

# Pathways Toolkit:

## Intersecting Engagement Data With Pathways

(CCSSE 2005-2016)





# Pathways Toolkit: CCSSE (2016 or Before)

## 2017 Student Success Institute

### *Intersecting Pathways With Engagement*

**Institution Name:**

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**Note:** Complete this document ONLY if your CCSSE data is from 2016 or earlier.

**Objective:** The Pathways Model is composed of essential integrated practices that help students along their journey to success. As colleges undertake the necessary redesign and implementation of structured student pathways, this *Pathways Toolkit* can be used to facilitate important conversations on how three of the four Pathways Model key areas listed below intersect with student engagement data:

- (1) Help students get on a path
- (2) Help students stay on a path
- (3) Ensure students are learning

**Instructions:** Complete this document to prepare for work on Part I of the *Short-Term Action Plan*.

**Step 1:** The toolkit is organized by three of the four Pathways Model key areas. As a team, decide if you want to look at each key area or focus on just one. Based on this decision, review the listed CCSSE survey items, which correspond to the key area(s) you have chosen.

**Step 2:** Retrieve your college's CCSSE Standard Report for "All Students" (Frequencies) and review the data that correspond to the key area(s) you have chosen as noted in Step 1. Directions on how to retrieve this report are in the *Pre-Institute Homework Instructions* document.

**Step 3:** Upon reviewing the data, select one or more response option(s) and corresponding data results that catch the team's attention. Enter those results into the "Standard Report: ALL Students" column of the tables below.

**Step 4:** To drill into the data, the college team will select at least one breakout variable by which to disaggregate, and include those data in the "Custom Report: Disaggregated Data" column. Instructions on how to create and view Custom Reports (look at Frequencies only) are in the *Pre-Institute Homework Instructions* document. Reports can be generated for the following breakout variables:

- Less Than Full-Time & Full-Time
- Developmental & Non-Developmental
- Traditional & Nontraditional-Age Students
- First-Generation & Not First-Generation Students
- Male & Female Students
- Race/Ethnicity
- Credit Hours Earned (0 to 29 & 30+)

**Step 5:** Enter any relevant notes/observations when comparing the data between the two columns—"Standard Report: ALL Students" and "Custom Report: Disaggregated Data."

**Due Date:** Submit to Zach Garcia at [garcia@cccse.org](mailto:garcia@cccse.org) by **Friday, October 6, 2017**.

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## SAMPLE RESPONSE

This table shows an example of the types of information needed to complete each column. Please note that the selected response option(s) and breakout variable are displayed alongside the corresponding data results.

Help Students Get On A Path				
Item Text	Response Options	Standard Report: <u>ALL</u> Students (Enter selected response option(s) and data results.)	Custom Report: Disaggregated Data (Note breakout variable and data results. Use the same response option(s) as the "Standard Report: <u>ALL</u> Students" column to the left.)	Notes/Observations
4. In your experiences <u>at this college</u> during the current school year, about how often have you done each of the following...				
m. Talked about career plans with an instructor or advisor	- Very often - Often - Sometimes - Never	<i>Example:</i>  <i>Never (26.5%)</i>	<i>Example:</i>  <i>Responded with NEVER:</i> <ul style="list-style-type: none"> <li>• Traditional Age (27.0%)</li> <li>• Nontraditional Age (25.8%)</li> </ul>	<i>Traditional age students are less likely to talk about career plans with an advisor in comparison to nontraditional age students. This can be a concern since the college has implemented efforts to support this population (traditional age students) within the last year. Perhaps, the college needs to review how we promote/market discussions on career plans.</i>

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Help Students Get On A Path				
Item Text	Response Options	Standard Report: <b>ALL Students</b> (Enter selected response option(s) and data results.)	Custom Report: <b>Disaggregated Data</b> (Note breakout variable and data results. Use the same response option(s) as the Standard Report for ALL Students column to the left.)	Notes/Observations
<b>4. In your experiences <u>at this college</u> during the current school year, about how often have you done each of the following...</b>				
m. Talked about career plans with an instructor or advisor	- Very often - Often - Sometimes - Never	- 26.06% never	- Traditional –25.28% - Non-traditional –26.67% - PT– 33.7% - FT –23.21 % - NH –25.4% - Non NH –25.26%	PT are more likely not to talk about career plans with an instructor/advisor. The college should look at targeting this population with career planning opportunities.
<b>8. Which of the following have you done, are you doing, or do you plan to do while attending <u>this college</u>?</b>				
c. Developmental/remedial reading course	- I have done - I plan to do - I have not done nor plan to do	- 63.11% not done nor plan to	- Traditional –61.4% - Non-traditional –70% - PT– 65.22% - FT – 62.72% - NH –65.08% - Non NH –33.78%	The course has been discontinued.
d. Developmental/remedial writing course	- I have done - I plan to do - I have not done nor plan to do	- 54% not done nor plan to	- Traditional –53.95% - Non-traditional –56.67% - PT– 58.15% - FT – 52.46% - NH –57.14% - Non NH –42.86%	The college has developed a CoReq model of precollege/college/hybrid
e. Developmental/remedial	- I have done	- 47.41% not	- Traditional –46.05%	The college has developed a

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math course	- I plan to do - I have not done nor plan to do	done nor plan to do	- Non-traditional –52.22% - PT– 48.91% - FT – 47.1% - NH –47.62% - Non NH –49.12%	CoReq model of precollege/college/hybrid
h. College orientation program or course	- I have done - I plan to do - I have not done nor plan to do	- 54.32% not done nor plan to	- Traditional –50.34% - Non-traditional –66.67% - PT– 58.15% - FT –53.13% - NH –52.38% - Non NH –54.53%	The college offers mandatory orientation for first time/first year students. From the data we can glean that non-traditional students are less likely to attend the mandatory college orientation. The college should look at multiple ways of delivering the mandatory orientation so non-traditional students participate.
<b>12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>				
n. Developing clearer career goals	- Very much - Quite a bit - Some - Very little	- 54.79% very much/quite a bit	- Traditional –58.02% - Non-traditional –50.56% - PT– 46.20% - FT – 58.48% - NH –68.25% - Non NH –53.31%	NH, FT and Traditional students have the higher positive experience. The college should reach out to NT and PT students to develop clearer career goals.
o. Gaining information about career opportunities	- Very much - Quite a bit - Some - Very little	-49.61% Very much/Quite a bit	- Traditional-52.6% - Nontraditional-45.0% - PT-45.65% - FT-51.56% - NH-61.91% - Non NH-48.25%	NH, FT and Traditional Students gain more information about career opportunities than their respective counterparts.
<b>13. This section has three parts. Please answer all three sections, indicating (1) HOW OFTEN you use the following services, (2) HOW SATISFIED you are with the services, and (3) HOW IMPORTANT the services are to you AT THIS COLLEGE.</b>				

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a.1. How often have you used ... Academic advising/planning	<ul style="list-style-type: none"> <li>- Often</li> <li>- Sometimes</li> <li>- Rarely/Never</li> <li>- Don't know/N.A.</li> </ul>	28.26% Rarely/never	<ul style="list-style-type: none"> <li>- Traditional –28.67</li> <li>- Non-traditional – 28.33%</li> <li>- NH –28.57%</li> <li>- Non NH- 28.22%</li> <li>- PT– 33.7%</li> <li>- FT – 26.12%</li> </ul>	Students are using academic advising/planning sometimes. The college should look at how to promote academic advising to all its students. Not being used to its maximum potential.
a.2. How satisfied are you with ... Academic advising/planning	<ul style="list-style-type: none"> <li>- Very</li> <li>- Somewhat</li> <li>- Not at all</li> <li>- N.A.</li> </ul>	28.89% very	<ul style="list-style-type: none"> <li>- Traditional – 29.12%</li> <li>- Non-traditional – 30.0%</li> <li>- NH –41.27%</li> <li>- Non NH- 28.57%</li> <li>- PT– 40.22%</li> <li>- FT – 31.25%</li> </ul>	Potentially more outreach from the college to reach students who have determined that the services are important, but aren't using the services.
a.3. How important ... Academic advising / planning ... is to you	<ul style="list-style-type: none"> <li>- Very</li> <li>- Somewhat</li> <li>- Not at all</li> </ul>	68.92% very	<ul style="list-style-type: none"> <li>- Traditional – 71.11%</li> <li>- Non-traditional – 66.11%</li> <li>- NH –71.43%</li> <li>- Non NH- 68.64%</li> <li>- PT– 61.41%</li> <li>- FT – 72.32%</li> </ul>	Students find advising important but neither are satisfied or are using the services. Potentially more outreach from the college to reach students who have determined that the services are important, but aren't using the services.
b.1. How often have you used ... Career counseling	<ul style="list-style-type: none"> <li>- Often</li> <li>- Sometimes</li> <li>- Rarely/Never</li> <li>- Don't know/N.A.</li> </ul>	48.35% rarely/never	<ul style="list-style-type: none"> <li>- Traditional – 50.11%</li> <li>- Non-traditional – 46.11%</li> <li>- NH –49.21%</li> <li>- Non NH- 48.26%</li> <li>- PT– 44.02%</li> <li>- FT – 50.22%</li> </ul>	Same pattern as above, students aren't using the services nor they are satisfied but find it important for the college to offer. College should look at promoting these services to the students. The college should look at this more in depth at why students aren't using the services, then promotion could be targeted.
b.2. How satisfied are you with	- Very	22.25% very	- Traditional – 20.32%	Same pattern as above, students

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... Career counseling	<ul style="list-style-type: none"> <li>- Somewhat</li> <li>- Not at all</li> <li>- N.A.</li> </ul>		<ul style="list-style-type: none"> <li>- Non-traditional – 21.11%</li> <li>- NH –20.63%</li> <li>- Non-NH- 20.21%</li> <li>- PT– 16.85%</li> <li>- FT – 21.65%</li> </ul>	aren't using the services nor they are satisfied but find it important for the college to offer. College should look at promoting these services to the students.
b.3. How important ... Career counseling ... is to you	<ul style="list-style-type: none"> <li>- Very</li> <li>- Somewhat</li> <li>- Not at all</li> </ul>	59.97% very	<ul style="list-style-type: none"> <li>- Traditional –62.98%</li> <li>- Non-traditional – 55%</li> <li>- NH –63.4%</li> <li>- Non NH- 59.58%</li> <li>- PT– 53.26%</li> <li>- FT – 62.95%</li> </ul>	Same pattern as above, students aren't using the services nor they are satisfied but find it important for the college to offer. College should look at promoting these services to the students.
c.1. How often have you used ... Job placement assistance	<ul style="list-style-type: none"> <li>- Often</li> <li>- Sometimes</li> <li>- Rarely/Never</li> <li>- Don't know/N.A.</li> </ul>	47.57% rarely/never	<ul style="list-style-type: none"> <li>- Traditional – 48.31%</li> <li>- Non-traditional – 46.67%</li> <li>- NH –65.08%</li> <li>- Non NH- 45.64%</li> <li>- PT– 43.48%</li> <li>- FT – 49.11%</li> </ul>	Same pattern as above, students aren't using the services nor they are satisfied but find it important for the college to offer. College should look at promoting these services to the students. The college should look at this more in depth at why students aren't using the services, then promotion could be targeted.
c.2. How satisfied are you with ... Job placement assistance	<ul style="list-style-type: none"> <li>- Very</li> <li>- Somewhat</li> <li>- Not at all</li> <li>- N.A.</li> </ul>	62.01% N/A	<ul style="list-style-type: none"> <li>- Traditional – 62.08%</li> <li>- Non-traditional – 63.89%</li> <li>- NH –53.97%</li> <li>- Non-NH- 62.89%</li> <li>- PT– 68.48%</li> <li>- FT – 60.04%</li> </ul>	Same pattern as above, students aren't using the services nor they are satisfied but find it important for the college to offer. College should look at promoting these services to the students.
c.3. How important ... Job placement assistance ... is to you	<ul style="list-style-type: none"> <li>- Very</li> <li>- Somewhat</li> <li>- Not at all</li> </ul>	39.40% very	<ul style="list-style-type: none"> <li>- Traditional – 39.50%</li> <li>- Non-traditional – 40.56%</li> <li>- NH –44.44%</li> </ul>	Same pattern as above, students aren't using the services nor they are satisfied but find it important for the college to offer. College

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			<ul style="list-style-type: none"> <li>- Non-NH- 38.85%</li> <li>- PT- 37.5%</li> <li>- FT – 40.40%</li> </ul>	should look at promoting these services to the students.
j.1. How often have you used ... Transfer credit assistance	<ul style="list-style-type: none"> <li>- Often</li> <li>- Sometimes</li> <li>- Rarely/Never</li> <li>- Don't know/N.A.</li> </ul>	42.23% rarely/never	<ul style="list-style-type: none"> <li>- Traditional – 43.34%</li> <li>- Non-traditional – 41.11%</li> <li>- NH –50.79%</li> <li>- Non-NH- 42.23%</li> <li>- PT– 43.48%</li> <li>- FT –41.29%</li> </ul>	Same pattern as above, students aren't using the services nor they are satisfied but find it important for the college to offer. College should look at promoting these services to the students.
j.2. How satisfied are you with ... Transfer credit assistance	<ul style="list-style-type: none"> <li>- Very</li> <li>- Somewhat</li> <li>- Not at all</li> <li>- N.A.</li> </ul>	27.16% somewhat	<ul style="list-style-type: none"> <li>- Traditional – 28.89%</li> <li>- Non-traditional – 23.89%</li> <li>- NH –11.11%</li> <li>- Non-NH-</li> <li>- PT– 25.54%</li> <li>- FT –27.9%</li> </ul>	Same pattern as above, students aren't using the services nor they are satisfied but find it important for the college to offer. College should look at promoting these services to the students.
j.3. How important ... Transfer credit assistance ... is to you	<ul style="list-style-type: none"> <li>- Very</li> <li>- Somewhat</li> <li>- Not at all</li> </ul>	62.17% very	<ul style="list-style-type: none"> <li>- Traditional – 65.46%</li> <li>- Non-traditional – 56.67%</li> <li>- NH –52.38%</li> <li>- Non-NH</li> <li>- PT– 60.33%</li> <li>- FT – 63.3%</li> </ul>	Same pattern as above, students aren't using the services nor they are satisfied but find it important for the college to offer. College should look at promoting these services to the students.

Help Students Stay On A Path				
Item Text	Response Options	Standard Report: <u>ALL</u> Students	Custom Report: Disaggregated Data	Notes/Observations

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		(Enter selected response option(s) and data results.)	(Note breakout variable and data results. Use the same response option(s) as the Standard Report for ALL Students column to the left.)	
<b>8. Which of the following have you done, are you doing, or do you plan to do while attending <u>this</u> college?</b>				
f. Study skills course	<ul style="list-style-type: none"> <li>- I have done</li> <li>- I plan to do</li> <li>- I have not done nor plan to do</li> </ul>	<ul style="list-style-type: none"> <li>- 59% will never</li> </ul>	<ul style="list-style-type: none"> <li>- Traditional -</li> <li>- Non-traditional – 66% do not plan to</li> <li>- NH – 57% do not plan to</li> <li>- Non NH-</li> <li>- PT/FT – 59% do not plan to</li> </ul>	<p>The majority of 25-60, 66%, do not plan to take a course compared to traditional age students. The college should look at targeted non-traditional age students to take study skills courses. On line modules may be a solution for this population. IS 107, 1 credit.</p> <p>For NH students, they are at parity with all students. Ethnicity does not seem to play a role in whether or not students take the course.</p> <p>For PT/FT students, they are at parity with all students.</p>
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	<ul style="list-style-type: none"> <li>- I have done</li> <li>- I plan to do</li> <li>- I have not done nor plan to do</li> </ul>	<ul style="list-style-type: none"> <li>- NA – the college does not do them.</li> </ul>		
<b>13. This section has three parts. Please answer all three sections, indicating (1) HOW OFTEN you use the following services, (2) HOW SATISFIED you are with the services, and (3) HOW IMPORTANT the services are to you AT THIS COLLEGE.</b>				
d.1. How often have you used ... Peer or other tutoring	<ul style="list-style-type: none"> <li>- Often</li> <li>- Sometimes</li> <li>- Rarely/Never</li> <li>- Don't know/N.A.</li> </ul>	<ul style="list-style-type: none"> <li>- 47.41 % never</li> </ul>	<ul style="list-style-type: none"> <li>- Traditional – 49.21%</li> <li>- Non-traditional – 44.44%</li> <li>- PT– 48.37 % never use</li> <li>- FT – 46.88% never use</li> </ul>	<p>PT/FT students are at parity with all students.</p> <p>NH are also at parity with all students.</p>

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			<ul style="list-style-type: none"> <li>- NH – 49.2% never use</li> <li>- Non NH – 47.2% never use</li> </ul>	Traditional age students tend not to use peer or other tutoring. The college should market these services to all students.
d.2. How satisfied are you with ... Peer or other tutoring	<ul style="list-style-type: none"> <li>- Very</li> <li>- Somewhat</li> <li>- Not at all</li> <li>- N.A.</li> </ul>	- 44.89% very/somewhat	<ul style="list-style-type: none"> <li>- Traditional – 47.63% satisfied</li> <li>- Non-traditional – 43.38% satisfied</li> <li>- PT– 41.3 %</li> <li>- FT – 46.66%</li> <li>- NH – 49.2% satisfied</li> <li>- Non NH – 44.43% satisfied</li> </ul>	There is parity among PT/FT and traditional vs. non traditional students. NH students tend to be more satisfied. We just built a new learning center in which we should promote more for all students, i.e. faculty bring to space, promote positive impression of the space.
d.3. How important ... Peer or other tutoring ... is to you	<ul style="list-style-type: none"> <li>- Very</li> <li>- Somewhat</li> <li>- Not at all</li> </ul>	- 77.78% very/somewhat	<ul style="list-style-type: none"> <li>- Traditional – 81.04%</li> <li>- Non-traditional – 72.59%</li> <li>- PT– 78.81 %</li> <li>- FT – 77.9%</li> <li>- NH – 84.13%</li> <li>- Non NH – 77.18%</li> </ul>	Based on the responses, students think that peer or other tutoring is important, but there is a disconnect with how often they use the services. The college should focus on encouraging the use of the peer or other tutoring services.
e.1. How often have you used ... Skill labs (writing, math, etc.)	<ul style="list-style-type: none"> <li>- Often</li> <li>- Sometimes</li> <li>- Rarely/Never</li> <li>- Don't know/N.A.</li> </ul>	Similar Pattern	Similar Pattern	The pattern repeats itself for skills labs as with peer tutoring. The majority rarely or sometimes go, but the clear majority feel its highly important and are satisfied.
e.2. How satisfied are you with ... Skill labs (writing, math, etc.)	<ul style="list-style-type: none"> <li>- Very</li> <li>- Somewhat</li> <li>- Not at all</li> <li>- N.A.</li> </ul>	Similar Pattern	Similar Pattern	The pattern repeats itself for skills labs as with peer tutoring. The majority rarely or sometimes go, but the clear majority feel its highly important and are satisfied.

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e.3. How important ... Skill labs (writing, math, etc.) ... is to you	<ul style="list-style-type: none"> <li>- Very</li> <li>- Somewhat</li> <li>- Not at all</li> </ul>	Similar Pattern	Similar Pattern	The pattern repeats itself for skills labs as with peer tutoring. The majority rarely or sometimes go, but the clear majority feel its highly important and are satisfied.
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Ensure Students Are Learning				
Item Text	Response Options	Standard Report: <b>ALL Students</b> (Enter selected response option(s) and data results.)	Custom Report: <b>Disaggregated Data</b> (Note breakout variable and data results. Use the same response option(s) as the Standard Report for <u>ALL</u> Students column to the left.)	Notes/Observations
<b>4. In your experiences at this college during the current school year, about how often have you done each of the following...</b>				
a. Asked questions in class or contributed to class discussions	<ul style="list-style-type: none"> <li>- Very often</li> <li>- Often</li> <li>- Sometimes</li> <li>- Never</li> </ul>	- 59.03 % very/often	<ul style="list-style-type: none"> <li>- Traditional</li> <li>- Non-Traditional</li> <li>- PT – 53.26 %</li> <li>- FT – 61.16%</li> <li>- NH – 63.49%</li> <li>- Non NH – 58.53%</li> </ul>	NH and FT students are more likely to ask a question etc. There is still value in teaching faculty pedagogy in Native Hawaiian ways of learning.
b. Made a class presentation	<ul style="list-style-type: none"> <li>- Very often</li> <li>- Often</li> <li>- Sometimes</li> <li>- Never</li> </ul>	- 48.35% very/often	<ul style="list-style-type: none"> <li>- Traditional</li> <li>- Non-Traditional</li> <li>- PT – 44.02%</li> <li>- FT – 50%</li> <li>- NH – 49.21%</li> <li>- Non NH – 48.26%</li> </ul>	All at parity except for PT students. We need to encourage faculty to include class presentations through professional development.
c. Prepared two or more drafts of a paper or assignment before turning it in	<ul style="list-style-type: none"> <li>- Very often</li> <li>- Often</li> <li>- Sometimes</li> <li>- Never</li> </ul>	- 53.67% very/often	<ul style="list-style-type: none"> <li>- Traditional</li> <li>- Non-Traditional</li> <li>- PT – 51.09%</li> <li>- FT – 54.67%</li> </ul>	In this case NH students far exceed those of any other student population as well as all students.

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			<ul style="list-style-type: none"> <li>- NH – 71.43%</li> <li>- Non NH – 51.74%</li> </ul>	
d. Worked on a paper or project that required integrating ideas or information from various sources	<ul style="list-style-type: none"> <li>- Very often</li> <li>- Often</li> <li>- Sometimes</li> <li>- Never</li> </ul>	- 69.07% very/often	<ul style="list-style-type: none"> <li>- Traditional</li> <li>- Non-Traditional</li> <li>- PT – 63.59%</li> <li>- FT – 71.43%</li> <li>- NH – 77.78%</li> <li>- Non NH – 68.12%</li> </ul>	In this case NH students far exceed those of any other student population as well as all students.
e. Come to class without completing readings or assignments	<ul style="list-style-type: none"> <li>- Very often</li> <li>- Often</li> <li>- Sometimes</li> <li>- Never</li> </ul>	- 20.27% never	<ul style="list-style-type: none"> <li>- Traditional</li> <li>- Non-Traditional</li> <li>- NH – 17.46%</li> <li>- Non NH – 21.08%</li> <li>- PT – 21.2%</li> <li>- FT – 20.54%</li> </ul>	NH students are less likely to come to class unprepared. There is value in teaching faculty pedagogy in Native Hawaiian ways of learning.
f. Worked with other students on projects during class	<ul style="list-style-type: none"> <li>- Very often</li> <li>- Often</li> <li>- Sometimes</li> <li>- Never</li> </ul>	- 62.63% very/often	<ul style="list-style-type: none"> <li>- Traditional</li> <li>- Non-Traditional</li> <li>- NH – 73.02%</li> <li>- Non NH – 61.5%</li> <li>- PT – 57.61%</li> <li>- FT – 64.74%</li> </ul>	In this case NH students far exceed those of any other student population as well as all students. PT student are less likely to work with other students on projects during class.
g. Worked with classmates outside of class to prepare class assignments	<ul style="list-style-type: none"> <li>- Very often</li> <li>- Often</li> <li>- Sometimes</li> <li>- Never</li> </ul>	- 28.1% very/often	<ul style="list-style-type: none"> <li>- NH – 34.92%</li> <li>- Non NH – 27.35%</li> <li>- PT – 19.56%</li> <li>- FT – 31.25%</li> <li>- Traditional</li> <li>- Non-Traditional</li> </ul>	In this case NH students far exceed those of any other student population as well as all students. PT student are less likely to work with other students on projects outside of class.
i. Participated in a community-based project as part of a regular course	<ul style="list-style-type: none"> <li>- Very often</li> <li>- Often</li> <li>- Sometimes</li> <li>- Never</li> </ul>	- 50.86% never	<ul style="list-style-type: none"> <li>- NH – 44.44%</li> <li>- Non NH – 51.57%</li> <li>- PT – 61.96%</li> <li>- FT – 46.65%</li> </ul>	PT are more likely NOT to participate in CBP. We need to find ways to engage PT students in the class. NH students and FT

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			<ul style="list-style-type: none"> <li>- Traditional</li> <li>- Non-Traditional</li> </ul>	students are more likely to participate in CBP.
k. Used email to communicate with an instructor	<ul style="list-style-type: none"> <li>- Very often</li> <li>- Often</li> <li>- Sometimes</li> <li>- Never</li> </ul>	- 78.34% very often/often	<ul style="list-style-type: none"> <li>- NH – 77.78%</li> <li>- Non NH – 78.4%</li> <li>- PT – 73.92%</li> <li>- FT – 80.36%</li> <li>- Traditional</li> <li>- Non-Traditional</li> </ul>	PT students are less likely to use email.
l. Discussed grades or assignments with an instructor	<ul style="list-style-type: none"> <li>- Very often</li> <li>- Often</li> <li>- Sometimes</li> <li>- Never</li> </ul>	- 48.66 % very often/often	<ul style="list-style-type: none"> <li>- NH – 52.38%</li> <li>- Non NH – 48.26%</li> <li>- PT – 45.11%</li> <li>- FT – 50%</li> <li>- Traditional –%</li> <li>- Non-traditional –%</li> </ul>	FT and NH students are more likely to discuss grades. PT students are not accessing resources, engaging with their classmates, they are less likely to be successful.
n. Discussed ideas from your readings or classes with instructors outside of class	<ul style="list-style-type: none"> <li>- Very often</li> <li>- Often</li> <li>- Sometimes</li> <li>- Never</li> </ul>	- 39.56% never	<ul style="list-style-type: none"> <li>- NH – 41.27%</li> <li>- Non NH – 39.37%</li> <li>- PT – 46.2%</li> <li>- FT – 46.65%</li> <li>- Traditional –39.28%</li> <li>- Non-traditional –38.89%</li> </ul>	Majority of the students are not discussing ideas with instructors outside of class.
o. Received prompt feedback (written or oral) from instructors on your performance	<ul style="list-style-type: none"> <li>- Very often</li> <li>- Often</li> <li>- Sometimes</li> <li>- Never</li> </ul>	- 64.36% often/very often	<ul style="list-style-type: none"> <li>- NH – 60.32%</li> <li>- Non NH – 64.8%</li> <li>- PT - 58.7%</li> <li>- FT –66.96%</li> <li>- Traditional –%</li> <li>- Non-traditional –63.89%</li> </ul>	This shouldn't matter, this is really on the instructor. Could it be the delivery of instruction, online vs. in person. Question is what is prompt? Could this be generational?
p. Worked harder than you thought you could to meet an instructor's standards or expectations	<ul style="list-style-type: none"> <li>- Very often</li> <li>- Often</li> <li>- Sometimes</li> <li>- Never</li> </ul>	- 51.02% often/very often	<ul style="list-style-type: none"> <li>- NH –58.73%</li> <li>- Non NH –50.17%</li> <li>- PT – 47.28%</li> <li>- FT –52.9%</li> <li>- Traditional –%</li> </ul>	NH are more likely to work harder, PT students are less likely to work harder.

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**Institution Name:**

			- Non-traditional –55%	
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	- Very often - Often - Sometimes - Never	- 40.82% often/very often	- NH –42.85% - Non NH –40.59% - PT – 40.76% - FT –40.63% - Traditional –% - Non-traditional –42.78%	NH are more likely to discuss ideas outside of the class with others.
u. Skipped class	- Very often - Often - Sometimes - Never	- 38.15% never	- NH –25.4% - Non NH –39.55% - PT – 44.02% - FT –35.49% - Traditional –% - Non-traditional –50%	PT are more likely to skip class, while NH students are not.
<b>5. During the current school year, how much has your coursework at this college emphasized the following mental activities?</b>				
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	- Very much - Quite a bit - Some - Very little	- 69.39% very/quite	- NH –79.37% - Non NH – 68.29% - PT – 72.83% - FT –68.31% - Traditional –% - Non-traditional –65.56%	Similar pattern as above PT students are less likely to memorize and NH students are more likely to memorize facts, etc.
b. Analyzing the basic elements of an idea, experience, or theory?	- Very much - Quite a bit - Some - Very little	- 72.37% very/quite	- NH –69.84% - Non NH –72.65% - PT – 70.11% - FT –73.66% - Traditional –72.38% - Non-traditional –73.89%	Everyone seems in parity, but potential area of growth for the college.
c. Synthesizing and organizing ideas, information, or experiences in new ways?	- Very much - Quite a bit - Some - Very little	-63.11% very/quite	- NH –71.28% - Non NH – 62.37% - PT – 59.24% - FT – 64.73% - Traditional –64.56% - Non-traditional –60.55%	NH students are more likely to experience this during their college experience. While the rest of the students are at parity. Project oriented curriculum?

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d. Making judgments about the value or soundness of information, arguments, or methods?	- Very much - Quite a bit - Some - Very little	-54.47% very/quite	- NH –58.73% - Non NH – 54% - PT – 53.26% - FT – 54.91% - Traditional –57.11% - Non-traditional –49.44%	NH students are more likely to experience this during their college experience. While the rest of the students are at parity.
e. Applying theories or concepts to practical problems or in new situations	- Very much - Quite a bit - Some - Very little	-57.45% very/quite	- NH –73.02% - Non NH – 55.75% - PT – 51.09% - FT – 60.26% - Traditional –56.67% - Non-traditional –53.37%	NH students are more likely to experience this during their college experience. While the rest of the students are at parity.
f. Using information you have read or heard to perform a new skill	- Very much - Quite a bit - Some - Very little	-64.52% very/quite	- NH –68.26% - Non NH – 64.11% - PT – 54.35% - FT – 68.97% - Traditional –65.99% - Non-traditional –60.73%	PT students are less likely to have this experience in their college experience. Application based learning practices? Scenario based practices?
<b>6. During the current school year, about how much reading and writing have you done at this college?</b>				
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	- None - 1 – 4 - 5 – 10 - 11 – 20 - More than 20	71.11% (1-10)	-NH-74.61% -Non NH-70.73% -PT-78.26% -FT-68.3% - Traditional –66.88% - Non-traditional –72.80%	PT students tend to be assigned more readings, etc. While the rest are at parity.
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	- None - 1 – 4 - 5 – 10 - 11 – 20 - More than 20	30.14% (None)	-NH- 28.57% -Non NH- 30.31% -PT-34.24% -FT-28.57% -<25 32.51% ->25 25%	PT students are the highest non-readers. Older students are more likely to read books on their own.
c. Number of written papers	- None	29.36% (5-10)	-NH-46.03%	NH students appear to have

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or reports of any length	<ul style="list-style-type: none"> <li>- 1 – 4</li> <li>- 5 – 10</li> <li>- 11 – 20</li> <li>- More than 20</li> </ul>		<ul style="list-style-type: none"> <li>-Non NH-27.53%</li> <li>-PT-30.43%</li> <li>-FT-29.24%</li> <li>- Traditional –27.61%</li> <li>- Non-traditional –27.96%</li> </ul>	written more papers than anyone else. Applications/Scholarships - essays.
<b>8. Which of the following have you done, are you doing, or do you plan to do while attending this college?</b>				
a. Internship, field experience, co-op experience, or clinical assignment	<ul style="list-style-type: none"> <li>- I have done</li> <li>- I plan to do</li> <li>- I have not done nor plan to do</li> </ul>	36.42% (have not done/will not)	<ul style="list-style-type: none"> <li>-NH-33.33%</li> <li>-Non NH- 36.76%</li> <li>-PT-42.39%</li> <li>-FT-34.15%</li> <li>- Traditional –35.26%</li> <li>- Non-traditional –38.04%</li> </ul>	No surprises here because CTE students are not included as part of the data. 40% of 7000 students are CTE and all of them have to do internships.
<b>9. How much does this college emphasize the following?</b>				
a. Encouraging you to spend significant amounts of time studying	<ul style="list-style-type: none"> <li>- Very much</li> <li>- Quite a bit</li> <li>- Some</li> <li>- Very little</li> </ul>	44.43% quite a bit	<ul style="list-style-type: none"> <li>-NH-36.51%</li> <li>-Non NH- 45.3%</li> <li>-PT- 41.85%</li> <li>-FT-45.31%</li> <li>&lt;25-47.63%</li> <li>&gt;25 37.22%</li> </ul>	
<b>10. About how many hours do you spend in a typical 7-day week doing each of the following?</b>				
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	<ul style="list-style-type: none"> <li>- None</li> <li>- 1 – 5</li> <li>- 6 – 10</li> <li>- 11 – 20</li> <li>- 21 – 30</li> <li>- More than 30</li> </ul>	-59.81%(1-10 hrs.)	<ul style="list-style-type: none"> <li>- NH –65.08%</li> <li>- Non NH – 59.23%</li> <li>- PT – 73.91%</li> <li>- FT – 54.69%</li> <li>- Traditional –66.37%</li> <li>- Non-traditional –45.55%</li> </ul>	Older students study more. PT students study the least, but take the fewest credits. Three quarters of them study 10 hours or less.
<b>12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</b>				
a. Acquiring a broad general education	<ul style="list-style-type: none"> <li>- Very much</li> <li>- Quite a bit</li> <li>- Some</li> <li>- Very little</li> </ul>	-73.0% very/quite	<ul style="list-style-type: none"> <li>- NH –79.36%</li> <li>- Non NH – 72.3%</li> <li>- PT – 64.13%</li> <li>- FT – 67.86%</li> </ul>	

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			<ul style="list-style-type: none"> <li>- Traditional –75.4%</li> <li>- Non-traditional –70%</li> </ul>	
b. Acquiring job- or work-related knowledge and skills	<ul style="list-style-type: none"> <li>- Very much</li> <li>- Quite a bit</li> <li>- Some</li> <li>- Very little</li> </ul>	-49.14% very/quite	<ul style="list-style-type: none"> <li>- NH –68.25%</li> <li>- Non NH –47.04%</li> <li>- PT – 41.03%</li> <li>- FT – 52.01%</li> <li>- Traditional –49.44%</li> <li>- Non-traditional –48.89%</li> </ul>	
c. Writing clearly and effectively	<ul style="list-style-type: none"> <li>- Very much</li> <li>- Quite a bit</li> <li>- Some</li> <li>- Very little</li> </ul>	<ul style="list-style-type: none"> <li>- 65.93% very/quite</li> </ul>	<ul style="list-style-type: none"> <li>- Traditional –71.11%</li> <li>- Non-traditional – 55.56%</li> <li>- NH –73.02%</li> <li>- Non NH – 65.16%</li> <li>- PT – 58.51%</li> <li>- FT – 69.64%</li> </ul>	
d. Speaking clearly and effectively	<ul style="list-style-type: none"> <li>- Very much</li> <li>- Quite a bit</li> <li>- Some</li> <li>- Very little</li> </ul>	<ul style="list-style-type: none"> <li>- 64.52% very/quite</li> </ul>	<ul style="list-style-type: none"> <li>- Traditional –70.43%</li> <li>- Non-traditional –52.22%</li> <li>- NH - 80.96%</li> <li>- Non NH – 62.72%</li> <li>- PT – 57.06%</li> <li>- FT –67.86%</li> </ul>	
e. Thinking critically and analytically	<ul style="list-style-type: none"> <li>- Very much</li> <li>- Quite a bit</li> <li>- Some</li> <li>- Very little</li> </ul>	<ul style="list-style-type: none"> <li>- 70.17% very/quite</li> </ul>	<ul style="list-style-type: none"> <li>- Traditional –72.68%</li> <li>- Non-traditional –67.22%</li> <li>- NH - 82.54%</li> <li>- Non NH – 68.81%</li> <li>- PT – 64.67%</li> <li>- FT –72.55%</li> </ul>	
f. Solving numerical problems	<ul style="list-style-type: none"> <li>- Very much</li> <li>- Quite a bit</li> <li>- Some</li> <li>- Very little</li> </ul>	<ul style="list-style-type: none"> <li>- 56.04% very/quite</li> </ul>	<ul style="list-style-type: none"> <li>- Traditional –58.69%</li> <li>- Non-traditional –51.67%</li> <li>- NH - 61.91%</li> <li>- Non NH – 55.40%</li> <li>- PT – 42.11%</li> </ul>	

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**Institution Name:** \_\_\_\_\_

			- FT –60.72%	
h. Working effectively with others	<ul style="list-style-type: none"> <li>- Very much</li> <li>- Quite a bit</li> <li>- Some</li> <li>- Very little</li> </ul>	- 22.61% never	<ul style="list-style-type: none"> <li>- Traditional –20.32%</li> <li>- Non-traditional –27.78%</li> <li>- NH - 25.4 %</li> <li>- Non NH – 22.3%</li> <li>- PT – 33.7%</li> <li>- FT –18.3%</li> </ul>	
i. Learning effectively on your own	<ul style="list-style-type: none"> <li>- Very much</li> <li>- Quite a bit</li> <li>- Some</li> <li>- Very little</li> </ul>	- 71.43% very/quite	<ul style="list-style-type: none"> <li>- Traditional –75.17%</li> <li>- Non-traditional –65.56%</li> <li>- NH - 76.19%</li> <li>- Non NH – 70.91%</li> <li>- PT – 66.84%</li> <li>- FT –73.44%</li> </ul>	