

Appendix A: Student Engagement

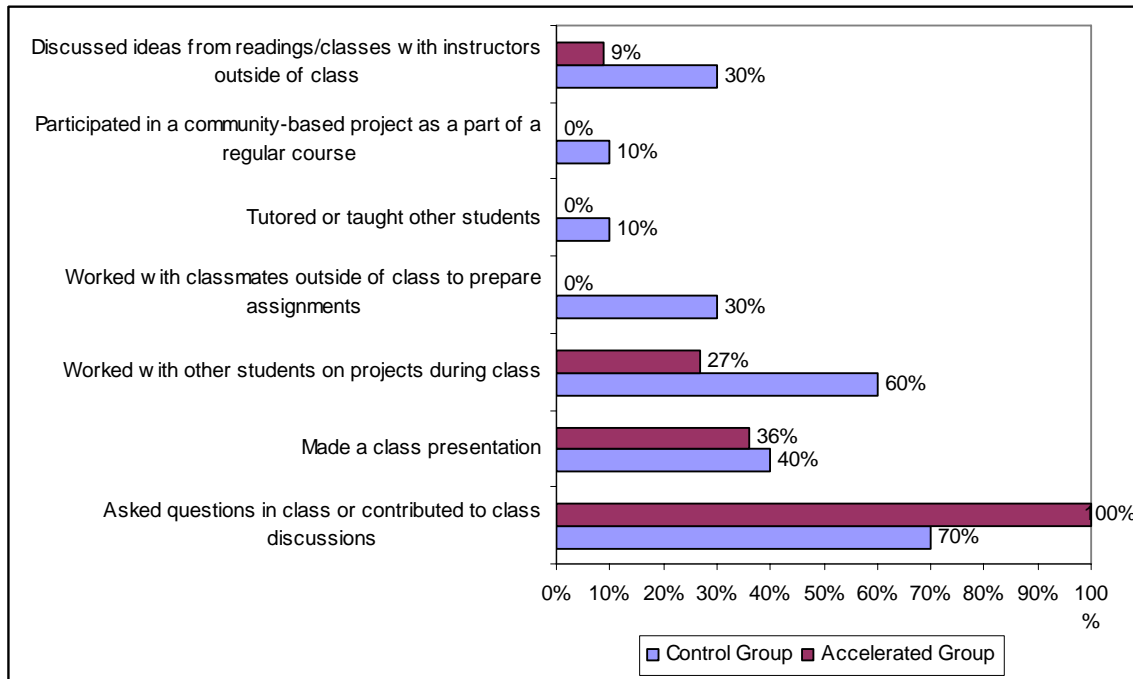
Analysis completed by Dr. Sharon Kristovich, Director of the Office of Institutional Research and Evaluation at Parkland College.

A comparison of student engagement via the *Community College Student Survey of Engagement* (CCSSE 2005) was conducted with accelerated students. The accelerated students were compared to a control group of students aged 25 and older who took one of the same courses offered by the same instructors in the accelerated format (ENG 102, HUM 106 and BIO 104) but in a traditional-format. Thus in this comparison, age range, course content and instructor was controlled for. There were 11 accelerated students who participated and 10 control group students met the criteria.

The organization which compiles the CCSSE survey data calculates five benchmark scores (Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners) for each of the regular sample participants. They do not calculate any benchmark scores for over samples such as the accelerated and controlled groups compared here. However, it is possible to compare the results of each question contained in the benchmarks.

Active and Collaborative Learning

During the current school year, students who often or very often ...



Note: Control Group (N=10)/ Accelerated Group (N=11)

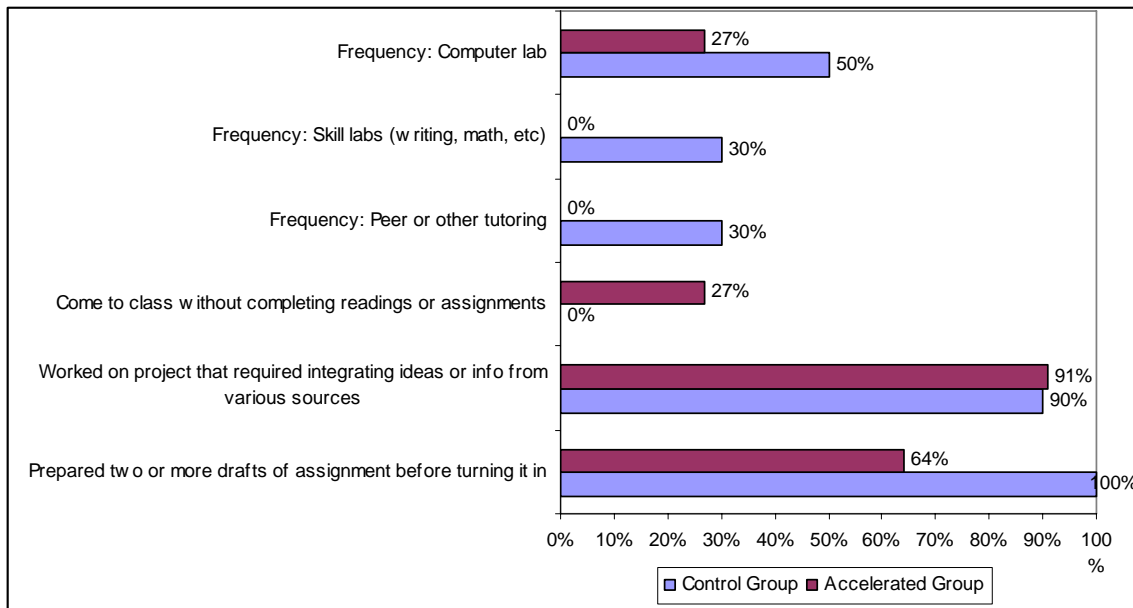
According to the CCSSE documentation, students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop 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.

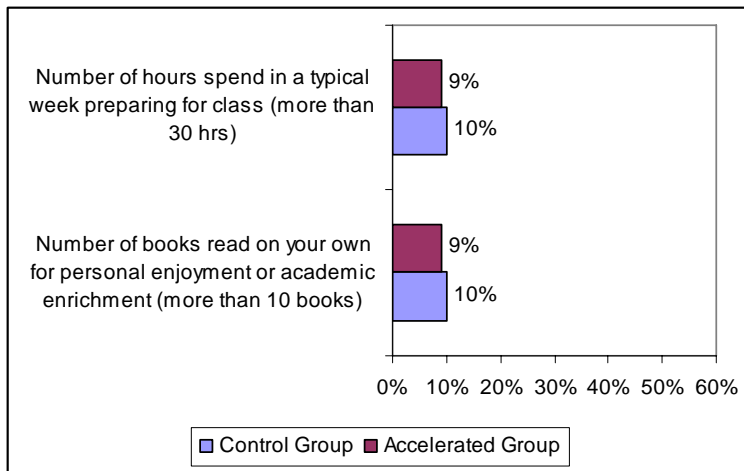
Except for the “asked questions in class” question, student in the control group were more likely to report participation in active and collaborative learning activities than the accelerated students. Considering the format of the accelerated class, the decreased activity of the accelerated students makes sense. For instance, the accelerated courses met at night, and these students were often off-campus during the daytime hours, so they would not have the opportunity to tutor other students or be involved in community projects for class work. Also, class time was very tight in the accelerated format and did not allow for as much in-class collaboration as the traditional format. However, the reduced likelihood of engaging instructors or other students outside of class needs to be investigated further. In these two questions, one might expect more collaboration rather than less. Thus, it appears that the control group students were more engaged in active and collaborative learning (as defined by the CCSSE) than the accelerated students.

Student Effort

During the current school year, students who often or very often (used) ...



Note: Control Group (N=10)/ Accelerated Group (N=11)

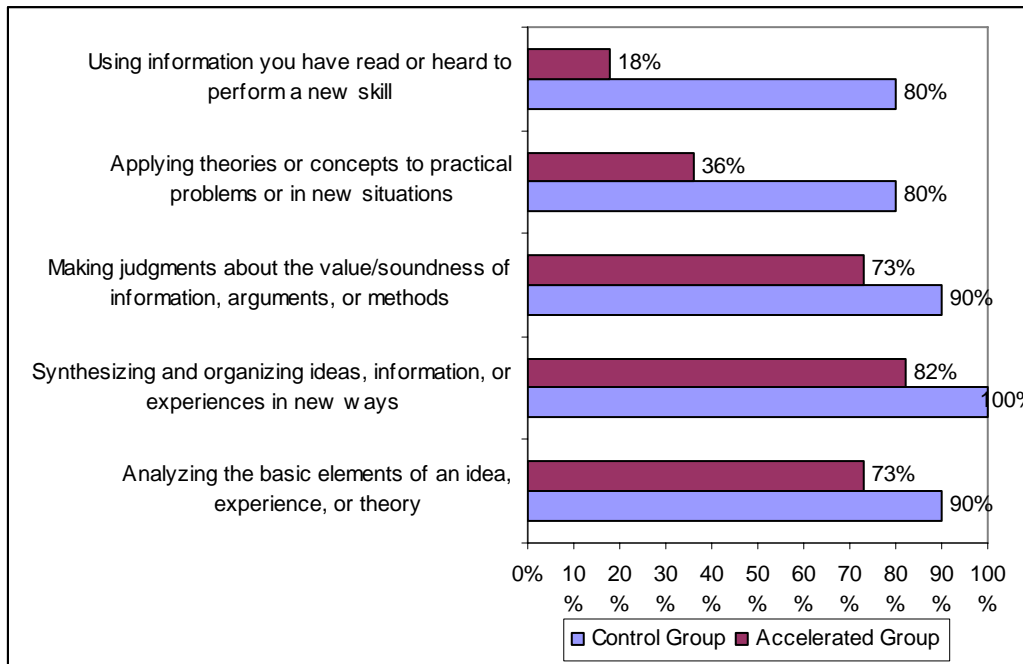


Note: Control Group (N=10)/ Accelerated Group (N=11)

According to the CCSSE documentation, students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals. On the three frequency of use items, accelerated student used college computer labs, skill labs and tutoring services less than the control group. Accelerated students prepared fewer drafts of assignments than control group students. However, the accelerated students were selected because they were academically prepared, and therefore requiring less assistance and fewer drafts; and these students may have had computer access off-campus. Accelerated students were more likely to come to class unprepared. This finding should be investigated further. All other items responses were similar between the two groups. It appears that accelerated students put in somewhat less student effort (as defined by CCSSE) than traditional-format students. Care needs to be taken with this interpretation, as many of the items are expected to be less for the accelerated students.

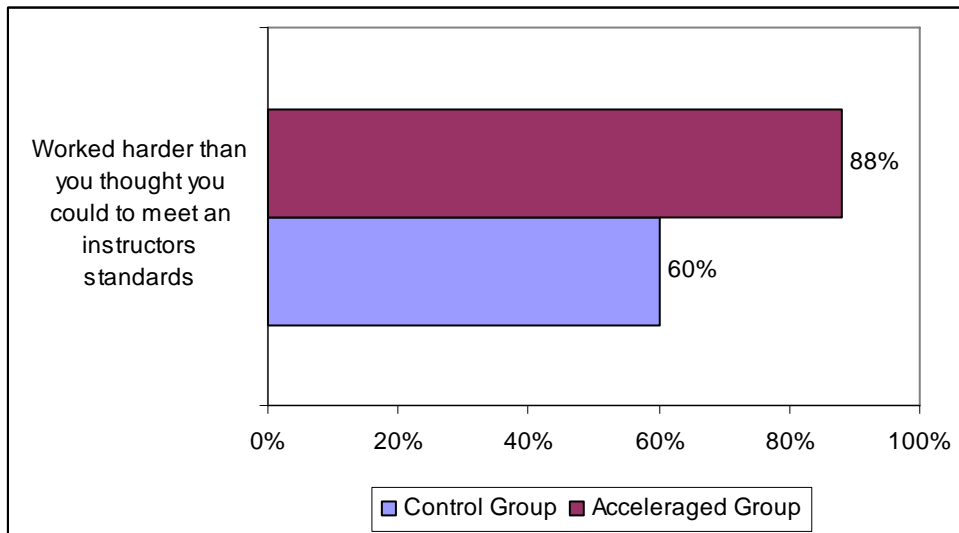
Academic Challenge

During the current school year, students who quite a bit or very much...

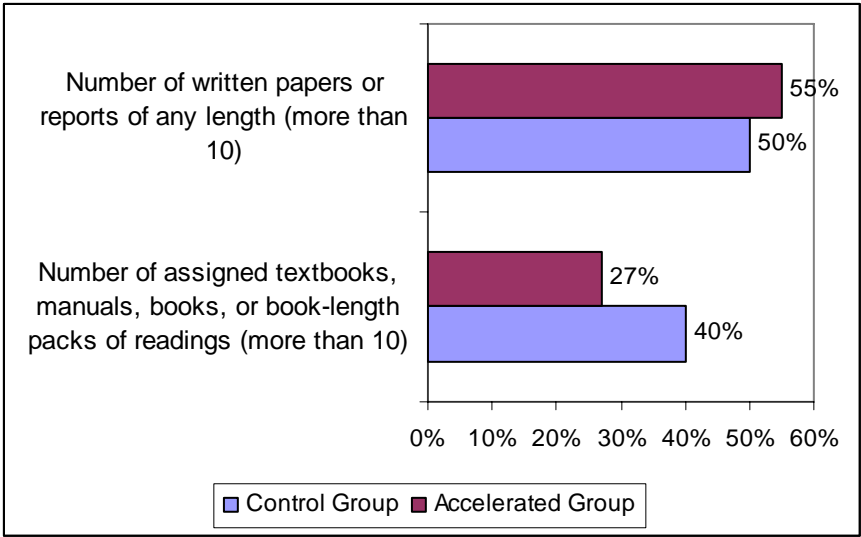


Note: Control Group (N=10)/ Accelerated Group (N=11)

Students who often or very often...

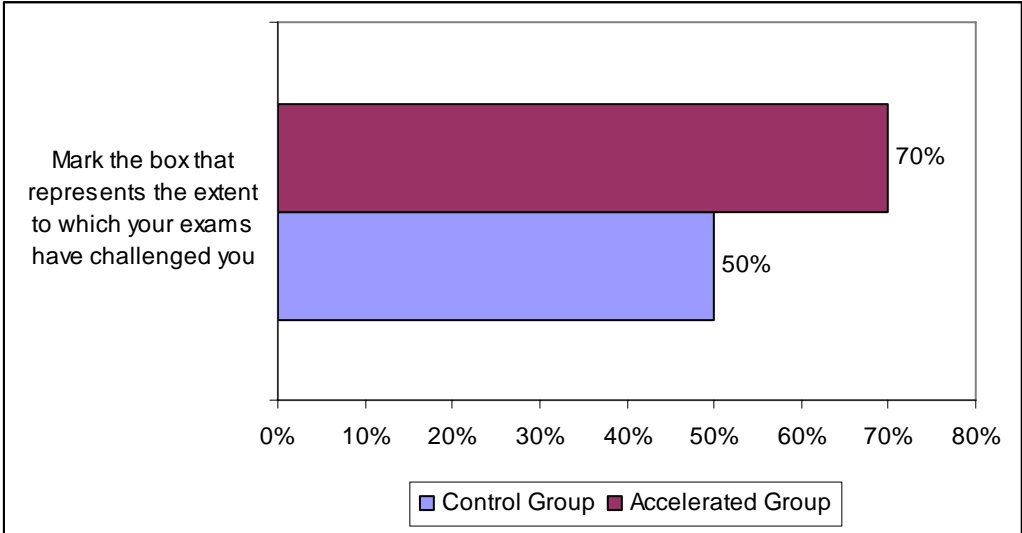


Note: Control Group (N=10)/ Accelerated Group (N=11)



Note: Control Group (N=10)/ Accelerated Group (N=11)

Students who marked as very challenging or extremely challenging...

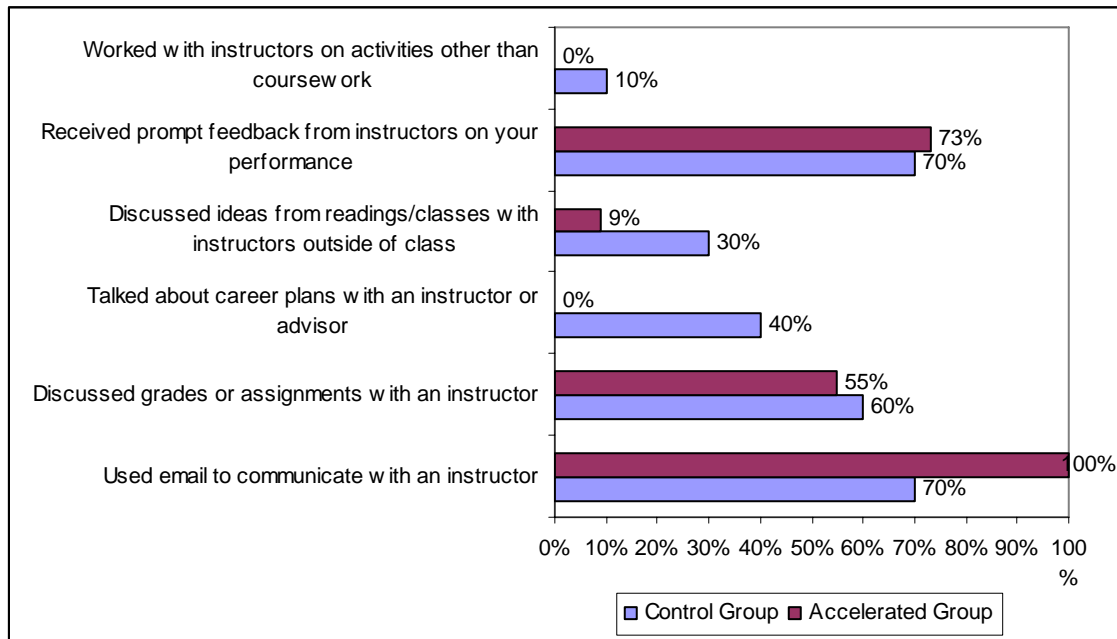


Note: Control Group (N=10)/ Accelerated Group (N=11)

According to the CCSSE documentation, challenging intellectual and creative work is central to student learning and collegiate quality. Accelerated students reported they were more challenged on exams and in workload than their counterparts, and participated less in utilizing, synthesizing, and analyzing information.

Student-Faculty Interaction

During the current school year, students who often or very often...

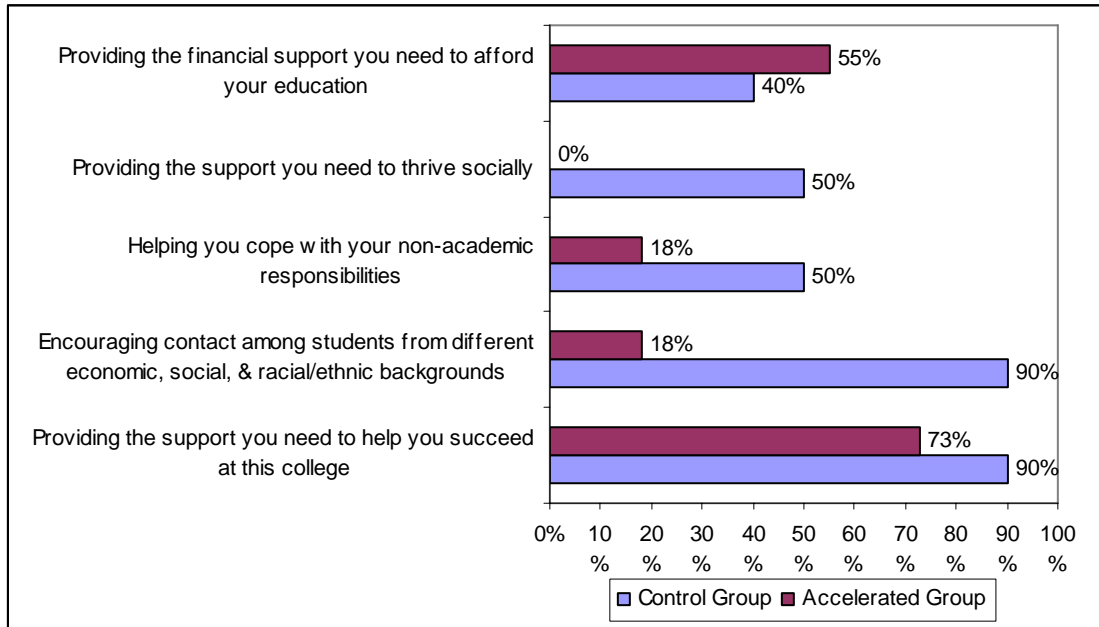


Note: Control Group (N=10)/ Accelerated Group (N=11)

According to the CCSSE documentation, 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. Again, because of the nature of the accelerated course format, one would expect these students to spend less time on other activities or discussions with their instructors. This is apparent in the survey results presented above. Accelerated students made much more use of email than the traditional-format students, so it is clear that there was communication with instructors.

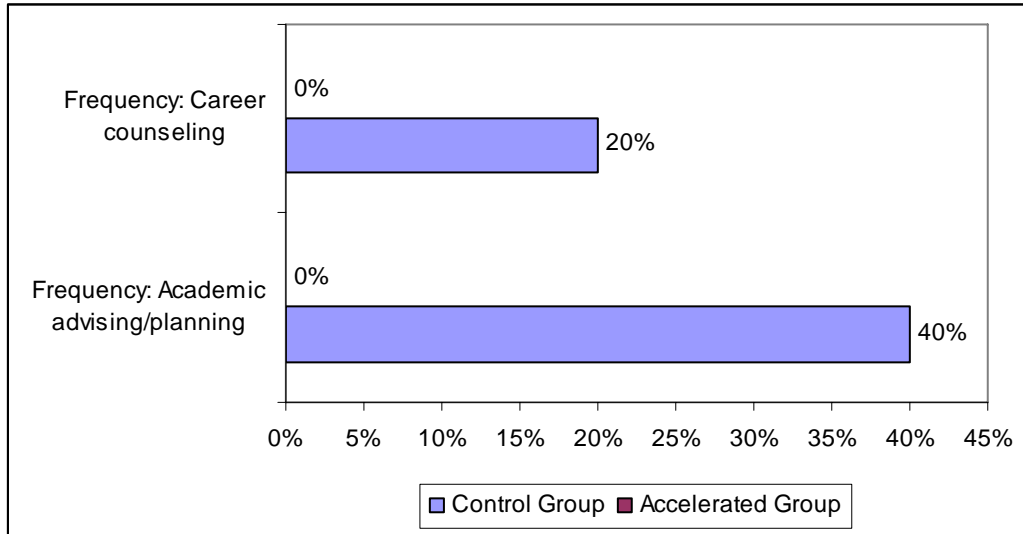
Support for Learners

Students who think their college emphasizes quite a bit or very much on...



Note: Control Group (N=10)/ Accelerated Group (N=11)

During the current school year, students who often or very frequent used...



Note: Control Group (N=10)/ Accelerated Group (N=11)

According to the CCSSE documentation, 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. Again, the differences in the amount of support services usage can be explained by the nature of the format of the course; namely

accelerated students were often not on-campus until their evening class and therefore did not use or need the services as much as traditional-format students.

With the differences in levels of engagement scales between accelerated and traditional format students, one would expect differences in academic performance. The grade distribution of students in this coursework is presented in the table below. Surprisingly, there are no substantial differences in the grades earned by these students in these courses. Three more accelerated grades were less than a “C”. However, with such a small sample these differences are not significantly different.

Grade Distribution for Students Aged 25 or Older by Participation in the Accelerated Program

			Grade									
			A		B		C		F		Incomplete	
Type of Class			Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
Control Group	BIO 104003		1	25.0%	2	50.0%	0	.0%	0	.0%	1	25.0%
	ENG 102038		1	100.0%	0	.0%	0	.0%	0	.0%	0	.0%
	HUM 106004		4	80.0%	1	20.0%	0	.0%	0	.0%	0	.0%
	HUM 106005		7	100.0%	0	.0%	0	.0%	0	.0%	0	.0%
	Total		13	76.5%	3	17.6%	0	.0%	0	.0%	1	5.9%
Accelerated Group	BIO 104297		10	76.9%	1	7.7%	1	7.7%	1	7.7%	0	.0%
	ENG 102297		8	61.5%	4	30.8%	0	.0%	1	7.7%	0	.0%
	HUM 106297		8	61.5%	4	30.8%	0	.0%	0	.0%	1	7.7%
	Total		26	66.7%	9	23.1%	1	2.6%	2	5.1%	1	2.6%