



West Virginia Northern Community College is in a state consortium whereas the CCSSE survey is administered on a three year cycle, 2014 being our most recent implementation.

CCSSE provides the assessment tools that are appropriate to community college's unique missions and characteristics. The CCSSE survey instrument assesses institutional practices and student behaviors in order to assess overall student engagement.

## 2014 Key Findings

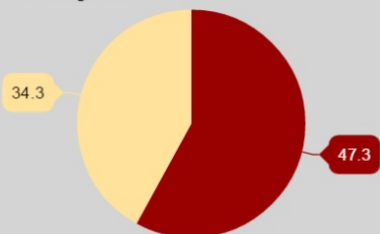
The CCSSE benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five benchmarks denote areas that educational research has shown to be important to students' college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work.

Source: [http://www.wvncc.edu/uploads/o6\\_CCSSE2014\\_KEYFINDINGS\\_ExecSum.pdf](http://www.wvncc.edu/uploads/o6_CCSSE2014_KEYFINDINGS_ExecSum.pdf)

### Aspects of Highest Student Engagement

#### Student Effort

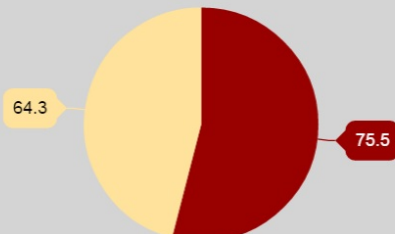
Came to class without completing readings or assignments



■ WVNCC (58%) ■ 2014 CCSSE Cohort (42%)

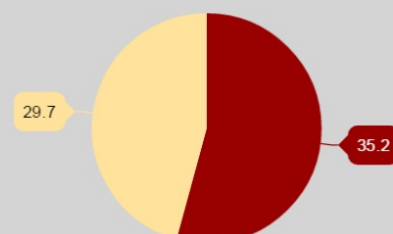
#### Student - Faculty Interaction

Used email to communicate with an instructor



■ WVNCC (54%) ■ 2014 CCSSE Cohort (46%)

Talked about career plans with an instructor or advisor



■ WVNCC (54%) ■ 2014 CCSSE Cohort (46%)

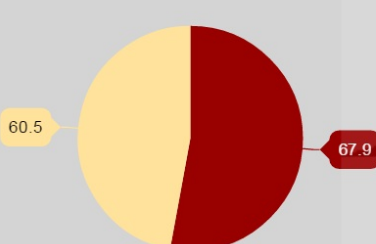
#### Support for Learners

Providing the financial support you need to afford your education



■ WVNCC (53%) ■ 2014 CCSSE Cohort (47%)

Frequency: Academic advison/planning



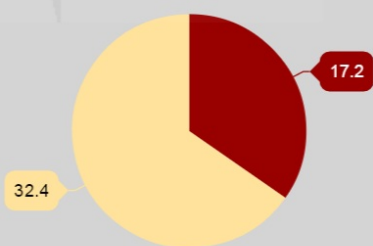
■ WVNCC (53%) ■ 2014 CCSSE Cohort (47%)

NOTE: Colleges within cohort can differ significantly. This should be taken into consideration when interpreting benchmark scores.

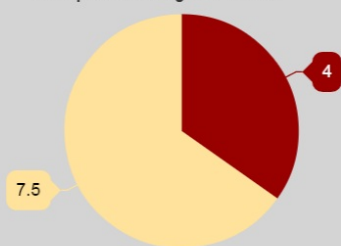
## Aspects of Lowest Student Engagement

### Active and Collaborative Learning

Made a class presentation



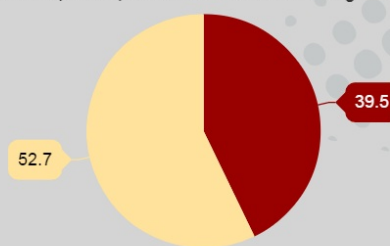
Participated in a community-based project as a part of a regular course



WVNC (35%) 2014 CCSSE Cohort (65%) WVNC (35%) 2014 CCSSE Cohort (65%)

### Support for Learners

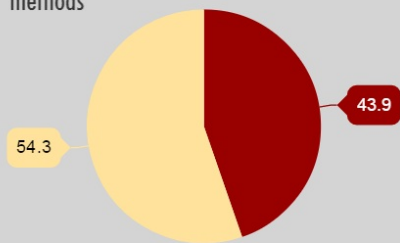
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds



WVNC (43%) 2014 CCSSE Cohort (57%) WVNC (43%) 2014 CCSSE Cohort (57%)

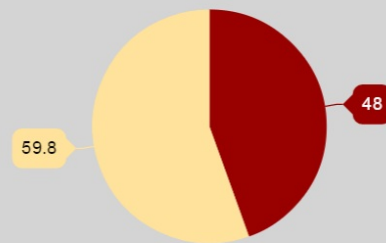
### Academic Challenge

Making judgments about the value or soundness of information, arguments, or methods



WVNC (45%) 2014 CCSSE Cohort (55%) WVNC (45%) 2014 CCSSE Cohort (55%)

Number of written papers or reports of any length



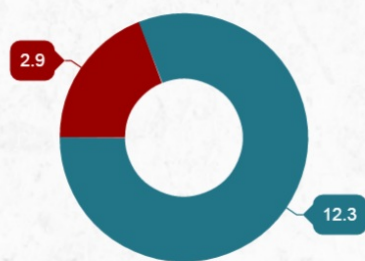
WVNC (45%) 2014 CCSSE Cohort (55%) WVNC (45%) 2014 CCSSE Cohort (55%)

NOTE: Colleges within cohort can differ significantly. This should be taken into consideration when interpreting benchmark scores.

## 2014 CCSSE Special-Focus Items

### Orientation

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

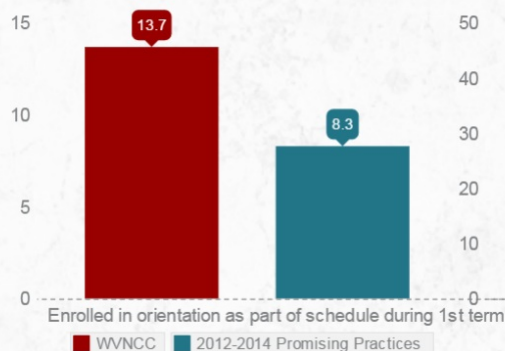


WVNC (19%) 2012-2014 Promising Practices (81%) WVNC (19%) 2012-2014 Promising Practices (81%)



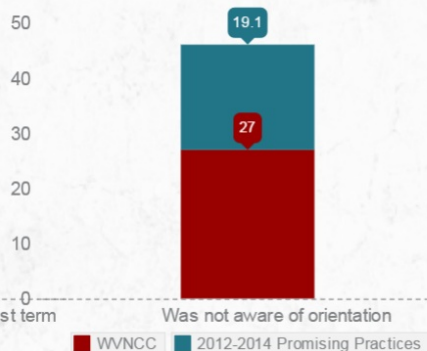
Attended on-campus orientation prior to class

WVNC 2012-2014 Promising Practices



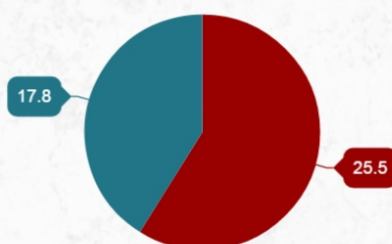
Enrolled in orientation as part of schedule during 1st term

WVNC 2012-2014 Promising Practices



Was not aware of orientation

WVNC 2012-2014 Promising Practices



Unable to participate in orientation due to scheduling or other issue

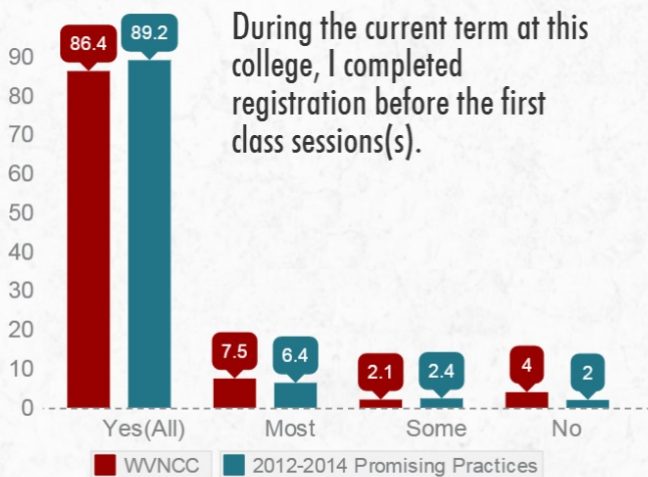
WVNC (59%) 2012-2014 Promising Practices (41%) WVNC (59%) 2012-2014 Promising Practices (41%)



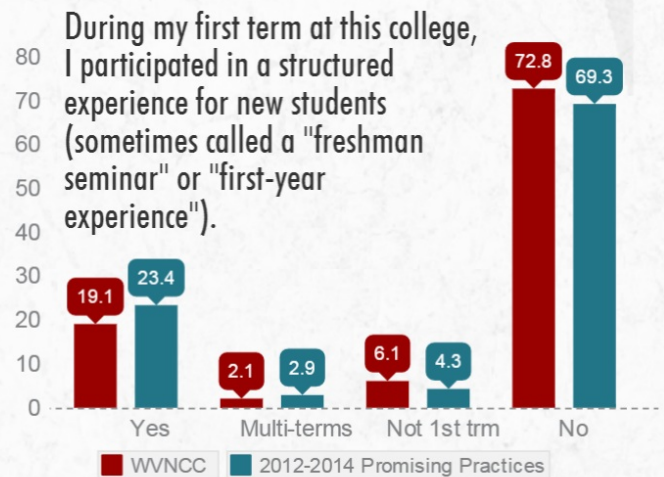
# 2014 CCSSE Special-Focus Items

Frequency results from the first five promising practices items compared to the CCSSE promising practices respondents

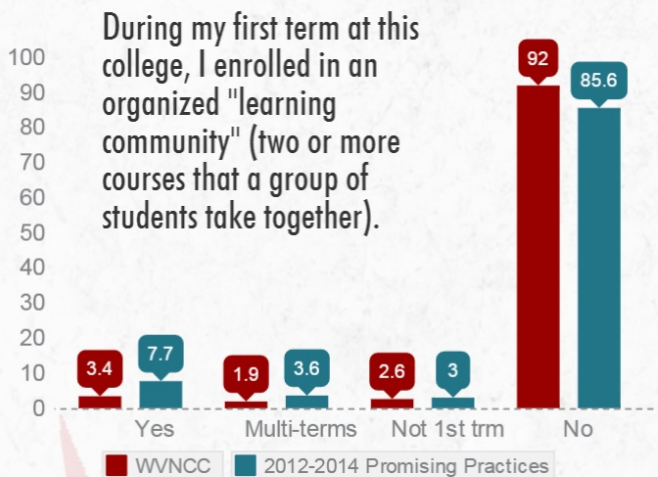
## Registration



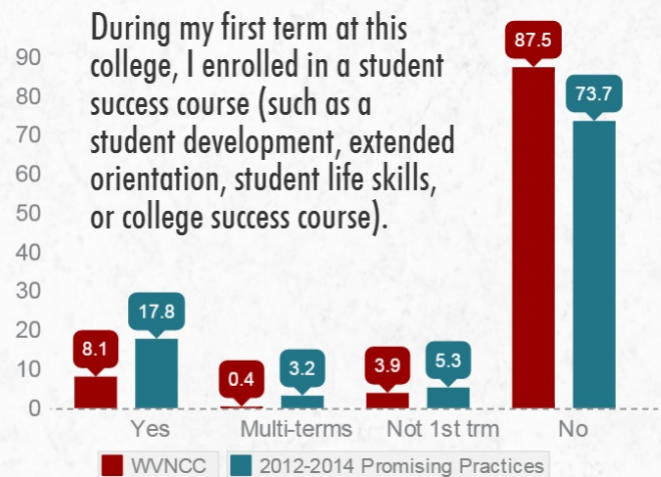
## First Year Experience



## Learning Community



## Student Success Course



NOTE: Colleges within cohort can differ significantly. This should be taken into consideration when interpreting benchmark scores.