



LAGUARDIA
COMMUNITY COLLEGE

Community College Survey of Student Engagement (CCSSE)

2005

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Executive Summary

- ❖ On the five benchmarks described in this report , as compared to other urban 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 thirty percent on *active and collaborative learning*; and in the top fifty-five percent on *student-faculty interaction* (p 3);

- ❖ Items on which LaGuardia scored significantly lower compared to similar colleges (pp 4,5) are:
 - Relationships with instructors
 - Relationships with administrative personnel and offices
 - Support of friends for your attending this college
 - Support of immediate family for your attending this college
 - Satisfaction with academic advising
 - Satisfaction with computer labs
 - Satisfaction with transfer credit assistance

- ❖ LaGuardia students rate **career counseling, job placement assistance, tutoring, and skill labs** as being *more important* compared to students at similar colleges (p 5).

- ❖ The likelihood that *lack of finances* would cause students to withdraw from class or from the college is rated higher at LaGuardia than it is among students at similar colleges (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 2005

I. 2005 Benchmark Summary Table - All Students

LaGuardia Community College

All Students				
Benchmark	LaGuardia Community College	Comparison Group Statistics		
			2005 Large Community Colleges	All 2005 Community Colleges
Active and Collaborative Learning	51.2		49.2	50.0
Student Effort	60.2		50.2	50.0
Academic Challenge	56.7		50.3	50.0
Student-Faculty Interaction	49.4		49.8	50.0
Support for Learners	54.0		49.2	50.0
		Number of Colleges	28	257

Source: CCSSE Institutional Report 2005

II. 2005 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	41.7	45.7	46.8	47.8	49.3	50.2	51.0	51.4	52.5	54.7	60.3
Student Effort	41.7	47.3	48.2	48.6	49.4	50.9	51.7	52.4	54.4	55.5	60.2
Academic Challenge	45.3	46.9	48.9	49.6	50.0	50.4	51.5	52.6	53.7	55.1	66.5
Student - Faculty Interaction	43.2	45.4	46.9	48.3	48.8	50.1	50.7	52.2	53.3	54.3	60.7
Support for Learners	43.8	45.8	47.2	48.0	48.8	49.7	50.8	51.8	52.4	55.0	59.5

Source: CCSSE Institutional Report 2005

III. LaGuardia Responses Related to Other Large Colleges

Above the Mean

College Activities

- 4c. Prepared two or more drafts of a paper before turning it in
- 5b. Analyzing the basic elements of an idea, experience, or theory
- 5c. Synthesizing and organizing ideas, information, or experience in new ways
- 6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment

Opinions About Your School

- 9a. Encouraging you to spend significant amounts of time studying
- 9c. Encouraging contact among students from difference economic, social, and racial or ethnic backgrounds

Weekly Activities

- 10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
- 10e. Commuting to and from classes

Educational and Personal Growth

- 12c. Writing clearly and effectively
- 12d. Speaking clearly and effectively
- 12j. Understanding yourself
- 12k. Understanding people of other racial and ethnic backgrounds
- 12l. Developing a personal code of values and ethics

Below the Mean

College Activities

- 4u. Skipped class

- 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

Student Services

- 13b1. Frequency: Career counseling
- 13c1. Frequency: Job placement assistance
- 13d1. Frequency: Peer or other tutoring
- 13e1. Frequency: Skill labs (writing, math, etc.)
- 13f1. Frequency: Child Care
- 13g1. Frequency: Financial aid advising
- 13h1. Frequency: Computer lab
- 13b3: Importance Career counseling
- 13c3. Importance: Job placement assistance
- 13d3. Importance: Peer or other tutoring
- 13e3. Importance: Skill labs (writing, math, etc.)

College Experiences

- 14d. Lack of finances

Below the Mean

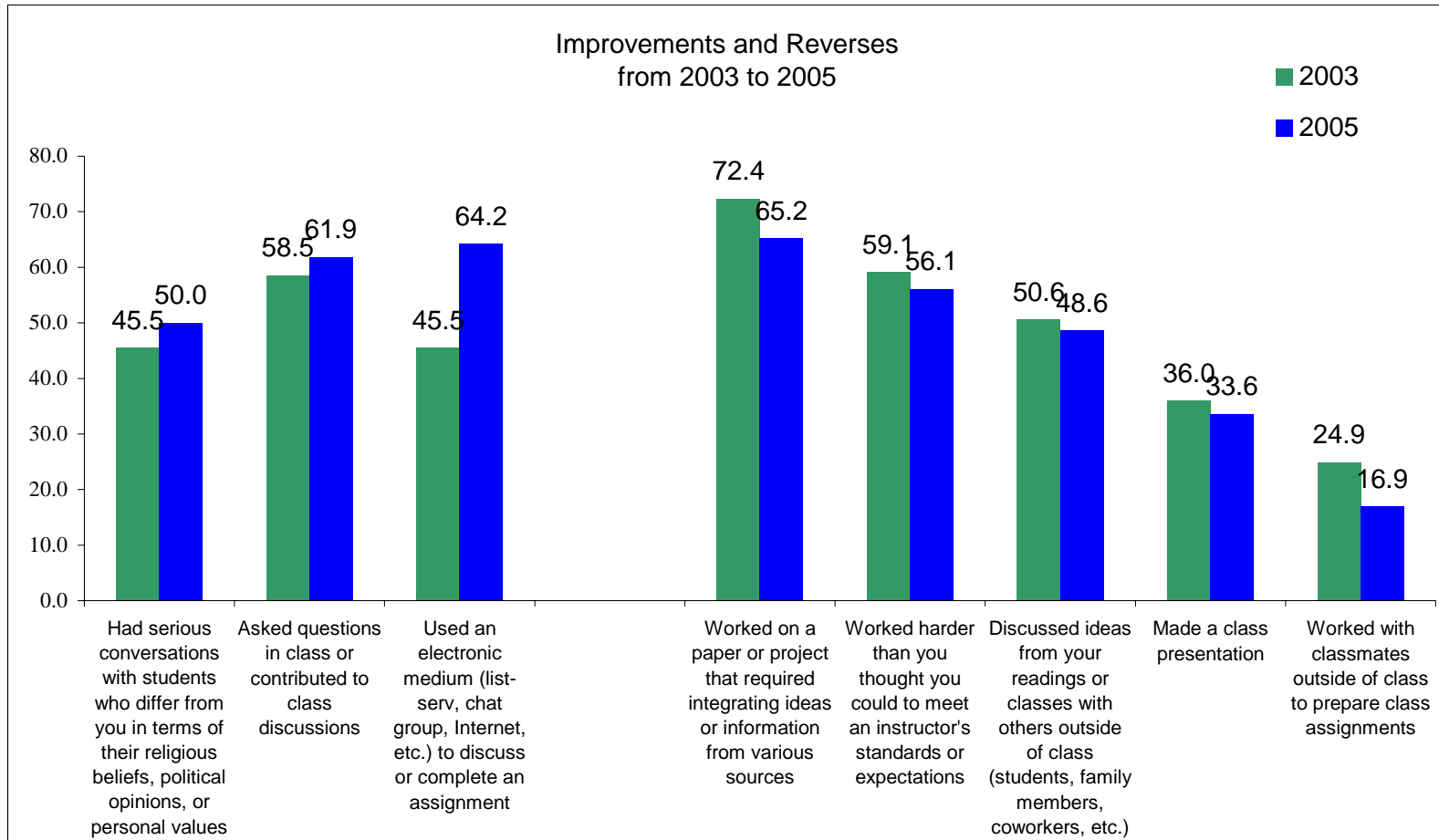
Student Services

- 13a2. Satisfaction: Academic advising / planning
- 13h2. Satisfaction: Computer lab
- 13j2. Satisfaction: Transfer credit assistance

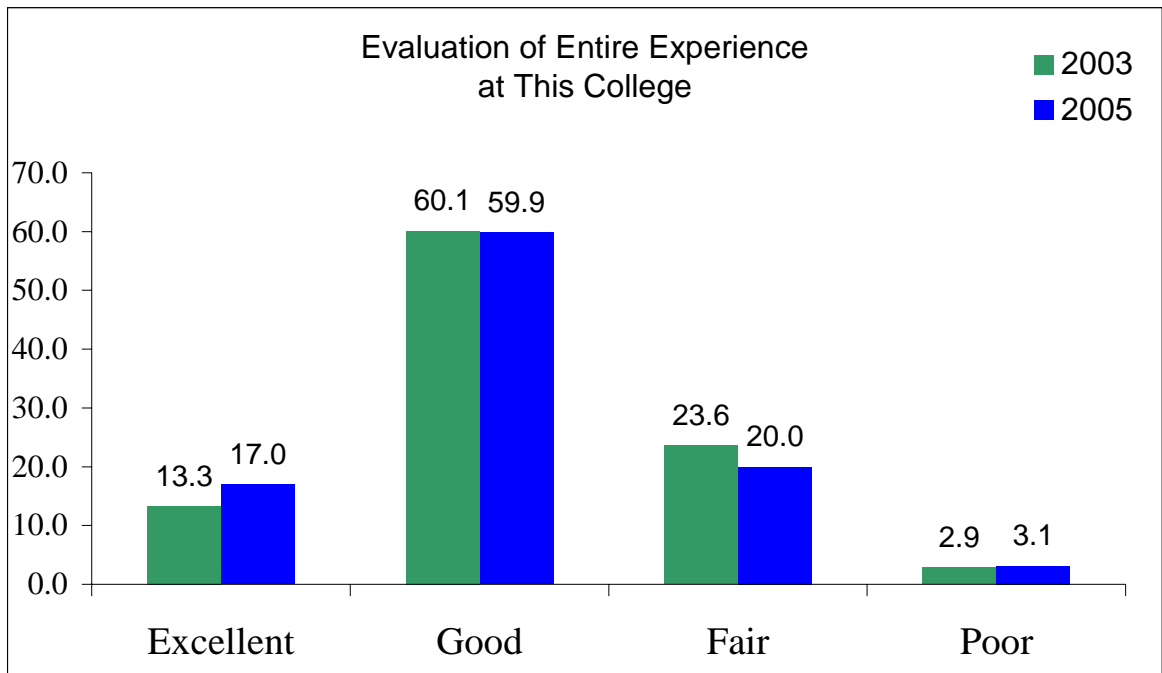
College Experiences

- 15. How supportive are your friends of your attending this college?
- 16. How supportive is your immediate family of your attending this college?
- 27. How would you evaluate your entire educational experience at this college?

IV. Changes in LaGuardia Responses on CCSSE, 2003 to 2005



IV. Changes in LaGuardia Responses, CCSSE 2003 to 2005 (cont'd)



The Community College Survey of Student Engagement

Introduction

For the first time in 2003, and again in 2005, 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 2005, a random selection of 58 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 1,579 students registered, 919 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 extend 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 home page, scroll to the bottom and select *Recent Student Surveys*; from the Recent Student Surveys page, scroll to the bottom and select *CCSSE 2005*.

Table 1.
Comparison of LaGuardia's Survey Respondents to Its Study Body
and to Other CCSSE Colleges

	LaGuardia's 2005 CCSSE Respondents	LaGuardia's Actual Student Population	All Large Community Colleges' 2005 CCSSE Respondents	All Community Colleges' 2005 CCSSE Respondents
<u>Gender</u>				
Male	38.6%	36.7%	42.4%	40.7%
Female	61.4%	63.3%	57.6%	59.3%
<u>Race/Ethnicity</u>				
American Indian or other Native American	0.9%	0.1%	0.9%	0.9%
Asian, Asian American or Pacific Islander	11.1%	13.9%	4.4%	3.6%
Black or African American, Non-Hispanic	13.9%	18.3%	14.9%	14.1%
White, Non-Hispanic	12.3%	17.3%	62.4%	65.3%
Hispanic, Latino, Spanish	24.3%	36.6%	11.5%	10.7%
Other	5.9%	0.0%	3.5%	3.5%
International Student or Foreign National	31.7%	13.9%	2.4%	1.9%
<u>Student Age</u>				
18 to 19	21.4%	19.0%	23.7%	21.5%
20 to 21	23.1%	20.4%	19.3%	17.9%
22 to 24	20.5%	20.3%	15.3%	15.1%
25 to 29	18.5%	17.0%	13.1%	13.9%
30 to 39	11.5%	15.4%	14.8%	16.5%
40 to 49	3.8%	6.1%	9.2%	10.2%
50 to 64	1.2%	1.8%	4.0%	4.3%
65 and over	0.0%	0.1%	0.7%	0.6%
<u>Enrollment Status</u>				
Full - Time	78.5%	57.7%	41.3%	40.2%
Part - Time	21.5%	42.3%	58.7%	59.8%

Community College Survey of Student Engagement (CCSSE) Spring 2005 Item by Item Results

College Activities	LaGuardia Community College	HACU Consortium Colleges	Other Large Community Colleges
	<i>(% Often or Very often)</i>		
Asked questions in class or contributed to class discussions	61.9	62.7	64.6
Made a class presentation	33.6	28.6	26.4
Worked on a paper or project that required integrating ideas of information from various sources	65.2	58.1	57.4
Prepared two or more drafts of a paper or assignment before turning it in	58.3	52.4	49.0
Worked harder than you thought you could to meet an instructor's standards or expectations	56.1	49.1	47.8
Received prompt feedback (written or oral) from instructors on your performance	52.5	54.9	55.1
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	48.6	49.7	49.3
Had serious conversations with students of a different race or ethnicity other than your own	50.0	47.1	39.8
Used the Internet or instant messaging to work on an assignment	64.2	57.0	58.0
Worked with other students on projects during class	47.1	45.3	45.3
Worked with classmates outside of class to prepare class assignments	16.9	21.2	20.4

	LaGuardia Community College	HACU Consortium Colleges	Other Large Community Colleges
		<i>(% Often or Very often)</i>	
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	50.0	47.1	39.8
Came to class without completing readings or assignments	13.8	14.7	14.3
		<i>(% Seldom or Never)</i>	
Participated in a community-based project as part of a regular course	76.2	78.8	80.6
Worked with instructors on activities other than coursework	70.9	74.5	72.6
Discussed ideas from your readings or classes with instructors outside of class	45.5	47.9	48.2
Worked with classmates outside of class to prepare assignments	45.1	43.2	43.0
Character of Mental Activities:		<i>(% Quite a bit or Very much)</i>	
Memorizing	58.4	62.9	63.5
Analyzing	72.8	65.5	63.5
Synthesizing	66.0	58.4	55.7
Making judgments	59.3	51.7	48.6
Applying concepts to practical situations	58.2	53.5	52.2
Using information	60.2	58.3	57.3
Have participated or plan to participate		<i>(% Plan to do or Have done)</i>	
Internship, field experience, coop experience, or clinical assignment	75.8	54.8	57.1
College orientation program	61.4	43.6	39.3
Developmental/remedial writing course	55.2	33.6	31.2
Developmental/remedial math course	54.1	57.0	46.2
Honors course	50.1	30.9	24.9
Study skills course	46.8	36.9	31.1
Organized learning communities	42.1	28.8	24.7
Developmental/remedial reading course	40.7	32.4	25.0
ESL course	37.4	17.7	12.5

	LaGuardia Community College	HACU Consortium Colleges		Other Large Community Colleges	
<i>How much reading or writing have you done at this college this school year:</i>					
(hrs per week: 1= <i>none</i> ; 2= <i>1-4</i> ; 3= <i>5-10</i> ; 4= <i>11-20</i> ; 5= <i>20+</i>)					
Number of assigned textbooks, manuals, books, or book-length packs of course readings	3.05	2.82	*	2.84	*
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.35	2.11	*	2.08	*
Number of written papers or reports of any length	3.03	2.76	*	2.78	*
Opinions About Your School					
<i>How much does this college emphasize the following:</i>					
(1= <i>Very little</i> ; 2= <i>Some</i> ; 3= <i>Quite a bit</i> ; 4= <i>Very much</i>)					
Encouraging you to spend significant amounts of your time studying	3.07	2.92		2.92	
Providing the support you need to help you succeed	2.82	2.89		2.90	
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.70	2.52		2.40	*
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.98	1.93		1.88	
Providing the support you need to thrive socially	2.12	2.09		2.04	
Providing the financial support you need to afford your education	2.33	2.35		2.37	
Using computers in academic work	3.15	3.01		3.03	
Weekly Activities					
<i>About how many hours do you spend in a typical 7-day week doing each of the following:</i>					
(0= <i>None</i> ; 1= <i>1-5</i> ; 2= <i>5-10</i> ; 3= <i>11-20</i> ; 4= <i>21-30</i> ; 5= <i>10+</i>)					
Preparing for class	2.07	1.82	*	1.87	
Working for pay on campus	2.84	3.23		3.20	
Participating in college-sponsored activities	0.27	0.23		0.25	
Providing care for dependents living with you (parents, children, spouse)	1.58	1.88		1.89	
Commuting to and from classes	1.59	1.32	*	1.32	*
Quality of Relationships:					
(1= <i>Unfriendly, unsupportive, sense of alienation</i> to 7= <i>Friendly, supportive, sense of belonging</i>)					
Relationships with other students	5.16	5.46	*	5.50	*
Relationships with instructors	5.19	5.64	*	5.64	*
Relationships with administrative personnel and officers	4.25	4.73	*	4.93	*

	LaGuardia Community College	HACU Consortium Colleges	Other Large Community Colleges
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Educational and Personal Growth

How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas:

(% Quite a bit or Very much)

Acquiring a broad general education	70.4	70.0	69.2
Acquiring job or work-related knowledge and skills	44.0	46.9	51.4
Writing clearly and effectively	67.0	59.6	56.9
Speaking clearly and effectively	60.7	55.2	52.2
Thinking critically and analytically	68.1	67.2	65.3
Solving numerical problems	50.7	55.8	52.6
Using computing and information	60.4	55.5	56.7
Working effectively with others	58.1	58.2	57.1
Learning effectively on your own	68.5	67.4	67.0
Understanding yourself	62.1	56.2	51.0
Understanding people of other racial and ethnic backgrounds	60.5	47.3	39.7
Developing a personal code of values and ethics	51.3	44.9	39.4
Contributing to the welfare of your	29.0	27.8	25.1
Developing clearer career goals	56.6	54.3	53.8
Gaining information about career	53.8	47.6	48.6

Student Services - Use

How often do you use the following services:

(1=Rarely or never ; 2=Sometimes ; 3=Often)

Academic advising/planning	1.82	1.73	1.74	
Career counseling	1.56	1.49	1.42	
Job placement assistance	1.36	1.24	1.25	*
Peer or other tutoring	1.69	1.54	1.44	*
Skill labs (writing, math, etc.)	1.94	1.78	1.70	*
Child care	1.26	1.16	1.18	
Financial aid advising	1.92	1.88	1.84	
Computer lab	2.28	2.11	2.09	*
Student organizations	1.44	1.31	1.33	*
Transfer credit assistance	1.51	1.53	1.55	
Services for people with disabilities	1.37	1.30	1.29	

	LaGuardia Community College	HACU Consortium Colleges		Other Large Community Colleges	
Student Services - Satisfaction					
<i>How satisfied are you with the following services:</i>					
			(1=Not at all ; 2=Somewhat ; 3=Very)		
Academic advising/planning	1.99	2.13	*	2.20	*
Career counseling	1.90	2.02		2.03	
Job placement assistance	1.71	1.75		1.81	
Peer or other tutoring	2.08	2.15		2.12	
Skill labs (writing, math, etc.)	2.19	2.28		2.24	
Child care	1.75	1.72		1.73	
Financial aid advising	2.02	2.16		2.19	*
Computer labs	2.34	2.47	*	2.49	*
Student organizations	1.82	1.88		1.94	
Transfer credit assistance	1.89	2.01		2.05	*
Services for people with disabilities	1.87	1.97		1.99	
Student Services - Importance					
<i>How important are the services to you:</i>					
Academic advising/planning	2.58	2.53		2.49	
Career counseling	2.45	2.36		2.26	*
Job placement assistance	2.25	2.02	*	2.02	*
Peer or other tutoring	2.31	2.16		2.06	*
Skill labs (writing, math, etc.)	2.45	2.27	*	2.17	*
Child care	1.81	1.76		1.72	
Financial aid advising	2.45	2.44		2.38	
Computer lab	2.56	2.48		2.44	
Student organizations	1.91	1.83		1.80	
Transfer credit assistance	2.28	2.25		2.21	
Services for people with disabilities	2.04	2.04		2.02	
<i>How likely is it that the following issues would cause you to withdraw from class or from this college:</i>					
			(% Likely or Very likely)		
Working full time	44.4	40.9		36.8	
Caring for dependents	33.3	30.4		28.0	
Academically underprepared	24.0	20.0		17.1	
Lack of finances	55.3	49.8		45.2	
Transfer to a 4-year college or university	56.3	55.7		47.4	
			(% Quite a bit or Extremely)		
<i>How supportive are your friends of your attending this college?</i>	64.9	78.3		78.7	
<i>How supportive is your immediate family of your attending this college?</i>	76.9	86.2		87	

	LaGuardia Community College	HACU Consortium Colleges	Other Large Community Colleges
<i>Goals for attending this college:</i>			
		(<i>% Primary goal</i>)	
To complete a certificate program	34.3	26.7	29.2
To obtain an Associate's degree	70.5	52.4	56.7
To transfer to a 4-year college or university	64.0	61.7	47.9
To obtain or update job-related skills	54.6	37.8	41.1
Self-improvement or personal enjoyment	54.8	41.7	39.4
To change careers	30.7	27.8	30.3
<i>Which of the following are sources you use to pay your tuition at this college?</i>			
		(<i>% Major source</i>)	
My own income/savings	42.4	43.3	38.0
Parent or spouse/significant other's income/savings	26.7	26.2	27.5
Employer contributions	6.1	7.0	8.3
Grants and scholarships	23.3	34.1	35.7
Student loans (bank, etc.)	9.2	14.9	19.4
Public assistance	11.0	7.6	6.8
<i>Would you recommend this college to a friend or family member?</i>			
Yes	85.9	94.9	94.2
<i>How would you evaluate your entire educational experience at this college?</i>			
		(<i>% of 100</i>)	
Excellent	17.0	30.0	30.3
Good	59.9	55.7	56.0
Fair	20.0	13.1	12.3
Poor	3.1	1.2	1.4

*indicates statistically significant

Community College Survey of Student Engagement 2005 Benchmark Summary Table - All Students LaGuardia Community College

CCSSE's 2005 Benchmarks. The five benchmarks below encompass 38 engagement items from the CCSSE 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 listed on the next page.

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.

All Students					
Benchmark	LaGuardia Community College			Comparison Group Statistics	
				Large Colleges	2005 Colleges
Active and Collaborative Learning	51.2		Benchmark Score	49.2	50.0
			Score Difference	1.9	1.2
Student Effort	60.2		Benchmark Score	50.2	50.0
			Score Difference	10.1	10.2
Academic Challenge	56.7		Benchmark Score	50.3	50.0
			Score Difference	6.4	6.7
Student-Faculty Interaction	49.4		Benchmark Score	49.8	50.0
			Score Difference	-0.4	-0.6
Support for Learners	54.0		Benchmark Score	49.2	50.0
			Score Difference	4.8	4.0
			Number of Colleges	28	257

Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

Score Difference: The result of subtracting the comparison group score (same size colleges or 2005 colleges) from your college's score on each benchmark.

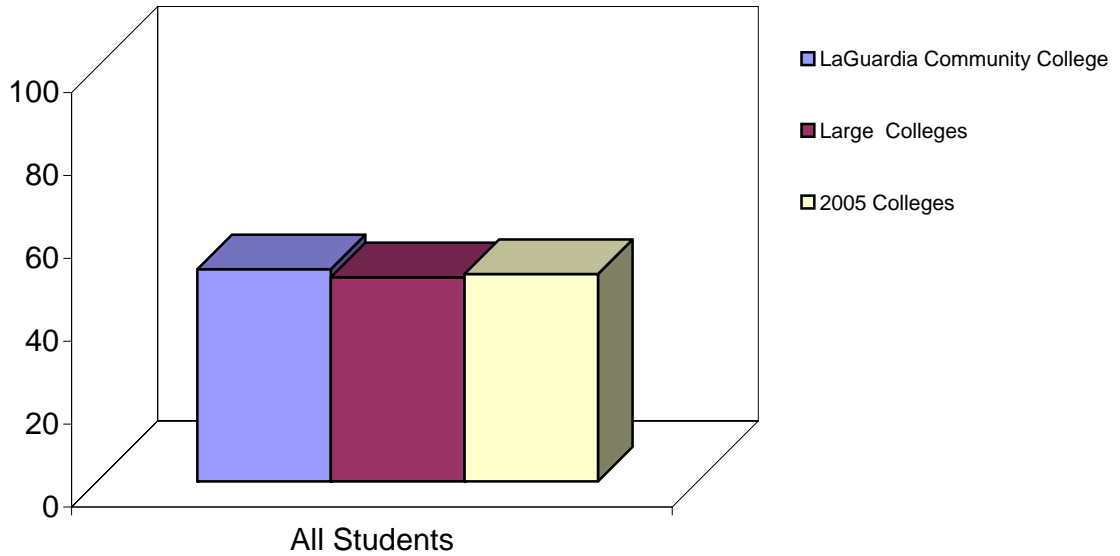
2005 CCSSE Benchmark Deciles All Students

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for all participating students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2005 participating group of colleges and for each appropriate breakdown according to college size and college urbanicity. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. To help you gauge your college's performance relative to the comparison groups, the shaded areas on the national, size, or urbanicity tables indicate the deciles that are less than or equal to your benchmark score.

All Students											
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
All 2005 Colleges											
Active and Collaborative Learning	38.4	45.6	47.2	48.1	49.2	50.2	51.0	51.7	52.7	55.0	67.4
Student Effort	38.9	46.1	47.4	48.4	49.5	50.6	51.4	52.2	53.5	55.0	60.2
Academic Challenge	39.9	45.6	47.4	48.9	49.6	50.1	50.8	51.7	52.6	53.9	66.5
Student - Faculty Interaction	41.2	45.8	47.7	48.8	49.9	50.8	51.7	52.6	54.1	55.9	66.0
Support for Learners	42.3	45.9	47.2	48.0	49.4	50.3	51.2	52.4	54.4	56.7	62.6
Small Colleges											
Active and Collaborative Learning	38.4	46.1	47.7	48.7	49.7	50.8	51.4	52.6	53.7	56.7	67.4
Student Effort	40.7	46.3	47.8	49.4	50.7	51.2	52.0	53.0	53.9	55.3	59.6
Academic Challenge	41.4	45.5	47.4	48.6	49.5	50.2	50.8	51.8	52.8	54.4	66.5
Student - Faculty Interaction	41.2	46.5	48.4	49.7	50.9	51.8	52.8	54.1	55.4	57.3	66.0
Support for Learners	44.9	47.1	48.0	49.2	50.3	51.6	52.9	54.5	56.1	58.0	62.6
Medium Colleges											
Active and Collaborative Learning	42.7	44.8	47.5	48.1	48.9	50.0	51.0	51.7	52.5	53.8	60.6
Student Effort	38.9	45.7	47.7	48.4	48.9	49.7	51.0	51.9	52.7	54.4	58.3
Academic Challenge	39.9	46.4	48.6	49.4	49.7	50.1	50.8	51.9	53.0	54.3	57.5
Student - Faculty Interaction	44.4	45.4	47.7	48.5	49.3	49.9	50.9	52.3	52.9	54.2	56.2
Support for Learners	42.3	44.9	46.7	47.6	48.5	49.6	50.5	51.8	52.4	54.5	59.5
Large Colleges											
Active and Collaborative Learning	43.6	45.6	46.5	47.8	48.2	49.7	50.1	50.7	51.2	52.6	55.0
Student Effort	45.7	46.0	47.4	48.5	48.6	49.8	50.7	51.1	51.9	54.5	60.2
Academic Challenge	45.3	45.6	46.9	49.0	50.1	50.5	51.4	52.3	52.7	53.8	56.6
Student - Faculty Interaction	43.2	45.0	47.2	48.6	49.4	50.2	50.7	51.0	52.1	53.6	55.9
Support for Learners	42.8	45.3	45.8	47.1	47.8	49.5	49.9	51.2	52.0	53.9	56.6
Extra Large Colleges											
Active and Collaborative Learning	45.2	45.7	45.8	46.1	46.8	47.2	48.6	50.9	51.0	52.4	55.1
Student Effort	45.1	45.8	46.2	46.5	47.8	48.0	49.0	50.5	52.0	54.1	55.1
Academic Challenge	44.6	45.3	47.7	48.5	49.5	49.6	50.0	50.0	51.2	52.6	52.6
Student - Faculty Interaction	43.3	43.8	45.3	46.5	47.7	49.1	49.7	50.3	51.4	52.2	52.4
Support for Learners	43.8	45.0	45.9	47.2	47.9	48.0	49.4	49.5	50.7	51.3	58.0
Urban Colleges											
Active and Collaborative Learning	41.7	45.7	46.8	47.8	49.3	50.2	51.0	51.4	52.5	54.7	60.3
Student Effort	41.7	47.3	48.2	48.6	49.4	50.9	51.7	52.4	54.4	55.5	60.2
Academic Challenge	45.3	46.9	48.9	49.6	50.0	50.4	51.5	52.6	53.7	55.1	66.5
Student - Faculty Interaction	43.2	45.4	46.9	48.3	48.8	50.1	50.7	52.2	53.3	54.3	60.7
Support for Learners	43.8	45.8	47.2	48.0	48.8	49.7	50.8	51.8	52.4	55.0	59.5
Suburban Colleges											
Active and Collaborative Learning	42.4	45.5	46.0	47.8	48.3	49.6	50.8	51.2	52.0	53.8	67.4
Student Effort	43.4	45.8	46.3	47.8	48.5	49.6	50.6	51.6	52.3	54.1	59.6
Academic Challenge	41.9	45.3	47.3	49.3	49.5	50.1	50.6	51.0	52.4	52.8	59.3
Student - Faculty Interaction	41.2	44.9	47.5	48.4	49.9	50.5	51.1	51.8	54.2	55.0	59.0
Support for Learners	42.3	44.9	45.7	47.3	48.5	49.6	50.0	51.1	52.2	56.7	62.6
Rural Colleges											
Active and Collaborative Learning	38.4	46.1	47.7	48.4	49.3	50.3	51.4	52.7	53.7	56.1	62.0
Student Effort	38.9	46.1	46.8	48.4	50.2	50.9	51.7	52.5	53.6	54.4	58.4
Academic Challenge	39.9	45.2	46.9	48.2	49.0	49.8	50.7	51.5	52.4	53.8	56.8
Student - Faculty Interaction	42.6	46.5	48.6	49.6	50.6	51.4	52.4	52.9	55.1	57.1	66.0
Support for Learners	42.4	46.7	47.7	48.5	50.3	51.2	52.8	54.4	55.6	57.5	61.8

**Active and Collaborative Learning
Bar Charts and Benchmark Item Composition
All Students**

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

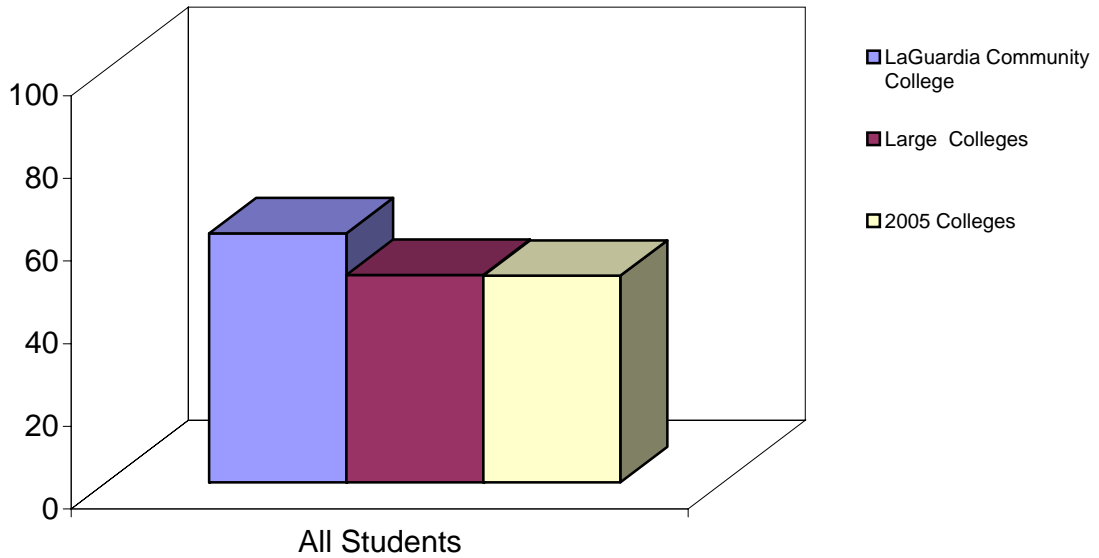


Benchmark Scores			
	LaGuardia Community College	Large Colleges	2005 Colleges
All Students	51.2	49.2	50.0

- Active and Collaborative Learning**
- 4a. Asked questions in class or contributed to class discussions
 - 4b. Made a class presentation
 - 4f. Worked with other students on projects during class
 - 4g. Worked with classmates outside of class to prepare class assignments
 - 4h. Tutored or taught other students (paid or voluntary)
 - 4i. Participated in a community-based project as a part of a regular course
 - 4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student Effort
Bar Charts and Benchmark Item Composition
All Students

Description - Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

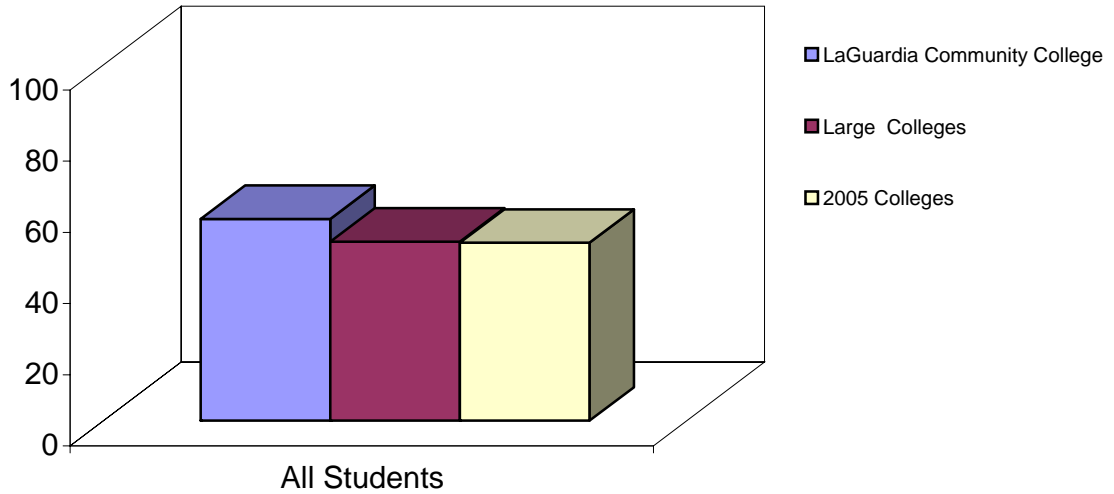


Benchmark Scores			
	LaGuardia Community College	Large Colleges	2005 Colleges
All Students	60.2	50.2	50.0

Student Effort	
4c.	Prepared two or more drafts of a paper or assignment before turning it in
4d.	Worked on a paper or project that required integrating ideas or information from various sources
4e.	Come to class without completing readings or assignments
6b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
10a.	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
13d.	Frequency of use: Peer or other tutoring
13e.	Frequency of use: Skill labs
13h.	Frequency of use: Computer lab

Academic Challenge
Bar Charts and Benchmark Item Composition
All Students

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address 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.

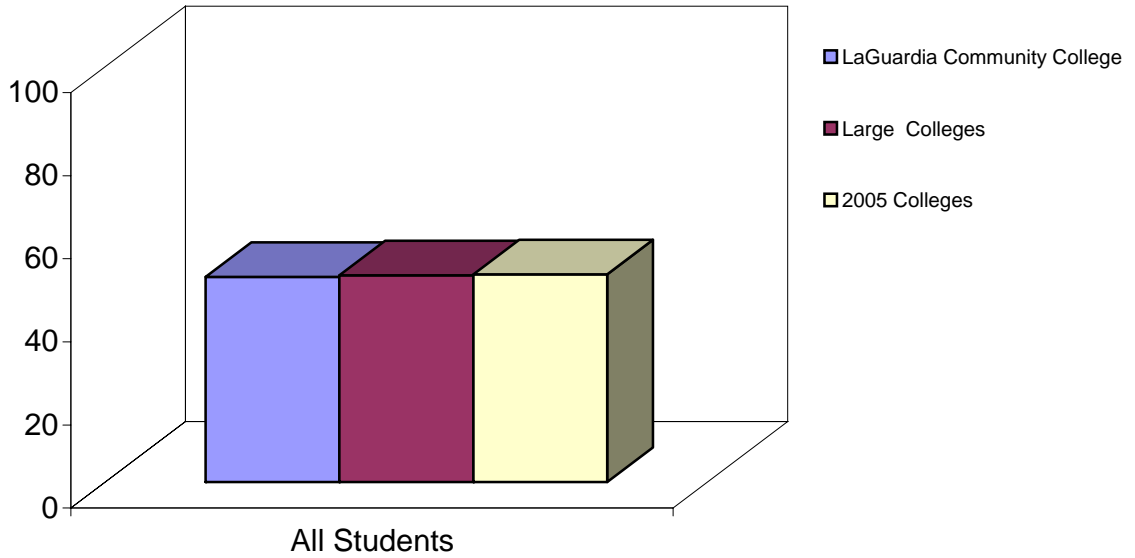


Benchmark Scores			
	LaGuardia Community College	Large Colleges	2005 Colleges
All Students	56.7	50.3	50.0

- Academic Challenge**
- 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 experiences in new ways
 - 5d. Making judgments about the value or soundness of information, arguments, or methods
 - 5e. Applying theories or concepts to practical problems or in new situations
 - 5f. Using information you have read or heard to perform a new skill
 - 6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings
 - 6c. Number of written papers or reports of any length
 - 7. Mark the box 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
 - 9a. Encouraging you to spend significant amounts of time studying

Student-Faculty Interaction
Bar Charts and Benchmark Item Composition
All Students

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

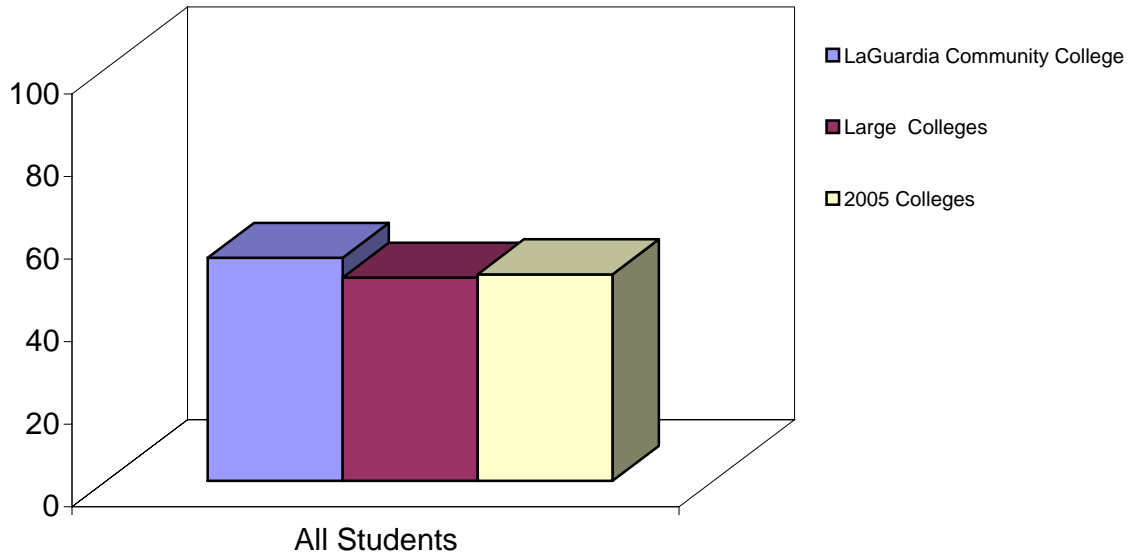


Benchmark Scores			
	LaGuardia Community College	Large Colleges	2005 Colleges
All Students	49.4	49.8	50.0

Student-Faculty Interaction	
4k.	Used email to communicate with an instructor
4l.	Discussed grades or assignments with an instructor
4m.	Talked about career plans with an instructor or advisor
4n.	Discussed ideas from your readings or classes with instructors outside of class
4o.	Received prompt feedback (written or oral) from instructors on your performance
4q.	Worked with instructors on activities other than coursework

**Support for Learners
Bar Charts and Benchmark Item Composition
All Students**

Description - 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.



Benchmark Scores			
	LaGuardia Community College	Large Colleges	2005 Colleges
All Students	54.0	49.2	50.0

Support for Learners	
9b.	Providing the support you need to help you succeed at this college
9c.	Encouraging contact among students from different 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
9f.	Providing the financial support you need to afford your education
13a.	Frequency: Academic advising/planning
13b.	Frequency: Career Counseling

Community College Survey of Student Engagement
 2005 Benchmark Summary Table - Enrollment Status Breakout
LaGuardia Community College

Part-Time Students				
Benchmark	LaGuardia Community College	Comparison Group Statistics		
			Large Colleges	2005 Colleges
Active and Collaborative Learning	46.8	Benchmark Score	45.5	45.9
		Score Difference	1.3	0.9
Student Effort	57.3	Benchmark Score	46.6	46.5
		Score Difference	10.7	10.9
Academic Challenge	52.8	Benchmark Score	46.6	46.1
		Score Difference	6.1	6.6
Student-Faculty Interaction	44.4	Benchmark Score	46.2	46.8
		Score Difference	-1.8	-2.4
Support for Learners	49.8	Benchmark Score	46.8	48.2
		Score Difference	3.0	1.6
		Number of Colleges	28	257

Full-Time Students				
Benchmark	LaGuardia Community College	Comparison Group Statistics		
			Large Colleges	2005 Colleges
Active and Collaborative Learning	54.4	Benchmark Score	54.8	55.9
		Score Difference	-0.4	-1.5
Student Effort	62.4	Benchmark Score	55.5	55.8
		Score Difference	6.9	6.6
Academic Challenge	59.6	Benchmark Score	55.7	55.7
		Score Difference	3.8	3.9
Student-Faculty Interaction	53.1	Benchmark Score	55.2	56.4
		Score Difference	-2.1	-3.4
Support for Learners	57.1	Benchmark Score	52.4	54.2
		Score Difference	4.6	2.9
		Number of Colleges	28	257

Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

Score Difference: The result of subtracting the comparison group score (same size colleges or 2005 colleges) from your college's score on each benchmark.

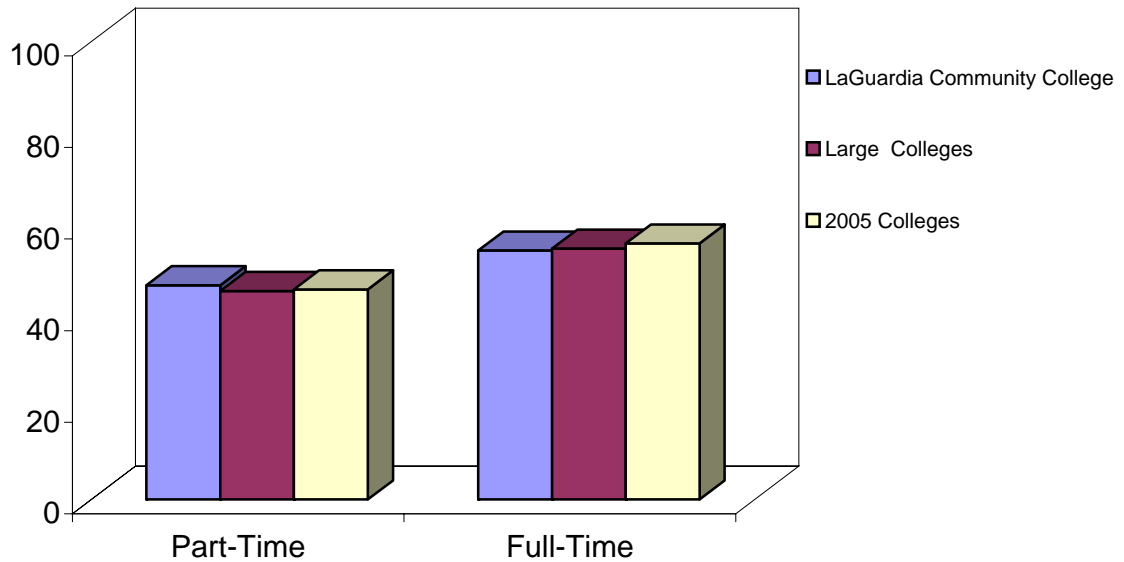
2005 CCSSE Benchmark Deciles Enrollment Status Breakout

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for both part-time and full-time students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2005 participating group of colleges and for each appropriate breakdown according to college size and college urbanicity. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. To help you gauge your college's performance relative to the comparison groups, the shaded areas on the national, size, or urbanicity tables indicate the deciles that are less than or equal to your benchmark score.

	Part-Time Students										Full-Time Students											
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
All 2005 Colleges																						
Active and Collaborative Learning	34.0	40.7	42.8	43.7	44.5	45.7	46.7	47.5	49.1	50.0	63.4	44.9	51.0	52.7	53.8	54.9	55.7	56.7	57.7	58.8	61.0	69.0
Student Effort	34.1	41.1	43.3	44.6	45.7	47.0	47.8	48.6	49.9	51.0	57.0	41.9	51.1	52.6	53.5	54.6	55.8	57.0	57.8	58.6	61.1	69.7
Academic Challenge	30.8	41.0	42.8	44.2	45.4	46.7	47.3	48.0	49.3	50.6	58.5	44.6	51.5	52.7	54.2	54.7	55.3	56.1	57.4	58.2	59.5	72.0
Student - Faculty Interaction	35.3	41.6	43.6	44.7	45.9	46.9	47.6	48.8	49.8	51.4	63.4	46.2	50.8	53.2	54.2	55.2	56.2	57.0	58.3	60.1	62.0	69.4
Support for Learners	37.6	42.9	44.6	45.7	46.9	47.8	49.1	50.5	51.8	53.5	61.6	44.7	48.4	50.3	51.3	52.6	53.4	54.4	56.1	57.9	60.9	70.6
Small Colleges																						
Active and Collaborative Learning	34.0	40.3	42.7	43.6	44.4	45.8	47.0	48.5	49.3	52.2	63.4	44.9	51.2	52.9	54.3	55.6	56.3	57.7	58.4	60.3	61.5	69.0
Student Effort	34.1	40.5	43.3	44.8	46.1	47.4	48.2	49.1	50.0	52.1	54.9	41.9	50.9	52.6	53.7	55.0	57.1	57.8	58.2	59.4	61.4	69.7
Academic Challenge	30.8	39.7	41.8	43.5	44.7	45.9	47.2	47.7	49.2	50.7	58.5	44.6	51.0	52.4	53.4	54.7	55.3	56.5	57.6	58.6	60.1	72.0
Student - Faculty Interaction	35.3	41.6	43.8	45.1	46.2	47.3	48.0	49.4	50.8	53.5	63.4	46.2	51.3	53.7	55.0	56.1	57.3	58.5	60.3	61.8	63.7	69.4
Support for Learners	37.6	42.8	44.9	46.5	47.6	49.1	50.8	51.8	53.0	55.4	61.6	47.0	50.0	51.3	52.8	53.6	55.0	56.2	58.1	59.7	62.6	70.6
Medium Colleges																						
Active and Collaborative Learning	34.4	41.5	42.3	43.7	44.9	45.7	47.2	47.4	48.4	49.7	56.6	49.0	51.9	53.3	54.0	55.0	56.0	57.1	57.6	57.9	60.7	66.4
Student Effort	35.0	41.7	43.4	44.7	45.3	46.6	47.8	48.3	50.1	50.9	53.0	46.1	52.3	53.0	53.5	54.2	55.4	56.2	56.9	57.7	58.7	68.0
Academic Challenge	34.7	42.5	44.1	45.1	46.5	47.1	47.7	48.2	49.5	50.6	55.7	48.2	53.0	54.0	54.6	54.9	55.5	55.9	56.9	57.6	59.3	64.6
Student - Faculty Interaction	35.7	41.6	43.0	44.5	45.4	46.9	47.9	49.0	49.5	49.9	52.2	49.6	51.4	53.4	53.9	55.1	56.1	56.5	57.8	58.6	60.1	62.1
Support for Learners	40.2	42.9	44.4	45.6	46.7	47.5	48.5	49.4	50.7	51.3	57.3	44.7	48.0	49.7	50.7	51.7	52.3	52.8	54.1	55.8	60.6	63.7
Large Colleges																						
Active and Collaborative Learning	40.6	42.2	43.8	44.1	44.8	45.6	45.8	46.8	47.3	48.4	52.0	47.9	50.3	51.7	52.7	54.3	55.2	55.6	56.5	57.3	59.6	62.8
Student Effort	40.8	42.2	43.7	44.8	46.1	46.3	47.1	47.7	48.0	49.9	57.0	50.4	51.1	52.6	53.7	54.3	55.3	55.8	56.9	58.6	60.1	62.5
Academic Challenge	40.2	42.5	43.3	45.1	46.3	46.6	47.5	48.5	49.3	52.4	52.7	51.8	52.0	52.5	54.2	54.6	55.4	56.6	57.6	58.4	59.5	60.3
Student - Faculty Interaction	38.6	42.0	43.9	44.9	45.5	46.4	46.7	47.8	48.9	50.0	50.9	47.0	49.1	53.4	54.1	54.6	55.4	55.9	56.7	58.1	60.5	60.7
Support for Learners	39.7	43.9	44.2	44.8	45.7	46.1	47.1	48.4	49.1	52.7	53.5	45.5	47.6	48.9	50.3	52.2	52.8	53.6	54.0	56.1	60.6	60.5
Extra Large Colleges																						
Active and Collaborative Learning	41.8	41.9	43.1	43.6	43.8	44.3	45.3	46.1	49.1	49.8	51.6	49.9	50.5	51.0	52.1	52.8	53.5	54.2	54.8	55.4	57.6	59.6
Student Effort	39.3	41.3	43.0	43.6	44.5	45.4	45.7	47.5	49.9	50.7	51.5	51.1	51.4	51.7	52.5	54.2	54.6	55.1	56.4	58.3	58.6	59.7
Academic Challenge	41.5	42.5	44.4	45.0	45.8	46.6	46.7	47.5	48.0	49.7	50.0	49.9	50.9	53.1	54.0	54.4	54.8	55.1	55.6	56.4	57.6	58.1
Student - Faculty Interaction	40.7	41.3	43.1	43.2	43.8	45.9	45.9	47.2	48.8	49.9	50.6	47.9	48.5	51.1	52.8	53.4	53.9	54.9	55.2	56.2	56.4	57.3
Support for Learners	41.5	43.2	43.8	44.6	46.2	46.6	46.9	47.2	48.2	49.7	54.0	47.9	47.9	48.9	50.7	51.2	51.3	52.7	52.8	54.4	56.4	63.3
Urban Colleges																						
Active and Collaborative Learning	39.0	41.9	43.3	44.3	45.3	46.1	47.1	47.4	48.7	49.8	56.0	47.9	50.7	52.7	53.9	55.0	55.8	56.6	57.3	58.1	60.5	66.2
Student Effort	39.0	42.9	44.5	45.2	45.9	47.3	48.3	49.1	50.4	51.7	57.0	46.1	52.7	53.5	54.3	55.4	56.7	57.7	58.3	59.4	61.6	68.0
Academic Challenge	40.2	42.5	44.1	45.7	46.7	47.3	47.8	49.3	50.4	52.6	58.5	49.9	52.4	53.7	54.6	55.2	56.0	57.4	58.5	59.3	60.3	72.0
Student - Faculty Interaction	38.6	42.5	43.3	44.2	45.2	46.7	47.5	48.9	49.9	50.8	59.5	47.7	50.1	52.9	53.4	54.2	55.6	56.5	57.5	58.6	60.6	62.9
Support for Learners	41.5	44.0	45.6	46.1	46.9	47.8	48.3	49.4	51.0	53.4	57.3	45.0	48.1	49.5	50.3	52.5	52.9	54.0	55.0	56.2	58.1	63.7
Suburban Colleges																						
Active and Collaborative Learning	38.5	42.1	43.2	43.8	44.5	45.0	46.1	47.3	48.4	49.8	63.4	46.0	50.5	51.8	52.2	54.0	54.5	55.4	57.1	57.7	60.6	69.0
Student Effort	39.3	41.7	43.3	44.1	45.7	46.4	47.2	47.8	49.1	50.4	52.9	48.9	51.1	52.0	53.2	54.7	54.7	55.7	56.3	57.5	58.5	62.3
Academic Challenge	36.4	41.5	43.8	45.0	45.8	46.8	47.1	47.7	48.6	50.0	57.1	49.2	51.8	54.0	54.5	54.6	55.2	55.6	56.2	56.9	57.7	60.1
Student - Faculty Interaction	35.9	42.3	44.1	45.2	46.2	46.7	47.8	48.3	49.4	50.0	56.2	46.2	49.8	53.5	54.1	54.8	55.1	56.3	57.1	58.4	60.4	64.9
Support for Learners	40.6	43.4	44.0	44.6	46.1	47.0	47.5	49.2	50.8	53.4	61.3	44.7	48.0	49.7	50.7	51.2	52.4	53.2	54.0	55.9	58.7	67.2
Rural Colleges																						
Active and Collaborative Learning	34.0	39.6	42.0	43.4	44.0	45.6	46.5	48.2	49.4	50.3	62.5	44.9	52.1	52.9	54.3	55.3	56.1	57.6	58.4	60.1	61.5	65.6
Student Effort	34.1	40.1	41.9	44.0	45.7	46.9	47.8	48.6	49.7	50.9	54.9	41.9	50.0	52.2	53.2	54.4	56.4	57.3	58.0	58.9	61.3	69.7
Academic Challenge	30.8	39.3	41.7	43.3	44.3	45.5	46.9	47.6	48.6	50.1	55.6	44.6	50.8	52.2	52.7	54.3	55.0	55.8	57.5	58.2	59.3	63.6
Student - Faculty Interaction	35.3	41.1	43.1	44.6	45.9	47.1	47.7	48.8	50.0	52.6	63.4	48.0	51.8	53.7	55.5	56.1	56.5	58.0	60.2	61.9	64.3	69.4
Support for Learners	37.6	41.6	44.3	45.3	47.5	49.1	50.6	51.6	52.7	54.7	61.6	45.5	50.0	51.3	52.2	53.5	54.6	56.7	58.3	60.1	62.6	70.6

**Active and Collaborative Learning
Bar Charts and Benchmark Item Composition
Enrollment Status Breakout**

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

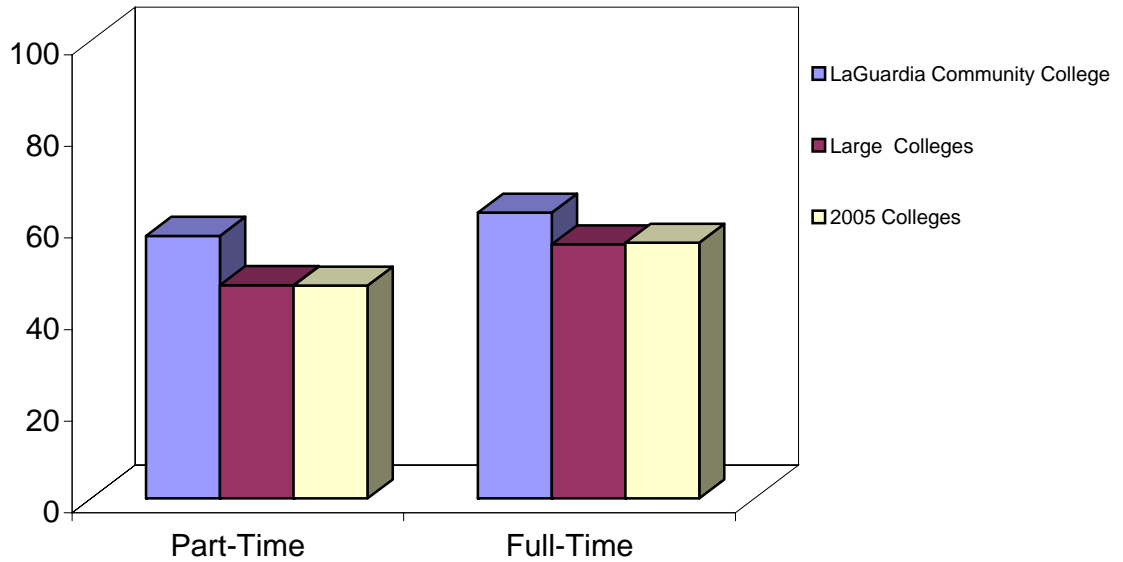


Benchmark Scores			
	LaGuardia Community College	Large Colleges	2005 Colleges
Part-Time	46.8	45.5	45.9
Full-Time	54.4	54.8	55.9

- Active and Collaborative Learning**
- 4a. Asked questions in class or contributed to class discussions
 - 4b. Made a class presentation
 - 4f. Worked with other students on projects during class
 - 4g. Worked with classmates outside of class to prepare class assignments
 - 4h. Tutored or taught other students (paid or voluntary)
 - 4i. Participated in a community-based project as a part of a regular course
 - 4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

**Student Effort
Bar Charts and Benchmark Item Composition
Enrollment Status Breakout**

Description - Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.



Benchmark Scores

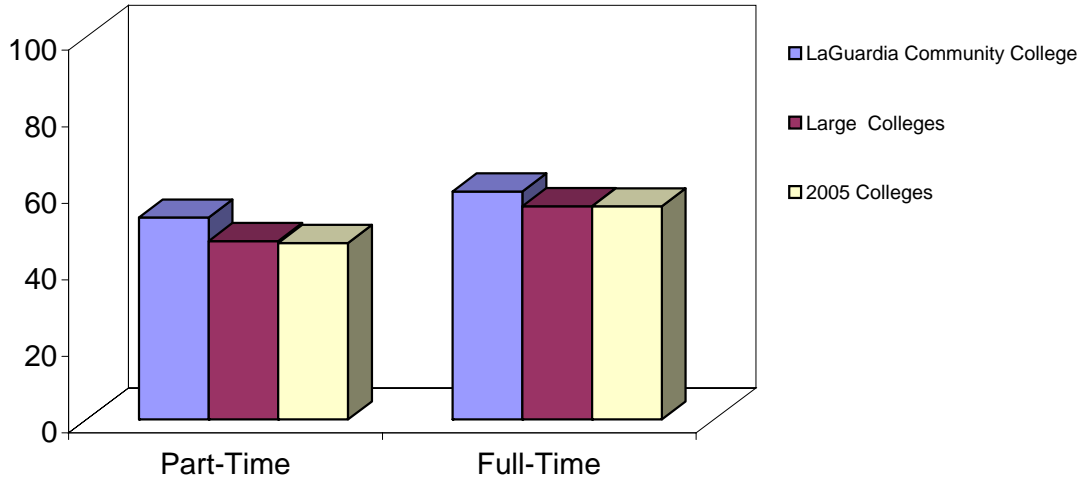
	LaGuardia Community College	Large Colleges	2005 Colleges
Part-Time	57.3	46.6	46.5
Full-Time	62.4	55.5	55.8

Student Effort

- 4c. Prepared two or more drafts of a paper or assignment before turning it in
- 4d. Worked on a paper or project that required integrating ideas or information from various sources
- 4e. Come to class without completing readings or assignments
- 6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- 10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
- 13d. Frequency of use: Peer or other tutoring
- 13e. Frequency of use: Skill labs
- 13h. Frequency of use: Computer lab

**Academic Challenge
Bar Charts and Benchmark Item Composition
Enrollment Status Breakout**

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address 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.



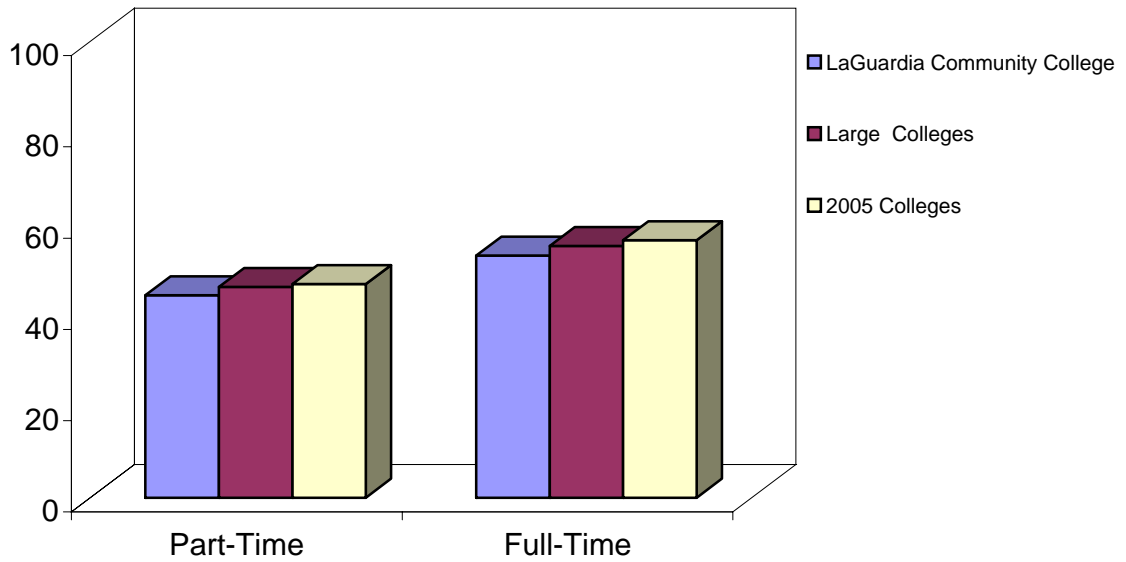
Benchmark Scores

	LaGuardia Community College	Large Colleges	2005 Colleges
Part-Time	52.8	46.6	46.1
Full-Time	59.6	55.7	55.7

Academic Challenge	
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 experiences in new ways
5d.	Making judgments about the value or soundness of information, arguments, or methods
5e.	Applying theories or concepts to practical problems or in new situations
5f.	Using information you have read or heard to perform a new skill
6a.	Number of assigned textbooks, manuals, books, or book-length packs of course readings
6c.	Number of written papers or reports of any length
7	Mark the box 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
9a.	Encouraging you to spend significant amounts of time studying

**Student-Faculty Interaction
Bar Charts and Benchmark Item Composition
Enrollment Status Breakout**

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

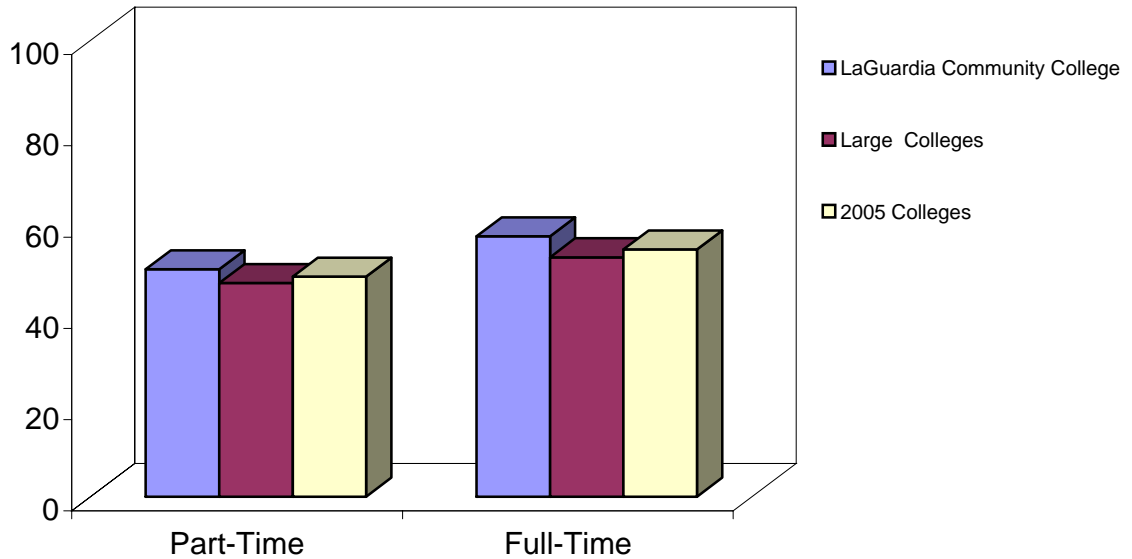


Benchmark Scores			
	LaGuardia Community College	Large Colleges	2005 Colleges
Part-Time	44.4	46.2	46.8
Full-Time	53.1	55.2	56.4

Student-Faculty Interaction	
4k.	Used email to communicate with an instructor
4l.	Discussed grades or assignments with an instructor
4m.	Talked about career plans with an instructor or advisor
4n.	Discussed ideas from your readings or classes with instructors outside of class
4o.	Received prompt feedback (written or oral) from instructors on your performance
4q.	Worked with instructors on activities other than coursework

**Support for Learners
Bar Charts and Benchmark Item Composition
Enrollment Status Breakout**

Description - 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.



Benchmark Scores

	LaGuardia Community College	Large Colleges	2005 Colleges
Part-Time	49.8	46.8	48.2
Full-Time	57.1	52.4	54.2

Support for Learners	
9b.	Providing the support you need to help you succeed at this college
9c.	Encouraging contact among students from different 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
9f.	Providing the financial support you need to afford your education
13a.	Frequency: Academic advising/planning
13b.	Frequency: Career Counseling

Community College Survey of Student Engagement
 2005 Benchmark Summary Table - Credit Hour Status Breakout
LaGuardia Community College

0 to 29 Credits				
Benchmark	LaGuardia Community College	Comparison Group Statistics		
			Large Colleges	2005 Colleges
Active and Collaborative Learning	49.6	Benchmark Score	46.8	47.5
		Score Difference	2.8	2.1
Student Effort	60.0	Benchmark Score	48.7	49.2
		Score Difference	11.3	10.8
Academic Challenge	57.0	Benchmark Score	48.6	48.2
		Score Difference	8.5	8.8
Student-Faculty Interaction	49.6	Benchmark Score	47.5	48.4
		Score Difference	2.1	1.2
Support for Learners	55.2	Benchmark Score	48.4	50.1
		Score Difference	6.8	5.1
		Number of Colleges	28	257

30+ Credits				
Benchmark	LaGuardia Community College	Comparison Group Statistics		
			Large Colleges	2005 Colleges
Active and Collaborative Learning	54.6	Benchmark Score	55.1	56.2
		Score Difference	-0.4	-1.5
Student Effort	60.8	Benchmark Score	53.0	52.9
		Score Difference	7.8	7.9
Academic Challenge	56.5	Benchmark Score	54.4	54.6
		Score Difference	2.1	1.9
Student-Faculty Interaction	51.8	Benchmark Score	55.1	56.7
		Score Difference	-3.3	-4.9
Support for Learners	51.0	Benchmark Score	50.8	52.2
		Score Difference	0.2	-1.2
		Number of Colleges	28	257

Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

Score Difference: The result of subtracting the comparison group score (same size colleges or 2005 colleges) from your college's score on each benchmark.

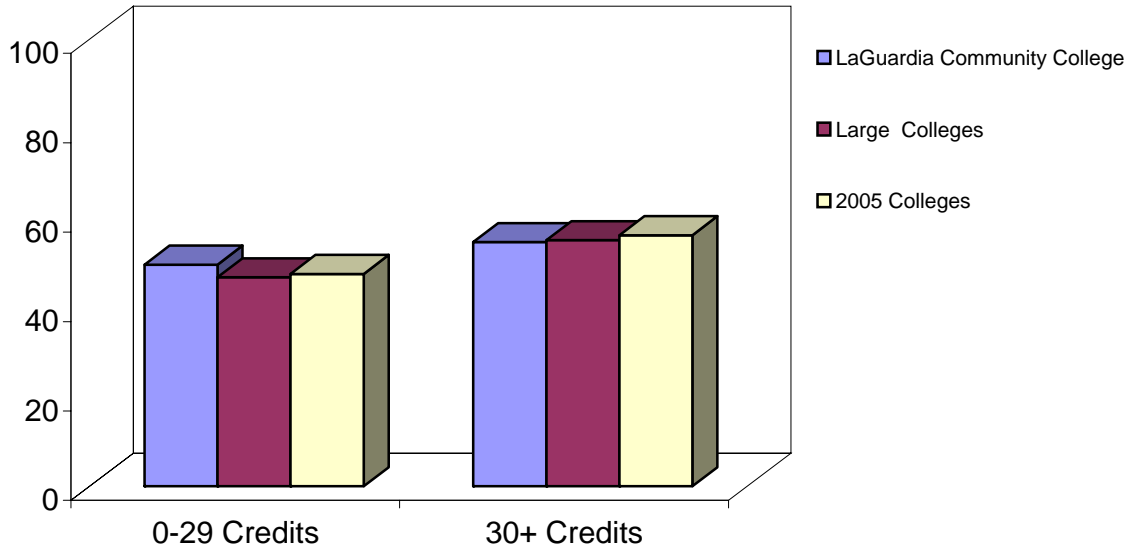
2005 CCSSE Benchmark Deciles Credit Hour Status Breakout

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for both students with 0 to 29 credits and students with 30 or more credits. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2005 participating group of colleges and for each appropriate breakdown according to college size and college urbanicity. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. To help you gauge your college's performance relative to the comparison groups, the shaded areas on the national, size, or urbanicity tables indicate the deciles that are less than or equal to your benchmark score.

	0 to 29 credits										30 plus credits											
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
All 2005 Colleges	36.6	42.7	44.4	45.5	46.4	47.3	48.5	49.6	50.4	52.2	63.1	45.7	50.3	52.3	53.2	54.6	56.0	57.0	58.0	59.2	62.2	78.4
Active and Collaborative Learning	37.4	44.5	45.7	47.1	48.3	49.2	50.2	51.3	52.4	54.4	59.9	42.8	47.6	49.5	50.4	51.3	52.2	53.3	55.1	56.4	58.1	68.2
Student Effort	38.2	43.3	45.6	46.4	47.4	48.4	49.1	49.8	50.9	52.3	65.6	42.8	49.4	51.4	52.4	53.5	54.5	55.3	56.4	57.8	59.1	67.8
Academic Challenge	39.2	43.4	44.9	46.5	47.2	48.1	48.8	50.0	51.5	53.2	62.8	44.8	50.4	52.7	53.8	55.4	56.7	57.9	59.0	60.3	62.3	79.7
Student - Faculty Interaction	40.3	45.3	46.5	47.6	48.6	49.4	50.7	52.1	53.6	56.0	61.8	40.8	45.9	47.8	49.4	50.8	51.7	52.4	54.0	56.3	58.6	72.9
Support for Learners																						
Small Colleges	36.6	43.3	45.0	45.9	46.7	47.9	49.3	49.9	50.9	52.4	63.1	45.7	51.0	53.0	54.3	55.9	56.9	57.6	58.8	60.8	63.7	78.4
Active and Collaborative Learning	40.1	44.7	46.3	48.3	49.1	49.8	50.5	52.0	53.5	54.8	58.3	42.8	47.6	49.7	50.6	51.7	52.9	54.7	55.9	56.7	59.6	68.2
Student Effort	38.3	43.1	45.5	46.2	47.0	48.4	49.1	49.7	51.1	52.6	65.6	42.8	49.2	51.4	52.6	53.9	54.9	56.1	57.3	58.4	59.1	67.8
Academic Challenge	39.2	44.1	45.7	46.9	48.1	48.7	49.4	51.3	53.0	55.3	62.8	47.8	51.8	54.3	56.0	57.3	58.3	59.1	60.2	61.5	64.2	79.7
Student - Faculty Interaction	44.6	46.2	47.7	48.5	49.7	51.3	52.2	54.1	55.2	56.8	61.8	42.2	47.5	48.9	51.2	51.9	52.6	54.4	56.3	58.4	60.7	72.9
Support for Learners																						
Medium Colleges	39.9	42.5	44.4	45.7	46.4	47.3	48.2	49.1	50.3	50.9	58.1	47.4	50.3	52.0	53.0	53.5	55.5	57.1	57.5	59.1	60.2	66.6
Active and Collaborative Learning	37.4	44.0	45.7	46.8	47.8	48.9	50.1	51.1	51.8	53.6	56.7	43.6	48.1	49.3	50.2	51.1	51.6	52.8	53.8	55.5	56.7	61.8
Student Effort	38.2	44.4	46.4	47.4	47.9	48.4	49.0	50.2	51.0	52.0	55.4	45.3	49.6	51.5	52.4	53.4	54.2	55.0	55.7	57.1	59.6	64.4
Academic Challenge	41.4	43.3	44.8	46.1	47.1	47.6	48.4	49.7	50.7	52.6	53.4	47.5	50.4	51.5	53.2	53.8	55.3	56.1	58.1	59.0	61.2	64.6
Student - Faculty Interaction	41.4	45.1	46.0	46.9	48.2	48.7	49.8	51.0	52.4	53.4	58.8	40.8	44.2	46.9	48.4	49.6	50.3	51.4	53.0	54.0	56.5	62.4
Support for Learners																						
Large Colleges	40.3	42.5	44.2	45.0	46.6	47.0	47.4	48.5	49.6	49.9	52.7	47.6	50.4	52.9	54.4	54.6	54.9	55.6	56.8	57.2	58.2	64.7
Active and Collaborative Learning	43.5	44.7	45.4	46.4	47.7	48.2	49.1	50.3	50.8	53.3	59.9	48.2	49.1	49.9	51.1	51.3	51.7	52.1	54.4	55.1	57.9	61.8
Student Effort	42.8	44.1	45.7	47.3	48.5	49.3	49.6	50.0	50.3	52.0	57.0	45.7	49.4	51.1	52.2	53.2	53.9	56.4	57.3	57.8	59.6	60.3
Academic Challenge	41.9	42.7	45.1	46.6	46.8	47.2	48.4	49.1	50.3	51.3	53.9	44.8	50.1	52.8	53.4	54.2	55.1	55.5	57.1	58.1	61.5	62.8
Student - Faculty Interaction	40.3	44.6	45.5	46.5	47.3	48.5	48.8	49.8	50.9	53.6	55.5	44.0	45.7	47.2	49.3	50.9	51.0	51.5	52.3	53.9	56.0	58.4
Support for Learners																						
Extra Large Colleges	42.4	43.5	43.6	44.0	44.2	44.9	45.0	46.6	49.4	50.9	52.3	48.5	49.6	50.3	51.5	52.2	52.9	53.7	55.6	57.4	59.2	60.0
Active and Collaborative Learning	43.6	43.7	44.2	45.8	46.3	47.3	47.8	48.9	50.8	52.5	53.3	44.5	47.4	47.6	49.3	50.5	51.0	51.6	53.1	54.0	57.0	58.0
Student Effort	42.4	43.5	45.5	46.5	47.2	47.7	48.2	48.9	49.3	50.3	50.7	45.0	49.4	52.0	52.4	52.9	53.6	54.2	55.0	55.3	55.8	57.5
Academic Challenge	41.7	42.6	43.4	44.2	45.4	46.4	47.3	48.0	48.5	50.4	50.9	45.8	46.9	48.0	50.8	52.2	53.4	54.1	55.8	56.3	57.1	59.0
Student - Faculty Interaction	43.7	43.9	45.7	46.2	47.2	48.1	48.6	49.0	50.4	50.9	58.2	43.3	43.5	46.7	46.8	48.5	49.1	50.0	51.1	51.8	52.4	57.8
Support for Learners																						
Urban Colleges	40.6	43.0	44.2	45.3	46.4	47.3	48.9	49.5	49.9	51.0	55.6	48.3	50.4	52.4	53.4	54.7	56.0	57.1	57.8	59.2	62.2	70.9
Active and Collaborative Learning	40.6	44.5	46.2	47.4	48.8	49.6	50.4	51.6	53.3	55.2	59.9	43.8	49.5	50.3	51.5	51.9	52.5	54.4	55.5	56.7	58.3	61.8
Student Effort	42.8	44.9	46.8	47.5	48.2	48.8	49.7	50.7	51.8	54.3	65.6	42.8	49.5	52.1	52.9	54.2	55.3	56.4	57.5	58.8	60.6	67.8
Academic Challenge	41.9	43.2	44.5	45.7	46.8	47.8	48.7	49.7	51.3	53.0	58.9	44.8	50.4	51.5	53.0	54.1	55.5	56.7	58.4	59.9	61.5	64.6
Student - Faculty Interaction	43.7	45.6	46.5	47.6	48.4	49.0	50.2	50.9	52.8	55.2	58.8	42.8	44.9	46.7	48.6	50.3	51.6	52.0	53.0	54.3	57.0	62.4
Support for Learners																						
Suburban Colleges	40.0	43.4	44.3	45.2	46.1	47.0	47.9	48.9	50.1	50.9	63.1	45.7	48.2	50.3	52.3	53.3	54.4	56.0	57.2	58.8	62.0	78.4
Active and Collaborative Learning	42.0	44.6	45.2	46.8	47.6	48.6	49.3	50.5	51.8	53.3	56.2	44.5	47.5	48.2	49.3	50.6	51.1	52.3	53.1	55.1	57.0	68.2
Student Effort	39.9	44.6	45.8	47.1	47.5	48.8	49.1	49.8	50.7	51.7	56.7	45.0	49.4	50.1	51.5	52.4	53.4	54.2	55.2	56.1	57.8	65.7
Academic Challenge	39.2	43.3	44.9	47.0	47.3	48.0	49.1	50.0	51.3	52.4	54.0	45.8	48.8	51.5	53.1	54.1	55.4	56.0	57.2	59.2	61.5	79.7
Student - Faculty Interaction	41.4	44.6	45.1	46.5	47.4	48.6	49.3	50.1	53.4	56.8	61.8	40.8	44.3	46.8	48.4	49.7	50.6	51.2	52.0	53.4	58.6	72.9
Support for Learners																						
Rural Colleges	36.6	42.6	44.6	45.6	46.7	47.4	49.1	49.9	50.8	52.4	61.8	47.5	51.0	53.0	53.7	55.6	56.6	57.3	58.3	59.9	62.5	75.5
Active and Collaborative Learning	37.4	44.1	45.4	47.1	48.3	49.6	50.2	51.7	52.9	54.5	58.3	42.8	47.6	49.4	50.2	51.3	52.3	54.2	55.6	56.5	59.3	67.1
Student Effort	38.2	42.9	44.4	45.8	46.3	47.3	48.4	49.6	50.1	52.1	55.0	45.3	48.8	51.5	52.3	53.6	54.6	55.6	56.7	58.3	58.9	65.9
Academic Challenge	40.7	43.8	45.6	46.5	47.5	48.2	48.9	50.3	52.0	55.3	62.8	47.8	52.1	54.3	55.4	57.2	58.1	58.7	59.9	61.1	64.2	73.5
Student - Faculty Interaction	40.3	45.6	46.9	48.1	49.5	50.8	52.0	53.3	54.4	56.2	60.0	42.2	47.5	49.0	50.2	51.7	53.3	54.9	56.5	57.3	60.6	67.9
Support for Learners																						

**Active and Collaborative Learning
Bar Charts and Benchmark Item Composition
Credit Hour Status Breakout**

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



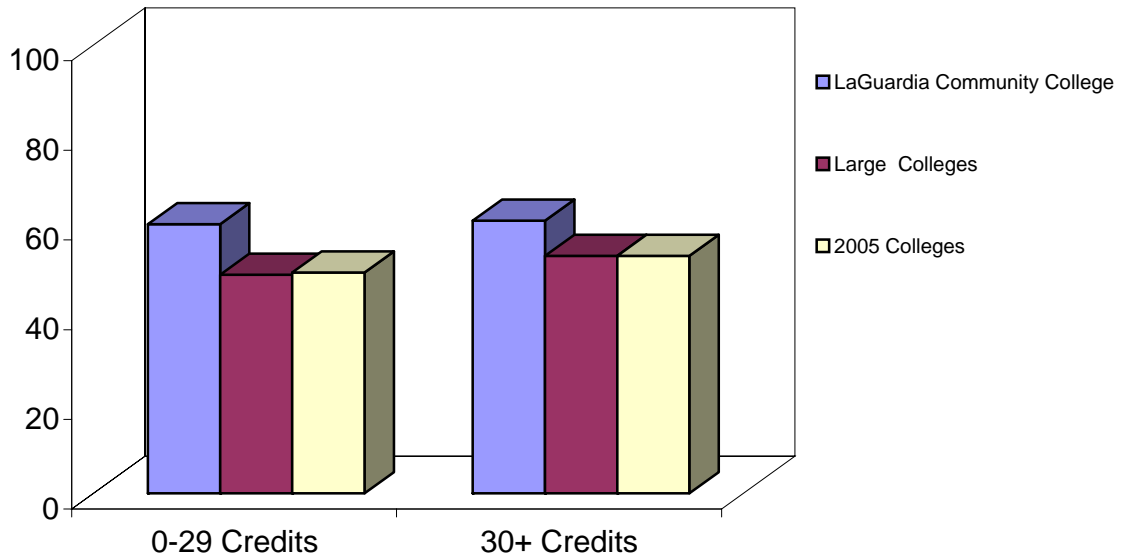
Benchmark Scores

	LaGuardia Community College	Large Colleges	2005 Colleges
0-29 Credits	49.6	46.8	47.5
30+ Credits	54.6	55.1	56.2

Active and Collaborative Learning	
4a.	Asked questions in class or contributed to class discussions
4b.	Made a class presentation
4f.	Worked with other students on projects during class
4g.	Worked with classmates outside of class to prepare class assignments
4h.	Tutored or taught other students (paid or voluntary)
4i.	Participated in a community-based project as a part of a regular course
4r.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

Student Effort
Bar Charts and Benchmark Item Composition
Credit Hour Status Breakout

Description - Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.



Benchmark Scores

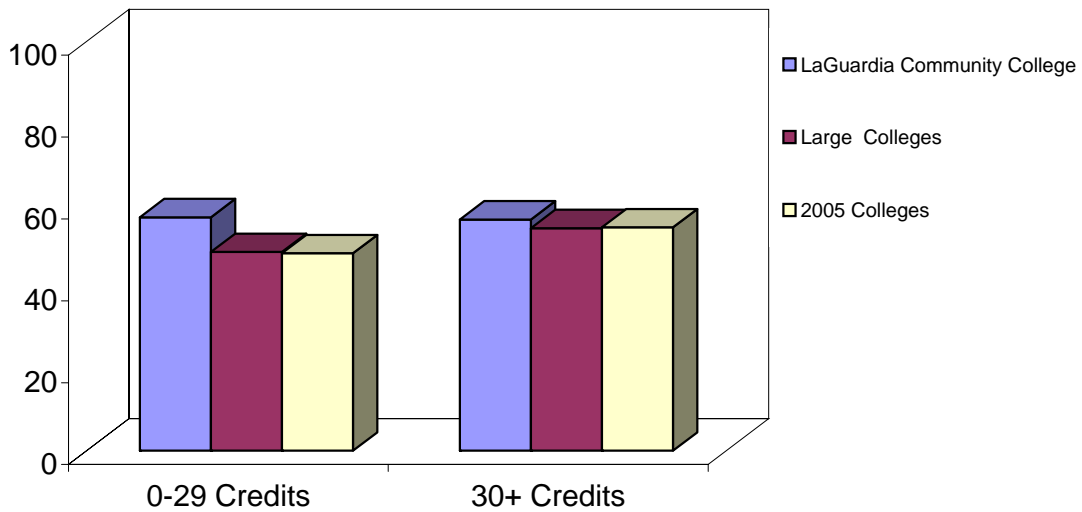
	LaGuardia Community College	Large Colleges	2005 Colleges
0-29 Credits	60.0	48.7	49.2
30+ Credits	60.8	53.0	52.9

Student Effort

- 4c. Prepared two or more drafts of a paper or assignment before turning it in
- 4d. Worked on a paper or project that required integrating ideas or information from various sources
- 4e. Come to class without completing readings or assignments
- 6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- 10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
- 13d. Frequency of use: Peer or other tutoring
- 13e. Frequency of use: Skill labs
- 13h. Frequency of use: Computer lab

Academic Challenge
Bar Charts and Benchmark Item Composition
Credit Hour Status Breakout

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address 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.



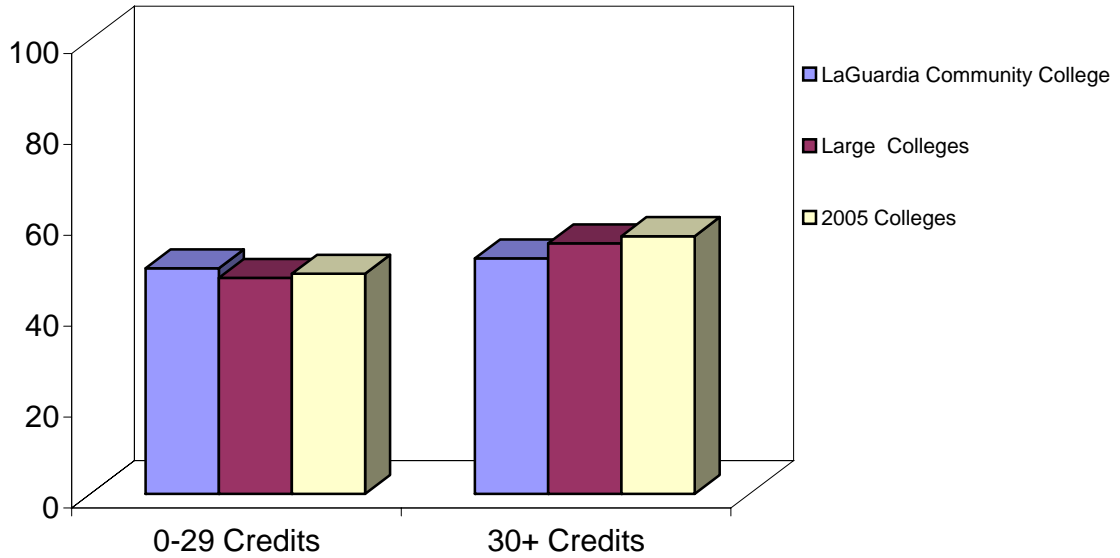
Benchmark Scores

	LaGuardia Community College	Large Colleges	2005 Colleges
0-29 Credits	57.0	48.6	48.2
30+ Credits	56.5	54.4	54.6

Academic Challenge	
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 experiences in new ways
5d.	Making judgments about the value or soundness of information, arguments, or methods
5e.	Applying theories or concepts to practical problems or in new situations
5f.	Using information you have read or heard to perform a new skill
6a.	Number of assigned textbooks, manuals, books, or book-length packs of course readings
6c.	Number of written papers or reports of any length
7	Mark the box 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
9a.	Encouraging you to spend significant amounts of time studying

**Student-Faculty Interaction
Bar Charts and Benchmark Item Composition
Credit Hour Status Breakout**

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.



Benchmark Scores

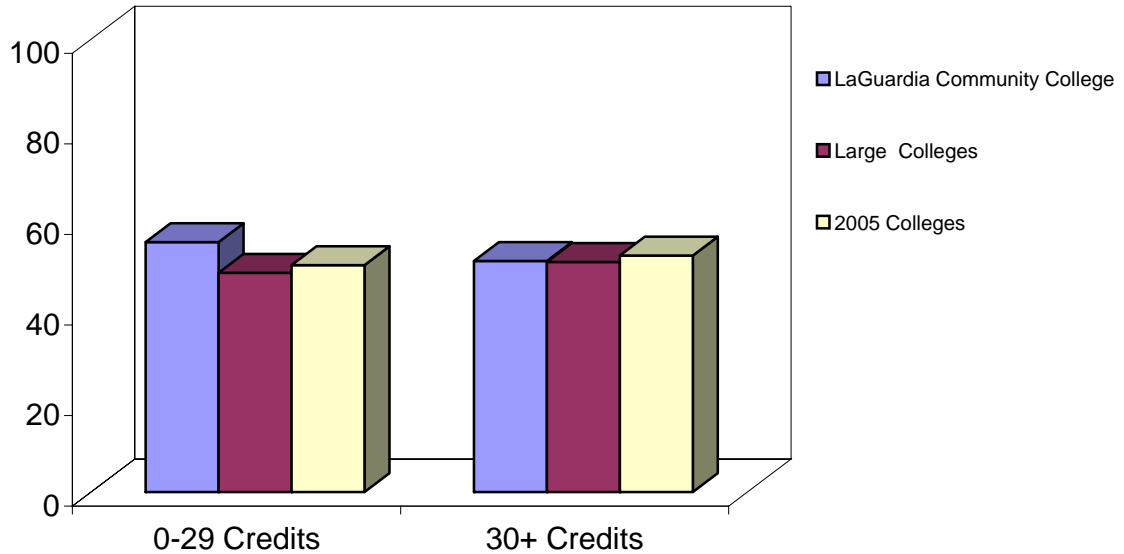
	LaGuardia Community College	Large Colleges	2005 Colleges
0-29 Credits	49.6	47.5	48.4
30+ Credits	51.8	55.1	56.7

Student-Faculty Interaction

- 4k. Used email to communicate with an instructor
- 4l. Discussed grades or assignments with an instructor
- 4m. Talked about career plans with an instructor or advisor
- 4n. Discussed ideas from your readings or classes with instructors outside of class
- 4o. Received prompt feedback (written or oral) from instructors on your performance
- 4q. Worked with instructors on activities other than coursework

**Support for Learners
Bar Charts and Benchmark Item Composition
Credit Hour Status Breakout**

Description - 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.



Benchmark Scores

	LaGuardia Community College	Large Colleges	2005 Colleges
0-29 Credits	55.2	48.4	50.1
30+ Credits	51.0	50.8	52.2

Support for Learners	
9b.	Providing the support you need to help you succeed at this college
9c.	Encouraging contact among students from different 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
9f.	Providing the financial support you need to afford your education
13a.	Frequency: Academic advising/planning
13b.	Frequency: Career Counseling