Every other year in the spring semester, the College administers the Community College Survey of Student Engagement (CCSSE). The survey is administered in a random sample of classes such that approximately 1,000 students respond each year. Unlike online surveys, CCSSE response rates are high and the surveys are normally filled out to the end. Because part-time students take fewer courses than full-time students, their participation rates are lower than their population proportion. CCSSE corrects for this with a small amount of weighting.

In the following graphs, the mean answer of LaGuardia students is compared with the mean answer for all community colleges that participate in the CCSSE survey, a population of nearly 450,000 each year. A symbol is placed above the LaGuardia bar in the year when the difference between the LaGuardia students’ mean and the national population mean is statistically significant.

In general, the population mean changes very little from year to year. There are no significant trends in the national responses to the CCSSE.

The scale on the graphs rarely goes from the minimum score to the maximum score. Hence, small changes in the response mean are exaggerated. Also, because of the large number of participating students nationally, all means tend to cluster tightly. Thus, small changes in score at LaGuardia can result in large differences in ranking among all colleges. That is, if 90% of colleges have a mean score between 2.95 and 3.05 and LaGuardia’s mean goes from 3.00 to 3.06, the college goes from the middle of the pack to above 90% of the colleges. Still, to make a change like that, 60 students out of the 1,000 taking the survey would need to raise their answer by one point. That’s a general rule: To change the college’s score on any item by 0.01, ten students have to rate the college one point higher on the item compared to the previous administration, while all others stayed the same.

Findings

- The college fell on the benchmark rating “Active and Collaborative Learning” from 2014 to 2016 from above 70% of the colleges to above 50% of the colleges. (See Figures 1, 6 and 7, especially 4g, “Worked with classmates outside of class...” and 4r, “Discussed ideas from your readings or classes...”.)

- The college remained above 90% of colleges on the benchmark “Student Effort.” (See Figures 2, 8 and 9, especially 4d, “Worked on paper or project that required integrating ideas...” and 13.1d, how often used peer or other tutoring.)
• The college moved up from above 80% of the others to above 90% from 2014 to 2016, a position similar to where it was in 2012 on the benchmark, “Academic Challenge.” (See Figures 3, 10 and 11, especially 5b, “Analyzing the basic elements of an idea...,” 5c, “Synthesizing and organizing ideas...,” and 5d, “Making judgments about the value... of information...”.)

• The college fell back to above 60% of the colleges in 2016 from above 70% in 2014 on the benchmark, “Student Faculty Interaction.” (See Figures 4 and 12. Nevertheless, I see nothing in the individual question trends to explain the drop.)

• The college moved well up from above 50% of colleges in 2014 to nearly above 80% of the colleges in 2016, even higher than 2012 at above 70% on the benchmark, “Support for Learners.” (See Figures 5, 13 and 14, especially 9b, “Providing the support you need to help you succeed...,” 9c, “Encouraging contact among students from different... backgrounds,” 9d, “Helping you cope with you non-academic responsibilities...,” and 9e, “Providing the support you need to thrive socially...”.)

• LaGuardia students are significantly different on two outside of class behaviors in 2016 than other students. LaGuardia students are more likely to have had serious conversations with students of a different race or ethnicity, and LaGuardia students are less likely to skip a class. (See Figure 15.)

• The number of hours spent by LaGuardia students on working and providing care for dependents increased in 2016. LaGuardia students have always spent significantly more time commuting than other students. (See Figure 16.)

• The contributions of the college experience remain similar to that of other students, except that LaGuardia students rank the contribution every year of Understanding people of other racial and ethnic backgrounds significantly higher. The contribution of the college toward writing clearly has been falling, while developing a personal code of ethics, contributing to the community, developing career goals has risen in 2016. (See Figure 17.)

• Academic advising, financial aid advising and services to students with disabilities remained significantly below national levels of student satisfaction in 2016. Student organizations and transfer credit assistance went off the list of below average satisfaction offices. These two areas were no longer significantly below the national mean. (See Figures 18 and 19.)

• LaGuardia student rating of the quality of their relationships with other students, instructors and administrative personnel and offices remained significantly below the national means. Nevertheless, the scores on a scale that goes from “unfriendly,
unsupportive, sense of alienation” to “friendly, supportive, sense of belonging” for instructors and for administrative personnel and offices went up from 2014 to 2016. (See Figure 20.)

- LaGuardia students consider their friends significantly less supportive, while in 2016, the rating of support of family moved up just enough to become insignificantly different from the national mean. (See Figure 21.)

- LaGuardia student evaluation of their entire educational experience remained significantly below the national mean, but moved up slightly in 2016. (See Figure 21.)

**Figures**
(In Figures 1-5 the lines represent the national deciles against the scores on the scale shown on the left of the graphs. The zero decile may be partially shown. The 10th decile is not shown.)
Figure 2

Figure 3
Figure 4

Figure 5
Figure 6

Active and Collaborative Learning Questions 1-4

- 4a. Asked questions in class or contributed to class discussions (How often? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)
- 4b. Made a class presentation (How often? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)
- 4f. Worked with other students on projects during class (How often? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)
- 4g. Worked with classmates outside of class to prepare class assignments (How often? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)

* Significantly above cohort

2012 Laguardia Mean  2014 Laguardia Mean  2016 Laguardia Mean  2012 Cohort Mean  2014 Cohort Mean  2016 Cohort Mean

Figure 7

Active and Collaborative Learning Questions 5-6

- 4h. Tutored or taught other students (paid or voluntary) (How often? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)
- 4i. Participated in a community-based project as a part of a regular course (How often? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)
- 4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (How often? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)

2012 Laguardia Mean  2014 Laguardia Mean  2016 Laguardia Mean  2012 Cohort Mean  2014 Cohort Mean  2016 Cohort Mean
Figure 8

Figure 9
Worked harder than you thought you could to meet an instructor’s standards or expectations (How often? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)

Analyzing the basic elements of an idea, experience, or theory (College emphasized? 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much)

Synthesizing and organizing ideas, information, or experiences in new ways (College emphasized? 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much)

Making judgments about the value or soundness of information, arguments, or methods (College emphasized? 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much)

Applying theories or concepts to practical problems or in new situations (College emphasized? 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much)

Using information you have read or heard to perform a new skill (College emphasized? 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much)

Number of assigned textbooks, manuals, books, or book-length packs of course readings (How much done? 1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20)

Number of written papers or reports of any length (How much done? 1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20)

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 (1 = Extremely easy ... 7 = Extremely challenging)

Encouraging you to spend significant amounts of time studying (College emphasize: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much)
Figure 12

Student Faculty Interaction Questions 1-6

- 4k. Used e-mail to communicate with an instructor (How often? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)
- 4l. Discussed grades or assignments with an instructor (How often? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)
- 4m. Talked about career plans with an instructor or advisor (How often? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)
- 4n. Discussed ideas from your readings or classes with instructors outside of class (How often? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)
- 4o. Received prompt feedback (written or oral) from instructors on your performance (How often? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)
- 4q. Worked with instructors on activities other than coursework (How often? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)

2012 Laguardia Mean • 2014 Laguardia Mean ■ 2016 Laguardia Mean
X 2012 Cohort Mean • 2014 Cohort Mean + 2016 Cohort Mean

Figure 13

Support for Learners Questions 1-4

- 9b. Providing the support you need to help you succeed at this college (College emphasize: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much)
- 9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (College emphasize: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much)
- 9d. Helping you cope with your non-academic responsibilities (work, family, etc.) (College emphasize: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much)
- 9e. Providing the support you need to thrive socially (College emphasize: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much)

* Significantly above cohort
† Significantly below cohort

2012 Laguardia Mean ■ 2014 Laguardia Mean ■ 2016 Laguardia Mean
X 2012 Cohort Mean • 2014 Cohort Mean + 2016 Cohort Mean
Figure 14

Support for Learners Questions 5-7

9f. Providing the financial support you need to afford your education (College emphasize: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much)

13.1a. Academic advising/planning (How often use? 1 = Rarely/Never, 2 = Sometimes, 3 = Often)

13.1b. Career counseling (How often use? 1 = Rarely/Never, 2 = Sometimes, 3 = Often)

Figure 15

Outside of Class Behaviors

4j. Used the Internet or instant messaging to work on an assignment (How often? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)

4s. Had serious conversations with students of a different race or ethnicity other than your own (How often? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)

4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values (How often? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)

4u. Skipped class (How often? 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often)
10b. Working for pay (How many hours? 0, 1 = 1-5 hrs, 2 = 6-10 hrs, 3 = 11-20 hrs, 4 = 21-30 hrs, 5 = 30+ hrs)

10c. Participating in college-sponsored activities (organizations, publications, student government, sports, etc.) (How many hours? 0, 1 = 1-5 hrs, 2 = 6-10 hrs, 3 = 11-20 hrs, 4 = 21-30 hrs, 5 = 30+ hours)

10d. Providing care for dependents living with you (parents, children, spouse, etc.) (How many hours? 0, 1 = 1-5 hrs, 2 = 6-10 hrs, 3 = 11-20 hrs, 4 = 21-30 hrs, 5 = 30+ hours)

10e. Commuting to and from classes (How many hours? 0, 1 = 1-5 hrs, 2 = 6-10 hrs, 3 = 11-20 hrs, 4 = 21-30 hrs, 5 = 30+ hours)

Figure 16

Time Spent Outside of Class

Figure 17

College experience contributed?

- 1 = Very little
- 2 = Some
- 3 = Quite a bit
- 4 = Very much

- * Significantly above cohort
- † Significantly below cohort
(Note: In Figures 18 & 19, Satisfaction, Importance and Use are “stacked.” Higher bars generally indicate higher use plus importance. Significant differences, however were tested only on satisfaction.” Mean scores are shown only for satisfaction.)

Figure 18

Figure 19
Quality of relationships?
1 = Unfriendly, unsupportive, sense of alienation ... 7 = Friendly, supportive, sense of belonging

![Quality of relationships graph](image)

Significantly below cohort

Figure 20

Friends, Family Supportive?
Entire Experience?

![Friends, Family Supportive graph](image)

Significantly below cohort

Figure 21
Acknowledgments
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