

Results of Community College Survey of Student Engagement Queensborough Spring 2007

In Spring 2007, Queensborough Community College participated in the national Community College Survey of Student Engagement; 857 completed surveys comprised the useable sample, completed by students in fifty four (54) classes (these classes were chosen to capture students who attended at different times during the day and weekends; lower level developmental classes were not included).

Community colleges across the country participate in The Community College Survey of Student Engagement (CCSSE) enabling comparisons on educational practices in community colleges.

The CCSSE utilizes a set of five benchmarks that allow member institutions, with missions focused on teaching, learning, and student success to gauge and monitor their performance in areas that are truly central to their work. In addition, participating colleges have the opportunity to make appropriate comparisons between their performance and that of other similar colleges.

The five benchmarks encompass 38 engagement items from the CCSSE survey that reflect many of the most important aspects of the student experience. In a comparative report, Queensborough is compared to 82 other large community colleges (8,000 – 14,999 students) on each of the benchmarks using standardized scores where 50 is the average and 25 is a standard deviation.

For three of the benchmarks Queensborough was above the mean standardized score, and below the mean standardized score for two.

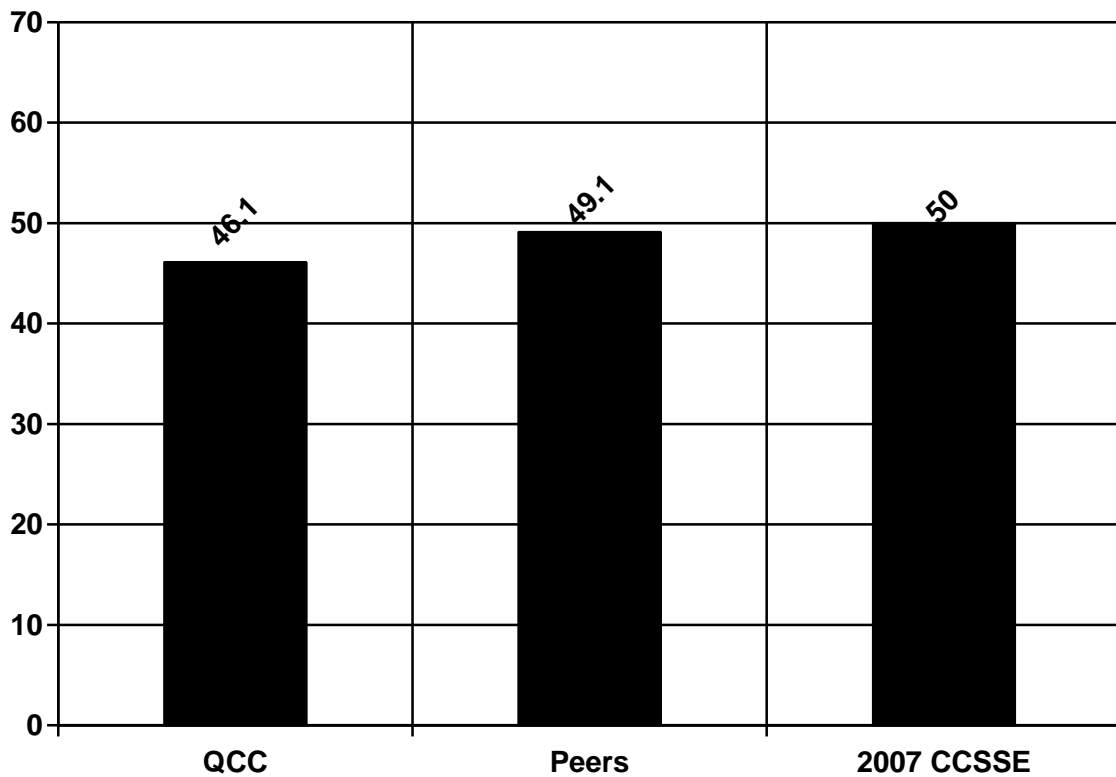
Benchmark	QCC	Other Large Colleges
Active and Collaborative Learning	46.1	49.1
Student Effort	53.5	49.5
Academic Challenge	51.5	49.8
Student-Faculty Interaction	49.0	49.4
Support for Learners	53.6	49.3

QCC was below the mean standardized score on two items: Active and Collaborative Learning, three (3) points below and Student-Faculty Interaction, .4 points below. Overall QCC students are responding like typical community college students.

Following are five charts that list the survey items that contributed to each of the scores above.

BENCHMARK: ACTIVE AND COLLABORATIVE LEARNING

DESCRIPTION OF BENCHMARK: 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.

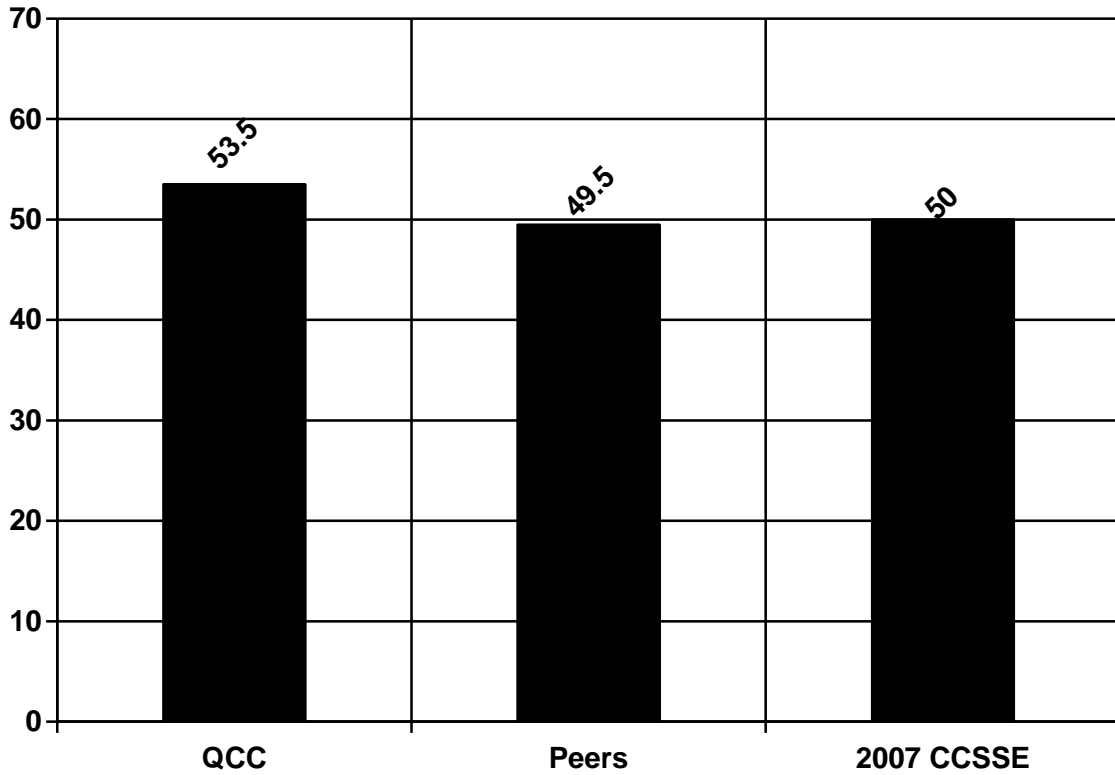


Items with responses lower than mean for peer institutions	Items with responses higher than mean for peer institutions.
“Asked questions in class or contributed to class discussions.”	“Tutored or taught other students (paid or voluntary).”
“Made a class presentation.”	
“Worked with other students on projects	

during class.”	
“Worked with classmates outside of class to prepare class assignments.”	
“Participated in a community-based project as part of a regular course.”	
“Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.).”	

BENCHMARK: STUDENT EFFORT

DESCRIPTION OF BENCHMARK: Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

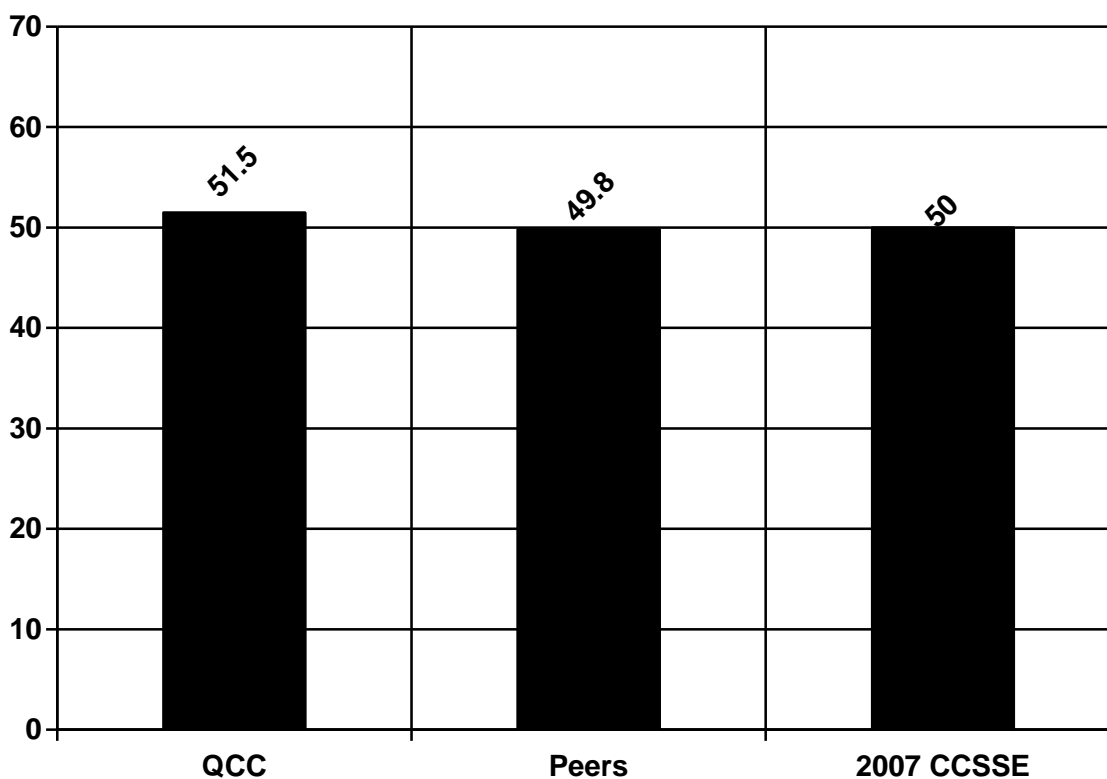


Items with responses lower than mean for peer institutions	Items with responses higher than mean for peer institutions.
“Came to class without completing readings or assignments”	“Prepared two or more drafts of a paper or assignment before turning it in.”
“Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program.”	“Worked on a paper or project that required integrating ideas or information from various sources.”
	“Number of books read on your own (not assigned) for personal enjoyment or academic enrichment.”
	“Frequency: Peer or other tutoring.” ¹
	“Frequency: Computer lab.”

¹ Statistically significant difference.

BENCHMARK: ACADEMIC CHALLENGE

DESCRIPTION OF BENCHMARK: 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.

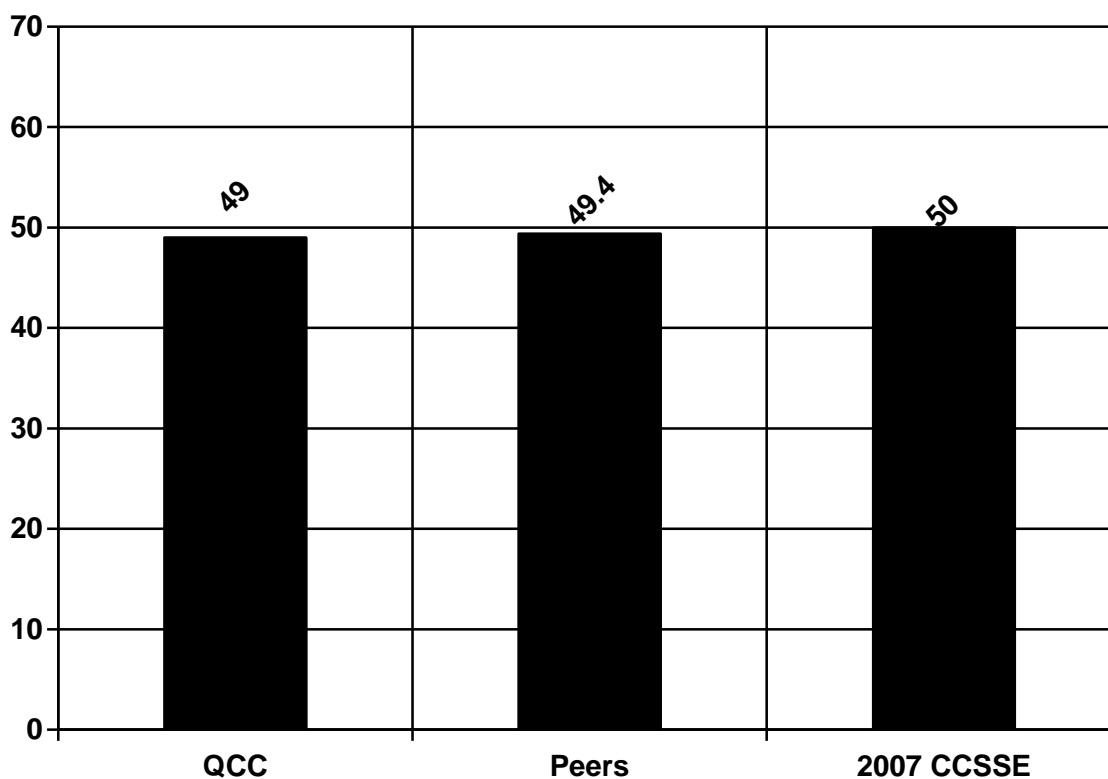


Items with responses lower than mean for peer institutions	Items with responses higher than mean for peer institutions.
“Applying theories or concepts to practical problems or in new situations.”	“Worked harder than you thought you could to meet an instructor’s standards or expectations.”
“Using information you have read or heard to perform a new skill.”	“Analyzed the basic elements of an idea, experience, or theory.”
“Mark the box that best represents the extent to which your examinations during the current school year have challenges you to do your best work at this college.”	“Synthesizing and organizing ideas, information, or experiences in new ways.”
	“Making judgments about the value or soundness of information, arguments, or methods.”
	“Number of assigned textbooks, manuals, books, or book-length packs of course readings.”

	“Number of written papers or reports of any length.”
	“Encouraging you to spend significant amounts of time studying.”

BENCHMARK: STUDENT-FACULTY INTERACTION

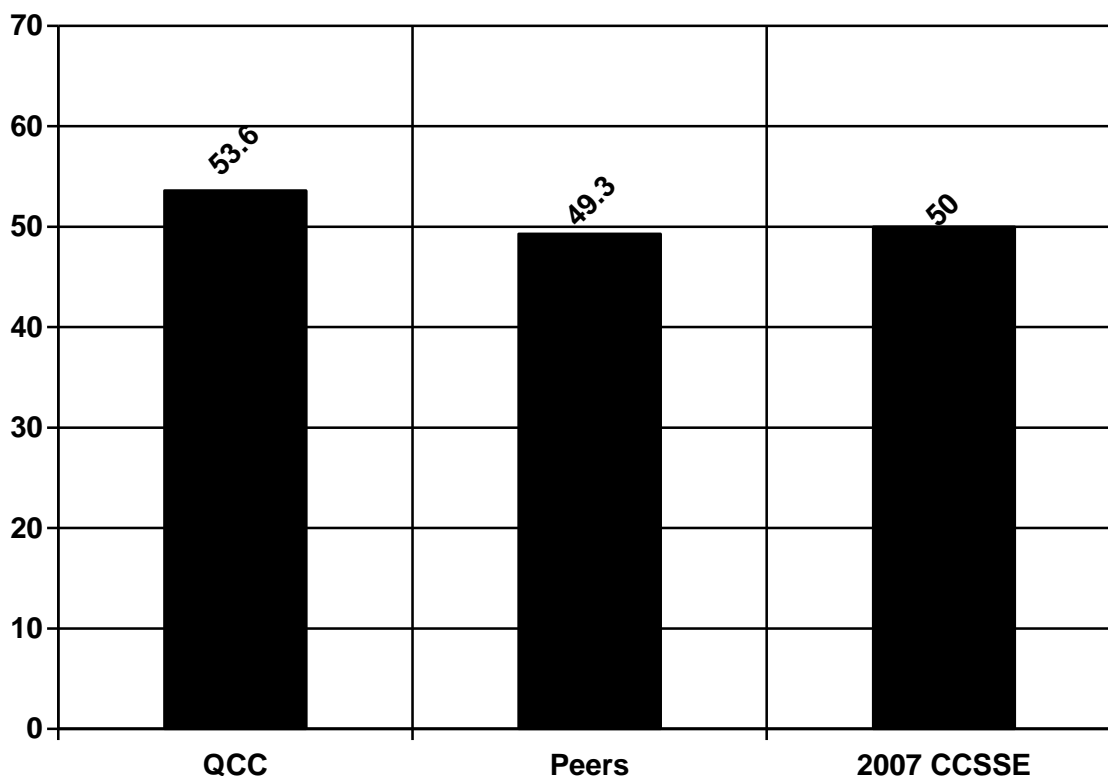
DESCRIPTION OF BENCHMARK: In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong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



Items with responses lower than mean for peer institutions	Items with responses higher than mean for peer institutions.
“Used email to communicate with an instructor.”	“Talked about career plans with an instructor or advisor.”
“Discussed grades or assignments with an instructor.”	“Discussed ideas from your readings or classes with instructors outside of class.”
“Received prompt feedback (written or oral) from instructors on your performance.”	
Worked with instructors on activities other than coursework.”	

BENCHMARK: SUPPORT FOR LEARNERS

DESCRIPTION OF BENCHMARK: 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.



Items with responses lower than mean for peer institutions	Items with responses higher than mean for peer institutions.
“Providing the support you need to help you at this college.”	“Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.”
	“Helping you cope with your non-academic responsibilities (work, family, etc.).”
	“Providing the support you need to thrive socially.”
	“Providing the support you need to afford your education.”
	“Frequency: Academic advising/planning.” ²
	“Frequency: Career counseling.”

² Statistically significant difference.

Comparing QCC responses to other community college students, real differences were seen on how often QCC students use Academic Advisement/planning: more often 24.7% to 12. % nationwide;

Tutoring: more often 12.7% to 7.%; and

Financial Aid advising: 21.0% to 17.

All services listed below were used by QCC students more often than students nationwide. these response rates could be interpreted as how readily available these services are at QCC.

The same pattern emerges when students were asked how important these services were:

QCC students rated them as Very Important more often than the students at other community colleges (for Career Counseling both QCC and nationwide 50% of the students responded that the service was Very Important to them).

	Other National College		QCC	
How Often Do The Community College Students Surveyed Use the Following Services?				
Services	Often	Rarely/Never	Often	Rarely/Never
Academic advising/planning	12%	36%	24.7%	24.0%
Career counseling	5%	50%	7. %	50.8%
Job placement assistance	3%	46%	3.3%	49.5%
Peer or other tutoring	7%	46%	12.7%	38.8%
Skill labs (writing, math, etc.)	14%	37%	14.8%	34.9%
Child care	2%	37%	2.4%	36.5%
Financial aid advising	17%	32%	21. %	26.1%
Computer lab	32%	24%	37.5%	20.5%
Student organizations	5%	44%	5.6%	43.8%
How Important To Students Are The Services?				
	Very	Not At All	Very	Not At All
Academic advising/planning	61%	11%	69.5%	5.7%
Career counseling	50%	22%	50.0%	19.9%
Job placement	36%	36%	42.7%	28.3%

assistance				
Peer or other tutoring	39%	30%	50.3%	20.0%
Skill labs (writing, math, etc.)	43%	25%	46.5%	21.0%
Child care	27%	55%	29.0%	52.0%
Financial aid advising	60%	23%	65.1%	17.1%
Computer lab	59%	16%	59.8%	16.3%
Student organizations	23%	42%	29.5%	35.5%

For the Spring 2007 administration of the CCSSE, five special focus questions were added to query students about their experiences at the start of their community college career. The table following contains the responses of the QCC students and then comments on national data.

CCSSE 2007 Special Focus Questions QCC Responses

Question	Responses	%
1. By the end of my FIRST FOUR WEEKS at this college, I had met with an advisor to discuss my educational goals.	A= Yes B= No, I met with an advisor by the end of my first four weeks at the college, but we did not discuss my educational goals C= No, I did not meet with an advisor by the end of my first four weeks at this college D= No, I have discussed educational goals with an advisor, but it did not happen by the end of my first four weeks at this college E= I do not recall	A: 51.3%* B: 10.1% C: 21.8% D: 7.2% E: 9.7%
* Nationwide, fewer than half of students met with an advisor to discuss academic plans in the first four weeks; QCC is higher than the average; this question requires students, who may be two or three years at a college, to report on what happened during their first weeks at college.		
2. By the end of my FIRST FOUR WEEKS at this college, I had completed an initial assessment test	A= Yes B= No C= I do not recall	A: 57.2%** B: 32.3%** C: 10.5%**

to determine which reading, writing, and math courses I should enroll in.		
<p>** : Nationwide, slightly more than half completed an assessment test for course placement; QCC is above ‘slightly more than half’ at 57.2%; wording of question: for CUNY students ACT and Compass have more relevance than initial assessment test; also students can also be exempt by regents or SAT scores and therefore have been assessed without an initial assessment test.</p>		
<p>3. By the end of my FIRST FOUR WEEKS at this college, my instructors had used teaching techniques that encouraged me to become actively involved in the classroom.</p>	<p>A= Very often B= Often C= Sometimes D= Never E= I do not recall</p>	<p>A: 29.5% B: 25.5% C: 25.7% D: 11.7% E: 7.5%</p>
<p>4 How satisfied were you with the quality of your college’s orientation course or program for new students?</p>	<p>A= Very Satisfied B= Somewhat Satisfied C= Not at all Satisfied D= Have not attended an orientation course or program</p>	<p>A: 22.1%*** B: 42.1% C: 12.6% D: 23.2%</p>
<p>***: Nationwide, thirty two per cent of students didn’t attend an orientation (at QCC 76.8% reported that they had) and of those who did only one in three (33%) said they were “very satisfied” with the experience (at QCC of those who attended, 30.25% said they were “very satisfied” with the experience).</p>		
<p>5. Rate your overall satisfaction with this college’s processes for working with new students – including the admissions process, the financial aid office, new student assessment, your first class registration experience, etc.</p>	<p>A= Very Satisfied B= Somewhat Satisfied C= Somewhat Dissatisfied D= Very Dissatisfied</p>	<p>A: 25.5%**** B: 55.7% C: 13.1% D: 5.8%</p>
<p>****: 81.2% are very satisfied/somewhat satisfied.</p>		

One of the more interesting observations that is demonstrated by the results of this survey is that the diversity of Queensborough Community College respondents is way beyond that of the comparison groups. Fifty eight percent (58%) of the respondents nationwide

reported themselves as White,non Hispanic while nineteen percent (19%) of the Queensborough students did so.

An analysis of the results based on race, English as a second language, and need for remedial support finds that though race is a differentiating factor in some areas it is not systemic and is not a reason to reject the results of the survey for Queensborough.

QCC students responded to the questions about the community college experience based on the benchmarks similar to community college students across the country.