The Community College Survey of Student Engagement (CCSSE), an assessment instrument created by the Center for Community College Student Engagement at the University of Texas at Austin, measures student engagement (e.g., student engagement with faculty, subject matter, studying), a key indicator of student learning.

In fall 2013, the Center for Community College Student Engagement randomly selected 75 sections (with 2,422 students enrolled) from LBCC’s spring 2014 course offerings to participate in the CCSSE. Between March 31, 2014 and April 19, 2014 an email was sent out by the Office of Institutional Effectiveness to the faculty teaching the 75 sections requesting that they select a class time for the CCSSE to be administered in their classrooms. By the beginning of the implementation window, only 36 of the 75 faculty who had course sections selected had agreed to participate in the CCSSE. Out of the 755 students enrolled in the 36 sections, 714 agreed to participate in the CCSSE.

The full-length CCSSE Preliminary Results Report can be found at:
http://www.lbcc.edu/outcomesassessment/institutionreports.cfm

During fall 2013, the Assessment of Student Learning Outcomes (ASLO) subcommittee, along with the Educational Assessment Research Analyst created the custom survey questions that would be added to the CCSSE to measure the college’s current general education outcomes (GEOs).

Since only a limited number of questions could be created, the ASLO subcommittee focused on creating two to three survey items for each GEO. The questions created were based on the definitions of LBCC’s GEOs and their subcomponents. The structure of each question was modelled after the pre-existing CCSSE items that measured academic challenge (i.e., the extent to which students engage in challenging mental activities, such as evaluation and synthesis of information). Thus, each of the custom questions began with “How much has your experience at this college contributed to your knowledge, skills, and personal development in...” The likert scale following each custom question also matched the academic challenge likert scale, with responses ranging from (1) very little to (4) very much. In total, the subcommittee submitted 13 custom questions to be included on the CCSSE. All of the custom questions appeared to have face validity.

Like other community colleges, the ASLO subcommittee also examined the CCSSE and utilized pre-existing items that were directly related to the GEO definitions to possibly provide support and/or explanations for the custom survey question results. 16 pre-existing CCSSE items were selected to further assess the GEOs, resulting in 29 items total to be used in the assessment.
Respondent Demographics

**Gender of Respondents**
- Female, 46%
- Male, 53%

The distribution by gender closely mirrored the LBCC's student population.

**Enrollment Status of Respondents**
- 70%, Full-Time
- 30%, Part-Time

The percentage of full-time and part-time respondents did not reflect LBCC's student population. LBCC's student population has a much larger percentage of part-time students (65%) than full-time student (35%).

**Ethnicity of Respondents**
- 47%, Hispanic, Latino, Spanish
- 16%, White, Non-Hispanic
- 13%, Asian, Pacific Islander
- 9%, Black, African American
- 0%, Native American, American Indian
- 7%, International Student
- 6%, Other

The primary ethnicities of student respondents was representative of LBCC's student population, with the exception of Black/African American students which was lower than our student population (9% vs 15%).

**Age of Respondents**
- 27%, 18 to 19
- 16%, 22 to 24
- 16%, 25 to 29
- 12%, 25 to 29
- 8%, 30 to 39
- 3%, 50 to 64
- 3%, 40 to 49
- 1%, 65+

The respondents comprised a higher percentage of students ages 20 to 21 (29% vs 20%) and a lower percentage of students ages 30 to 39 (8% vs 11%), 40 to 49 (3% vs 7%), and 50 to 64 (3% vs 5%).
The aesthetics and creativity GEO is defined as the ability to appreciate a range of cultural expression, including art, music, dance, theater, literature, and film, as well as the ability to generate useful and original ideas.

How much has your experience at this college contributed to your knowledge, skills, and personal development in...

- Appreciating a range of cultural expression (art, music, dance, theater, literature, film, etc.)? (custom question 1)
  - Very Little or Some: 41%; 283 students
  - Quite a Bit or Very Much: 59%; 400 students

- Creating Original Ideas and Projects (custom question 2)
  - Very Little or Some: 37%; 254 students
  - Quite a Bit or Very Much: 63%; 426 students

During the current school year, how much has your coursework emphasized...

- Synthesizing and organizing new ideas, information, or experiences in new ways. (CCSSE item 5.c)
  - Very Little or Some: 30%; 215 students
  - Quite a Bit or Very Much: 70%; 492 students
The democracy subcomponent of the civic engagement GEO states that students will develop and promote knowledge and skills to become informed participants who play an active and effective role in our society.

**In your experiences at this college during the school year, how often have you...**

- **Participated in a community-based project as part of a regular course (CCSSE item 4.i)**
  - Never or Sometimes: 9%; 62 students
  - Often or Very Often: 91%; 647 students

**How much has your experience at this college contributed to your knowledge, skills, and personal development in...**

- **Contributing to the welfare of your community (CCSSE item 12.m)**
  - Very Little or Some: 8%; 56 students
  - Quite a Bit or Very Much: 68%; 480 students

**About how many hours do you spend in a typical week participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)? (CCSSE item 10.c)**

- None: 87%; 615 students
- 1-5 Hours: 8%; 56 students
- 6-10 Hours: 2%; 17 students
- 11-20 Hours: 0%; 3 students
- 21-30 Hours: 1%; 6 students
- More than 30 Hours: 2%; 12 students
The cultural sensitivity and diversity subcomponent of the civic engagement GEO states that students will appreciate and promote respect of individual differences that embrace the complex ways people integrate into their societies, cultures, and subcultures in order to participate in both our society and in diverse groups’ activities.

### How much has your experience at this college contributed to your knowledge, skills, and personal development in...

<table>
<thead>
<tr>
<th>Contribution</th>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging in positive interactions with students of different races, genders, religions, sexual orientations, or disability statuses (custom question 3)</td>
<td>63%</td>
<td>423</td>
</tr>
<tr>
<td>Working effectively with people from different ethnic/cultural backgrounds (custom question 4)</td>
<td>62%</td>
<td>416</td>
</tr>
<tr>
<td>Understanding people of different racial and ethnic backgrounds (CCSSE item 12.k)</td>
<td>57%</td>
<td>399</td>
</tr>
<tr>
<td>Encouraging contact among students from different social, economic and racial or ethnic backgrounds (CCSSE item 9.c)</td>
<td>56%</td>
<td>401</td>
</tr>
</tbody>
</table>

### How much does this college emphasize...

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging in positive interactions with students of different races, genders, religions, sexual orientations, or disability statuses (custom question 3)</td>
<td>37%</td>
<td>252</td>
</tr>
<tr>
<td>Working effectively with people from different ethnic/cultural backgrounds (custom question 4)</td>
<td>38%</td>
<td>259</td>
</tr>
<tr>
<td>Understanding people of different racial and ethnic backgrounds (CCSSE item 12.k)</td>
<td>43%</td>
<td>303</td>
</tr>
<tr>
<td>Encouraging contact among students from different social, economic and racial or ethnic backgrounds (CCSSE item 9.c)</td>
<td>44%</td>
<td>309</td>
</tr>
</tbody>
</table>

### In your experience at this college during the current school year, about how often have you done...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had serious conversations with students of a different race or ethnicity other than your own (CCSSE item 4.s)</td>
<td>52%</td>
<td>369</td>
</tr>
<tr>
<td>Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values (CCSSE item 4.t)</td>
<td>40%</td>
<td>287</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had serious conversations with students of a different race or ethnicity other than your own (CCSSE item 4.s)</td>
<td>48%</td>
<td>340</td>
</tr>
<tr>
<td>Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values (CCSSE item 4.t)</td>
<td>60%</td>
<td>427</td>
</tr>
</tbody>
</table>
Communication Skills GEO: Foundation Skills Subcomponent

The foundational skills subcomponent of the communication skills GEO states that students will gain the ability to effectively read, write, listen, speak, and/or sign at LBCC.

How much has your experience at this college contributed to your knowledge, skills, and personal development in...

- Writing clearly and effectively (CCSSE item 12.d): 69%; 488 students
- Speaking clearly and effectively (CCSSE item 12.h): 68%; 482 students

Communication Skills GEO: Teamwork and Collaboration Subcomponent

The teamwork and collaboration subcomponent of the communication skills GEO states that students will cooperate and work effectively with individuals and groups using appropriate social skills.

How much has your experience at this college contributed to your knowledge, skills, and personal development in...

- Developing teamwork skills (custom question 5): 63%; 425 students
- Working effectively and collaboratively with others on projects (custom question 6): 57%; 383 students
- Working effectively with others (CCSSE item 12.h): 70%; 495 students

Institutional Effectiveness 9-9-2014
The third subcomponent of the communication skills GEO, information competency, states that students will find, use, manage, evaluate and convey information efficiently and effectively.

<table>
<thead>
<tr>
<th>How much has your experience at this college contributed to your knowledge, skills, and personal development in...</th>
<th>How much does this college emphasize...</th>
</tr>
</thead>
<tbody>
<tr>
<td>In finding, using, managing, and evaluating information online (custom question 7)</td>
<td>Using computer and information technology (CCSSE item 12.g)</td>
</tr>
<tr>
<td>In efficiently and effectively gathering, evaluating, and communicating information in the classroom, as a part of a group project or as part of an assignment (custom question 8)</td>
<td>Using computers in academic work (CCSSE item 9.g)</td>
</tr>
<tr>
<td><img src="chart1.png" alt="Bar Chart" /></td>
<td><img src="chart2.png" alt="Bar Chart" /></td>
</tr>
</tbody>
</table>

In your experiences at this college during the current school year, about how often have you...

<table>
<thead>
<tr>
<th>Never or Sometimes</th>
<th>Often or Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worked on a paper or project that required integrating ideas or information from various sources (CCSSE item 4.d)</td>
<td>Used the internet or instant messaging to work on an assignment (CCSSE item 4.j)</td>
</tr>
<tr>
<td><img src="chart3.png" alt="Bar Chart" /></td>
<td><img src="chart4.png" alt="Bar Chart" /></td>
</tr>
</tbody>
</table>
Critical Thinking GEO: Science Literacy Subcomponent

The science literacy subcomponent states that students will apply the scientific method to gain an evidence-based understanding of phenomena.

How much has your experience at this college contributed to your knowledge, skills, and personal development in...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>In using scientific methods to solve problems and make informed decisions</td>
<td>50%</td>
<td>336</td>
</tr>
<tr>
<td>In conducting scientific investigations (identifying problems, setting up an experiment, interpreting an experiment)</td>
<td>38%</td>
<td>256</td>
</tr>
</tbody>
</table>

Critical Thinking GEO: Numeric Literacy Subcomponent

The numeric literacy subcomponent states that students will apply the arithmetic and mathematical skills necessary to solve everyday problems.

How much has your experience at this college contributed to your knowledge, skills, and personal development in...

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>In using mathematical skills to solve problems outside of school (at home, on the job, etc.)</td>
<td>47%</td>
<td>316</td>
</tr>
<tr>
<td>Solving numerical problems (CCSSE item 12.f)</td>
<td>61%</td>
<td>435</td>
</tr>
</tbody>
</table>

Institutional Effectiveness 9-9-2014
The final GEO, wellness, is defined as the ability to make lifestyle choices that promote physical, mental, and social health. Because of the limited number of custom questions that the ASLO subcommittee could create, only the physical and mental aspects of this GEO were measured.

How much has your experience at this college contributed to your knowledge, skills, and personal development in...

- Recognizing what is necessary to stay physically healthy (custom question 12): 58%; 384 students
- Recognizing what is necessary to stay mentally healthy (custom question 13): 49%; 326 students