

Valencia College

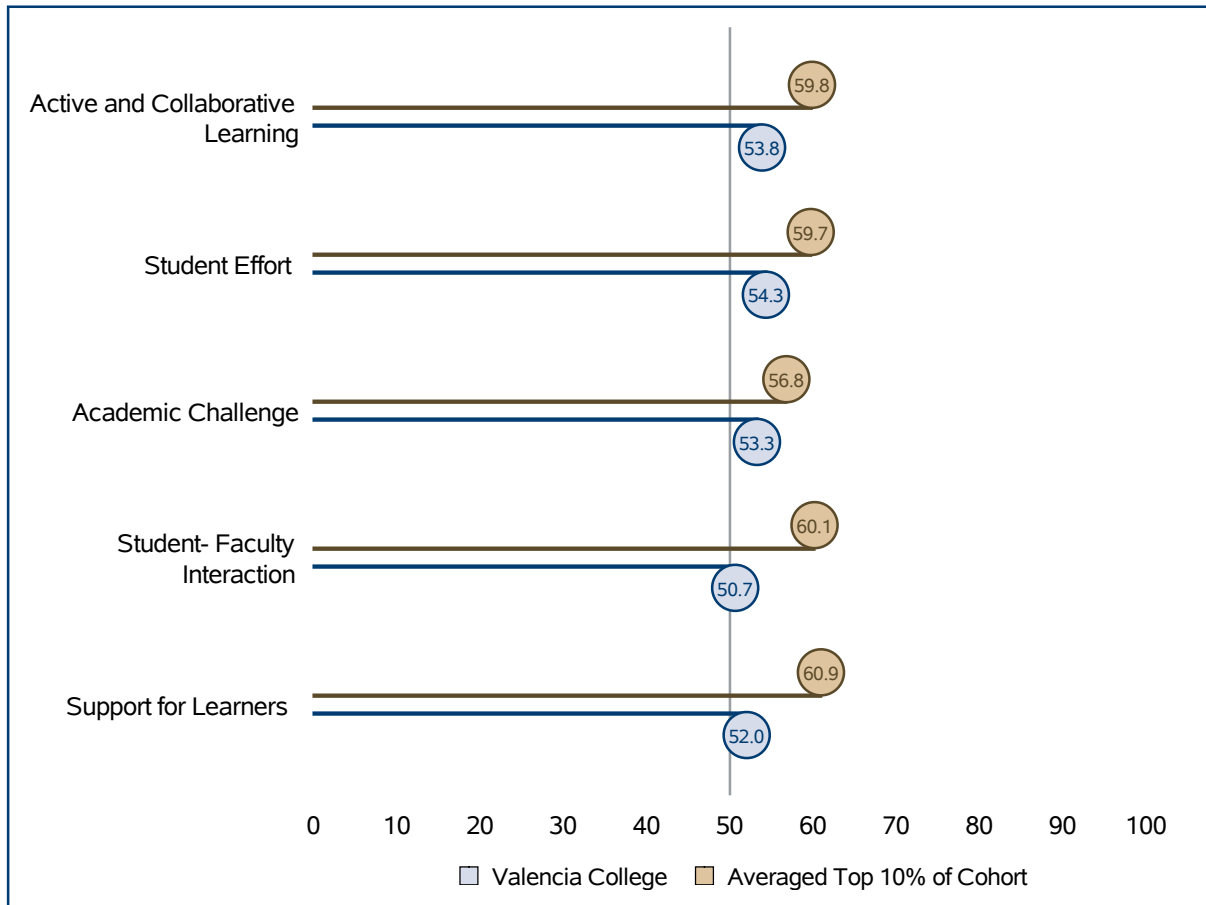
CCSSE 2019 Executive Summary of Results



The number of Valencia College student responses CCSSE used in this report is 1,381 surveyed from all campus locations. These responses are drawn by CCSSE from our primary sample. Future reports created by the college will use a much larger number of student responses, because we will add in the oversample. We will focus on students who provided their VIDs and we will be able to pair their responses with other sources of student data (no student identifiers are included in reports). These reports are expected in the beginning of the fall semester (drawing on a total of 3,399 responses). Please see the last page of this document for more information about the samples sizes and response rates. These are useful if you are creating presentations or reports.

CCSSE has also provided the frequencies, means, and benchmark score reports for us (using the primary sample) as well as comparative reports focused on the AtD cohort, a cohort of Hispanic-Serving Institutions, and special focus items on Student Pathways. We also have the results from the Community College Faculty Survey of Student Engagement (CCFSSE) with 608 full and part-time faculty responses (no identifiers or IDs were provided). All of these are available upon request and will be posted to our Website later this fall. Please let me know if you would like the added reports.

Standardized Benchmark Scores



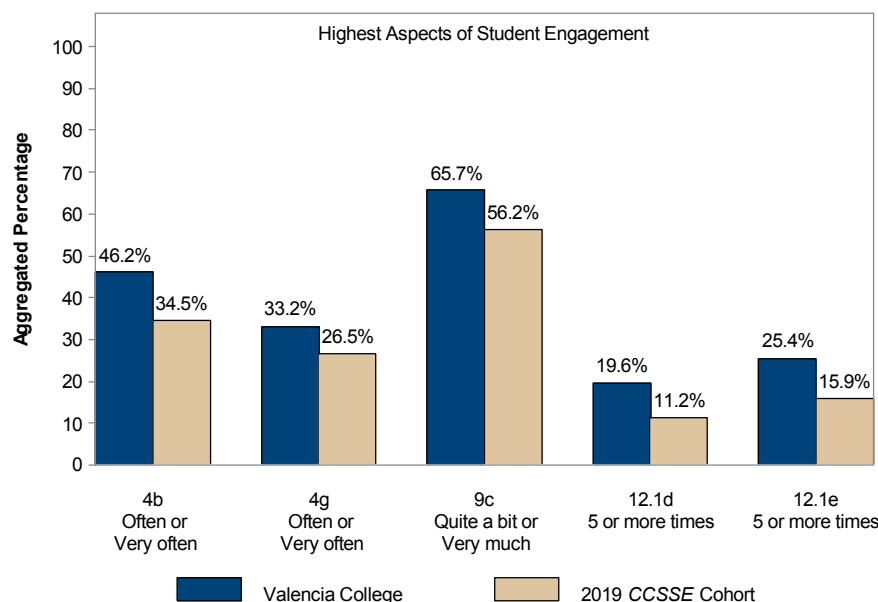
The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a 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.

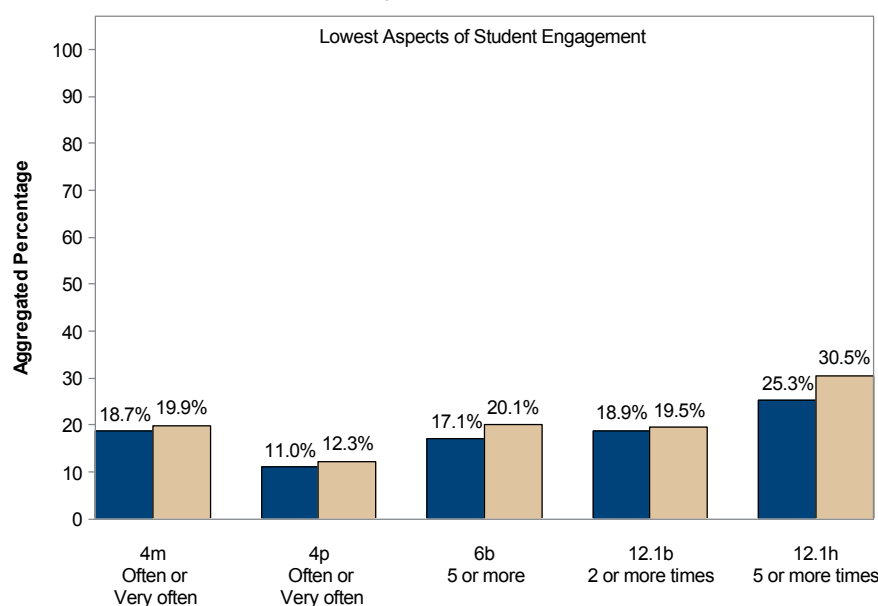
Therefore, provided above is a comparison of your college's standardized benchmark scores with the averaged benchmark scores from the top 10% of the current three-year cohort.

For further information about *CCSSE* benchmarks and how they are computed, please visit www.cccse.org.

Highest and Lowest Aspects of Student Engagement



Item	Benchmark
4b. Made a class presentation	Active and Collaborative Learning
4g. Worked with classmates outside of class to prepare class assignments	Active and Collaborative Learning
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Support for Learners
12.1d. Frequency: Peer or other tutoring	Student Effort
12.1e. Frequency: Skill labs (writing, math, etc.)	Student Effort



Item	Benchmark
4m. Discussed ideas from your readings or classes with instructors outside of class	Student-Faculty Interaction
4p. Worked with instructors on activities other than coursework	Student-Faculty Interaction
6b. Number of books read on your own (not assigned)	Student Effort
12.1b. Frequency: Career counseling	Support for Learners
12.1h. Frequency: Computer lab	Student Effort

One way to dig more deeply into benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks on which the college scored highest and the five items on which the college scored lowest relative to the 2019 *CCSSE* Cohort. It is important to note that some colleges' highest mean scores may be lower than the cohort mean, and conversely, some colleges' lowest mean scores may be higher than the cohort mean.

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.ccsse.org.

Notes:

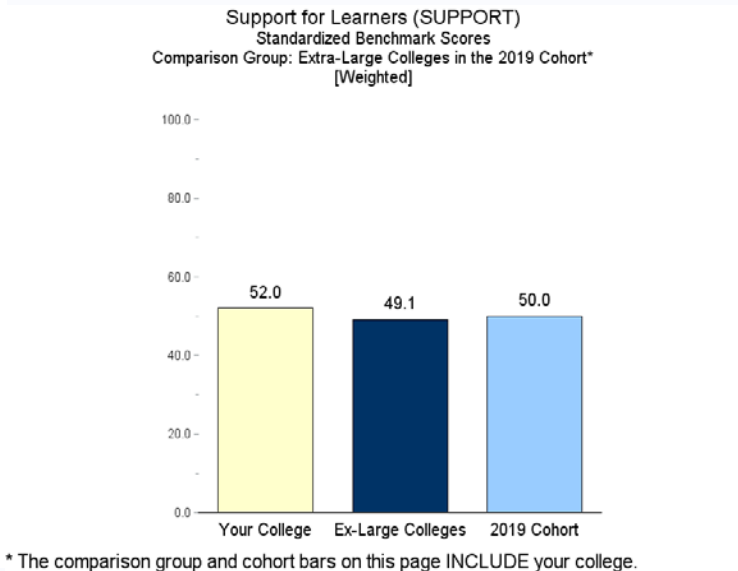
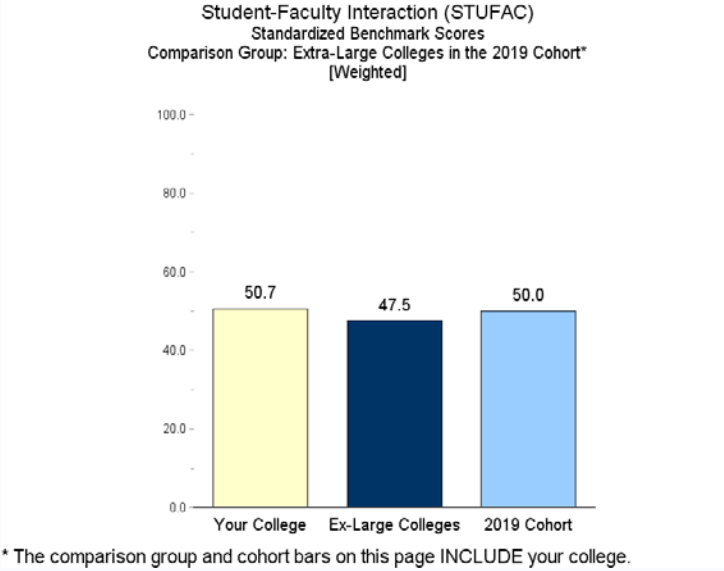
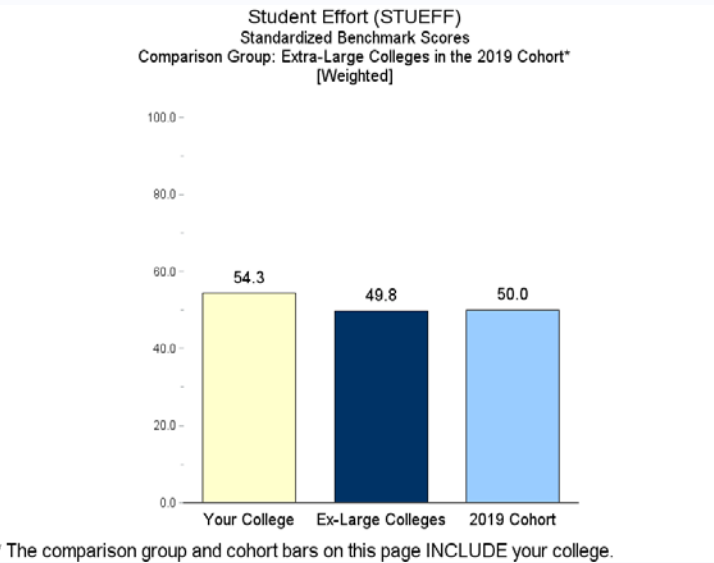
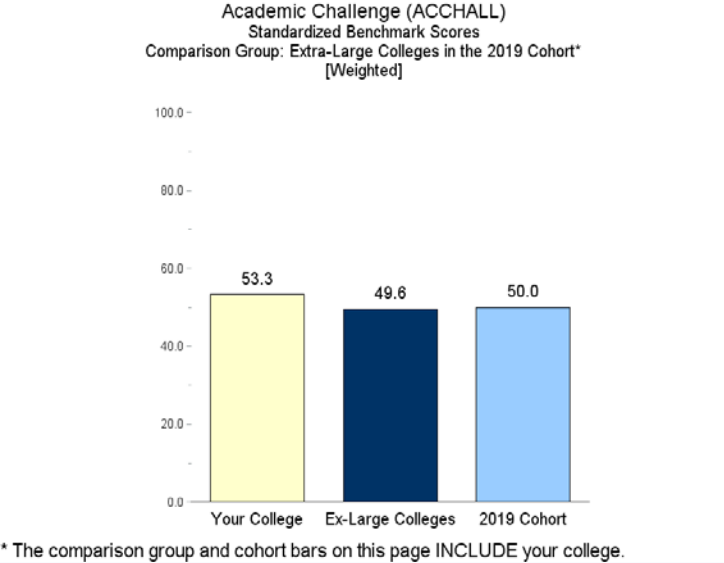
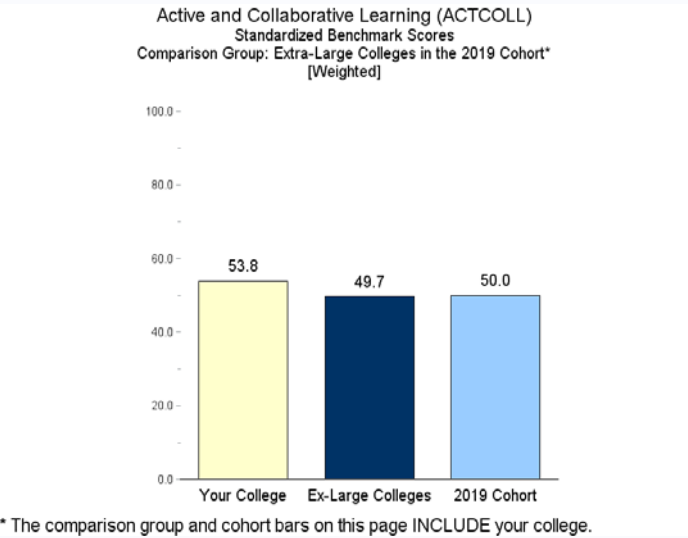
For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item(s) 6, 5–10, 11–20, and *more than 20* responses are combined.

For Item(s) 9, *quite a bit* and *very much* responses are combined.

For Item(s) 12.1a and 12.1b, *2–4 times* and *5 or more times* responses are combined because these services are typically used less frequently.

Community College Survey of Student Engagement
Valencia College (2019 Administration)
2019 Benchmark Bar Charts - Main Survey
This shows the benchmark data as it was displayed in prior years.



Notes from August 2019 Regarding CCSSE and CCFSSSE Response Rates

How many responded and our response rates: In spring 2019 4,484 students were surveyed on paper across all campuses over a span of approximately three weeks. 1,381 students responded from primary sample; with the oversample added we had 3,399 total student responses with VID's. For comparison, in 2017 that total was 3,863 (417 more), but that year 2,000 more students were surveyed.

The primary sample is a smaller subset of courses that CCSSE selects to be surveyed. In 2019 we had a 59% primary sample response rate according to CCSSE as compared to 48% from other colleges. This can be compared to Valencia's primary sample response rate in 2017 of 54%, as reported by CCSSE. Faculty members were also surveyed online: 608 faculty members responded to the CCFSSSE and 500 did not. Our faculty response rate was 55%.

We had an overall student response rate of 53% (primary + oversample) if you calculate it out of all students who were expected to be in the classrooms, according to enrollment records. The rate rises to 76% if you calculate it out of the students who attended on the day that the survey was administered, according to proctor records. We expected 6,430 students enrolled in the sections that were sampled, and we only had 4,484 show for the classes, according to records kept by the survey proctors; 3,910 completed the surveys with accurate VID's and 511 did not provide usable VID's. The VID's are important so we can match the results to other college-related data.

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