



## Course Packet Contents

- In-Class Administration Instructions / Survey Administration Script
- Class Information Sheet
- Program Code Sheets
- Additional Item Sheets
- CCSSE Surveys
- #2 pencils

Also.... You may have a student who has taken it in another class (or is scheduled to take it in a future class). In your envelope you will have a colored piece of paper with directions to hand to that student (asking them to sit quietly). You can just hand it to them - you do not have to read it.

## In-class Survey Administration

- 1) **Provide each student with** the following:
  - CCSSE survey instrument
  - Program Code Sheets – For students to enter their program/major code at the bottom of p. 7 of the survey
  - Additional Item Sheets - Students mark responses to these items on page 7 of the survey instrument in the Additional Items section
  - #2 pencil - Students must complete the survey with #2 pencils
- 2) **Read the Survey Administration Script aloud** to the class
- 3) **Complete and sign the Class Information Sheet** using a #2 pencil; return the sheet to the course packet envelope
- 4) **Collect completed surveys at the end of the class period** and return them to the course envelope (~~unused surveys and~~ ancillary materials can be recycled)  
**Return unused surveys**
- 5) **Collect pencils** for use in other classes
- 6) **Return all course packets** of completed surveys and Class Information Sheets to the Campus Coordinator

## FAQs

- Students have already completed CCSSE: Students may choose not to take the survey again. However, they should remain in the classroom during the administration time.
- Survey completion time: The survey takes students an average of 45 minutes to complete.
- Students are not able to complete the survey during the class period: Collect all surveys at the end of the class period, no matter how much of the survey students were able to complete.
- For further questions, refer to the CCSSE Student FAQs.

# Community College Survey of Student Engagement – Class Information Sheet

IPEDS Number:  
 Sample Packet Number:  
 College Name:  
 Campus:  
 Instructor Name:  
 Course Full Name:  
 Course Number:  
 Section Number:  
 Course Enrollment:  
 Course Start/End Time:  
 Building:  
 Room:  
 Beginning Survey Number:  
 Ending Survey Number:

**Please complete the following information:**

Survey Administrator's Name: \_\_\_\_\_

Signing this form indicates the Survey Administrator *read the survey script to the respondents.*

Signature of Survey Administrator: \_\_\_\_\_

Total Administration Time:  
*in minutes*

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Administration Date:

Mo		Day		Year	
0	0	0	0	0	0
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6
7	7	7	7	7	7
8	8	8	8	8	8
9	9	9	9	9	9



## CCSSE Survey Administration Script

**[Read the script to the class and follow the bracketed instructions.]**

Good **[morning/afternoon/evening]**. My name is **[Name]**, and I am here to administer the Community College Survey of Student Engagement (CCSSE), a national survey run by the Center for Community College Student Engagement at the University of Texas at Austin.

Your participation in the survey is entirely voluntary. There are no penalties for choosing not to participate or for stopping at any time. Whether you participate and how you answer will not affect your reputation at our college in any way, but the information you provide will help us improve programs and services for students at the college.

If you are under the age of 18, or have already taken the survey in another class, **please do not complete the survey**; however, please stay in the classroom during administration.

**[Provide each student with: Program Code Sheet, Special-Focus Item sheets, CCSSE Survey, and a #2 pencil.]**

**[Turn to page 7 of the survey and show students the colored Special-Focus Item sheet(s).]** Open your survey to page 7. Record your answers to the Special-Focus Item(s) here, in the box labeled Additional Items. **Do not mark your answers on the colored Special-Focus Item sheets.**

**[Remain on page 7 of the survey and show students the Program Code Sheet.]** Under the Additional Items box, you are asked for your program, major, or pathway of study. Use the Program Code Sheet to respond to this item.

**[Turn to the final page of the survey.]** The final page of the survey asks for your student identification number. ~~Providing your student ID number is optional, but helpful. If you choose to,~~ enter your college-provided student identification number here—**not** your social security number. Rest assured that your responses are confidential and will only be seen by the University of Texas at Austin research team and selected staff at this college.

**Please enter your VID using the VID Card we have provided for you. Please return it to me or shred it.**

Please use a #2 pencil, **no pens**, and fill in circles completely. If the meaning of a word or survey item is unclear, feel free to ask me for clarification. Remember to answer in terms of your experiences at this college during this academic year, **and not only in terms of your experiences in this particular class.**

This survey takes approximately 45 minutes to complete. If you have any questions after you finish, you can contact the Center for Community College Student Engagement at 512-471-6807 or [surveyops@cccse.org](mailto:surveyops@cccse.org). We appreciate your participation.

**[When all students are finished, or when time has run out, collect survey materials from students.]**

**These are based on questions asked in trainings...**

Idea: As you skim this you may know most of it. If there are items that are new to you, you can write them to your "script" (green check) or your "administrator instructions" so you have less paper to manage.

Campus coordinators should be aware of accommodations students require. Proctors should not ask students if they need accommodations.

**Set Up**

1. With 45 minutes for the survey plan on 5-10 minutes to set up.
2. Arrive in time to unlock the door if that is needed.
3. Faculty may be annoyed, let us know if you have any trouble – thank them
4. Thank the instructor and they can stay in the room if they want to but may want to leave.
5. Ask them what to do at the end of the 45 minutes, if they still have class.
6. Make sure to arrive early to pick up your materials and become familiar with them.

The students have been selected.  
Thank you for supporting them....

**Tell Students**

1. We Care (Remember: you are the "face and voice" of the college)
2. This will take time
3. There are no right answers, this is not a test
4. It's about the college, not this class
5. \*\*\* VID is strongly encouraged \*\*\*  
**Ask: "Do you need your VID?" then hand them the card.** You do not have to pass out every card as some students may already know their VIDs.
6. Please answer the best you can or move on to the next question.
7. Do not worry if you haven't finished.

**What Else to Know...**

1. Get the instructor cell phone number if that person wants to resume class (for example if it is a two hour class.)
2. You are not the substitute teacher. If the instructor has detailed next steps request that person to tell the students directly.
3. Blank surveys are valuable and need to be returned to the office.  
Put them in the back of the packet (not shuffled in with the completed surveys).
4. Students can search "CCSSE" on the Valencia site for more information
5. Students under 18 are asked in the script to not take it – no worries if a student ignores this – There is a question about this on the survey, so CCSSE can pull it if a student slips in somehow.

**Information Sheet**

1. Please fill in the "Information Sheet" with what only you would know (attendance, time, administration date).
2. Administration time is the time it takes to set up, to take the survey, and to collect everything. Total.
3. Our IPEDS number is: 138187
4. We will provide a student roster and VID cards. The roster can be used to verify the number of students expected. VID cards should be given to the students so they can enter it on their survey.
5. Make sure to sign at the bottom of the "Info Sheet" confirming that you read the script to the students.
6. Note the number present in the class (the count) on your roster.

**Wrap Up**

1. Count the surveys at the end, make sure you have all
2. Sort them so they all face the same direction, same orientation
3. Collect the pencils and collect the VIDs to shred
4. If you finish after hours and can store them in your office that would be helpful.
5. Let your campus coordinator know of any problems / questions ASAP. (Thanks!)
6. Please note any problems that arose on the outside of the envelopes.

Ask your campus coordinator if you need assistance.



THE COMMUNITY COLLEGE  
**SURVEY**  
OF STUDENT  
ENGAGEMENT

Instructions: It is essential that you use a No. 2 pencil to complete this survey. Mark your answers as shown in the following example:

Correct Mark      
Incorrect Marks

1. Did you begin college at this college or elsewhere?  Started here  Started elsewhere

2. Thinking about this current academic term, how would you characterize your enrollment at this college?  Full-time  Less than full-time

3. Have you taken this survey in another class this academic term?  Yes  No

4. In your experiences at this college during the current academic year, about how often have you done each of the following?  
(Please respond to each item)

	Very often	Often	Sometimes	Never
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- |  |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Asked questions in class or contributed to class discussions  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Made a class presentation   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Prepared two or more drafts of a paper or assignment before turning it in   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Worked on a paper or project that required integrating ideas or information from various sources                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Come to class without completing readings or assignments  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Worked with other students on projects during class   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Worked with classmates outside of class to prepare class assignments  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Tutored or taught other students (paid or voluntary)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Participated in a community-based project (service-learning activity) as a part of a regular course                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Used e-mail to communicate with an instructor   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Discussed grades or assignments with an instructor  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Talked about career plans with an instructor or advisor   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Discussed ideas from your readings or classes with instructors outside of class   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. Received prompt feedback (written or oral) from instructors on your performance   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. Worked harder than you thought you could to meet an instructor's standards or expectations                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p. Worked with instructors on activities other than coursework   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| q. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| r. Had serious conversations with students who differ from you   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| s. Skipped class   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

5. During the current academic year, how much has your coursework at this college emphasized the following mental activities?  
(Please respond to each item)

	Very much	Quite a bit	Some	Very little
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- |   |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Analyzing the basic elements of an idea, experience, or theory   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Forming a new idea or understanding from various pieces of information   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Making judgments about the value or soundness of information, arguments, or methods                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Applying theories or concepts to practical problems or in new situations   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Using information you have read or heard to perform a new skill  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



## CCSSE 2017 Special-Focus Items: Academic Advising and Planning

Please mark your responses on the survey under “Additional Items”  
and not on this sheet.  
Mark only one response for each item.

1. Since your first academic term at this college, have you met (in person or online) with an academic advisor before registering for classes each term?
  - a. Yes, before every academic term
  - b. Yes, before some academic terms, but not all
  - c. No
  
2. Prior to registering for classes before this academic term at this college, were you required to meet (in person or online) with an academic advisor?
  - a. Yes
  - b. No
  
3. During this academic term at this college, how many times have you met (in person or online) with an academic advisor?
  - a. None
  - b. Once
  - c. Twice
  - d. More than twice
  
4. During this academic term at this college, if you have met (in person or online) with an academic advisor more than once, did you meet with the same academic advisor each time?
  - a. Yes
  - b. No
  - c. I have only met with an academic advisor once this academic term at this college
  - d. I have not met with an academic advisor during this academic term at this college
  
5. During your most recent meeting (in person or online) with an academic advisor during this academic term at this college, he or she discussed when your next advising session should be.
  - a. Yes
  - b. No
  - c. I have not met with an academic advisor during this academic term at this college

\*\*\*\*\*Students should indicate their current program of study.

Students should only select "32 - transfer" if they do not currently have a program, but they do plan to transfer.

## CCSSE Program Code Sheet

Use this sheet to respond to the final item on page 7 of your survey.

01 = Agriculture

02 = Allied Health Professions & Related Sciences (nursing, physical therapy, dental, EMT, veterinary, etc.)

03 = Architecture & Related Programs (city/urban, community/regional planning, etc.)

04 = Biological Sciences/Life Sciences (biology, biochemistry, botany, zoology, etc.)

05 = Business Management & Administrative Services (accounting, business admin., marketing, management, real estate, etc.)

06 = Communications (advertising, journalism, television/radio, etc.)

07 = Computer & Information Sciences

08 = Conservation & Renewable Natural Resources (fishing, forestry, wildlife, etc.)

09 = Construction Trades (masonry, carpentry, plumbing & pipe fitters, etc.)

10 = Education

11 = Engineering Technologies/Technicians

12 = English Language & Literature/Letters (composition, creative writing, etc.)

13 = Foreign Languages & Literatures (French, Spanish, etc.)

14 = History

15 = Law & Legal Studies

16 = Liberal Arts & Sciences, General Studies & Humanities

17 = Mathematics

18 = Technicians & Repairers (A/C, heating & refrigeration, auto body, electrical/electronic equipment, etc.)

19 = Multi/Interdisciplinary Studies (international relations, ecology, environmental studies, etc.)

20 = Parks, Recreation, Leisure & Fitness Studies

21 = Personal & Miscellaneous Services (gaming & sports, cosmetic, culinary, etc.)

22 = Physical Sciences (astronomy, chemistry, geology, physics, etc.)

23 = Precision Production Trades (drafting, graphic, precious metal worker, etc.)

24 = Protective Services (criminal justice & corrections, fire protection, etc.)

25 = Psychology

26 = Public Administration & Services (public policy, social work, etc.)

27 = Science Technologies (biological technology, nuclear & industrial radiological technology, etc.)

28 = Social Sciences & History (anthropology, archeology, economics, geography, history, political science, sociology, etc.)

29 = Transportation & Materials Moving Workers (air, vehicle, & water workers, etc.)

30 = Visual & Performing Arts (art, music, theater, dance, etc.)

31 = Vocational Home Economics (child care/guidance worker & manager, clothing, apparel, & textile worker, housekeeping, etc.)

32 = University transfer

33 = Undecided

34 = Other

35 = Not applicable