

The Community College Survey of Student Engagement (CCSSE)

Overview of 2005 Survey Results



Colorado Mountain College

Introduction

The Community College Survey of Student Engagement 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 Member Colleges

CCSSE conducted its pilot survey in 2001, a field test in 2002, and national administrations in the spring of 2003, 2004, and 2005. A total of 257 institutions across 38 states participated in the 2005 administration. Eighteen of these member colleges are classified by size as extra-large institutions (15,000 + credit students), 28 as large (8,000-14,999), 61 as medium (4,500-7,999), and 150 as small (< 4,500)¹. Seventy-two of the 2005 member colleges are located in urban areas, 59 in suburban areas, and 126 in rural areas.

The CCSSE was administered at Colorado Mountain College (CMC) during spring 2005 and CMC falls into the medium size category and is classified as being located in a rural area.

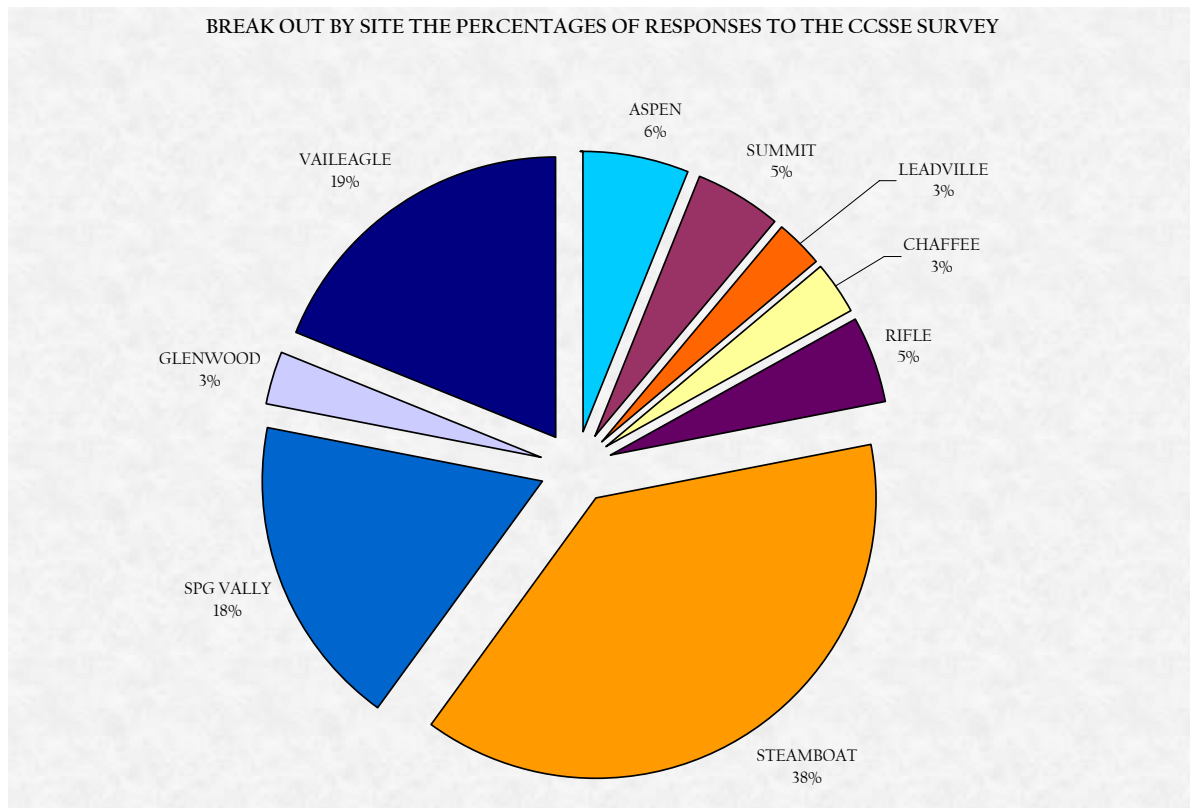
Student Respondents

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 our institution, 512 students submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 41%. Percent of target rate is the ratio of the adjusted number of completed surveys

¹These enrollment statistics are based on Fall 2003 IPEDS data.

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)

Respondents by Campus



Some of the locations had inadequate representation during this initial administration of the CCSSE. For future administrations, it will be important to have a better return rate from more of the sites if we are to obtain results that are more generalizable and representative of all of CMC.

2005 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 2003 IPEDS Enrollment Report for the following variables: gender, race and ethnicity, student age, and enrollment status (full- or part-time). The data are aggregated to compare the 2005 CCSSE survey respondent population to the total student population of 2005 CCSSE member colleges.

Gender (survey item #30)

Of the student respondents at our college who answered this item, 46% are male and 54% are female. This approximately mirrors our population (42% male; 58% female), the size group comparison population (40% male; 60% female), and the full

² See exclusionary rules on pp.4-5.

population of CCSSE community college students, comprised of 41% males and 59% females.

Age (survey item #29)

2005 CCSSE student respondents at CMC range in age from 18 to 65+ years old. Approximately 85% are between 18 to 39 years old; 62% are 18 to 24 years old while 23% are 25 to 39 years old. Our population tends to be older, but the respondents approximate comparison group data.

Racial Identification (survey item #34)

Eighty four percent of student respondents identify themselves as White/non-Hispanic, 5% as Hispanic/Latino/Spanish, 0% as Black or African American, and 1% as Asian. 1 percent of the student respondents are Native American. Just over 4 percent marked "other" when responding to the question, "What is your racial identification?" Minority groups were somewhat less represented in this sample than our general population and comparison groups.

International Students (survey item #33)

Just over 4 percent of our students responded yes to the question, "Are you an international student or foreign national?"

Enrollment Status (survey item #2)

Fifty six percent of the student respondents at CMC report attending college full-time, while 40% of the CCSSE 2005 colleges' total student population attended full-time. Only 44% of surveyed students report being part-time college students, compared to over 80% 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. For the size group comparison, 41% of the students were full-time, and 59% were part-time.

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, generally comprise a significant proportion of students in community colleges. At our institution, 10% of enrolled students are non-native English speakers and this is comparable with other colleges.

First-Generation Status (survey item #36)

Of the students who indicate that neither parent has earned a degree higher than a high school diploma nor has college experience, approximately 28% are considered "first-generation" status. 28 percent indicate that their mothers' highest level of

education is a high school diploma (with no college experience), and 29% indicate that level for their fathers. These percentages are closer to 50% for other colleges.

Educational Attainment (survey items #1 and #35)

Forty three percent of the respondents report starting their college careers at CMC. Approximately 54% of students indicate that their highest level of educational attainment is a high school diploma or GED; 14% report either a certificate or an associate degree; 22% have earned a bachelor's degree; and 7% have earned an advanced degree. Comparison colleges appear to have fewer higher degrees and more students with high school diplomas.

Credit Hours Earned (survey item #23)

Seventy percent of surveyed students have completed fewer than 15 credit hours; 18% have completed 15-29 credit hours; and 12% have completed more than 30 credit hours. This last percentage is more than doubled at comparative colleges, while the 15-29 credit hour category has similar percentages.

Grades (survey item #21)

Forty nine percent of students report that they earned grades of *B+* or higher, while 1% of students report that they earned grades of *C-* or lower. These percentages are similar to those reported by comparison college students.

External Commitments (survey item #10)

Seventy percent of students work 21 or more hours per week (somewhat higher than comparison groups); 20% of students care for dependents at least 11 hours per week; and 75% of students spend at least 1-5 hours per week commuting to class. These are comparable to other colleges, but a little more time is spent commuting overall by comparison group students.

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 out of range for its corresponding class packet. *This rule ensures that CCSSE collects information only from the classes that were randomly sampled.*

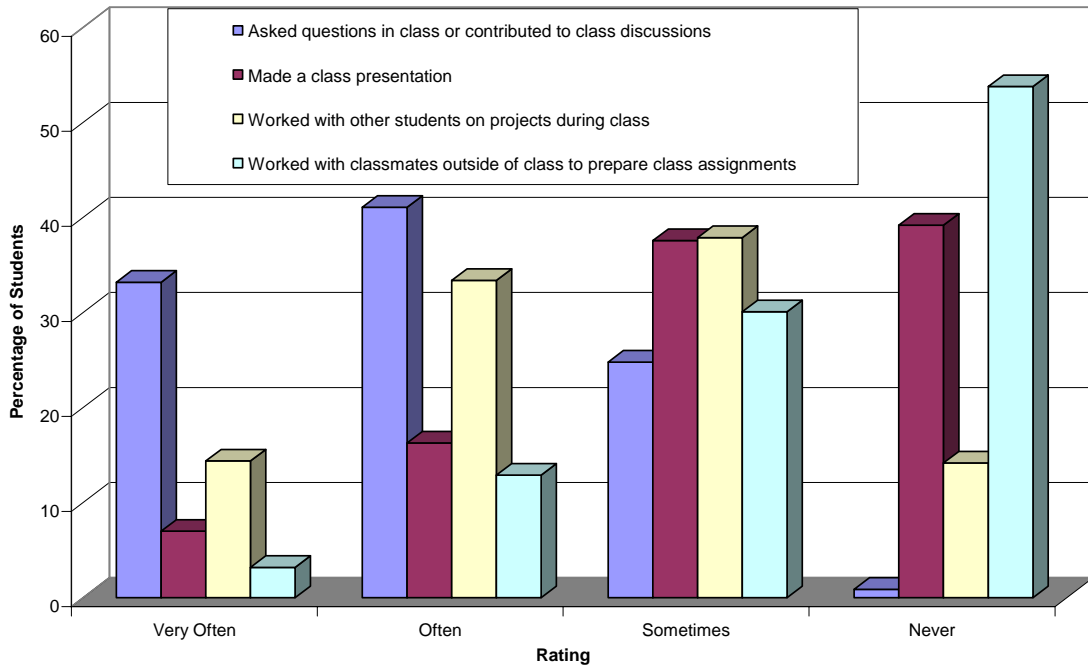
- ✘ The survey is invalid³.
 - ✘ Students reported their age as under 18.
 - ✘ Students indicated that they had taken the survey in a previous class.
 - ✘ Over-sampled respondents are not included. These are surveys that individual institutions paid an additional fee to acquire. Because there are no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

Selected Findings

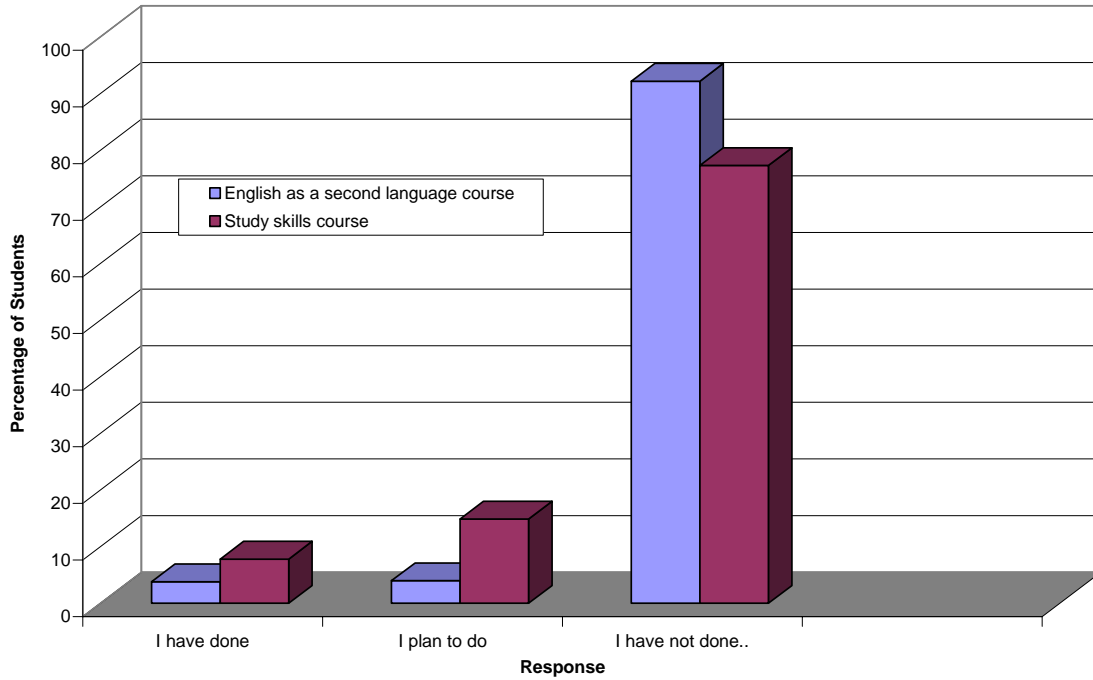
In the CCSSE Overview of 2005 National Survey Results, findings are highlighted in terms of key topics such as: Academic Experience, Educational Goals, Barriers to Persistence, Student Satisfaction, and Student and Academic Support Services. The survey items associated with these areas are listed in the index at the end of this document. Charts/data are presented below on 8 such areas. For Academic Experience, while students tended to contribute in class and worked with other students on projects during class, they did not tend to make presentations or work with classmates outside of class. The majority had not taken ESL or Study Skills classes, nor did they plan to do so. The majority had not sought nor did they plan to seek Curricular Experiences such as internships, orientation classes, honors classes, or learning communities. The feedback on Student Learning was generally positive. The majority of the respondents indicated they were primarily here for personal interest, followed by desire to earn a degree/certificate, or obtain job-related skills. Working and lack of finances appear to be the major barriers to persistence. Student Satisfaction was relatively high, with the majority (68%) indicating that they would return to CMC; 95% suggesting that they would recommend CMC to a friend/family member; and 88% stating that their overall educational experience at CMC was “excellent” (53%) to “good” (35%). Data for Student & Academic Support Services are given also and suggest a general lack of knowledge and use of these services.

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.

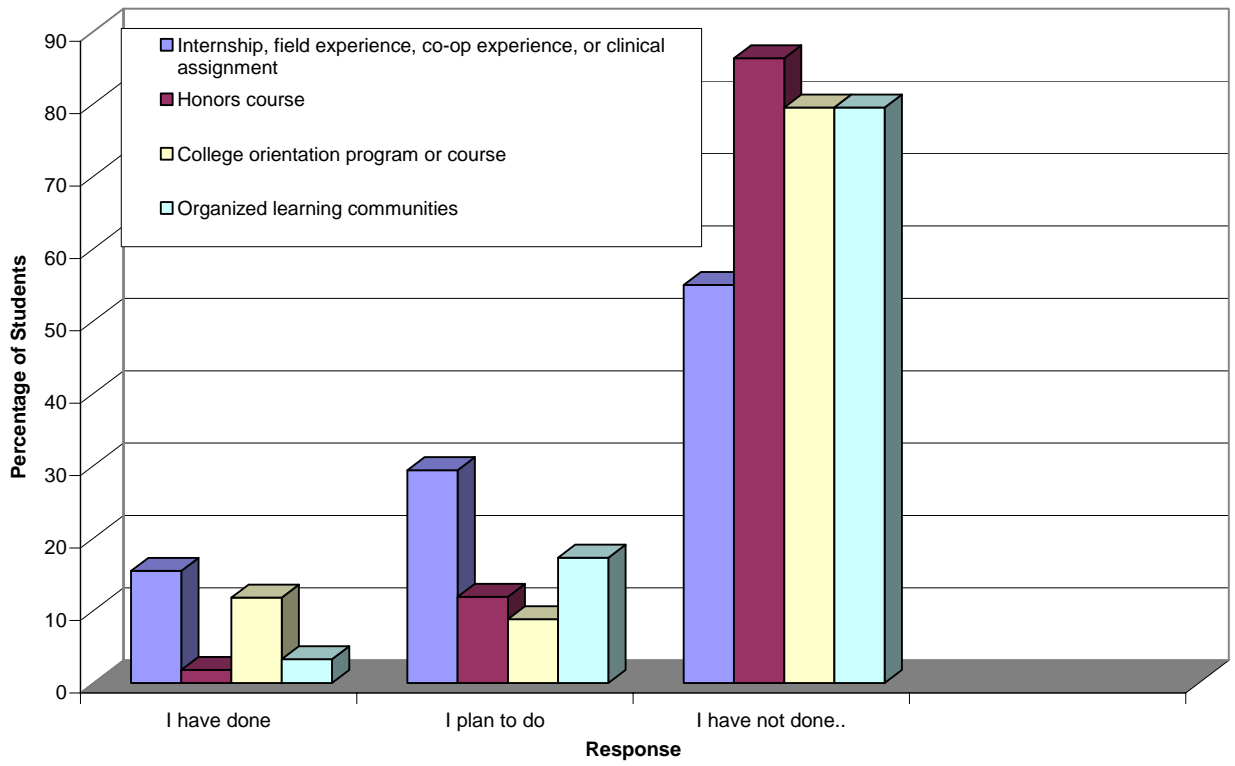
CMC-CCSSE Category Academic Experience



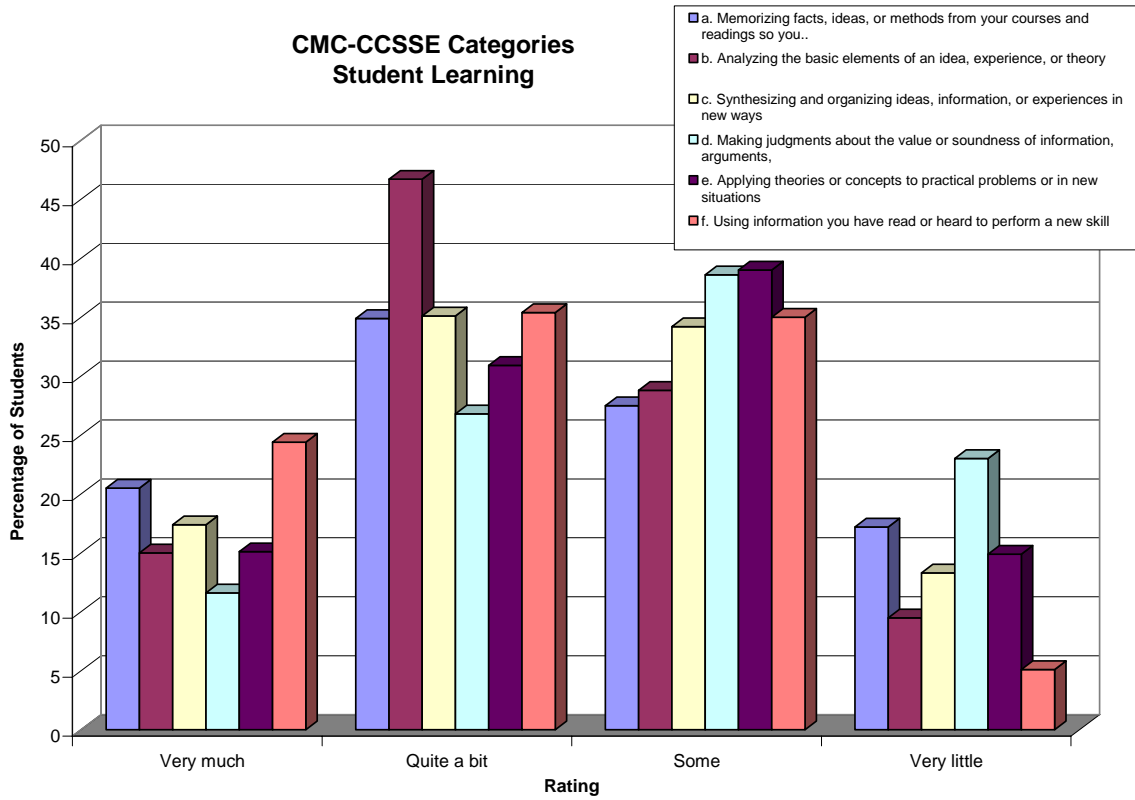
CMC-CCSSE Category ESL & Study Skills



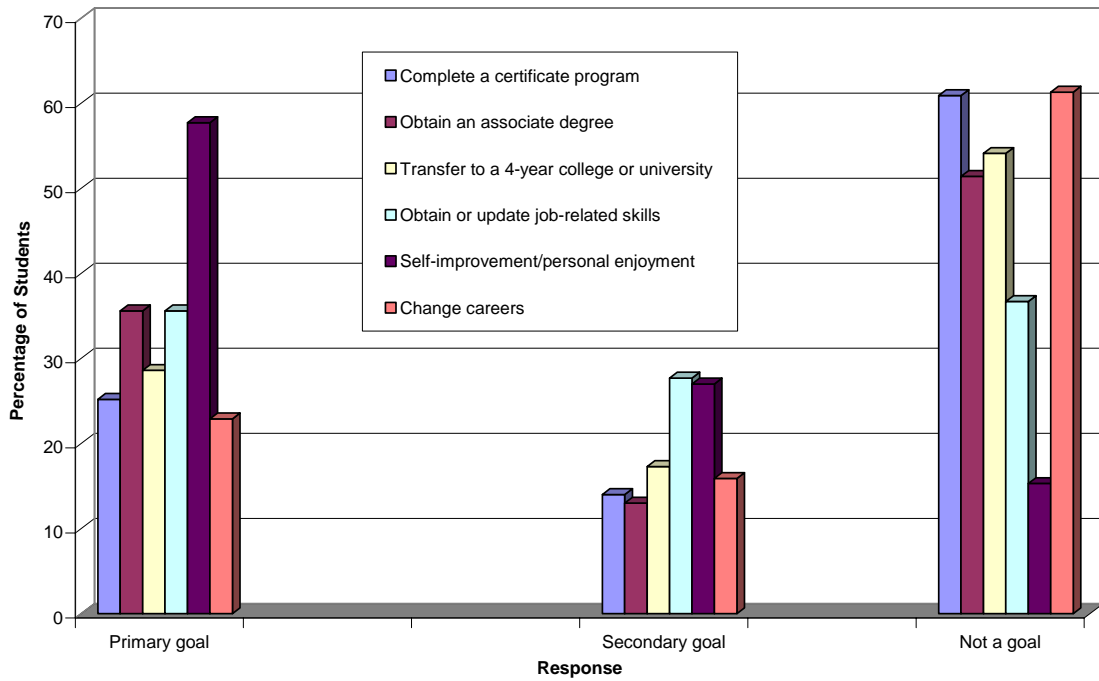
CMC-CCSSE Categories Curricular Experiences



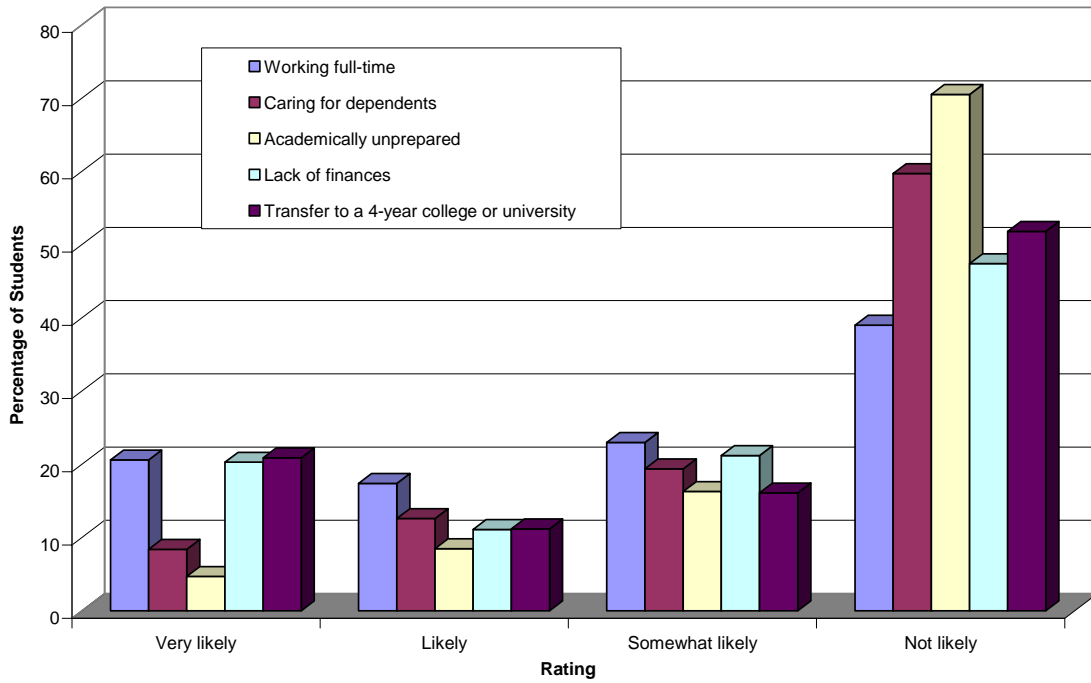
CMC-CCSSE Categories Student Learning



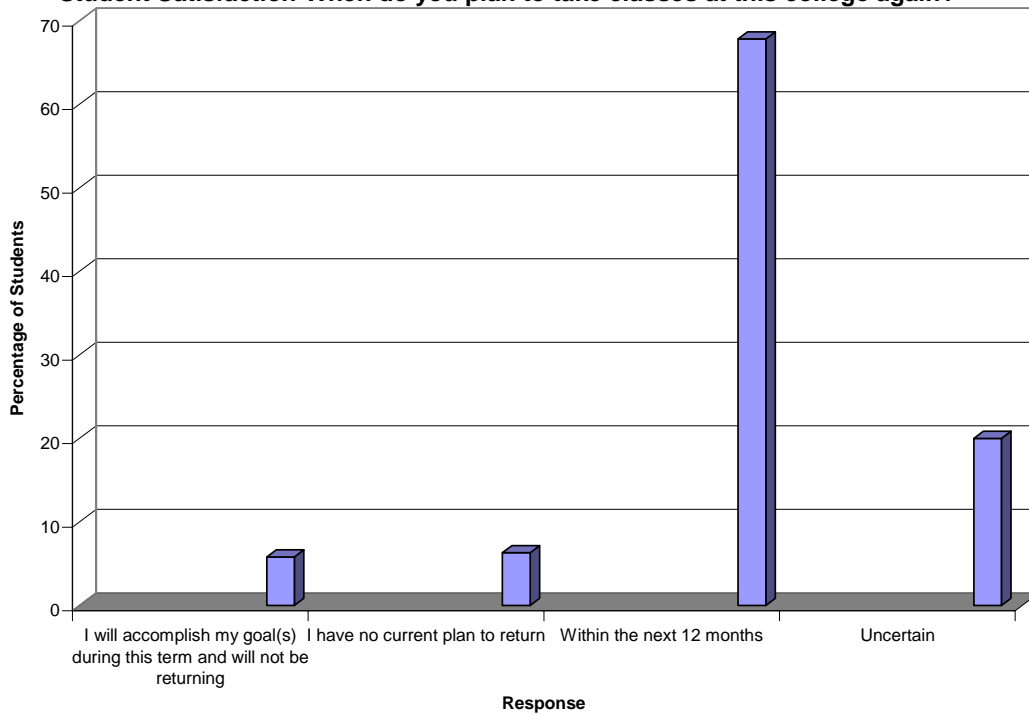
CMC-CCSSE Categories Educational Goals

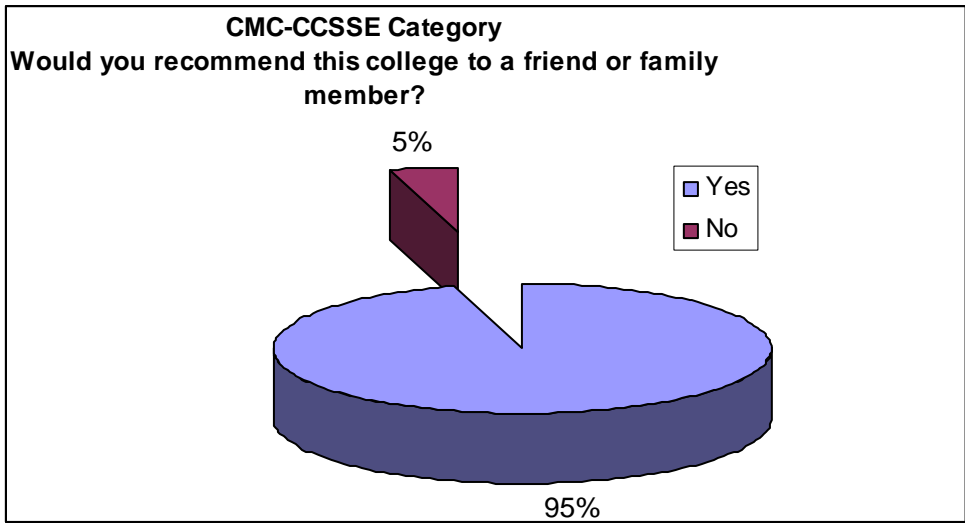


CMC-CCSSE Categories Barriers to Persistence

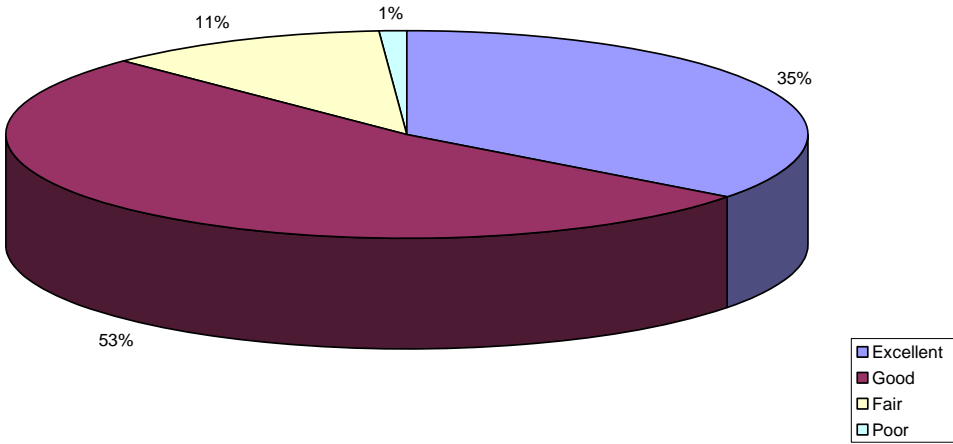


CMC-CCSSE Category Student Satisfaction-When do you plan to take classes at this college again?





CMC-CCSSE Category Student Satisfaction
How would you evaluate your entire educational experience at this college?



Student & Academic Support Services

(1) Frequency of Use

	Often	Some- times	Rarely/ Never	Don't know N.A.	
a. Academic advising/planning	6	34	38	22	
b. Career counseling	3	16	47	34	
c. Job placement assistance	2	7	38	54	
d. Peer or other tutoring	2	10	39	49	*
e. Skill labs (writing, math, etc.)	9	13	33	45	
f. Child care	1	3	28	68	
g. Financial aid advising	6	18	32	44	*
h. Computer lab	19	19	32	31	*
i. Student organizations	4	10	34	51	
j. Transfer credit assistance	5	17	32	46	
k. Services to students with disabilities	2	5	25	69	

(2) Satisfaction

	Very	Some- what	Not at all	N.A.	
a. Academic advising/planning	23	33	7	37	
b. Career counseling	10	25	12	53	
c. Job placement assistance	3	12	13	72	
d. Peer or other tutoring	5	14	8	73	
e. Skill labs (writing, math, etc.)	9	19	7	65	*
f. Child care	2	3	8	87	
g. Financial aid advising	12	17	11	61	
h. Computer lab	28	22	6	45	
i. Student organizations	7	14	9	70	
j. Transfer credit assistance	10	20	7	63	
k. Services to students with disabilities	2	6	6	86	

(3) Importance

	Very	Some- what	Not at all	
a. Academic advising/planning	45	27	29	*
b. Career counseling	33	30	38	*
c. Job placement assistance	22	28	50	*
d. Peer or other tutoring	19	31	51	*
e. Skill labs (writing, math, etc.)	28	25	47	*
f. Child care	14	18	68	*
g. Financial aid advising	41	15	44	*
h. Computer lab	44	21	34	*
i. Student organizations	15	26	59	*
j. Transfer credit assistance	41	18	41	*
k. Services to students with disabilities	31	14	55	*

Benchmark Data

According to the benchmark summary table that follows for all students, CMC's scores fall below those of size groups and all CCSSE colleges on all 5 benchmarks, especially for Student Effort and Academic Challenge and below the 50th percentile. Descriptions, charts, and items reflecting each of these benchmarks are also provided below. These data suggest an overall need to improve on all benchmarks. However, a somewhat different picture emerges when the data are examined by enrollment status in the tables that follow the benchmarks for all students. While the scores for part-time students follow a pattern similar to that of all students, the benchmark scores are much higher for full-time students and are above those of comparison colleges for Active & Collaborative Learning, as well as, Student-Faculty Interaction (about the 90th percentile, overall). The remaining three benchmarks are either about the same (Student Effort) or slightly below comparison colleges. Thus, while, overall, full-time students appear to be more engaged learners, CMC needs to better address the needs of part-time students.

Community College Survey of Student Engagement				
2005 Benchmark Summary Table - All Students				
Colorado Mountain College				
All Students				
Benchmark	Colorado Mountain College	Comparison Group Statistics		
			Medium Colleges	2005 Colleges
Active and Collaborative Learning	48.4	Benchmark Score	49.9	50.0
		Score Difference	-1.5	-1.6
Student Effort	38.7	Benchmark Score	49.9	50.0
		Score Difference	-11.2	-11.3
Academic Challenge	39.9	Benchmark Score	50.3	50.0
		Score Difference	-10.4	-10.1
Student-Faculty Interaction	45.1	Benchmark Score	50.1	50.0
		Score Difference	-5.0	-4.9
Support for Learners	42.4	Benchmark Score	49.6	50.0
		Score Difference	-7.3	-7.6
		Number of Colleges	61	257
<p>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.</p>				
<p>Score Difference: The result of subtracting the comparison group score (same size colleges or 2005 colleges) from your college's score on each benchmark.</p>				

2005 CCSSE Benchmark Deciles

All Students

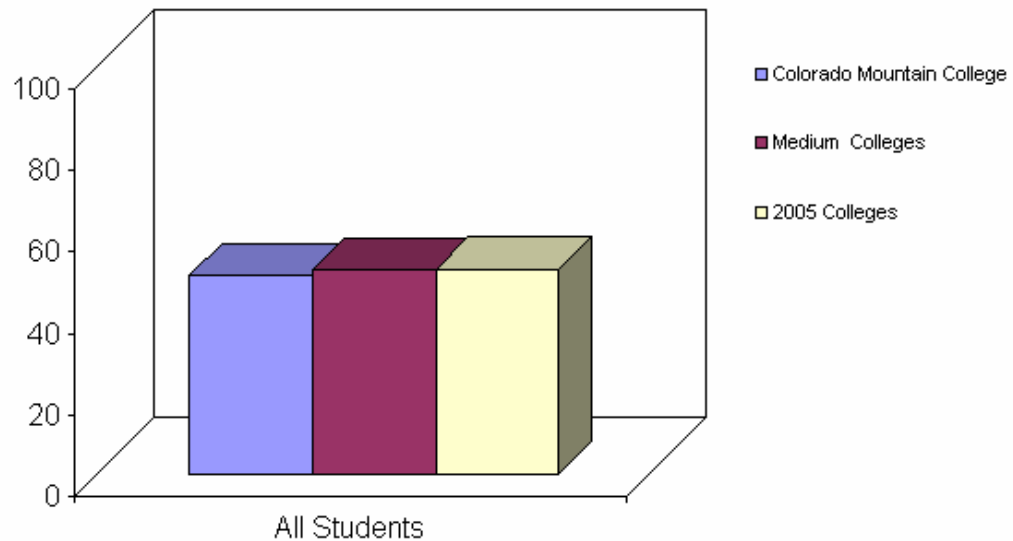
Colorado Mountain College

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 2005 participating group of colleges 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.

All Students											
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
All 2005 Colleges											
Active and Collaborative Learning	38.4	45.6	47.2	48.1	49.2	50.2	51.0	51.7	52.7	55.0	67.4
Student Effort	38.9	46.1	47.4	48.4	49.5	50.6	51.4	52.2	53.5	55.0	60.2
Academic Challenge	39.9	45.6	47.4	48.9	49.6	50.1	50.8	51.7	52.6	53.9	66.5
Student - Faculty Interaction	41.2	45.8	47.7	48.8	49.9	50.8	51.7	52.6	54.1	55.9	66.0
Support for Learners	42.3	45.9	47.2	48.0	49.4	50.3	51.2	52.4	54.4	56.7	62.6
Small Colleges											
Active and Collaborative Learning	38.4	46.1	47.7	48.7	49.7	50.8	51.4	52.6	53.7	56.7	67.4
Student Effort	40.7	46.3	47.8	49.4	50.7	51.2	52.0	53.0	53.9	55.3	59.6
Academic Challenge	41.4	45.5	47.4	48.6	49.5	50.2	50.8	51.8	52.8	54.4	66.5
Student - Faculty Interaction	41.2	46.5	48.4	49.7	50.9	51.8	52.8	54.1	55.4	57.3	66.0
Support for Learners	44.9	47.1	48.0	49.2	50.3	51.6	52.9	54.5	56.1	58.0	62.6
Medium Colleges											
Active and Collaborative Learning	42.7	44.8	47.5	48.1	48.9	50.0	51.0	51.7	52.5	53.8	60.6
Student Effort	38.9	45.7	47.7	48.4	48.9	49.7	51.0	51.9	52.7	54.4	58.3
Academic Challenge	39.9	46.4	48.6	49.4	49.7	50.1	50.8	51.9	53.0	54.3	57.5
Student - Faculty Interaction	44.4	45.4	47.7	48.5	49.3	49.9	50.9	52.3	52.9	54.2	56.2
Support for Learners	42.3	44.9	46.7	47.6	48.5	49.6	50.5	51.8	52.4	54.5	59.5
Large Colleges											
Active and Collaborative Learning	43.6	45.6	46.5	47.8	48.2	49.7	50.1	50.7	51.2	52.6	55.0
Student Effort	45.7	46.0	47.4	48.5	48.6	49.8	50.7	51.1	51.9	54.5	60.2
Academic Challenge	45.3	45.6	46.9	49.0	50.1	50.5	51.4	52.3	52.7	53.8	56.6
Student - Faculty Interaction	43.2	45.0	47.2	48.6	49.4	50.2	50.7	51.0	52.1	53.6	55.9
Support for Learners	42.8	45.3	45.8	47.1	47.8	49.5	49.9	51.2	52.0	53.9	56.6
Extra Large Colleges											
Active and Collaborative Learning	45.2	45.7	45.8	46.1	46.8	47.2	48.6	50.9	51.0	52.4	55.1
Student Effort	45.1	45.8	46.2	46.5	47.8	48.0	49.0	50.5	52.0	54.1	55.1
Academic Challenge	44.6	45.3	47.7	48.5	49.5	49.6	50.0	51.2	52.6	52.6	52.6
Student - Faculty Interaction	43.3	43.8	45.3	46.5	47.7	49.1	49.7	50.3	51.4	52.2	52.4
Support for Learners	43.8	45.0	45.9	47.2	47.9	48.0	49.4	49.5	50.7	51.3	58.0
Urban Colleges											
Active and Collaborative Learning	41.7	45.7	46.8	47.8	49.3	50.2	51.0	51.4	52.5	54.7	60.3
Student Effort	41.7	47.3	48.2	48.6	49.4	50.9	51.7	52.4	54.4	55.5	60.2
Academic Challenge	45.3	46.9	48.9	49.6	50.0	50.4	51.5	52.6	53.7	55.1	66.5
Student - Faculty Interaction	43.2	45.4	46.9	48.3	48.8	50.1	50.7	52.2	53.3	54.3	60.7
Support for Learners	43.8	45.8	47.2	48.0	48.8	49.7	50.8	51.8	52.4	55.0	59.5
Suburban Colleges											
Active and Collaborative Learning	42.4	45.5	46.0	47.8	48.3	49.6	50.8	51.2	52.0	53.8	67.4
Student Effort	43.4	45.8	46.3	47.8	48.5	49.6	50.6	51.6	52.3	54.1	59.6
Academic Challenge	41.9	45.3	47.3	49.3	49.5	50.1	50.6	51.0	52.4	52.8	59.3
Student - Faculty Interaction	41.2	44.9	47.5	48.4	49.9	50.5	51.1	51.8	54.2	55.0	59.0
Support for Learners	42.3	44.9	45.7	47.3	48.5	49.6	50.0	51.1	52.2	56.7	62.6
Rural Colleges											
Active and Collaborative Learning	38.4	46.1	47.7	48.4	49.3	50.3	51.4	52.7	53.7	56.1	62.0
Student Effort	38.9	46.1	46.8	48.4	50.2	50.9	51.7	52.5	53.6	54.4	58.4
Academic Challenge	39.9	45.2	46.9	48.2	49.0	49.8	50.7	51.5	52.4	53.8	56.8
Student - Faculty Interaction	42.6	46.5	48.6	49.6	50.6	51.4	52.4	52.9	55.1	57.1	66.0
Support for Learners	42.4	46.7	47.7	48.5	50.3	51.2	52.8	54.4	55.6	57.5	61.8

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.



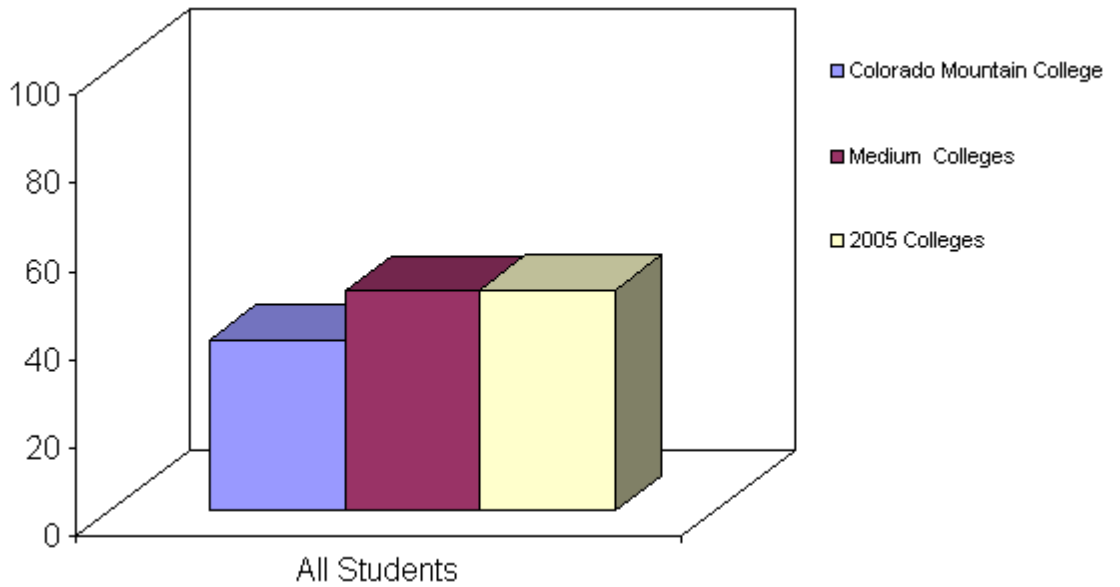
Benchmark Scores

	Colorado Mountain College	Medium Colleges	2005 Colleges
All Students	48.4	49.9	50.0

- Active and Collaborative Learning**
- 4a. Asked questions in class or contributed to class discussions
 - 4b. Made a class presentation
 - 4f. Worked with other students on projects during class
 - 4g. Worked with classmates outside of class to prepare class assignments
 - 4h. Tutored or taught other students (paid or voluntary)
 - 4i. Participated in a community-based project as a part of a regular course
 - 4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-

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.



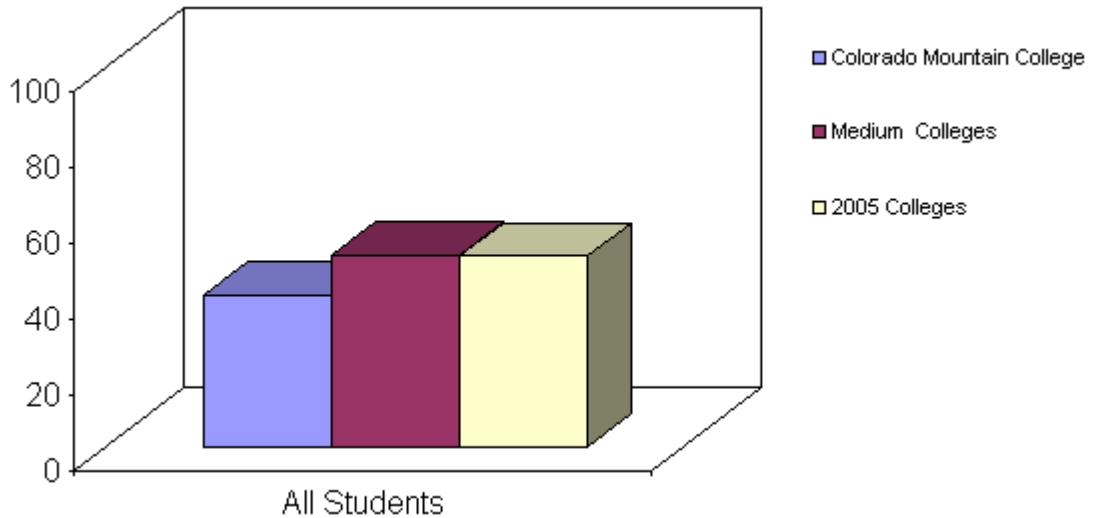
Benchmark Scores

	Colorado Mountain College	Medium Colleges	2005 Colleges
All Students	38.7	49.9	50.0

Student Effort	
4c.	Prepared two or more drafts of a paper or assignment before turning it in
4d.	Worked on a paper or project that required integrating ideas or information from various sources
4e.	Come to class without completing readings or assignments
6b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
10a.	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
13d.	Frequency of use: Peer or other tutoring
13e.	Frequency of use: Skill labs
13h.	Frequency of use: Computer lab

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.

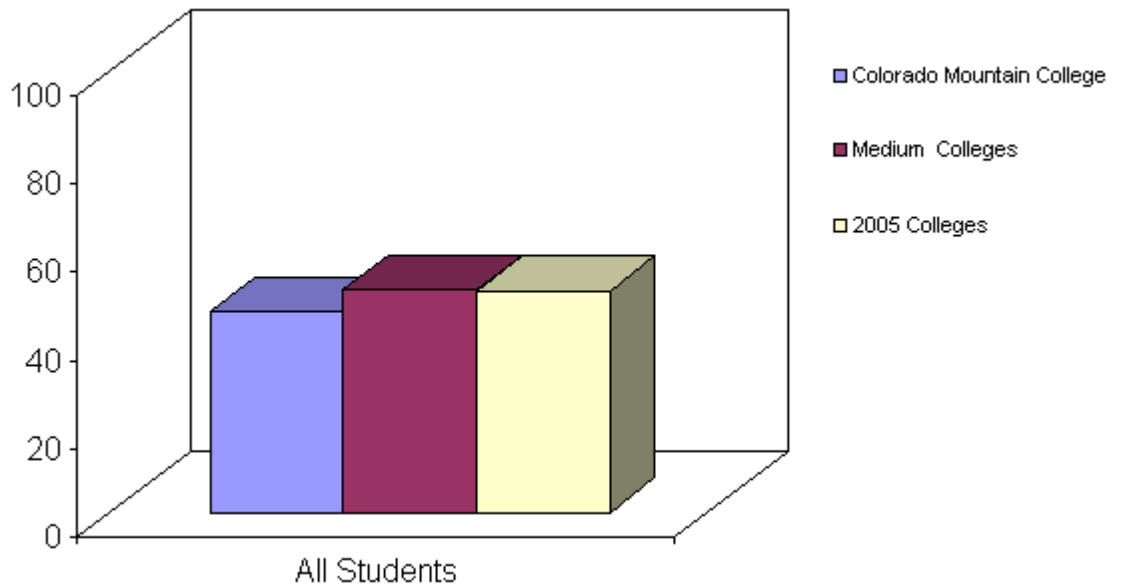


Benchmark Scores			
	Colorado Mountain College	Medium Colleges	2005 Colleges
All Students	39.9	50.3	50.0

Academic Challenge	
4p.	Worked harder than you thought you could to meet an instructor's standards or expectations
5b.	Analyzing the basic elements of an idea, experience, or theory
5c.	Synthesizing and organizing ideas, information, or experiences in new ways
5d.	Making judgments about the value or soundness of information, arguments, or methods
5e.	Applying theories or concepts to practical problems or in new situations
5f.	Using information you have read or heard to perform a new skill
6a.	Number of assigned textbooks, manuals, books, or book-length packs of course readings
6c.	Number of written papers or reports of any length
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
9a.	Encouraging you to spend significant amounts of time studying

**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.

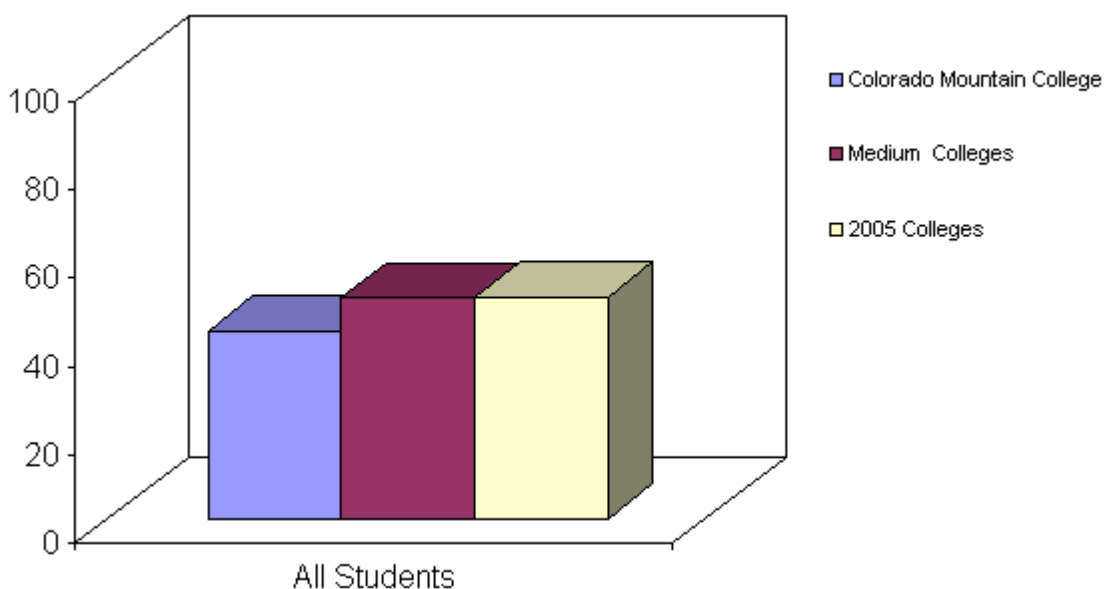


Benchmark Scores			
	Colorado Mountain College	Medium Colleges	2005 Colleges
All Students	45.1	50.1	50.0

Student-Faculty Interaction	
4k.	Used email to communicate with an instructor
4l.	Discussed grades or assignments with an instructor
4m.	Talked about career plans with an instructor or advisor
4n.	Discussed ideas from your readings or classes with instructors outside of class
4o.	Received prompt feedback (written or oral) from instructors on your performance
4q.	Worked with instructors on activities other than coursework

**Support for Learners
Bar Charts and Benchmark Item Composition
All Students**

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

	Colorado Mountain College	Medium Colleges	2005 Colleges
All Students	42.4	49.6	50.0

Support for Learners	
9b.	Providing the support you need to help you succeed at this college
9c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
9d.	Helping you cope with your non-academic responsibilities (work, family, etc.)
9e.	Providing the support you need to thrive socially
9f.	Providing the financial support you need to afford your education
13a.	Frequency: Academic advising/planning
13b.	Frequency: Career Counseling

Community College Survey of Student Engagement
 2005 Benchmark Summary Table - Enrollment Status Breakout
Colorado Mountain College

Part-Time Students				
Benchmark	Colorado Mountain College	Comparison Group Statistics		
			Medium Colleges	2005 Colleges
Active and Collaborative Learning	45.5	Benchmark Score	45.7	45.9
		Score Difference	-0.2	-0.3
Student Effort	34.8	Benchmark Score	46.3	46.5
		Score Difference	-11.4	-11.6
Academic Challenge	37.0	Benchmark Score	46.7	46.1
		Score Difference	-9.7	-9.1
Student-Faculty Interaction	41.6	Benchmark Score	46.3	46.8
		Score Difference	-4.7	-5.2
Support for Learners	40.2	Benchmark Score	47.6	48.2
		Score Difference	-7.4	-8.0
		Number of Colleges	61	257
Full-Time Students				
Benchmark	Colorado Mountain College	Comparison Group Statistics		
			Medium Colleges	2005 Colleges
Active and Collaborative Learning	60.7	Benchmark Score	56.0	55.9
		Score Difference	4.7	4.9
Student Effort	55.8	Benchmark Score	55.5	55.8
		Score Difference	0.3	-0.1
Academic Challenge	52.6	Benchmark Score	55.9	55.7
		Score Difference	-3.3	-3.1
Student-Faculty Interaction	60.2	Benchmark Score	55.8	56.4
		Score Difference	4.4	3.8
Support for Learners	51.7	Benchmark Score	52.7	54.2
		Score Difference	-1.0	-2.5
		Number of Colleges	61	257

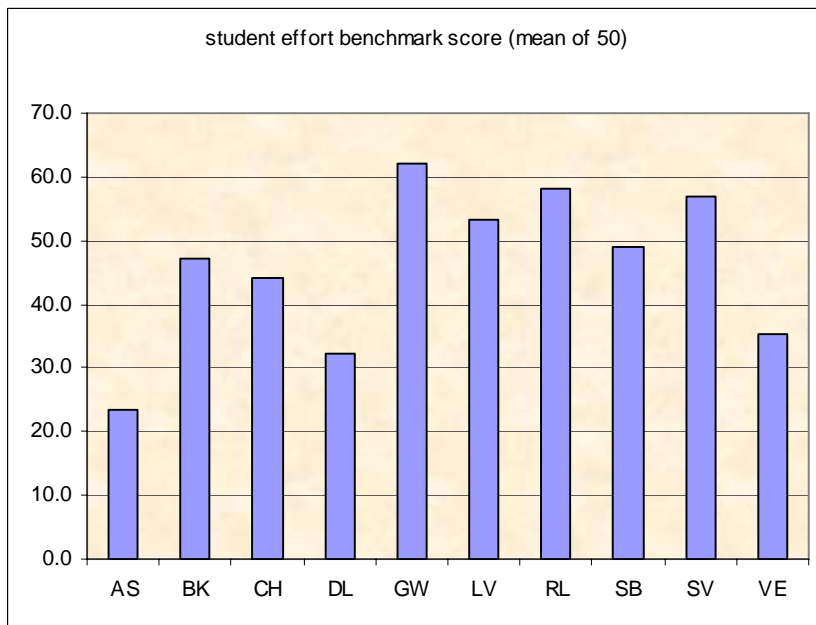
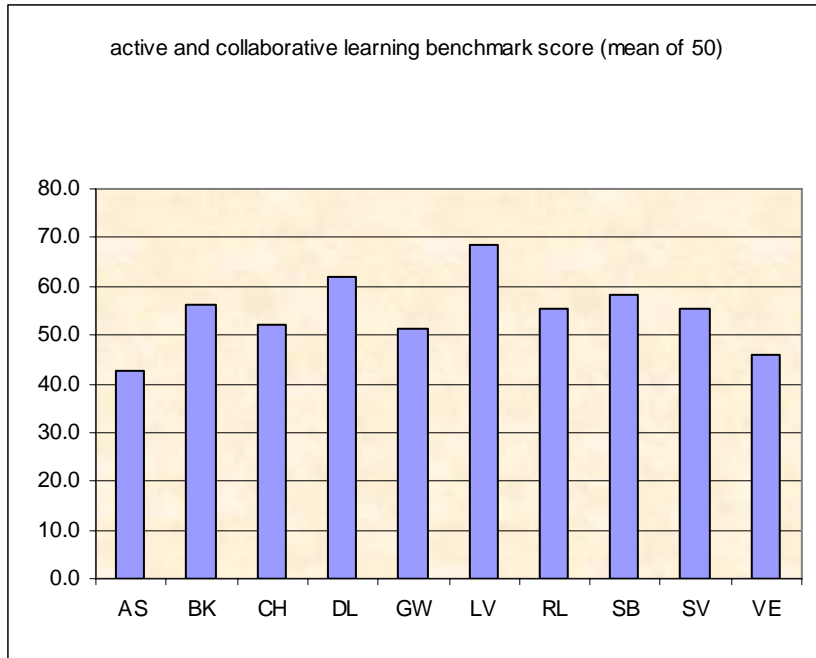
Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that

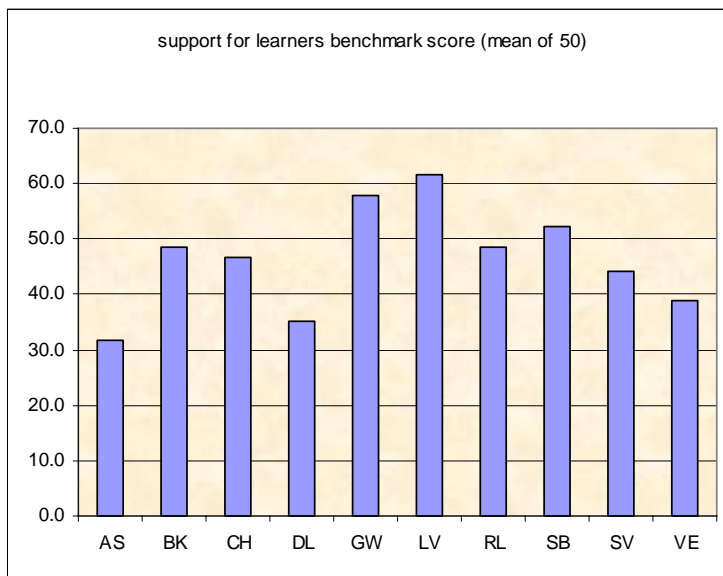
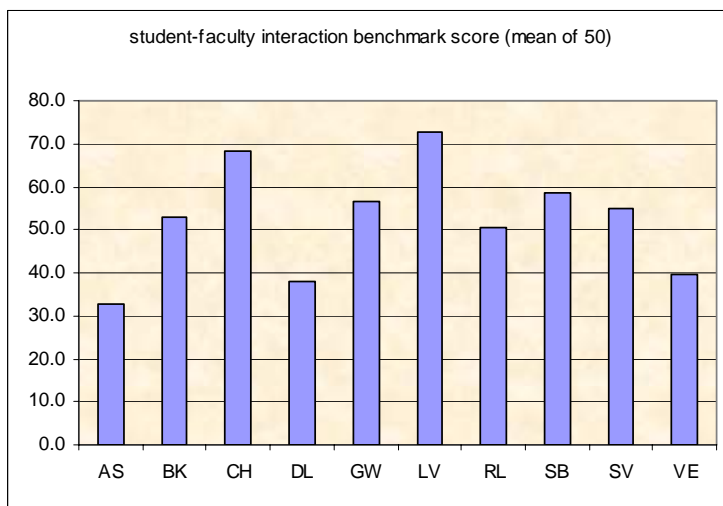
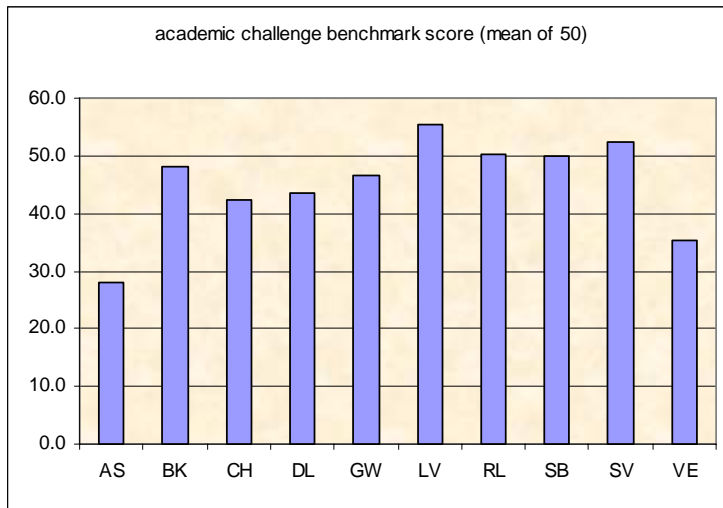
2005 CCSSE Benchmark Deciles
Enrollment Status Breakout
Colorado Mountain College

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for both part-time and full-time students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2005 participating group of colleges 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.

	Part-Time Students										Full-Time Students											
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
All 2005 Colleges																						
Active and Collaborative Learning	34.0	40.7	42.8	43.7	44.5	45.7	46.7	47.5	49.1	50.0	63.4	44.9	51.0	52.7	53.8	54.9	55.7	56.7	57.7	58.8	61.0	69.0
Student Effort	34.1	41.1	43.3	44.6	45.7	47.0	47.8	48.6	49.9	51.0	57.0	41.9	51.1	52.6	53.5	54.6	55.8	57.0	57.8	58.6	61.1	69.7
Academic Challenge	30.8	41.0	42.8	44.2	45.4	46.7	47.3	48.0	49.3	50.6	58.5	44.6	51.5	52.7	54.2	54.7	55.3	56.1	57.4	58.2	59.5	72.0
Student - Faculty Interaction	35.3	41.6	43.6	44.7	45.9	46.9	47.6	48.8	49.8	51.4	63.4	46.2	50.8	53.2	54.2	55.2	56.2	57.0	58.3	60.1	62.0	69.4
Support for Learners	37.6	42.9	44.6	45.7	46.9	47.8	49.1	50.5	51.8	53.5	61.6	44.7	48.4	50.3	51.3	52.6	53.4	54.4	56.1	57.9	60.9	70.6
Small Colleges																						
Active and Collaborative Learning	34.0	40.3	42.7	43.6	44.4	45.8	47.0	48.5	49.3	52.2	63.4	44.9	51.2	52.9	54.3	55.6	56.3	57.7	58.4	60.3	61.5	69.0
Student Effort	34.1	40.5	43.3	44.8	46.1	47.4	48.2	49.1	50.0	52.1	54.9	41.9	50.9	52.6	53.7	55.0	57.1	57.8	58.2	59.4	61.4	69.7
Academic Challenge	30.8	39.7	41.8	43.5	44.7	45.9	47.2	47.7	49.2	50.7	58.5	44.6	51.0	52.4	53.4	54.7	55.3	56.5	57.6	58.6	60.1	72.0
Student - Faculty Interaction	35.3	41.6	43.8	45.1	46.2	47.3	48.0	49.4	50.8	53.5	63.4	46.2	51.3	53.7	55.0	56.1	57.3	58.5	60.3	61.8	63.7	69.4
Support for Learners	37.6	42.8	44.9	46.5	47.6	49.1	50.8	51.8	53.0	55.4	61.6	47.0	50.0	51.3	52.8	53.6	55.0	56.2	58.1	59.7	62.6	70.6
Medium Colleges																						
Active and Collaborative Learning	34.4	41.5	42.3	43.7	44.9	45.7	47.2	47.4	48.4	49.7	56.6	49.0	51.9	53.3	54.0	55.0	56.0	57.1	57.6	57.9	60.7	66.4
Student Effort	35.0	41.7	43.4	44.7	45.3	46.6	47.8	48.3	50.1	50.9	53.0	46.1	52.3	53.0	53.5	54.2	55.4	56.2	56.9	57.7	58.7	68.0
Academic Challenge	34.7	42.5	44.1	45.1	46.5	47.1	47.7	48.2	49.5	50.6	55.7	48.2	53.0	54.0	54.6	54.9	55.5	55.9	56.9	57.6	59.3	64.6
Student - Faculty Interaction	35.7	41.6	43.0	44.5	45.4	46.9	47.9	49.0	49.5	49.9	52.2	49.6	51.4	53.4	53.9	55.1	56.1	56.5	57.8	58.6	60.1	62.1
Support for Learners	40.2	42.9	44.4	45.6	46.7	47.5	48.5	49.4	50.7	51.3	57.3	44.7	48.0	49.7	50.7	51.7	52.3	52.8	54.1	55.8	57.6	63.7
Large Colleges																						
Active and Collaborative Learning	40.6	42.2	43.8	44.1	44.8	45.6	45.8	46.8	47.3	48.4	52.0	47.9	50.3	51.7	52.7	54.3	55.2	55.6	56.5	57.3	59.6	62.8
Student Effort	40.8	42.2	43.7	44.8	46.1	46.3	47.1	47.7	48.0	49.9	57.0	50.4	51.1	52.6	53.7	54.3	55.3	55.8	56.9	58.6	60.1	62.5
Academic Challenge	40.2	42.5	43.3	45.1	46.3	46.6	47.5	48.5	49.3	52.4	52.7	51.8	52.0	52.5	54.2	54.6	55.4	56.6	57.6	58.4	59.5	60.3
Student - Faculty Interaction	38.6	42.0	43.9	44.9	45.5	46.4	46.7	47.8	48.9	50.0	50.9	47.0	49.1	53.4	54.1	54.6	55.4	55.9	56.7	58.1	60.5	60.7
Support for Learners	39.7	43.9	44.2	44.8	45.7	46.1	47.1	48.4	49.1	52.7	53.5	45.5	47.6	48.9	50.3	52.2	52.8	53.6	54.0	56.1	56.8	60.5
Extra Large Colleges																						
Active and Collaborative Learning	41.8	41.9	43.1	43.6	43.8	44.3	45.3	46.1	49.1	49.8	51.6	49.9	50.5	51.0	52.1	52.8	53.5	54.2	54.8	55.4	57.6	59.6
Student Effort	39.3	41.3	43.0	43.6	44.5	45.4	45.7	47.5	49.9	50.7	51.5	51.1	51.4	51.7	52.5	54.2	54.6	55.1	56.4	58.3	58.6	59.7
Academic Challenge	41.5	42.5	44.4	45.0	45.8	46.6	46.7	47.5	48.0	49.7	50.0	49.9	50.9	53.1	54.0	54.4	54.8	55.1	55.6	56.4	57.6	58.1
Student - Faculty Interaction	40.7	41.3	43.1	43.2	43.8	45.9	45.9	47.2	48.8	49.9	50.6	47.9	48.5	51.1	52.8	53.4	53.9	54.9	55.2	56.2	56.4	57.3
Support for Learners	41.5	43.2	43.8	44.6	46.2	46.6	46.9	47.2	48.2	49.7	54.0	47.9	47.9	48.9	50.7	51.2	51.3	52.7	52.8	54.4	56.4	63.3
Urban Colleges																						
Active and Collaborative Learning	39.0	41.9	43.3	44.3	45.3	46.1	47.1	47.4	48.7	49.8	56.0	47.9	50.7	52.7	53.9	55.0	55.8	56.6	57.3	58.1	60.5	66.2
Student Effort	39.0	42.9	44.5	45.2	45.9	47.3	48.3	49.1	50.4	51.7	57.0	46.1	52.7	53.5	54.3	55.4	56.7	57.7	58.3	59.4	61.6	68.0
Academic Challenge	40.2	42.5	44.1	45.7	46.7	47.3	47.8	49.3	50.4	52.6	58.5	49.9	52.4	53.7	54.6	55.2	56.0	57.4	58.5	59.3	60.3	72.0
Student - Faculty Interaction	38.6	42.5	43.3	44.2	45.2	46.7	47.5	48.9	49.9	50.8	59.5	47.7	50.1	52.9	53.4	54.2	55.6	56.5	57.5	58.6	60.6	62.9
Support for Learners	41.5	44.0	45.6	46.1	46.9	47.8	48.3	49.4	51.0	53.4	57.3	45.0	48.1	49.5	50.3	52.5	52.9	54.0	55.0	56.2	58.1	63.7
Suburban Colleges																						
Active and Collaborative Learning	38.5	42.1	43.2	43.8	44.5	45.0	46.1	47.3	48.4	49.8	63.4	46.0	50.5	51.8	52.2	54.0	54.5	55.4	57.1	57.7	60.6	69.0
Student Effort	39.3	41.7	43.3	44.1	45.7	46.4	47.2	47.8	49.1	50.4	52.9	48.9	51.1	52.0	53.0	53.7	54.7	55.7	56.3	57.5	58.5	62.3
Academic Challenge	36.4	41.5	43.8	45.0	45.8	46.8	47.1	47.7	48.6	50.0	57.1	49.2	51.8	54.0	54.5	54.6	55.2	55.6	56.2	56.9	57.7	60.1
Student - Faculty Interaction	35.9	42.3	44.1	45.2	46.2	46.7	47.8	48.3	49.4	50.0	56.2	46.2	49.8	53.5	54.1	54.8	55.1	56.3	57.1	58.4	60.4	64.9
Support for Learners	40.6	43.4	44.0	44.6	46.1	47.0	47.5	49.2	50.8	53.4	61.3	44.7	48.0	49.7	50.7	51.2	52.4	53.2	54.0	55.9	58.7	67.2
Rural Colleges																						
Active and Collaborative Learning	34.0	39.6	42.0	43.4	44.0	45.6	46.5	48.2	49.4	50.3	62.5	44.9	52.1	52.9	54.3	55.3	56.1	57.6	58.4	60.1	61.5	65.6
Student Effort	34.1	40.1	41.9	44.0	45.7	46.9	47.8	48.6	49.7	50.9	54.9	41.9	50.0	52.2	53.2	54.4	56.4	57.3	58.0	58.9	61.3	69.7
Academic Challenge	30.8	39.3	41.7	43.3	44.3	45.5	46.9	47.6	48.6	50.1	55.6	44.6	50.8	52.2	52.7	54.3	55.0	55.8	57.5	58.2	59.3	63.6
Student - Faculty Interaction	35.3	41.1	43.1	44.6	45.9	47.1	47.7	48.8	50.0	52.6	63.4	48.0	51.8	53.7	55.5	56.1	56.5	58.0	60.2	61.9	64.3	69.4
Support for Learners	37.6	41.6	44.3	45.3	47.5	49.1	50.6	51.6	52.7	54.7	61.6	45.5	50.0	51.3	52.2	53.5	54.6	56.7	58.3	60.1	62.6	70.6

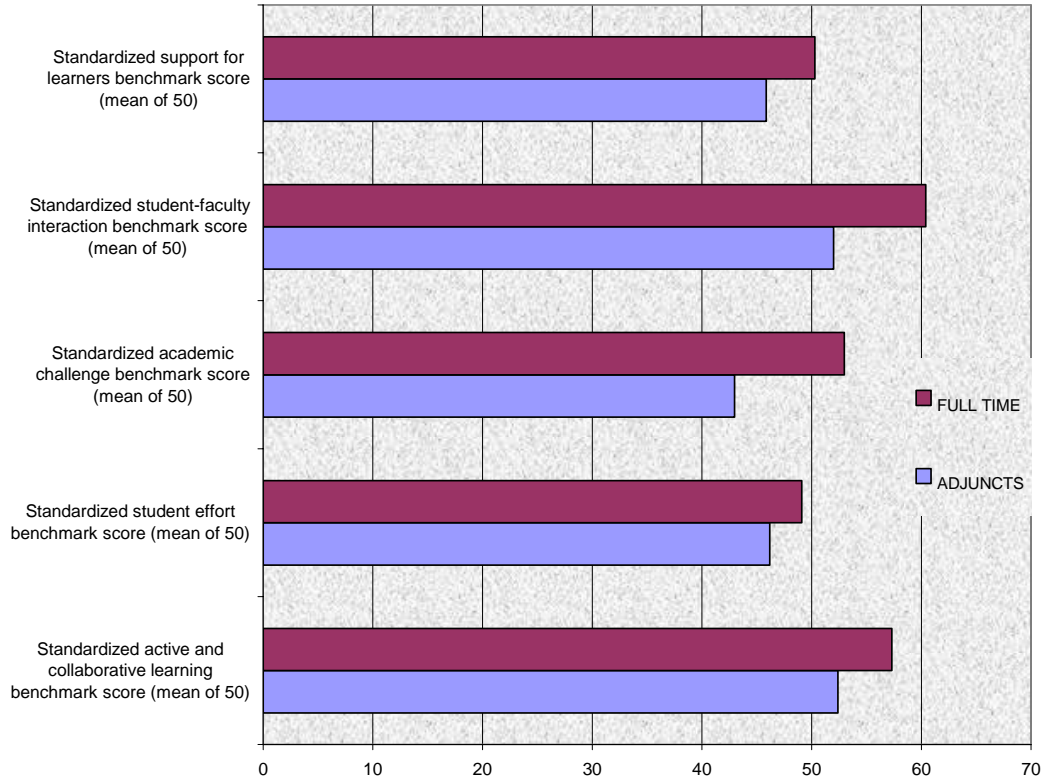
Benchmark scores are broken down by campus below. Individual scores must be interpreted with caution in light of the unrepresentative samples of completed surveys. It is recommended that greater effort be made during the next administration of the CCSSE to gather adequate, more representative, samples from all campus locations.





Community College Faculty Survey of Student Engagement (CCFSSE)

Faculty members at 39 institutions completed the CCSSFE. Faculty responses on the CCFSSE benchmarks follow:



Of the 89 faculty were administered the survey, 50 completed it. Again, Active & Collaborative Learning and Student-Faculty Interaction appear to be relative strengths, while the other three benchmarks reflect areas for improvement, particularly for adjunct faculty.

In summary, it is recommended that CMC's campuses and functional areas look further into the data (e.g. at the item level, student/faculty gap analysis, etc.) and include findings that are significant and most relevant to our mission, vision, values and/or your strategic plan. We need to use these findings to help improve learning and student/faculty engagement at CMC, particularly for part-time students and adjunct faculty.

Index of Survey Items Associated with Selected Findings Categories

Selected Findings

Academic Experience
4a, 4b, 4f, 4g

ESL and Study Skills
8b and 8f

Curricular Experiences
8a, 8g, 8h, 8i

Student Learning
5a-f

Educational Goals
17a-f

Barriers to Persistence
14a-d

Student Satisfaction
20, 26, and 27

Student and Academic Support Services
13a-k

Student Activity Items
4a-u