Community College
Survey of Student Engagement
2005
Introduction

• Number of students who participated: 679
• Average % of target for All Colleges: 80%
• RCTC % of target: 85%
• Survey population: 62% female, 76% White, 56% Full-time
Comparison Groups

- “All Colleges” = 257 Colleges
- “Medium Colleges” = 61 Colleges
- “Minnesota Consortium” = 5 Colleges
  - Anoka-Ramsey Community College
  - Century College
  - Lake Superior College
  - North Hennepin Community College
  - (Rochester Community and Technical College)
Percent who would recommend RCTC to a friend or family member

RCTC scored significantly lower than all comparison groups on this indicator.
How would you evaluate your entire educational experience at RCTC?

RCTC scored significantly lower than Aggregate and Medium Colleges on this indicator.
Active and Collaborative Learning Benchmark

![Bar Chart for Active and Collaborative Learning]

- **RCTC**: Blue bars
- **All Col**: Red bars
- **All M Col**: Yellow bars
- **MN Consort**: Light blue bars

**Years**:
- 2002 Prorated
- 2003
- 2005

**Values**:
- 45.0
- 46.0
- 47.0
- 48.0
- 49.0
- 50.0
- 51.0
- 52.0
- 53.0
ACL Individual Indicators

Scales:

#4: 1=“Never”, 2=“Sometimes”, 3=“Often”, 4=“Very Often”
Student Effort Benchmark

- 2002
- 2003
- 2005

RCTC
All Col
All M Col
MN Consort
SE Individual Indicators

Scales:

#4: 1=“Never”, 2=“Sometimes”, 3=“Often”, 4=“Very Often”

#6: 1=“None”, 2=“1-4”, 3=“5-7”, 4=“11-20”, 5=“More than 20”

#10: 1=“None”, 2=“1-5”, 3=“6-10”, 4=“11-20”, 5=“21=30”, 6=“More than 30”

#13: 1=“Rarely/Never”, 2=“Sometimes”, 3=“Often”

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
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

Scales:
- #4: 1=“Never”, 2=“Sometimes”, 3=“Often”, 4=“Very Often”
- #5: 1=“Very Little”, 2=“Some”, 3=“Quite a Bit”, 4=“Very Much”
- #6: 1=“None”, 2=“1-4”, 3=“5-7”, 4=“11-20”, 5=“More than 20”
- #7: 1=“Extremely Easy” to 7=“Extremely Challenging”
- #9: #5: 1=“Very Little”, 2=“Some”, 3=“Quite a Bit”, 4=“Very Much”
Student-Faculty Interaction Benchmark

RCTC
All Col
All M Col
MN Consort
SFI Individual Indicators

Scales:

#4: 1="Never", 2="Sometimes", 3="Often", 4="Very Often"
Support for Learners Benchmark

![Bar chart showing Support for Learners Benchmark across years 2002, 2003, and 2005. The chart compares RCTC, All Col, All M Col, and MN Consort.]
SL Individual Indicators

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 background
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

Scales:
#9: 1=“Very Little”, 2=“Some”, 3=“Quite a Bit”, 4=“Very Much”
#13: 1=“Rarely/Never”, 2=“Sometimes”, 3=“Often”
Satisfaction Gap Analysis

Satisfaction and Importance on a 1 to 3 scale

- Academic advising/planning
- Career counseling
- Job placement assistance
- Peer or other tutoring
- Skill labs (writing, math, etc.)
- Child care
- Financial aid advising
- Computer lab
- Student organizations
- Transfer credit assistance
- Services for people with disabilities

Importance
Satisfaction

Gap significantly larger than comparison groups
Gap significantly larger than comparison groups
Gap significantly larger than comparison groups
Gap significantly larger than comparison groups
Gap significantly larger than comparison groups
Gap significantly larger than comparison groups
Gap significantly larger than comparison groups
Gap significantly larger than comparison groups
Gap significantly larger than comparison groups
Gap significantly larger than comparison groups
Satisfaction Comparisons

** Indicates significantly lower scores

Satisfaction and Importance on a 1 to 3 scale

<table>
<thead>
<tr>
<th>Service</th>
<th>RCTC</th>
<th>All M Col</th>
<th>All Col</th>
<th>MN Consort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic advising/planning**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career counseling**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job placement assistance**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peer or other tutoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill labs (writing, math, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial aid advising**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer lab</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student organizations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer credit assistance**</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Services for people with disabilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Non-Benchmark Indicators

Comparisons to:
RCTC 2003
Aggregate results
Medium Colleges
MN Consortium
Interesting Frequencies

- “I have done a developmental/remedial reading course”: significantly more than all comparison groups
- “I have done a developmental/remedial writing course”: significantly more than all comparison groups
- “I have done a developmental/remedial math course”: significantly more than RCTC 2003, but significantly less than Aggregate and Medium Colleges
- “About how many hours do you spend in a typical 7-day week working for pay?”: Significantly fewer than MN Consortium.
- “About how many hours do you spend in a typical 7-day week providing care for dependents living with you?”: Significantly fewer than Aggregate and Medium Colleges.
Interesting Frequencies (continued)

• The likelihood that working full-time, caring for dependents, academically unprepared, or transfer to a 4-year college or university would cause a student to withdraw from class or this college dropped significantly from 2003 to 2005.

• “To complete a certificate program” as a primary reason/goal for attending RCTC dropped from 39% in 2003 to 29% in 2005.

• Declaring “Student Loans” as a “Major source” of funds to pay tuition at RCTC increased at RCTC from 30% in 2003 to 38% in 2005. Both RCTC and MN Consortium (33%) were roughly twice as high as Aggregate and Medium Colleges (both 19%).

• On average, RCTC students take significantly more credit hours per term than all other comparison groups.
Kudos – Significantly above comparison groups

• “Used an electronic medium to discuss or complete an assignment”: Jumped 0.5 points on a scale of 1-4 bringing in line with comparison groups

• RCTC scored significantly higher than the MN Consortium in: “How much has your experience at this college contributed to your knowledge, skills, and personal development” in acquiring a broad general education & solving numerical problems.

• Frequency of use: Financial aid advising: significantly more than MN Consortium
Cautionary Opportunities for Improvement – Below comparison groups (not quite significant)

- “How much as your experience at this college contributed to your knowledge, skills, and personal development in” developing a personal code of values and ethics & developing clearer career goals: below Aggregate.
- “How much as your experience at this college contributed to your knowledge, skills, and personal development in” gaining information about career opportunity: below Aggregate and RCTC 2003.
- Frequency of use: Transfer credit assistance: Below RCTC 2003.
Opportunities for Improvement – Significantly below comparison groups

• “Your relationship with other students”: significantly more **unfriendly, unsupportive** and **sense of alienation** than Aggregate and Medium Colleges

• “Your relationship with other instructors”: more **unfriendly, unsupportive** and **sense of alienation** than Aggregate and Medium Colleges

• “Your relationship with administrative personnel and offices”: significantly more **unfriendly, unsupportive** and **sense of alienation** than Aggregate and Medium Colleges, and more **unfriendly, unsupportive** and **sense of alienation** than MN Consortium
Opportunities for Improvement – Significantly below comparison groups

• “Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values”: significantly below Aggregate and Medium Colleges

• “I have done orientation or college success course or program: significantly below Aggregate, Medium, and MN colleges.

• “How much as your experience at this college contributed to your knowledge, skills, and personal development in” understanding yourself: significantly below Aggregate, and below Medium Colleges