7-9-2014

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Deborah Diane DeGan-Dixon
University of Missouri-St. Louis

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BY

DEBORAH DIANE DEGAN-DIXON

EdS, University of Central Missouri, 2006
MS, University of Central Missouri, 1997
BS, University of Central Missouri, 1990

DISSERTATION

Submitted in partial fulfillment of the requirements
for the degree of Doctor of Philosophy in Education
in the Graduate School of the
University of Missouri – St. Louis
May 2014

Advisory Committee

Thomas R. Schnell, PhD
Chair
Lisa M. Dorner, PhD
Kent A. Farnsworth, PhD
Kathleen M. Haywood., PhD

ACKNOWLEDGEMENTS

First, I would like to thank God for giving me the determination to continue my doctoral studies despite obstacles, challenges, and interruptions.

Second, I would like to thank my family for their support, compassion, and prayers. I am especially thankful for my husband, Kevin. I frequently relied on Kevin's unwavering faith, continued encouragement, and ongoing love to complete this long journey. I am very grateful to my three children. I am so appreciative for their love and support. Although I tried to keep life priorities focused on family, there is no doubt that Madison, Ryan, and Angela made several sacrifices in order for me to pursue and earn a doctorate. I would like to thank all of my family, friends and co-workers who supported me throughout my studies. Thank you for listening to me and for encouraging me.

A special thank you to my friend, Dr. LaRoy Brandt, whose love for statistical analysis and his passion for teaching others were invaluable. I also want to express my appreciation to my friend, Kevin Haulotte. In addition to providing me technical support, Haulotte was always willing to learn right alongside me. I am also grateful for the colleges and subjects involved in my study. Thank you for your willingness to provide me essential (and sometimes private) information to complete this study.

Last, but not least, I would also like to thank my present and past committee members: Dr. Tom Schnell, Dr. Lisa Dorner, Dr. Kent Farnsworth, Dr. Lloyd Richardson, and Dr. Kathleen Haywood. I learned so much from each of you. I would like to give a special thank you to my former advisor and first chair, Dr. Kent Farnsworth, who provided vital support, patience, and reassurance throughout this educational journey.

ABSTRACT

Much community college research suggests that student engagement enhances academic performance and persistence, yet there has been little research that has focused on the impact of student engagement in the growing area of extended campus sites.

The purpose of this mixed method study was to compare student engagement levels between the main campus and the extended site of three community colleges. The quantitative portion of this study explored significant differences between the sites based on variables in the 2011 Community College Survey for Student Engagement (CCSSE) survey. Then, through 13 semi-structured interviews, the qualitative portion examined the perceptions of extended site faculty and staff.

Findings indicated that extended campus sites and their students experienced greater student engagement than anticipated. The null hypotheses of differences among the engagement variables by campus location were partially rejected. Statistically significant differences were found for the following composite variables: active and collaborative learning, student effort, and student & faculty interaction. There were no significant differences for academic challenge or support for learners. Interview data from site administrators and instructors from the three extended campus sites offered insight about student engagement at community college extended campus sites. The core areas identified supported CCSSE Benchmark areas; plus, discussed the roles that faculty and facilities have on student engagement at extended campus sites.

This study suggests that students at extended campus sites may feel more connected to each other and to their faculty than to college facilities or programs. The

findings from this study lend strong support to theories of engagement offered by Tinto, Austin and others who maintain that connections are the key element. This study also suggests three institutional conditions to attain higher levels of engagement at community colleges which support extended campus sites: (1) communication, interactions and relationships, (2) integration of student support and academics, and (3) extended campus development. In summary, administrators at community colleges may want to consider that community college engagement is less about specific support services, activities, and extra-curricular events, and more about ensuring that the facilities, services and programs are provided to connect students to each other and to faculty.

TABLE OF CONTENTS

LIST OF TABLES

CHAPTER ONE

In a speech delivered by Barack Obama in 2010, the American President placed significant emphasis on post-secondary education attainment in the United States, with a goal to regain the highest proportion of college graduates in the world by 2020 (The White House, 2011). In his speeches, the President has regularly commented that community colleges have a major impact on America's higher education system, accounting for over one-third of all students enrolled. In 2013, Obama called for a community college fund which would support job-training programs in growing and high-demand fields (Fain, 2013). In 2012, he supported community college and industry partnerships which would help workers learn the skills needed to fill open positions in high-growth industries and to develop long term middle-class careers (Steigleder, 2012). Their comprehensive mission makes these associate degree granting institutions attractive to a broad range of traditional and nontraditional students who seek transfer programs to 4-year universities or specific career education opportunities. Yet with the rise of proprietary education in the United States, today's college students have many options of where, when, and how they take classes. To remain viable and relevant into the twenty-first century, it is critical that community colleges recognize and stay abreast of techniques and strategies for student success in all learning environments and programming, especially with the significant enrollment growth in online courses and extended campus site locations. Clearly, proper evaluation of student engagement and outcomes must be framed within the context and dynamics of instructional delivery

method. It is vitally important for all segments of community college students to have adequate representation in student survey, especially since colleges use survey data to improve or design programs and services for all students.

The national goal to increase higher education attainment has prompted new research in understanding what attracts new students to higher education, and which factors may contribute to the students leaving higher education prior to degree completion. Within this context of outcomes and measures, higher education institutions are receiving increased pressure to attract, retain and graduate more students. Since colleges cannot expect to achieve significantly better results without utilizing significantly different practices, all have to modify practices to improve student success. Among the areas under examination are educational practices likely to enhance student engagement with their peers, the faculty, and the institution. Research indicates that the more actively engaged students are, the more likely they are to learn and persist toward achieving their academic goals (Center for Community College Student Engagement, 2012).

Although community colleges have provided much greater access to higher education for many prospective students, graduation rates remain disturbingly low. Community colleges typically lose half their students prior to the beginning of their sophomore year. Through a series of national initiatives, the community college sector is organizing and implementing engagement programs to overcome this substantial loss of students and to support the national higher education attainment goal proposed by President Obama (American Association of Community Colleges, 2013). As reported by

Pike and Kuh, the influence of institutional characteristics on student engagement must be factored into policies and practices that emphasize student-centered learning and the environments that support student successes (Pike & Kuh, March 2005). In this new competitive environment, it is essential for community colleges to review student populations, student learning environments, and student satisfaction to determine what populations of students are engaged on their campuses and to make necessary adjustments to policies and practices that increase engagement and improve completion rates. A problem to consider is that most surveys are traditionally conducted with traditional, full-time, main campus students, and not those enrolled in extended campus programming who are primarily non-traditional and part-time students

The American Association of Community Colleges (AACC), with five other community college organizational partners, are responding to the U.S. Department of Education's sense of urgency to ensure the U.S. economy has the highest percentage of college-educated workers in the world (The White House, 2011). The community college sector is reaffirming its commitment to increase retention and completion rates while maintaining its commitment to access, affordability and quality (American Association of Community Colleges, 2010). According to AACC, community colleges are focusing on sound educational practices and national benchmarks to promote higher levels of student learning and retention while working with accrediting bodies to assess and improve programs and services for students to improve student learning and persistence outcomes (American Association of Community Colleges, 2010).

Across the United States, community college enrollments have continued to grow. In 2012, nearly eight million students took courses for credit at these associate degree granting institutions; a 17 percent increase from 2007 (American Association of Community Colleges, 2013). Community college higher education remains relatively accessible and affordable, especially for nontraditional, low-income, and minority students (American Association of Community Colleges, 2010). Yet while the enrollment numbers were increasing from 2007-2009, the completion rates were not. Half of the students who start at community colleges with the intention of earning a certificate or degree, did not achieve their goal within six years and were not enrolled in any college or university six years later (Rutschow et al., 2011).

Despite low completion rates, Boggs claims that the national focus on student learning and student learning outcomes started in community colleges. He suggests that community colleges are more creative and innovative in their approaches to student achievement than is the rest of the post-secondary community. Community Colleges are willing to think outside the box, take risks, and act quickly (Boggs, 2008). According to AACC, community colleges prepare students with the global working skills and knowledge for employment, prepare bachelor degree-seeking students with general education transfer courses, and maintain open access to affordable higher education for many who could not afford it otherwise (American Association of Community Colleges, 2010).

If these observations about the utility of the community college sector are correct, much of the answer of the nation's postsecondary goal must rest with this sector. Yet, the

AACC (2010) admits that these institutions must find and utilize tools which promote higher levels of learning and persistence if they want to be successful in fulfilling this role. It becomes incumbent upon community colleges to take a closer look at their rapidly growing populations and make transformational adjustments to increase students' overall satisfaction with their learning experience. This will require accessible data systems with well-defined performance measures which reflect student engagement, learning, and goal attainment.

The Center for Community College Student Engagement (CCCSE) suggests that through greater engagement in the educational process, student become more motivated to participate, learn, and succeed (Center for Community College Student Engagement, 2010). According to CCCSE, students engaged in their institutional and educational communities demonstrate higher levels of persistence and academic success. The Center provides an annual evaluation and report on student engagement at community colleges nationwide through the Community College Survey of Student Engagement (CCSSE), an assessment tool used by community colleges to evaluate the quality of teaching and the level of student services. Additionally, the CCSSE report evaluates institutional practices and student behaviors that correlate with student learning and retention research (Community College Survey of Student Engagement, 2010).

The five CCSSE benchmarks are ideal to evaluate perceived student engagement at community colleges. CCSSE benchmarks include:

1. *Active and Collaborative Learning* is a student's level of involvement in their education and application of knowledge to different settings, as well as, collaborating with others in solving problems or mastering difficult material.
2. *Student Effort* is the students' participation in activities that broaden students' knowledge by participating in complementary learning opportunities.
3. *Academic Challenge* is the extent to which higher education institutions promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.
4. *Student and Faculty Interaction* is the level and nature of students' contact and interaction with faculty both inside and outside the classroom.
5. *Support for Learners* is the perception of the availability of institutional student support; also, the support for building relationships and diversity among different groups.

Student engagement, student satisfaction, and academic success have been assessed and measured by CCSSE since 2007, with only a limited number of mid-America institutions participating. Additionally, data collected has not, to this point, differentiated between students attending extended campus sites and those enrolled on main campuses. It is, therefore, difficult for community colleges in the central United States to access CCSSE data that can be useful in modifying and improving strategies for greater student engagement. This study takes a step toward remedying that deficiency by comparing student responses on CCSSE between students who attend three community college main campuses in the Midwest with those attending extended campus sites at the

same colleges. Additionally, the experiences of administrators and faculty who worked at an extended campus site were recorded and compared to CCSSE benchmarks. This allowed the researcher to assess how these professionals evaluate student engagement when a student attends at other than the central campus location.

The term "extended campus site" will be used in this study to identify campus attendance centers which are located in a community beyond a reasonable commuting distance from the college's main campus. Extended campus sites, as used here, must be approved as off-site locations by state and federal approving bodies, must offer complete programs of study, and must employ support staff and faculty who work on-site. The extended campus site must employ at least one full-time site administrator who provides instructional and student support oversight, must employ a larger proportion of adjunct faculty than full-time faculty, and must serve a minimum of 500 students. If student engagement is indeed critical to persistence and success, examination of these sites becomes critical to our understanding of whether engagement activities on a traditional college campus differ in their impact on students from those offered at extended campus sites.

Uniqueness of Extended Campus Sites

Eller et al (1998) proposed that students who attend classes at community college extended campus sites may have life patterns that require them to seek alternatives to the main campus offerings. Many community college students are nontraditional in age and life-patterns, first-generation in terms of college attendance, enrolled part-time in classes while working full- or part-time jobs. They may spend time caring for dependents while

attending school. They are often commuters and spend little time on campus before or after scheduled class times. These student demographics make it less likely that community college students in general will engage in collaborative learning experiences outside of class time than their four-year college peers (Eller et al., 1998).

In addition, students participating in college at an extended campus site may be attending multiple and separate colleges/universities simultaneously. McGrath (2009) says "swirling" happens when students attend two or more colleges to earn a degree, which may mean that students are more likely to accumulate at least some courses that may not count toward their degree requirements and delay graduation. McGrath suggests that this type of student will require considerably more academic advising and student engagement-related activity to meet degree requirements (McGrath, 2009, p. 107). Community colleges may further struggle to provide student engagement opportunities at extended campus sites due to limited space, staffing, and funding. Students will not utilize academic services if they are inconvenient to other life priorities—the same life priorities that may have encouraged students to seek alternative programming in the first place (McGrath, 2009).

While community colleges are creating extended campus sites to meet the challenges and needs of students living in their service areas, if these colleges are to improve student outcomes, they must also address the crucial components of student engagement and motivation to improve overall retention and graduation rates. Given the impact of community colleges on the higher education attainment goal for the United

States, this study addressed the need for student engagement techniques to be offered systematically and consistently at all extended campus sites.

According to AACC (2010), community colleges serving nontraditional populations have long recognized the need to extend course offerings off campus in order to improve access for rural communities. The same is true for the place- and time-bound student. Geographic distances and transportation problems make it difficult for individuals with family and work obligations to pursue higher education. McGrath (2009) states that the range of offerings, services, space, and student interactions may be limiting at times; however, many extended campus sites do offer opportunities for basic education, technical education, and general education coursework to students who would not otherwise have access to higher education. With the use of instructional and computer technology, distance education such as online, hybrid, and off-campus courses also make it possible to improve the delivery of curriculum and services equal to those offered on the main campus. However, a lack of opportunities for student engagement activities inside or outside the classroom may factor into student success rates, academic performance and persistence (McGrath, 2009).

Statement of the Problem

The executive summary titled the *Heart of Student Success* by the Center for Community College Student Engagement (CCCSE) (2010) states that educational attainment and college completion matter; therefore, community colleges must work conscientiously and cooperatively to improve the performance of post-secondary institutions if these colleges want to positively impact the national “completion agenda”

and state economic recovery plans (Center for Community College Student Engagement, 2010).

This creates a set of unique challenges for community colleges with extended campus sites. Typically, students attending extended campus sites tend to disconnect from their higher education institution immediately after class due to employment, family responsibilities, finances, and time commitments outside of regular classroom meetings (Eller et al., 1998). Community colleges are aware of these challenges and concerns. Support for student engagement activities and improved completion rates are prevalent in the community college sector, yet it is uncertain whether students attending extended campus sites share equally in these benefits. Studies of student engagement across the United States have collected CCSSE data and reports that include active/collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners as effective educational practice for these institutions (CCSSE, 2011). These studies have all been quantitative in nature, but do not distinguish between students enrolled at the main campus and students enrolled at the extended campus sites. The result has been a lack of data specific to student engagement at community college extended campus sites and a lack of both quantitative and qualitative data from faculty and administrators serving these locations.

Purpose of the Study

An examination of the relationships between extended campus site faculty and students, as it relates to student engagement and academic success, is a relatively new focus area of study. As noted in the literature review contained in Chapter 2, research

related to the nature and character of extended campus site students indicates that they may have unique characteristics, problems and challenges, but little has been written about how these challenges may affect student success. Community colleges with extended campus sites will benefit from a quantitative and qualitative examination of student and staff perceptions of engagement methods and activities that compare the extended and main campuses. Furthermore, data may assist community college administrators with developing and implementing policies, practices, and funding to ensure student engagement services and activities are comparable regardless of where students are enrolled. Data sources for this study included reports from the 2011 CCSSE study and interviews with faculty and staff located at extended campus sites.

The purpose of this study was to examine differences in engagement benchmarks between the community college main campus data and the extended campus site data from the 2011 CCSSE study of three rural community colleges in mid-America. These colleges were chosen because they represent a broad regional cross section of the state selected; have an extensive network of extended campus sites, and each participated in the 2011 CCSSE survey. The study's second purpose was to evaluate, within the community colleges' extended campus site, perceptions of faculty and staff related to student engagement at their locations.

Research Question and Hypotheses

Given the relationship between engagement and completion, which indicates engaged students are more likely to persist towards graduation, then students who attend college at a community college extended campus site would be engaged at similar levels

to students attending college at a community college main campus. This study tested the following null-hypothesis:

> Ho1: There is no significant difference among the dependent variables (active-collaborative learning, student effort, academic challenge, student-faculty interaction, and student support for learners) by campus location (main campus and extended campus sites) of students attending community colleges in one mid-American state.

This study documented responses of students from the CCSSE study of three rural community colleges and compared and contrasted these responses between students attending the main campuses and those attending extended campus sites. This study compared and contrasted the most fundamental survey questions which feed into CCSSE's five benchmarks. It also examined the techniques that extended campus site faculty and administrators used to engage students who attended classes at these locations. The study further provided explanation of differences in the levels of student engagement as benchmarked against the CCSSE 2011 survey. The quantitative component of the study relied on the measurement of statistically significant differences between the community college main campus data and the extended campus site data. The hypotheses tested were:

> Ho1: Students from a main campus perceive themselves as being more engaged than students from the extended campus on the CCSSE Benchmark-Active and Collaborative Learning (CCSSE Survey questions 4a, 4b, 4f, 4g, 4h, 4i, and 4r).

Ho2: Students from a main campus perceive themselves as being more engaged than students from the extended campus on the CCSSE Benchmark-Student Effort (CCSSE Survey questions 4c, 4d, 4e, 13d1, 13e1, and 13h1)?

Ho3: Students from a main campus perceive themselves as being more engaged than students from the extended campus on the CCSSE Benchmark-Academic Challenge (CCSSE Survey questions 4p, 5b, 5c, 5d, 5e, 5f, 6a, 6c, 7, and 9a)?

Ho4: Students from a main campus perceive themselves as being more engaged than students from the extended campus on the CCSSE Benchmark-Student & Faculty Interaction (CCSSE Survey questions 4k, 4l, 4m, 4n, 4o, and 4q)?

Ho5: Students from a main campus perceive themselves as being more engaged than students from the extended campus on the CCSSE Benchmark-Support for Learners (CCSSE Survey questions 9b, 9c, 9d, 9e, 9f, 13a1, and 13b1)?

The qualitative component of the research involved the utilization of interview procedures with extended campus site faculty and administrators. The qualitative portion of the study included the following research questions:

1. What do extended campus site faculty and administrators identify as "engagement opportunities" and to what extent do they see these applications as instrumental to persistence and learning?
2. What are current resources, policies, and educational practices at community college extended campus sites that support and assist students in persisting to degree completion and reaching academic and personal goals?

3. What opportunities are available to students at the main campus that instructors feel are an advantage to students in terms of persistence and completion?
4. How might those services be offered at extended campus sites?

Delimitations of the Study

Although student engagement is vital in all areas of higher education, this study focused only on public community colleges in one state in mid-America and focused only on the 2011 CCSSE Survey participants. Findings from this study may be generalized to other community colleges within this particular state system with similar extended campus site offerings, but may not be directly indicative of the experiences of students attending extended campus sites in other state systems.

Large metropolitan community college campuses who participated in CCSSE studies were excluded from this research. Metropolitan colleges have multiple comprehensive campuses and did not fit the researcher's definition or the U.S. Department of Educations' criteria as an extended campus site.

This study is also delimited in that it compares only key CCSSE benchmarks of active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners and related variables (Center for Community College Student Engagement, 2010). There may be other variables that could factor into the different degrees of engagement experienced by students attending extended campus sites.

Limitations of the Study

The qualitative portion of this study was limited to a select group of faculty and administrators teaching at selected extended campus sites. Selected faculty represented academic categories that support CCSEE strategies. The study relied on the participants' recollection of their experiences as faculty/staff at extended campus site locations, and on their knowledge of services available on the main campus and extended campus sites. Since the researcher served as the interviewer for the qualitative portion of the study, the research relied on the researcher's skills to elicit candid and objective responses from participants in the study.

In addition, the regions in which the study was conducted vary in geography and demographic make-up. The colleges are located in a state in mid-America; therefore, results may not generalize to different geographic locations of the country. The extended campus sites in this study vary in facilities, economic conditions, budget allocations, organizational structures, and student demographics. This study was limited to information and survey results related to student engagement, student populations, and the perceptions of faculty/staff employed at extended campus sites.

To compensate for limitations, results from each community college's extended campus sites were compared to results from their main campuses and similarities and differences were noted between and among the three colleges. The random student CCSSE sample and the random stratified sample may not, however, give a true representation of the state's community college population. As a former administrator of extended campus site operations, the researcher may incorporate bias and personal

interpretation of data. It is also difficult for one researcher to draw a complete descriptive or inferential conclusion from the sample data. To compensate for these limiting factors, the researcher had the interview questions and the response analysis reviewed by several other experienced community college leaders.

All three college's extended campus sites primarily employ adjunct instructors, with two of the sites employing two or three full-time faculty. The extended campus site faculty interviewed were part-time, with the exception of one full-time instructor. The majority of the interviews were with white females. While it is possible that males and minorities share many of the same characteristics as the white females interviewed, it is difficult to determine if data outcomes were influenced by race or gender.

Definition of Terms

Achieving the Dream (ATD). An initiative created in 2004 by the Lumina Foundation for Education which launched "Achieving the Dream (ATD): Community Colleges Count," in an effort to improve success among community college students. ATD is working to improve outcomes in four areas: institutional change, policy change, public engagement, and knowledge development (Achieving the Dream, 2011).

American Association of Community Colleges (AACC). A national organization that supports and promotes community colleges through policy initiatives, innovative programs, research and information, and strategic outreach to business and industry and the national news media (American Association of Community Colleges, 2010).

Community College Survey of Student Engagement (CCCSE). A project coordinated through the University of Texas at Austin, launched with the intention of producing new information about community college quality and performance that would give value to institutions in their efforts to improve student learning and retention (CCSSE, 2011).

Completion rates. An institution's report of all degrees, certification, and licensure conferred during an entire academic year, from July 1 of one year through June 30 of the following year (U.S. Department of Education, 2011).

Main Campus. A community college's primary location within its taxing district (Missouri Department of Higher Education, 2011, p. 11).

Nontraditional student. A student most often defined by (a) age of 24 or older; (b) adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives; and (c) characteristics associated with background (race and gender), residence (commuter), level of employment (especially working full time), and/or non-degree occupational program enrollment (U.S. Department of Education, 2002, pp. 2-3).

Student engagement. The degree to which students study a subject and engage in collaborative efforts among students, faculty, and administration for the enrichment of student learning (Kuh, 2008).

Assumptions

This research assumed that the randomly-selected mid-American community college students participating in the CCSSE survey questionnaire were typical of the

students attending classes at the same institution's main and extended campus site. CCSSE designates which students should be surveyed in an effort to get representative samplings of the college student body as a whole, but does not insist that extended campus locations be proportionately sampled. The researcher did request, during the 2011 administration of CCSSE, that every effort be made by the participating colleges to appropriately sample the extended campus locations. It is further assumed that the trust level between the researcher, the faculty, and administrators was such that the responses of the participants were truthful and accurate.

It is assumed that data were accurately recorded in the CCSSE and community college databases. It is also assumed the CCSSE student sampling for the year used in the research was representative of each institution's traditional and nontraditional student population of the college. It is assumed that the part-time faculty and staff sampling is representative of each institution's overall employee population.

Theoretical Framework

Several useful theories support how educational practices can influence student achievement and persistence at extended campus sites. Astin's Theory of Student Involvement (1984) suggests institutions should measure and evaluate the effectiveness of all educational policies and practices which are directly related to student engagement. This theory supports traditional pedagogical theory related to instructional approaches and learning outcomes, while describing behavioral processes that facilitate learning (Astin, 1984).

Tinto Integration Theory (1993) asserts that student engagement is the most significant predictor of student persistence and suggests that institutions find ways for students to integrate into academic and social communities while attending college (Tinto, 1993). According to Tinto, the classroom is the primary place of contact between faculty and students.

Both of these theories serve as guides for examining how support services at main and extended campuses influence student and faculty perceptions of student engagement. Tinto's framework is commonly used to examine student persistence in four-year institutions but is applicable to this study. CCSSE benchmarks assess student success risk factors that are common to two-year institutions; whereas, this study identifies common risk factors to student persistence specific to extended campus sites. Astin's work identifies the types of involvement that have been shown to improve students' likelihood of remaining in college.

Both Tinto (1993) and Astin support student engagement and its potential to contribute to student persistence. This research provides further opportunity to evaluate the validity of these two theoretical approaches.

Summary

The Community College Survey of Student Engagement (CCCSE) report suggests students who are engaged with their institution and educational community have a better chance of persistence and academic success (Center for Community College Student Engagement, 2010). In response to President Obama's initiative to regain post-secondary education's position of global preeminence, community colleges across the

nation are reaffirming their commitment to completion rates while maintaining their commitment to access and quality of education. If CCSSE's assessment of the impact of student engagement on persistence is correct, there is much greater need to document the impact of student engagement on academic and social success and persistence to degree completion and to determine if engagement is equally effective among campus sites.

Little research exists related to extended campus site student populations and engagement practices. Extended campus site faculty, staff, and administrators must find ways to identify students who are at risk of dropping out and then use student intervention techniques that increase retention and degree attainment. This study evaluated whether students attending extended campus sites felt engaged at levels equivalent to those attending main campuses. Quantitative data from the 2011 administration of the CCSSE was utilized to determine if students at extended campus sites experienced the same level of engagement as their main campus counterparts. Semi-structured interviews allowed faculty and staff at extended campus sites the opportunity to express their views of student engagement educational policies and practices. Differences between the main campus and extended campus site data should inform administrators and faculty of any need to offer student engagement activities regardless of where programs and services are offered.

Organization of Dissertation

Chapter 2 reviews the literature relevant to this study, focusing on the characteristics of community college extended campus site students, the CCSSE evaluation of effective student engagement practices, and student engagement theoretical

framework. This chapter reviews what has been written about the effects of student engagement and what practices are shown to be effective and demonstrates that gaps still exist in the research, particularly related to student support services at extended campuses.

Chapter 3 outlines the methodology employed in this mixed method study including information on participants, settings, data collection procedures and affordances, and challenges of data collection strategies. Chapter 4 presents the findings of the survey data while Chapter 5 explores the constructed meanings of the quantitative findings and interview transcript data analyses, and compare the results for congruence with survey data. Chapter 5 also provides a summary, conclusions, and recommendations for further research.

CHAPTER TWO

Literature Review

This study examines the degree of student engagement at mid-America community college extended campus sites and compares that engagement to that of students attending main campus locations at the same institution. The study provided an opportunity to focus attention on the unique environment of extended campus sites and their students. To date the literature has not adequately explored, nor specifically tracked and measured, efforts on extended campus sites to foster student engagement and success. For that reason, this study compared the experiences and perceptions of students attending extended campus sites to students attending main campus locations as measured by the Community College Survey of Student Engagement (CCSSE) and benchmarked against national CCSSE results. The study also gathered perceptions of administrators and faculty at extended campus sites relative to student engagement.

This literature review examines the history, development, and mission of community college extended campus sites. It will also review the types of students served by these centers and the types of characteristics found at these centers. In addition, the review analyzes previous student engagement and success research, particularly as it relates to extended campus sites. The literature reviewing the Community College Survey of Student Engagement (CCSSE) will show need for nontraditional student engagement and for new strategies to improving student persistence and academic goals. Finally, the literature review will explore Tinto's (1993) integration framework, Astin's (1984) student involvement theory, and Kuh's High-Impact Educational Practices (2008), which

offer theoretical frameworks for improving student engagement and success. Several of these theories are especially pertinent to the research and will illustrate why additional examination of student engagement at extended campus locations is merited. The essential purpose of the review is to discuss what has been written about extended campus sites and student engagement, what has not been written, and how this research fills a critical void in the literature.

History and Development of Community College Extended Campus Sites. In the introduction to *Leading America's Branch Campuses*, Schuman (2009) states, "America's branch [extended campus] campuses, while they have often been ignored, have become a very large, significant, varied, and valuable segment of our nation's post-secondary system…Leading those campuses requires specific skills, knowledge, and understandings unique to extended institutions" (Schuman, 2009, p. 7).

Although the passage of the Morrill or "Land Grant" Act in 1862 grew American higher education into a public higher education "system," for the next century most state colleges supported a single campus. As early as the 1950's, however, higher education institutions created auxiliary campuses in different venues. Even America's first university Harvard, founded in 1636, formed an extended campus site of sorts, located just miles from the main campus (Schuman, 2009, p. 2). As community colleges joined the higher education community in the early 1900s, many states chose to divide geographically into community college districts and service regions, some of significant size geographically. It was only natural that these institutions would establish extended campus sites to serve rural communities located at some distance from the main campus.

Extended Campus Site Characteristics

Extended campus sites are examples of "education at a distance." Though remarkably little has been written about this growing phenomenon in higher education, Dengerink (2009) reports that multistate universities, also known as multiple campus systems, have long supported strong central control over academic programs at extended sites. These universities have replicated various functions such as academic programs and student support services at more than one site.

As a result of technology, institutions have an increased number of alternatives for modality of certificate and degree programs to students at remote sites. Sometimes the delivery consists of synchronous delivery through the use of traveling faculty, remotely located faculty, and/or the use of two-way interactive video.

Extended campus sites typically hire and employ an administrator and support staff to manage all student services, business office, and facility operations. Extended campus site administrators typically are responsible for purchasing, payroll, human resources, marketing, recruitment, and admissions at their site. In addition, they must also manage facility procedures such as emergency management, room scheduling, maintenance, and janitorial services (Dengerink, 2009, p. 19). Extended campus sites, while providing access and convenience, must also consider quality educational practices and commitment to high levels of student learning and retention (American Association of Community Colleges, 2010). Community college extended campus sites provide students with the opportunity to obtain two years of college education in their home community in a familiar environment (Eller et al., 1998). This study measures and

evaluates student engagement and student support at these sites, while considering that extended campus site faculty, staff and administrators serve multiple roles with added responsibilities and job requirements.

Some states, including the state involved in this research, regulate extended campus site programs and services through an approval process. Community colleges and universities that desire to establish an extended campus site must submit a proposal which addresses the criteria and standards for such. The proposal must demonstrate that the programs and services to be offered at the extended campus site are consistent with the role and scope of the mission and educational objectives of the main campus. Degree programs to be offered at extended sites must be separately approved. The proposal also must identify changes in program structure, instructional methods, and support services that will be necessary to accommodate the students enrolled at the site and demonstrate that these needs will be appropriately addressed (MDHE, 2012, para 1).

Student Populations at Extended Campus Sites. The U.S. Department of Education (2011) defines an extended campus site (also branch campus) as an educational center that is not temporary and is located in a community beyond a reasonable commuting distance from its parent institution. Extended sites offer full programs of study, not just assorted courses, in order to make higher education more readily accessible to people where they live and work. An extended campus site may operate in isolation or conjunction with other higher education providers. However, there is typically a geographic separation between the extended and main campuses. According to the U.S. Department of Education, an extended campus site should include some form

of local administration that provides student services, faculty support, and facility management (U.S. Department of Education, 2011). Typically, extended campus sites have neither resident faculty nor curriculum control; in addition, the establishment of minimum faculty credentials, curriculum standards, and evaluation of faculty come primarily from the main campus (Eller et al., 1998). There is limited research addressing extended campus site student populations and their success rates, though literature related to nontraditional student enrollment characteristics and trends are explored as it might relate to the extended campus site student.

Silverman, Aliabadi, & Stiles suggest there are four populations of students at institutions of higher education that are historically underserved when compared to traditional students: commuter, part-time, transfer, and returning students. Traditional students are defined as students who are residential, full-time, and first-year enrollees directly out of high school; whereas, nontraditional, commuter, part-time, transfer, and returning students contend with multiple life roles and responsibilities (Silverman, Aliabadi, & Stiles, 2009).

The National Center for Education Statistics (NCES) reports that two-year public and private for-profit institutions have much greater proportions of moderately and highly nontraditional students than four-year institutions and much smaller proportions of traditional students (Snyder & Dillow, 2011, p. 4). Four-year private, not-for-profit institutions averaged 50 percent nontraditional student populations while four-year public institutions averaged 58 percent. Both two-year private and public institutions, such as community colleges, reported that 89 percent of their students are nontraditional (Snyder

& Dillow, 2011, p. 4). According to a separate NCES report (2002), "…two-thirds of highly nontraditional students perceived their primary role to be that of an employee, suggesting that the school did not have first claim on their time and energy" (U.S. Department of Education, 2002, p. 19). In addition, many found that employment limited their class and scheduling options. An increased trend with nontraditional students reveals that situational factors affect persistence including role conflict, time management, family and work problems, economics, and logistics (U.S. Department of Education, 2002). These factors suggest that extended campus populations may be made up largely of what would be considered "nontraditional students" by these definitions.

Data indicate the growing need to provide college education to people who cannot attend on a full-time basis or have not attended full-time in the past (American Council on Education, 2007). Universities, community colleges, and technical schools have responded to the diverse needs of this group of students by offering flexible programming such as independent learning courses, accelerated programs, cohort programs, weekend programs, and online courses. One of the largest areas of growth has been in distance learning, responding to the needs of the nontraditional learner to access educational opportunities that are geographically accessible (American Council on Education, 2007).

Consequently, it is necessary to distinguish between "distance education" and courses offered "at a distance." The NCES *Distance Education at Degree-Granting Post-secondary Institutions Report* (2008) defines distance education as a formal education process "in which the student and instructor are not in the same place, where the instruction may be synchronous or asynchronous, and may involve communication

through the use of video, audio, computer technologies, or by correspondence (written or technical correspondence)" (Parsad & Lewis, 2008, p. 1). It should be noted that this report no longer included a criterion for instructional delivery to extended campus sites or remote locations because online courses could be accessed at a convenient time and place without consideration of the campus' physical location. Moreover, the report reveals that 32% of all two-year and four-year institutions reported offering college-level degrees or certificate programs designed to be completed fully through distance education in 2006 (Parsad & Lewis, 2008, p. 3). Twenty-nine percent of two-year and four-year institutions reported degree programs offered through distance education, and 17 percent reported certificate programs that were designed to be completed totally through distance education (Parsad & Lewis, 2008, p. 3). With distance education opportunities on the rise and more students accessing courses through distance learning, nontraditional students may appear to be less committed to and engaged in their education at a particular place or campus. Nonetheless, significant numbers of students have chosen to attend face-to-face classes at extended campus locations, rather than depend entirely on distance learning.

Commuting and Nontraditional Students. Students attending both main and extended campus sites continue to change in both demographics and educational intent. Even traditional students may not be as "traditional" as they once were. According to the U.S. Department of Education-National Center for Educational Statistics (NCES) (2002), three-quarters of all post-secondary students in 1999–2000 had at least one nontraditional characteristic. According to the report, a nontraditional student is one who has any of the following characteristics:

- Delays enrollment (does not enter post-secondary education in the same calendar year that he or she finished high school);
- Attends part-time for at least part of the academic year;
- Works full time (35 hours or more per week) while enrolled;
- Considered financially independent for purposes of determining eligibility for financial aid;
- Has dependents other than a spouse (usually children, but sometimes others);
- Is a single parent (either not married or married but separated and has dependents); or,
- Does not have a high school diploma (completed high school with a GED or other high school completion certificate or did not finish high school) (U.S. Department of Education, 2002, p. 2).

Nontraditional students can also be described by the number of these characteristics they possess. For example, a student is classified as "minimally nontraditional" if only one nontraditional characteristic is present; "moderately nontraditional" if two or three characteristics are present; and "highly nontraditional" if four or more characteristics are present. The seven characteristics associated with nontraditional status are called “risk factors” because they are negatively related to persistence (U.S. Department of Education, 2002, p. 3). The most highly nontraditional students (those with four or more nontraditional characteristics) are concentrated in public 2-year institutions, such as a community college (U.S. Department of Education, 2002).

According to the American Council on Education (2007), institutions of higher education are experiencing an upward trend in the enrollment of nontraditional students. Older and nontraditional students are returning to college to complete a degree, pursue new career directions, start new businesses, or pursue lifelong educational goals. Because of the range of educational needs and motivations of nontraditional students, colleges and universities must find the means to serve them more flexibly and consistently.

Community colleges have a unique mission to support nontraditional and at-risk students. Therefore, extended campus sites often include highly nontraditional student populations who have difficulties in learning and persisting. Institutions recognize, however, that the persistence of a diverse group of students is affected by a number of different factors (American Council on Education, 2007). Colleges are working to customize retention and academic success factors to specific student needs and then provide appropriate support services. Today's community college main campuses typically have specific programs and departments targeting the nontraditional student. These programs assist returning or nontraditional students with financial aid and planning class schedules that work with the student's life circumstances (American Association of Community Colleges, 2010). However, these same services may not consistently be provided at extended campus sites.

A substantial body of research documents the barriers faced by nontraditional, first-year/first-generation, older, minority, and commuter students (Astin, 1984; Bean & Metzner, 1985; Chickering, 2000), student populations that have grown as a direct result of a need for increased access to higher education. Understanding these emerging and

distinct populations in higher education may enable institutions to produce an environment that is conducive to positive student engagement and development (Schuman, 2009, p. 309). In addition, understanding the challenges these students face as they transition from work or home to college may also help colleges recognize the problems these students face with self-assurance and self-discipline, and how these challenges may hinder their ability to be successful if not addressed (Astin, 1984; Bean & Metzner, 1985; Chickering, 2000). Bean and Metzner note that persistence for this group of nontraditional students may result from a complex set of interactions over time between the student and the institution (Bean & Metzner, 1985). "This complex nature of interaction is due in part to the attrition process of nontraditional students; they are more affected by the external environment, such as family responsibilities, than by the social integration variables affecting traditional student attrition" (1985, p. 529).

Multiple Life Responsibilities. Community college (including extended campus site) students often have multiple responsibilities. Silverman et al note that, in addition to being a student, they may also be a spouse, a parent, an employee, a volunteer, a community member, a caretaker, and often a combination of the above (2009). As mentioned earlier in the definition of nontraditional student, many students work full-time or the equivalent of full-time with various part-time jobs and additional life responsibilities. Students with multiple life responsibilities measure their time carefully and limit their time away from home based on life's priorities. Consequently, a student with multiple responsibilities has increased demands on his time that create obstacles that may influence his or her participation in engagement opportunities (Jacoby, 2004).

Astin's research indicates that commuting and nontraditional student engagement challenges may include family and work obligations, travel time, and distance from home. These students may not have the time or luxury to participate in engagement activities and often have to take into consideration activities that promise a positive return on their investment of time. In other words, a nontraditional student may give up quality time with a child or additional earnings at a job when devoting extra time beyond the classroom for learning. In some cases, extra-curricular activities will never outweigh family or work obligations (Astin, 1984).

Support and Social Networks. Nontraditional students often lack the social networks needed to support and motivate them to succeed. The CCCSE (2010) describes "building and encouraging relationships" as one way to promote and strengthen classroom engagement. In a CCSSE focus group, participants reported that relationships with other students, faculty, and staff members strengthened their determination to come to class each day and work hard to succeed (Center for Community College Student Engagement, 2010). Chickering (2000) suggests that close working relationships with other students provide emotional support and strengthen educational gains from formal curriculum. As a result, Chickering proposes making use of college academic courses to provide the foundation for building a sense of community among nontraditional and commuter students. Chickering concludes, "Building relationships with other students, taking responsibility for their own learning, becoming actively involved, and relating learning to their own situations enrich the college experience and encourage persistence to graduation" (Chickering, 2000, p. 31).

If students are unable to develop relationships with faculty, staff, and peers, they may also lack a sense of belonging. Some may also complain they lack a true college experience due to the disconnect (Jacoby, 2004). Astin (1984) observed that while these relationships provide support, sense of belonging and encouragement, students must also manage their time, responsibilities, and other significant relationships which sometimes take precedence over engagement activities. Institutions of higher education are facing an increased challenge engaging students who have responsibilities and time commitments outside of class.

Extensive research examines the challenges faced by nontraditional student populations and recommends strategies for addressing these challenges. However, there is no evidence that attending an extended campus site will or will not reduce the probability that a student will receive these services and will or will not become more or less engaged in the educational process. This study begins to address that deficiency in the literature.

Two-year College Persistence. According to McIntosh and Rouse (2009), in 2005 two-year college enrollment was almost 40% of the total college enrollment in the United States and nearly half of the undergraduate enrollment. Macintosh and Rouse noted that,

> Students who begin at a four-year college are twice as likely as those who begin at a two-year college to earn a degree. And those students who have not yet completed a degree are much more likely to still be enrolled in college if they

started at a four-year college than if they started at a two-year college (McIntosh & Rouse, 2009, p. 4).

This lack of persistence and degree completion continues to challenge community colleges and impedes their ability to stay competitive (McIntosh & Rouse, 2009). In addition, dissimilarities between two- and four-year college students make it even harder to encourage degree completion, since two-year college students are twice as likely to be enrolled part-time and because more than half of two-year college students are employed, compared to only 38 percent of four-year college students (McIntosh & Rouse, 2009).

Jenkins (2011) states that typically, younger community college students arrive without clear goals for college and careers. Students who do not declare a major lack an educational plan and the absence of an educational goal is a major contributor to attrition. Many are taking remedial courses with no clear course of study. This lack of direction and focus may be confusing and discouraging for students which may lead students to drop out (Jenkins, 2011).

A major focus of community college reform efforts deals with revamping developmental education and connecting developmental education outcomes to student success. Achieving the Dream (ATD), a major initiative involving community colleges in over half of the state, is one such reform effort. ATD works with "nearly 200 colleges, 100 coaches and advisors, and 15 state policy teams…32 states and the District of Columbia…helps 3.75 million community college students have a better chance of realizing greater economic opportunity and achieving their dreams." (Achieving the Dream, Inc., 2012, para. 3). While developmental education outcomes improved and

colleges introduced many potentially effective reforms under ATD, overall completion rates at participating colleges have not increased significantly (Rutschow et al., 2011). ATD reported many successes with the first round of colleges in the study. However, colleges varied in their ability to adopt all aspects of the model, most notably integrating faculty and staff into the work, to bring about transformative change. In other words, faculty engagement in reform is turning out to be as significant as student engagement in the learning process. This is a significant challenge considering the role that faculty play in teaching and supporting student learning (Rutschow et al., 2011).

ATD research suggests that institutions must work to improve completion rates by involving all parts of the institution—not just developmental education, advising, and other college functions responsible for student intake and remediation. Jenkins (2011) recommends college faculty, staff, and administrators from across departments should coordinate and collaborate to review processes and services at each stage of the student's experience with the college. This effort may help redesign and better align college practices to accelerate completion of programs of study.

Community College Survey of Student Engagement (CCSSE). Few empirical studies were found that have examined influences of extended campus site environments on engagement or related student outcomes. However, the Center for Community College Student Engagement has an overarching purpose to promote improvement in student learning and attainment, and providing institutions with meaningful and actionable information about their students' educational experiences (Center for Community College Student Engagement, 2014). To assist in these achievements, the Center administers a

collection of student engagement surveys including the Community College Survey of Student Engagement (CCSSE). The CCSSE's (2003-2010) five benchmarks encompass thirty-eight engagement items that reflect many of the most beneficial aspects of the student experience. These benchmarks include Active and Collaborative Leaning, Student effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners. Because two-year colleges and their extended campus sites differ significantly from one another, and since there is dramatic variation in terms of size, geographic location, available resources, institutional priorities, enrollment patterns, programs, and student characteristics, McClenney recommends that community colleges conduct their own engagement assessment process (McClenney, 2006).

Active and Collaborative Learning. Students typically 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 collaboration with others to solve problems or master 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 in their personal lives. The survey items that contribute to this benchmark ask, for example, how often students have participated in a variety of activities during the current college year. These activities include asking questions in class or participating in class discussions, working with other students on projects in class or outside of class, tutoring other students, and participating in a community-based project as part of their coursework.

Student Effort. Student behavior contributes significantly to their learning and to the chance that they will persist in college and attain their educational goals. Time on task is critically necessary. There are a number of ways that a student's investment of time and level of effort may be assessed. This benchmark survey area identifies how often a student has prepared two or more drafts of an assignment before turning it in, how frequently they come to class unprepared, and how often they used tutoring services or the computer lab. Other survey items ask how many unassigned books the student read during the current school year and how many hours the student spends preparing for class in a typical week.

Academic Challenge. The level of rigor incorporated into a students' academic work is a key element of collegiate quality and individual learning. Ten items from the CCSSE survey address aspects of academic challenge, including the nature and amount of assigned academic work (reading and writing), the complexity of cognitive tasks presented to students, and the level of challenge experienced through faculty evaluations of student performance.

Student-Faculty Interaction. The more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee allows students to see first-hand how faculty identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for

continuous, lifelong learning. The six items used in this benchmark include queries about students' experience using email to communicate with an instructor, discussing grades or assignments with an instructor, discussing ideas from readings or classes with instructors outside of class, and receiving prompt feedback on academic performance.

Support for Learners. Students are more satisfied and perform better at colleges where there is a commitment to student success and where colleges cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services that assist them with academic and career planning, academic skill development, and other issues that may affect both learning and retention. The seven survey items contributing to this benchmark ask students about the frequency with which they use certain services and about the extent to which the college provides the support needed to help students succeed. The survey also asks how well the college encourages contact among students from different economic, social, and racial or ethnic backgrounds and how well it provides financial support for meeting college costs. (McClenney, 2006, pp. 50-51).

Student Engagement Theoretical Frameworks

"Using results from the Community College Survey of Student Engagement, community colleges can benchmark their performance with peer institutions on key indicators related to teaching, learning, and retention" (McClenney, 2006, p. 47). While no one practice, theory or model can encompass all human beings' relationships or their environments, examination of several theories may support how educational practices can assist extended campus sites with student achievement and persistence.

Kuh's High-Impact Educational Practices. Kuh's High-Impact Educational Practices (2008) suggest that an assessment of student involvement in active learning practices enables colleges to question how student engagement practices contribute to a students' cumulative learning. Kuh recommends ten practices which will positively influence student engagement, persistence, and satisfaction:

1. *First-Year Seminar and Experience.* "First-year seminar and experience" are usually courses emphasizing critical inquiry, frequent writing, information literacy, collaborative learning, and other intellectual development skills.
2. *Common Intellectual Experience.* "Common Intellectual Experience" supports a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community. These programs often combine broad themes.
3. *Learning Communities.* "Learning Communities" encourage integration of learning across courses and involve students with "big questions" that matter beyond the classroom. Many learning communities explore a common topic and/or common readings from different perspectives.
4. *Writing-Intensive Courses.* "Writing-Intensive Courses" emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines.
5. *Collaborative Assignments and Projects.* "Collaborative Assignments and Projects" provide opportunities to solve problems in the company of others, and

to sharpen one's own understanding by listening seriously to the insights of others, especially those with diverse backgrounds and life experiences.

6. *Undergraduate Research.* "Undergraduate Research" is research experience for students in all disciplines. It engages students in actively contested questions, empirical observation, and cutting-edge technologies.
7. *Diversity/Global Learning***.** "Diversity/Global Learning" is an emphasis in courses and programs that help students explore cultures, life experiences, and worldviews different from their own.
8. *Service Learning/Community-Based Learning.* "Service Learning/Community-Based Learning" includes field-based "experiential learning" programs that give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community.
9. *Internships.* Internships provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field.
10. *Capstone Courses and Projects.* "Capstone Courses and Projects" culminate learning experiences. The student may have to create a project that integrates and applies what they have learned. Capstones are offered both in departmental programs and, increasingly, in general education (Kuh, 2008, A Brief Overview, np).

Kuh's list of practices closely parallel the five benchmarks utilized by CCSSE, suggesting that the CCSSE instrument is a useful tool for evaluating engagement for this research.

Astin's Theory of Student Involvement. As a pioneer in the area of national surveys of student engagement and as part of the research and practices that have contributed to reshaping higher learning, Astin developed his "Theory of Student Involvement" in the early 1980s. The core concepts of the theory contend that student engagement is shaped by three elements: 1) a student's "inputs" such as their demographics, their background, and any previous experiences, 2) a student's "environment" such as the experiences a student has during college, and 3) a student's "outcomes" such as knowledge, attitudes, beliefs, and values after graduation.

Astin's Theory of Student Involvement (1984) suggests institutions should measure and evaluate the effectiveness of all educational policies and practices which are directly related to student engagement. He suggests a strong correlation between academic performance and student involvement and advises on the behavioral processes that facilitate learning. Since involvement is defined by the amount of physical and psychological energy that the student devotes to the academic experience, involvement is based on what the student does rather than what the student is thinking or feeling (Silverman, Aliabadi, & Stiles, 2009). Astin says that college administrators, and perhaps accrediting agencies, are overly concerned with the accumulation and allocation of fiscal resources. However, the theory of student involvement suggests that the most precious institutional resource may be student time (Astin, 1984). According to Astin's theory,

> The extent to which students can achieve particular developmental goals is a direct function of the time and effort they devote to activities designed to produce these gains. For example, if increased knowledge and understanding of history is an important goal for history majors, the extent to which students reach this goal is a direct function of the time they spend at such activities as listening to professors talk about history, reading books about history, and discussing history with other students. (Astin, 1984, p. 522)

Using the concept that student time and energy are an institutional resource, Astin suggests that all institutional policies and practices be evaluated in terms of the degree to which they increase or reduce student involvement. This study evaluates whether community college extended campuses are as successful at providing these engagement experiences as are main campuses and segregates the data for comparative analysis.

Tinto's Integration Theory. Tinto's "Integration Theory" (1993) is one of the most cited pieces of research on college student retention. Tinto also asserts that student engagement is the most significant predictor of student persistence and suggests that institutions find ways for students to integrate into academic and social communities while attending college. These communities may lead to institutional commitment which could lead to completion of goals (Tinto, 1993). Tinto also believes that institutions must make commitments to students that support co-curricular activities and interactions with faculty and peers in order to enable students to be successful. He theorized that successful persistence is determined by factors drawn from experiences prior to college, individual student characteristics, and experiences while at college (Tinto, 1993). Tinto's "Model of

Institutional Departure" states that to persist, students need integration into formal (classroom based) and informal (faculty/staff interactions) academic systems; and, formal (extracurricular activities) and informal (peer-group interactions) social systems. Colleges cannot control pre-college experiences or student characteristics variables. Therefore, Tinto suggests ‘‘integration’’ variables which colleges can affect through school policies and practices. He also suggests that a student who is "mainstreamed" (or involved in college and campus life) is more likely to persist (Tinto, 1993). Research conducted by Tinto and Russo suggests that attaining the goals of enhanced student involvement and achievement is possible only when institutions move to alter the settings in which students are asked to learn. (Tinto & Russo, 1994, p. 24).

Further, Tinto implies that students who feel isolated and have a low sense of community may consider investing time and energy in things that may yield greater benefits than college. This suggests that active engagement is a topic of increasing importance for both traditional and nontraditional students attending extended campus sites. With little research related to extended campus site student populations and student engagement practices, administration and faculty need to find ways to identify students who are at risk of dropping out and then employ student intervention techniques that lead students to completing their goals.

While all these theoretical approaches add valuable information to this study's literature review, Tinto and Astin best describe the effects of engagement as measured by their studies on student satisfaction and suggest that CCSSE is a useful instrument for

assessing student perceptions of "degree of engagement." Their findings will be applied to the analysis and conclusion of this research.

Conclusion

Extended campus sites have become a regular part of the campus organization in higher education, yet little research exists related to extended campus site student populations and engagement practices. With growing pressure on colleges to increase retention and completion, community colleges' faculty and staff at extended campus sites must find ways to identify students who are at risk of dropping out and use student intervention techniques that support students in meeting their academic goals.

This literature review examined the history, development, and mission of community college extended campus sites and the types of students served. The review also analyzed extended campus student demographics such as commuter, returning, and nontraditional students; extended campus site characteristics such as limited staff with multiple responsibilities, lack of funding; and reduced services to students such as tutoring/learning centers, co-curricular activities, and student social networks. Two-year college persistence rates and influences on student outcomes were also examined through the literature. The development and usefulness of the Community College Survey of Student Engagement were examined, along with its utility in segregating community college extended campus site CCSSE benchmark data for an in-depth comparison to main campus data.

As theoretical guides to this study, the literature review explored Tinto's (1993) "Integration Framework," Astin's (1984) "Student Involvement Theory," and Kuh's

(2008) “High-Impact Educational Practices,” which offer a theoretical explanation of the need for improving student engagement and success. The essential purpose of the chapter was to review current literature relative to extended campus sites and student engagement and to identify the gaps in the literature and how this research will fill these gaps.

CHAPTER THREE

Methodology

Chapter 3 includes a description of the problem being analyzed by this study, research questions, the research design, a description of the population, and the sampling procedures utilized in collecting data. The survey instrument is explained as well as data

This study collected and analyzed information about student engagement at extended campus sites at three mid-America community colleges, focusing specifically on the relationship between extended campus site operations and student engagement. Furthermore, the study explored faculty and administrators' perceptions of student engagement at extended campus sites and compared their responses to engagement benchmarking criteria from CCSSE. Interviews with extended campus site faculty and administrators helped to identify perceptions about student engagement and included narratives of educational experiences related to student engagement, teaching experiences and practices, and the ways in which faculty spend their professional time—both in and out of the classroom – to support student success.

Research Design

Mixed methods. Mixed methods design is useful for a study in which one wishes to capture the utility of both quantitative and qualitative approaches. According to Creswell, when a researcher wishes to both generalize the findings to a population and develop a detailed view of the meaning of a phenomenon or concept to individuals, mixed method design is particularly appropriate. Mixed method design allows the researcher to survey many individuals, and then follow up to obtain specific language and

voices about the topic (Creswell J. W., 2009). The design of this study was a mixed methods sequential explanatory design (Creswell & Plano Clark, 2011).

A sequential explanatory design begins with the collection and analysis of quantitative data and is followed by the subsequent collection and analysis of qualitative data that elaborate on and bring greater meaning to the quantitative information. The qualitative phase of the study was designed, so it follows from, or connects to, the results of the quantitative phase (Creswell & Plano Clark, 2011). This mixed-methods explanatory design provided the researcher with more data relative to the research problem than either quantitative or qualitative research alone could provide. Mixed method research requires extensive data collection, analysis, interview skills, additional time and resources to be conducted properly but has the advantage of allowing for interaction between the quantitative and qualitative strands of the study (Creswell & Plano Clark, 2011). The advantages of the explanatory design are that because the researcher conducts the two methods in separate phases, the findings can be written in the same manner with a clear delineation between the two descriptive portions of the study (Creswell & Plano Clark, 2011). Quantitative researchers seek causal determination, prediction, and generalization of findings, whereas, qualitative researchers seek illumination, understanding, and extrapolation to similar situations. Strauss and Corbin maintain that adding a qualitative element to a study can serve to better understand any phenomenon about which little is yet known or to gain new perspectives on things about which much is already known (Corbin & Strauss, 1990).

This study began with the collection and analysis of quantitative data from the 2011 CCSSE, followed by the subsequent collection and analysis of qualitative data derived from interviews. Quantitative research compared data from the measurement of several CCSSE national benchmarks of the community college's main campus to the national benchmark data for the same college's extended campus site. This comparison determined if students attending extended campus sites assess themselves as being more or less engaged than students enrolled on main campuses.

The qualitative component of the research consisted of interviews allowing the researcher to speak directly to administrators who have oversight of the extended campus site and to faculty who teach at these locations. According to Merriam, the qualitative researcher is interested in understanding the meaning behind a phenomenon (Merriam, 2009). The qualitative data give clarity to quantitative results. Further, interviews provide a more in-depth explanation of a participant's feelings and experiences related to the identified problem and research questions. Qualitative research builds a holistic picture by analyzing words and reporting detailed views of the informants (Creswell, 1998).

The researcher wanted to utilize both quantitative and qualitative data to analyze student engagement at extended campus sites. Instructional feedback, while vitally important, is traditionally missing from most student satisfaction and student engagement surveys. Interviews with the faculty and staff who work at extended campus sites provided helpful insight about current or possible programs, courses, policies, or services at these sites.

Participants

Population. The population for this study was drawn from a mid-America state community college system. Three community colleges with extended campus sites were chosen to participate based, among other factors, on their participation in the 2011 CCSSEE survey. The term *extended campus site* is used synonymously with the definition of an *extension center* according to the Integrated Post-secondary Education Data System (IPEDS). According to IPEDS, extended campus sites or centers are outside the confines of the parent institution where courses are offered that are part of an organized program at the parent institution. The sites are not considered to be temporary (U.S. Department of Education, 2011). The researcher's selection criteria included:

1. The extended campus site must operate as part of one of the public two-year accredited colleges involved in the study.
2. The extended campus site must operate in a community more than 30 miles from the main campus and operate in a community with no other two-year college campuses or extended campus sites.
3. The extended campus site must have been included in the 2011 CCSSE study.
4. The extended campus site must not qualify as a "campus" that is part of a multi-campus metropolitan campus system.

The selection criteria considered whether the community college extended campus site met the definition of *Campus or Extended Campus Sites* determined by the Higher Learning Commission (2011)

1. Is geographically apart from the main or home campus of the institution.

2. Offers courses in educational programs leading to a degree, certificate, or other recognized educational credential. (*Campuses offer at least one but typically, multiple degree programs.)*
3. Is permanent in nature. (*Campuses typically have a permanent physical structure. A hotel, another college's campus, or a short-term leased office space is not regarded as a permanent location.)*
4. Has its own faculty, administrative, and/or supervisory organization. (*Campuses typically have a body of faculty associated with the facility. That body of faculty should have some oversight of the curriculum taught at the facility. It also may develop curriculum at the facility, or it may share responsibility for developing curriculum across the institution. Campuses typically have an administrator or administrative team on site that oversees operations at the facility.)*
5. Houses academic resources, support services, and operational structures for the facility. (*Campuses typically provide a full range of service including library, laboratories, admissions, advising, registrar or records maintenance, accounts receivable, human resources, etc.)*
6. Has its own budgetary and hiring authority. (*Campuses typically have designated budget lines, and the campus administration typically has some input into the development of a budget. Campuses may have primary responsibility for their own hiring subject to institution-wide policies and procedures.*) (Higher Learning Commission II, 2011).

Sample. With the above stated extended campus site selection criteria in mind, the quantitative portion of the study utilized data from the 2011 CCSSE study from three of the five community colleges in the state selected that participated in CCSSE during that year. The other two participants in the 2011 CCSSE study were eliminated because one institution is not classified as a public community college and the other institution does not operate an extended campus site (U.S. Department of Education, 2011). According to enrollment statistics, two of the three colleges are considered rural community colleges while the third is considered a large community college system (See Table 1).

Table 1

Sample Colleges and Total Enrollment

Community College	Institution Total Enrollment	Extended Sites Total Enrollment
College A-Fall	4,043	1,223
College B-Fall	15,123	2,760
College C-Fall	4,827	1,504

Note: National Center for Education Statistics IPEDS Data Center-Fall 2012

The Community College Student Report (CCSR), the CCSSE instrument, was administered to students in randomly selected for-credit courses at each participating college at both the main and extended campus locations. The required number of course sections to be surveyed was determined by CCSSE, considering the total sample size needed to reduce sampling error and to ensure valid results. The sample sizes at each institution were dependent upon institutional size (CCSSE, 2011). Table 2 represents the number of students who participated in the 2011 CCSSE study at the three colleges.

Table 2

Number of Respondents at Extended campus sites and Main Campus

Community College	Extended	Main	Total
College A	175	379	554
College B	225	731	956
College C	135	297	432
Total	535	1407	1942

Note: Adapted from "The Community College Survey of Student Engagement Report," College A, College B, and College C, 2011, Respondent Demographics.

Table 3 represents the demographics of students attending the three community colleges who participated in the 2011 CCSSE study

The qualitative sample consisted of ten extended campus site faculty and three extended campus site administrators, totaling 13 interviews. Guest, Bunce, & Johnson (2006) indicate that saturation will likely occur between six and 12 interviews. Guest et al. carried out a systematic analysis of their own data to assess when their interviews were returning no new information or codes and the analysis suggested that data saturation had occurred at a very early stage. For example, in one study where 36 coded categories emerged, 34 developed from their first six interviews, and 35 were developed after 12. At the conclusion of their analysis, it was suggested that a sample of six interviews may be sufficient to enable development of meaningful themes and useful interpretations (Guest et al., 2006).

Table 3

Respondent Demographics

	College A Number	College A Percent	College B Number	College B Percent	College C Number	College C Percent
			Gender			
Male	221	41%	368	42%	167	40%
Female	317	59%	503	58%	246	60%
			Race or Ethnicity			
American Indian or Other Native American	12	2%	23	3%	7	2%
Asian, Asian American, or Pacific Islander	4	1%	7	1%	2	0%
Black or African American, Non-Hispanic	5	1%	27	3%	38	9%
White, Non-Hispanic	490	91%	755	87%	339	82%
Hispanic, Latino, Spanish	11	2%	17	2%	5	1%
Other	8	1%	22	3%	8	2%
International Student of Foreign National	6	1%	19	2%	13	3%
			Age			
18 to 19	180	33%	248	28%	116	28%
20 to 21	130	24%	219	25%	121	29%
22 to 24	58	11%	97	11%	38	9%
25 to 29	47	9%	100	11%	44	11%
30 to 39	58	11%	136	16%	47	11%
40 to 49	33	6%	53	6%	38	9%
50 to 64	30	6%	18	2%	7	2%
65 and over	3	1%	2	0%	1	0%

			Enrollment Status			
Part-Time	98	18%	223	24%	75	18%
Full-Time	444	82%	689	76%	350	82%

Note: Adapted from "The Community College Survey of Student Engagement Report," for College A, College B, and College C, 2011, Respondent Demographics.

Mason (2010) examined the size of the samples from Ph.D. studies that used interviews as their sources of data collection and compared it to qualitative research of authors who have explored sample size and saturation. Mason suggests that the usefulness of results from a qualitative study reflects not only that qualitative samples were drawn to reflect the purpose and aims of the study, and that the interview schedule was designed and implemented based on the researcher's level of skill and experience, but also the quality of the interaction between the interviewer and the participant (Mason, 2010).

The researcher utilized a stratified sample, otherwise known as a subpopulation sample (Creswell & Plano Clark, 2011), when conducting faculty interviews. The researcher chose a stratified sample of faculty from three subgroups—general education, developmental studies, and career education. These three subgroups represent the majority of programming at extended campus sites at the three colleges involved in the research. Additionally, these academic categories support CCSEE strategies for student engagement. This sampling technique was used to assess the interaction between faculty in different subject areas; provide validation for CCSSE strategies; clarify faculty teaching perspectives and philosophy on student engagement; and, classify methods of engagement that faculty utilize at extended campus sites. According to Patton (1990), it is

advantageous to sample each subpopulation (stratum) independently when populations vary (Patton, 1990).

The selection of the administrator of the extended campus site was a purposeful sample (Patton, 1990) because the participant was identified by title. The administrator of the extended campus site is responsible for operations and programming, making it important to capture the administrator's perspective on student engagement at these sites. The researcher worked with administrators to identify and locate eligible faculty participants by subject area, taking into account gender, race, and employment status for a diverse representation of the sample. Peterson's College Bound Guide (2013) provided the following faculty demographics by institution for the colleges in the sample (See Table 4).

Table 4

Faculty Breakout per Institution

	College A	College B	College C
Total Faculty	241	393	189
Full-time Percentage	30%	32%	32%
Part-time Percentage	70%	68%	68%
Female Percentage	49%	47%	Not reported
Male Percentage	51%	53%	Not reported
Student: Faculty Ratio	22:1	25:1	23:1

(College Bound, 2013)

The three extended campus sites were a purposeful sample and were identified for the following reasons:

College A. This extended campus site meets all of the researcher's selection criteria. It operates a wide range of programming and student success services such as a learning center and tutoring. The college has other extended campus site locations but

they resemble satellite sites with limited programming and facilities. One of the college's extended campus sites is an education center that works in collaboration with several other education providers. It operates as the school district's alternative school during the day and does not meet the study's extended campus site criteria.

The extended campus site chosen employs full-time faculty in science and nursing programs. The full-time science faculty member taught only evening courses and was unavailable for interviews, while the nursing faculty do not work or teach out of the extended campus site locations. Interviews with the full-time administrator, a part-time career technology area instructor, and a part-time general education instructor were conducted. All three interviews were with white/non-Hispanic females. In the reported findings, the researcher uses "A" and a numeric value in lieu of using the names of the faculty members and administrator at this campus.

College B. This extended campus site is part of a college system that includes several other centers. The site chosen for this study represented criteria described earlier in this chapter; whereas, the other extended campus site resembled a fully developed comprehensive campus, with workforce development training facilities, student service offices, and an on-site bookstore.

This extended campus site does not employ full-time faculty; however, part-time faculty from each of the subgroups (subject areas) and the site administrator were interviewed. One black male, one black female, and four white/non-Hispanic females were interviewed. The researcher uses "B" and a numeric value in the analysis, in lieu of using the names of the faculty members and administrators at this campus.

College C. This college operates full-service centers at five different locations. The extended campus site chosen meets all the selection criteria. One of the college's locations was not chosen because it operates in partnership with a county learning center, a county development agency, a community chamber office, and a city office; in addition, programming and services are limited at this site. One of the other extended campus sites was not chosen because it is located in a higher education facility with several partners including a 4-year public university. Programming and services are limited due to the partnership agreement.

The site chosen employs two full-time faculty members in the nursing program and full-time administrative staff. Interviews were conducted with one full-time nursing faculty member and two part-time faculty from general education and developmental studies. The administrator was also interviewed. All four interviews were with white/non-Hispanic females. The analysis uses "C" and a numeric value in lieu of using the names of the faculty members and administrators at this campus.

The original sample did not include any males or full-time faculty; therefore, the researcher attempted to supplement the sample utilizing a snowball technique (Patton, 1990) by asking the extended campus site administrator and participants for additional names of subjects who were male or full-time faculty. College A recommended two potential subjects for interviews; however, both declined participation. College B, which does not employ full-time faculty, recommended one black part-time male instructor who did agree to an interview.

Table 5 represents faculty and administrators at the three community college extended campus sites who participated in this study.

Table 5

Interview Participants

	Ethnic / Employment Status	Load	Courses Taught	Experience
			College A	
AA	White female; full-time; 2-years with College A	None	None	Administrator for extended campus site
A1	White female; part-time; 5 years with College A	6-9 hours per semester	Business related including: business, career management, computer information, business foundation	Full-time administrator for university satellite center; university teaching experience
A2	White female; part-time; 2-years with College A	6-hours per semester	Nutrition related courses online and on ground	Full-time biology instructor for school district
A3	White female; part-time; 8-years with College A	9-hour per semester	Developmental related courses including reading and writing courses; communications	Family services background; adult education
			College B	
BA	Black female; full-time; 8-years working for College B	6-hours per semester	Accounting, business math, and business related	Extended campus site administrator
B1	Black male; part-time; 8-years teaching for College B	6-9 hours per semester	Business related including business management, human resources, leadership, etc.	Retired from military; training and teaching experience
B2	White female; part-time; 3-years teaching for College B	6-hours per semester	Communication related including public speaking, human communication, English writing, business communication	Teaching for community college and university

B3	White female; part-time; 7-years teaching for College B	9-hours per semester	Business related including accounting, business, management, marketing, business communications, leadership, macroeconomics, etc.	Industry experience; teaching for community college and university
B4	White female; part-time; 7-years teaching for College B	9-hours per semester	Math related including developmental math, pre-algebra, intermediate algebra, college algebra	Teaching for community college and university
B5	White female; part-time; 6-years teaching for College B	9-hours per semester	Math related including developmental math, pre-algebra, intermediate algebra, college algebra	Teaching for university as a graduate assistant and part-time professor
			College C	
CA	White female; full-time; 2-years with College C	None	None	Administrator for extended campus site
C1	White female; part-time; 2 years with College C	3-hours per semester	Speech/Theater related including public speaking; introduction to theater	Full-time communication professor at university
C2	White female; part-time; 2-years with College C	9-hours per semester	Developmental and tutoring related including developmental math and English	Same
C3	White female; full-time; 13-years with College C	15-hour per semester	Nursing related including PN courses and clinical	Nursing experience

Setting

The phenomenon in question – student engagement at community college extended campus sites – was investigated at the individual locations. It was beneficial for the researcher to see and experience the social interactions and the learning environment of students at each site. It was also useful for the researcher to see firsthand the resources or learning environments that were referenced during the interviews. The interviews were

scheduled in one-hour increments in a room arranged for by the site administrator that afforded comfort and privacy.

Instruments

Quantitative Instrument. The CCSSE survey is comprised of items that assess institutional practices and student behaviors that encourage engagement and are highly correlated with student learning and retention. The survey identifies what students choose to do in and out of the classroom and attempts to understand the students' goals (CCSSE, 2011). CCSSE's demographic survey questions request the students':

- classification (traditional/nontraditional)
- student status (part-time/full-time)
- major
- gender
- marital status
- language
- international/foreign student
- race
- highest education earned
- highest credential earned by parents

CCSSE clusters thirty-eight of the most important survey questions into five conceptually related categories called benchmarks. For the purpose of this study, the researcher used thirty-five of CCSSE's original thirty-eight survey questions (see Appendix A for CCSSE Benchmark Survey questions Used). The researcher focused on

academic and support services survey questions accessible at both main campus and extended campus locations. This study utilized CCSSE's original benchmark survey questions for active and collaborative learning, academic challenge, and student faculty interaction. Two survey questions (6b and 10a) were omitted from the student effort benchmark area; and one benchmark question (13b1) was omitted from support for learner benchmark area. Moreover, two survey questions (13f1 and 13g1) were added to the student effort benchmark area; and two survey questions (4j and 9f) were added to the support for learner benchmark area.

The Community College Student Report (CCSR) survey (see Appendix B for the CCSSR) was administered at the community colleges during the spring academic term (February through April) in 2011 as a pencil-and-paper survey to students in randomly selected credit courses at both the main and extended campus sites. The survey was designed to be completed in one 50-minute class period. Specific CCSSE survey questions focused on academic support; therefore, used a four-point Likert-type scale (where 1 = never, 2 = sometimes, 3 = often, and 4 = very often). The researcher utilized existing data to query and compare CCSSE institutional reports for the main campus versus extended campus site reports. The CCSSE survey questions utilized in this study are identified as the most fundamental survey questions that feed into CCSSE's five benchmarks.

Qualitative Instrument. Following the initial analysis of CCSSE data, interviews were conducted with selected participants at the extended campus sites. The interview questions were designed to identify faculty and administrators' views, understandings,

and definitions of student engagement related to the selected population attending extended campus sites (See Appendix C for the Interview Protocol). The interviews were recorded and transcribed for analysis; the semi-structured interviews generally took one hour to complete. The interview questions asked faculty and administrators about their understanding and use of student engagement techniques and asked them to evaluate what students saw as their learning objectives, and what factors interfered with students meeting these objectives. Because qualitative research theory emerges through the collection of data, coding, and grouping into categories (Corbin & Strauss, 1990), the researcher depended less on precise interview questions as patterns emerged from the dialogue. In addition, the researcher attempted to discover the unique challenges faculty and administrators experience when helping students persist and be successful at extended campus sites.

Reliability

The reliability of a survey is defined as the instrument's ability to provide consistent results, both across individuals and over time. Examining nine latent constructs, CCSSE researchers used the Root Mean Square Error of Approximation (RMSEA) and the Standardized Root Mean Residual (SRMR) in a two-index strategy. Researchers divided the population into three subgroups where different tests were accomplished to measure variances, and no differences were found across groups. The Root Mean Square Error of Approximation (RMSEA) falls into a range considered adequate fit and the Standardized Root Mean Square Residual (SRMR) also was in the range of good fit (RMSEA = .066, SRMR = .066). The results of the Cronbach's alpha

values supported a strong consistency in the construct being measured. Test-retest reliability and validation analyses focused on GPA were also supported by the results. The five-construct solution reproduces the empirical covariance matrix reasonably well (Marti, 2007).

With the researcher's adjustment the Student Effort and Support for Learners benchmarks, the reliability of the constructed dependent variables were measured using Cronbach's alpha. The variable for Student Effort had a reliability coefficient of .605 (College A = .583, College B = .620, and College C = .603). The variable for Support for Learners had a reliability coefficient of .760 (College A = .721, College B = .758, and College C = .792). The measurement of internal consistency explains how closely related a set of items are as a group.

Due to the nature of mixed methods research, most specifically the fact that the human being is the research instrument for a portion of the study, controls for reliability and consistency must be maintained. According to Merriam, "Probably the most well-known strategy to shore up the internal validity of a study is what is known as triangulation" (2009). Merriam states that one of the ways to achieve triangulation, or consistency, is with the use of multiple sources of data to compare and cross-check data collected through observations at different times, different places, and/or different people with different perspectives (Merriam, 2009). The qualitative interviews were conducted at different extended campus sites, with different subjects, who are experts in different subject areas. The researcher used multiple sources of data including CCSSE

data, interviews with extended campus site faculty and administrators, and informal observations during extended campus site visits.

Validity

Validity assesses how well an assessment tool's findings relate to other associated external measures. For example, how well does a high engagement score on CCSSE correlate to high academic performance or high completion rates? According to Marti (2007), "…showing a relationship between these [CCSSR] variables and benchmark scores is a powerful demonstration that the benchmarks are related to educational outcomes" (Marti, 2007, p. 21). Marti demonstrates a positive relationship between GPA and four of the five CCSSE benchmarks.

> Active and Collaborative Learning, $t\ (1, 52{,}705) = 18.90$, $p < .001$, Student Effort, $t\ (1, 52{,}724) = 10.65$, $p < .001$, Academic Challenge, $t\ (1, 52{,}713) = 13.75$, $p < .0001$, and Student-Faculty Interaction, $t\ (1, 52{,}650) = 12.72$, $p < .001$, were all positively related to GPA (Marti, 2007, pp. 22-23).

The connection between student engagement and student success has been emphasized in a number of major studies and reports on the undergraduate experience, including a collection of studies which validates the relationship between student engagement and a variety of student outcomes in community colleges -- including academic performance, persistence, and attainment (Center for Community College Student Engagement, 2013). By utilizing closed-ended quantitative data from CCSSE and open-ended qualitative data from extended campus site interviews, the researcher will better understand and analyze a research question (Creswell J. W., 2009). Further,

interview data were compared with previous CCSSE benchmark data and not considered on its own, enabling the researcher to treat the data as a whole rather than fragmenting it. This process of constant comparison enabled the researcher to identify emerging themes and validates the quantitative results.

Bias

Due to the researcher's experience as an instructor in the classroom and as an administrator at extended campus sites, some attention must be given to possible bias. To minimize this effect, the researcher did not ask "leading" questions, such as asking an instructor to compare differences between main campus and extended campus site instruction or services. For example, the first question addressed the instructor's engagement practices in the classroom. The researcher allowed the participants to share their views and perspectives while making every attempt not to demonstrate agreement or disagreement with statements. Follow up questions were asked in order for participants to elaborate and give specific examples. Finally, the researcher did not purposefully relay information related to student engagement, CCSSE, or national benchmarks prior to interviews or extended campus site visits. The researcher did not purposefully omit information related to the research topic or interviews.

Previous to the interviews, the researcher had established working relationships with two of the subjects. In these cases, an effort was made to address concerns of interview bias by explaining the purpose of the study and the role of the researcher. It was anticipated that some respondents would feel more comfortable providing insights and perceptions to a peer, and indications were that the researcher may have established

creditability with the subjects due to experience and understanding of extended campus site operations, student engagement, and student success.

Procedures

Data collection procedures began with the approval by the proposal by the institutional review boards at the institution at which the researcher was enrolled (i.e., College of Education IRB and the University of Missouri-St. Louis IRB). The study also followed the institutional review guidelines set forth by the Center for Community College Student Engagement and the community colleges participating in the survey.

Quantitative Survey. The quantitative portion of the research focused on comparing groups and survey items between subjects who participated in the 2011 CCSSE study. According to CCSSE (2011), the benchmark scores were calculated by rescaling scores so that all items are on the same scale (0 to 1). The benchmark scores are computed by averaging the scores of the related survey items. The researcher compared the mean scores from the main campus data with the mean scores of extended campus site data by conducting a multivariate analysis of variance (MANOVA) statistical procedure. This analysis technique is an extension of an analysis of variance (ANOVA) in that MANOVA can accommodate more than one dependent variable (Hair, Anderson, & Tatham, 1998).

The purpose of MANOVA was to test whether the vectors of means for two or more groups are sampled from the same sampling distribution. MANOVA gives a measure of the overall likelihood that two or more random vectors of means will be the same when chosen out of the same group (Carey, 1998, p. 1). MANOVA test is

appropriate when there are several correlated dependent variables, and the researcher desires a single, overall statistical test on this set of variables instead of performing multiple individual tests (Carey, 1998, p. 1). The independent variables in a MANOVA can be one or more categorical variables (i.e., CCSSE benchmark survey questions) and focus on the differences between groups (i.e., extended campus sites vs. main campus) or levels of each categorical variable. MANOVA is a multivariate procedure because it examines the differences between groups for more than one dependent variable simultaneously (Hair, Anderson, & Tatham, 1998).

Qualitative Interviews. The stratified sample was taken from a list of faculty identified by the extended campus site administrator. The researcher contacted the sample via email (See Appendix D for Interview Email Invitation Correspondence). The researcher was prepared to follow-up with a phone call, if necessary, but participants who agreed to the interview responded via email. An informed consent form was emailed to each selected participant prior to the interview, with a hard copy provided, reviewed, and signed at the time of the interview (See Appendix E for Interview Consent Form). The interviews were recorded via digital recorder and smartphone recorder for back-up. The interviews were transcribed by a typist and reviewed by the researcher who made minor corrections to higher education jargon or slang that the typist did not understand. The researcher transcribed one interview from College B. As indicated earlier in the chapter, the researcher utilized identifiers codes rather than faculty and staff names.

Data Analysis

Quantitative Analysis. This portion of the study measured and assessed the statistically significant difference between the community college main campus data and extended campus site data from the 2011 CCSSE study of three community colleges in mid-America. The researcher examined the institutional data and key findings from the 2011 CCSSE institutional reports prior to conducting interviews. At the time the interviews were conducted, most faculty were not familiar with the CCSSE study; administrators were somewhat familiar with the study but did not know their site's key findings or results.

Quantitative data were analyzed using the Statistical Program for the Social Sciences (SPSS) version 21. The independent variables were identified as the two groups of students defined in the research question: the extended campus site student and the main campus student. The dependent variable was the student engagement survey instrument, CCSSE. Each question in CCSSE's five benchmark areas would identify specific aspects of student engagement. A multivariate analysis statistical procedure of variance (MANOVA) was used to test quantitative research questions. A post hoc comparison of means were conducted to help clarify multivariate findings.

There are two primary situations in which MANOVA is used as the preferred statistical tool for data analysis. The first is when there are several correlated dependent variables, and the researcher desires a single, overall statistical test on this set of variables instead of performing multiple individual tests. The second is when it is important to explore how independent variables influence some patterning of response on the

dependent variables (Carey, 1998). This study uses main campus (MC) and extended campus site (EC) as categorical of the contrasting independent variable to test hypotheses on how the independent variables differentially predict the dependent variables, in this case CCSSE Benchmarks.

The first statistical analysis of data involved a MANOVA to test the statistically significant differences between a community college's main campus data and the community college's extended campus site data related to the CCSSE Benchmarks-Active and Collaborative Learning, Student Effort, Academic Challenge, Student and Faculty Interaction, and Support for Learners.

Wilks' Lambda is arguably the most popular multivariate statistic and is commonly used to measure the degree of significance (Tabachnick & Fidell, 2006). In this study, if the value of Wilks' Lambda and its associated *p* value is higher than .05 then the researcher can conclude that there is not a statistically significant difference among responses on CCSSE by students at extended campus sites and the main campus. If a college's Wilk's Lambda value is less than .05, there is a statistically significant difference between extended campus site responses and main campus responses on CCSSE, in terms of that question's variable grouping.

If the original MANOVA produced a significant difference for the research question, the researcher investigated further into each of the dependent variables in each CCSSE benchmark area by reviewing the Tests of Between Subject Effects. This test applies an *F* test of significance to the relation of each covariate. The MANOVA gives one overall test of the equality of mean vectors for several groups; however, the test

cannot tell you which groups differ from other groups on their mean vectors (Carey, 1998). Therefore, the researcher applies mean contrast coding to each dependent CCSSE variable to overcome this limitation.

Qualitative Analysis. Thirteen experienced faculty were interviewed using a semi-structured interview. For the purpose of this study, the researcher wanted to know ways in which instructors not only teach, but also attempt to engage their students. Transcripts were coded line by line using open coding, as described by Merriam (2009). The researcher used Qualitative Data Analysis (QDA) software called WEFT, which is a public domain license QDA software tool for the analysis of textual data such as interview transcripts, documents and field notes.

Grounded theory techniques (e.g., open coding, comparative analysis, axial coding and conceptual saturation) were employed in the coding process and began during the data collection interview phase (Glaser & Strauss, 1967). According to Glaser and Strauss (1967), "Building grounded theory requires an interpretive process of data collection, coding, analysis, and planning what to study next" (p. 62). Open coding and theoretical sampling began with the first interview as the researcher listened for words and phrases that might begin to answer the research questions (Strauss & Corbin, 1998). (See Appendix K for Axial Coding). With each interview, perception areas related to classroom teaching and engagement practices emerged. The researcher experienced a mental and natural process of sorting, ordering, and categorizing codes as the interview participants discussed engagement practices. The researcher again attempted to gain an

impression and an understanding of engagement sub-themes when reviewing transcriptions.

As part of the analysis, three individual projects were created in Weft QDA, one for each extended campus site. Once the projects were created, the researcher converted the word processing interview text into PDF format in order to import data into WEFT. The rough concept categories were fed into WEFT so that the transcripts could be read and passages marked according to one of the categories. After tagging data to the categories and codes, the researcher reviewed all the document sections coded by category and conducted a side-by-side comparison for differences and common themes, and for the need to be categorized differently. As the analysis developed and the number of categories increased or changed, categories were rearranged to keep the category tree manageable. This allowed the researcher to further define categories, as represented in Table 6.

In evaluating the qualitative data, the researcher employed qualitative research methods tools, including the development of a conditional matrix. A conditional matrix is an analytical diagram that shows the range and conditions related to a category or phenomenon. Corbin and Strauss (1990) describe the matrix as a tool to help researchers identify conditions that might affect the phenomenon of interest and to assist the researchers' explanation and prediction of such phenomenon (Charmaz, 2010). In addition, the researcher utilized interview and fieldwork literature methods to assure credibility of respondents and to avoid biasing responses, observations, and coding (Corbin & Strauss, 1990).

Table 6

Overview of Qualitative Results

Theme Area	Themes Derived from the Qualitative Interviews
Active and Collaborative Learning	Individual active learning Collaborative learning as a group Learning outside of the classroom Supplemental instruction
Academic Challenge and Rigor	Expectations Analyze/Synthesize/Evaluate/Apply/Perform Reading/Written Assignments/Exams/Assessments
Student and Faculty Interaction	General Communication/Email/Learning Management Systems Office Hours/Appointments Tutoring/Mentoring outside of class Discuss grades/future plans/ideas outside of class
Faculty Role	Philosophy of Teaching/Dedication Social/Networking Training/Professional Development Communication/Involvement
Facility Opportunities or Challenges	Small group interaction/smaller classes Customer services/cross trained staff/efficiencies Support from main campus/for each other Funding for new facilities Unique market/demographics Lack of communication/disconnect Lack of resources/services/space
Student Support and Success	Communication/Information Institutional resources or services/advising and counseling Diversity among students/social and networking opportunities Assistance with non-academic responsibilities

Interviews were digitally recorded and transcribed immediately and although this was not a "grounded theory" study, the grounded-theory approach to data analysis was employed because of its utility. The researcher employed an inductive-type approach to data analysis

According to Merriam, "A grounded theory consists of categories, properties and hypotheses that are the conceptual links between and among the categories and properties" (2009). Open coding was used for all 13 interviews. The researcher individually coded each interview transcript looking for consistencies and repetition throughout all interviews. Strauss and Corbin (1998) explain that a grounded-theory study involves four procedures: open coding, axial coding, selective coding, and development of a theory (Strauss & Corbin, 1998). In the first stage of the analysis, the researcher studied the data for commonalities and for specific attributes which might develop into categories. This was done by reading and re-reading interview transcripts and observations and reviewing findings from the CCSSE study. The data evolved into 116 codes during the initial open coding analysis. In the second stage of analysis, the researcher reviewed the data for interconnections between the data, categories, subcategories, and themes. During this process, the categories were refined into 65 individual categories and 12 subcategories, then combined based upon interrelationships to develop the five themes. Initially, the five themes contained five to seven different subcategories which were narrowed to five themes with four subcategories. Through this process, the researcher developed data into the theory presented in chapter four.

Data derived from the qualitative analysis were then examined in light of the quantitative findings to add illumination and provide meaning. These findings are provided in Chapter 4, with analysis and application reviewed in the final chapter.

Summary

The purpose of this study was to measure and assess the statistically significant differences between student and employee assessments of student engagement at community college main campuses and extended campus sites using the 2011 CCSSE study. From these data, inferences can be drawn about student engagement at college extended campus sites that might help improve student outcomes in the future. The colleges included in this study were selected because they represent a broad, regional cross section of the state in which the research was conducted and because they have an extensive network of extended campus sites which participated in the 2011 CCSSE study. The study's second purpose was to evaluate faculty and staff perception relative to student engagement and apply these perceptions to recommendations for improvement, if merited. This chapter described the mixed methods approach that was used to gain quantitative data using CCSSE and qualitative data through a series of interviews with administrators and faculty at extended campus locations. The chapter described the statistical tools used to analyze the data, and techniques drawn from grounded theory methodology that was employed in deriving themes from the interviews.

Considerable research shows that students learn and retain more information when they are engaged in their learning. Moreover, students are more apt to persist and be successful at meeting their educational goals when engaged. Student focus groups

show that active instructional approaches which encourage engaged learning, (e.g. small-group work and student-led activities) make students more enthusiastic about their classes and more likely to attend and participate (Center for Community College Student Engagement, 2010). Extended campus sites present unique challenges to student engagement in the traditional sense. This study is designed to inform community college administrators and policy makers about the level of resources, services, and activities currently provided at extended campus sites and emphasized the need for consistency between main campus and extended campus site student engagement activities.

The chapters which follow present and analyze the data from the research, propose recommendations for improving student engagement, and suggest directions for additional study that would complement these findings.

CHAPTER FOUR

Findings

Introduction

For decades, student engagement data have been collected to assess how students engage in a range of productive learning activities. For community colleges, student engagement, student satisfaction, and academic success have been assessed and measured by the Community College Survey of Student Engagement (CCSSE). Yet to date, data collected have not differentiated between the degree of engagement in campus life among students attending classes at extended campus sites and those attending main campuses. This lack of data prevents community colleges from examining and modifying site specific strategies for greater student engagement and success. This study takes a step toward remedying that deficiency by comparing CCSSE student responses between students who attend three community college main campuses in the Midwest with those attending extended campus sites at the same colleges.

The primary purpose of the quantitative portion of this study was to examine and to assess the statistically significant differences between the community college main campus data and the extended campus site data from the 2011 CCSSE study of the three community colleges. The hypothesis tests significant difference among the dependent variables (active-collaborative learning, student effort, academic challenge, student-faculty interaction, and student support for learners) by campus location (main campus and extended campus sites) of students attending community colleges in one mid-American state.

The study's second purpose was to evaluate, within the community colleges' extended campus sites, perceptions of faculty and staff related to student engagement at their locations. To answer the qualitative research questions, the research sought to document the perspectives of administrators and faculty who are responsible for the success of students at community college extended campus site. By telling their stories, the faculty and administrators reveal the techniques, philosophies, and practices that shaped their commitment to student engagement and student success. The participants provided their personal observations and perceptions about the site's fiscal and physical resources; furthermore, how these resources, or lack thereof, may influence effective student engagement. Participants also shared their past and present teaching experiences and personal engagement with the students.

Quantitative Findings

CCSSE benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement. Benchmarks are used to compare each institution's performance to that of similar institutions and with the CCSSE Cohort. The five benchmarks of effective educational practice for each community colleges are reported in the following table (Table 7).

Table 7

Benchmark Summary Report per College

Benchmark	College A	College B	College C
Active and Collaborative Learning	49.9	46.6	48.8
Student Effort	51.2	51.3	51.6
Academic Challenge	47.3	47.5	49.7
Student-Faculty Interaction	52.4	46.2	55.6
Support for Learners	51.4	45.9	50.9

(Center for Community College Student Engagement, 2013)

Hypothesis 1. The variables for Hypothesis 1-Active and Collaborative Learning include: asking questions in class or to the class (CLQUEST); making class presentations (CLPRESEN); working as a group in class (CLASSGRP); working as a group outside class (OCCGRP); tutoring or teaching others (TUTOR); working on a community-based project (COMMPROJ); and, sharing ideas outside class (OCCIDEAS).

Table 8 shows significant differences at the three colleges between perceptions of students attending a community college's main campus and students at extended campus sites related to the CCSSE Benchmark-Active and Collaborative Learning ($p < .05$ College A = .002, College B = .002, College C = .000). The hypothesis of no difference among active and collaborative engagement scores by campus location is rejected because the data indicated significant differences existed for the variable.

Table 8

MANOVA Question 1 Active & Collaborative Learning

		t	*F*	*df*	*df* error	*p*
College A	Wilks' Lambda	.957	3.350	7	527	.002
College B	Wilks' Lambda	.975	3.286	7	908	.002
College C	Wilks' Lambda	.931	4.268	7	404	.000

The Tests of Between Subjects Effects (Appendix F for TBSE-Active and Collaborative Learning) were performed to determine if these differences were statistically significant by variable. The test shows a significant difference within the area of: asking questions in class (CLQUEST) at College A (p = .001); making presentations to the class (CLPRESEN) at College B (p = .001); and working as a group (CLASSGRP) (p = .002), tutoring or teaching others (TUTOR) (p = .004), and working on a community-based project (COMMPROJ) (p = .003) at College C.

When comparing active and collaborative learning variable means (see Table 9), College A's extended campus mean was higher than the main campus mean in asking questions in class or to the class (CLQUEST); working as a group in class (CLASSGRP); working as a group outside class (OCCGRP); sharing ideas outside class (OCCIDEAS); and, working as a group outside class (OCCGRP). College B's extended campus mean was higher than the main campus mean in asking questions in class or to the class (CLQUEST); making class presentations (CLPRESEN); working as a group outside class (OCCGRP); and sharing ideas outside class (OCCIDEAS). College C's extended campus mean was higher than the main campus mean in asking questions in class or to the class (CLQUEST) and sharing ideas outside class (OCCIDEAS).

Table 9

Active and Collaborative Learning Mean Comparison

College A	Extended Campus		Main Campus	
	$\bar{x}$	SD	$\bar{x}$	SD
CLQUEST	3.213	.803	2.972	.800
CLPRESEN	2.260	.847	2.402	.834
CLASSGRP	2.615	.852	2.478	.785
OCCGRP	1.970	.915	1.891	.806
TUTOR	1.384	.681	1.421	.747
COMMPROJ	1.266	.593	1.322	.658
OCCIDEAS	2.568	.943	2.516	.884
College B	Extended Campus		Main Campus	
	$\bar{x}$	SD	$\bar{x}$	SD
CLQUEST	3.057	.841	2.959	.824
CLPRESEN	2.292	.897	2.063	.893
CLASSGRP	2.505	.817	2.510	.821
OCCGRP	1.802	.759	1.783	.838
TUTOR	1.349	.646	1.413	.732
COMMPROJ	1.184	.485	1.288	.658
OCCIDEAS	2.608	.974	2.521	.925
College C	Extended Campus		Main Campus	
	$\bar{x}$	SD	$\bar{x}$	SD
CLQUEST	3.147	.801	2.975	.826
CLPRESEN	2.116	.923	2.138	.914
CLASSGRP	2.256	.859	2.512	.764
OCCGRP	1.829	.830	2.018	.814
TUTOR	1.256	.562	1.466	.758
COMMPROJ	1.178	.475	1.389	.737
OCCIDEAS	2.667	.929	2.562	.894

N = EC 510; MC = 1353

These data indicate that students at extended campus sites feel more engaged than do students at the main campus sites in activities that foster active and collaborative learning.

Hypothesis 2. The variables for Hypothesis 2-Student Effort include: preparing two or more drafts of a paper or assignment before turning it in (REWROPAP); working on a paper or project that required integrating ideas or information from various sources

(INTEGRAT); coming to class without completing readings or assignments (CLUNPREP); using job placement services (USEJOBPL); using a tutor (USETUTOR); using a skill lab (USELAB); using financial aid advising (USEFAADV); and, using a computer lab (USECOMLB).

Table 10 shows the significant difference between perceptions of students attending a community college's main campus and students at extended campus sites related to the CCSSE Benchmark-Student Effort dependent variables at two of the three colleges ($p < .05$ College B = .000, College C = .000). The hypothesis of no difference among student effort engagement scores by campus location is rejected because the data indicated significant differences existed for the variable.

Table 10

MANOVA Question 2 Student Effort

		t	*F*	*df*	*df* error	*p*
College A	Wilks' Lambda	.968	1.846	9	497	.058
College B	Wilks' Lambda	.946	5.276	9	828	.000
College C	Wilks' Lambda	.846	7.484	9	370	.000

The Tests of Between Subjects Effects (see Appendix G for TBSE-Student Effort) were performed for College B and College C to determine if these differences were statistically significant by variable under the Student Effort grouping. The test shows a significant difference within the area of preparing two or more drafts of a paper or assignment before turning it in (REWROPAP) ($p = .000$), using a skill lab (USELAB) ($p = .026$), and using financial aid advising (USEFAADV) ($p = .006$) at College B. The test shows a significant difference within the area of working on a paper or project that required integrating ideas or information from various sources (INTEGRAT) ($p = .049$),

coming to class without completing readings or assignments (CLUNPREP) (p = .000), using a tutor (USETUTOR) (p = .000), and using a skill lab (USELAB) (p = .022) at College C.

When comparing student effort variable means (see Table 11), College A's extended campus mean was slightly higher than the main campus mean in using financial aid advising (USEFAADV) and using a computer lab (USECOMLB). College B's extended campus mean was higher than the main campus mean in every area; the same is true for College C with the exception of using a tutor (USETUTOR), which was lower at the extended campus site.

Table 11

Student Effort Mean Comparison

College A	Extended Campus		Main Campus	
	$\bar{x}$	SD	$\bar{x}$	SD
REWROPAP	2.615	1.049	2.754	.954
INTEGRAT	2.907	.872	2.992	.846
CLUNPREP	1.733	.696	1.910	.669
USEJOBPL	.609	.685	.663	.638
USETUTOR	1.012	.851	1.095	.793
USELAB	1.224	.935	1.269	.975
USECHLD	.497	.681	.462	.590
USEFAADV	1.876	.900	1.812	.892
USECOMLB	2.149	.860	2.092	.889
College B	Extended Campus		Main Campus	
	$\bar{x}$	SD	$\bar{x}$	SD
REWROPAP	2.770	.978	2.491	.983
INTEGRAT	2.950	.870	2.880	.870
CLUNPREP	1.900	.724	1.879	.771
USEJOBPL	.679	.627	.663	.645
USETUTOR	1.077	.834	1.172	.870
USELAB	1.488	1.048	1.318	.926
USECHLD	.550	.587	.501	.602
USEFAADV	1.737	.879	1.539	.900
USECOMLB	2.349	.789	2.010	.964

College C	Extended Campus		Main Campus	
	$\bar{X}$	SD	$\bar{X}$	SD
REWROPAP	2.770	.991	2.560	1.011
INTEGRAT	3.025	.901	2.828	.900
CLUNPREP	1.619	.626	1.931	.719
USEJOBPL	.636	.636	.756	.733
USETUTOR	.644	.606	1.031	.821
USELAB	1.653	.982	1.416	.901
USECHLD	0.534	.781	0.527	.604
USEFAADV	1.788	.959	1.859	.918
USECOMLB	2.195	.945	1.954	.887

N=EC 488; MC=1239

These data indicate that students at extended campus sites feel more engaged in key variables associated with student effort than do students at the main campus sites.

Hypothesis 3. The variables for Hypothesis 3-Academic Challenge include: working harder than you thought you could in order to meet the instructor's standards or expectations (WORKHARD); analyzing the basic elements of an idea, experience, or theory (ANALYZE); synthesizing and organizing ideas, information, or experiences in new ways (SYNTHESZ); making judgments about the value or soundness of information, arguments, or methods (EVALUATE); applying theories or concepts to practical problems or in a new situation (APPLYING); using the information you have read or heard to perform a new skill (PERFORM); number of assigned textbooks or other books for course readings (READASGN); number of written papers or reports (WRITEANY); number of challenging examinations during the school year (EXAMS); and, encouraging the student to spend a significant amount of time studying (ENVSCHOL).

Table 12 shows that both locations at all colleges have a significance value higher than .05; therefore the table shows no significant difference between perceptions of

students attending a community college's main campus and students at extended campus sites related to the CCSSE Benchmark-Academic Challenge dependent variables ($p < .05$ College A = .587, College B = .198, College C = .536). The hypothesis of no difference among academic challenge engagement scores by campus location is supported because the data indicated no significant differences existed for the variable.

Table 12

MANOVA Question 3 Academic Challenge

		t	*F*	*df*	*df* error	*p*
College A	Wilks' Lambda	.984	.843	10	514	.587
College B	Wilks' Lambda	.984	1.353	10	853	.198
College C	Wilks' Lambda	.978	.897	10	391	.536

The Tests of Between Subjects Effects (see Appendix H for TBSE-Academic Challenge) were performed; although no differences were statistically significant by variable under the Academic Challenge grouping. When comparing the mean differences (See Table 13), extended campus site students' perception of academic challenge were comparable to main campus students' perception in every benchmark area.

Table 13

Academic Challenge Mean Comparison

College A	Extended Campus		Main Campus	
	$\bar{x}$	SD	$\bar{x}$	SD
WORKHARD	2.657	.912	2.507	.838
ANALYZE	2.904	.756	2.777	.832
SYNTHESZ	2.789	.872	2.646	.858
EVALUATE	2.729	.897	2.579	.896
APPLYING	2.753	.924	2.646	.832
PERFORM	2.801	.929	2.772	.876
READASGN	2.964	1.014	2.930	.993
WRITEANY	3.060	1.214	3.084	1.007
EXAMS	4.994	1.208	4.916	1.092
ENVSCHOL	3.012	.866	2.994	.801

College B	Extended Campus		Main Campus	
	$\bar{X}$	SD	$\bar{X}$	SD
WORKHARD	2.512	.855	2.521	.872
ANALYZE	2.850	.833	2.820	.841
SYNTHESZ	2.770	.878	2.708	.868
EVALUATE	2.653	.901	2.558	.905
APPLYING	2.676	.826	2.645	.897
PERFORM	2.765	.8363	2.810	.8965
READASGN	2.948	.982	2.995	1.044
WRITEANY	3.178	9.98	3.005	1.038
EXAMS	4.934	1.083	5.046	1.135
ENVSCHOL	2.944	.844	3.015	.790
College C	Extended Campus		Main Campus	
	$\bar{X}$	SD	$\bar{X}$	SD
WORKHARD	2.721	.845	2.550	.890
ANALYZE	2.893	.860	2.843	.783
SYNTHESZ	2.869	.832	2.746	.865
EVALUATE	2.689	.927	2.671	.899
APPLYING	2.713	.837	2.711	.874
PERFORM	2.746	.877	2.793	.875
READASGN	2.934	1.018	2.932	1.029
WRITEANY	3.090	1.083	3.071	1.098
EXAMS	4.984	1.090	4.950	1.181
ENVSCHOL	3.000	.792	3.036	.833

N = EC 501; MC = 1290

These data indicate that students at extended campus sites feel as engaged as the main campus in key variables associated with academic challenge.

Hypothesis 4. The variables for Hypothesis 4-Student and Faculty Interaction included: using email to communicate with an instructor (EMAIL); discussing grades or assignments with an instructor (FACGRADE); talking about career plans with an instructor or advisor (FACPLANS); discussing ideas from student's readings or classes with instructors outside of class (FACIDEAS); receiving prompt feedback (written or oral) from instructors on student performance (FACFEED); and, working with instructors on activities other than coursework (FACOTH).

Table 14 shows the difference between perceptions of students attending a community college's main campus and students at extended campus sites related to the CCSSE Benchmark dependent variables-Student & Faculty Interaction. Differences proved to be significant at one of the three colleges ($p < .05$ College C = .003). The hypothesis of no difference among student and faculty engagement scores by campus location is rejected because the data indicated significant differences existed for the variable.

Table 14

MANOVA Question 4 Student & Faculty Interaction

		T	*F*	*df*	*df* error	*p*
College A	Wilks' Lambda	.990	.865	6	519	.520
College B	Wilks' Lambda	.994	.887	6	902	.503
College C	Wilks' Lambda	.951	3.408	6	401	.003

The Tests of Between Subjects Effects (see Appendix I for TBSE-Student and Faculty Interaction) was performed for College C to determine if these differences were statistically significant by variable for the Student and Faculty Interaction grouping. The test did not reveal statistically significant differences by individual variable. The mean difference for student and faculty interaction indicates that extended campus site students at College A and College C were slightly and similarly higher than the main campus students in most student faculty interaction variables; yet, extended campus student means at College B were slightly higher than the main campus in the areas of using email to communicate with an instructor (EMAIL); receiving prompt feedback (written or oral) from instructors on student performance (FACFEED); and, working with instructors on activities other than coursework (FACOTH) (See Table 15).

Table 15

Student Faculty Interaction Mean Comparison

College A	Extended Campus		Main Campus	
	$\bar{x}$	SD	$\bar{x}$	SD
EMAIL	2.994	.899	3.076	.802
FACGRADE	2.631	.892	2.680	.840
FACPLANS	2.345	.889	2.309	.906
FACIDEAS	1.821	.863	1.833	.817
FACFEED	2.714	.890	2.632	.779
FACOTH	1.429	.697	1.482	.746
College B	Extended Campus		Main Campus	
	$\bar{x}$	SD	$\bar{x}$	SD
EMAIL	2.848	.956	2.864	.898
FACGRADE	2.533	.870	2.576	.872
FACPLANS	1.886	.827	1.939	.882
FACIDEAS	1.686	.833	1.695	.815
FACFEED	2.724	.863	2.606	.817
FACOTH	1.376	.653	1.369	.721
College C	Extended Campus		Main Campus	
	$\bar{x}$	SD	$\bar{x}$	SD
EMAIL	3.024	.936	3.074	.878
FACGRADE	2.927	.888	2.767	.864
FACPLANS	2.228	.973	2.251	.889
FACIDEAS	1.837	.899	1.915	.891
FACFEED	2.813	.881	2.643	.852
FACOTH	1.325	.620	1.555	.833

N = EC 506; MC = 1337

Although slight differences, these data indicate that student's perception concerning student and faculty interactions did not prove to be statistically significant between extended campus sites and the main campus.

Hypothesis 5. The variables for Hypothesis 5-Support for Learners, included: using the Internet or instant messaging to work on an assignment (INTERNET); providing the support you need to help you succeed at this college (ENVSUPRT); encouraging contact among students from different economic, social, and racial or ethnic

backgrounds (ENVDIVRS); helping students cope with non-academic responsibilities (work, family, etc.) (ENVNACAD); providing the support students need to thrive socially (ENVSOCAL); providing the financial support students need to afford education (FINSUPP); using academic advising/planning (USEACAD); and, using career counseling (USECACOU).

Table 16 shows College A having a value higher than .05; therefore, there is no significant difference. Yet, College B and College C have values lower than .05 which indicate a significant difference between perceptions of students attending a community college's main campus and students at extended campus sites related to the Support for Learners dependent variables ($p < .05$ College A = .116, College B = .035, College C = .020). The hypothesis of no difference among support for learners engagement scores by campus location is partially rejected because the data indicated no significant differences existed for the variable at one college and significant differences at two colleges.

Table 16

MANOVA Question 5 Support for Learners

		T	*F*	*df*	*df* error	*p*
College A	Wilks' Lambda	.975	1.622	8	516	.116
College B	Wilks' Lambda	.981	2.080	8	864	.035
College C	Wilks' Lambda	.955	2.306	8	396	.020

The Tests of Between Subjects Effects (see Appendix J for TBSE-Support for Learners) were performed for College B and College C to determine if these differences were statistically significant by variable under the Support for Learners grouping. The test shows a significant difference within the area of helping students cope with non-academic responsibilities (work, family, etc.) (ENVNACAD) ($p = .005$), providing the

support students need to thrive using academic advising/planning (USEACAD) (p = .032), and using career counseling (USECACOU) (p = .047) at College B and providing the support you need to help you succeed at this college (ENVSUPRT) (.018) at College C. The mean difference for Support for Learners engagement variables indicates that extended campus site students are more engaged than main campus students, with the exception of utilizing the internet for class (INTERNET) at College A and College C. In addition, College C's extended campus site students are less engaged than main campus students when encouraging contact among students from different economic, social, and racial or ethnic backgrounds (ENVDIVRS) (See Table 17).

Table 17

Support for Learners Mean Comparison

College A	Extended Campus		Main Campus	
	$\bar{X}$	SD	$\bar{X}$	SD
INTERNET	3.067	.911	3.250	.813
ENVSUPRT	3.036	.847	2.997	.862
ENVDIVRS	2.424	1.019	2.331	.998
ENVNACAD	2.073	.883	1.872	.940
ENVSOCAL	2.285	.929	2.147	.900
FINSUPP	2.867	1.074	2.922	.972
USEACAD	1.850	.727	1.840	.742
USECACOU	1.121	.696	1.086	.716
College B	Extended Campus		Main Campus	
	$\bar{X}$	SD	$\bar{X}$	SD
INTERNET	3.171	.853	3.093	.946
ENVSUPRT	3.032	.785	2.942	.855
ENVDIVRS	2.356	.996	2.344	1.00
ENVNACAD	2.181	.889	2.075	.913
ENVSOCAL	2.285	.929	2.147	.900
FINSUPP	2.889	.977	2.760	1.043
USEACAD	1.542	.758	1.412	.772
USECACOU	1.037	.6810	.933	.663

College C	Extended Campus		Main Campus	
	$\bar{x}$	SD	$\bar{x}$	SD
INTERNET	2.969	.967	3.187	.887
ENVSUPRT	3.031	.825	2.817	.849
ENVDIVRS	2.528	1.007	2.572	.961
ENVNACAD	2.047	.998	1.960	.973
ENVSOCAL	2.362	.965	2.252	.923
FINSUPP	2.827	1.091	2.838	1.040
USEACAD	1.764	.840	1.723	.818
USECACOU	1.276	.832	1.165	.815

N = 508; MC = 1295

With the exception of two variable areas at College A and College C, these data indicate that students at extended campus sites feel slightly more engaged than do students at the main campus in key variables associated with support for learners.

The hypothesis of no difference among engagement scores by campus location is partially rejected because the data indicated significant differences existed for the five engagement variables.

Qualitative Findings

Interviews attempted to identify faculty and administrators' views, understandings, and definitions of student engagement related to the selected population attending extended campus sites. The qualitative data enabled the researcher to add the depth and breadth that CCSSE's quantitative data alone could not provide. In response to qualitative research questions, participants identified engagement practices which align with CCSSE Benchmark engagement strategies reviewed in Chapter 2. Six themes emerged in the qualitative portion of this study regarding the faculty's perceptions of student engagement at Missouri community college extended campus sites. These themes

were derived from the coding process and are described and discussed by Theme Area following Table 18.

Table 18

Overview of Results by Theme

Theme Area	Themes Derived from the Qualitative Interviews
Active and Collaborative Learning	Active learning as individual Collaborative learning as a group Learning outside of classroom Supplemental instruction
Academic Challenge and Rigor	Expectations Analyze/Synthesize/Evaluate/Apply/Perform Reading/Written Assignments/Exams/Assessments
Student and Faculty Interaction	General Communication/Email/Learning Management System Office Hours/Appointments Tutoring/Help outside of class Discuss grades/future plans/ideas outside of class
Faculty Role	Philosophy of Teaching/Dedication Social/Networking Training/Professional Development Communication/Involvement
Facility Opportunities or Challenges	Small group interaction/smaller classes Customer services/cross trained staff/efficiencies Support from main campus/for each other Support for new facility Unique market/demographics Lack of communications/disconnect Lack of resources/services/space
Student Support and Success	Communication/Information Institutional resources or services/advising and counseling Diversity interaction among students/social and networking opportunities Assistance with non-academic responsibilities

The Active and Collaborative Learning theme, by definition, included active learning as an individual, class, or group. It involved participating and engaging in learning inside or outside the classroom. It also involved taking an active approach to learning such as seeking supplemental instruction or utilizing tutors or outside instruction.

The Academic Challenge and Rigor theme pertained to the expectations, goals, and objectives of both the instructor and the student. It involved critical thinking where students may analyze, synthesize, evaluate, and apply new information. This theme also considered reading and writing assignments; as well as outcomes assessment.

Student and Faculty Interaction theme, simply put, involved time or activities spent interacting with each other. The communication and/or relationship development between the student and faculty may or may not pertain to courses or to college.

The Faculty Role theme considered the instructor's philosophy of teaching and the instructor's passion, dedication and work ethic. The opportunities for instructors to interact, to give input, and to learn from one another were also considered in this theme.

Student engagement may be enhanced or affected by an extended campus' facility. The theme Facility Opportunities or Challenges, discusses the unique characteristics, both beneficial and detrimental, associated with extended campus sites and their effects on student learning and engagement.

The Student Support and Success theme referred to the many services and resources which contribute to student success. It compared the availability or use of these services and resources at an extended campus site to that of the main campus.

Explanation of these themes within the extended campus context and evidence of their presence are provided below, beginning with Active and Collaborative Learning. The quotations were edited in some cases (without altering their accuracy) to make the statements understandable. The line number after quotations references transcripts of interviews with extended campus site faculty members and extended campus site directors.

Active and Collaborative Learning. The faculty interviewed for this study regularly reported that students at the extended campus sites participated in active and collaborative learning; furthermore, many of the faculty defined active and collaborative learning based on activities or projects that students participated in during class or based on learning methods utilized. Asking open-ended questions in class was one active and collaborative learning technique that several faculty revealed in the interview, specifically, C3 mentioned Socratic Methodology which is a form of inquiry and discussion between individuals. The Socratic Methodology is based on asking and answering questions to stimulate thinking, ideas, and learning.

> We also do reviews, where we put them into teams, and do team reviews. We play games and we just keep them engaged just by asking questions. We also use a lot of Socratic Methodology in the classroom. Socratic Method is where you ask a question, just a general question, and you get comments back based what you are asking. You have dialogue over the responses that you get from that question. (at point 1233)

Instructors and administrators stated that extended campus site students participated in group projects or group presentations. Students have to research and develop information to be presented as a group to the instructor and to the class. B1, former trainer and experienced business instructor, stated the following:

> One of the things I do with my [name of class] is give them a project to work on as a class. This way, they learn to work with each other. And I pair them up because you have some students who are weak and others are pretty strong. (at point 9495)

Engagement practices in the classroom that were noted in the interviews illustrated student participation and feedback in class. These included answering questions or asking the instructor a follow-up question, with additional examples of student interaction or networking that takes place during class discussions. These strategies gave students the opportunity to learn from each other based on previous experiences or course-related readings and research. B4 noted that these collaborative efforts allow students to help each other, stating, "They are all in the same course-and so they were all struggling with the same thing-so we go through it together. They were teaching each other after I taught them." (at point 22879)

Additionally, role playing, skits, or visual activities centered on the subject matter are utilized to engage learning. In some cases, group projects required work outside of class which might include coordination, time management, and an understanding and appreciation for each team member's commitment and strength. At least one faculty from each extended campus site spoke about community-based learning, either as a required

class project or as a volunteer. Instructor B3 utilized guest speakers and required students to attend a regional board or council meetings to become active in their community and to get involved in local government.

> I've got a guy in [name of community]. He is from SCORE. He has spoken several times in several of my business classes. My finance class, of course, I have a financial advisor come in. Guest speakers are fun—depending on the class though. I actually made them [the students] go to city council meetings. Since it is a community college, I like to involve them in local community events. They can draw off of people in the community and [the community] can draw off the students, as well. (8967-9503)

According to its website, SCORE is a non-profit association dedicated to entrepreneur education and the formation, growth, and success of the nation's small businesses (SCORE, 2013). A1, a business instructor, said volunteering helps students understand the value of an education, "You may not be getting a grade for it, but there's always value in education when you're volunteering for anything." (at point 39697) Another extended campus site program with a practicum/clinical component was required of all students; however, the instructor takes "learning" a step further by seeking lesson planning input from the worksite or clinical site. Extended campus site instructors also gave examples of students teaching each other or tutoring others inside or outside of the classroom. A1 spoke to the value of multi-generational classrooms.

> I think the older generation definitely influences the younger ones to think more out of the box and to apply themselves more. I've got situations right now where

> in the class this week, they had to take a quiz over programming that was extra credit. So he [the older student] made them [the younger students] sit there for about an extra thirty minutes because they [the younger students] just wanted to go quickly to the test and just answer randomly hoping to get as many points as possible. And so they sat there for about thirty minutes working as a group and went through each question on each of their quizzes. They actually worked as a group to find answers together. (at point 27757)

Finally, there were several examples of projects or discussions that were not classroom-based but rather a learning opportunity for students beyond the classroom. A successful job shadowing day at a military base was organized by two part-time College B instructors. Instructor B3, one of the job shadowing organizers, said there were a lot of occupational diversities.

> [Name of instructor] and I did a big job shadowing project at [name of military base] last year. I think we had about 32 students participate in job shadowing last year. We shadowed particular jobs at [name of base] depending on their field of study. We had everything from computer people, health related people, human services people, and business people. I think we shadowed almost all of the occupations out there at [name of base]! (10709-11432)

A campaign to help those less fortunate was developed by an adjunct instructor's nutrition class where students planned, purchased, organized, and distributed healthy snacks for children in their community.

> Students make a nutritious snack and bring it to the class. They have a spreadsheet and have to calculate the nutrient and the energy density of that snack. Some of the snacks have been outstanding! It's been really a fun assignment. (A2 at point 16011)

These data reveal that extended campus instructors perceived their classroom discussions, classroom interactions, and group work assignments as active and collaborative engagement. While there were different examples provided, many spoke about a specific class project to engage students. Some spoke about team projects and others about role playing in class. Some mentioned bringing in guest speakers on a topic; while others talked about a capstone experience like job shadowing. This section contributes to the study by revealing that the perspectives of extended campus site faculty were comparable to CCSSE's active and collaborative learning key findings.

Academic Challenge and Rigor. Administrators and instructors interviewed clearly support quality teaching standards, and academic challenge and rigor. Instructors wanted to assist students in fulfilling predetermined outcomes and competencies by challenging them with high expectations. Furthermore, they wanted instructional materials and lessons to be relevant and applicable to work or life. Subject BA, a faculty member and administrator said, "I think instruction is more than just teaching the material. I think it is developing the students to be critical thinkers." (at point 1888)

One College A faculty member and one College C instructor commented on how academic rigor or challenge is noticeable in several subject areas or within program requirements.

> A2 (College A instructor for nutrition): I think that the academic challenge is fairly high, honestly. I know anatomy and physiology and microbiology and some level science courses like that-they're taught with quite a lot of challenge, I understand. And nutrition…I think a lot of students who take nutrition, particularly if they're not a nursing student, they're thinking it would be a neat class to take. They don't expect it to be very hard because they think they know nutrition. I think they get surprised that there is as much to it as there is, and they're going to have to do more than what they thought they would, I think. (at point 31684)
>
> C3 (College C instructor for nursing): This is a tough program. We hit the ground running and we don't stop until December. They'll tell you, "They were right! We haven't stopped since we started!" We are just honest with them. If you're working full time, expect it to be difficult. They really have to be self-motivated, very organized, and very able to manage their time well. Some of them can't do that. So you put those expectations out there in an orientation so they know it before they are in the program. (at point 18316)

Instructors remarked that students want to know the expectations for the course including how assignments are graded and what criteria are used to measure a student's success. Instructors provided course and instructor expectations in the course syllabus, assignment grading rubrics, and class guidelines. A1 is an experienced extended campus business instructor and suggests a grading rubrics upfront.

> First thing you have to do is to provide some type of rubric, so they see how it's going to be graded. And I break it down for them, "Here's how you are going to be graded on content, and here's the content I'm looking for." (at point 8170)

Several instructors challenged their students to look beyond requirements of a particular class. BA noted specific publications that were available to the student. "We actually order the Wall Street Journal trying to expand the curriculum beyond the book. We have a great group of instructors that really think outside the box." (at point 9856) A1 assigns reading and research around current events:

> I pick out topics myself, especially the ones that are currently in the news. Then there are also the discussion boards on-line, which they get to choose anywhere from four to five ethical topics. They have to go out and research it. They have to find the sources, cite the sources, and create a word file that actually answers all the questions. Then they have to give us something that they have learned about the topic that they researched and post that onto the discussion board. I can grade their discussions, their sources, and any type of ideas that came up within their discussion. (at point 3764)

Colleges and universities understand the value of students gaining new knowledge and having a better understanding; yet higher learning also means sharing and expressing that knowledge in the form of writing assignments. Several extended campus site instructors suggested writing assignments as a way to test critical thinking. C2 instructor said she gave students props to get the writing process going.

> I ask students to describe what is going on? Tell a story about this or include this person in this story or something like that. Once they start writing, each one would write something different. When they discuss it-and I usually have a timer to end the writing period-they would discuss it with each other. The idea would be to show that each person is going to come up with something different from looking at the same thing. Whatever the point of the class was, usually there was a big overarching theme for that day, they learned from each other. (at point 10585)

Many colleges and universities measured outcomes related to critical thinking or problem solving skills. Instructors wanted students to be able to research, evaluate, and apply information from an assortment of sources and in a variety of situations. Instructor B2 spoke to skill application in their college work. "I like doing direct approach and indirect approach. I have them edit each other's work so that it is really honing those editing skills to where they can apply it even as they are writing their own." (B2 at point 20754) And another instructor, B1, spoke to analyzing information, stating:

> I do put a lot of stock on the homework that I give them. I do a lot of critical thinking questions. Just because it's written in the book, that doesn't mean that that's your answer. What you need to do is critically analyze what you see there. (at point 16993)

Analyzing information, current events, and helping students find application were all ways that instructors ensure a student's college education is academically challenging and rewarding. College A business instructor, A1, encouraged students to bring current

events into class discussions. “I am constantly asking the students, ‘Have you heard anything in the news? Let's analyze. Let's talk about this.’ I always try to bring somebody else’s perspective in when I am trying to portray something to them.” (at point 37691) The same instructor stated that having students analyze a topic might bring about unexpected or different results. For example,

> I want to get them thinking about how the economy is being analyzed, to see whether we are truly in a recession or not. Because when I did that project about two years ago, it was interesting. We [the United States] were supposed to be in a recession and losing money, but what the students found out was that everybody in the class made money, except for one student. So realizing what they hear in the media may not be the reality of what is going on. (A1 at point 5237)

Critical thinking skills are important in any occupation; instructors emphasized that students need the ability to analyze a situation, research information related to that situation, and apply what they have learned. C3 ties critical thinking skills to the workforce.

> Your work force needs those students who are ready to come out into the world and work. They need to be able to think and make decisions that are based on something other than, well, “That's what the instructor told me." (C3 at point 2837)

C2 said students need to analyze one’s own work to test solutions for validity and appropriateness.

> With math, there are different ways to solve a problem. And I do emphasize that in the classroom. I also don't want them to start thinking that the way they do something once, if it gets the right answer, is the right way or only way of doing something every time. Sometimes you can get the right answer, and it's just by dumb luck. (C2 at point 1983)

B1, a part-time business instructor, used an evaluation tool to measure what students have learned. This, in turn, helped the instructor evaluate lesson plans or activities.

> And another thing I have students do at the end of each class, whether it's me or a guest speaker, is ask, "What value was that presentation or presenter to you? Did you get anything out of it? If so, what did you get out of it?" That presentation isn't for the presenter who came to speak. It is for them, the students themselves. If there were no value then I probably wouldn't do that again. (at point 21386)

Instructors understand the need to help students communicate, share, and use information to solve complex problems; to help students adapt and respond to changing situations and new demands; and to develop flexible problem solving skills based on an individual's research, analysis, and experiences. Students have to learn how to apply the knowledge, especially with so much information at the student's disposal today. B2 said students must learn to apply knowledge, stating "I have found that application is the key. If I am strictly lecturing, it's information [thrown] at the students. They're not going to learn that information unless they are going to apply it in some way." (at point 1724)

The narratives shared in this section illuminate the level of quality and rigor offered in extended campus site programming. The collective examples, portrayed in this section, provide evidence that faculty at extended campus sites and staff are diligent and dedicated to academic excellence and academic challenge. This theme is important to this study because it highlights participants' views on the importance of quality in education. Several cited examples of instructor expectations and course objectives. Others identified ways students will analyze, evaluate, or apply the information presented to them. Some instructors delineate academic challenge through their assignments or assessments. These participant's responses demonstrated the individual effort made by faculty at extended campus sites to ensure academic challenge and rigor.

Student and Faculty Interaction. Faculty and administrators provided a number of examples of open communication between faculty and students. BA said, "I have an open-door policy for my staff, adjunct and students." (at point 12088) Most faculty that were interviewed said students were always welcome to stop by and visit. Faculty recalled students asking about a particular class or assignment, about college, challenges that students face, or about anything in general. All faculty and administrators were open to helping students inside and outside the classroom in an effort to help students be more successful. Many believe that building relationships between the instructor and the student is a vital part of teaching. C2 said that building a rapport with students is essential. She noted, "I guess the only reason that I do that is because that is what I've always done. When I came here, it was totally naturally to try to treat everybody like I've always treated people which is forging relationships." (at point 26674)

In some cases, faculty made themselves available to students outside of class via email or learning management systems such as Blackboard or Moodle. A1, who taught at several colleges, said electronic communication and sharing information help students keep track of information.

> I have a tendency to use any type of software support through all the colleges, like [name of college] uses Moodle. I am constantly blending my courses. By using that classroom management software, they [students] are able to have access to my slides, my notes, my outlines, and information on the assignments. That way if they're going to miss class, they still have access to the information. They can be involved in the class. They understand how to get in touch with me and how to get their assignments turned in to me. (at point 11364)

A2 said that she may not be available "24/7" but for the most part, the instructor was accessible and easy to catch. "I can't say 'just as soon as it pops up' [email alert] but you know I can check it on my iPhone when someone has emailed me." (at point 13354) The instructor said that the student will usually get an immediate response even if the response was that the instructor will respond later.

Unfortunately, interviewees noted that not all instructors have an open-door policy. "There are some people who come in, teach their class and leave. They are not available to the students at all," stated B4. (at point 54378) College instructor C3 said that on occasion, some students complain about other instructors.

> There are some instructors who like to be very interactive and then there are some who are not. I think that's what we hear a lot of [instructors who are not

> interactive]. It just depends on who is teaching the class as to whether the students are engaged. So, in some ways, these engagement practices are to help them learn how to learn. Yet, students don't learn these engagement strategies in pre-requisite classes because the instructor doesn't interact with them. (at point 7606)

All of the full-time and several part-time faculty interviewed offer office hours. Office hours are times when faculty make themselves available to students for one-on-one discussion or help. Several faculty and administrators said that students are welcome to make an appointment for an individual meeting outside of class; although, they also noted that appointments are not required. Students are welcome to drop in and visit with their instructor. Part-time developmental math instructor, B4, said that students "Just catch me" when coming to or going from class or campus.

> Those are the two ways outside of class. [To work with the instructor.] Sometimes I will be walking out or walking in and sometimes they will come up and approach me, and it's not necessarily during office hours. A lot of times I'll go ahead and say, 'Okay, how can I help you?' or whatever. (at point 14147)

Student-faculty interaction included tutoring, help with an assignment, or assistance with the course, with some faculty assigned and paid as tutors. Students and faculty often discussed grades and class progress. Several noted that discussions evolve around a student's future or potential career. In some cases, student/instructor interaction was based on a particular assignment or feedback from an assignment. College A part-time instructor, A1, posts academic progress in the college's learning management

system. “Everything is linked to the grade book so [when] I grade something, it is posted. I automate all my quizzes so that it submits it to the grade book. They can follow their grades throughout the course.” (at point 13194) The same instructor said students usually know where they stand, in relation to grades, at any time throughout the course. “We're getting ready to do finals next week. They already know going into the final exactly what their grade is at this point and what that will do to their final grade in this course,” she said.

Some students and faculty participate in projects or discuss ideas outside of class or college. C1 said that the student sometimes needs the opportunity to talk about personal matters.

> When they are working in their groups, I always go around and sit down with each of them for a little bit. I ask them if they have any questions. I let them know that they can email me, or they can stay after class and talk with me. And some of them do take advantage of that. For example, I had one student who had missed a couple of classes. When she came into class, she slipped me a letter. I read it in the next class period and then I talked with her about it. I said, “Are you ready to talk about this?” She said, “Yes!” so we had a nice chat. (at point 9541)

Two of the three extended campus site administrators said communication with students is a challenge. Students are not on campus every day or at all times, and many do not stay on campus to engage with other students or faculty. CA said the college finds alternative ways to communicate with those students, “We use Facebook [to

communicate with] existing students. They can also ‘friend’ us to get information and updates.” (at point 1855) CA continued by explaining that there are communication challenges to the external customer also. “It's the same problem that anyone has, as far as how do you reach a customer or a client or a student. Any business has that problem today.” The administrator went on to explain that colleges must employ several means of communication to reach the majority of their students, adding “There's not one answer anymore; there's not even two, there's multiple.” (at point 2063)

Another extended campus site administrator, BA, has a suggestion box. The site administrator provides students with opportunities to make suggestions or give feedback as a means of communication. “Sometimes students will give suggestions. We try to take everything into consideration. We try to let the students know that they can submit any ideas. If they’ve got great ideas, then great.” (at point 5529)

All three extended campus sites provide activities or events to encourage student-faculty interaction. College A administrator, AA, said colleges have to find new and creative ways to reach the unique student body at an extended campus site.

> I say it all the time, if you didn’t really love the students and wanted to serve them…if you really don’t want to help them get an education…then you wouldn’t be here. And the folks that are here want to help students! We have more options like a family night, and that was a great event and so beneficial. I don’t know that we would have thought of having an event like that if we weren’t at an extended campus site. The constraints [at an extended campus site] also bring about “togetherness.” (at point 29556)

This theme is important because it illustrates the impact that personal communication, relationships, and interactions have in the success of community college students. Participants shared examples of practices that have both worked, and those that failed to foster interactions with students. Faculty spoke of using several modes of communication with students such as face-to-face discussions, email, and learning management system discussion boards. Some talked about their accessibility to students through appointments, office hours, or just "catching them between classes." All participants were in agreement about the benefits of forming relationships with their students; and the benefits of students forming relationships with their peers, faculty, and staff.

Faculty Role. Student engagement, for the most part, is a product of the instructor's dedication to teaching and to helping students learn. It takes place because the faculty member took that responsibility on him/herself and not because the institution required it of them. Administrators commented that, for the most part, they employ "faculty who care" and were willing to "go the extra mile" for their students. Faculty members cited examples where students failed or gave up because faculty didn't intercede. Community college and university instructor, C1, commented.

> I understand what they are going through. Because of their work schedules or because students are working quite a few hours, I became a little more lenient with accepting work, assignment deadlines, or what I expect from them. Also, if they worked overnight or their kids were sick-I take that into consideration." (at point 1015)

Typically in education, teachers develop and live by a teaching philosophy. A teaching philosophy expresses the instructor's beliefs about teaching and learning and how one puts those beliefs into practice in the classroom. Community college extended campus site faculty are no exception to having and demonstrating a teaching philosophy. Teaching philosophy and dedication were noticeable throughout many of the instructor interviews. B1 said,

> I found that out, in the military, that learning by doing is an effective way of making things happen. When they [military] told us to do something, they were very thorough. And their techniques that they used-I learned, I absorbed them, I said "Wow, that'll work!" and I made it work. (at point 16096)

Another instructor from College B said that teaching style is about who you are as a person, "You know, that teaching style is part of my personality. I see that it is affecting them, and they're trying harder." (B4 at point 19702) Another instructor from College B said, "My philosophy is…if you take care of your students then everything will fall into place. It's that simple." (B3 at point 10460)

Most adjunct faculty at community colleges are not required to tutor students or make themselves available outside of class time, and yet most do. Many faculty members are advocates for their students and want to see them succeed. In some cases, faculty revealed that they worked harder for the student who is failing or having a hard time, especially when the students demonstrate dedication. Faculty members and administrators spoke about "unpaid time" and how instructors make themselves available to their students outside of class including assistance with personal or financial matters.

Faculty and administrators suggested that extended campus sites try to create a family atmosphere—not because students demand it or even suggest it—but because it gives students a connection to their college. Faculty members admitted that there is a "love for teaching" because neither full-time nor part-time teaching is financially rewarding. College A's experienced nutrition and science instructor, A2, said,

> To me, I'm teaching because I like it. I don't have to teach because I have a good retirement. I don't need it, I enjoy it! I hope that I'm helping students, not just for their profession, but even personally." (at point 15134)

Several faculty interviewed are very interested in improving their teaching and getting input from their students. Many encourage constructive criticism in hopes of making their classrooms better for the next group of students. Most faculty and administrators interviewed spoke of the importance of student feedback and making adjustments based on formal and informal assessments. A2 appreciates constructive criticism.

> I guess it's from teaching junior high, you learn to be tough or tough skinned. You don't worry whether or not they're going to hurt your feelings anymore. I want to know if I am doing a good job. I've received good input. A lot of students do really feel like they learn. (at point 9706)

Several instructors remarked about standardized curriculum, assessments, or course timelines. Extended campus site adjunct instructors agree that the course objectives, goals, and outcomes should come from the main campus; however, some course standardization may stand in the way of really helping a student learn. The

instructors believed that too much standardization does not give instructors the flexibility to change lesson plans or to utilize different teaching methodologies. B2, an experienced communication, speech and theater instructor, said that laying down the law on how the course is to be taught is somewhat constricting.

> This semester has been a little bit challenging when it [curriculum] is being dictated to you like that. It has been the hardest semester teaching for me. As an instructor, you are constantly adapting your class and wanting to improve. (B2 at point 7137)

B5 said the effects of curriculum control by the department depends on the subject being taught. B5, who teaches part-time for College B in developmental math, would like more direction from the main campus.

> I am just kind of on my own. I base a lot of what I teach on previous final exams because they do send them from [name of main campus]. The final exams are standardized. And so I just work and teach based on previous final exams that are different topics. I know what sections to cover but as far as what I could emphasize or not emphasize-I don't have any idea of what they are expecting me to do. (at point 11158)

At the same time, several instructors said their extended campus site administrator or academic department allows for some flexibility and creativity, which helps them support their students. One extended campus site faculty member, C2, said, “They tell you what you have to do. They lay it out. You have to go through this information, and we are going to write you a final. But the rest is on your own timeline.” This same

instructor said the administrator allows "a lot of freedom to walk through the course." (at point 41863) Plus, the college doesn't restrict instructors on the "kind of person you have to be to them [students]. I'm completely satisfied because I get to help them experiment and change things and figure out what does well for them." (C2 at point 41192)

A1 instructor commented about how helpful the college's extended campus administrator is in assisting with being a better instructor:

> She's very helpful! Years ago, she's the one I went through to get approval to teach and the one that scheduled me. But then recently, they [the college] switched that over to the department chairs. They actually do the schedule for all the satellite campus sites. Now it's working with the [extended campus site director] on certain issues and working with the department on other issues. (at point 51013)

A1 gave positive remarks to the college for faculty support and said, in turn, that helps develop quality faculty, which helps faculty develop quality students. "I think [name of college] does an excellent job not only keeping their faculty engaged but also inviting [us] up for different conferences and supporting the staff here. By supporting your faculty, you're also going to support students and the learning process." (at point 52674)

This theme, faculty role, is important to this study because it highlights participants' views on how faculty make meaning of their role and how it impacts student engagement and success. The participant's responses suggest that extended campus site faculty struggle with understanding institutional expectations and feeling undervalued.

One faculty shared the harsh perception that some main campus faculty do not want faculty at extended campus sites teaching or question their academic integrity. Another said she would appreciate the opportunity to participate in departmental meetings, faculty social gatherings, or main campus professional development; but offerings are typically inconvenient to extended campus site faculty. Nevertheless, faculty and staff at extended campus sites voiced their gratitude for the family-oriented extended campus site. Some said the same about support from the main campus. Many said they were proud to work amongst the distinguished faculty and staff at the site; and happy they can be a part of a great team. All participants provided heartfelt examples of how faculty and staff at extended campus sites are dedicated to their students and their teaching philosophy. While the students at extended campus sites feel engaged and believe the college is meeting their engagement expectations, some instructors at extended campus sites don't feel completely connected or engaged.

Facility Opportunities or Challenges. Every interview with extended campus site faculty and administrators indicated challenges centered around the existing extended campus site facility. Some challenges included: overextending the facility, being at capacity with no opportunity for growth, or even lacking resources and services that were available to students on the main campus. Part-time instructor, B4, said, “Personally from the teaching standpoint, and I've told other people this, I feel like we are out in the middle of nowhere. I feel like we are out on our own. I feel like no one cares sometimes.” (at point 26808) Another instructor from College B said,

> I think it would be a lot different if we were on the main campus. Students would have more things to do and more things in which to participate. And there is no coordination of somebody from the main campus saying "Hey you [extended campus site]-do you want to participate in this?" (B5 at point 45960)

All interviews expressed positive remarks about the extended campus site environment including a sense of family atmosphere, and a feeling of comfort because everyone knows everyone. Several remarked that, in some ways, there are more opportunities to interact due to the space limitations. B4 said,

> It also gives you the chance to get to know the students personally. Because if they have me for [name of course], they are probably going to have me for [name of course]. You start to form more relationships with the people you spend more time with. (at point 14731)

Some faculty remarked that small group student interactions would not exist if the facility were larger. Part-time nutrition instructor (A2) stated, "They seem to know each other well. In the classroom, they interact with each other. And even in the commons area, they interact with each other-which is kind of nice." (at point 20364) B4 also remarked about students interacting more in common areas.

> We have more people that hang out there in the lobby. [They] help each other especially when there's a test. They [students] are sitting there in a circle all tight and helping each other study. That's definitely an advantage in the facility itself. (at point 35963)

Extended campus site administrators spoke of ways that their sites developed processes or practices in order to serve the students with limited space, resources, or services. Others discussed ways that the college community came together to improve procedures with the extended campus sites in mind. AA said extended campus site limitations forced the college to think differently.

> Recently, we brought scanners to [extended campus site locations] and trained folks on-site to scan and link the student's file to our enrollment management system. Before it would travel via courier, and that was a huge hindrance because of the time delay; plus, once it got there you had to get to it to link. Things would get bogged down. That's [scanning and linking files] something that our evening person does. (at point 19270)

The extended campus sites equip staff with the necessary tools and training to conduct a multitude of functions and to provide multiple student services at any given location. Staff are cross-trained to offer services in admissions, business office, financial aid, bookstore, student development, academic advising, and even maintenance.

One administrator, BA, noted that an extended campus site situated away from its main campus not only meets the needs of the region, but will also diversify the student body. "[This site] is unique. We are the most diverse of all other campus sites and education centers. Sometimes it can be a challenge but [you learn] to deal with all different types of people from different walks of life; it keeps you human and humble." (at point 32352)

Research suggests that a student's learning environment is a big contributor to a student's ability to learn and to be engaged. Extended campus site faculty and administrators explained that larger facilities are needed to accommodate the growing programs and student body at their locations. Two of the three extended campus sites already had new or larger facility plans in place during the time of the interviews. In addition, AA, College A's administrator, stressed the importance of a college atmosphere,

> It's nice sometimes to be in one building because you don't have to face the elements. At the same time, it does feel more like high school and less collegiate. I would say space and just the feeling in general of being in [this space] has limitations. Esthetics are important. (at point 28992)

Speaking to the challenges of space, College B administrator, BA, noted that students don't always have access to a typical college learning facility.

> One of those [challenges] is space. We have no quiet study area, with the exception of being out there [points to the common area]. Even then, sometimes it's pretty noisy in between classes. We've grown so much, so fast! (at point 12201) We have had to use our open computer lab for instruction. When we have to use that open computer lab for instruction, then that takes away time for the student to be able to go there and do work. Not every one of our students own a home computer or have internet. (at point 12383)

It was noted that some course subjects do not work well in tight spaces. B2 said, "Public speaking students tend to have a fear of public speaking. Then, when you are in a

very limited size classroom-it makes students feel claustrophobic. I think class size can influence how some students learn." (at point 26136)

Another extended campus site administrator, AA, commented that the lack of space limits the number of student activities or events the institution can hold.

> When they want to put on a particular event or have a meeting and I don't have a free room to put them in. I can't offer them a space to meet. Even finding a place for students to meet is a challenge. (at point 27541)

Further, programming is limited when classroom space is unavailable. Part-time math instructor, B5, said,

> A lot of students, who have been having trouble with courses, can't get the help they need because there isn't a place for tutoring. Sometimes a class is moved into a room that I was going to use for tutoring. I had to change classrooms twice in the first week of classes. (at point 19298)

Administrators and faculty also expressed a sense of disconnect from the main campus. Part-time communication and speech instructor, B2, said student and cultural activities, when available, can supplement instruction. "I think that students really suffer because there isn't really anything in place here like that is offered on the main campus. If I taught on the main campus, there is a lot that I could incorporate into my curriculum." (at point 23680) There were several remarks from administrators and instructors that extended campus site students are missing out on the collegiate experience; students do not have access to the same amount or the same type of services or facilities as those on

the main campus. Instructors feel disconnected from their academic departments and administrators feel a lack of communication or coordination from the main campus.

On the other hand, the atmosphere and environment at an extended campus site may create its own culture or college experience. This unique atmosphere may be different from the typical college experience, but be equally positive. BA talked about the importance of the intimate facility culture.

> If a student has a sense of belonging, they feel like they're part of the community. We try to create that culture of family and community here at [site]. It's just a way for us to validate how much we care for them. (at point 2690)

Facility Opportunities or Challenges provided an overview of the perspectives of faculty and staff at three Midwestern community college extended campus sites and what they identified the deficiencies in facilities, programs and services at these extended sites. At the same time, participant's shared the occasions when the facilities' lack of resources actually benefited the students, the faculty, and the community. While each extended campus site facility was at capacity and resources were limited; faculty still spoke highly of smaller faculty to student ratios and friendly customer service. Several faculty and staff spoke about the site's unique student demographics and the way everyone pulls together to help students in need. Success stories and positive experiences have helped shape some of the discussion between main campus and extended campuses in regards to addressing issues that impact student engagement and student success at these extended campus sites.

Student Support and Success. Based on comments from interviews, an extended campus site differs from the main campus in terms of space, resources, programming, and services. Yet, all extended campus sites are committed to providing students with the support they need to be successful. The tone of the interviews was that extended campus sites must work harder or be more resourceful in order to provide students with a quality education.

Students at extended campus sites appreciate the experienced faculty and the one-on-one interaction by requesting additional time outside of class for tutoring or assignments. B3, a part-time instructor, stated the following:

> A student comes in to ask me a question, then I've got two more in line, then they start peeking around the corner, and they all start asking questions. Sooner-or-later, I ended up with four or five people in my office solving 15 problems in one group. It wasn't even an appointment…just a free moment thing. And that happens quite a bit! [21049-21383]

The extended campus sites in this study do not have career counselors on staff and faculty often end up filling this role. Several instructors reported visiting with students about career goals or the future. The instructors believe that conversations centered on the student's future might help them understand the student's expectations of a course or college, or it might help the student with setting goals. B1 said that students are encouraged to have conversations about future plans.

> I ask them to think, "What do you see yourself doing 5 years from now?" Follow up question would be, "What do you see yourself doing 10 years from now?"

> What I find is that, especially with all these kids coming out of high school into college, they have not set any goals! So I say, "What are you going to do with this information that I give you? If it's not doing any good to you then why are you taking the class? You're wasting your time and money. Do something that's going to help you to achieve whatever those goals are." (at point 18495)

The main campus may have an entire department or a specific office dedicated to counseling, advising, tutoring, or career planning. Extended campus sites, however, rely on a few individuals with multiple responsibilities to provide those services. B3, a community college and university part-time business instructor, said students often ask academic advising questions. "I helped five students with their [college name] schedules yesterday because [college name] mostly has administrative assistants in the front office and not advisors" [17272-17660).

In one example, the extended campus site hired advisors with specific expertise and then relied on them to fulfill several roles. AA (College A administrator) explains how the center provides advising services.

> We have two enrollment services coordinators that are professional level staff. Satellite folks wear a lot of hats. Their primary role is an academic advisor, or a general advisor. They see prospective students, current students, and returning students. They have specific degree programs that they advise but [their] primary role is academic advising. (at point 10951)

Every extended campus site provided some sort of student services, whether it is employing full-time staff at the extended campus site with multiple responsibilities, or

main campus staff who visit the extended campus site to provide a particular service. College B utilizes main campus personnel who visit the site once or twice a month to offer special services to students. BA, extended campus site administrator, explained support services at the extended campus sites.

> Even though we outsource some services, we still have to have someone that goes between main campus operations and here. Someone from the business office can tell a student why they took that money out of your account. She is able to answer those questions and is able to walk them through that process. Then we have someone from disabilities support services that come every other week. Sometimes she gets to the point where she has to come every week because we provide students that have an IEP (individual education plan), or that have an issue where they need extra time outside of class. (at point 15903)

Concerning issues of confidentiality, BA added, "She [disabilities support services] makes those accommodations and sends that confidential information directly to the instructor. I don't even know who the students are that are getting those accommodations. It's private. She's also a counselor." (at point 16921)

Students may also look to their institution to provide assistance or services not associated with the college but related to their success. BA said some services may require qualified staff that fall outside of the college's normal areas of service. "They have some mental health issues because we have a lot of students that have come back, and they're struggling to fit into society. I think that we need to be sensitive to that student." (at point 30579) Students may also request assistance with day-care services,

financial assistance, housing, or social services. Some of the college's activities that support students may also benefit the public. Many times information events about available services are sponsored by student organizations or students themselves. Extended campus site administrator, AA, mentioned several drives the students offer and how these events keep the student engaged.

> Our nursing association, even student government, they'll do different drives—food drives and clothing drives. We have a battered women shelter here in [name of town]. The student nursing association always collects items that they need, like household type items and food that they need. To me, I think that's impressive. (at point 25012)

Extended campus sites celebrate awareness campaigns where events or activities are planned and offered at the center. Students, family, and the community are invited to participate. Social opportunities help students engage with fellow students and the greater community. Extended campus administrator, BA, spoke of several community events and initiatives sponsored by students.

> This is our second annual Veterans celebration. We collect money. We go to Walmart and we sell these emblems. We post them throughout the Education Center. And then we have two groups, the Disabled Veterans and the Wounded Warriors, who will come [to the center]. We present them a check. (at point 3504) We also have breast cancer awareness. We sell pink tee shirts, and we have certain days that we wear those tee shirts. That money is also 100% donated. We don't keep anything ourselves to cover our expenses. (at point 4288)

College B part-time instructors noted similar activities and events during the interviews. Several suggested that these events give students an opportunity to come together, to support one another, and to support their community. B4 (part-time math instructor) said some events are designed for non-traditional students.

> It kind of brings the student body together, which especially helps them feel like a college student. So, you could be a mom and still come to that kind of thing. And you could bring your family because they [the college] had family friendly movies. They had a popcorn machine. They had candy and that kind of thing. Recently, they had a trunk-or-treat for Halloween. They had people out with their trunks and you could bring your kids and say, "Hey, this is where mommy goes to school!" (at point 43418)

College C extended campus site facility is available for the community to use, although space availability is limited. CA, administrator at College C's extended campus site, said the facility is at capacity during peak programming.

> We have two public computer labs. Those are open when not used for classes for our students. We also have a computer lab for student use only; when it's not in use. The problem with us is, particularly in the evenings, that we have no empty rooms. During the day, depending on the day of the week, we might have an empty computer lab. But during the evening, I don't have a spare corner in this building. (at point 33315)

All extended campus site faculty and administrators suggested the need for more tutoring services. Students rely heavily on tutoring services, be it a paid tutor, an

instructor volunteering to tutor, an online tutor, or a learning resource tutor. B5 suggested several online resources to help students.

> There are a lot of online resources that I recommend. We do have online math tutoring through the [main campus] through their tutoring and learning center. I also teach for the tutoring and learning center. I teach learning math strategies [and] general college study class. [This class] basically [teaches] how to be a successful college student. I really try to push those for the students that I know need that extra bit of help and are really engaged. (at point 2992)

Extended campus administrator, CA, noted the availability of extended campus site tutoring. "We do have a tutor and she is great. In fact, we've hired her to be an adjunct instructor here for us in English. We are going to bring in one of the developmental math instructors to split the tutoring with [instructor name]." (at point 32954)

In this section, faculty and staff brought attention to experiences with communication with and assistance in helping extended campus students. Their perspectives of student support were quite different. Some spoke about academic support or tutoring, some spoke of financial assistance and family support services, and others spoke of mental health and counseling services. All participants cited their extended campus site and/or community college as having a vested interest in supporting the student. This section contributes to my study by revealing a consensus from all participants that extended campus site students, like all community college students, need instructional, financial, and social services. Research has demonstrated that student

support services play a vital role in promoting successful outcomes for community college students. Community colleges, including extended campus sites, have become more committed to helping students succeed by ensuring access to the support services that some students need (Cooper, 2010).

The following chapter, Chapter Five, presents a summary and discussion about the meaning of the results presented in Chapter Four, along with an examination of implications, and suggestions for further research.

CHAPTER FIVE

Discussion and Conclusions

The primary purpose of this study was to determine if students attending extended campus sites at community colleges reported the same level of engagement with their studies, faculty and institutions as was reported by students attending main campus sites, using the Community College Survey of Student Engagement (CCSSE) as the assessment tool. It was hypothesized that those attending the main campuses of three community colleges in the Midwest would report greater degrees of engagement than would their peers at extended campus sites because of the greater array of student support services available at the main campus locations. The study added a qualitative element that involved interviews with faculty and staff at the extended campuses about their engagement activities, so that data from the 2011 CCSSE administration could be utilized within the cultural context of an extended campus. As Chapter 4 indicated, the study revealed that students at main campus sites generally did not feel more engaged and that, in fact, students attending the extended sites provided significantly higher engagement scores on CCSSE in most measured benchmark areas. However, his did not prove to be uniformly true across all of the three extended campus sites evaluated. This chapter attempts to give meaning to the differences found, postulates possible explanations, and recommends further areas of inquiry that may add further light to the observed phenomenon.

Mixed Methods Discussion

From a theoretical perspective, any limitations affecting academic and student support at extended campus sites should have an influence on students' academic and social integration into the college. Tinto's (1993) Theory of Student Integration and Astin's (1984) Theory of Student Involvement both describe the effects of engagement on student satisfaction and success. Tinto encourages institutions to make commitments to students through co-curricular activities and structured interactions with faculty, staff, and peers as a means for enhancing engagement and thereby improving both academic success and social integration (Tinto, 1993). Astin's "Theory of Student Involvement" (1984) suggests that institutions measure and evaluate the effectiveness of all educational policies and practices which are directly related to student engagement, but also implies that increased opportunities for formal involvement should lead to a greater likelihood that a student will persist and succeed. Tinto and Astin's effects of engagement correlate with the engagement measurements utilized by CCSSE and although neither theorist states that engagement is directly related to the presence of *formal* "support service" structures such as advising or tutoring centers, career counseling assistance, and an array of student activities, a student of these theories is often inclined to make that inference.

The findings of this study suggest three institutional conditions that contribute to enhanced levels of engagement by community college students —1) communications, interactions, and relationships, 2) expecting success and providing career planning support, and 3) integration of student support and academics. It does not, however, support any assumption that these conditions are related in any significant way to formal student support structures or programs. On the contrary, the findings of the study indicate that these three

conditions may exist most successfully when Condition 3 (integration of student support and academics) is a major feature of the campus culture.

Communications, Interactions, and Relationships.

Astin and Tinto both stress that student-faculty interaction is critical to a student's sense of engagement and belonging. Student involvement with faculty has a direct positive relationship to learning, academic performance, and degree attainment (Astin, 1984). Community colleges cannot control the incoming characteristics, interests, or motivation of their students; they can, however, control how they interact with students once enrolled. Therefore, faculty and staff should be encouraged to become involved in the students' learning process—both inside and outside the classroom (Tinto, Enhancing student persistence: Connecting the dots, 2002).

According to the evaluative materials accompanying CCSSE, connections, relationships, and interactions are essential to student success. "Colleges need to effectively connect with their students and encourage them to build the relationships with faculty, staff, and other students." (Community College Survey of Student Engagement, 2009). Since faculty members play an important role in the social and academic integration of students (Tinto, 1993), both the frequency and the quality of student interactions with faculty members are important in understanding the variables that affect student success. With this in mind, community colleges establish structures to ensure that students establish and maintain relationships with faculty from the earliest contact with college to completion, such as posted office hours, faculty-centered advising systems, and faculty development experiences that train instructors in active and collaborative learning practices. One might expect, therefore, that students attending campuses where classes

are taught predominately by full-time faculty with posted office hours and with a greater opportunity for professional development training would demonstrate a greater sense of engagement with these instructors. In this research, that did not prove to be the case. One of the values of the mixed methods approach was that faculty observations during the interviews illuminated possible reasons for this unanticipated result.

While most instructors at the extended campus sites were part-time and did not have set office hours or appointments, they interacted and made themselves available to students before class, during and after class, in the halls, and in the student commons area. Although the majority of student-faculty interactions were focused on tutoring or obtaining assistance for a class, other contacts included discussing other ideas outside of class or offering career advice. Faculty could not send students to the tutoring or career counseling center, so faculty chose in many cases to provide this assistance themselves, leading the administrator at extended campus site A to observe:

> I say it all the time, if you didn't really love the students and wanted to serve them…if you really don't want to help them get an education…then you wouldn't be here. And the folks that are here want to help students...The constraints [at an extended campus site] also bring about "togetherness." (at point 29556)

In several cases, it appears that because of "the constraints" of the extended campus delivery opportunities, effective use of electronic communication added to this sense of connection. CCSSE reports show that the more contact students have with their instructor, the more likely they are to be engaged and to persist, but do not limit the ways in which that contact may occur. CCSSE says that "Connected Colleges effectively

connect with their students and encourage them to build the relationships — with faculty, staff, and other students—that are essential to student success" (Community College Survey of Student Engagement, 2009), but does not elaborate on how that relationship building must occur. Even at a distance, instructors can use social networking and online management systems to cultivate relationships that help students feel connected, and the study revealed that the highest engagement scores in the "student and faculty interaction" benchmark area were *using email to communicate with an instructor* and *using the Internet or instant messaging to work on an assignment at the college*.

While conducting observations at the extended campus sites, the researcher recalled seeing many opportunities for students to interact with faculty and staff to discuss grades, future, and to gain other feedback. Yet, the lowest interaction student engagement areas on the CCSSE instrument at all three colleges related to working with instructors on activities other than coursework. It appears that students at extended campus sites may respond to limited office space, little or no office hours, and little access to full-time faculty and staff as indications of a lack of formal opportunities to interact, but when gauging actual "connection" with faculty, see it as having occurred in other, less formal ways.

For example, students at one extended campus site had high levels of perceived engagement in discussing grades or assignments with an instructor and receiving prompt feedback (written or oral) from instructors on student performance. Extended campus site interviews and site visits confirmed this conscientious effort made by faculty and administrators to provide interaction opportunities, despite lack of office space and

meeting areas. College faculty said they would visit with students before or after class while they were preparing or waiting for class.

Interviews also indicated that communication between student and faculty worked well, even at extended campus sites where faculty and students felt somewhat removed from their institution's main campus or academic department. Faculty at extended sites consistently felt there to be a need for more interaction with the main campus. A consistent concern across all extended campus sites, in the faculty and administrator category alike, was the lack of communication or involvement (the feeling of disconnect) from the main campus. While this research indicates a strong desire by faculty at extended campus sites to establish and maintain relationships amongst and between themselves and main campus faculty, there is an indication in the study's results that a sense of being "on their own" and "isolated from the main campus" may, in fact, create a desire to insure that students are not denied opportunities, and motivation to integrate these opportunities into routine faculty roles at the extended sites.

Extended campus site faculty and staff work to ensure that all students establish and maintain relationships from the earliest contact with college to completion. They have developed and managed relationships through general communication in the classroom or while eating in the commons, and supplemented this interaction through email or through the college's learning management system. Extended campus site interviews indicated that instructors and administrators make themselves available outside of class for discussion and interaction. The researcher observed two separate occasions where students asked part-time instructors for letters of reference and career

guidance, and another occasion where a student asked the instructor for tutorial help outside of class time. Every instructor interviewed provided students with multiple opportunities for interaction including free tutoring, after class discussions, or non-classroom based projects and activities. There is a suggestion in the research that there were advantages in the old "faculty member as comprehensive tutor" model of instruction, a model that to some degree has been lost as support functions have been separated and segregated, and no single person or office feels full responsibility for supporting a student's progression through the college.

Active and Collaborative Learning. The research supports the value of greater involvement in active and collaborative learning and suggests that students at extended campus sites feel a greater degree of cooperation in the classroom than do students at main campus locations. At extended sites, students report that they have a greater sense of engagement through talking with peers, or meeting and talking with instructors. Students are encouraged to engage with one another by asking questions in class, working on a community project together, making class presentations, or giving a group presentation. Students also engage in peer tutoring, instructor-provided tutoring, or class projects outside of class. Extended campus site interviews revealed faculty at these locations do encourage students to work in study groups or provide each other help before or after classes in common areas.

According to the CCSSE data, the mean score for *discussing ideas outside of class* was consistently higher at extended campus sites than the main campus sites. Although the study did not investigate why this occurred, one might postulate that

students may feel comfortable having these discussions due to the intimacy of the facility, the frequent interactions between faculty and students, and the multiple experiences students and faculty share related to the subject. It was the researcher's observation that with these smaller attendance centers, class schedules are also limited and result in what essentially constitutes a learning community – a sequence of classes in which most of the students are commonly enrolled. Remember the observation made by faculty member B4 who said,

> It also gives you the chance to get to know the students personally. Because if they have me for [name of course], they are probably going to have me for [name of course]. You start to form more relationships with the people you spend more time with. (at point 14731)

A fascinating area for future research would be to study how limited scheduling options influence a sense of increased collaborative learning, and how the size and intimacy of an attendance center shape student attitudes about engagement and belonging.

Academic Challenge. According to interviews, instructors and administrators at extended campus sites feel a special obligation to provide challenging collegiate and educational experiences related to the workplace, sometimes at the administrator's or instructor's own time and expense. These academic challenges and experiences might include job shadowing, internships, or community projects in order to provide learning opportunities which promote analyzing, synthesizing, evaluating, and performing. CCSSE measures how much effort a student puts forth preparing for a class, working on

a project, or writing a paper under the CCSSE *academic challenge* benchmark area. It also assesses how likely a student will be to seek academic assistance, when needed. Statistical analysis in the *academic challenge* area indicated a higher perception of engagement by students at extended campus sites than by students at the main campus at two of the three sites. Qualitative findings indicated that students at the extended campuses utilize formal and informal academic services to support themselves on their educational journey. These findings also prompt speculation about how the location and intimacy of the learning environment may influence both faculty and student perception of academic rigor. Do those at a small, community-based learning center feel some unique sense of responsibility to demonstrate to that community that they provide a challenging academic program? Do they feel some greater sense of obligation to tie academic activities to the commercial or professional life of the community? Here again, a number of opportunities exist for further research and inquiry.

Faculty perceptions, as expressed in the interviews, may also suggest an additional area of research. Those interviewed voiced an appreciation for communication and information from the main campus related to the institution's challenges, initiatives, mission, and instructor expectations. Faculty said they felt engaged when the institution recognized the contributions (and sometimes sacrifices) that instructors made at the extended sites; they said they also appreciated the institution asking for input or valuing their expertise related to curriculum or institutional improvements. These comments led the research to wonder if there may be something of a Hawthorn Effect at extended campus sites, where faculty work hard to perform to a level they perceive may be

expected of them by a distant department or department chair, in part to demonstrate that they are not "less than" or "second class" academic citizens. An interesting study might examine how faculty at extended campus sites view their role and status, and how these perceptions influence effort, creativity and performance.

Summarizing the findings related to **Communications, Interactions, and Relationships**, students at extended campus sites feel comfortable establishing relationships with classmates or instructors for a variety of reasons: 1) smaller classes, 2) frequent opportunities for interaction, 3) previous interactions at the site or in the community, and 4) similar life-experiences. Students, faculty, and staff feel comfortable talking about current or previous work experiences, many of which become part of course discussions. Engagement prevails when instructors set high expectations for student success and integrate into their instruction good academic and career advising, and everyone promotes active involvement in learning. A number of opportunities for continued research are suggested by the apparent influence of smaller site locations, limited course selection, and stronger community links of student and faculty perceptions of student engagement and academic expectation.

Expecting Success and Providing Career Planning Support

Most community colleges offer a number of support services to help students succeed in studies, including tutoring and writing support, learning resource centers, and career counseling services. In addition, counseling, financial assistance, and special services for students with disabilities are provided. While most community colleges have been responsive to students' needs and concerns through the development of an array of

support services that are generally separated from instruction by both assignment and location, this study suggests that by more fully integrating campus services and programs into the learning experience, faculty and staff are able to reinforce thinking and learning support skills essential to engage students more fully in their studies.

Returning again to our theoretical base, Tinto (1998) states that, "Students who are actively involved in learning activities and spend more time on task, especially with others, are more likely to learn and, in turn, more likely to stay and graduate." (Tinto, Learning Communities: Building Gateways to Student Success, 1998). Many community colleges are turning to learning communities as an intervention to improve student outcomes, recognizing that students are more likely to form stronger relationships with each other and instructors, and to engage more in the content when engaged in a learning community. Many colleges supplement academic support services through "learning resource centers" or "centers for learning," centers where tutoring and academic support services are typically coordinated by a division of the college other than specific academic disciplines. Since most extended campus sites lack an academic resource center or tutoring center, these services are provided by part-time faculty, administrative staff, and visiting staff from the main campus, but generally as an integrated part of general campus life.

Support for Learners. According to the data, students at extended campus sites were generally aware that they lacked the support resources available at main campus locations. Students at one extended campus felt their campus provided the opportunities needed to be successful in all areas except tutoring, academic workshops or labs, and

financial aid advisement. Observations at this site suggested that there were limited facilities for student support services. This college site did not have an academic resource center and academic assistance took place in a classroom, hallway, or through skill building classes. The site did provide a course that focused on developing these skills, but students may have perceived this level of service as inadequate, since students were required to enroll in a course in order to receive formal tutoring or academic skill development.

The qualitative data analysis revealed, however, that all extended campus sites provided support for learners by helping students cope with non-academic responsibilities (e.g. work, family, etc.) and providing support students need to thrive socially in the college environment. Extended campus site visits indicated efforts to provide diverse support services through less formal meetings with students, despite limited facilities and limited opportunities for social or cultural diversity activities.

This dichotomy was illustrated by the finding that in the area of *support for learners,* the highest engagement area at the extended sites was *providing the support students need to help them succeed* and the lowest student engagement area was *using career counseling*. In the general category of *support for learners,* the perceptions of extended campus site students were higher in most categories at College A and College C, and in all categories at College B, despite the fact that these centers provided few formal services. During site visits, the researcher noted a number of creative activities that substituted for the more formal support services available at the main campuses, but which encouraged interactions among students. The administrator at site A noted, for

example, “We have more options like a family night, and that was a great event and so beneficial. I don’t know that we would have thought of having an event like that if we weren’t at an extended campus site.” Through these activities, students from diverse backgrounds and environments were given the chance to network and socialize.

Interviews with extended campus site faculty and administrators revealed other examples of extended campus sites supporting students despite limited space, resources, and employees.

- At College A, two full-time staff provide advising and tutoring services and the college conducts evening family and cultural events each semester.
- At College B, the center conducts family and fun student support activities and events and part-time faculty engage students in community service activities and networks.
- At College C, main campus student services personnel visit the extended campus site each month to provide support services.

Astin’s involvement theory suggests that the student plays an integral role in determining his or her own degree of involvement in college classes, extracurricular activities and social activities which would suggest that there need not be a correlation between the quantity of resources accessible to students, but whether the student feels inclined to engage in the activities that are made available. According to this research, students appear to be more engaged with their “campus” when these opportunities are not just separate, generic services, but are tailored to the specific kinds of interactions with

one another in social, professional, and community forums that are appropriate and convenient to students. According to the instructors interviewed, students appreciated assistance with non-academic responsibilities or with overcoming educational barriers, and assistance and support were typically personalized and offered freely by instructors and administrators, many of whom already had multiple responsibilities. Some extended campus site faculty observed that they simply recognized and responded to an unmet need.

Academic Challenge. CCSSE research indicates that students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals (Center for Community College Student Engagement, 2012). The data gathered in this study indicate that students at extended campus sites feel a greater sense of responsibility to engage academically than do their main campus peers. Despite no noted differences in student characteristics between extended campus site and main campus students, the mean differences were considerably higher at extended campus sites for *effort on writing assignments* at College B and *working hard to meet academic expectations* at College C.

According to the CCSSE results, extended campus site students feel challenged and believe instructor and course expectations and goals are appropriate. Interviews with faculty at the extended campus sites supported a belief that the level of complexity and rigor associated with college courses were what they should be for college level work, desired to see their students succeed, and were willing to work hard to challenge students. As noted in extended campus site interviews, several faculty provided examples of

critical thinking assignments where students researched and analyzed information or situations, then presented theories or applications back to the instructor or class. All faculty at extended campus sites supported higher level thinking strategies and critical thinking applications and several, particularly those teaching English or communications, required quality writing and reading assignments. Almost all instructors encouraged application of material to real-life situations and used common critical thinking terms when giving examples of student learning and engagement (e.g. analyze, evaluate, apply, perform, synthesize, etc.). All extended campus site faculty conduct some sort of outcomes assessment, with several observing that "testing" is not the only means of measuring student learning.

It is important to again note that CCSSE measures only student *perceptions* of rigor and the qualitative interviews did the same for faculty. Nothing in this research assessed whether courses actually were more rigorous or whether students truly were more engaged in the learning process. One might hypothesize, however, that the same may be true of students at extended campus sites as was suggested for faculty; they may feel a need to perform well to counter any perception that their learning opportunities are of secondary quality or "less than" those that are available on the main campus. Further study should examine the rigor of courses offered at these sites in some measurable way and determine if students attending these centers actually perform better, or simply perceive themselves as working harder.

Active and Collaborative Learning. A significant body of research citied earlier indicates that students learn better when active individual or collaborative learning

techniques are utilized. In most cases, extended campus students felt more engaged than main campus students in areas related to active learning strategies and collaborative work. Instructors from the extended campus sites gave numerous examples of students participating in activities within and outside the classroom that support collaborative learning; observations that were supported by the quantitative data. Students at all three extended sites reported themselves to be more inclined than their main campus counterparts to ask questions of faculty, both within and outside of class, and students at extended sites A and B indicated that they were more likely to work with groups outside of class. These findings, coupled with those reviewed above related to learner support and faculty-student relationships, point to what emerged from this study as the unique strength of extended campus sites: *integration of academic and support services.*

Integration of Student Support and Academics

A central theme of research accompanying CCSSE is that the responsibility for student learning needs to become systemic; it must be part of every classroom, discipline, department, division, and administrative unit. The entire college should assume collective responsibility for student success (McClenney, 2006). Student and academic affairs professionals should consider organizational frameworks that increase collaborations and enhance the student learning environment.

With budgets tight and a workforce lean, community colleges are struggling to find approaches that allow institutions to do more with less, and part of the solution to a scarcity of resources may lie in lessons learned from extended campus sites. As indicated above, these attendance centers have, by necessity, integrated student services with

classroom instruction, cross-trained faculty and staff, and refused to rely on what might normally be considered adequate facilities and diverse services to insure student success. Integrating services and cross training staff have forced an integration of student services and academic programming while meeting institutional goals and expectations. Further research should indicate that, in addition to perceiving that students are more engaged in their learning and more successful in their studies, students at these centers actually *are* persisting and succeeding at greater rates. Perhaps the practices of these centers should be examined as models, rather than as a less desirable option in the absence of greater resources.

Tinto (2002) suggests that all institutions of higher education should offer easily accessible academic, personal and social support services. A study that examined Tinto's integration framework and its applicability to community colleges found that student integration developed through participation in information networks (Mechur Karp, Hughes, & O'Gara, 2008). According to Mechur Karp et al. (2008), these networks allow students to navigate the campus environment, access knowledge about the college, create a sense of social belonging, and, ultimately, feel that there are people who care about their academic welfare. While personnel at extended campus sites create these well-coordinated and highly efficient information networks out of necessity, the success of these networks might suggest that a more fully integrated learning and support system at main campuses could yield greater success outcomes.

At the extended campus sites, instructors and staff collaborate in the planning and implementation of facility management, human resource management, student

development, faculty development, marketing, security, and even maintenance/janitorial services. Mechur Karp et al. suggest that community colleges shape the support process most successfully when activities integrate both the academic and the social (Mechur Karp, Hughes, & O'Gara, 2008).

Facility Opportunities or Challenges. All three extended campus sites were limited on space—classroom space, study space, learning community space, or service space. And at each location, faculty and administrators expressed concern about how this lack of space handicapped operations. All three sites were either expanding to larger facilities in the immediate future or were starting conversations about expansion. In several situations, administrators and faculty recognized that learning also takes place outside the classroom and were anxious to have more space for informal gatherings and group study. Classroom space was also at a premium with plans for expansion.

Astin's Theory of Involvement indicates that the more students are involved while in college, the more they persist in terms of academic success and satisfaction (Astin, 1984). Some extended campus sites struggle with providing extracurricular and co-curricular activities, cultural events, or community and family occasions due to site space limitations, though some compensated by involving their community partners as space providers for student activity offerings.

In some ways, students at extended campus sites share many characteristics with Astin's "non-involvement" students. Many are non-traditional adults who commute to school, attend part-time, and are employed off campus, often full-time. Traditional student activities, like those found on the main campus, would not be attractive to these

students, reducing the opportunity for positive involvements and interactions with peers who share similar struggles and experiences. Faculty members and administrators at the extended campus locations believed, nonetheless, that bigger or better facilities might allow the college to provide access to student support services to serve their campus' unique student body. This desire to expand facilities raises a number of interesting questions.

1) If student levels of engagement are higher at extended campus locations with limited facilities, will becoming more like the main campus actually help students feel more involved and successful?
2) Might reliance on community facilities for some activities add to a sense of community that is a positive element of collaborative learning and commitment to achieve?
3) Could expanded facilities encourage an enlarged schedule, reducing the likelihood that students will share a number of classes together and benefit from the resulting learning community?
4) Might expanded facilities encourage separation of academic and support functions and compromise the value of integrated services that have been such a positive theme in this research?

In addition to pointing to other research opportunities, this list of questions illustrates the broader question of whether course diversity, segregated services, and the luxuries of being separated from the broader college community have actually been benefits to colleges and their students.

Faculty Role. According to Tinto, faculty actions are critical to institutional efforts to increase student retention (Tinto, Research and Practice of Student Retention: What Next?, 2006-2007). Faculty at extended campus sites share this belief that a faculty member's philosophy of teaching, love for teaching, and dedication to their work will greatly influence student engagement and student success. Administrators spoke highly of their talented and dedicated faculty, and faculty who were interviewed showed support for one another and respect for the student. In many cases, this appreciation was expressed in terms of how much faculty did for students beyond the basic responsibilities of delivering information in a formal classroom setting.

Throughout the interview conversations, the researcher could see a correlation between highly involved and extremely dedicated faculty members and engaged students. The researcher also noted that there is a crucial correlation between faculty engagement and student success. Along those same lines, extended campus site faculty said they 1) appreciated professional development activities with colleagues, 2) desired collaboration and interaction with the main campus, and 3) enjoyed social or networking opportunities with extended campus site co-workers, when available. According to the faculty, these engagement activities would give extended campus site faculty a sense of belonging and understanding that what they do is making a difference. Though nothing in this research would indicate otherwise, the researcher had to wonder if greater exposure to main campus faculty might encourage faculty at extended sites to emulate their colleagues lesser integrated approaches to teaching and learning.

The questions that beg to be asked in any number of forms are, “Are the higher levels of reported engagement and satisfaction at extended campus sites largely reflective of the small size, intimate atmosphere, culture of inclusion, and integrated roles that one sees at these locations? Might these sites actually begin to lose some of the characteristics that make them uniquely successful if they become more like the main campus? Might those teaching and administering at extended campus locations not fully understand what is in the best interests of their students when it comes to creating the cultures Tinto and Astin describe as best contributing to student success? And would main campuses benefit from creating smaller, more fully integrated academic units that emulate the culture of these extended campus sites?

This leads the researcher to a set of recommendations designed to improve the opportunities for and performance of all community college faculty members and students; and part-time faculty members and students at extended campus sites, in particular. These recommendations are combined with suggestions for further research, since in virtually every case, further study is needed to determine if the student perceptions analyzed in this study translate to better performance.

Recommendations

As the chapter to this point has demonstrated, like any good piece of research, this study raised many more questions than it answers. Each of those questions provides an opportunity for further study and suggests opportunities colleges might investigate if they wish to improve student outcomes. These opportunities include:

1) Before the questions raised above can be answered, studies must first determine whether students at extended sites are actually like students at the main campus. Although students at extended campus locations may be demographic reflections of their main campus counterparts, they may not have similar motivations and expectations. They may be attending at these sites because they are less able to leave home due to family or economic obligations and may, as a result, have quite different motivations to succeed. Should that prove to be the case, factors other than the intimacy of the extended campus, and the integrative roles of faculty and staff, may have a much greater impact on student outcomes.
2) A study needs to be conducted to determine if students at extended campuses turn their perceptions of greater engagement into better performance. Should it be found that students at these sites do not, in fact, do better academically, then this study simply serves to demonstrate that while achieving at like rates with their main campus peers, they felt more satisfied and engaged with their academic experience. This finding may, however, cause some of the assumptions of Tinto, Astin and CCSSE to be re-evaluated, since these theories would suggest that greater engagement *should* produce better performance.
3) Extended campus site interviews indicated that resources, facilities, and personnel are limited at these locations. Both faculty and administration mentioned the need for improvement in these areas to make them comparable

to the level of service or the amount of resources available to the main campus. With the CCSSE data consistently suggesting that extended campus site students are more engaged, the value of enlarging facilities and adding greater program diversity should be tested by further study and seriously questioned by college administrators. While it may seem odd to recommend that centers should remain small, limited on services, and reliant on their communities for support, it may be that these characteristics contribute to better student outcomes. Colleges should evaluate ways that this culture can be created by adding space to meet and talk together, rather than add non-integrated service personnel.

4) In addition, researchers may want to disaggregate CCSSE data by campus locations to determine if colleges are equally effective at engaging students when extended campus sites are similar in size and resources. This study notes differences between student responses by site, but makes little effort to determine how site differences may have influenced student perceptions of engagement. Such a study would serve to identify characteristics and practices that prove to be particularly influential in shaping student outcomes.
5) While interviewing extended campus site faculty, the information gathered revealed an interesting finding. Even though CCSSE data for this study showed high engagement levels in academic challenge, faculty at extended campus sites often question effective teaching practices. Many contemplated whether they were meeting college expectations as an instructor. Interviews

with faculty suggested a feeling of disconnect from the main campus. Since the majority of extended campus site instructors are adjuncts who only visit the main campus occasionally, further research may want to compare student satisfaction and success at colleges where adjuncts and extended campus faculty enjoy strong connections to the main campus and are provided with greater levels of professional development to determine if this does, in fact, contribute positively to student outcomes.

6) This research hints at the possibility that a greater integration of the roles of faculty and student support services functions may improve student satisfaction and success. Suppose, for example, that offices such as academic advising, career counseling, and tutoring were eliminated and these resources were used to reduce faculty teaching loads, while integrating these support functions into a newly defined description of faculty responsibility – essentially emulating the extended campus model. A creative research design or an innovative campus pilot project might be developed to test this model to determine if the academic world would be better served to move back toward smaller academic units and a more fully integrated definition of what it means to be a faculty member.
7) One of the limitations of this study was its restriction to the main campus and extended campus site comparison. A future study might segregate extended campus site, main campus, and online program engagement data to compare differences among the three delivery methods. Students in this study indicated

that electronic communication could be a successful and engaging communication technique, and research should be conducted to determine if similar levels of engagement and satisfaction can be achieved in the online environment.

8) This study analyzed all student engagement at the main campus and extended campus sites without regard to student type. The study should be replicated to disaggregate students by age, gender and full- or part-time status. It may well be that students with certain characteristics respond better to the extended campus environment than do others.

According to the Community College Survey of Student Engagement (2010), it is vital that administrators understand students' needs in order to help them persist to degree completion. Studies by the CCSSE have examined faculty-student interactions and provided valuable data on faculty-student interactions. The data demonstrate that the extent and nature of faculty-student interactions have a measurable influence on both student satisfaction and success. By examining and understanding the implications of these data, college faculty and administrators may be encouraged to explore new models of faculty and student interaction to improve academic success. This study serves to hint at what some of those models might be by pointing to characteristics of extended campus sites that appear to heighten student satisfaction and perceptions of engagement. While extended campuses are integral to meeting the open access and affordability mission of the community college, they may also provide insights into what works particularly well in creating an academic environment in which students thrive.

Summary and Conclusion

According to Center for Community College Student Engagement (CCCSE) (2010), the CCSSE survey instrument and report provides community colleges with student engagement data and analysis that help strengthen classroom teaching, practices, and activities. It provides information about how fully students believe they are involved in engagement strategies that motivate students to succeed by setting high expectations and by challenging students to meet those expectations. CCSSE explains the need for colleges to make the most of the time students spend with their instructors by promoting active and collaborative learning, emphasizing deep learning, and providing students with regular feedback (Center for Community College Student Engagement, 2010, p. 8). CCSSE suggests that community colleges should provide an array of support strategies, including integrating services into coursework in order to eliminate obstacles of time and place (Center for Community College Student Engagement, 2010, p. 11).

Research presented in previous chapters demonstrated that students, when engaged in college, learn and persist to completion at greater rates. By participating in the CCSSE study, the community colleges affiliated with this study joined the ranks of other community colleges who desired to document the perceived degree of student engagement and its impact on academic and social success. Within this body of research on community college student engagement, however, no data was found that differentiated between main campus and extended campus students. Nonetheless it should not be assumed that students attending extended campus sites feel engaged at the same levels experienced by their main campus peers. Community colleges may pursue

the opportunity to improve student engagement by analyzing significant differences between extended campus site student perceptions of student engagement to main campus student perception of student engagement.

Data indicate that community college students who attend courses at an extended campus site have similar demographics as students who attend main campus locations. Many are nontraditional, first-generation college students who are enrolled part-time and who work at full- or part-time jobs. They may also spend more time working and caring for dependents. These students are not unlike other community college students who rely on academic and student support services in order to be successful.

In addition to the lack of differentiated data for student engagement at extended campus sites, no studies were found which revealed the perspectives of faculty or staff at extended campus sites who are responsible for student engagement at these locations. The researcher saw a need to investigate extended campus student engagement and to gather the perspectives of community college faculty and staff at extended campus sites in narrative form. With the findings from this study, colleges may employ student intervention techniques specific to their location, which may lead students to completing their degree.

According to results of the CCSSE survey administered as part of this research, the three colleges that participated in this study are competitive with national norms in each CCSSE benchmark engagement category. Yet students' perceptions of engagement at extended campus sites are often higher than those of students attending main campuses. Statistically significant differences were found at the extended campus sites

that indicated that students feel more engaged in active and collaborative learning, student effort, and student & faculty interaction; however, there were no significant differences in perceptions concerning academic challenge or support for learners.

In addition to contrasting statistically significant differences in student perception, the researcher studied data related to facilities, faculty type, scheduling and course offerings, and community interactions at the extended sites to understand similarities and differences and possible effects on the CCSSE data. Despite the similarities between students at main and extended campus sites, extended campus site facilities, programming, and services are much different from those of the main campus. These differences, when analyzed in the context of the data, suggest that the culture and nature of extended campus locations may have a positive effect on student perceptions of engagement.

Narratives from 13 study participants, which included site administrators and instructors from the three extended campus sites, offered insight about what may contribute to student engagement and student success at community college extended campus locations. The data collected from their interviews were analyzed by the researcher with the *Community College Survey of Student Engagement Benchmarks* in mind. CCSSE benchmarks provide indications of student engagement, student satisfaction, and factors that may contribute to student persistence in community colleges. These factors are summarized and discussed in the CCSSE narrative within each of the following themes: Active and Collaborative Learning, Academic Challenge and Rigor,

Student and Faculty Interaction, Faculty Role, Facility Opportunities or Challenges, and Student Support and Success.

This study collected and analyzed information about student engagement at extended campus sites within a mid-state community college system and compared the relationship between extended campus site operations and student engagement. The study also explored administrator and faculty perceptions about student engagement experiences at extended campus sites and compared those experiences with engagement benchmarks from the Community College Survey of Student Engagement (CCSSE). Interviews with extended campus site faculty and administrator helped to identify characteristics of extended campus culture that contributed to understanding student engagement issues. Narratives provided instructor perceptions of educational experiences related to student engagement, teaching experiences and practices, and the ways faculty spend their professional time—both in and out of the classroom at an extended campus site.

The study found that students at extended campus sites feel more connected to each other and to their faculty than to college facilities or programs. The findings from this study lend strong support to theories of engagement offered by Tinto, Astin and others who maintain that connections are the key element to student satisfaction and success. The study also found that the intimate nature of the extended campus (smaller facilities, limited schedules, integrated academic and support services, and reliance on community for support), may positively affect student perceptions of belonging and

engagement. Additional research needs to be conducted that looks more specifically at the relationship between these cultural factors and student satisfaction.

In summary, administrative support providers at community colleges may want to consider that community college engagement is less about specific student support services, student activities, and extra-curricular events, and more about ensuring that the services and programs that are provided connect students to each other and to their faculty. There may be future advantages to redefining both faculty roles and how academic units function on college campuses to recreate the intimacy and integration of services modeled by these smaller extended campus cultures.

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Appendix A: CCSSE Benchmark Survey Questions Used

Question 1: CCSSE Benchmark-Active and Collaborative Learning (CCSSE Questions 4a, 4b, 4f, 4g, 4h, 4i, and 4r)		
4a	CLQUEST	Asked questions in class or contributed to class discussions
4b	CLPRESEN	Made a class presentation
4f	CLASSGRP	Worked with other students on projects during class
4g	OCCGRP	Worked with classmates outside of class to prepare class assignments
4h	TUTOR	Tutored or taught other students (paid or voluntary)
4i	COMMPROJ	Participated in a community-based project as a part of a regular course
4r	OOCIDEAS	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
Question 2: CCSSE Benchmark-Student Effort (CCSSE Questions 4c, 4d, 4e, 13d1, 13e1, and 13h1)		
4c	REWROPAP	Prepared two or more drafts of a paper or assignment before turning it in
4d	INTEGRAT	Worked on a paper or project that required integrating ideas or information from various sources
4e	CLUNPREP	Come to class without completing readings or assignments
13d1	USETUTOR	Frequency: Peer or other tutoring
13e1	USELAB	Frequency: Skill labs (writing, math, etc.)
13f1	USECHLD	Frequency: Child care
13g1	USEFAADV	Frequency: Financial aid advising
13h1	USECOMLB	Frequency: Computer lab
Question 3: CCSSE Benchmark-Academic Challenge (CCSSE Questions 4p, 5b, 5c, 5d, 5e, 5f, 6a, 6c, 7, 8a, 8b, 8c, 8d, 8e, 8f, 8g, 8h, 8i, and 9a)		
4p	WORKHARD	Worked harder than you thought you could to meet an instructor's standards or expectations
5b	ANALYZE	Analyzing the basic elements of an idea, experience, or theory
5c	SYNTHESZ	Synthesizing and organizing ideas, information, or experiences in new ways
5d	EVALUATE	Making judgments about the value or soundness of information, arguments, or methods
5e	APPLYING	Applying theories or concepts to practical problems or in new situations

5f	PERFORM	Using information you have read or heard to perform a new skill.
6a	READASGN	Number of assigned textbooks, manuals, books, or book-length packs of course readings
6c	WRITEANY	Number of written papers or reports of any length
7	EXAMS	Examinations during the current school year have challenged you to do your best work at this college
9a	ENVSCHOL	Encouraging you to spend significant amounts of time studying
Question 4: CCSSE Benchmark-Student & Faculty Interaction (CCSSE Questions 4k, 4l, 4m, 4n, 4o, and 4q)		
4k	EMAIL	Used email to communicate with an instructor
4l	FACGRADE	Discussed grades or assignments with an instructor
4m	FACPLANS	Talked about career plans with an instructor or advisor
4n	FACIDEAS	Discussed ideas from your readings or classes with instructors outside of class
4o	FACFEED	Received prompt feedback (written or oral) from instructors on your performance
4q	FACOTH	Worked with instructors on activities other than coursework
Question 5: CCSSE Benchmark-Support for Learners (CCSSE Questions 9b, 9c, 9d, 9e, 9f, 13a1, and 13b1)		
9b	ENVSUPRT	Providing the support you need to help you succeed at this college
9c	ENVDIVRS	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
9d	ENVNACAD	Helping you cope with your non-academic responsibilities (work, family, etc.)
9e	ENVSOCAL	Providing the support you need to thrive socially
13a1	USEACAD	Frequency: Academic advising/planning
13b1	USECACOU	Frequency: Career counseling

Appendix B: The Community College Student Report

The Community College Student Report

Instructions: It is essential that you use a No. 2 pencil to complete this survey. Mark your answers as shown in the following example: ● Correct Mark ⊘ ⊗ ◒ ◉ Incorrect Marks

1. Did you begin college at this college or elsewhere?	○ Started here	○ Started elsewhere
2. Thinking about this current academic term, how would you characterize your enrollment at this college?	○ Full-time	○ Less than full-time
3. Have you taken this survey in another class this term?	○ Yes	○ No

4. In your experiences at this college during the current school year, about how often have you done each of the following?

	Very often	Often	Some-times	Never
a. Asked questions in class or contributed to class discussions	○	○	○	○
b. Made a class presentation	○	○	○	○
c. Prepared two or more drafts of a paper or assignment before turning it in	○	○	○	○
d. Worked on a paper or project that required integrating ideas or information from various sources	○	○	○	○
e. Come to class without completing readings or assignments	○	○	○	○
f. Worked with other students on projects during class	○	○	○	○
g. Worked with classmates outside of class to prepare class assignments	○	○	○	○
h. Tutored or taught other students (paid or voluntary)	○	○	○	○
i. Participated in a community-based project as a part of a regular course	○	○	○	○
j. Used the Internet or instant messaging to work on an assignment	○	○	○	○
k. Used e-mail to communicate with an instructor	○	○	○	○
l. Discussed grades or assignments with an instructor	○	○	○	○
m. Talked about career plans with an instructor or advisor	○	○	○	○
n. Discussed ideas from your readings or classes with instructors outside of class	○	○	○	○
o. Received prompt feedback (written or oral) from instructors on your performance	○	○	○	○
p. Worked harder than you thought you could to meet an instructor's standards or expectations	○	○	○	○
q. Worked with instructors on activities other than coursework	○	○	○	○
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	○	○	○	○
s. Had serious conversations with students of a different race or ethnicity other than your own	○	○	○	○
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	○	○	○	○
u. Skipped class	○	○	○	○

5. During the current school year, how much has your coursework at this college emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	○	○	○	○
b. Analyzing the basic elements of an idea, experience, or theory	○	○	○	○
c. Synthesizing and organizing ideas, information, or experiences in new ways	○	○	○	○
d. Making judgments about the value or soundness of information, arguments, or methods	○	○	○	○
e. Applying theories or concepts to practical problems or in new situations	○	○	○	○
f. Using information you have read or heard to perform a new skill	○	○	○	○

PLEASE DO NOT MARK IN THIS AREA

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6. During the current school year, about how much reading and writing have you done at this college?

	None	1 to 4	5 to 10	11 to 20	More than 20
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	○	○	○	○	○
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	○	○	○	○	○
c. Number of written papers or reports of any length	○	○	○	○	○

7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college.

Extremely challenging ⑦ ⑥ ⑤ ④ ③ ② ① Extremely easy

8. Which of the following have you done, are you doing, or do you plan to do while attending this college?

	I have done	I plan to do	I have not done nor plan to do
a. Internship, field experience, co-op experience, or clinical assignment	○	○	○
b. English as a second language course	○	○	○
c. Developmental/remedial reading course	○	○	○
d. Developmental/remedial writing course	○	○	○
e. Developmental/remedial math course	○	○	○
f. Study skills course	○	○	○
g. Honors course	○	○	○
h. College orientation program or course	○	○	○
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	○	○	○

9. How much does this college emphasize each of the following?

	Very much	Quite a bit	Some	Very little
a. Encouraging you to spend significant amounts of time studying	○	○	○	○
b. Providing the support you need to help you succeed at this college	○	○	○	○
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	○	○	○	○
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	○	○	○	○
e. Providing the support you need to thrive socially	○	○	○	○
f. Providing the financial support you need to afford your education	○	○	○	○
g. Using computers in academic work	○	○	○	○

10. About how many hours do you spend in a typical 7-day week doing each of the following?

	None	1 – 5	6 - 10	11 - 20	21 - 30	More than 30
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	○	○	○	○	○	○
b. Working for pay	○	○	○	○	○	○
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	○	○	○	○	○	○
d. Providing care for dependents living with you (parents, children, spouse, etc.)	○	○	○	○	○	○
e. Commuting to and from classes	○	○	○	○	○	○

11. Mark the number that best represents the quality of your relationships with people at this college.

Your relationship with:

a. Other Students

Friendly, supportive, sense of belonging ⑦ ⑥ ⑤ ④ ③ ② ① Unfriendly, unsupportive, sense of alienation

b. Instructors

Available, helpful, sympathetic ⑦ ⑥ ⑤ ④ ③ ② ① Unavailable, unhelpful, unsympathetic

c. Administrative Personnel & Offices

Helpful, considerate, flexible ⑦ ⑥ ⑤ ④ ③ ② ① Unhelpful, inconsiderate, rigid

12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	○	○	○	○
b. Acquiring job or work-related knowledge and skills	○	○	○	○
c. Writing clearly and effectively	○	○	○	○
d. Speaking clearly and effectively	○	○	○	○
e. Thinking critically and analytically	○	○	○	○
f. Solving numerical problems	○	○	○	○
g. Using computing and information technology	○	○	○	○
h. Working effectively with others	○	○	○	○
i. Learning effectively on your own	○	○	○	○
j. Understanding yourself	○	○	○	○
k. Understanding people of other racial and ethnic backgrounds	○	○	○	○
l. Developing a personal code of values and ethics	○	○	○	○
m. Contributing to the welfare of your community	○	○	○	○
n. Developing clearer career goals	○	○	○	○
o. Gaining information about career opportunities	○	○	○	○

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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.

	(1) Frequency of Use				(2) Satisfaction				(3) Importance		
	Often	Some-times	Rarely/ Never	Don't know/ N.A.	Very	Some-what	Not at all	N.A.	Very	Some-what	Not at all
a. Academic advising/planning	○	○	○	○	○	○	○	○	○	○	○
b. Career counseling	○	○	○	○	○	○	○	○	○	○	○
c. Job placement assistance	○	○	○	○	○	○	○	○	○	○	○
d. Peer or other tutoring	○	○	○	○	○	○	○	○	○	○	○
e. Skill labs (writing, math, etc.)	○	○	○	○	○	○	○	○	○	○	○
f. Child care	○	○	○	○	○	○	○	○	○	○	○
g. Financial aid advising	○	○	○	○	○	○	○	○	○	○	○
h. Computer lab	○	○	○	○	○	○	○	○	○	○	○
i. Student organizations	○	○	○	○	○	○	○	○	○	○	○
j. Transfer credit assistance	○	○	○	○	○	○	○	○	○	○	○
k. Services to students with disabilities	○	○	○	○	○	○	○	○	○	○	○

14. How likely is it that the following issues would cause you to withdraw from class or from this college? *(Please respond to each item)*

	Very likely	Likely	Some-what likely	Not likely
a. Working full-time	○	○	○	○
b. Caring for dependents	○	○	○	○
c. Academically unprepared	○	○	○	○
d. Lack of finances	○	○	○	○
e. Transfer to a 4-year college or university	○	○	○	○

15. How supportive are your friends of your attending this college? ○ Extremely ○ Quite a bit ○ Somewhat ○ Not very

16. How supportive is your immediate family of your attending this college? ○ Extremely ○ Quite a bit ○ Somewhat ○ Not very

17. Indicate which of the following are your reasons/goals for attending this college. *(Please respond to each item)*

	Primary goal	Secondary goal	Not a goal
a. Complete a certificate program	○	○	○
b. Obtain an associate degree	○	○	○
c. Transfer to a 4-year college or university	○	○	○
d. Obtain or update job-related skills	○	○	○
e. Self-improvement/personal enjoyment	○	○	○
f. Change careers	○	○	○

PLEASE DO NOT MARK IN THIS AREA

SERIAL #

18. **Indicate which of the following are sources you use to pay your tuition at this college? *(Please respond to each item)***

	Major source	Minor source	Not a source
a. My own income/savings	○	○	○
b. Parent or spouse/significant other's income/savings	○	○	○
c. Employer contributions	○	○	○
d. Grants and scholarships	○	○	○
e. Student loans (bank, etc.)	○	○	○
f. Public assistance	○	○	○

19. **Since high school, which of the following types of schools have you attended other than the one you are now attending? *(Please mark all that apply)***

- ○ Proprietary (private) school or training program
- ○ Public vocational-technical school
- ○ Another community or technical college
- ○ 4-year college or university
- ○ None

SAMPLE

20. **When do you plan to take classes at this college again?**

- ○ I will accomplish my goal(s) during this term and will not be returning
- ○ I have no current plan to return
- ○ Within the next 12 months
- ○ Uncertain

SAMPLE

21. **At this college, in what range is your overall college grade average?**

- ○ A
- ○ A- to B+
- ○ B
- ○ B- to C+
- ○ C
- ○ C- or lower
- ○ Do not have a GPA at this school
- ○ Pass/fail classes only

SAMPLE

22. **When do you most frequently take classes at this college? *(Mark one only)***

- ○ Day classes (morning or afternoon)
- ○ Evening classes
- ○ Weekend classes

23. **How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?**

- ○ None
- ○ 1-14 credits
- ○ 15-29 credits
- ○ 30-44 credits
- ○ 45-60 credits
- ○ Over 60 credits

24. **At what other types of institutions are you taking classes this term?** *(Please mark all that apply)*

- ○ None
- ○ High school
- ○ Vocational/technical school
- ○ Another community or technical college
- ○ 4-year college/university
- ○ Other

25. **How many classes are you *presently* taking at OTHER institutions?**

- ○ None
- ○ 1 class
- ○ 2 classes
- ○ 3 classes
- ○ 4 classes or more

26. **Would you recommend this college to a friend or family member?**

○ Yes ○ No

27. **How would you evaluate your entire educational experience at this college?**

- ○ Excellent
- ○ Good
- ○ Fair
- ○ Poor

28. **Do you have children who live with you?**

○ Yes ○ No

29. **Mark your age group.**

- ○ Under 18
- ○ 18 to 19
- ○ 20 to 21
- ○ 22 to 24
- ○ 25 to 29
- ○ 30 to 39
- ○ 40 to 49
- ○ 50 to 64
- ○ 65+

30. **Your sex:**

○ Male ○ Female

31. **Are you married?**

○ Yes ○ No

32. **Is English your native (first) language?**

○ Yes ○ No

33. **Are you an international student or foreign national?**

○ Yes ○ No

34. **What is your racial identification?** *(Mark **only one**)*

- ○ American Indian or other Native American
- ○ Asian, Asian American or Pacific Islander
- ○ Native Hawaiian
- ○ Black or African American, Non-Hispanic
- ○ White, Non-Hispanic
- ○ Hispanic, Latino, Spanish
- ○ Other

35. **What is the highest academic credential you have earned?**

- ○ None
- ○ High school diploma or GED
- ○ Vocational/technical certificate
- ○ Associate degree
- ○ Bachelor's degree
- ○ Master's/doctoral/professional degree

36. **What is the highest level of education obtained by your:**

	Father	Mother
a. Not a high school graduate	○	○
b. High school diploma or GED	○	○
c. Some college, did not complete degree	○	○
d. Associate degree	○	○
e. Bachelor's degree	○	○
f. Master's degree/1st professional	○	○
g. Doctorate degree	○	○
h. Unknown	○	○

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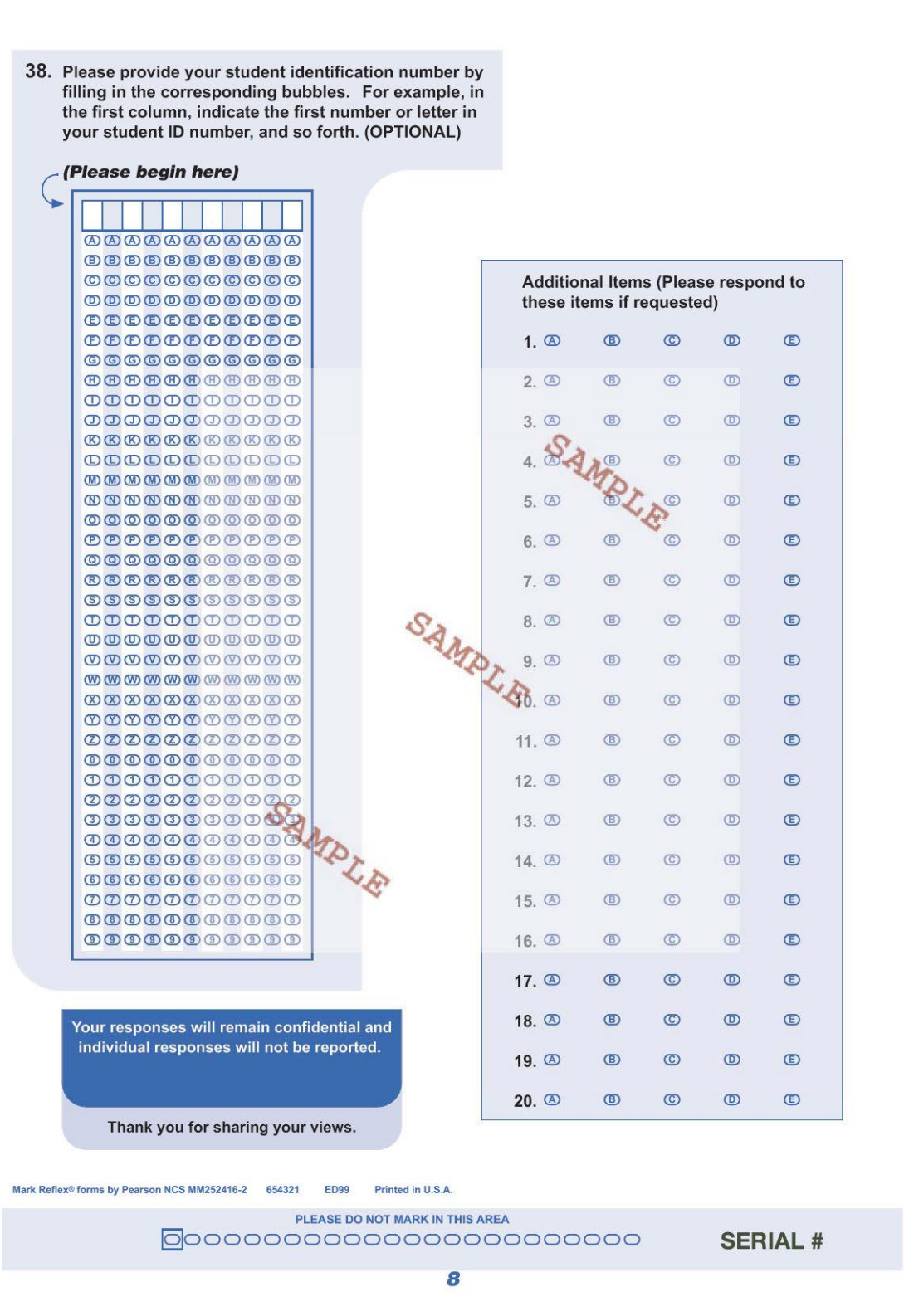
37. **Using the list provided, please fill in the bubbles that correspond to the code indicating your program or major. Using the first column, indicate the first number in the program code, using the second column, indicate the second number in the program code.**



38. Please provide your student identification number by filling in the corresponding bubbles. For example, in the first column, indicate the first number or letter in your student ID number, and so forth. (OPTIONAL)

(Please begin here)

SAMPLE

Additional Items (Please respond to these items if requested)

1. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
2. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
3. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
4. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
5. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
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18. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
19. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ
20. Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ

SAMPLE

Your responses will remain confidential and individual responses will not be reported.

Thank you for sharing your views.

Mark Reflex® forms by Pearson NCS MM252416-2 654321 ED99 Printed in U.S.A.

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Appendix C: Interview Protocol

Deborah DeGan-Dixon Interview Protocol

Introduction: Brief explanation of the research project, consent forms, and recording set-up.

Interview Questions:

1. Please describe for me the student engagement practices, programs, and/or services that you and/or students utilize at this particular community college branch campus.
2. What challenges do you see at the branch campus in keeping students engaged, both academically and in extracurricular activities, and in encouraging persistence from one semester to the next?
3. What successes do you see at the branch campus in keeping students engaged, both academically and in extracurricular activities, and in encouraging persistence from one semester to the next?
4. What forms of interaction do you encourage or see when working with students at a Branch Campus?

   [Probing or look for areas related to…]

   - Communicating clear expectations to the students at the beginning of the class or semester?
   - Students have some degree of control in their learning activities? (individual/group)
   - Providing consistent classroom management techniques?
   - Business partners or content expert guest lecturers in the classroom?
   - Faculty professional development and sharing new techniques with faculty and staff?
   - Faculty/student interactions; before/after, during, outside of class?
   - Student and faculty evaluation and feedback? Timely? Quality?

Conditions: Interview setting in conference room, office, classroom, or other form of quiet and confidential space.

Method:Generic qualitative analysis which uses grounded theory approach.

Transcribing Information:

(Parenthesis)	Non-verbal communication; description of events.
[Bracket]	Outside of communication; observable events.
Italics	*Researcher comments or interpretations.*
...	Brief pauses defined as a five second (or more) break in speech.
?text?	Questionable text or when the transcriber is uncertain of the accuracy of the statement.

Appendix D: Interview Email Invitation

Dear Branch Campus Faculty Member,

My name is Deborah DeGan-Dixon. I am a PhD student at the University of Missouri-St. Louis (UMSL) in Higher Education, Policy & Leadership Studies. I come from a community college background with 12-years' experience as an academic dean at State Fair Community College. I currently work for Central Methodist University supervising community college partnerships, sites, and transfer agreements.

I am conducting a study of Missouri Community College branch campus and student engagement. It is a mixed methods study. In my study, I will try to explain techniques faculty and staff use to engage students who attend classes at Missouri community college branch campuses. I am particularly interested in working with (name of college) because of its participation in the Community College Survey of Student Engagement (CCSSE) in 2011. I also obtained permission from the college's institutional reporting office; as well as, from (name of the college) college's vice-president of (title).

I understand from (branch campus staff) that you may be willing to participate in an interview with me? I would appreciate an hour of your time where I will have a guided open-ended discussion with you regarding your teaching and experiences with branch campus instruction.

If you are interested in assisting me with an hour long interview, I will be at the _____ branch campus on (date). Please let me know of your availability and what subjects you teach.

Thank you for your reply.

Deborah DeGan-Dixon

Appendix E: Interview Consent Form

Deborah DeGan-Dixon, PhD Candidate
College of Education, Division of Educational Leadership and Policy Studies
1034 NE 951 Rd
Calhoun, MO 65323
660/647-5303
ddegandixon@gmail.com

Informed Consent for Participation in Research Activities
CCSSE Influence on Branch Campuses at Missouri Community Colleges

Participant _____ HSC Approval Number _____

Principal Investigator: Deborah DeGan-Dixon PI's Phone Number: 660/647-5303 or 660/553-1522

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1. You are invited to participate in a research study conducted by Deborah DeGan-Dixon and Dr. Thomas Schnell. The purpose of this research is to identify student engagement practices at Missouri community college branch campuses which might affect student persistence, retention, and completion data as compared to institutional data from the Community College Survey of Student Engagement (CCSSE).

2. [Specify community college] was one of several Missouri community colleges which participated in the Community College Survey of Student Engagement (CCSSE). The assessment data and findings from this study discuss active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners as effective educational practice for community colleges (CCSSE, 2011). These studies have all been quantitative investigations of students and do not incorporate the voices of administrators nor faculty who work at branch campus locations.

3. Request to participate in an interview regarding student engagement at Missouri community college branch campus:
    a. Your participation will involve a personal interview. During the interview, the researcher will ask you questions about your experience as an employee of a Missouri community college branch campus. The researcher is interested in learning more about your perceptions of student engagement initiatives at the branch campus location. More specifically, the researcher would like to know about your perceptions of student engagement practices affiliated with the Community College Survey of Student Engagement (CCSSE).
    b. There will be five people participating from each branch campus. The participants will participate in one interview each.
    c. The amount of time involved in your participation will be 45-60 minutes.
    d. The interview will be recorded via digital voice recorded and transcribed for analysis by the researcher.
4. There are no anticipated risks associated with this research.
5. There are no direct benefits for you participating in this study. However, your participation will contribute to the knowledge about student engagement at branch campuses and may help governmental agencies or institutions of higher education learn about the best types of practices to help community college students persist.
6. Your participation is voluntary and you may choose not to participate in this research study or to withdraw your consent at any time. You may choose not to answer any questions that you do not want to answer. You will NOT be penalized in any way should you choose not to participate or to withdraw.

7. By agreeing to participate, you understand and agree that your data may be shared with other researchers and educators in the form of presentations and/or publications. In all cases, your identity will not be revealed. In rare instances, a researcher's study must undergo an audit or program evaluation by an oversight agency (such as the Office for Human Research Protection). That agency would be required to maintain the confidentiality of your data. In addition, all data will be stored on a password-protected computer and/or in a locked safe. All data will be destroyed one year after the study is completed.
8. If you have any questions or concerns regarding this study, or if any problems arise, you may call the Investigator, Deborah DeGan-Dixon at 660/647-5303 or ddegandixon@gmail.com or the faculty advisor,Dr. Thomas Schnell at 314/516-4347. You may also ask questions or state concerns regarding your rights as a research participant to the Office of Research Administration, at 314-516-5897.

I have read this consent form and have been given the opportunity to ask questions. I will also be given a copy of this consent form for my records. I consent to my participation in the research described above.

Participant's Signature	Date	Participant's Printed Name	
Signature of Investigator or Designee	Date	Investigator/Designee Printed Name	

Appendix F: TBSE-Active and Collaborative Learning

College A

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Question 1: Active & Collaborative Learning	CLQUEST	6.678	1	6.678	10.406	.001	.019
	CLPRESEN	2.308	1	2.308	3.285	.070	.006
	CLASSGRP	2.178	1	2.178	3.342	.068	.006
	OCCGRP	.734	1	.734	1.034	.310	.002
	TUTOR	.319	1	.319	.603	.438	.001
	COMMPROJ	.364	1	.364	.895	.345	.002
	OOCIDEAS	.308	1	.308	.378	.539	.001

College B

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Question 1: Active & Collaborative Learning	CLQUEST	1.558a	1	1.558	2.271	.132	.002
	CLPRESEN	8.616b	1	8.616	10.771	.001	.012
	CLASSGRP	.004c	1	.004	.007	.935	.000
	OCCGRP	.060d	1	.060	.089	.765	.000
	TUTOR	.674e	1	.674	1.324	.250	.001
	COMMPROJ	1.776f	1	1.776	4.581	.033	.005
	OOCIDEAS	1.238g	1	1.238	1.411	.235	.002

College C

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Question 1: Active & Collaborative Learning	CLQUEST	2.622a	1	2.622	3.909	.049	.009
	CLPRESEN	.041b	1	.041	.049	.825	.000
	CLASSGRP	5.832c	1	5.832	9.223	.003	.022
	OCCGRP	3.139d	1	3.139	4.677	.031	.011
	TUTOR	3.931e	1	3.931	7.939	.005	.019
	COMMPROJ	3.922f	1	3.922	8.829	.003	.021
	OOCIDEAS	.974g	1	.974	1.187	.277	.003

Appendix G: TBSE-Student Effort

College A						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Question 2: Student Effort	REWROPAP	2.136	1	2.136	2.200	.139
	INTEGRAT	.784	1	.784	1.075	.300
	CLUNPREP	3.461	1	3.461	7.542	.006
	USETUTOR	.639	1	.639	1.530	.217
	USELAB	.704	1	.704	1.068	.302
	USECHLD	.224	1	.224	.242	.623
	USEFAADV	.131	1	.131	.339	.560
	USECOMLB	.445	1	.445	.556	.456
College B						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Question 2: Student Effort	REWROPAP	12.218	1	12.218	12.670	.000
	INTEGRAT	.872	1	.872	1.152	.283
	CLUNPREP	.065	1	.065	.113	.737
	USEJOBPL	.043	1	.043	.103	.748
	USETUTOR	1.420	1	1.420	1.914	.167
	USELAB	4.538	1	4.538	4.948	.026
	USECHLD	.384	1	.384	1.072	.301
	USEFAADV	6.143	1	6.143	7.679	.006
College C						
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Question 2: Student Effort	REWROPAP	3.724	1	3.724	3.690	.055
	INTEGRAT	3.163	1	3.163	3.905	.049
	CLUNPREP	7.953	1	7.953	16.645	.000
	USEJOBPL	1.174	1	1.174	2.365	.125
	USETUTOR	12.151	1	12.151	20.992	.000
	USELAB	4.551	1	4.551	5.303	.022
	USECHLD	.004	1	.004	.010	.922
	USEFAADV	.406	1	.406	.469	.494

Appendix H: TBSE-Academic Challenge

College A

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Question 3: Academic Challenge	WORKHARD	2.543	1	2.543	3.417	.065	.006
	ANALYZE	1.815	1	1.815	2.771	.097	.005
	SYNTHESZ	2.319	1	2.319	3.112	.078	.006
	EVALUATE	2.538	1	2.538	3.158	.076	.006
	APPLYING	1.294	1	1.294	1.740	.188	.003
	PERFORM	.100	1	.100	.125	.724	.000
	READASGN	.127	1	.127	.127	.721	.000
	WRITEANY	.062	1	.062	.053	.818	.000
	EXAMS	.683	1	.683	.534	.465	.001
	ENVSCHOL	.035	1	.035	.052	.820	.000

College B

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Question 3: Academic Challenge	WORKHARD	.013	1	.013	.017	.896	.000
	ANALYZE	.140	1	.140	.198	.656	.000
	SYNTHESZ	.613	1	.613	.808	.369	.001
	EVALUATE	1.448	1	1.448	1.770	.184	.002
	APPLYING	.153	1	.153	.198	.657	.000
	PERFORM	.314	1	.314	.404	.525	.000
	READASGN	.355	1	.355	.335	.563	.000
	WRITEANY	4.848	1	4.848	4.581	.033	.005
	EXAMS	2.006	1	2.006	1.590	.208	.002
	ENVSCHOL	.825	1	.825	1.276	.259	.001

College C

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Question 3: Academic Challenge	WORKHARD	2.494	1	2.494	3.241	.073	.008
	ANALYZE	.217	1	.217	.334	.564	.001
	SYNTHESZ	1.274	1	1.274	1.739	.188	.004
	EVALUATE	.025	1	.025	.030	.862	.000
	APPLYING	.000	1	.000	.001	.980	.000
	PERFORM	.187	1	.187	.244	.622	.001
	READASGN	.000	1	.000	.000	.984	.000
	WRITEANY	.030	1	.030	.025	.875	.000
	EXAMS	.096	1	.096	.072	.789	.000
	ENVSCHOL	.108	1	.108	.161	.689	.000

Appendix I: TBSE-Student and Faculty Interaction

College A

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Question 4: Student and Faculty Interaction	EMAIL	.706	1	.706	1.016	.314	.002
	FACGRADE	.256	1	.256	.346	.557	.001
	FACPLANS	.196	1	.196	.240	.625	.000
	FACIDEAS	.001	1	.001	.002	.967	.000
	FACFEED	1.023	1	1.023	1.526	.217	.003
	FACOTH	.318	1	.318	.585	.445	.001

College B

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Question 4: Student and Faculty Interaction	EMAIL	.018	1	.018	.022	.883	.000
	FACGRADE	.250	1	.250	.329	.567	.000
	FACPLANS	.276	1	.276	.363	.547	.000
	FACIDEAS	.005	1	.005	.007	.935	.000
	FACFEED	2.403	1	2.403	3.513	.061	.004
	FACOTH	.004	1	.004	.008	.929	.000
	EMAIL	.018	1	.018	.022	.883	.000

College C

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Question 4: Student and Faculty Interaction	EMAIL	.214	1	.214	.267	.605	.001
	FACGRADE	2.303	1	2.303	3.040	.082	.007
	FACPLANS	.051	1	.051	.061	.806	.000
	FACIDEAS	.571	1	.571	.715	.398	.002
	FACFEED	2.469	1	2.469	3.308	.070	.008
	FACOTH	4.575	1	4.575	7.635	.006	.018
	EMAIL	.214	1	.214	.267	.605	.001

Appendix J: TBSE-Support For Learners

College A

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Question 5: Support for Learners	INTERNET	3.803	1	3.803	5.321	.021	.010
	ENVSUPRT	.173	1	.173	.236	.628	.000
	ENVDIVRS	.993	1	.993	.984	.322	.002
	ENVNACAD	4.549	1	4.549	5.180	.023	.010
	ENVSOCAL	2.143	1	2.143	2.590	.108	.005
	FINSUPP	.349	1	.349	.345	.557	.001
	USEACAD	.115	1	.115	.208	.649	.000

College B

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Question 5: Support for Learners	INTERNET	1.000	1	1.000	1.171	.279	.001
	ENVSUPRT	1.324	1	1.324	1.882	.170	.002
	ENVDIVRS	.025	1	.025	.025	.874	.000
	ENVNACAD	6.578	1	6.578	7.914	.005	.009
	ENVSOCAL	1.826	1	1.826	2.217	.137	.003
	FINSUPP	2.721	1	2.721	2.578	.109	.003
	USEACAD	2.713	1	2.713	4.590	.032	.005

College C

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Question 5: Support for Learners	INTERNET	4.164	1	4.164	4.992	.026	.012
	ENVSUPRT	4.028	1	4.028	5.685	.018	.014
	ENVDIVRS	.172	1	.172	.180	.671	.000
	ENVNACAD	.657	1	.657	.682	.409	.002
	ENVSOCAL	1.063	1	1.063	1.211	.272	.003
	FINSUPP	.011	1	.011	.010	.920	.000
	USEACAD	.145	1	.145	.213	.645	.001

Appendix K: Axial Coding

Questions in class

Class discussions

Class presentations

Class projects

Work with classmates outside of class

Study groups

Tutored others

Presented material to class

Taught class

Taught a section

Researched to share with others

Community based projected

Community class assignment

Discussions outside of class

Discussions about readings or assignments with others

Multi-draft papers

Multi-draft projects

Integrate many ideas

Integrate many sources into paper or project

Unprepared

Prepared

Assignments

Use of tutor

Use of outside help

Use of study group

Use of skill workshop or student success center

Use of student success services

Use of child care or family assistance

Use of financial aid advising

Use of computer or technology resources

Work hard to meet expectations

Asked what was required to earn good grades

Asked for feedback

Asked for progress reports

Analyzed basic ideas

Analyze basic experience

Analyze basic theories

Synthesize (3)

Evaluate for validity/reliability

Evaluate for argument/discussions

Apply new knowledge

Critical thinking

Perform new skill

Reading outside of assigned readings

Reading for fun

Written assignments

Complexity of written work

Reports

Research paper

Tests/exams

Assessments

Progress reports

Time on task

Time devoted to studying

Communication with instructor

Communication outside of class

Communication with e-mail or internet

Discussed grades or assignments

Discussed future plans with instructor

Discussed career options with instructor

Discussed job opportunities with instructor

Discussed readings or classes with instructor outside of class

Requested feedback from instructor

Obtained instructor feedback

Utilized instructor feedback to make improvements

Follow instructor suggestions

Worked on projects with instructor outside of class

Participated on clubs or organization with classroom instructor

Support for learning

Support to succeed

Encouragement from other students

Diversity among students

Students with different barriers and obstacles to overcome

Support groups

Family responsibilities

Social opportunities

Social gatherings

Networking

Academic advising

Academic planning

Enrollment services

Graduation preparation

Career counseling

Career services

Student services

Student development

Student operations

Counseling services

Community with institution

Information or announcements

Community-based students

Community involvement with college

Teaching philosophy

Dedicated of teaching

Teacher support

Teacher networking

Teacher professional development

Staff resources

Facility operations

Facility resources

Project management

Curriculum involvement

Curriculum standards

Curriculum assistance

Small group interactions

Compensate for lack of resources

Support from main campus

Support from administration

Support for each other

Need for new facility

Encouragement

Feeling of disconnect

Removed from decision making

Lack of communication

No recognition