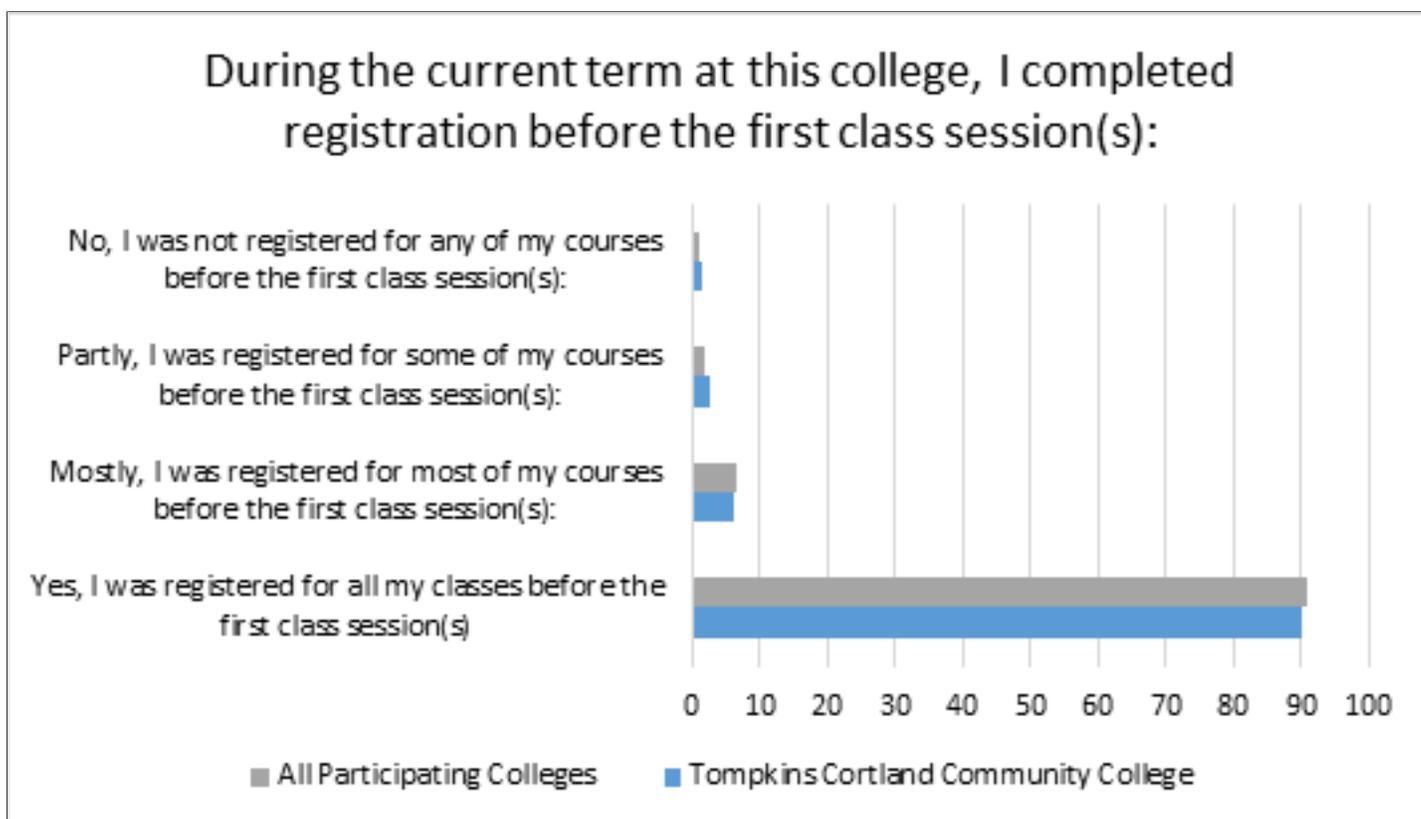


CCSSE SNAPSHOTS

report on the community college survey of student engagement

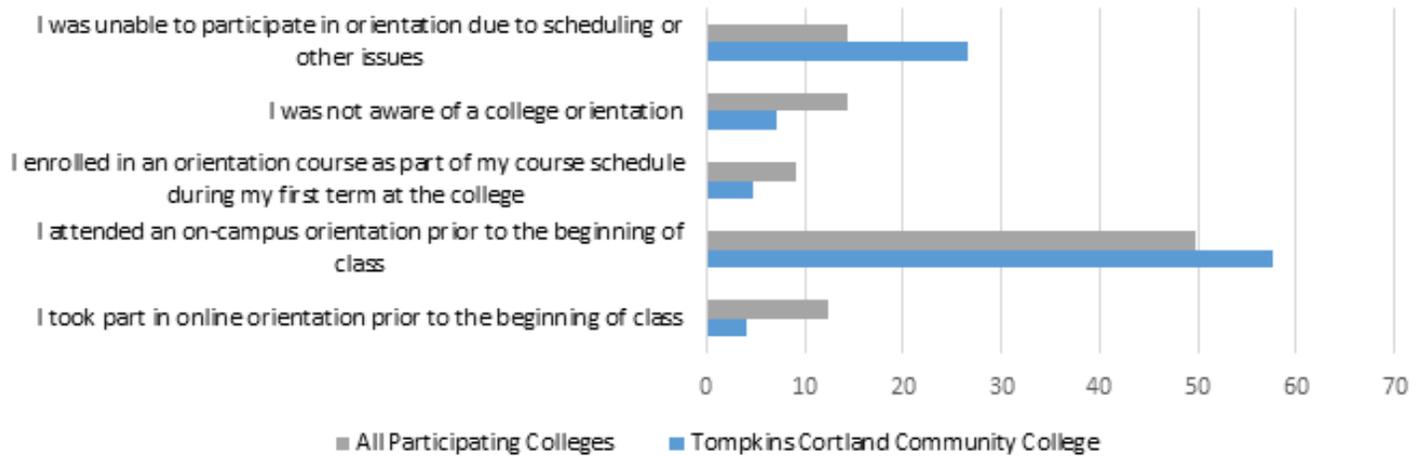
Best Practices at Community Colleges

In 2015, Tompkins Cortland surveyed our students as part of the national Community College Survey of Student Engagement (CCSSE). This is the fifth in a series of reports based on the results of the survey. To find out more about the CCSSE, why Tompkins Cortland is involved in it, and how the results are being used by the College, see CCSSE Snapshots 1, which is available on the Tompkins Cortland website at: <https://www.tompkinscortland.edu/dept/ir/research.asp> under CCSSE Snap Shots.



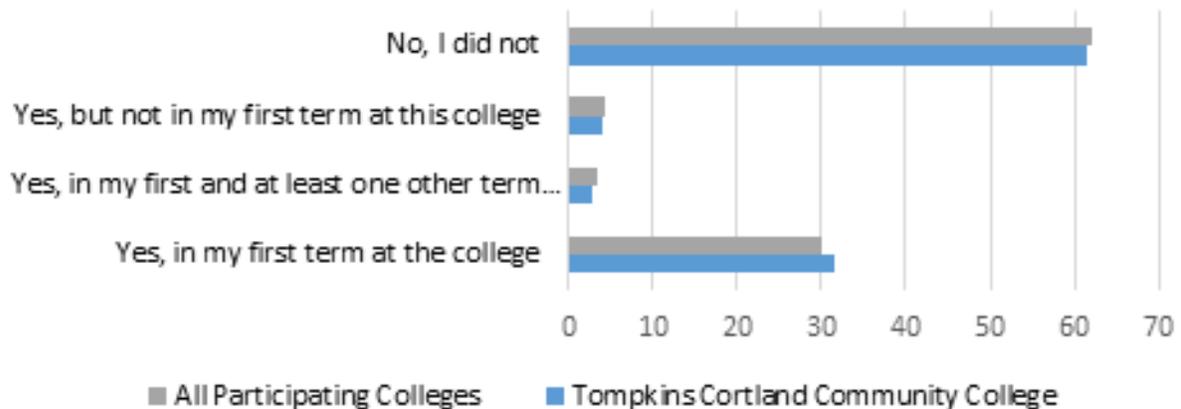
This question is focused on students having a strong start to their semester by registering in advance of their first classes and not missing those crucial first days of class. In a reflection of the College policy not allowing students to sign up for classes after the first day of class without instructor permission, most Tompkins Cortland students indicated that they were registered for all of their classes before the first class session.

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



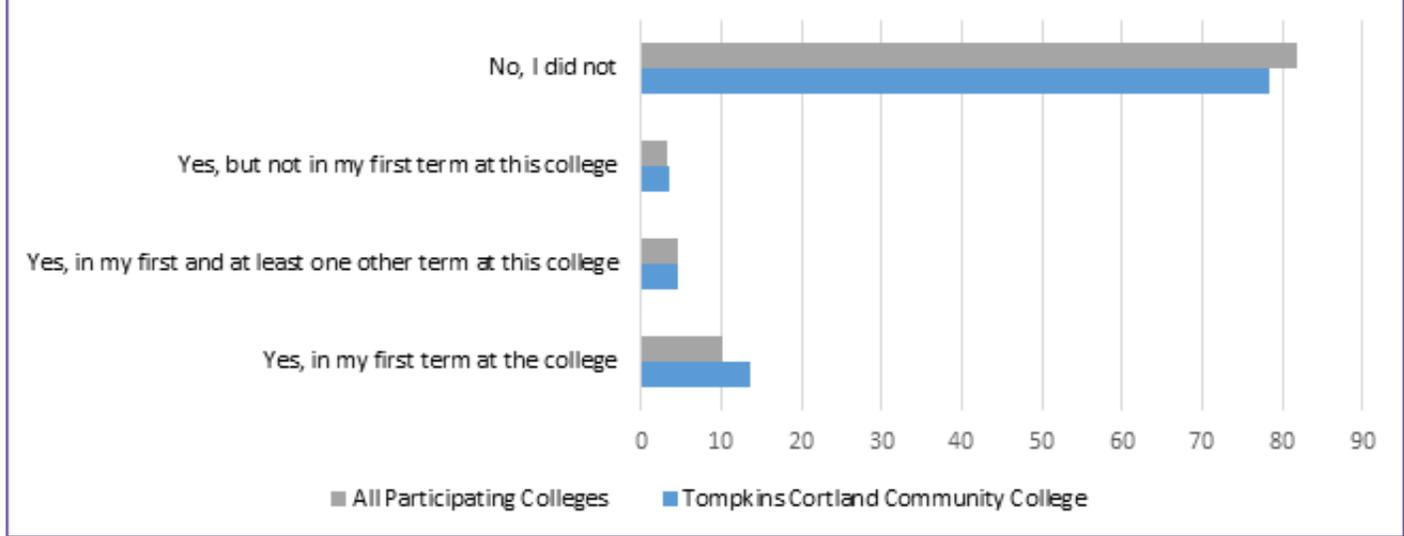
More than half of Tompkins Cortland students participated in orientation before class started, a higher proportion than at other participating colleges. Similarly, a smaller number said they were not aware of orientation, although a larger number said they had scheduling or other conflicts with orientation than at other schools.

During my first term at the college I participated in a structured experience for new students (sometimes called a freshman seminar or first-year experience).



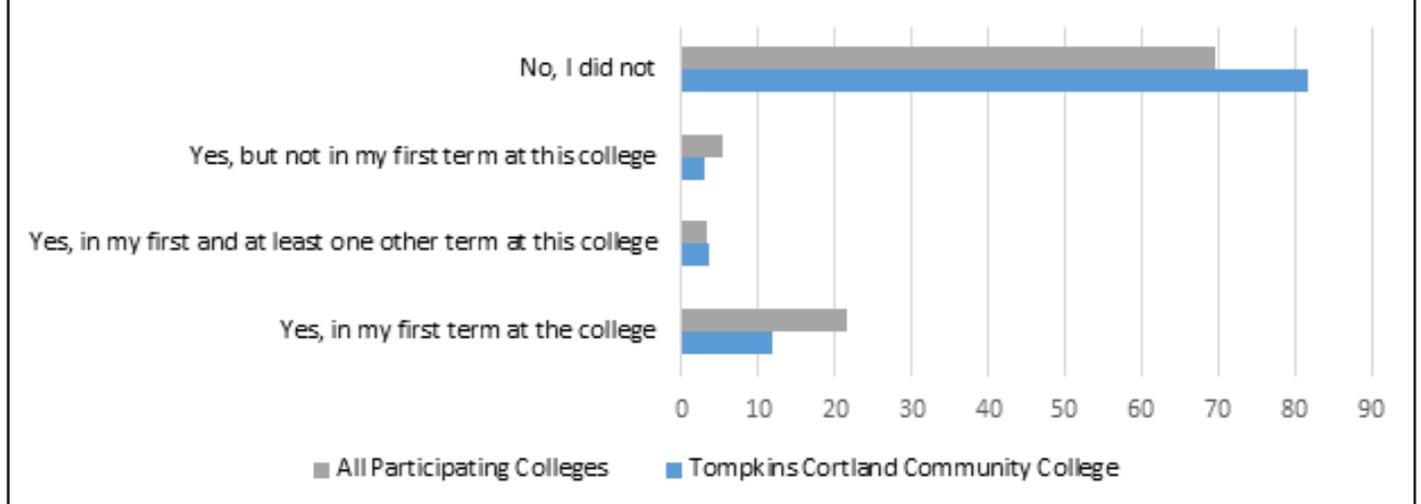
While slightly more students at Tompkins Cortland said they had participated in a freshman seminar or first-year experience course than at other participating colleges, overall the portion of students who had was relatively low for both.

During my first term at the college I participated in an organized learning community (two or more courses that a group of students take together).



Again, while slightly more students at Tompkins Cortland said they had participated in an organized learning community (two or more courses that a group of students take together) than at other participating colleges, overall the portion of students who said they had participated was relatively low for both groups of students. Examples of learning communities at Tompkins Cortland include the paired courses ENGL098 Accelerated Writing Skills with designated sections of English100 Academic Writing, as well as most study abroad courses.

During my first term at the college, I enrolled in a student success course (such as a student development, extended orientation, student life skills, or college success course).



Not many students indicated that they had participated in a student success course (such as a student development, extended orientation, student life skills, or college success course), but for those who had, it tended to be in their first semester here.

In Summary

The 2015 Community College Survey of Student Engagement included new questions about a number of things that they have identified as “promising practices for community colleges,” specific activities that they have found are associated with a higher level of student retention and success. These questions provide a baseline to establish how common these particular practices are here and at other colleges, and to foster discussion about which steps we can take as an institution to promote student success.

