

Key Benchmarks -- LANE Community College

Overview of Student Engagement Benchmarks (November 2008)

Assessing Student Learning and Success at Lane:

Higher education institutions in general and community colleges in particular, face ever-increasing mandates from accrediting agencies, state legislatures, governing boards, and other entities for accountability, primarily through assessment of institutional effectiveness and student learning outcomes.

In addition to external accountability mandates, here at Lane, a desire and plan to apply learning college principles are contributing to an expanding need to better understand students' educational goals, experiences and learning outcomes. An important component of this effort is the work of Lane's Success and Goal Achievement Committee – SAGA – with its multi-faceted mission that includes

- understanding barriers to success and retention from both a student point of view and a faculty/staff point of view,
- bringing data to the developmental and decision-making process related to success and retention,
- benchmarking with other institutions (go to <http://www.lanecc.edu/saga/> for the complete SAGA mission and to learn more about SAGA's history and initiatives),
- for more information about the 2008 CCSSE go to the IRAP website → <http://www.lanecc.edu/research/ir/2008CCSSE.htm> .

CCSSE – an Overview:

The SAGA first set an objective of conducting the Community College Survey of Student Engagement (*CCSSE*) in winter term 2005 because the survey would help the SAGA accomplish a goal set by the Committee – “identifying baseline data needed to evaluate how successful Lane students are at progressing towards and accomplishing their academic goals.” Lane again conducted the *CCSSE* during winter term 2008, this time in coordination with fourteen of the Oregon community colleges as a special *CCSSE* Consortium..

The *CCSSE* provides information about effective educational practices in community colleges and assists colleges in using that information to promote improvements in student learning, persistence and goal accomplishment. *CCSSE*'s goal is to provide member colleges with information that can be used to inform decision making and target institutional improvements. Student engagement, or the amount of time and energy that students invest in meaningful educational practices, is the underlying foundation for *CCSSE*'s work and the survey is designed to capture student engagement as a measure of institutional quality.

CCSSE Benchmarks:

The five *CCSSE* benchmarks included in this report combine conceptually related survey items that address key areas of student engagement, learning and persistence. These benchmarks denote areas that educational research has shown to be important in quality educational practice. The five *CCSSE* benchmarks of effective educational practice in community colleges are

- Active and collaborative learning,
- Student effort,
- Academic challenge,
- Student-faculty interaction, and
- Support for learners.

Analysis and Action:

The SAGA Committee has been working with this rich set of data to better understand Lane students' experiences and perceptions and to link knowledge gained from these data to initiatives designed to improve student success. Measures of student engagement also are being used in the performance measurement plan for Lane's Title III Grant.

*** Notes about Benchmark Scores:**

Each benchmark score was computed by *CCSSE* by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

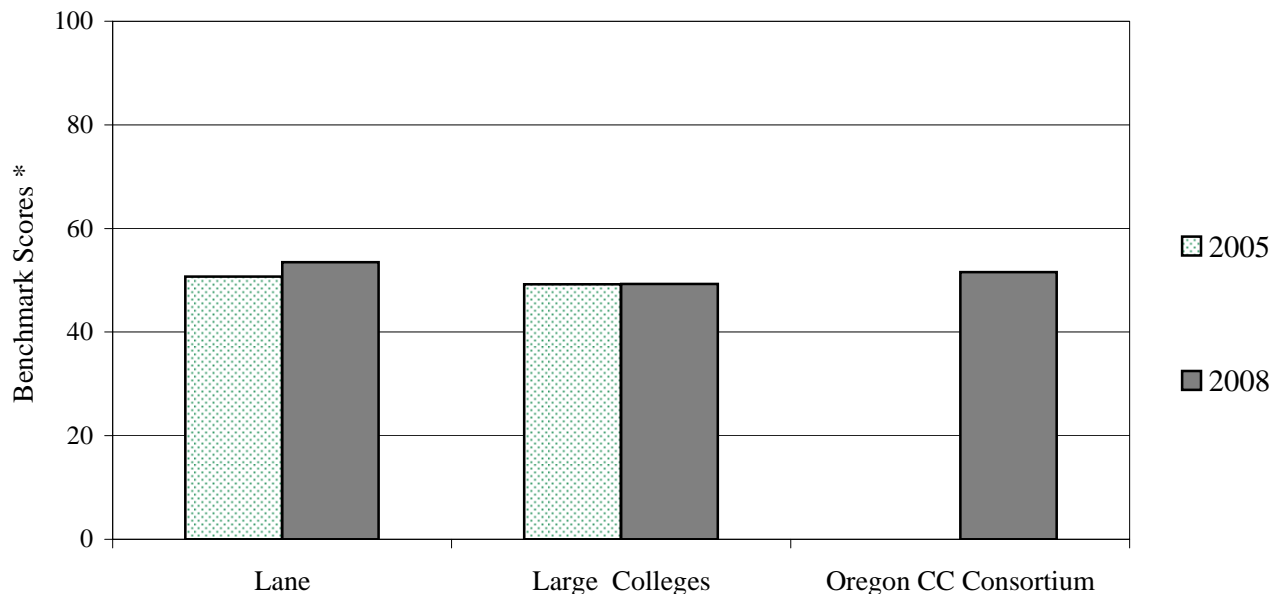
This standardizing of the scores enables more meaningful comparisons across benchmarks and across colleges. Knowing that all benchmarks are on the same scale makes it immediately obvious that a college's scores are either above or below those for other participating colleges. Knowing that the mean is at 50 across all students in the sample enhances the score's usefulness for benchmarking, as the score contains information about whether an institution's performance is better or worse than average – and how much better or worse. For example, benchmark scores of 55 on Student Effort and 42 on Student-Faculty Interaction would indicate to a college that the institution is performing relatively better in regard to Student Effort than in regard to Student-Faculty Interaction. Further, the benchmark scores allow the college to understand that the results are above the average for participating colleges on one benchmark and below average on the other. Thus, the data may be used to identify relative strengths as well as areas the college may need to improve.

Key Benchmarks -- LANE Community College / CCSSE

Active and Collaborative Learning

All Students

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.



Benchmark Scores* -- All Students:

	Lane	Large Colleges	Oregon CC Consortium
2005	50.7	49.2	
2008	53.5	49.3	51.6

Survey items used to construct the Active and Collaborative Learning Benchmark:

- 4a. Asked questions in class or contributed to class discussions
- 4b. Made a class presentation
- 4f. Worked with other students on projects during class
- 4g. Worked with classmates outside of class to prepare class assignments
- 4h. Tutored or taught other students (paid or voluntary)
- 4i. Participated in a community-based project as a part of a regular course
- 4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

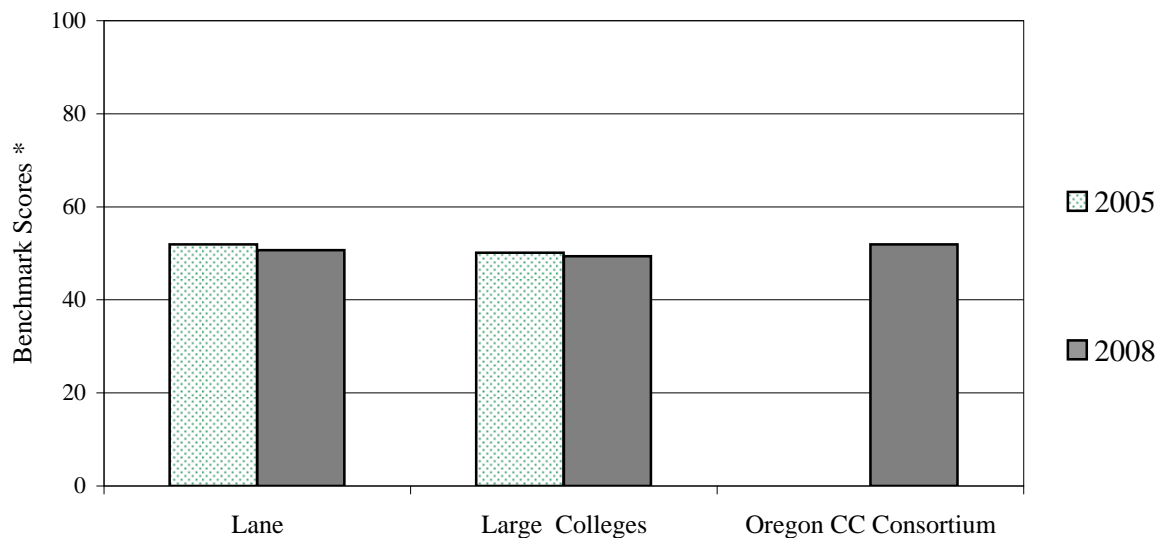
* See "Notes about Benchmark Scores" in accompanying Overview of Student Engagement Benchmarks.

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Student Effort

All Students

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



Benchmark Scores* -- All Students:

	Lane	Large Colleges	Oregon CC Consortium
2005	51.9	50.2	
2008	50.7	49.4	51.9

Survey items used to construct the Student Effort Benchmark:

- 4c. Prepared two or more drafts of a paper or assignment before turning it in
- 4d. Worked on a paper or project that required integrating ideas or information from various sources
- 4e. Come to class without completing readings or assignments
- 6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- 10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities)
- 13d. Frequency of use: Peer or other tutoring
- 13e. Frequency of use: Skill labs
- 13h. Frequency of use: Computer lab

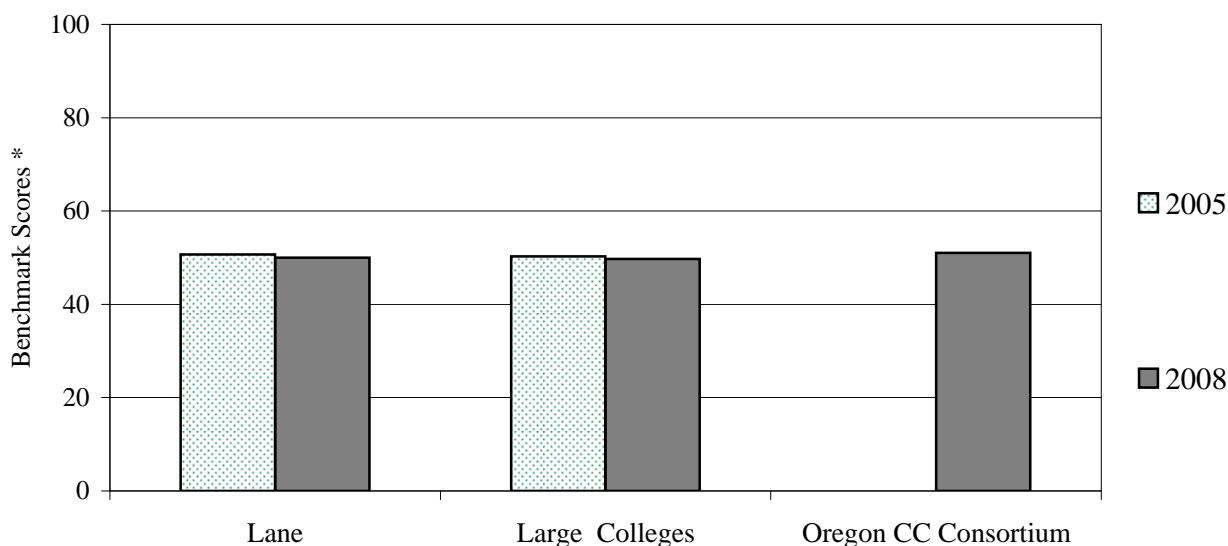
* See "Notes about Benchmark Scores" in accompanying [Overview of Student Engagement Benchmarks](#).

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Academic Challenge

All Students

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.



	Lane	Large Colleges	Oregon CC Consortium
2005	50.7	50.3	
2008	50.0	49.7	51.0

Survey items used to construct the Academic Challenge Benchmark:

- 4p. Worked harder than you thought you could to meet an instructor's standards or expectations
- 5b. Analyzing the basic elements of an idea, experience, or theory
- 5c. Synthesizing and organizing ideas, information, or experiences in new ways
- 5d. Making judgments about the value or soundness of information, arguments, or methods
- 5e. Applying theories or concepts to practical problems or in new situations
- 5f. Using information you have read or heard to perform a new skill
- 6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings
- 6c. Number of written papers or reports of any length
- 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
- 9a. Encouraging you to spend significant amounts of time studying

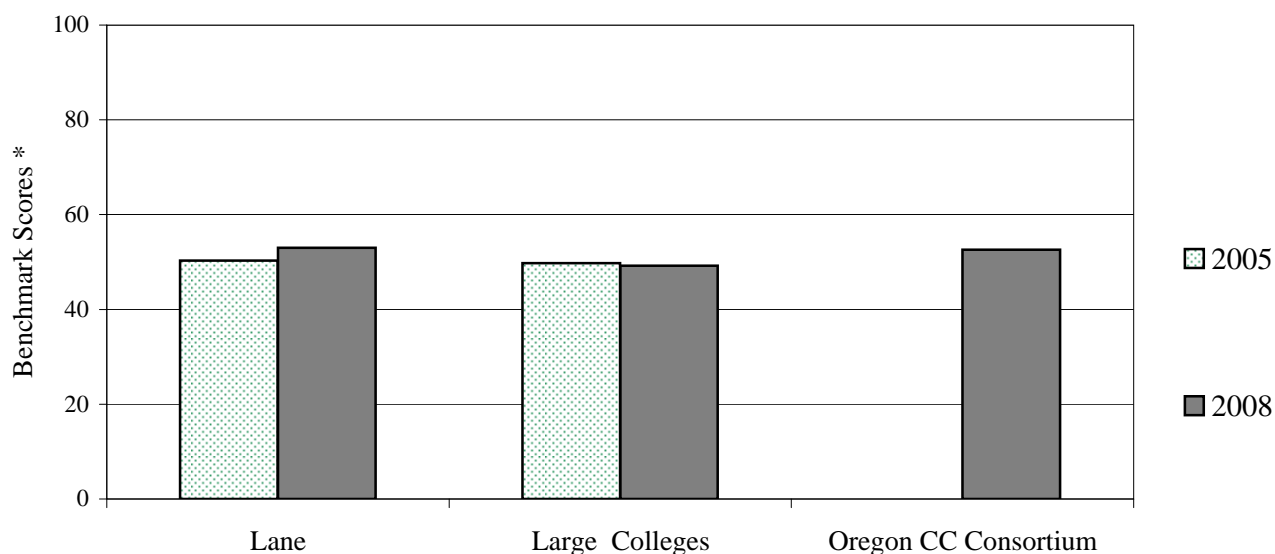
* See "Notes about Benchmark Scores" in accompanying Overview of Student Engagement Benchmarks.

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Student-Faculty Interaction

All Students

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.



Benchmark Scores* -- All Students:

	Lane	Large Colleges	Oregon CC Consortium
2005	50.3	49.8	
2008	53.0	49.2	52.6

Survey items used to construct the Student-Faculty Interaction Benchmark:

- 4k. Used email to communicate with an instructor
- 4l. Discussed grades or assignments with an instructor
- 4m. Talked about career plans with an instructor or advisor
- 4n. Discussed ideas from your readings or classes with instructors outside of class
- 4o. Received prompt feedback (written or oral) from instructors on your performance
- 4q. Worked with instructors on activities other than coursework

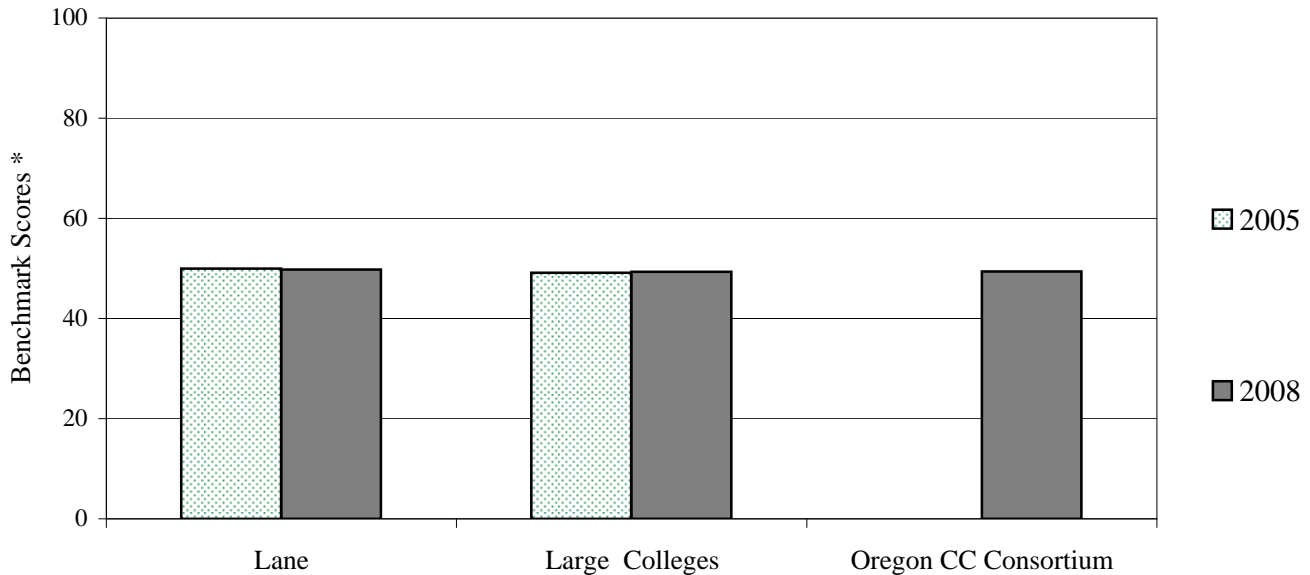
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Support for Learners

All Students

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.



Benchmark Scores* -- All Students:

	Lane	Large Colleges	Oregon CC Consortium
2005	50.0	49.2	
2008	49.8	49.3	49.4

Survey items used to construct the Support for Learners Benchmark:

- 9b. Providing the support you need to help you succeed at this college
- 9c. Encouraging contact among students from different economic, social, and racial or ethnic
- 9d. Helping you cope with your non-academic responsibilities (work, family, etc.)
- 9e. Providing the support you need to thrive socially
- 9f. Providing the financial support you need to afford your education
- 13a. Frequency: Academic advising/planning
- 13b. Frequency: Career Counseling

* See "Notes about Benchmark Scores" in accompanying [Overview of Student Engagement Benchmarks](#).