



LAGUARDIA
COMMUNITY COLLEGE

Community College Survey of Student Engagement (CCSSE)

2007

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Executive Summary

Positive Notes

- ❖ LaGuardia faculty demand more of our students than other, similar colleges
- ❖ LaGuardia provides more support to students than other, similar colleges
- ❖ LaGuardia students rate gains in analysis, synthesis, judgment, writing and speaking more highly than students from other, similar colleges
- ❖ LaGuardia students rate gains in life skills more highly than students from other, similar colleges

Negative Notes

- ❖ Students are less satisfied with transfer credit assistance than students at other, similar colleges
- ❖ Students rate their relationships with instructors and administrative personnel lower than students at other, similar colleges
- ❖ Students rate their entire education experience at LaGuardia lower than students at other, similar colleges

Summary of findings

- ❖ On the five benchmarks described in this report, as compared to other large community colleges, LaGuardia scored in the top one percent on *academic challenge* and *student effort*, in the top ten percent on *support for learners*, in the top twenty-one percent on *active and collaborative learning*; and *student-faculty interaction* (p 3);
- ❖ LaGuardia students gave significantly higher ratings and had significantly higher scores on a much larger number of items than in 2005. Significantly higher items (pp 4, 5) included:
 - Three of seventeen positive *college academic activities*
 - Three of six positive *mental activities*
 - One of three *reading and writing effort* questions
 - Two of seven items on *student support* from LaGuardia
 - Nine of fifteen items indicating *educational and personal growth*
 - Seven of eleven items indicating the *use of student services*
 - Four of eleven items indicating the *importance of student services*
- ❖ Items on which LaGuardia scored significantly lower compared to similar colleges (pp 4,5) are:
 - Relationships with instructors
 - Relationships with administrative personnel and offices
 - Satisfaction with transfer credit assistance
- ❖ LaGuardia students rate **job placement assistance, tutoring, computer labs, and skill labs** as being *more important* compared to students at similar colleges (p 5).
- ❖ LaGuardia students were *less satisfied* with **transfer credit assistance** compared to students at similar colleges (p 5)

- ❖ The likelihood that being *academically unprepared* would cause students to withdraw from class or from the college is rated significantly higher at LaGuardia than it is among students at similar colleges (p 5).
- ❖ LaGuardia students spent significantly *more hours* per week **commuting** to and from classes and significantly *fewer hours* per week **working** for pay (p 5).

CCSSE Benchmarks of Effective Student Learning

A useful overview of survey results is provided in the Five CCSSE Benchmarks. According to the survey developers, these five benchmarks “encompass 38 engagement items from the survey that reflect many of the most important aspects of the student experience. These institutional practices and student behaviors are some of the more powerful contributors to effective teaching, learning, student retention and student success.” The survey items that contribute to each benchmark are shown in Appendix B.

Active and Collaborative Learning

Students learn more when they are actively involved in their learning and have opportunities to think about and apply what they are learning in different settings. Through collaboration with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, community, and their personal lives.

Student Effort

Students’ own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals. “Time on task” is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process.

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten items from The Community College Student Report correspond to components of academic challenge including the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate 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 lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

Support for Learners

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other issues that may affect both learning and retention.

Source: CCSSE Institutional Report 2007

I. 2007 Benchmark Summary Table - All Students

LaGuardia Community College

All Students				
Benchmark	LaGuardia Community College	Comparison Group Statistics		
			2007 Large Community Colleges	All 2007 Community Colleges
Active and Collaborative Learning	52.3		49.1	50.0
Student Effort	60.4		49.5	50.0
Academic Challenge	58.1		49.8	50.0
Student-Faculty Interaction	52.2		49.4	50.0
Support for Learners	56.4		49.3	50.0
		Number of Colleges	83	525

Source: CCSSE Institutional Report 2007

II. 2007 CCSSE Benchmark Deciles

All Students

Decile Report

This table presents the range of institutional scores by decile for the five benchmarks of effective educational practice for all participating students in urban colleges. LaGuardia's percentile represents the point at or below which its benchmark scores fall. For example, if LaGuardia's score on a given benchmark is in the 70th percentile, then 30 percent of the scores in that category fall at or above our score. To help gauge our college's performance relative to the comparison group, the areas shaded green on the tables indicate the deciles that are equal to or higher than our benchmark score.

Urban Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	40.5	45.6	47.1	48.1	49.1	50.1	51.2	52.3	53.7	55.7	75.8
Student Effort	41.3	46.2	47.4	48.3	49.1	50.1	51.1	52.0	53.3	55.1	74.3
Academic Challenge	35.2	45.9	47.4	48.4	49.2	50.0	50.9	51.7	52.9	54.4	67.8
Student - Faculty Interaction	41.0	45.8	47.4	48.3	49.3	50.2	51.4	52.4	53.7	55.9	65.1
Support for Learners	38.6	45.1	46.9	48.0	49.2	50.4	51.5	52.6	54.0	56.1	81.5

Source: CCSSE Institutional Report 2007

III. LaGuardia Responses Related to Other Large Colleges

Above the Mean

Below the Mean

College Activities

- 4c. Prepared two or more drafts of a paper before turning it in
- 4d. Worked on a paper or project that required integrating ideas or information from various sources
- 4p. Worked harder than you thought you could to meet an instructor's standards or expectations
- 5b. Analyzing the basic elements of an idea, experience, or theory
- 5c. Synthesizing and organizing ideas, information, or experience in new ways
- 5d. Making judgments about the value or soundness of information, arguments, or methods
- 6c. Number of written papers or reports of any length

Opinions About Your School

- 9c. Encouraging contact among students from difference economic, social, and racial or ethnic backgrounds
- 9d. Helping you cope with your non-academic responsibilities (work, family, etc.)
- 9e. Providing the support you need to thrive socially

Weekly Activities

- 10e. Commuting to and from classes

Educational and Personal Growth

- 12c. Writing clearly and effectively
- 12d. Speaking clearly and effectively

- 10b. Working for pay
- 11b. Relationships with instructors
- 11c. Relationships with administrative personnel and offices

III. LaGuardia Responses Related to Other Large Colleges (cont'd)

Above the Mean

- 12e. Thinking critically and analytically
- 12g. Using computing and information technology
- 12j. Understanding yourself
- 12k. Understanding people of other racial and ethnic backgrounds
- 12l. Developing a personal code of values and ethics
- 12n. Developing clearer career goals
- 12o. Gaining information about career opportunities

Student Services

- 13.1.b. Frequency: Career counseling
- 13.1.c. Frequency: Job placement assistance
- 13.1.d. Frequency: Peer or other tutoring
- 13.1.e. Frequency: Skill labs (writing, math, etc.)
- 13.1.f. Frequency: Child Care
- 13.1.h. Frequency: Computer lab
- 13.1.i. Frequency: Student organizations
- 13.3.c. Importance: Job placement assistance
- 13.3.d. Importance: Peer or other tutoring
- 13.3.e. Importance: Skill labs (writing, math, etc.)
- 13.3.h. Importance: Computer lab

College Experiences

- 14c. Academically unprepared

Below the Mean

- 13.2.j. Satisfaction: Transfer credit assistance

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

IV. Responses to Special Focus Questions CCSSE 2007

1. By the end of my First Four Weeks at this college, my instructors had used teaching techniques that encouraged me to become actively involved in the classroom.

	LaGuardia 2007	Other Large Colleges
Very often	31%	30%
Often	29%	30%
Sometimes	28%	28%
Never	7%	6%
I do not recall	5%	5%

2. By the end of my First Four Weeks at this college, I had met with an advisor to discuss my educational goals.

	LaGuardia 2007	Other Large Colleges
Yes	41%	40%
No, I met with an advisor by the end of my first four weeks at this college, but we did not discuss my education goals	16%	7%
No, I did not meet with an advisor by the end of my first four weeks at this college	25%	30%
No, I have discussed educational goals with an advisor, but it did not happen by the end of my first four weeks at this college	10%	14%
I do not recall	9%	10%

3. By the end of my First Four Weeks at this college, I had completed an initial assessment test to determine which reading, writing, and math courses I should enroll in.

	LaGuardia 2007	Other Large Colleges
Yes	55%	55%
No	35%	36%
I do not recall	10%	8%

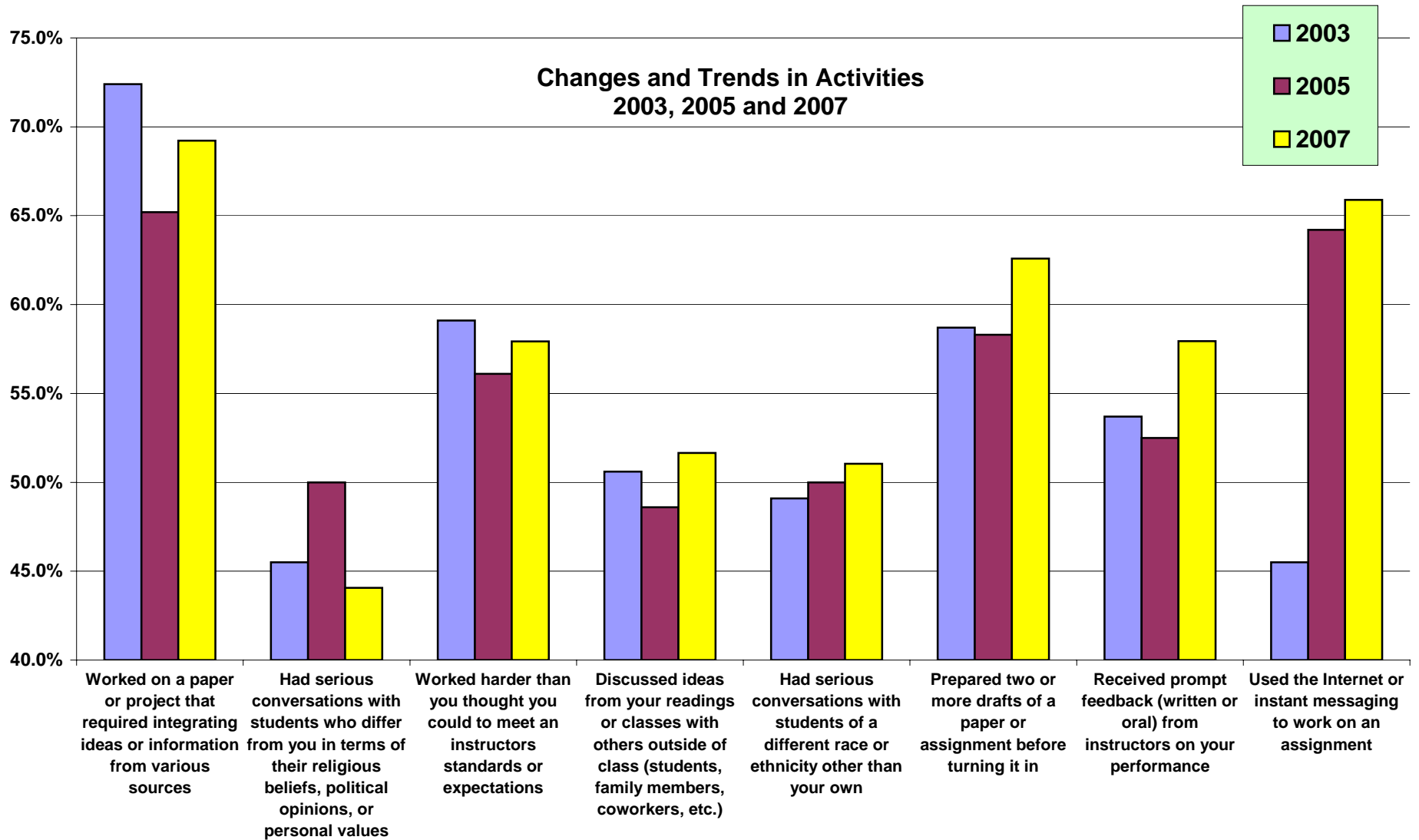
4. How satisfied were you with the quality of your college's orientation course or program for new students?

	LaGuardia 2007	Other Large Colleges
Very satisfied	23%	22%
Somewhat satisfied	46%	36%
Not al all Satisfied	15%	7%
Have not attended an orientation course or program	16%	35%

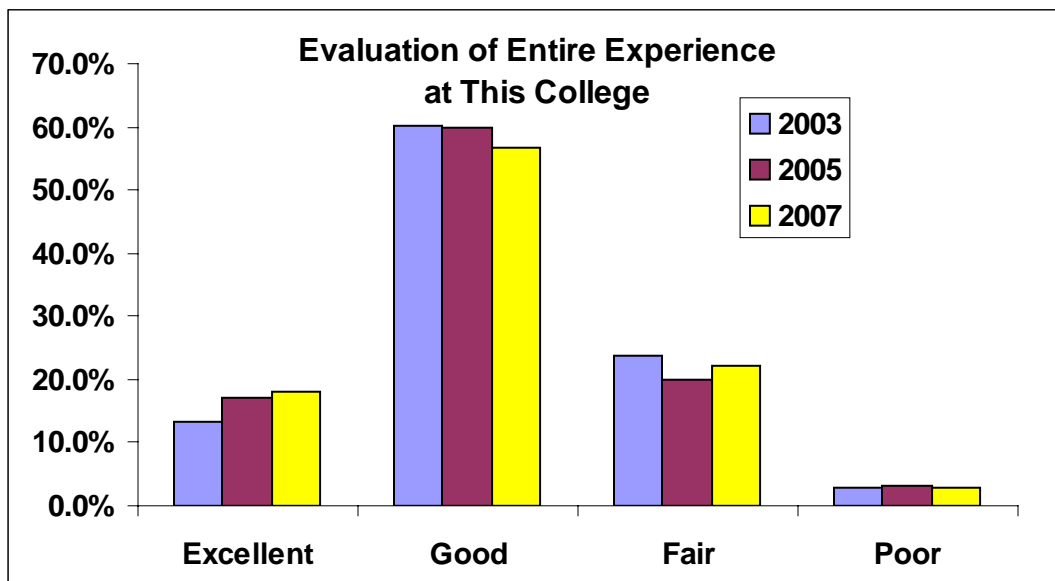
5. Rate your overall satisfaction with this college's processes for working with new students – Including the admissions process, the financial aid office, new student assessment, your first class registration experience, etc.

	LaGuardia 2007	Other Large Colleges
Very satisfied	22%	32%
Somewhat satisfied	55%	51%
Somewhat dissatisfied	16%	13%
Very dissatisfied	7%	4%

V. Changes in LaGuardia Responses on CCSSE, 2003 to 2005 to 2007



V. Changes in LaGuardia Responses, CCSSE 2003 to 2005 to 2007 (continued)



The Community College Survey of Student Engagement

Introduction

For the first time in 2003, and again in 2005 and 2007, LaGuardia participated in the Community College Survey of Student Engagement (CCSSE). Like the instrument developed for four-year colleges and universities - the National Survey of Student Engagement (NSSE) - the CCSSE is designed to assess those aspects of student activities and college environments that research shows promote student learning and development. The results from this survey provide insights we have not had before concerning what students actually do at LaGuardia and the extent to which we have been successful, according to students, in creating optimal environments for learning.

Background

In a report about the conceptual framework within which the CCSSE was developed, Prof. George Kuh of the University of Indiana refers to the *Seven Principles for Good Practice in Undergraduate Education* (by Arthur Chickering and Zelda Gamson, AAHE Bulletin, 1987): Student-faculty contact, cooperation among students, active learning, prompt feedback, time on task, high expectations, and respect for diverse talents and ways of learning. Institutional environments that are “inclusive and affirming, and where expectations for performance are clearly communicated and set at reasonably high levels,” Prof. Kuh notes, are the most effective. The CCSSE, therefore, provides the kind of information that can be put to use to foster just these kinds of good educational practices. Because colleges that offer productive learning environments while conducting good educational practice can claim to be of higher quality, Prof. Kuh states, the CCSSE also provides important documentation in support of that claim.

Survey Methodology

The CCSSE project is managed through the Community College Leadership Program at the University of Texas, Austin, which is responsible for sampling and reporting on the results. In Spring I 2007, a random selection of 59 course sections at LaGuardia was made from all classes offered that term. With faculty and student permission, LaGuardia personnel administered the survey to the selected classes and remained present while the form was completed. Survey administrators explained the purpose of the survey and walked students through the format of the questionnaire, providing instructions for its completion and answering students’ queries. In all, of 1,602 students registered, 732 completed forms were collected. Because full-time students take more classes in general, that population was over-sampled, as shown in table 1, attached. In analyses conducted on all respondents - in which full time and part time responses were combined - the data were weighted to correct for that bias. In analyses conducted on full-time and part-time responses separately, the data were not weighted.

Survey Items Contained in
CCSSE Benchmarks of Effective Educational Practice

1. Active and collaborative learning

During the current school year, how often have you

- 1.1. Asked questions in class or contributed to class discussions
- 1.2. Made a class presentation
- 1.3. Worked with other students on projects during class
- 1.4. Worked with classmates outside of class to prepare class assignments
- 1.5. Tutored or taught other students (paid or voluntary)
- 1.6. Participated in a community-based project as a part of a regular course
- 1.7. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

2. Student Effort

During the current school year, how often have you

- 2.1. Prepared two or more drafts of a paper or assignment before turning it in
- 2.2. Worked on a paper or project that required integrating ideas or information from various sources
- 2.3. Come to class without completing readings or assignments
- 2.4. Used peer or other tutoring
- 2.5. Used skill labs
- 2.6. Used computer lab
- 2.7. How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment
- 2.8. How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing or other activities related to your program)

3. Academic Challenge

During the current school year, how often have you

- 3.1. Worked harder than you thought you could to meet an instructor's standards or expectations

How much does your coursework at this college emphasize

- 3.2. Analyzing the basic elements of an idea, experience, or theory
- 3.3. Synthesizing and organizing ideas, information, or experiences in new ways
- 3.4. Making judgments about the value or soundness of information, arguments, or methods

Survey Items Contained in
CCSSE Benchmarks of Effective Educational Practice

3. Academic Challenge (continued)

- 3.5. Applying theories or concepts to practical problems or in new situations
- 3.6. Using information you have read or heard to perform a new skills

During the current school year

- 3.7. How many assigned textbooks, manuals, books, or book-length packs of course readings did you read
- 3.8. How many papers or reports of any length did you write
- 3.9. To what extent have your examinations challenged you to do your best work

How much does this college emphasize

- 3.10. Encouraging you to spend significant amounts of time studying

4. Student-Faculty Interaction

During the current school year, how often have you

- 4.1. Used email to communicate with an instructor
- 4.2. Discussed grades or assignments with an instructor
- 4.3. Talked about career plans with an instructor or advisor
- 4.4. Discussed ideas from your readings or classes with instructors outside of class
- 4.5. Received prompt feedback (written or oral) from instructors on your performance
- 4.6. Worked with instructors on activities other than coursework

5. Support for Learners

How much does this college emphasize

- 5.1. Providing the support you need to help you succeed at this college
- 5.2. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- 5.3. Helping you cope with your non-academic responsibilities (work, family, etc.)
- 5.4. Providing the support you need to thrive socially
- 5.5. Providing the financial support you need to afford your education

During the current school year, how often have you

- 5.6. Used academic advising / planning services
- 5.7. Used career counseling services

Complete LaGuardia Results

A full report of the results provided by the Community College Leadership Program, along with comparative results to other community colleges of similar size or urban location and to all participating colleges, is available on the web at <http://www.laguardia.edu/facts>, which is the Institutional Research home page. From the Institutional Research homepage, scroll to the bottom and select *Recent Student Surveys*; from the Recent Student Surveys page, scroll to the bottom and select *CCSSE 2007*.

Table 1.

Comparison of LaGuardia's Survey Respondents to Its Study Body and to Other CCSSE Colleges

	LaGuardia's 2007 CCSSE Respondent s	LaGuardia's Actual Student Population	All Large Community Colleges' 2007 CCSSE Respondents	All Community Colleges' 2007 CCSSE Respondents
<u>Gender</u>				
Male	36%	36%	42%	41%
Female	64%	64%	58%	59%
<u>Race/Ethnicity</u>				
American Indian or other Native American	0%	0%	1%	1%
Asian, Asian American or Pacific Islander	10%	14%	5%	6%
Black or African American, Non-Hispanic	16%	20%	15%	14%
White, Non-Hispanic	8%	16%	58%	59%
Hispanic, Latino, Spanish	32%	35%	15%	14%
Other	7%	0.0%	4%	5%
International Student or Foreign National	26%	15%	2%	2%
<u>Student Age</u>				
18 to 19	22%	20%	24%	23%
20 to 21	29%	20%	19%	18%
22 to 24	20%	20%	16%	15%
25 to 29	13%	18%	14%	14%
30 to 39	11%	14%	14%	15%
40 to 49	3%	6%	9%	9%
50 to 64	1%	2%	4%	4%
65 and over	0%	0%	1%	1%
<u>Enrollment Status</u>				
Full - Time	78%	55%	36%	37%
Part - Time	22%	45%	64%	63%