

CASPER COLLEGE

SUMMARY OF COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT RESULTS (CCSSE) 2006-2007

BENCHMARK REPORT

The five benchmarks encompass 38 engagement items from the CCSSE survey that reflect many of the most important aspects of the student experience.

Active and Collaborative Learning	Benchmark Scores		
	Casper College	WY Consortium	2007 CCSSE Cohort
All Students	52.0	53.2	50.0

Student Effort	Benchmark Scores		
	Casper College	WY Consortium	2007 CCSSE Cohort
All Students	48.3	50.0	50.0

Academic Challenge	Benchmark Scores		
	Casper College	Wyoming Consortium	2007 CCSSE Cohort
All Students	50.9	50.3	50.0

Student-Faculty Interaction	Benchmark Scores		
	Casper College	WY Consortium	2007 CCSSE Cohort
All Students	52.8	53.8	50.0

Support for Learners	Benchmark Scores		
	Casper College	Consortium	2007 CCSSE Cohort
All Students	53.0	52.2	50.0

Casper College reported few items that fell above or below the CCSSE 2007 Cohort mean or the Wyoming Consortium Community College mean. Positively, further analyses reveal that both Part-Time and Full-Time students are highly satisfied with their interactions with instructors in and out of class. Students are highly satisfied with their academic support services which include advising, financial aid, counseling, and skill labs.

In terms of improvement or benchmarks to monitor, overall student effort was one area that both full-time and part-time students reported less than desirable results. Students more often came to class without completing readings or assignments more often than national and regional averages. In addition, students overall felt that they did not work as hard as they thought they could to meet an instructor's standards or expectations and were not encouraged by instructors to spend significant amounts of time studying.

Key statistically significant findings include ($p < .001$, Effect Size .2):

- CC Part-Time Students participated in a community-based project as part of a regular course *more frequently* than other WY Consortium Colleges or the 2007 CCSSE Cohort
- CC Part-Time Students came to class without completing readings or assignments *more frequent* than other WY Consortium Colleges or the 2007 CCSSE Cohort
- CC Part-Time Students use campus computer labs *less frequent* than other WY Consortium Colleges or the 2007 CCSSE Cohort
- CC Full-Time Students talked *more frequently* about career plans with an instructor or advisor than other WY Consortium Colleges or the 2007 CCSSE Cohort
- CC Full-Time Students received prompt feedback (written or oral) from instructors on their performance *more frequent* than other WY Consortium Colleges or the 2007 CCSSE Cohort

DEMOGRAPHICS

CCSSE was administered during Spring semester 2007. Please see additional reports for sampling methods.

444 student respondents

Male	41%	Full - Time	80%
Female	59%	Part - Time	20%

American Indian or other Native American	2%
Asian, Asian American, or Pacific Islander	2%
Black or African American, Non-Hispanic	1%
White, Non-Hispanic	85%
Hispanic, Latino, Spanish	3%
Other	3%
International Student or Foreign National	3%

18 to 19	31%	30 to 39	10%
20 to 21	24%	40 to 49	6%
22 to 24	15%	50 to 64	5%
25 to 29	9%	65 and over	1%

SIGNIFICANT FINDINGS

(1 = Not at all, 2 = Sometimes, 3 = Often, 4 = Very Often)

Survey items Respondents: Full time and Part time students	Casper College Mean	WY* CC Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
Frequency: Computer Labs	1.86	2.17	▼	2.09	▼
Used email to communicate with an instructor	2.21	2.50	▼	2.41	
Worked with instructors on activities other than coursework	1.57	1.52		1.39	▲
Providing the support you need to help you succeed at this college	3.11	3.01		2.93	▲
Helping you cope with your non-academic responsibilities (work, family, etc.)	2.10	2.00		1.90	▲
Had conversations with students of a different race or ethnicity than your own	2.12	2.14		2.36	▼
Satisfaction: Academic Advising/planning	2.35	2.27		2.21	▲

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

* WY CC = 7 Wyoming community colleges participated as part of a consortium

LINKAGE REPORT

Casper College will promote Education for a Lifetime by:

● *Increasing transferability of coursework and applicability of skills*

Student reasons/goals for attending CC – transfer to a 4-year college or university

Primary goal: 42%

Secondary goal: 23%

Not a goal: 36%

Student frequency, importance, and satisfaction with transfer credit assistance:

<u>Frequency:</u>		<u>Importance:</u>		<u>Satisfaction:</u>	
Often:	4%	Not at all:	35%	N.A.:	62.5%
Sometimes:	15%	Somewhat:	22.7%	Not at all:	7.8%
Rarely/Never:	32%	Very:	42.3%	Somewhat:	20.4%
N.A.:	48%			Very:	9.3%

● *Improving retention, graduation, and student success rates*

Providing the support you need to help you succeed at CC (* .21)

Very much: 35%

Quite a bit: 42%

Some: 22%

Very little: 2%

How would you evaluate your entire educational experience at CC?

Poor .5%

Fair 8.9%

Good 53%

Excellent 37.6%

● *Enhancing the use of current pedagogies and technologies*

Used the Internet or instant messaging to work on an assignment

Never 16.2%

Sometimes 24.4%

Often 30.1%

Very Often 29.3%

Used email to communicate with an instructor (* -.28)

Never 25.5%

Sometimes 41.9%

Often 18.3%

Very Often 14.2%

● *Encouraging excellence in advising and support services for students*

Student frequency, importance, and satisfaction with academic advising/planning:

<u>Frequency:</u>		<u>Importance:</u>		<u>Satisfaction:</u>	
Often:	14%	Not at all:	6%	N.A.:	20.3%
Sometimes:	46%	Somewhat:	41%	Not at all:	5.6%
Rarely/Never:	27%	Very:	33%	Somewhat:	40.6%
N.A.:	12%			Very:	33.5%

● *Advancing intellectual maturity, vocational proficiency and cultural appreciation through remedial, general and technical education credit and non-credit courses and programs as needed*

Acquiring a broad general education	Acquiring job or work-related knowledge and skills
Very much: 25%	Very much: 22%
Quite a bit: 45%	Quite a bit: 30%
Some: 23%	Some: 32%
Very little: 6%	Very little: 16%

● *Strengthening the college's ability to meet the current and future needs of the community and state through curricula, program offerings and partnerships*

Participated in a community-based project as a part of a regular course

Never	68%
Sometimes	26%
Often	5%
Very Often	2%

● *Increasing diversity within student, faculty, and staff populations*

Had serious conversation with students of a different race or ethnicity other than you own (* -.23)

Very Often:	12%
Often:	18%
Sometimes:	40%
Never:	30%

CC encourages contact among students from different economic, social, and racial or ethnic backgrounds.

Very much:	17%
Quite a bit:	26%
Some:	34%
Very little:	23%

● *Maintaining a safe environment for all who study, work and visit CC*

No CCSSE items specifically addressed safety

● *Utilizing, maintaining and improving college facilities and equipment*

No CCSSE items specifically addressed maintenance and improvement of facilities

● *Strengthening the role of the college as the cultural center of the region and as a community resource for social, civic, and economic improvement*

Student experiences at CC have contributed to the welfare of their community

Very much:	8%
Quite a bit:	21%
Some:	40%
Very little:	31%

Student experiences at CC have contributed to working effectively with others

Very much:	18%
Quite a bit:	42%
Some:	31%
Very little:	10%

Community College Survey of Student Engagement
2007 Benchmark Summary Table - Enrollment Status Breakout
Casper College, Wyoming Consortium

Part-Time Students				
Benchmark	Your College	Comparison Group Statistics		
			Consortium	2007 CCSSE Cohort
Active and Collaborative Learning	46.0	Benchmark Score	48.5	46.6
		Score Difference	-2.4	-0.5
Student Effort	43.7	Benchmark Score	46.4	46.8
		Score Difference	-2.6	-3.0
Academic Challenge	44.7	Benchmark Score	45.7	46.4
		Score Difference	-1.0	-1.7
Student-Faculty Interaction	45.1	Benchmark Score	47.7	46.8
		Score Difference	-2.6	-1.7
Support for Learners	48.5	Benchmark Score	48.7	48.4
		Score Difference	-0.2	0.0
		Number of Colleges	7	525

Full-Time Students				
Benchmark	Your College	Comparison Group Statistics		
			Consortium	2007 CCSSE Cohort
Active and Collaborative Learning	58.9	Benchmark Score	59.6	56.2
		Score Difference	-0.7	2.8
Student Effort	53.5	Benchmark Score	54.7	55.5
		Score Difference	-1.2	-2.0
Academic Challenge	58.1	Benchmark Score	56.2	55.6
		Score Difference	1.8	2.5
Student-Faculty Interaction	61.6	Benchmark Score	62.3	56.0
		Score Difference	-0.6	5.6
Support for Learners	58.2	Benchmark Score	57.1	53.8
		Score Difference	1.2	4.5
		Number of Colleges	7	525

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 2007 CCSSE Cohort) from your college's score on each benchmark.