

2003 Community College of Student Engagement Results Summary

National Forum on College Level-Learning Project
Western Nevada Community College

Prepared by Institutional Research

Introduction

In the fall of 2003, Nevada began participating in the [National Forum on College Level-Learning](#), a project funded by the [Pew Charitable Trusts](#) with the support of the National Center for Education Management Systems (NCHEMS). The national project is designed to gather and analyze data from a variety of sources on student learning. Students were also asked about their college learning experience by completing the [CCSSE](#) (Community College Survey of Student Engagement).

Extensive research has identified good educational practices that are directly related to retention and other desired student outcomes. The Community College Student Report, CCSSE's survey instrument, builds on this research and asks students about their college experiences—how they spend their time; what they feel they have gained from their classes; how they assess their relationships and interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; how the college supports their learning; and so on.

National Forum on College Level-Learning CSSE Methodology

A random sample of 800 students from the entire service area who had completed at least 30 credit hours at the time of the sample (October 2003) were mailed invitation postcards that allowed them to take the survey and ACT WorkKeys assessments at the Carson, Douglas, and Fallon campuses on three possible dates. To increase participation rates, all colleges that participated in the project were also given money to use for volunteer incentives (fastfood, video rental, and bookstore gift cards and a cash drawing for \$250.00). 80 students responded to the invitation and completed the CCSSE and ACT WorkKeys assessments for a response rate of 10%--the best in the state. 54 students completed the survey on the Carson campus, 9 students completed the survey on the Douglas campus, 26 completed the survey on the Fallon campus, and five students completed the survey without the location listed.

How to Read this Report

Comparison data is available for all colleges participating in the project, however, in this report, WNCC's mean results are compared to the mean results for other **medium colleges** that also participated in the National Forum on College Level-Learning and implemented the CCSSE as a part of that project. Caution must be used when reviewing these results, however. WNCC sampled students enrolled in fall 2003 who had completed 30 or more credits. Students who completed more than 30 credit hours score consistently higher than other students who took the CCSSE.

Strengths and weaknesses were determined to be so if they deviated from the mean of responses by students who attended other medium colleges by at least .20 in any answer. A deviation of .20 is considered a small effect, .50 is a medium effect, and 1.0 is a large effect. Looking at the areas in which the college exceeded, met, or did not meet the mean score of colleges similar to WNCC in size is important because it gives the college a way to measure levels of student engagement against other community colleges, not only from other Nevada community colleges, but from community colleges in several other states (Illinois, Kentucky, Nevada, Oklahoma, and South Carolina).

Each question referred to in this report is identified by the question number, code, and includes a positive or negative number that represents the deviation from the mean of answers from students who attended other medium colleges. You can view or download the complete CCSSE report, including the *WNCC Means* report on the Institutional Research website: <http://www.wncc.edu/institutional/docs/WNCCmeans182564.pdf>. You can view the survey instrument here: http://www.ccsse.org/aboutsurvey/CCSR_2003_IND.pdf

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General Summary

Overall, WNCC compared very favorably with other institutions who participated in the project. Negative deviations from the mean (other medium colleges and all colleges) tended to be small (near .20), and on no question did WNCC students negatively deviate from the mean by much more than .50 (a medium effect), so there were no large statistical effects. Please review the summary of interesting facts, challenges and strengths below.

Interesting Facts

- 100% of WNCC student respondents who answered this question would recommend WNCC to their family and friends. (Q28 RECOMMEN)
- 99% of WNCC student respondents rated their entire educational experience as either "Good" or "Excellent." (Q29 ENTIREXP)
- 67% of WNCC student respondents began their college career at WNCC. (Q17 ENTER)
- 76% of WNCC student respondents planned on attending WNCC for the subsequent spring semester. (Q20 TAKCLAS)
- Obtaining an associate's degree was the primary goal for 75% of WNCC student respondents. (Q15b ASSOCDEG)
- Transferring to a 4-year university was a primary goal for 39% of WNCC student respondents. (Q15c TR4YR)
- 64% of WNCC student respondents listed obtaining job-related skills as a primary goal. (Q15d OBJBSKIL)
- Updating job-skills was a primary goal for 34% of WNCC student respondents. (Q15e UPJBSKIL)
- Changing careers was listed as a primary goal for 36% of WNCC student respondents. (Q15g CARCHNG)
- Most WNCC student respondents listed grants and scholarships and individual income as their primary sources for payment of the college-related costs. (Q16a OWNINC, Q16 GRANTS)
- WNCC student respondents work off campus more often than students at other medium colleges. (Q7c WORKOF01 -.68)
- WNCC students plan on transfer to a 4-year college at a lower rate than students at other medium colleges. (Q11h TRANSFER -.32) and were enrolled in fewer classes. (Q21 ENRCLASS -.73)

Strengths

WNCC student respondents worked with instructors on activities other than coursework more often than students at other medium colleges. (Q1q FACOTH +.26)

WNCC student respondents found they were challenged to do their best work at the college more often than students at other medium colleges. (Q4 EXAMS +.31)

WNCC student respondents spent more time preparing for class (studying, reading, writing, rehearsing, or other activities related to your program) than students at other medium colleges. (Q7a ACADPR01 +.38)

WNCC student respondents felt that the quality of their relationships with instructors (Q8b ENVFAC +.24) and administrative personnel and offices (Q8c ENVADM +.35) was better than students at other medium colleges.

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WNCC student respondents found that their experience at WNCC contributed more positively to their ability to acquire a broad general education (Q9a GNGENLED +.21), job or work-related knowledge and skills (Q9b GNWORK +.24), and their ability to write clearly and effectively (Q9c GNWRITE +.23) than students at other medium colleges.

Challenges

WNCC student respondents used email to communicate with an instructor less often than student at other medium colleges. (Q1k EMAIL -0.48)

WNCC student respondents indicated that the college encourages contact among students from different economic, social, and racial or ethnic backgrounds less often than students at other medium colleges. (Q6c ENVDIVRS -.23)

WNCC student respondents feel they get less help coping with non-academic responsibilities (work, family, etc.) than students at other medium colleges. (Q6d ENVNACAD -.23)

WNCC student respondents do not feel the college provides as much support they need to thrive socially as students at other medium colleges. (Q6e ENVSOCAL -.23)

WNCC student respondents do not feel they get as much financial support as students at other medium colleges feel they do. (Q6f FINSUPP -.21)

Student Services

We were able to calculate an additional set of data relating to various students services by comparing the student rate of satisfaction with the student rate of importance for each item. These additional ratings can be found in Table 1 below.

Strengths

WNCC students exhibited satisfaction levels higher than those of students at colleges of the same size in three areas: Peer or other tutoring (Q10.2d SATTUTOR +.23), Skill labs (Q10.2e SATLAB +.27), and Student organizations (Q10.2i SATSTORG +.22). All three items also show a positive correlation between student satisfaction and the level of importance assigned to it.

Challenges

WNCC students did not use academic advising/counseling as often as students at other college of the same size and there is a slight negative gap between how satisfied students are with this service and how important it is to them, indicating an area for improvement. (Q10.1a USEACAD -.20)

WNCC students did not use the computer labs as frequently as students who attend other medium colleges, but the gap between their satisfaction rating and importance rating is positive, indicating that students are generally satisfied with the current state of the computer labs. (Q10.1h USECOMLB -.25)

WNCC students also did not use transfer credit assistance as often as students at other medium colleges and there is a small negative gap between the student satisfaction rating and importance rating, indicating an area for improvement. (Q10.1j USETRCRD -.35)

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WNCC students indicated that they were less satisfied than students at other medium colleges regarding child care services. However, there is no gap between how students rated the importance of child care services and their satisfaction with it at WNCC. So it is not clear whether efforts to expanding current child care services at the college would result in an improvement in the satisfaction ratings. Expanding services may lead to a higher frequency of use, however. (Q10.2f SATCHLD -.21)

Below is a comparison of WNCC student responses regarding the frequency with which the use various student services, how important each service is, and how satisfied with the service they are. Optimally, satisfaction ratings should exceed importance ratings. If they do not, this indicates an opportunity for improvement.

Table 1. Student Services Frequency, Satisfaction, and Importance

Rating	0	1	2	3
Frequency	Don't know	Rarely/never	Sometimes	Often
Satisfaction	n/a	Not at all	Somewhat	Very
Importance	n/a	Not at all	Somewhat	Very

Student Service	Frequency	Satisfaction	Importance	Satisfaction/Importance Gap*
Academic advising/planning	1.78	2.43	2.56	-0.13
Career Counseling	1.48	2.33	2.31	0.02
Job placement assistance	1.24	2.14	2	0.14
Peer or other tutoring	1.63	2.48	2.31	0.17
Skill labs (writing, math, etc.)	1.63	2.57	2.22	0.35
Child care	1.07	1.81	1.82	-0.01
Financial aid advising	2.04	2.37	2.48	-0.11
Computer lab	2.01	2.62	2.48	0.14
Student organizations	1.63	2.39	2.19	0.2
Transfer credit assistance	1.57	2.29	2.38	-0.09
Services for people with disabilities	1.3	2.5	2.1	0.4

*S/I gap shows the gap between the importance of an item and the level of satisfaction associated with it. If you see a positive number in this column, it means the level of satisfaction is high in relation to the importance assigned to it. If number in this column is negative, it means the level of satisfaction is lower in relation to the importance assigned to it.