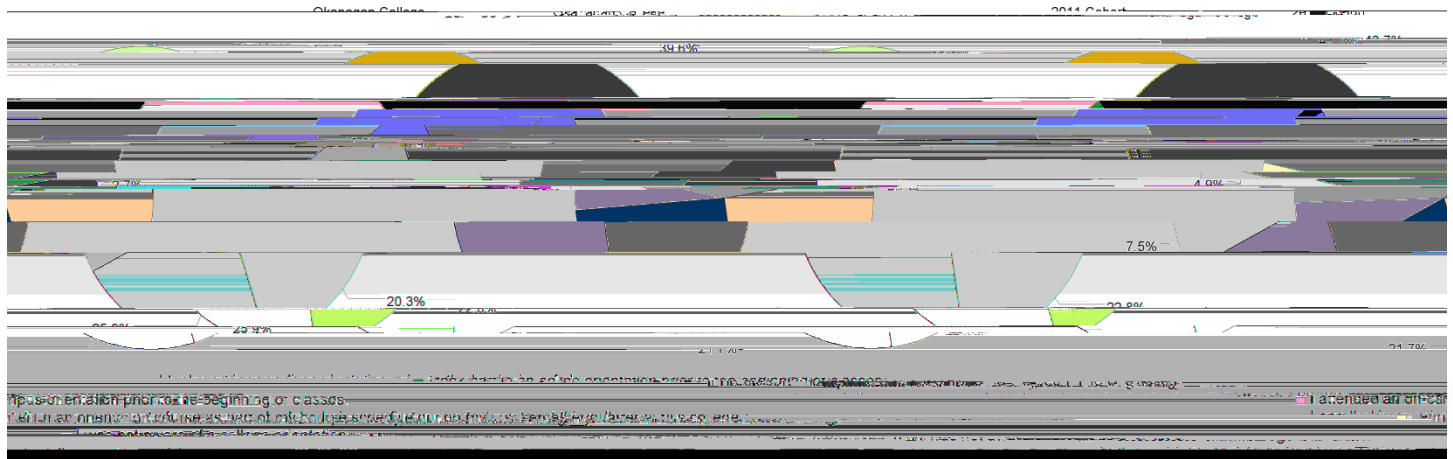


Figure 7: During my first semester/quarter at this college, I participated in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience").

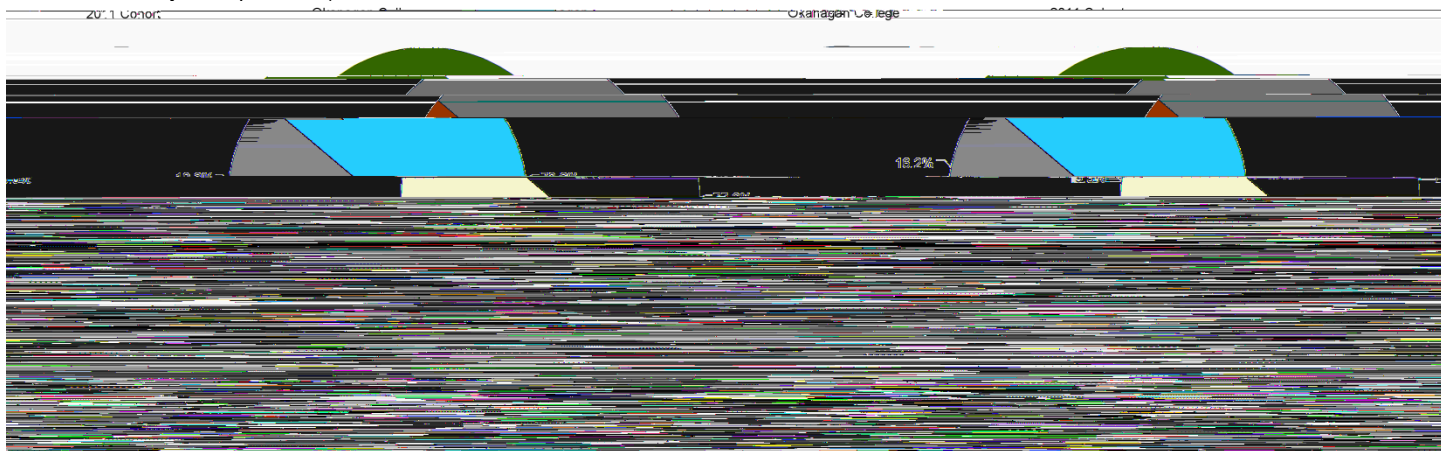


Figure 8: During my first semester/quarter at this college, I enrolled in an organized "learning community" (two or more courses that a group of students take together).

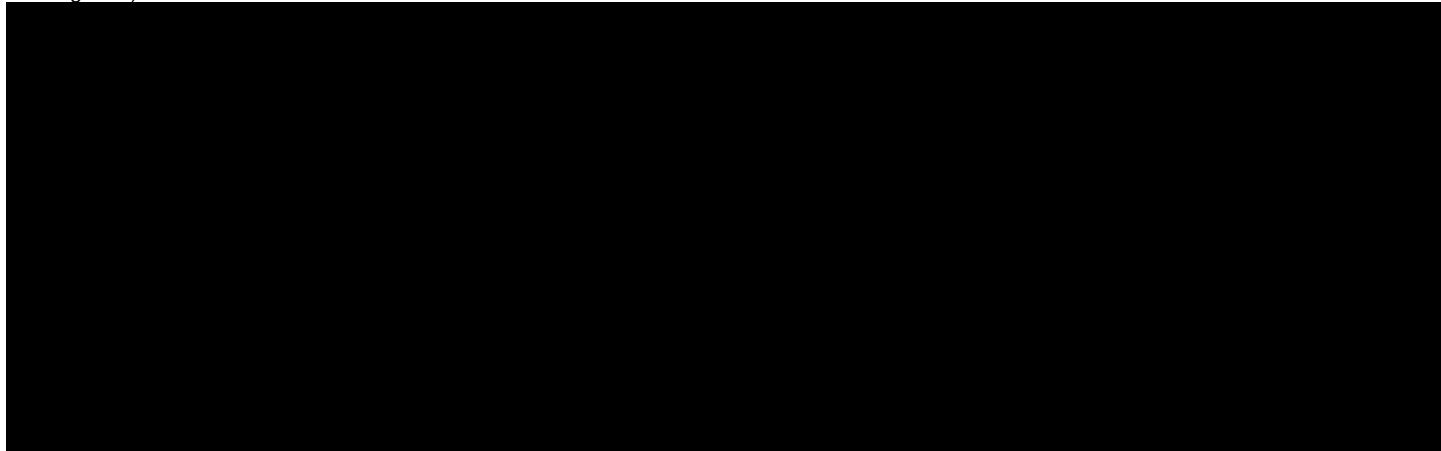


Figure 9: During my first semester/quarter at this college, I enrolled in a student success course (such as a student development, extended orientation, study skills, student life skills, or college success course).

