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**Office of Research and Institutional Effectiveness**

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**Community College Survey of Student Engagement Research Overview**

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**What does *Student Success at Butler* mean?**

A major part of our continuous improvement effort at Butler is aimed at improving student success. *Ensure Student Success* is one of the college’s four ongoing strategic priorities.

Our students are successful when they learn the new skills and abilities they need to succeed in their next step after Butler. They achieve that level of learning when the institution, faculty and staff engage them in effective learning activities and when they remain at Butler long enough to achieve a credential. For some of our students, success is also measured by the GPA they achieve at their transfer institutions. For others, it is measured by their success in obtaining employment. Overall, the level of satisfaction that students express regarding their experiences at Butler is a good indicator of the potential for Butler to create opportunities for student success.

Those outcomes are measured in our institutional Key Performance Indicators. Student Success is measured by:

* Student Satisfaction
* Learning
* Transfer GPA
* Completion
* Retention
* Engagement
* Job Placement (which shows up under the *Contribute to our Communities* priority.

A key point to remember – *faculty, staff and students work together to create student success at Butler.*

**Creating Student Success**

Student success is the result of three factors:

* **The behaviors of our students** – how often they come to class, turn in homework, participate in class discussions, etc.
* **The practices of our institution** – how Butler faculty teach and plan and execute learning activities, how Butler staff build relationships with students in non-instructional activities, how our institutional processes impact their experiences on campus
* **The social and economic background of our students** – whether they did well in high school, are the first in their families to attend college, are prepared for college, can afford college, have significant family and work obligations while they attend college, etc.
* **Purpose**: CCSSE measures *student engagement,* defined as “the amount of time and energy students invest in meaningful educational practices” and “the institutional practices and student behaviors that are highly correlated with student learning and retention.” CCSSE is based on the premise that the more actively engaged students are with faculty, staff, other students, and with their subject matter, the more likely they are to learn, stick with their studies and attain their academic goals. CCSSE is produced by a research consortium based at the University of Texas, Austin, and is part of an ongoing national study of student engagement.
* **Design:** The survey identifies a series of student behaviors and instructional or institutional practices that contribute to engagement and asks students to report how frequently they are involved in them. Both Butler results and the results from the other institutions that participate in the survey are reported, providing a basis of comparison.
* **Limitations:** The survey provides an *institutional* view of student engagement. While it is possible to analyze the data from many different perspectives, we cannot “drill down” to the discipline, course, section, instructor or individual student level.
* **Other Key Facts:** CCSSE puts the concept of student engagement into a measurable framework grounded in basic research. While its developers were mindful of the scientific requirements for valid research, they created a survey instrument designed to produce meaningful and actionable data that’s good enough to help in decision-making. CCSSE has value if it helps practitioners solve practical problems. The survey can be used as a benchmarking instrument, comparing Butler to national norms or defined peer groups; as a diagnostic tool to uncover improvement opportunities, or as an instrument to monitor institutional effectiveness over time. The “bottom line” on CCSSE is this: the survey defines an ideal set of student behaviors and instructional and institutional practices and provides us a way of evaluating the gap between the ideal and actual behavior and practice at Butler and using the gap to set improvement goals. The survey then can be used to measure the impact of improvement efforts.