

**COMMUNITY COLLEGE OF SOUTHERN NEVADA**

**2006 COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT**

**CCSN Office of Institutional Research and Planning**

Frank DiPuma, Director

John Bearce, Research Analyst

Diane E. Waryas, Assessment Analyst

## **2006 Community College Survey of Student Engagement**

### **Executive Summary**

#### Overview

In Spring 2006 the Community College of Southern Nevada participated in the Community College Survey of Student Engagement (CCSSE). The 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. For the purposes of this Survey, student engagement is defined as the amount of time and energy that students invest in meaningful educational practices, and is measured by the Survey instrument: the Community College Student Report (CCSR), which attempts to capture student engagement as a measure of institutional quality. The CCSR features seven sections of analysis: college activities, opinions about the school, weekly activities, educational and personal growth, student services, and college experiences. Results are presented for CCSN and are benchmarked against CCSN's peer group of institutions (defined as extra large institutions with 15,000+ credit students located in suburban areas) as well as for the entire response cohort. This Executive Summary will provide a profile of CCSN student respondents to this survey, highlights from collected data, and recommend areas of attention for future institutional efforts.

#### CCSN Student Respondent Profile

To create the random sample of student respondents for CCSN, credit classes were randomly selected and then stratified by time of day. Of students selected to receive the survey, 903 students returned usable surveys, resulting in a "sixty percent of target" return rate (the ratio of adjusted number of completed surveys to target sample sizes). 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 most recent IPEDS Enrollment Report for the variables appearing in the table below. Then, the data are aggregated to compare the 2006 CCSSE Cohort member colleges. The table below provides demographic information for CCSN respondents and the CCSSE Cohort in percentages.

### CCSN CCSSE Student Respondent Profile 2006

CCSSE Demographic Question	CCSN Results
Gender	37% male; 63% female (mirrors CCSSE cohort results of 41% males and 59% females)
Age (in ranges; CCSN students range in age from 18-65 years of age)	90% are 18-39 years of age 61% are 18-24 years of age 29% are 25-39 years of age
Racial Identification	48% White/non-Hispanic 19% Asian 17% Hispanic/Latino/Spanish 8% Black/African American 1% Native American 6% Other
International Student Status	13% indicate international student status
Enrollment Status	64% full time; 36% part time (in contrast to the IPEDS report of 36% full time and 61% part time status, which is a likely result of sampling and data collection techniques; results are weighted or disaggregated to accurately reflect the student population)
Limited English Speaking Students	22% of CCSN students report that they are not native English speakers
First-Generation Status	32% of students indicate that neither of their parents has earned a degree higher than a high school diploma nor has college experience 32% indicate that their mothers' highest level of education is a high school diploma (no college experience) 23% indicate that their fathers' highest level of education is a high school diploma (no college experience)
Educational Attainment	67% report starting their college careers at CCSN 74% report their highest level of educational attainment is a high school diploma or GED 61% have completed fewer than 30 college credit hours; 39% have completed fewer than 15 college credit hours; 22% have completed 15-29 college credit hours 17% report either a certificate or associate degree 5% have an earned bachelor's degree 1% have an earned advanced degree
Grades	48% report earned grades of B+ or higher 7% report earned grades of C- or lower
External Commitments	10% report working 21+ hours per week 31% report 11+ hours per week of dependent care 24% report commuting 6+ hours per week

## Data Highlights

*College Activities:* On balance, CCSN students take their in-class efforts seriously with responses tending toward “never” on items asking frequency of skipping class or coming to class unprepared. These students also report above-average levels of activity and in-class participation, as well as above-average technological proficiency and use of technology for coursework. Outside of class, students tend to not engage with other students or their instructor for course preparation and academic purposes, or with academic counselors for planning. Of greater concern for student engagement in the college environment outside of the classroom is the finding that students report rarely working with college instructors on activities other than coursework, which would be the co and extra curricular activities that complement the classroom experience. Students report an average demand on cognitive abilities to complete coursework (e.g. memorization, analysis, judging, etc. with memorization rating the highest) and that examinations have provided an average challenge to them to do their best work at the college. The reading and writing load at the college is perhaps commensurate with these results, with students reporting an average of 1-4 books assigned annually and 1-4 books read complementarily for course purposes, and 1-4 papers or reports written annually of any length.

*Opinions about the College:* Despite the fact that CCSN students spend a considerable amount of time each week working for pay and caring for dependents, they report low levels of support from the college to help them cope with these non academic responsibilities, as well as low levels of support to help them thrive socially. These students report spending nearly no time participating in college sponsored activities, and an average of less than six hours per week preparing for class. Happily, students report above average emphasis by CCSN on helping them succeed academically, encouraging them to study, and using computers in academic work. Of interpersonal relations at the college, students are happy with their interactions with their peers and instructors, while administrative personnel and offices rated slightly lower (yet average). Respondents indicated that CCSN has done a good job at helping them acquire a general education, learn on their own, and think critically and analytically, but has not helped them learn to engage in promoting community welfare. An area deserving attention in the future is around student services, where students report only occasionally utilizing the range of services offered (e.g. skills labs, job placement, career counseling, academic advising/planning, disabled student services). Averages in this section for all items other than computer labs which students indicate they use “sometimes” are of low frequency, and students “rarely/never” use most services offered at CCSN. Child care services and job placement assistance received the lowest scores of these services. Student satisfaction with these services is also average to slightly below average, with all services except the computer lab, with which students tend to be quite pleased, and which they rate as their most important service. Of note is the result that students feel that a number of these services are more than “somewhat” important to them, in particular, academic advising and planning, career counseling, transfer credit assistance and financial aid advising.

*College Experiences:* Despite some shortcomings, students are happy with and feel supported in their educational pursuits at CCSN. The majority of respondents indicated that transfer to a four-year college or university was the reason that they would withdraw from CCSN (average of 2.58, which falls in the middle of “somewhat likely” and “likely”), that they have high social support from friends and family in attending CCSN, and rate their overall experience at CCSN between “good” and “excellent” (mean = 3.17 on 4 point scale). So, while there are some areas of focus for future improvement, CCSN is generally faring well in the eyes of its students.

## Recommendations

Aside from the obvious and perennial need to attend to curricular strengths and improvements that keep up with market and discipline demands, two areas of consideration emerge from the results discussed:

### 1. Increased Attention to Student Engagement

CCSN students report generally positive experiences in the classroom, but little to no stimulation in the area of co and extra curricular activities. While it may be argued that such an emphasis is not the objective of a community college, substantial research over the past ten years substantiates the importance of co and extra curricular engagement as a complement to classroom experiences. Students who are more engaged outside of the classroom as a complement to their curricular development have more enriching college careers and are more satisfied overall. How can students at CCSN be better engaged and in what ways can instructors be more involved with that process? These are questions worth investigating.

### 2. How Can Student Services Be Better Utilized?

The results of the CCSSE reveal that students believe services offered to them are important to their success, but surprisingly, they do not utilize these services at commensurate levels. Moreover, when they use the services, they are generally satisfied. Why are students not taking advantage of these services? Given the amount of time students spend commuting and generally not on campus for a variety of reasons, it is possible that low access and awareness of these services contributes to the relatively low utilization. It would be worthwhile to investigate these results and possible explanations.

# Community College of Southern Nevada Overview of 2006 CCSSE Survey Results

## 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.

---

## CCSSE Member Colleges

Beginning this year, CCSSE will utilize a 3-year cohort of participating colleges (2004 through 2006) in all of its data analyses<sup>1</sup>, including the computation of benchmark scores. This cohort is referred to as the **2006 CCSSE Cohort**.

This new approach increases the total number of institutions and students contributing to the national dataset, which in turn increases the reliability of the overall results. In addition, the 3-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

The 2006 CCSSE Cohort is comprised of a total of 447 institutions across 46 states participating between 2004 and 2006. Two hundred forty-seven of these member colleges are classified as small (< 4,500), 105 as medium (4,500-7,999), 57 as large (8,000-14,999), and 38 as extra-large institutions (15,000 + credit students).<sup>2</sup> One hundred nineteen of the Cohort member colleges are located in urban areas, 119 in suburban areas, and 209 in rural areas.

CCSN falls into the Extra-Large size category and is classified as being located in a suburban area.

---

<sup>1</sup> For returning participants, the college's most recent year of participation is included in data analyses. For example, if a college participated in 2004 and 2006, only the 2006 data would be used in the 3-year cohort.

<sup>2</sup> These enrollment statistics are based on the most recent IPEDS data with the exception of situations in which it is necessary for colleges to self-report.

## 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 at CCSN, 903 students submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 60%. 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. See exclusionary rules. 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.)

## 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 most recent IPEDS Enrollment Report for the following variables: gender, race and ethnicity, student age, and enrollment status (part- or full-time). The data are aggregated to compare the 2006 *CCSSE* Cohort survey respondent population to the total student population of the 2006 *CCSSE* Cohort member colleges.

### Gender (survey item #30)

Of the 875 student respondents at our college who answered this item, 37% are male and 63% are female. This mirrors the full population of the *CCSSE* Cohort community college students, comprised of 41% males and 59% females.

### Age (survey item #29)

Student respondents at CCSN range in age from 18 to over 65 years old. (Students under 18 were excluded from analysis) Approximately 90% are between 18 to 39 years old; 61% are 18 to 24 years old while 29% are 25 to 39 years old.

### Racial Identification (survey item #34)

Forty-eight percent of student respondents identify themselves as White/non-Hispanic, 17% as Hispanic/Latino/Spanish, 8% as Black or African American, and 19% as Asian. One percent of the student respondents are Native American. Six percent marked “other” when responding to the question, “What is your racial identification?”

### International Students (survey item #33)

Thirteen percent of our students responded yes to the question, “Are you an international student or foreign national?”

### Enrollment Status (survey item #2)

Sixty-four percent of the student respondents at CCSN report attending college full-time, while 39% of the 2006 *CCSSE* Cohort colleges’ total student population attended full-time. Only 36% of surveyed students report being part-time college students, compared to 61% as reported to IPEDS. 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 2003 IPEDS population data.***

### **Limited English Speaking Students (survey item #32)**

Students with limited English speaking skills, or those whose native language is not English, comprise a significant proportion of students in community colleges. At our institution, 22% of enrolled students are non-native English speakers.

### **First-Generation Status (survey item #36)**

Thirty-two% of students indicate that neither parent has earned a degree higher than a high school diploma nor has college experience; accordingly, these students are considered "first-generation" status. Thirty-two percent indicate that their mothers' highest level of education is a high school diploma (with no college experience), and 23% indicate that level for their fathers.

### **Educational Attainment (survey items #1 and #35)**

Sixty-seven percent of the respondents report starting their college careers at CCSN. Approximately 74% of students indicate that their highest level of educational attainment is a high school diploma or GED; 61% have completed fewer than 30 credit hours of college-level work; 17% report either a certificate or an associate degree; 5% have earned a bachelor's degree; and 1% have earned an advanced degree.

### **Credit Hours Earned (survey item #23)**

Thirty-nine percent of surveyed students have completed fewer than 15 credit hours; 22% have completed 15-29 credit hours; and 39% have completed more than 30 credit hours.

### **Grades (survey item #21)**

Forty-eight percent of students report that they earned grades of *B+* or higher, while 7% of students report that they earned grades of *C-* or lower.

### **External Commitments (survey item #10)**

Ten percent of students work 21 or more hours per week; 31% of students care for dependents at least 11 hours per week; and 24% of students spend at least 6 hours per week commuting to class.

### **Excluded Respondents**

The total counts of respondents in an institution's raw data file will differ from the numbers reported in the institutional reports due to intentional exclusion of certain surveys. Exclusion in accord with consistent decision rules serves the purpose of ensuring that all institutional reports are based on the same sampling methods and that results therefore are comparable across institutions. 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 invalid<sup>3</sup>.
- ✘ Students reported their age as under 18.
- ✘ Students indicated that they had taken the survey in a previous class.

<sup>3</sup> 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.

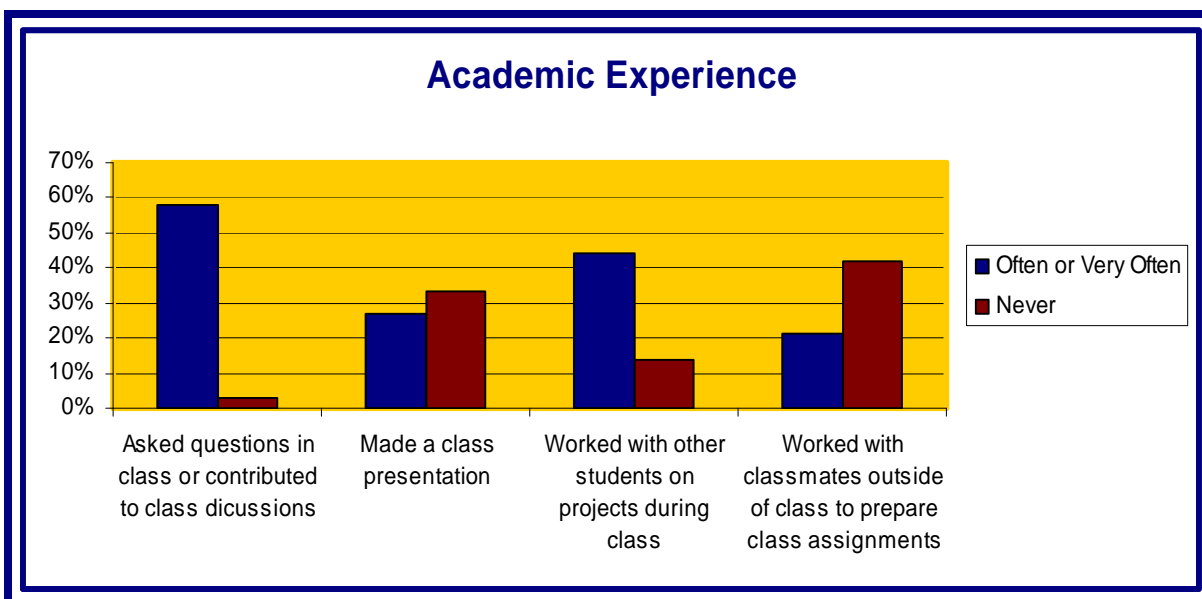
## Selected Findings

### 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 several 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:

- ✘ “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.



### Benchmark Summary

Community College Survey of Student Engagement  
2006 Benchmark Summary Table - All Students  
**Community College of Southern Nevada**

All Students				
Benchmark	Your College	Comparison Group Statistics		
			ExLarge Colleges	2006 CCSSE Cohort
Active and Collaborative Learning	44.0	Benchmark Score	49.2	50.0
		Score Difference	-5.1	-6.0
Student Effort	47.4	Benchmark Score	49.5	50.0
		Score Difference	-2.1	-2.6
Academic Challenge	47.6	Benchmark Score	49.5	50.0
		Score Difference	-1.9	-2.4
Student-Faculty Interaction	43.3	Benchmark Score	48.5	50.0
		Score Difference	-5.3	-6.7
Support for Learners	44.6	Benchmark Score	48.9	50.0
		Score Difference	-4.3	-5.4
		Number of Colleges	38	447

**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 2006 CCSSE Cohort) from your college's score on each benchmark.

**2006 CCSSE Cohort Benchmark Deciles**  
**All Students**  
**Community College of Southern Nevada**

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 2006 CCSSE Cohort 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.

2006 CCSSE Cohort	All Students										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	38.2	45.5	47.2	48.1	49.2	50.2	51.1	52.3	53.4	55.6	80.1
Student Effort	38.5	45.6	47.3	48.5	49.4	50.4	51.2	52.0	53.2	55.0	77.6
Academic Challenge	34.6	45.5	47.4	48.5	49.3	50.0	50.9	52.0	52.9	54.2	74.1
Student-Faculty Interaction	35.3	45.6	47.3	48.4	49.4	50.3	51.4	52.7	53.8	55.9	65.9
Support for Learners	38.8	45.3	46.8	48.2	49.4	50.4	51.9	53.1	54.7	57.4	86.5

ExLarge Colleges	All Students										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	44.0	45.5	46.1	46.9	47.5	48.2	49.0	50.6	51.7	53.4	59.5
Student Effort	43.8	45.9	46.9	47.6	48.7	49.0	49.7	51.2	51.9	53.9	57.0
Academic Challenge	44.1	45.7	47.6	48.2	49.0	49.5	49.9	50.9	51.8	53.5	55.4
Student-Faculty Interaction	42.4	43.9	44.9	47.4	48.0	48.8	49.7	50.2	51.5	52.7	54.6
Support for Learners	43.3	44.8	46.2	47.1	48.2	48.8	49.2	50.0	51.0	52.3	60.7

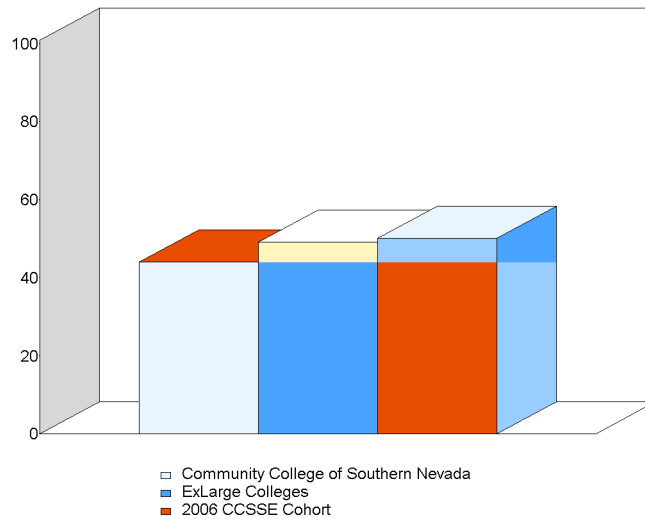
  

Suburban Colleges	All Students										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	42.2	44.4	46.7	47.7	48.6	49.7	50.5	51.1	52.5	54.7	68.6
Student Effort	40.0	45.5	46.9	47.8	48.7	49.5	50.2	51.1	52.1	53.8	59.4
Academic Challenge	42.4	46.3	47.6	48.8	49.4	49.9	50.4	51.7	52.7	53.9	58.8
Student-Faculty Interaction	40.3	45.4	47.0	48.3	49.4	50.2	51.2	51.9	53.3	54.7	65.9
Support for Learners	41.1	44.4	45.6	47.2	48.3	49.4	50.3	51.4	52.8	55.2	64.9

## 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			
Community College of Southern Nevada	ExLarge Colleges	2006 CCSSE Cohort	
<b>All Students</b>	44.0	49.2	50.0

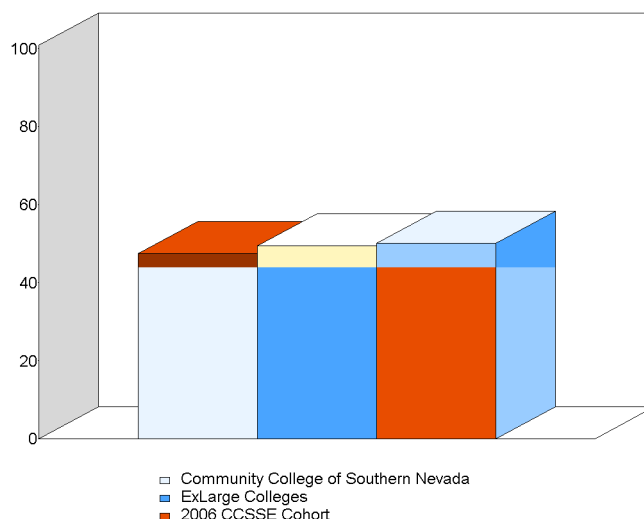
Active and Collaborative Learning	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2006 CCSSE Cohort Mean	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	2.77	2.86		2.90	
4b. Made a class presentation	1.88	2.05		2.02	
4f. Worked with other students on projects during class	2.28	2.42		2.45	
4g. Worked with classmates outside of class to prepare class assignments	1.74	1.82		1.85	
4h. Tutored or taught other students (paid or voluntary)	1.26	1.36		1.37	
4i. Participated in a community-based project as a part of a regular course	1.20	1.28		1.28	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.50	2.54		2.55	



## 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.



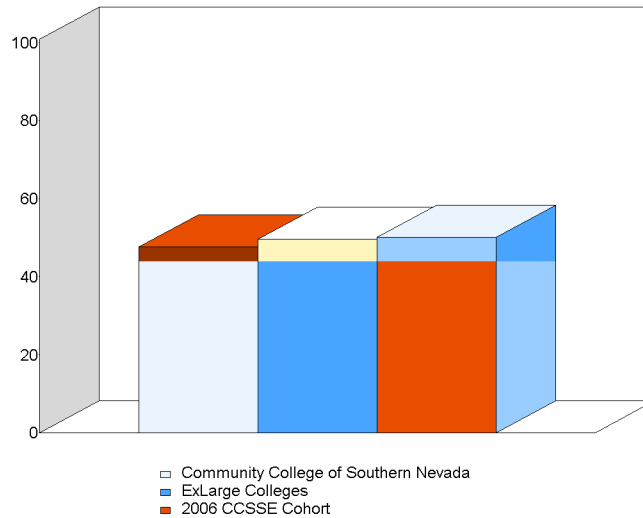
#### Benchmark Scores

	Community College of Southern Nevada	ExLarge Colleges	2006 CCSSE Cohort
<b>All Students</b>	47.4	49.5	50.0

Student Effort	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.28	2.47		2.47	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.55	2.69		2.68	
4e. Came to class without completing readings or assignments	1.84	1.92		1.89	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.04	2.10		2.08	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.83	1.83		1.88	
13d1. Frequency: Peer or other tutoring	1.38	1.46		1.45	
13e1. Frequency: Skill labs (writing, math, etc.)	1.62	1.70		1.71	
13h1. Frequency: Computer lab	2.15	2.06		2.09	

## 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			
	Community College of Southern Nevada	ExLarge Colleges	2006 CCSSE Cohort
<b>All Students</b>	47.6	49.5	50.0

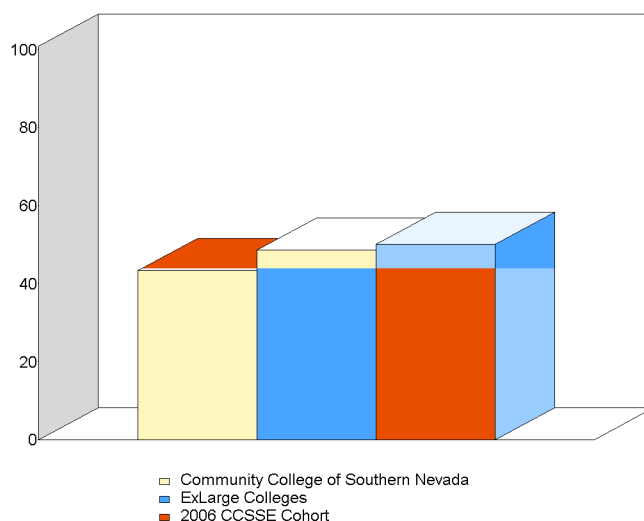
Academic Challenge	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.40	2.48		2.51	
5b. Analyzing the basic elements of an idea, experience, or theory	2.86	2.83		2.80	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.68	2.68		2.67	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.46	2.53		2.51	
5e. Applying theories or concepts to practical problems or in new situations	2.57	2.60		2.60	
5f. Using information you have read or heard to perform a new skill	2.58	2.68		2.71	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.80	2.82		2.84	
6c. Number of written papers or reports of any length	2.54	2.80	▼	2.80	▼
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	4.98	4.94		5.01	
9a. Encouraging you to spend significant amounts of time studying	2.88	2.91		2.93	

[NOTE: Directional arrows in charts highlight those items where CCSN falls notably above or below the mean of our comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]



## 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.



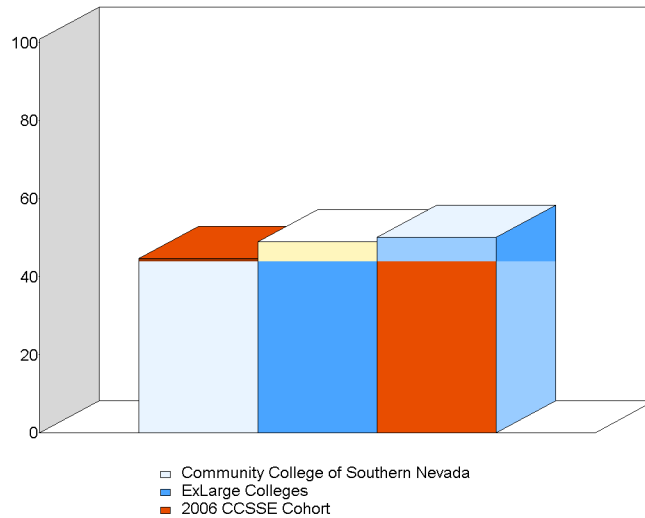
### Benchmark Scores

	Community College of Southern Nevada	ExLarge Colleges	2006 CCSSE Cohort
<b>All Students</b>	43.3	48.5	50.0

Student-Faculty Interaction	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.26	2.32		2.30	
4l. Discussed grades or assignments with an instructor	2.30	2.44		2.48	▼
4m. Talked about career plans with an instructor or advisor	1.68	1.90	▼	1.98	▼
4n. Discussed ideas from your readings or classes with instructors outside of class	1.54	1.68		1.71	▼
4o. Received prompt feedback (written or oral) from instructors on your performance	2.50	2.60		2.64	
4q. Worked with instructors on activities other than coursework	1.30	1.35		1.38	

[NOTE: Directional arrows in charts highlight those items where CCSN falls notably above or below the mean of our comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

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

	Community College of Southern Nevada	ExLarge Colleges	2006 CCSSE Cohort
<b>All Students</b>	44.6	48.9	50.0

Support for Learners	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2006 CCSSE Cohort Mean	Above/Below Mean
9b. Providing the support you need to help you succeed at this college	2.86	2.88		2.91	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.39	2.46		2.42	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.75	1.87		1.88	
9e. Providing the support you need to thrive socially	1.91	2.03		2.05	
9f. Providing the financial support you need to afford your education	2.09	2.26		2.36	▼
13a1. Frequency: Academic advising/planning	1.55	1.68		1.74	▼
13b1. Frequency: Career counseling	1.37	1.46		1.43	

[NOTE: Directional arrows in charts highlight those items where CCSN falls notably above or below the mean of our comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]



Community College Survey of Student Engagement  
 2006 Benchmark Summary Table - Enrollment Status Breakout  
**Community College of Southern Nevada**

Part-Time Students				
Benchmark	Your College	Comparison Group Statistics		
			ExLarge Colleges	2006 CCSSE Cohort
Active and Collaborative Learning	41.9	Benchmark Score	46.1	46.1
		Score Difference	-4.2	-4.2
Student Effort	45.2	Benchmark Score	46.2	46.4
		Score Difference	-1.1	-1.3
Academic Challenge	45.6	Benchmark Score	46.4	45.9
		Score Difference	-0.8	-0.3
Student-Faculty Interaction	40.9	Benchmark Score	45.6	46.6
		Score Difference	-4.7	-5.7
Support for Learners	43.8	Benchmark Score	47.0	48.6
		Score Difference	-3.2	-4.8
		Number of Colleges	38	447

Full-Time Students				
Benchmark	Your College	Comparison Group Statistics		
			ExLarge Colleges	2006 CCSSE Cohort
Active and Collaborative Learning	51.0	Benchmark Score	55.0	56.2
		Score Difference	-3.9	-5.2
Student Effort	54.9	Benchmark Score	55.5	55.6
		Score Difference	-0.6	-0.7
Academic Challenge	54.4	Benchmark Score	55.6	55.7
		Score Difference	-1.2	-1.3
Student-Faculty Interaction	51.3	Benchmark Score	54.1	55.9
		Score Difference	-2.7	-4.5
Support for Learners	47.3	Benchmark Score	52.6	54.5
		Score Difference	-5.3	-7.2
		Number of Colleges	38	447

**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 2006 CCSSE Cohort) from your college's score on each benchmark.