

Community College Survey of Student Engagement ---CCSSE---

Temple College 2009

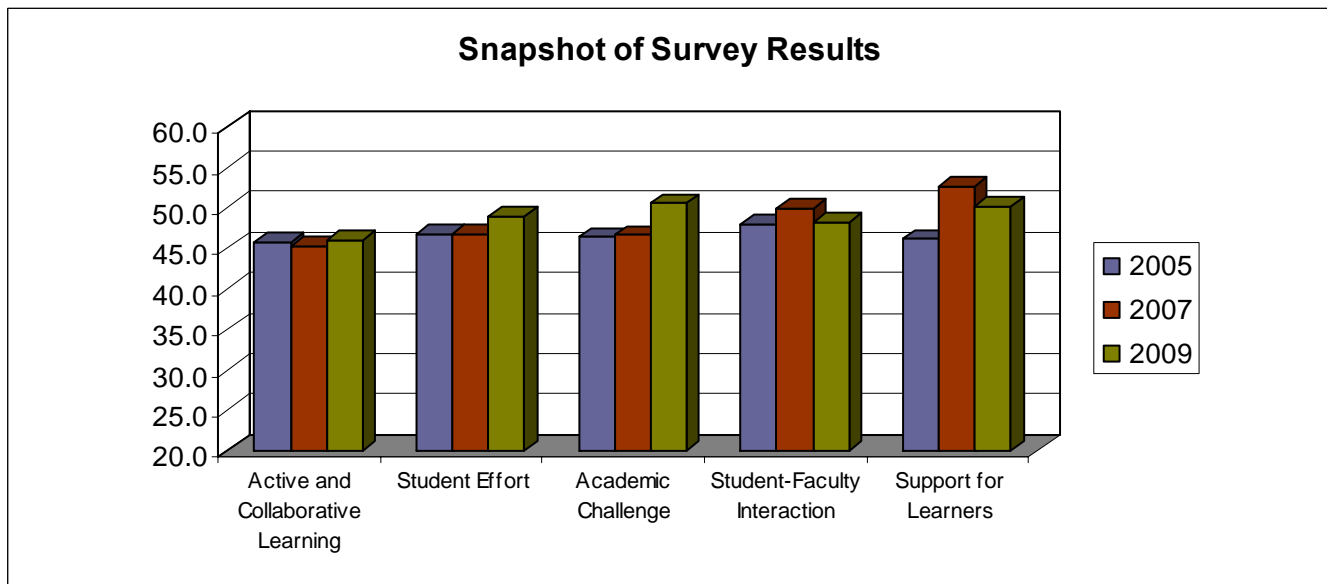
INSTITUTIONAL CHARACTERISTICS

Organization: Single Campus
 Size: Medium
 IPEDS enrollment: 4,787
 Location: Suburban
 State: Texas
 URL: www.templejc.edu
 Accrediting region: SACS
 CCSSE participation: 2005, 2007, 2009
 Student Characteristics:

TC Student Characteristics	Survey Respondents	All Students
Enrollment Status		
Full-time students	74%	38%
Part-time students	26%	62%
Gender		
Male	35%	34%
Female	65%	66%
Race/Ethnicity		
Black or African American, Non-Hispanic	16%	17%
White, Non-Hispanic	58%	64%
Hispanic, Latino, Spanish	19%	16%
Asian, Asian American, or Pacific Islander	1%	2%
American Indian or other Native American	2%	1%
Other	4%	0%

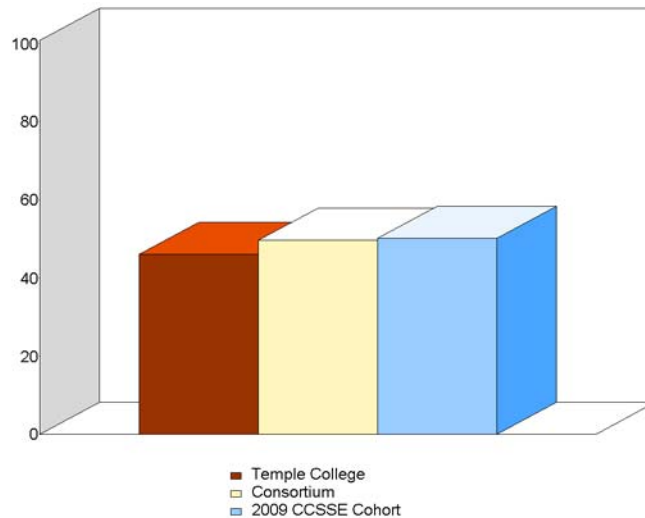
Survey Results:

Note – Mean of 50 is the National Benchmark Score



Active & Collaborative Learning				
Means				
Temple College	2005	2007	2009	Difference
College Benchmark Score	45.7	45.3	46.0	.7
National Mean	50.0	50.0	50.0	

Description - Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.

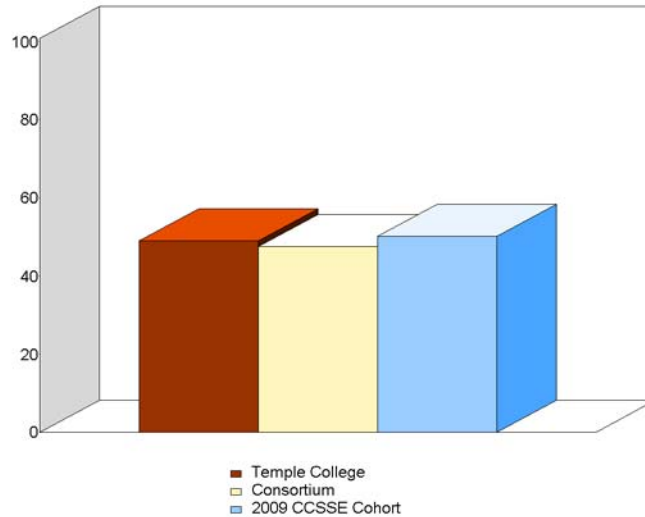


Active and Collaborative Learning	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	2.81	2.88		2.91	
4b. Made a class presentation	1.95	1.94		2.05	
4f. Worked with other students on projects during class	2.24	2.48	▼	2.47	▼
4g. Worked with classmates outside of class to prepare class assignments	1.83	1.92		1.87	
4h. Tutored or taught other students (paid or voluntary)	1.39	1.42		1.37	
4i. Participated in a community-based project as a part of a regular course	1.33	1.30		1.31	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.47	2.56		2.56	

[NOTE: Directional arrows in charts highlight those items where Temple College falls notably above or below the mean of your comparison group. The items listed are significant at $p < .001$ with an effect size greater than or equal to .2.]

Student Effort				
Means				
Temple College	2005	2007	2009	Difference
College Benchmark Score	46.8	46.7	48.9	2.2
National Mean	50.0	50.0	50.0	

Description - Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

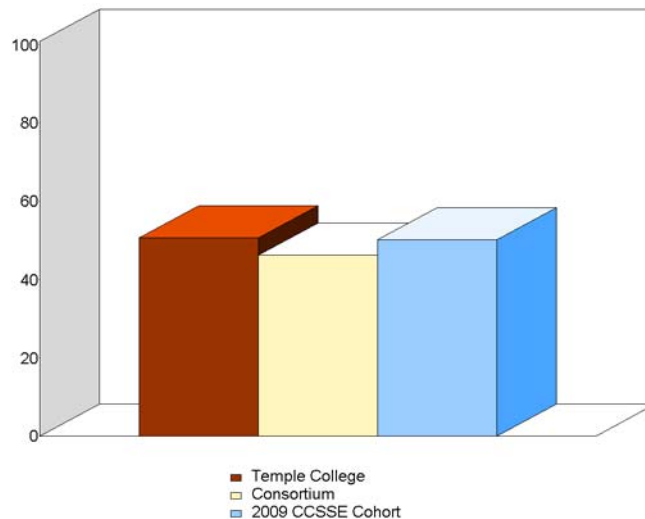


Student Effort	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.52	2.30	▲	2.47	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.66	2.55		2.72	
4e. Came to class without completing readings or assignments	1.91	1.88		1.86	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.12	2.01		2.09	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.85	1.79		1.92	
13d1. Frequency: Peer or other tutoring	1.41	1.47		1.46	
13e1. Frequency: Skill labs (writing, math, etc.)	1.64	1.81	▼	1.71	
13h1. Frequency: Computer lab	2.11	2.13		2.10	

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Academic Challenge				
Means				
Temple College	2005	2007	2009	Difference
College Benchmark Score	46.4	46.6	50.5	3.9
National Mean	50.0	50.0	50.0	

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

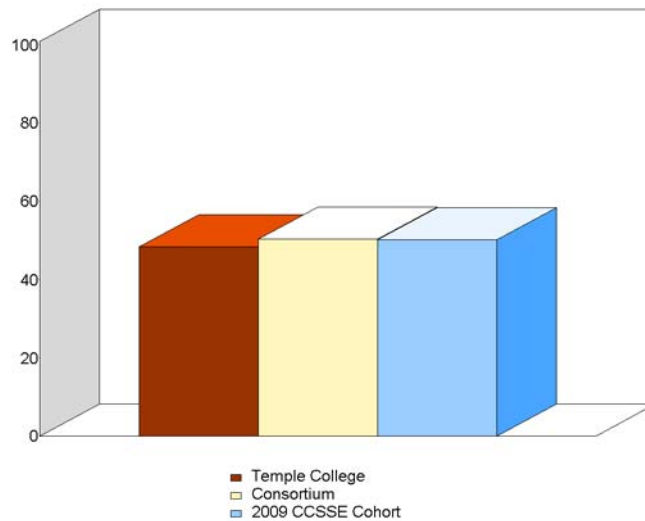


Academic Challenge	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2009 CCSSE Cohort Mean	Above/Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.59	2.52		2.54	
5b. Analyzing the basic elements of an idea, experience, or theory	2.82	2.75		2.85	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.73	2.64		2.72	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.54	2.50		2.56	
5e. Applying theories or concepts to practical problems of in new situations	2.64	2.59		2.66	
5f. Using information you have read or heard to perform a new skill	2.72	2.78		2.76	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.88	2.71		2.86	
6c. Number of written papers or reports of any length	2.94	2.52	▲	2.83	
7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	5.06	5.01		4.99	
9a. Encouraging you to spend significant amounts of time studying	3.00	2.94		2.97	

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Student-Faculty Interaction				
Means				
Temple College	2005	2007	2009	Difference
College Benchmark Score	48.0	50.0	48.2	-1.8
National Mean	50.0	50.0	50.0	

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

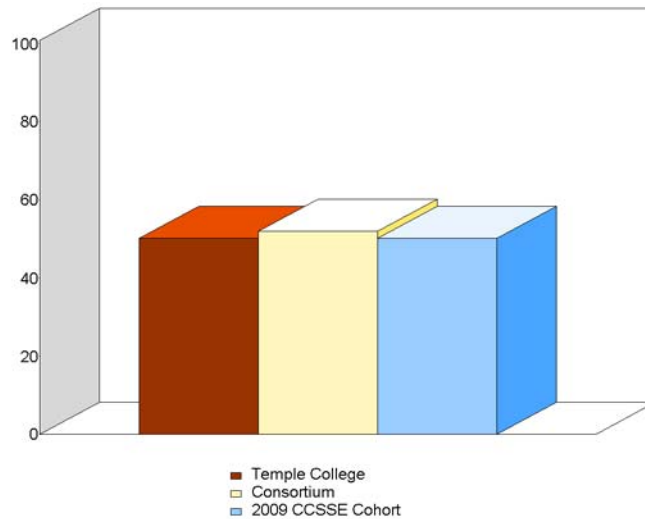


Student-Faculty Interaction	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.63	2.47		2.59	
4l. Discussed grades or assignments with an instructor	2.46	2.55		2.52	
4m. Talked about career plans with an instructor or advisor	1.94	2.05		2.03	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.70	1.74		1.74	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.56	2.59		2.66	
4q. Worked with instructors on activities other than coursework	1.38	1.46		1.41	

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Support for Learners				
Means				
Temple College	2005	2007	2009	Difference
College Benchmark Score	46.1	52.6	50.1	-2.5
National Mean	50.0	50.0	50.0	

Description - Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.



Support for Learners	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	2.91	3.01		2.97	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.52	2.53		2.49	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.96	2.04		1.94	
9e. Providing the support you need to thrive socially	2.15	2.22		2.14	
9f. Providing the financial support you need to afford your education	2.53	2.47		2.43	
13a1. Frequency: Academic advising/planning	1.75	1.78		1.76	
13b1. Frequency: Career counseling	1.36	1.48		1.43	

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