



NNMCC 2004 Institutional Report: Overview

The Community College Survey of Student Engagement (CCSSE)

Introduction

The Community College Survey of Student Engagement (CCSSE) provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. CCSSE's goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. ***Student engagement***, or the amount of time and energy that students invest in meaningful educational practices, is the underlying foundation for CCSSE's work. CCSSE's survey instrument, the *Community College Student Report* (CCSR), is designed to capture student engagement as a measure of institutional quality.

This overview encompasses six key sections and is organized to provide a general understanding of the findings from CCSSE's 2004 survey administration. First, we highlight the 2004 CCSSE member colleges, consortia, and student respondents. Second, we showcase the selected findings for Northern New Mexico Community College. The third section lists future reports to be released. In the fourth section, we provide information to research CCSSE further.

CCSSE Member Colleges

CCSSE conducted its pilot survey in 2001, a field test in 2002, the first national administration in 2003, and the second national administration in spring 2004. A total of 152 institutions across 30 states participated in the 2004 administration. Seventeen of these member colleges are classified by size as extra-large institutions (15,000 + credit students), 25 as large (8,000-14,999), 35 as medium (4,500-7,999), and 75 as small (< 4,500)¹. Forty of the 2004 member colleges are located in urban areas, 51 in suburban areas, and 61 in rural areas.

¹These enrollment statistics are based on Fall 2002 IPEDS data.



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CCSSE Consortia

A consortium is a group of five or more colleges in a district, system or state – or another group with common interests or challenges. Consortium members share reports and can add up to 20 additional questions to the survey. New Mexico had a state consortia which included the following NMACC members:

Albuquerque TVI

Clovis Community College

Dona Ana Branch Community College - NMSU

Eastern New Mexico University - Roswell

Luna Community College

Mesalands Community College

New Mexico Junior College

NMSU – Grants

NMSU at Alamogordo

Northern NM Community College

San Juan College

Santa Fe Community College (NM)

UNM - Gallup

UNM - Taos Branch

UNM-Valencia Campus

This consortium elected to add questions to the survey instrument in order to gain additional information about their students and institutions.

Student Respondents

Credit classes were randomly selected – stratified by time of day (morning, afternoon, and evening) – from institutional class data files to participate in the survey. Of those sampled, 462 students submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 80%. Percent of target rate is the ratio of the adjusted number of completed surveys to target sample sizes. (The adjusted survey count is the number of surveys that were filled out properly and did not fall into any of the exclusionary categories.²)

2004 Student Respondent Profile

To compare the characteristics of student respondents with the characteristics of the underlying student population for each participating college, CCSSE uses the data reported by the institution in its 2002 IPEDS Enrollment Report for the following

² See exclusionary rules on pp.4-5.



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variables: gender, race and ethnicity, student age, and enrollment status (full- or part-time). The data are aggregated to compare the 2004 CCSSE survey respondent population to the total student population of 2004 CCSSE member colleges.

Gender

Of the 459 student respondents who answered this item, 33% are male and 67% are female.

Age

2004 CCSSE student respondents range in age from 18 to 65+ years old. Approximately 77% are between 18 to 39 years old; 45% are 18 to 24 years old while 32% are 25 to 39 years old.

Racial Identification

Eighteen percent of student respondents identify themselves as White/non-Hispanic, 70% as Hispanic/Latino/Spanish, 10% as Black or African American, and 4% as Asian. Seven percent of the student respondents are Native American. Three percent marked "other" when responding to the question, "What is your racial identification?"

International Students

Responses to the question, "Are you an international student or foreign national?" reflect variations related to college size. Five percent of NNMCC respondents answered "yes."

Enrollment Status

Fifty-six percent of the student respondents report attending college full-time. Only 44% of the surveyed students report being part-time college students. This inverse representation is a result of the sampling technique and the in-class administration process. For this reason, survey results are either weighted or disaggregated on the full-time/part-time variable so that reports will accurately reflect the underlying student population.

The following student respondent categories are weighted according to Fall 2002 IPEDS population data.

Limited English Speaking Students

Students with limited English speaking skills, or those whose native language is not English, comprise a significant proportion of students in community colleges. Among CCSSE participants, at NNMCC 14% are non-native English speaking students.



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First-Generation Status

Of the students who indicate that neither parent has earned a degree higher than a high school diploma nor has college experience, nearly one-half (52%) are considered “first-generation” status. Forty-nine percent indicate that their mothers’ highest level of education is a high school diploma (with no college experience), and 55% indicate that level for their fathers.

Educational Attainment

Sixty-three percent of the respondents report starting their college careers at Northern New Mexico Community College where they completed the survey. Approximately 63% of students indicate that their highest level of educational attainment is a high school diploma or GED; 62% have completed fewer than 30 credit hours of college-level work; 22% report either a certificate or an associate degree; 9% have earned a bachelor’s degree; and 6% have earned an advanced degree.

Credit Hours Earned

Thirty-nine percent of students have completed fewer than 15 credit hours; 23% have completed 15-29 credit hours; and 38% have completed more than 30 credit hours.

Grades

Sixty-two percent of students report that they earned grades of *B+* or higher, while only 6% of students report that they earned grades of *C-* or lower.

External Commitments

Fifty-eight percent of students work 21 or more hours per week; 43% of students care for dependents at least 11 hours per week; and 28% of students spend at least six hours per week commuting to class.

Excluded Respondents

Respondents may be excluded from institutional reports for the following reasons:

- ✘ The respondent did not indicate whether he or she was enrolled part- or full-time at the institution. *Because all results are either weighted or broken down by enrollment status, this is essential information for reporting.*
- ✘ The survey is out of range for its corresponding class packet. *This rule ensures that CCSSE collects information only from the classes that were randomly sampled.*



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- ✘ The survey is invalid³.
- ✘ Students reported their age as under 18.
- ✘ Students indicated that they had taken the survey in a previous class.
- ✘ Over-sampled respondents are not included. These are surveys that individual institutions paid an additional fee to acquire. Because there are no requirements stipulating how these students are sampled, these data are not included in the standard institutional report.

Selected Findings

Many crucial questions that community colleges need answered — *What are our students' goals? What issues keep our students from persisting? How effectively are we engaging students in the classroom? How satisfied are our students with the support services we offer?* — can be answered by investigating the percentage of student responses to specific CCSSE survey items.

This section on Selected Findings from the 2004 CCSR is organized in terms of five key topics: Academic Experience, Educational Goals, Barriers to Persistence, Student Satisfaction, and Student and Academic Support Services.

Northern New Mexico Community College 2004 CCSSE Results

Questions like — *What are our students' goals? What issues keep our students from persisting? How effectively are we engaging students in the classroom? How satisfied are our students with the support services we offer?* — are addressed by investigating the percentage of student responses to specific CCSSE survey items. The following charts are organized in terms of five key topics: Academic Experience, Educational Goals, Barriers to Persistence, Student Satisfaction, and Student and Academic Support Services.

Academic Experience

A positive academic experience is a product of many ingredients, one of which is the amount of time and energy that students invest in their academic work. The CCSR asks students to respond to seven survey items in order to gauge how actively they are involved in their education. Students were given the opportunity to mark *Very Often, Often, Sometimes, or Never* in response to items such as the following:

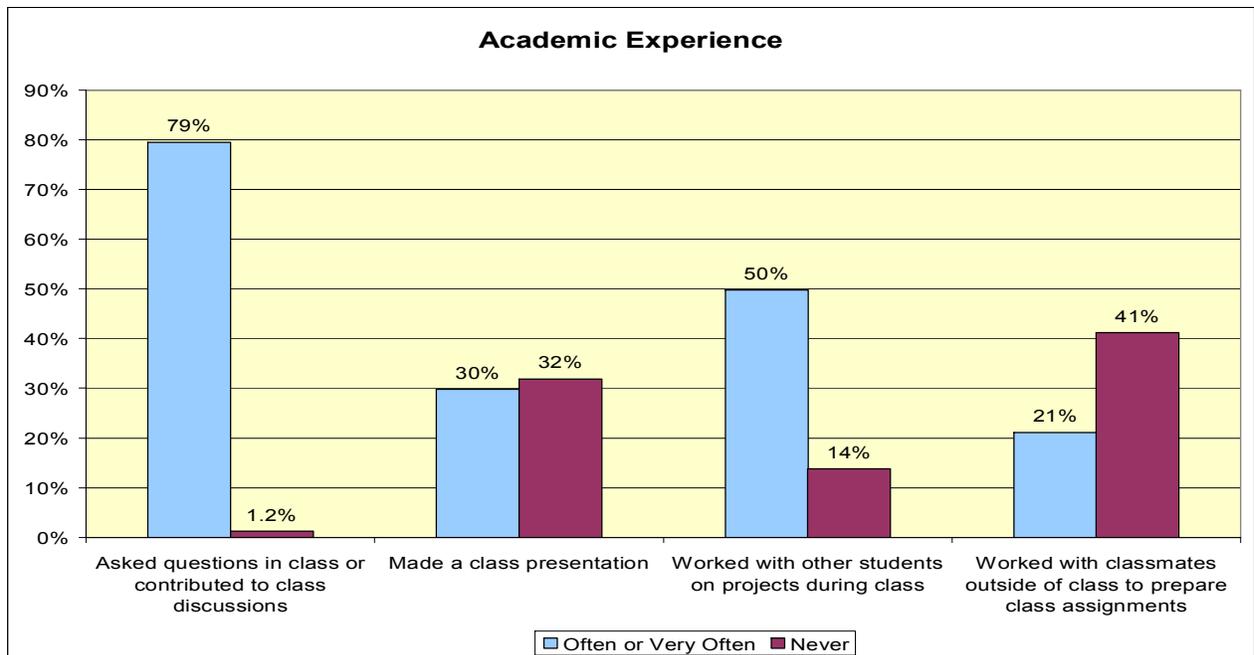
³ If a student does not answer any of the 21 sub-items on item 4, answers "Very Often" to all 21 items, or answers "Never" to all, the survey is excluded.



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- ✘ “Asked questions in class or contributed to class discussions”
- ✘ “Made a class presentation”
- ✘ “Worked with other students on projects during class”
- ✘ “Worked with classmates outside of class to prepare assignments”

While some students are highly involved in their academic experience (those who marked *Often* or *Very Often*), others are less engaged, as illustrated by their responses of *Never* as displayed in the figure below.

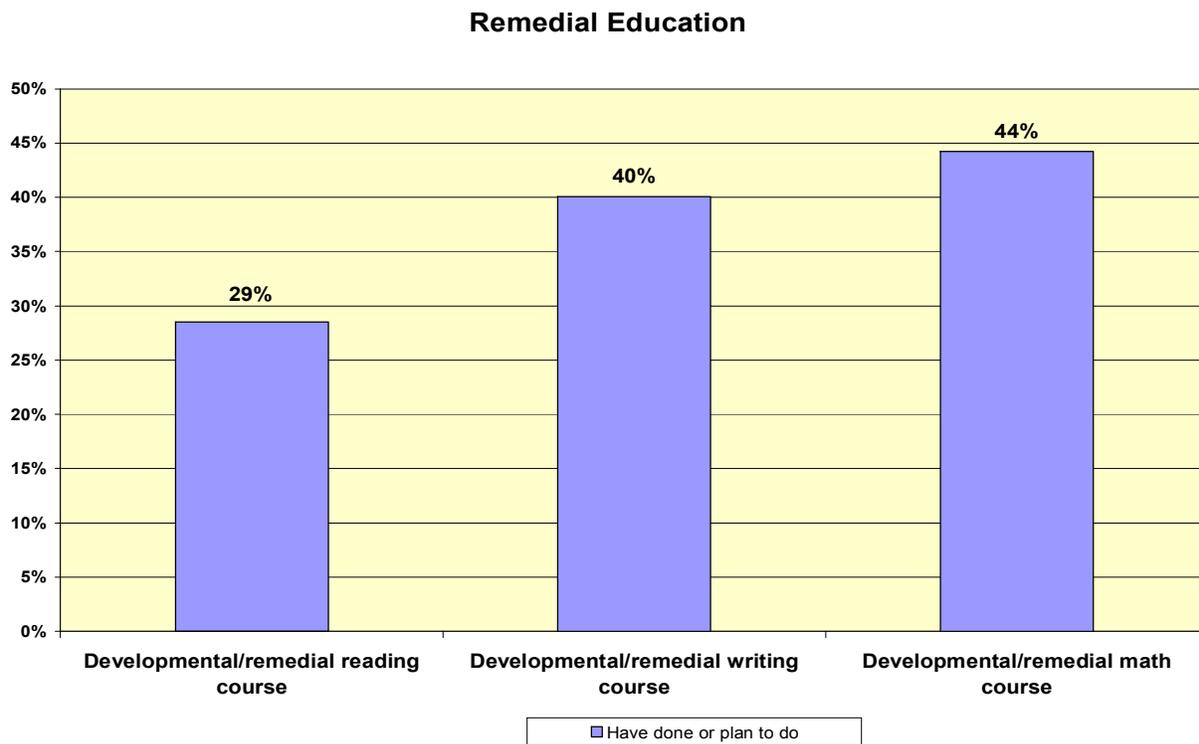




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Remedial Education

Community colleges have quite diverse student populations, and in order to adequately serve student needs, Northern offers a variety of courses and special programs. Question 8 on the CCSR asks students to identify which course paths they are following. As shown in the figure below, large percentages of students either have taken or plan to enroll in remedial reading, writing, and/or math courses.

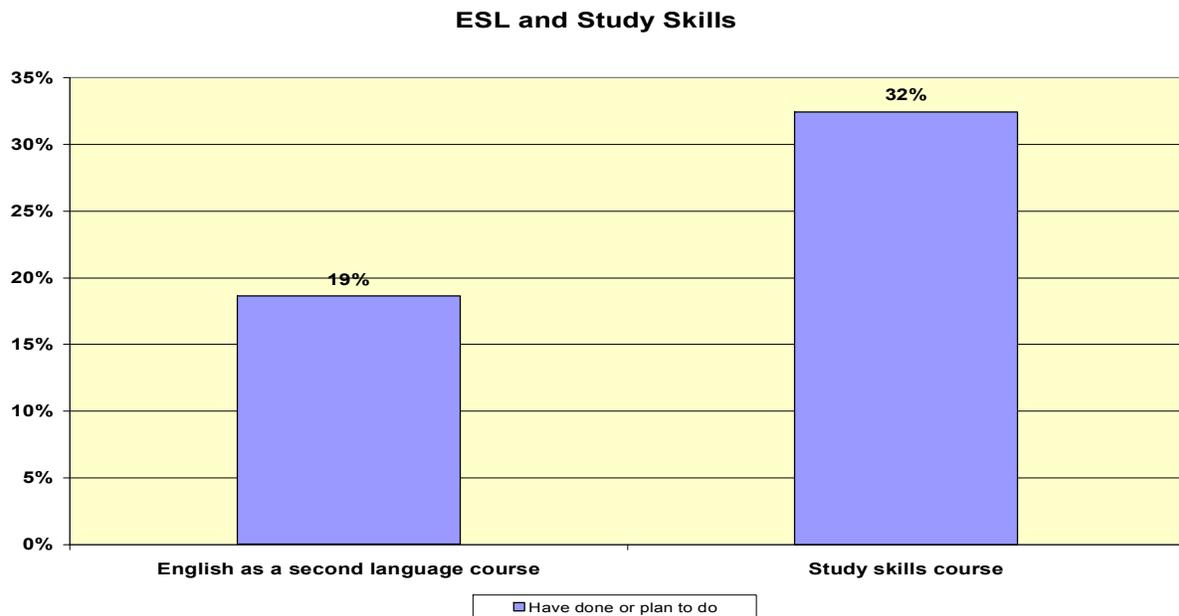




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ESL and Study Skills

Additionally, more than 19% of students have taken or will enroll in an ESL course and more than 32% have taken or will enroll in a study skills course.



Curricular Experiences

The table below shows the percentage of students who have taken or plan to enroll in internships, honors courses, college orientation courses, and organized learning communities.

Curricular Experiences

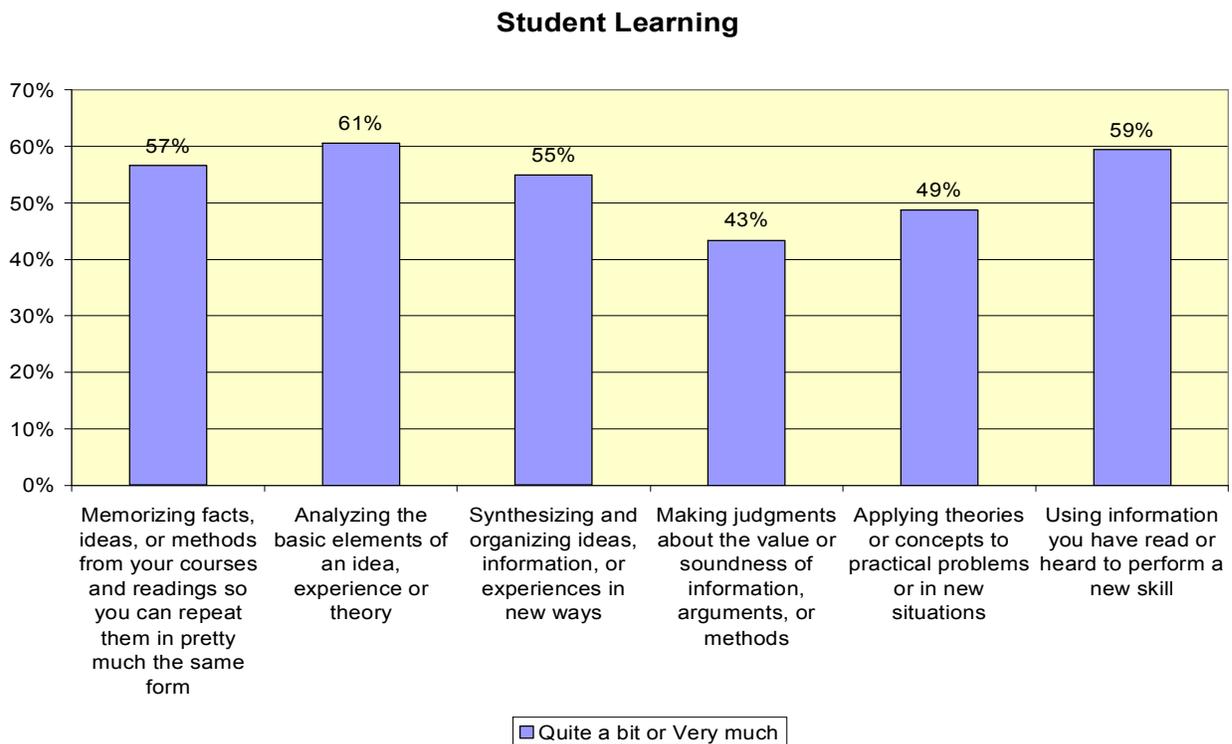
Have done or plan to do...	NNMCC	Other Small Colleges	All Other 2004 Colleges
Internship, field experience, coop experience, or clinical assignment	57.8%	56.0%	54.1%
Honors course	29.4%	26.2%	27.2%
College orientation program or course	34.4%	40.0%	37.7%
Organized learning communities (linked courses/study groups led by faculty or counselors)	26.7%	26.2%	25.5%



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Student Learning

Focused learning outcomes are also fundamental aspects of positive academic experiences. Student respondents indicate how much their coursework emphasized intellectual processes such as memorization, the application of theories and concepts to practical problems, analysis, synthesis and organization, making value judgments, and using learned information to perform new skills. The figure below illustrates students' perceptions of the extent to which their respective colleges promoted these educational outcomes.



Educational Goals

Community colleges have many missions and goals, as do their students. Students responding to the survey were given the opportunity to mark *Primary Goal*, *Secondary Goal*, or *Not a Goal* in response to a list of possible goals for attending



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their particular college. As a result, many students marked more than one primary goal; therefore, the percentages in the table below do not sum to 100%.

Educational Goals	Primary goal	Secondary goal	Not a goal
Complete a certificate program	28%	17%	55%
Obtain an Associate degree	55%	18%	27%
Transfer to a 4-year college or university	44%	24%	32%
Obtain or update job-related skills	48%	25%	26%
Self-improvement/personal enjoyment	53%	31%	16%
Change careers	27%	21%	52%

As seen in the table, students identified various educational goals. Fifty-five percent of the student respondents are interested in obtaining an associate degree. Forty-four percent are interested in transferring to a 4-year college or university while 48% are interested in obtaining or updating job-related skills. Twenty-seven percent of respondents seek to change careers and 28% aspire to complete a certification program.

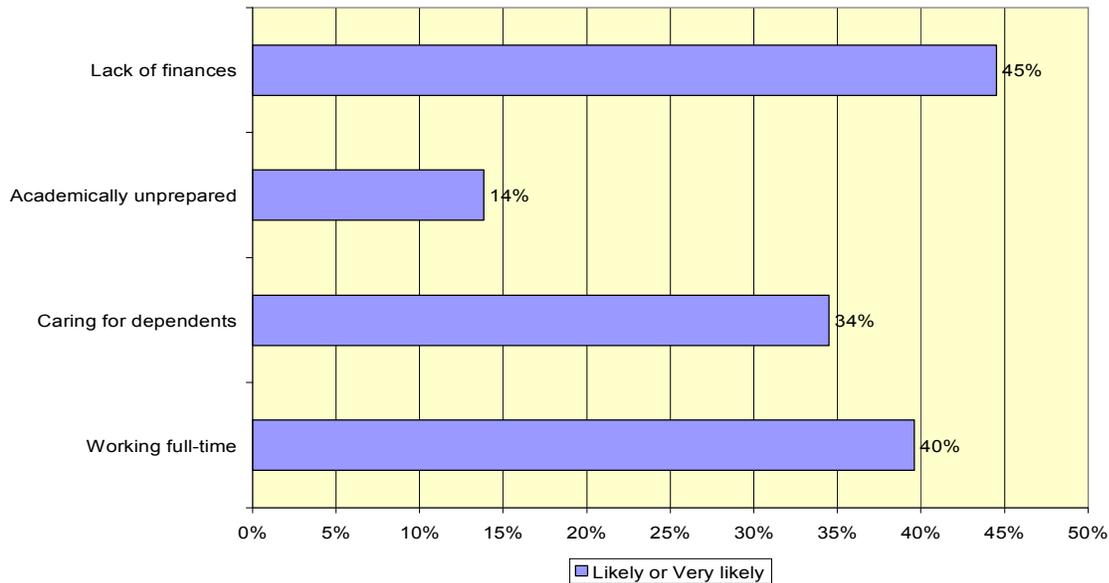
Barriers to Persistence

CCSSE also asks students to indicate the issues that would require them to withdraw from college. That is, what keeps students from achieving their educational goals? The percent of students who report that the various factors would result in their withdrawing from class or from college are highlighted in the graph below. Again, students marked more than one factor; therefore, percentages will not sum to 100%.



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Barriers to Persistence



Other barriers to persistence include little peer or family support. Twenty-two percent of students reported that their friends are *Somewhat* or *Not Very* supportive of “your attending this college” while only 13% respond similarly about support from their immediate families.

Student Satisfaction

A useful measure of satisfaction is whether a student recommends a service or institution to others. The CCSR asks students if they would recommend this college to a friend or family member. Ninety-five percent report they would make such a recommendation. Another item asks students to evaluate their entire educational experience. Eighty-seven percent describe their experience as *Good* or *Excellent* and only 1%% rate their experience as *Poor*.

Another measure of student satisfaction is the percent of returning or successful students. Seventy-two percent of the students indicate that they plan to enroll in this college within the next 12 months, while 7% report that they have accomplished their goals and will not be returning. Eighteen percent report they are uncertain or have no plans to return.



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Student and Academic Support Services

Often surveys ask a combination of questions relating to satisfaction, use, or importance levels of services, but rarely are surveys designed in a way that asks students to link all three, as does CCSSE. The table below displays use, satisfaction, and importance of a number of key academic and student support

services. The first column reports the percent of students who say that they used the service either *Sometimes* or *Often*; the second column shows the percent of students who report they were *Somewhat* or *Very Satisfied* with the service; and the third column reports the percent of students who rate the service as *Very Important*.

Student Services by Use, Satisfaction, and Importance

Student Services	Use (Sometimes or Often)	Somewhat or Very Satisfied	Very Important
Academic advising/planning	53%	71%	61%
Career counseling	28%	46%	50%
Job placement assistance	14%	27%	41%
Peer or other tutoring	27%	41%	42%
Skill labs (writing, math, etc.)	46%	55%	53%
Child care	8%	14%	37%
Financial aid advising	46%	53%	64%
Computer lab	63%	71%	67%
Student organizations	15%	27%	27%
Transfer credit assistance	23%	32%	50%
Services to students with disabilities	9%	16%	46%

The services highlighted in dark gold are rated most highly (above 50%) at all levels and the services highlighted in light gold are among the lowest rated (below 50%).

Accordingly, students are most likely to use, express satisfaction with, and rate as important the following services: academic advising and planning and computer labs, followed by skills labs. In another key service area, 76% of the students report that financial aid advising is *Very Important*; 43% of the students used the service, and 48% were satisfied with their financial aid experience. While nearly half of the students reported child care as important, only 5% used child care services and only 11% were satisfied with this service.



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The first 20 items on the CCSR ask students to indicate how often they have engaged in particular activities during the current academic year. For purposes of analysis, CCSSE collapsed the response categories *Often* and *Very Often* to report substantial levels of engagement; the criterion for inclusion was that 50% of the students had to report participating in the activity. This information is highlighted in the table below.

Percentage of Students Who Reported Participating Often or Very Often in Selected Activities by Enrollment Status

Most Frequent Student Activity Items	All	Less than Fulltime	Fulltime
Asked questions in class or contributed to class discussions	79.5%	79.9%	78.4%
Received prompt feedback (written or oral) from instructors on your performance	63.5%	63.4%	64.0%
Worked on a paper or project that required integrating ideas or information from various sources	59.4%	53.7%	74.4%
Prepared two or more drafts of a paper or assignment before turning it in	52.5%	47.3%	66.0%
Used the Internet or instant messaging to work on an assignment	51.8%	46.1%	66.5%
Discussed ideas from your readings or classes with instructors outside of class (students, family members, coworkers, etc)	50.0%	47.1%	57.6%
Worked with other students on projects during class	49.7%	47.3%	56.1%
Discussed grades or assignments with an instructor	49.6%	44.1%	63.9%
Worked harder than you thought you could to meet an instructors standards or expectations	47.1%	44.4%	54.1%

Across the board, part-time students are less likely than are their full-time peers to indicate substantial levels of engagement.

In comparison, it is also important to note what students are *not doing* in college as frequently as one might expect. To report the least frequent activities, CCSSE used the



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never response category. The list consists of items where 30% or more of the students reported *never* engaging in that particular activity.

Percentage of Students Who Reported Never Participating in Selected Activities by Enrollment Status

Least Frequent Student Activity Items	All	Less than Fulltime	Fulltime
Came to class without completing readings or assignments	36.7%	38.6%	31.8%
Discussed ideas from your readings or classes with instructors outside of class	45.7%	51.7%	30.1%
Made a class presentation	31.9%	37.3%	17.8%
Participated in a community-based project as a part of a regular course	80.0%	82.7%	73.3%
Skipped class	53.7%	60.1%	37.1%
Talked about career plans with an instructor or advisor	38.5%	44.6%	22.4%
Tutored or taught other students (paid or voluntary)	71.6%	74.4%	64.2%
Used email to communicate with an instructor	39.4%	43.3%	29.0%
Worked with classmates outside of class to prepare class assignments	41.2%	46.6%	27.2%
Worked with instructors on activities other than coursework	72.1%	73.6%	68.1%

Part-time students are more likely than are their full-time peers to report “never” with regard to significant levels of engagement.

Future CCSSE Results to be released...

Benchmarks Results

Statistical Significance Results

CCSSE Consortia Results



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CCSSE in Action: www.ccsse.org

CCSSE's Web site, www.ccsse.org, is aimed at promoting public understanding of the work of community colleges, supporting institutional improvement, and advancing public discussion about new ways of defining and examining quality in higher education.

The Web site is a primary vehicle for reporting survey results and putting them in context. Special features for CCSSE member colleges include a Toolkit (<http://www.ccsse.org/members/communications.cfm>) that contains resources to help colleges understand their survey results, communicate them to various audiences, and use them to target institutional improvement initiatives. The Toolkit contains the following documents:
