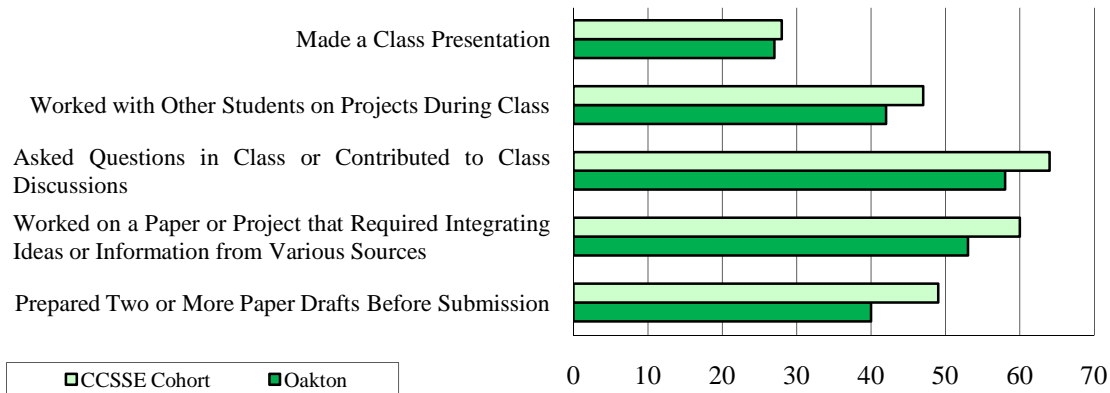


**Engaging Students in Classroom Activities:
More Oakton Results from the Community College Survey of Student Engagement (CCSSE)
And the Oakton Faculty Survey of Student Engagement**

Oakton has now administered the Community College Survey of Student Engagement (CCSSE) three times, in 2003, 2006 and 2009. CCSSE asks questions about institutional practices and student behaviors that research has shown to be highly correlated with student learning and retention. The survey is administered to students in randomly selected classes, excluding distance education classes, and results are weighted to ensure full-time students do not dominate survey results. A total of 983 Oakton students completed the CCSSE in 2009. Oakton has also administered a Faculty Survey of Student Engagement, with many questions that correspond to CCSSE items. In spring 2009, a total of 110 full and part-time faculty members completed the online survey.

This month's *In the Abstract* depicts student and faculty perceptions of five classroom activities. For comparative purposes we also provide results for the 2009 CCSSE student cohort, which comprises colleges who have administered CCSSE in 2007, 2008, and/or 2009. CCSSE cohort scores include the most recent data for these schools.

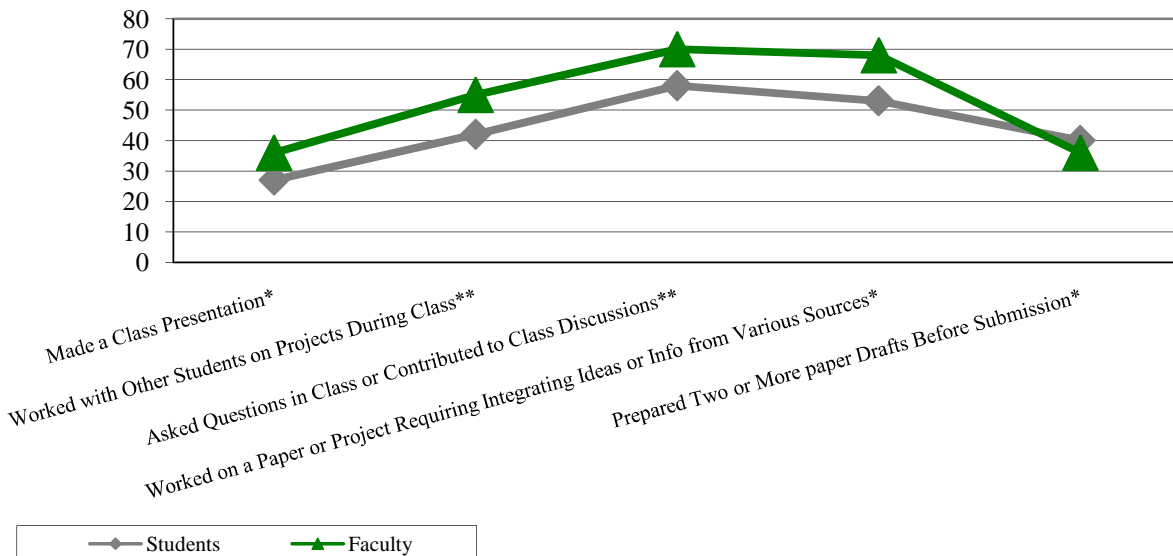
**Comparing Oakton & the CCSSE Cohort
Percent of Students Who Often or Very Often**



**Comparing Oakton Student and Faculty Perceptions
Percent of Students Who Often or Very Often**

* Percent of Faculty Who Say Many or All/Nearly all Students

** Percent of Faculty Who Say It Is Important or Very Important that Students



What do these data suggest? They indicate that Oakton students perceive somewhat less engagement in the five classroom activities described here than do students at other community colleges participating in the CCSSE.

And they indicate that Oakton faculty perceive somewhat more emphasis and engagement on activities than do Oakton students.

As the College strives to strengthen student engagement, faculty may wish to revisit the nature of assignments and classroom expectations to incorporate explicit requirements to foster active learning and interactions.