Community College Survey of Student Engagement 2007
Introduction

- 722 RCTC students took the survey with 675 used for analysis
  - 55% female
  - 45% male
  - 80% white
  - 76% Full-time
Comparison Groups

- 518 CCSSE member colleges
- 136 Medium size schools in the Cohort
- 7 MnSCU Schools in the Consortium:
  - Alexandria Technical College
  - Century College
  - Lake Superior College
  - Minneapolis Community & Technical College
  - North Hennepin Community College
  - Riverland Community College
  - Rochester Community & Technical College
Would you recommend this college to a friend or family member?

- RCTC: 91 (Yes) : 9 (No)
- Consortium: 94 (Yes) : 6 (No)
- Medium: 94 (Yes) : 6 (No)
- CCSSE: 94 (Yes) : 6 (No)
How would you evaluate your entire educational experience at this college?

- **RCTC**: 16.9% Poor, 62.8% Fair, 18.9% Good
- **MnSCU**: 12.9% Poor, 58.2% Fair, 27.4% Good
- **Medium**: 12.1% Poor, 56.7% Fair, 29.9% Good
- **CCSSE**: 12.5% Poor, 56.0% Fair, 30.2% Good
Active & Collaborative Learning

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

<table>
<thead>
<tr>
<th></th>
<th>RCTC</th>
<th>Medium Colleges</th>
<th>Consortium</th>
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<tbody>
<tr>
<td></td>
<td>52.7 Above average</td>
<td>49.7</td>
<td>51.5</td>
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</table>
Active and Collaborative Learning

- RCTC
- Average of 50
- Medium Colleges
- MnSCU
Questions that comprise this benchmark

4a. Asked questions in classes 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
Student Effort Benchmark

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

<table>
<thead>
<tr>
<th>Benchmark Scores (50.0 is Average)</th>
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<tr>
<td>RCTC</td>
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<tr>
<td>51.6 Above average</td>
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Questions that comprise this benchmark

- 4c. Prepared two or more drafts of a paper or assignment before turning 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 Benchmark

- Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

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<tr>
<td>RCTC</td>
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<tr>
<td>52.1 Above average</td>
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</table>
Questions that comprise this benchmark

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 judgements 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. 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

• 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.

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<td>54.0 Above average</td>
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</table>
Questions that comprise this benchmark

- 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
8% of the students met often with Academic Advisors

- 18% were very satisfied with an Academic Advisor
- 17% were not at all satisfied with an Academic Advisor
- 46% were somewhat satisfied with an Academic Advisor

Below average

- 56% felt Academic Advising was very important
- 34% felt Academic Advising was somewhat important
4% of the students met often about career counseling

- 13% were very satisfied with career counseling
- 16% were not at all satisfied with career counseling
- 34% were somewhat satisfied with career counseling
- 51% felt career counseling was very important
- 32% felt career counseling was somewhat important
15% of the students met often about Financial aid advising

- 22% were very satisfied with Financial aid advising
- 13% were not at all satisfied with Financial aid advising
- 32% were somewhat satisfied with Financial aid advising
- 62% felt Financial aid advising was very important
- 21% felt Financial aid advising was somewhat important
42% of the students use the computer labs often

- 43% were very satisfied with the computer labs
- 6% were not at all satisfied with the computer labs
- 38% were somewhat satisfied with the computer labs

Below average

- 66% felt the computer labs were very important
- 25% felt the computer labs were somewhat important
Key Findings

Made a class presentation
- 8% very often
- 24% often
- 48 sometimes
• Above average

Number of written papers or reports of any length
- 23% 1 - 4
- 31% 5 - 10
- 26 11 - 20
- 17% more than 20
• Above average
More Key Findings

How much has your experience at RCTC contributed to your knowledge of “solving numerical problems”?

- 15% very much
- 39% quite a bit
- 32% some

• Above average

Worked on a paper or project that required integrating ideas or information from various sources

- 23% very often
- 43% often
- 30% sometimes

• Above average
Satisfaction with Other Students

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<th>MnSCU</th>
<th>CCSSE</th>
<th>Medium</th>
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<td>24.1</td>
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<td>6</td>
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<td>2.4</td>
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<tr>
<td>Unfriendly, unsupportive, sense of alienation</td>
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Administrative and Office Personnel Satisfaction

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<td>Unfriendly</td>
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Satisfaction with Instructors

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Highest level of education: mother and father

- 40% of the fathers had nothing beyond High School
- 35% of the mothers had nothing beyond High School

• Below Average