

2016 CCSSE Results

2012-2014-2016 Trends

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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.)

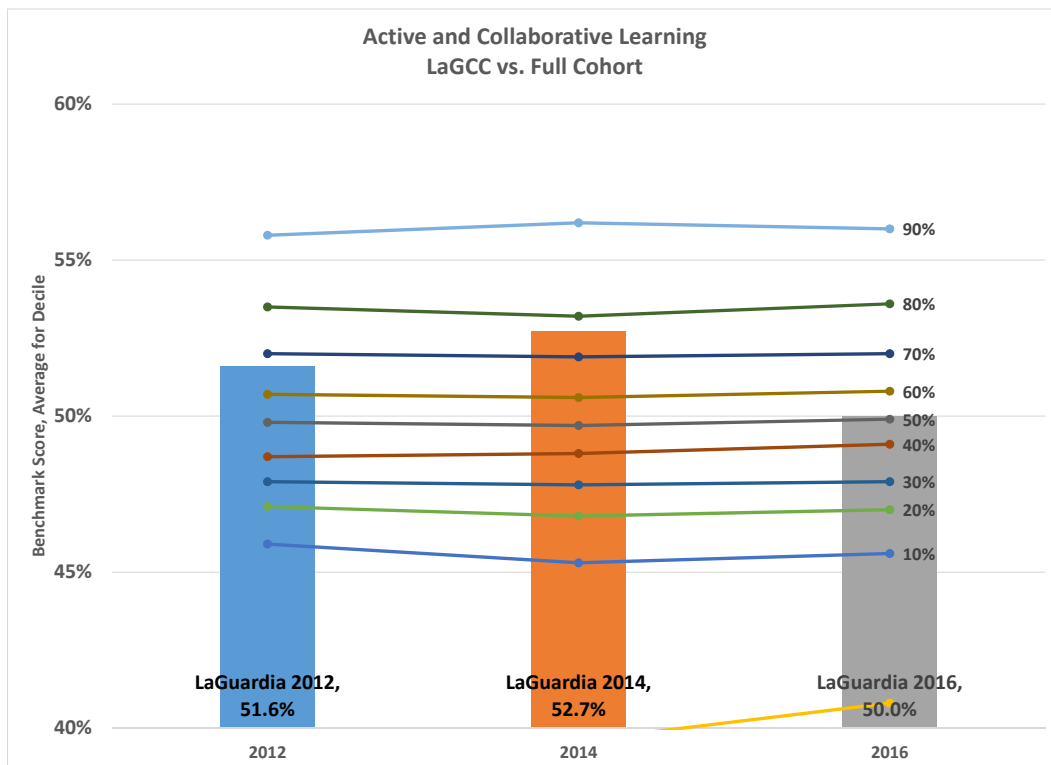


Figure 1

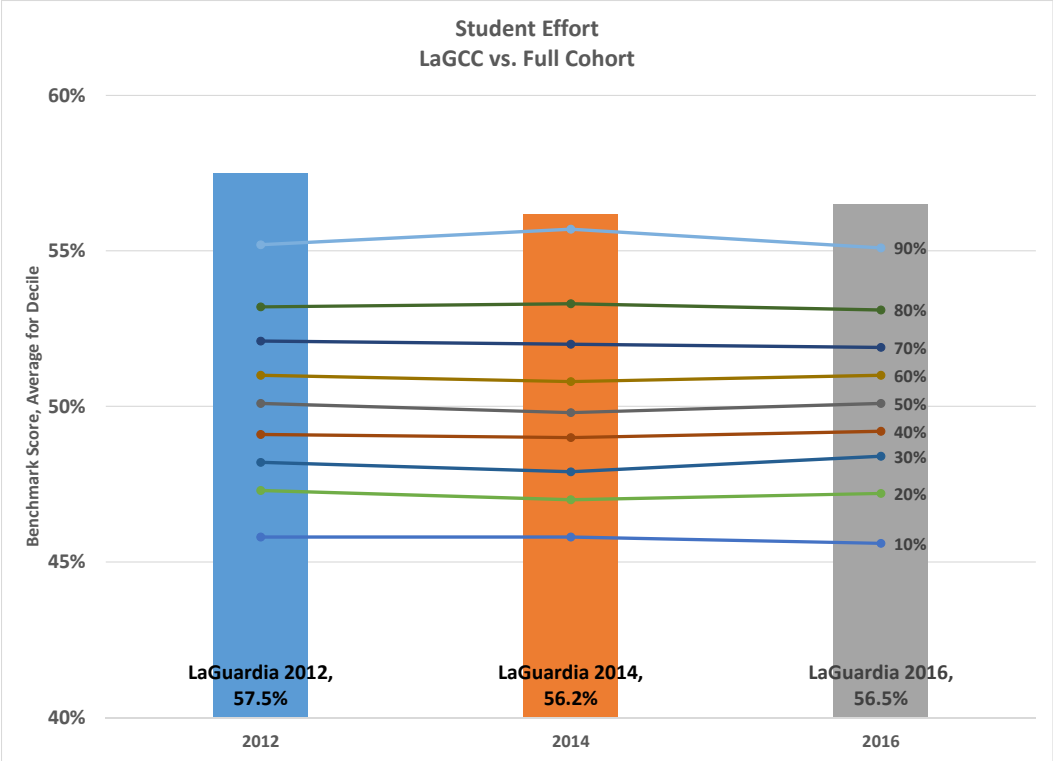


Figure 2

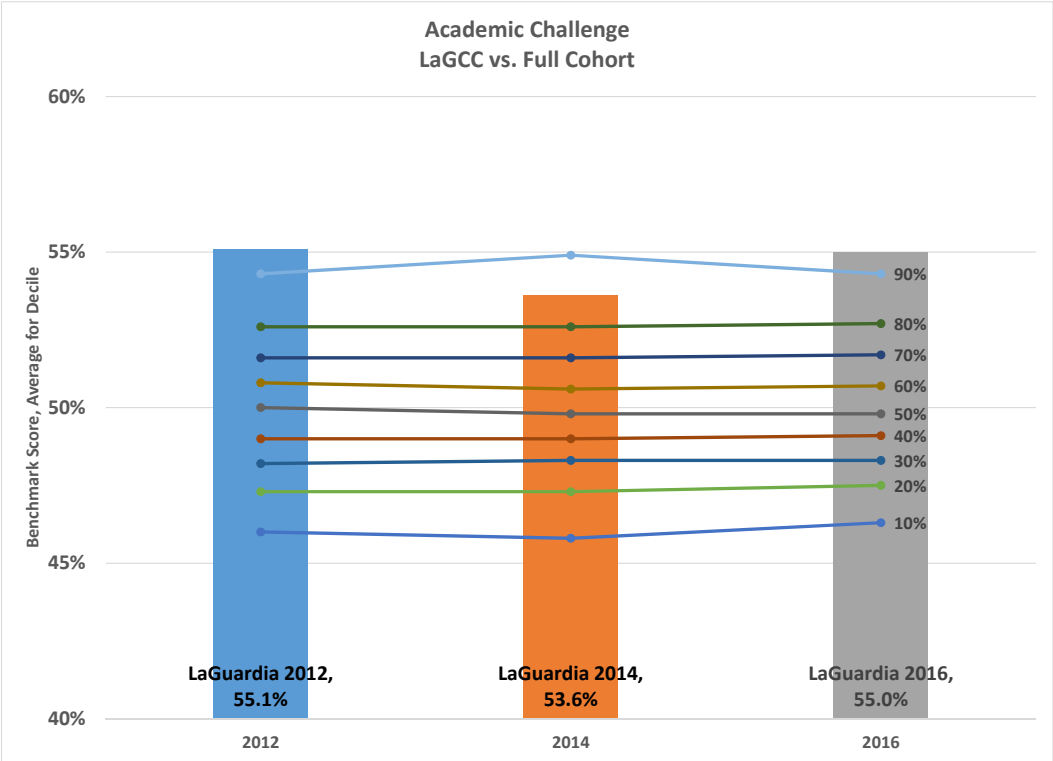


Figure 3

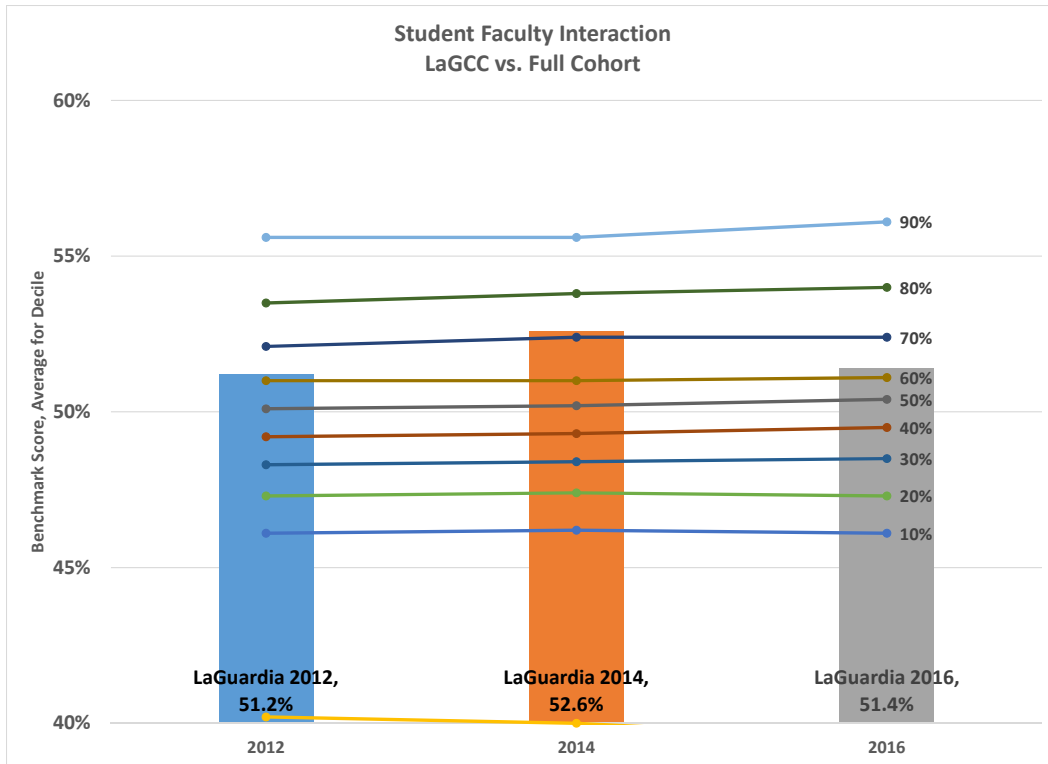


Figure 4

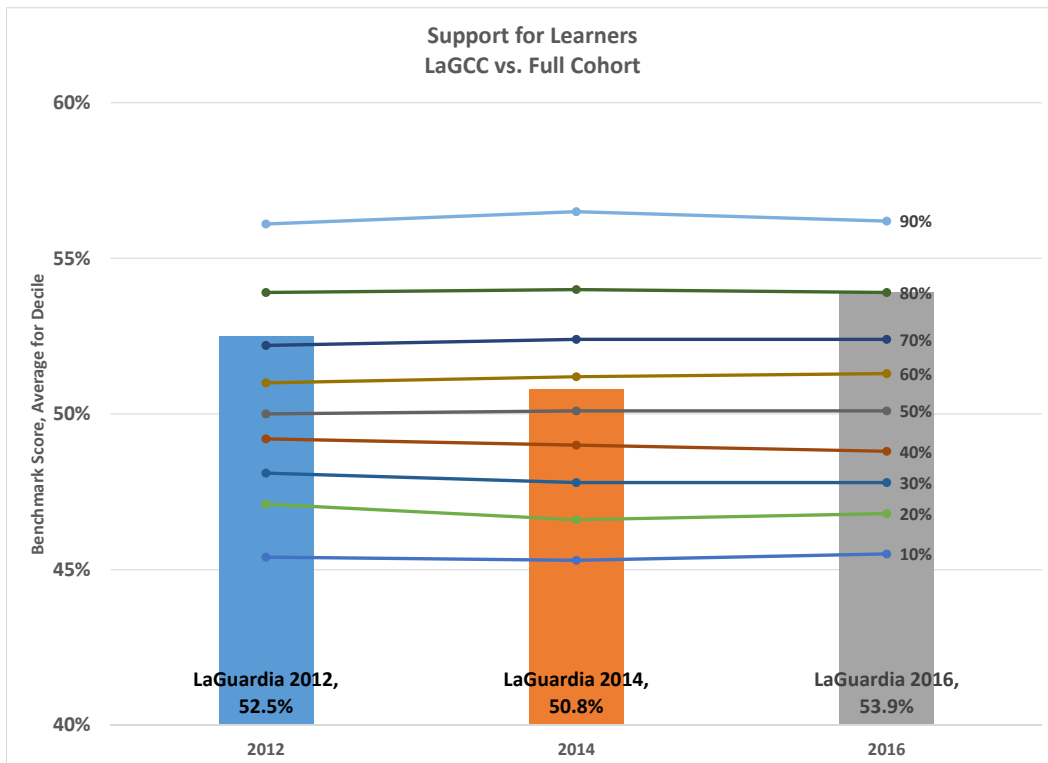


Figure 5

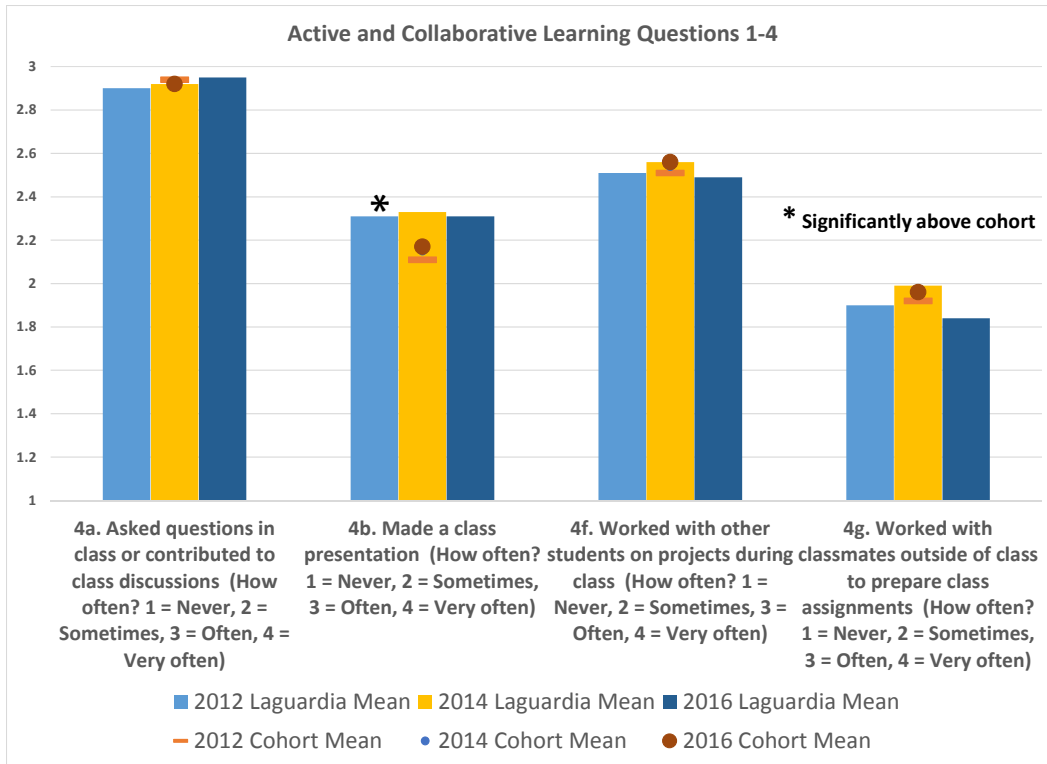


Figure 6

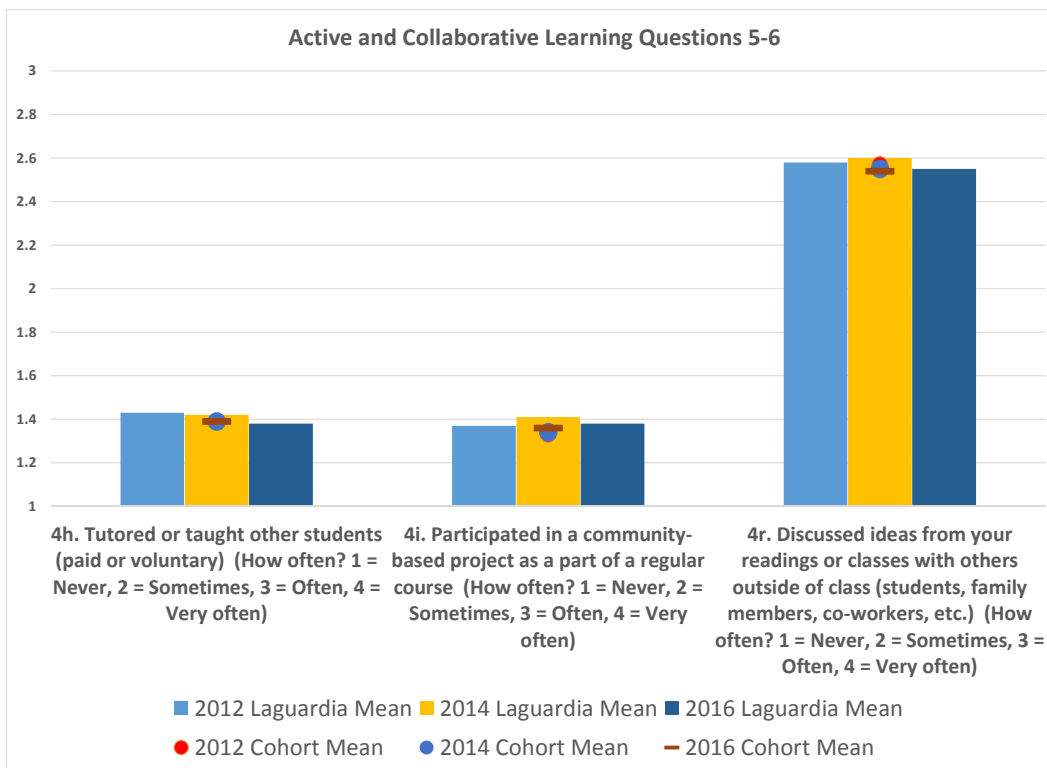


Figure 7

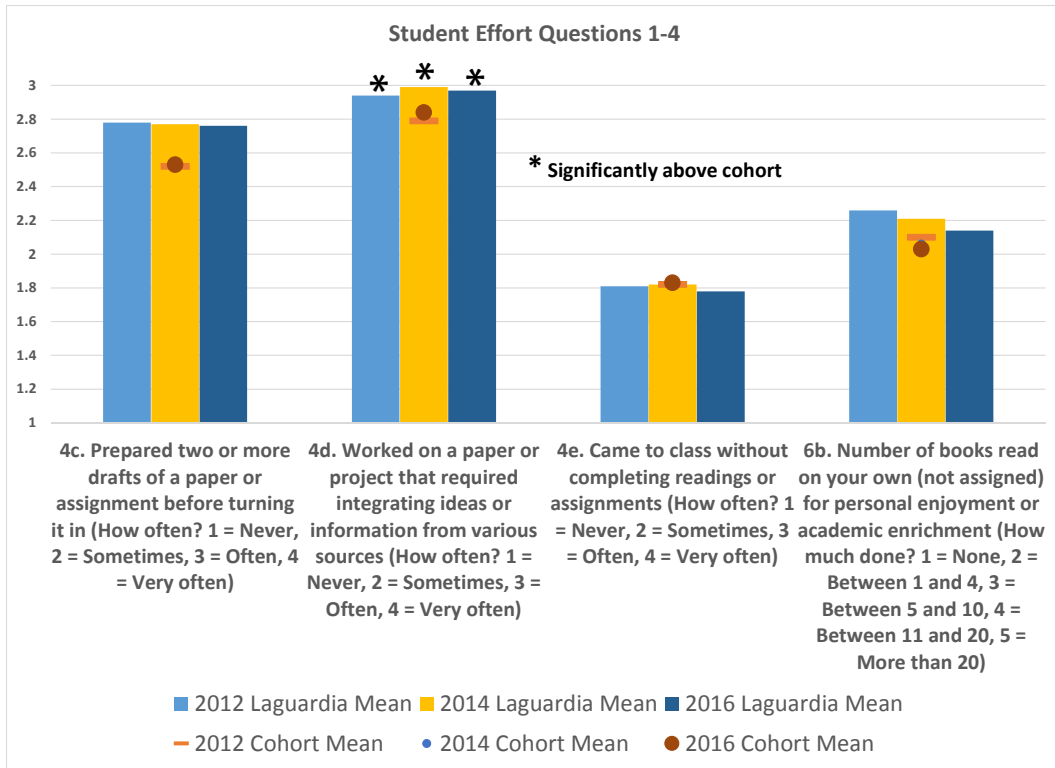


Figure 8

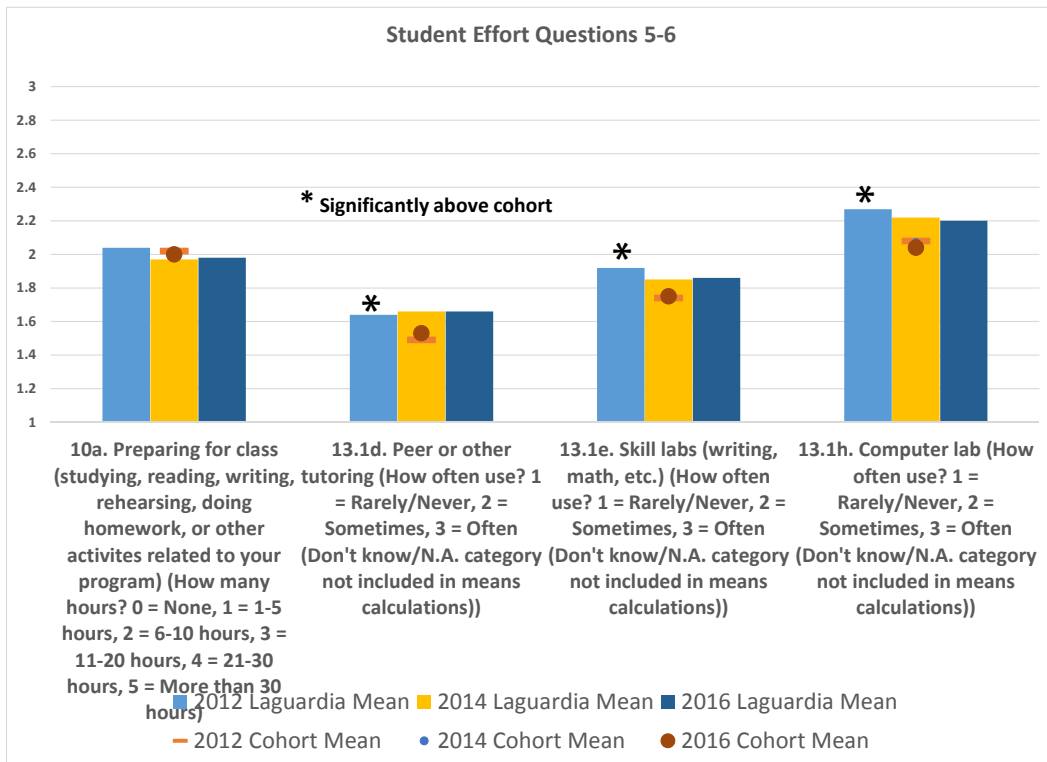


Figure 9

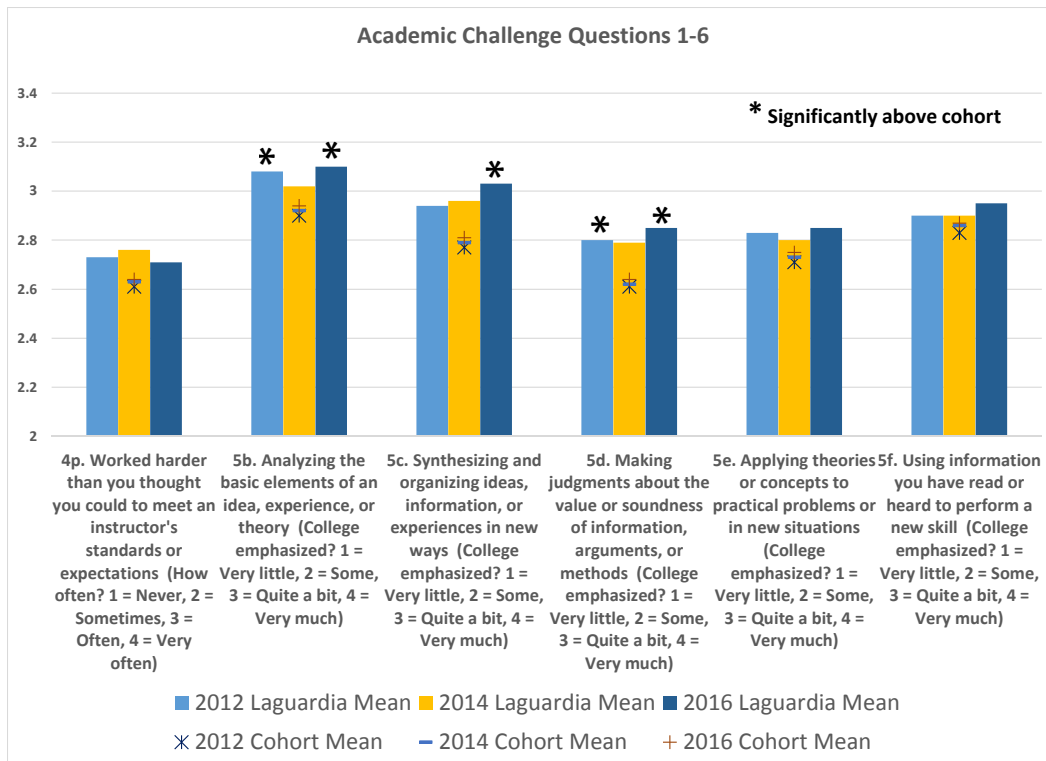


Figure 10

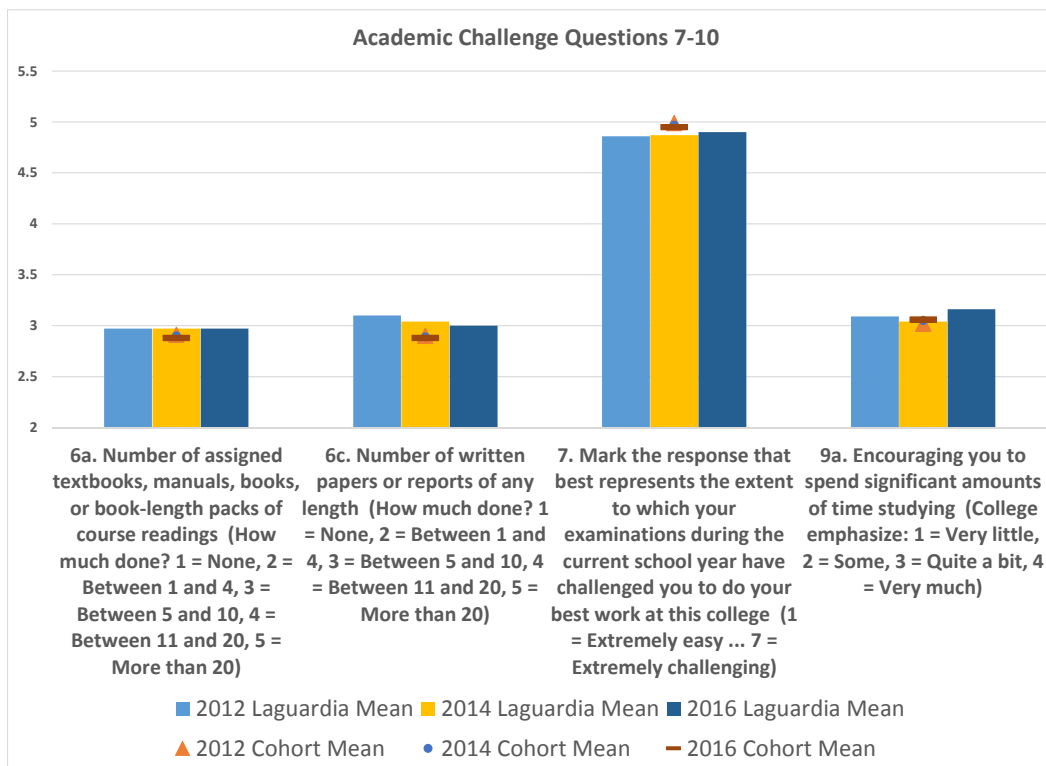


Figure 11

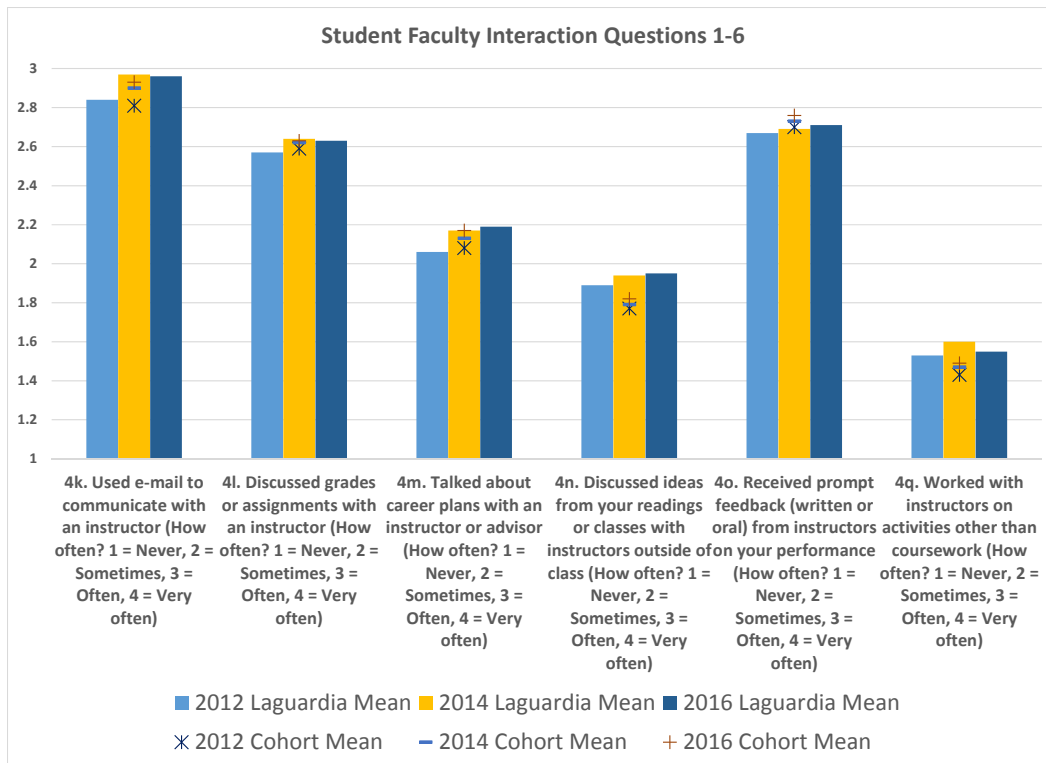


Figure 12

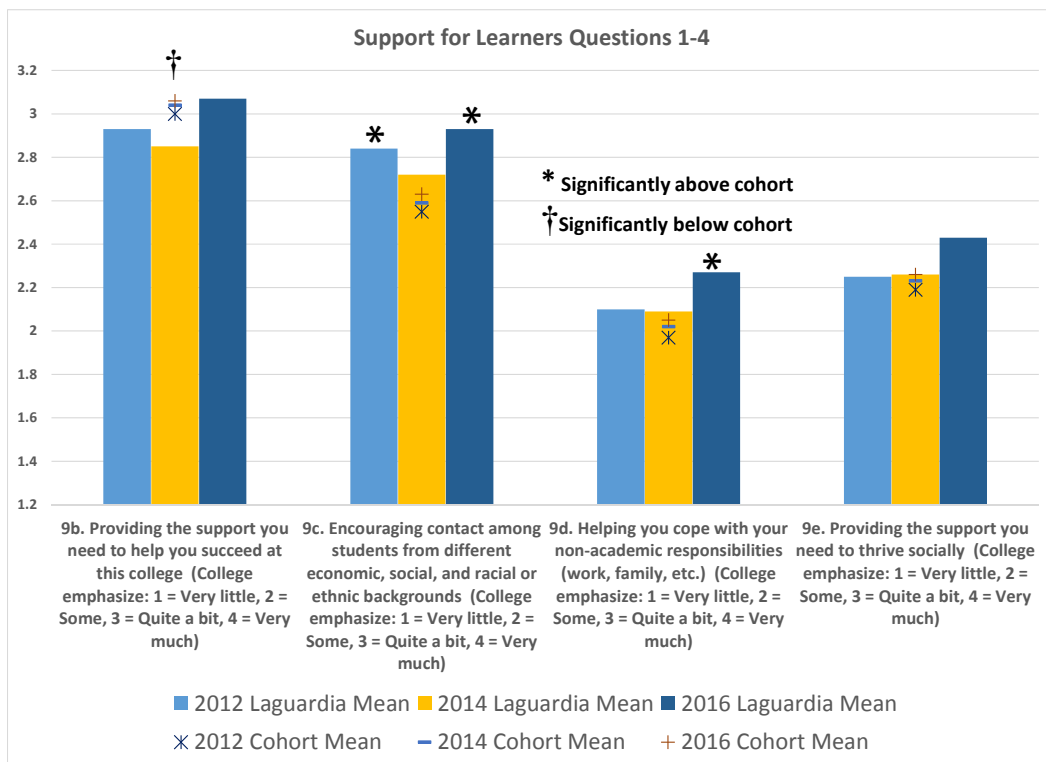


Figure 13

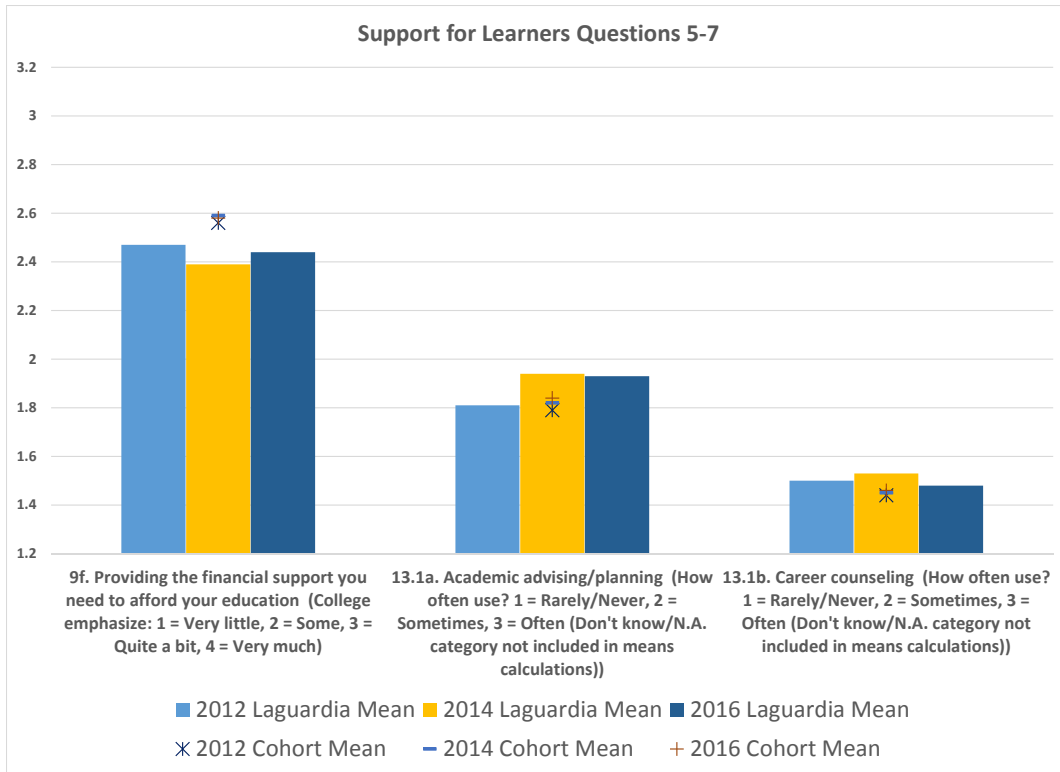


Figure 14

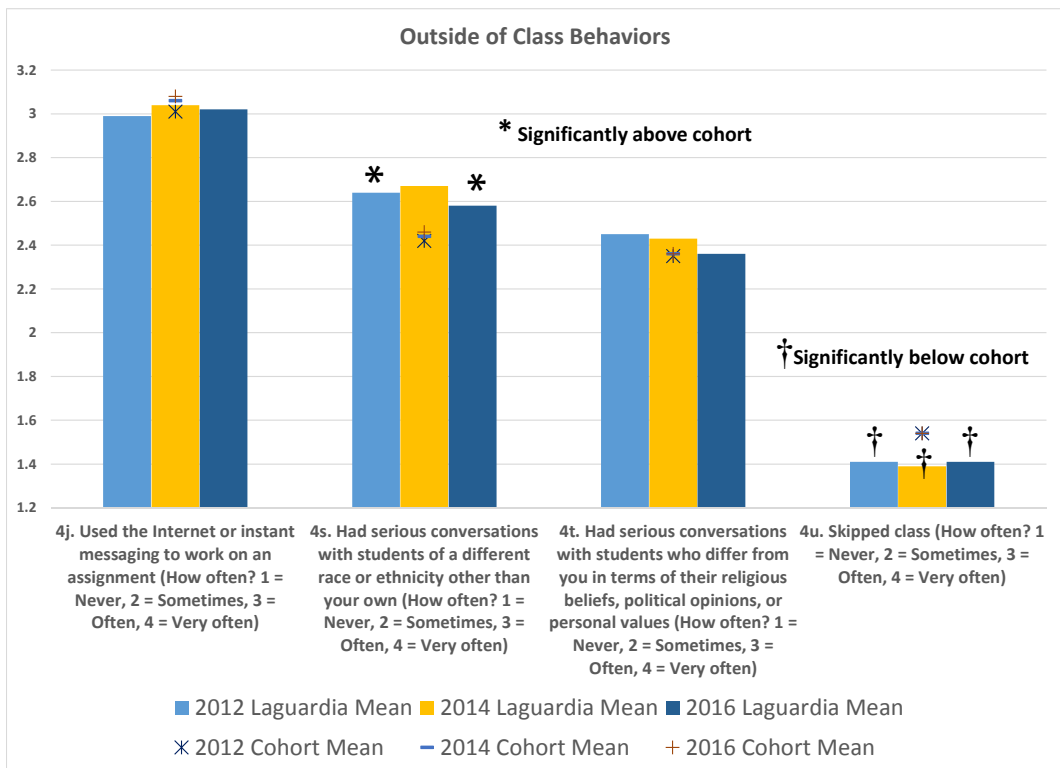


Figure 15

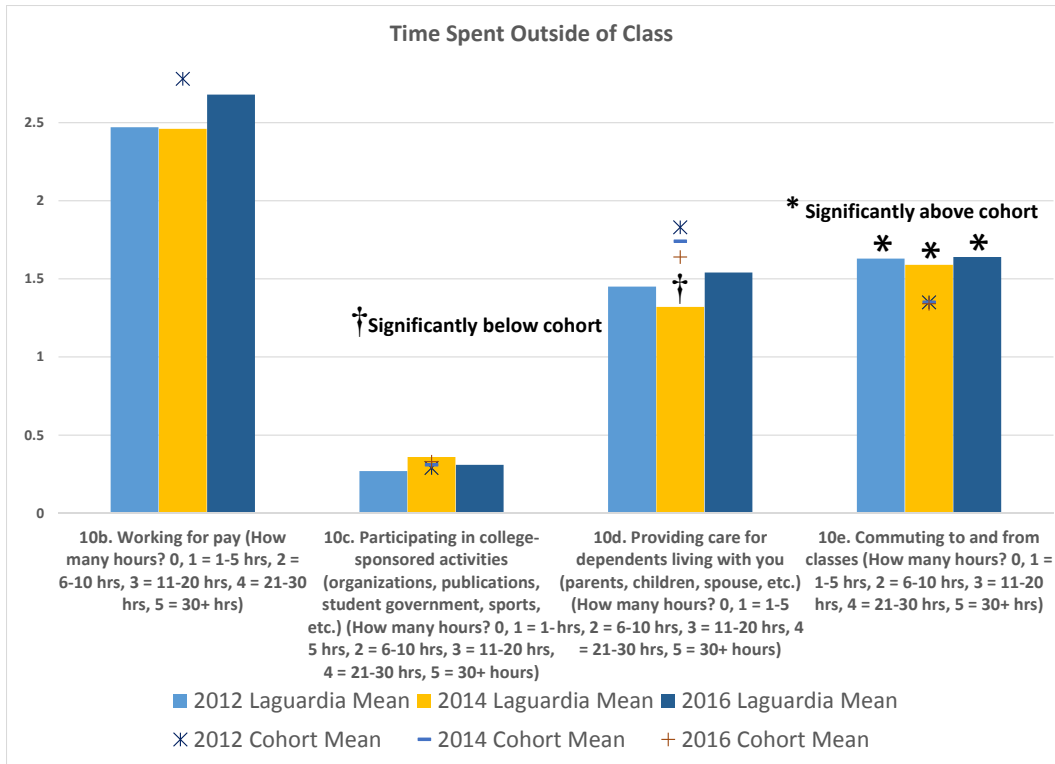


Figure 16

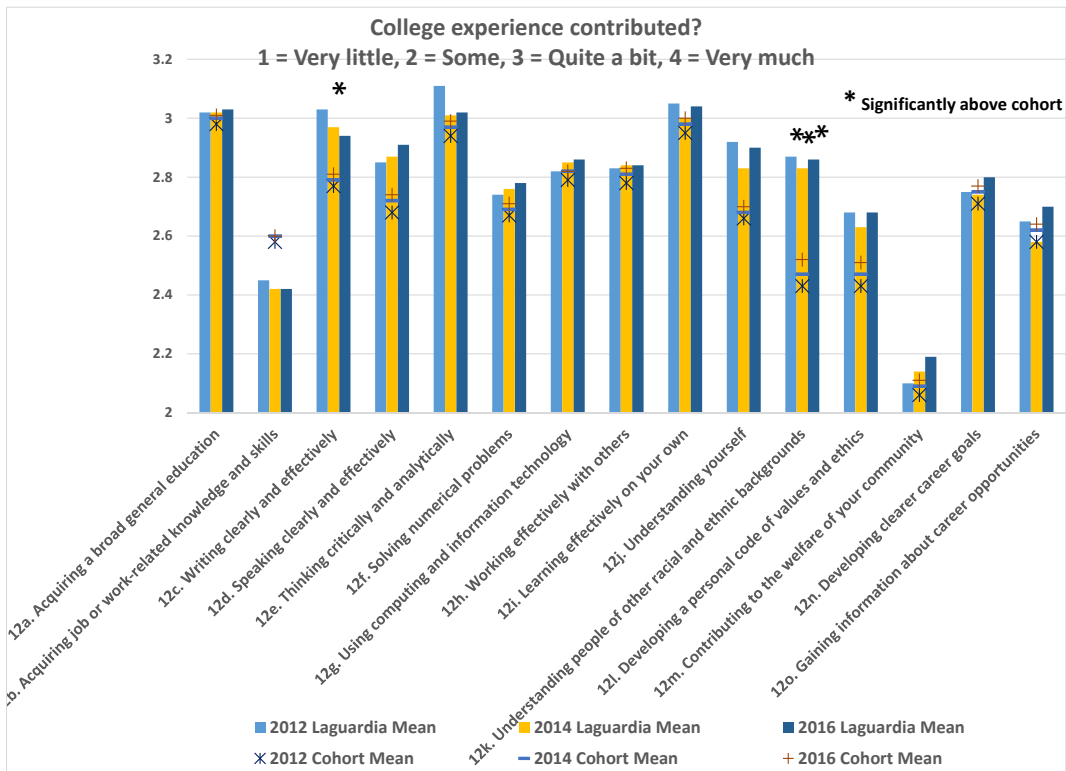


Figure 17

(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.)

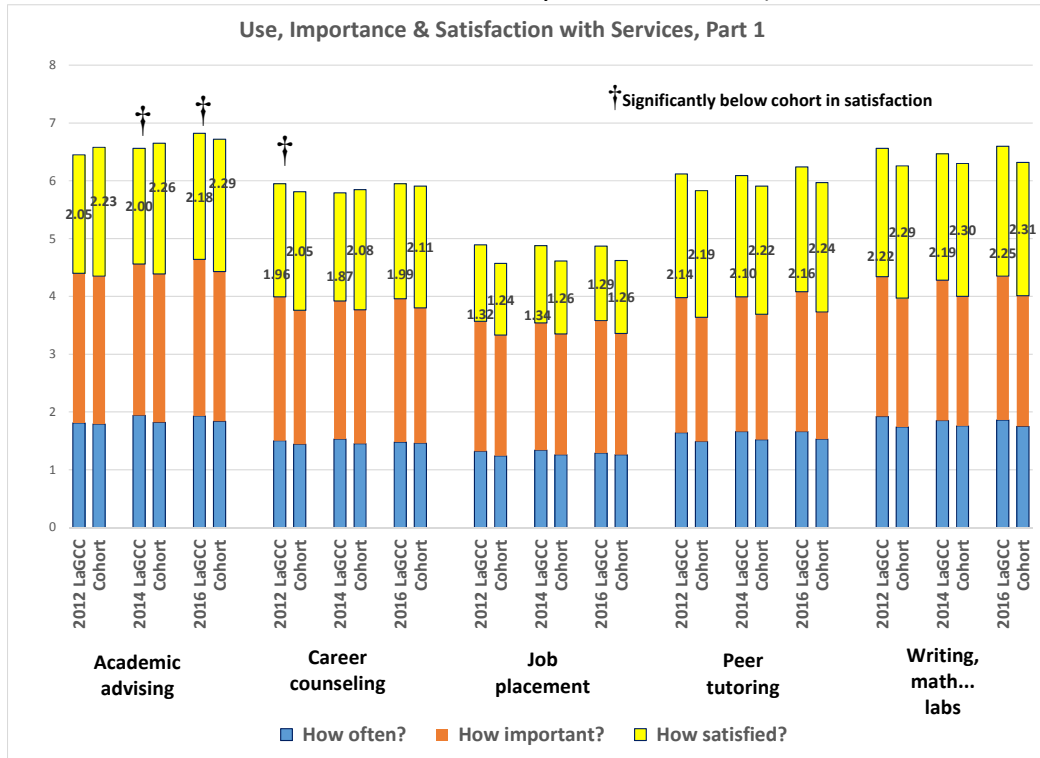


Figure 18

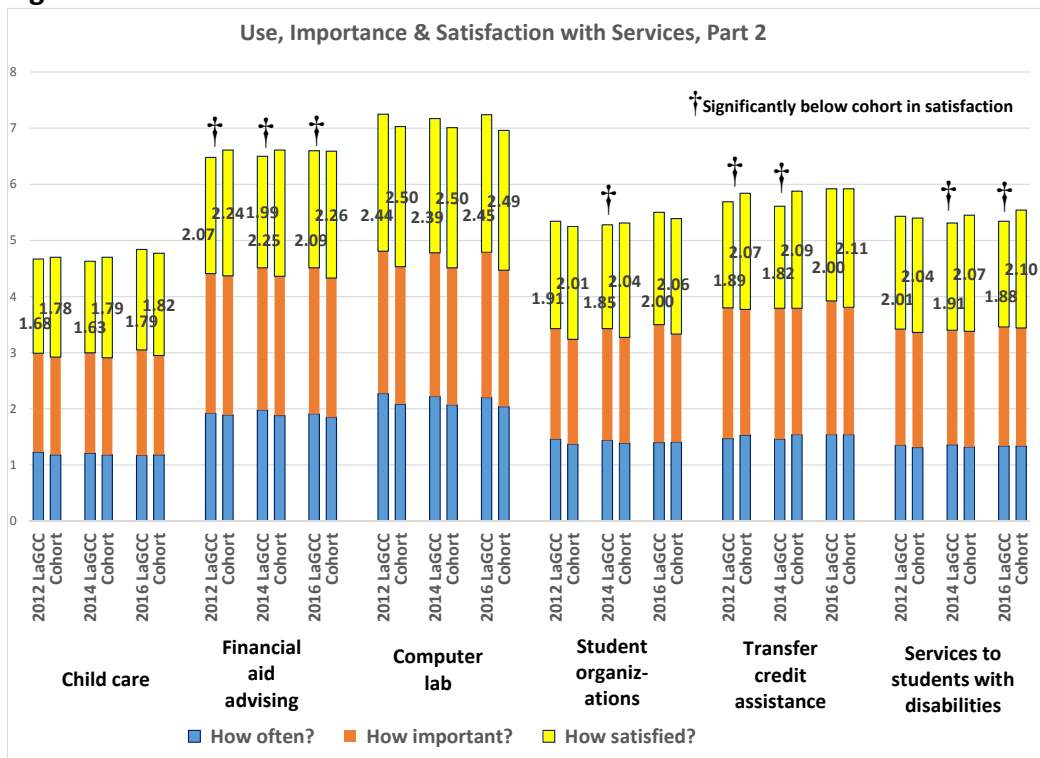


Figure 19

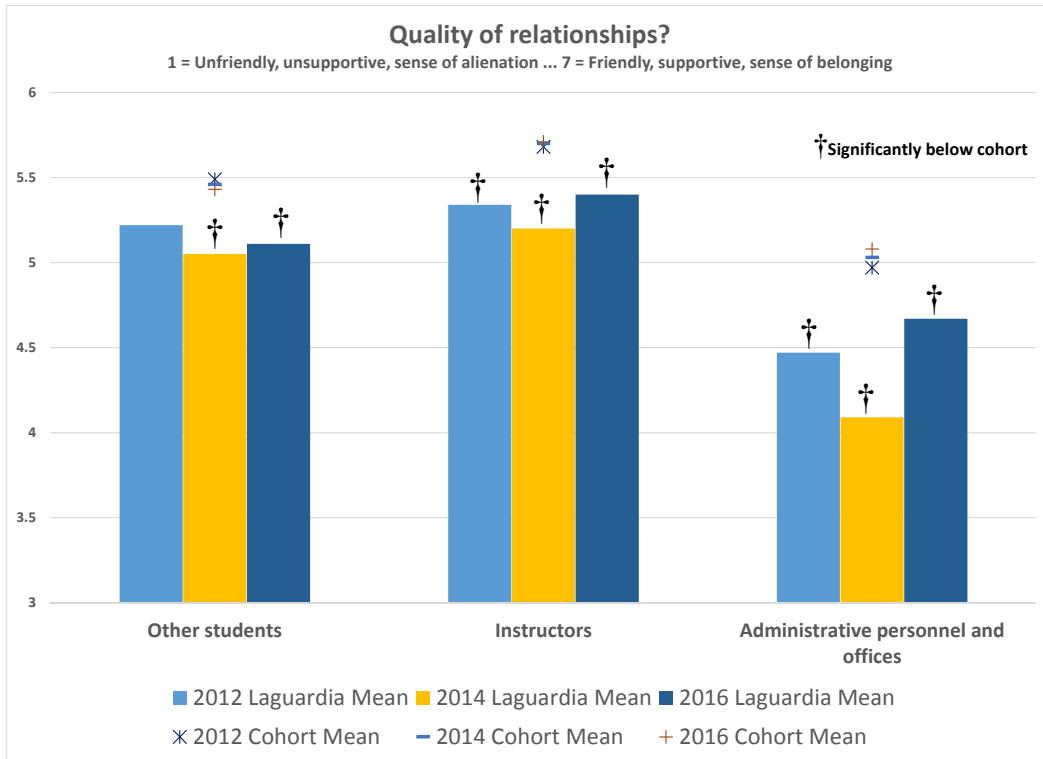


Figure 20

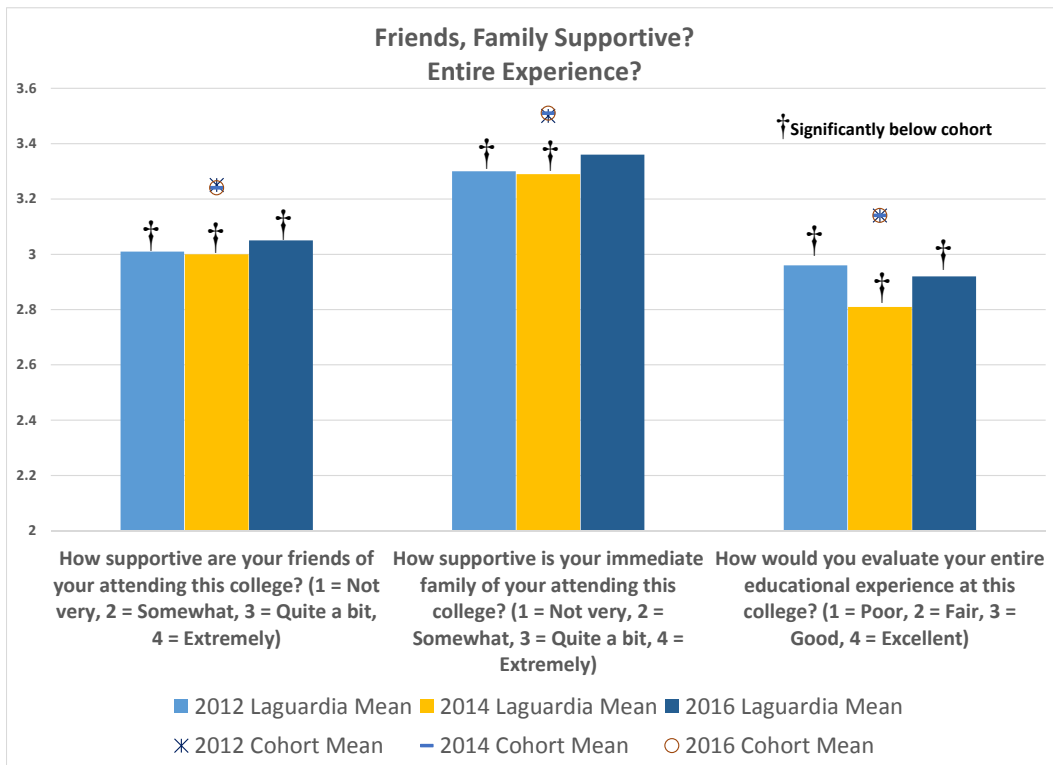


Figure 21

Acknowledgments

Professor Jeffrey Weintraub manages the administration of the survey. He develops the list of classes that CCSSE uses to randomly select those for administration. He works hard for several weeks to gain the cooperation of faculty. LaGuardia faculty are to be thanked for their gracious acceptance of this imposition on their teaching time and for their encouragement of their students to fill this survey out. Erez Lenchner and Veron Sundar assisted Professor Weintraub in the distribution and collection of surveys in classes.