



College of Micronesia – FSM
Community College Survey of Student Engagement (CCSSE)
College Comparisons against CCSSE Cohorts

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The College of Micronesia – FSM (COM-FSM) participated in the Community College Survey of Student Engagement (CCSSE) in the spring of 2013 and 2014. This report provides comparisons of COM-FSM students with CCSSE cohorts for small colleges and the overall CCSSE cohort for 2014. Additional reports in fall 2014 and spring 2015 will address comparisons between the spring 2013 and 2014 administration of CCSSE at COM-FSM and internal comparisons for the spring 2014 survey by gender, campus and student status (full time & part time). This report follows a standardized reporting template¹ from CCSSE that provides background data on CCSSE and allows easy comparison of college data with key CCSSE cohorts.

For those interested in details of student responses to CCSSE in spring 2014, the IRPO website *[insert link]* includes summary information for individual questions: CCSSE main survey 2014 frequencies, CCSSE main survey 2014 means, CCSSE main survey 2014 benchmarks and listing of CCSSE colleges for 2014.

The report provides background information on CCSSE and CCSSE sampling (including the CCSSE sample against the college’s spring 2014 enrollment data by gender, campus and student status), CCSSE 2014 respondent profile showing the college’s profile against CCSSE cohorts, comparisons of the college’s benchmark data against small colleges and the overall CCSSE 2014 cohort. The report concludes with selected findings on COM-FSM data. The selected findings for the college focuses on items that might be considered for improvement efforts.

For additional information on the college’s CCSSE data, contact the Institutional Research and Planning Office (IRPO)² at 320-2480 ext. 119 or email at rschplanning@comfsm.fm.

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¹ CCSSE Drop-In Overview Report - published by the Center for Community College Student Engagement

² Jimmy Hicks, Director; William Haglegam, Data; Francis Alex, Administrative Assistant

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CCSSE Background

CCSSE Member Colleges

CCSSE data analyses include a three-year cohort of participating colleges. This approach increases the total number of institutions and students contributing to the national dataset; this in turn increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

The 2014 CCSSE Cohort includes all colleges that participated in CCSSE from 2012 through 2014. If a college participated more than one time in the three-year period, the cohort includes data only from its most recent year of participation. The 2014 CCSSE Cohort represents over 438,000 community college students from 684 community and technical colleges in 48 states and the District of Columbia, three Canadian provinces, plus Bermuda, Micronesia, and the Marshall Islands.

CCSSE Sampling

In CCSSE sampling procedures, students are sampled at the classroom level. The survey was administered in classes randomly selected from all of the courses offered by the institution during the spring academic term, excluding non-credit, dual-enrollment, distance learning, all but the highest level ESL courses, labs, individual instruction, and individual study or self-paced classes.

Of those students sampled at our institution 541 respondents submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 90%. The percent of target rate is the ratio of the adjusted number of completed surveys (surveys that were filled out properly and did not fall into any of the exclusionary categories) to the target sample size.

Excluded Respondents

Exclusions serve the purpose of ensuring that all institutional reports are based on the same sampling methods and that results are therefore comparable across institutions. Respondents are excluded from institutional reports for the following reasons:

- ✘ The respondent did not indicate whether he or she was enrolled full-time or less than full-time at the institution.
- ✘ The survey is invalid. A survey is invalid if a student does not answer any of the 21 sub-items in item 4, answers *very often* to all 21 sub-items, or answers *never* to all 21 sub-items.
- ✘ The student reported his or her age as under 18.
- ✘ The student indicated that he or she had taken the survey in a previous class or did not respond to item 3.
- ✘ Oversample respondents are not included because they are selected outside of CCSSE’s primary sampling procedures.

How does the CCSSE sample match the spring 2014 enrollment at COM-FSM?

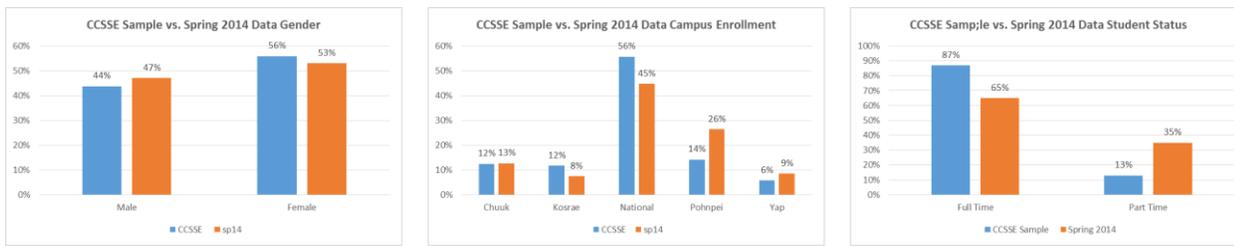


Figure 1 COM-FSM CCSSE sample against spring 2014 enrollment

Spring 2014 enrollment data by gender, campus enrollment and student status compared against the CCSSE sample size indicates that college's CCSSE sample was representative against actual COM-FSM data.

2014 Student Respondent Profile

Please note that percentages may not add up to 100% in each category due to missing data and/or rounding.

Enrollment Status

Thirteen percent of surveyed students report being less than full-time college students, compared to 28% of the 2014 CCSSE Cohort colleges' student respondents. Eighty-seven percent of the student respondents at our college report attending college full-time, while 72% of the 2014 CCSSE Cohort colleges' student respondents attended full-time.

Population data³ for all students at our college is 35% less than full-time and 65% full-time. 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/less than full-time variable so that reports will accurately reflect the underlying student population. For the overall CCSSE 2014 cohort 57% of students are part time and 43% are full time.

Age

Student respondents at our college range in age from 18 to 60+ years old. Eighty-one percent are between 18 and 24 years old. Students at our college are younger than the 2014 CCSSE Cohort, of which over half (63%) of students are between 18 and 24.

Sex

Forty-four percent of student respondents are male and 55% are female, which is comparable to the 2014 CCSSE Cohort, which is 43% male and 55% female.

Racial Identification

Ninety-nine percent of the college are identified as Asian, Asian American, or Pacific Islander⁴.

Our student sample is less diverse than the 2014 CCSSE Cohort, which is comprised of 56% White/Non-Hispanic; 14% Hispanic, Latino, Spanish; 11% Black or African American; 5% Asian, Asian American, or Pacific Islander; and 2% American Indian or Native American respondents

³ Population data are those reported for the most recent IPEDS enrollment report.

⁴ Data corrected to reflect the college's IPEDS report on racial identification.

Limited English Speaking Students

At our college, 90% of *CCSSE* respondents are non-native English speakers. Ten% of students did report that English is their native/first language. This is of interest as it indicates more Micronesian households are speaking English as their first language.

First-Generation Status

Forty-five percent of student respondents indicate that neither parent has earned a degree higher than a high school diploma nor has college experience; accordingly, these students are considered "first-generation." Note that a number of students reported the information as unknown or did not fill out this section of the survey.

Seventy percent indicate that their mothers' highest level of education is a high school diploma (with no college experience), and 54% indicate that level for their fathers.

College-Sponsored Activities

Forty-four percent of students respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intercollegiate or intramural sports, etc.) while 36.3% typically spend only 1 to 5 hours per week participating in these activities.

Educational Attainment

Ninety percent of respondents report starting their college careers at this college. Approximately 79.3% of students indicate that their highest level of educational attainment is a high school diploma or GED.

Total Credit Hours Earned

Thirty-six percent of surveyed students have completed fewer than 15 credit hours; 20.0% have completed 15-29 credit hours; and 41.9% have completed more than 30 credit hours.

External Commitments

Nine percent of student respondents work 21 or more hours per week; 46.8% care for dependents at least six hours per week; and 40.0% spend at least six hours per week commuting to class.

Goals

Students were asked to indicate their reasons or goals for attending this college; students could choose more than one primary and secondary goal. Fifty-two percent indicated that transferring to a 4-year college or university is a primary goal, while 36.0% indicated this as a secondary goal. Seventy-six percent indicated that obtaining an associate degree is a primary goal, while 19.4% indicated this as a secondary goal. Additionally, 48.4% indicated obtaining or updating job-related skills is a primary goal, while 44.3% indicated that self-improvement/personal enjoyment is a primary goal.

CCSSE Benchmarks of Effective Educational Practice

To assist colleges in their efforts to reach for excellence, the Center reports national benchmarks of effective educational practice in community colleges. Research shows that the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter—the more likely they are to learn and to achieve their academic goals.

CCSSE benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement—and that are positively related to student learning and

persistence. Benchmarks are used to compare each institution’s performance to that of similar institutions and with the *CCSSE* Cohort. Each individual benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are standardized so that the mean (the average of all participating students) always is 50 and the standard deviation is 25. The five benchmarks of effective educational practice in community colleges: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.

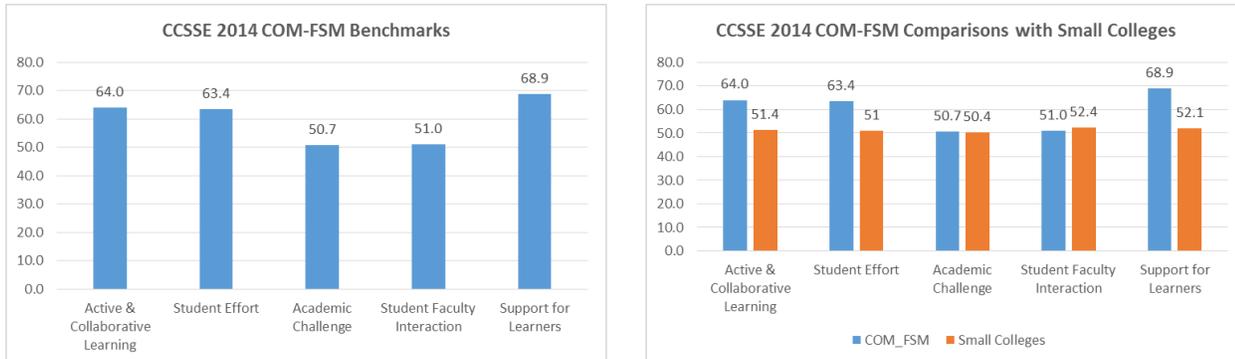


Figure 2 COM-FSM benchmark data and comparisons with CCSSE small colleges

The college scores are above average for active and collaborative learning, student effort and support for learners. While for academic challenge and student-faculty interaction, the college scores are just above the 50% level.

For each of the five benchmarks, four questions were selected to look at in detail. The following graphs present these questions against the benchmarks in terms of means and are compared against the small college cohort and the overall CCSSE 2014 cohort.

Active and 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.

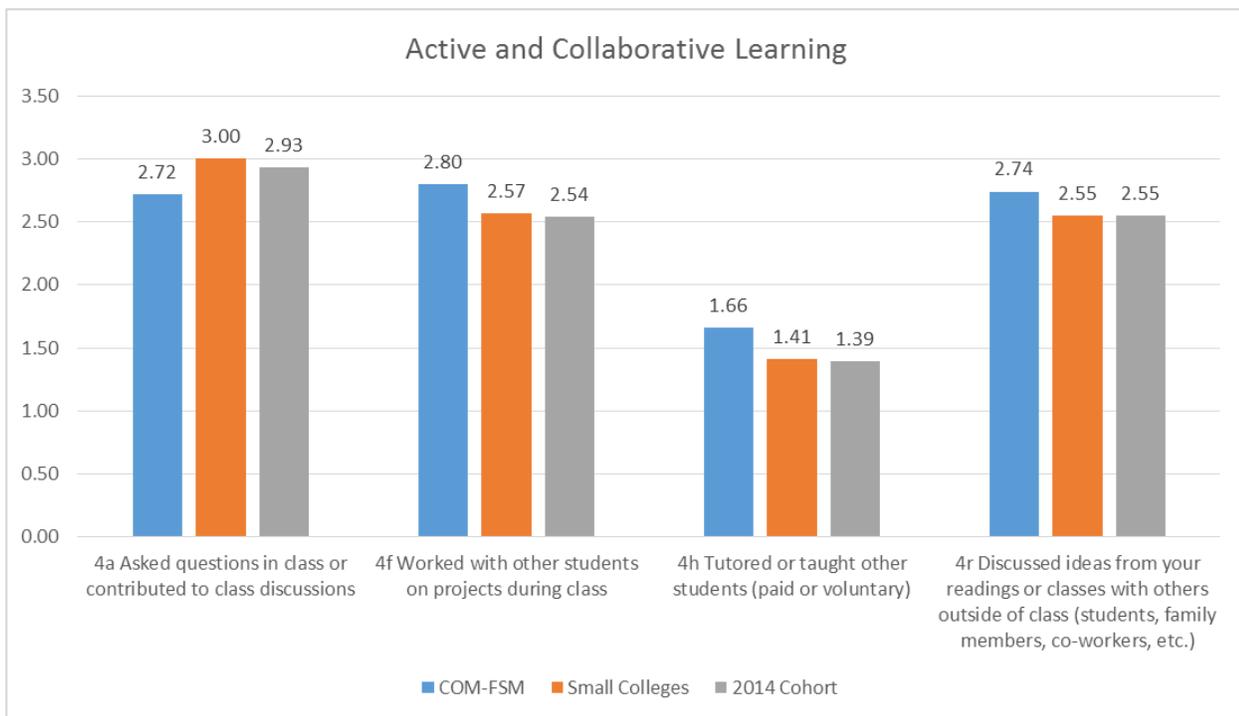


Figure 3 benchmark - Active and collaborative learning comparisons

Students at the college tend to be more involved in active and collaborative learning activities than the CCSSE small colleges and general cohorts.

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

Student Effort

Students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process.

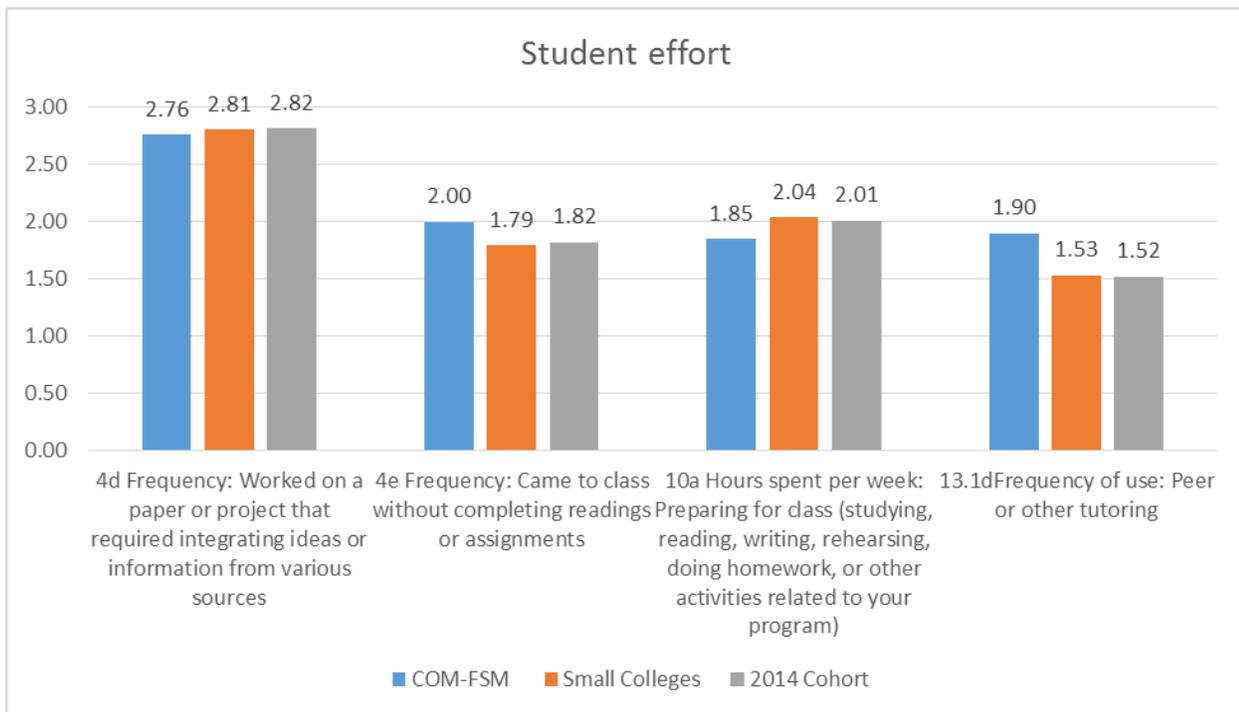


Figure 4 benchmark - Student effort

COM-FSM students were more likely to come to class without completing readings or assignments and spent less time preparing for class. They were however, more likely to use peer or other tutoring assistance.

- 4c Frequency: Prepared two or more drafts of a paper or assignment before turning it in
- 4d Frequency: Worked on a paper or project that required integrating ideas or information from various sources
- 4e Frequency: 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 Hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
- 13d1 Frequency of use: Peer or other tutoring
- 13e1 Frequency of use: Skill labs (writing, math, etc.)
- 13h1 Frequency of use: Computer lab

Academic Challenge

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.

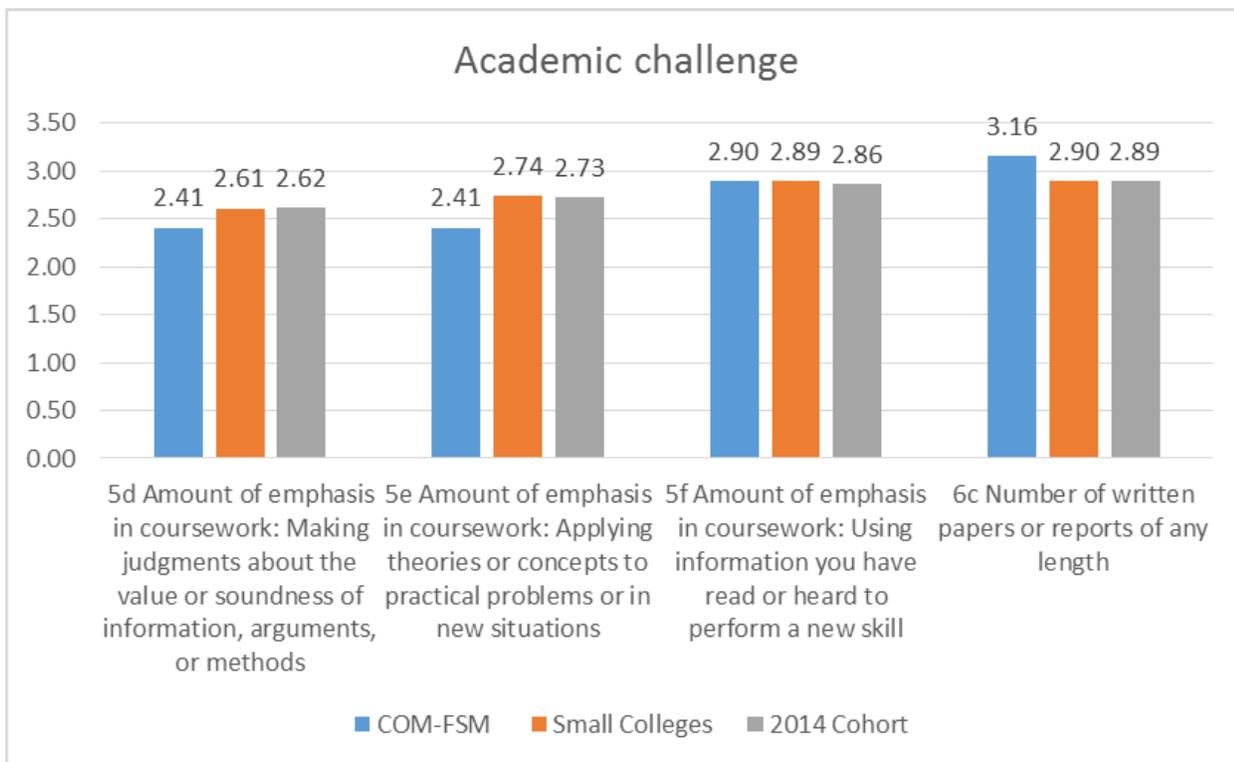


Figure 5 benchmark - Academic challenge

For academic challenge, a bright spot was the number of written papers or reports of any lengths was above those of the other cohorts.

- 4p Frequency: Worked harder than you thought you could to meet an instructor’s standards or expectations
- 5b Amount of emphasis in coursework: Analyzing the basic elements of an idea, experience, or theory
- 5c Amount of emphasis in coursework: Synthesizing and organizing ideas, information, or experiences in new ways
- 5d Amount of emphasis in coursework: Making judgments about the value or soundness of information, arguments, or methods
- 5e Amount of emphasis in coursework: Applying theories or concepts to practical problems or in new situations
- 5f Amount of emphasis in coursework: 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 Rate the extent to which your examinations have challenged you to do your best work
- 9a Amount of emphasis by college: Encouraging you to spend significant amounts of time studying

Student-Faculty Interaction

In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students’ connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets

students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

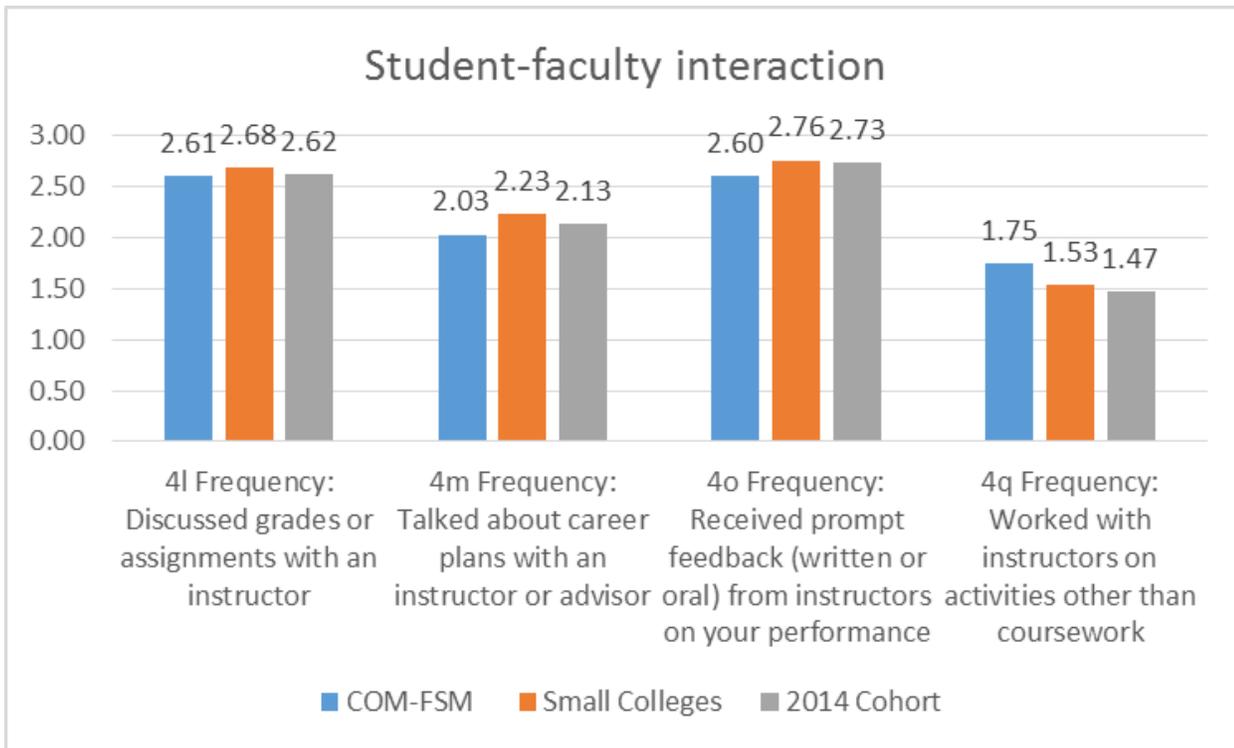


Figure 6 benchmark - Faculty-student interaction

Means for faculty-student interaction were generally lower than other benchmark indicators.

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

Support for Learners

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. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention.

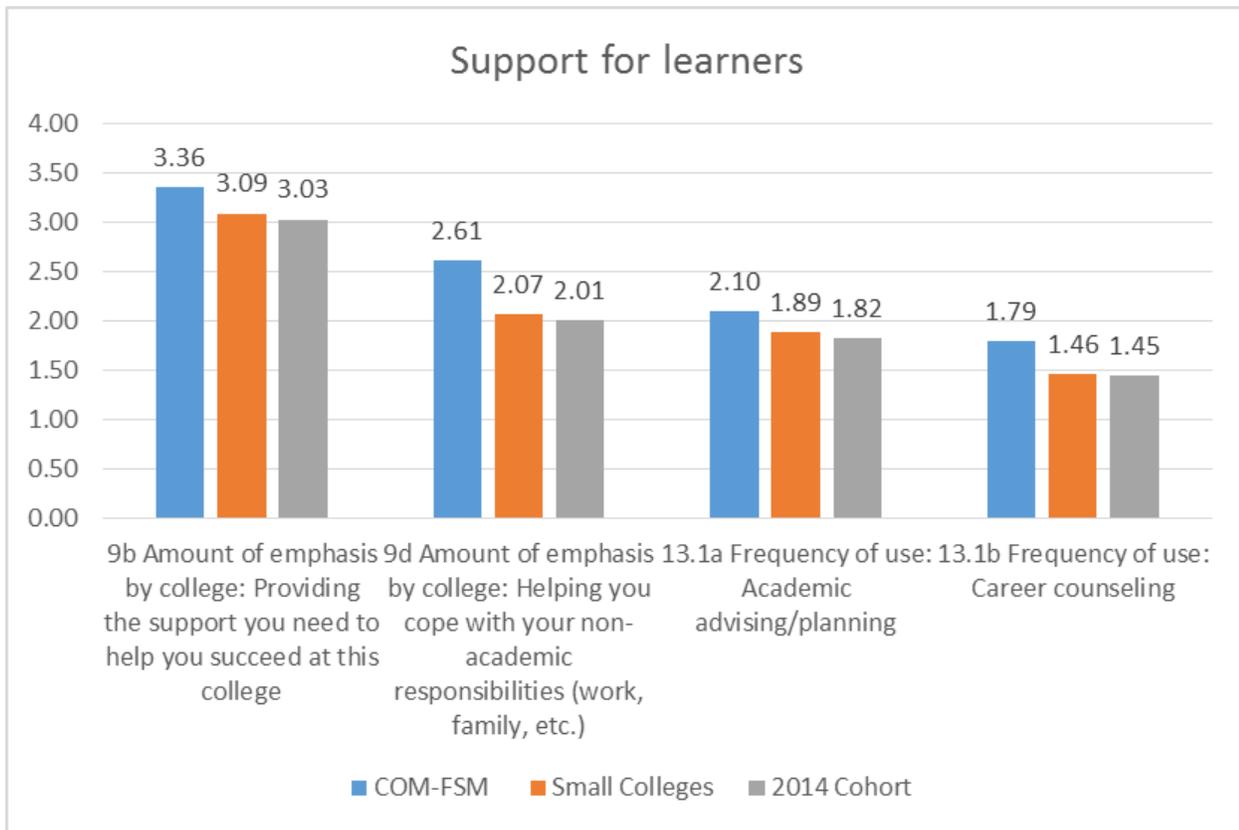


Figure 7 benchmark - Support for learning

COM-FSM do see the college as providing support needed to help succeed in college as well as helping cope with non-academic responsibilities.

- 9b Amount of emphasis by college: Providing the support you need to help you succeed at this college
- 9c Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- 9d Amount of emphasis by college: *Helping you cope with your non-academic responsibilities (work, family, etc.)
- 9e Amount of emphasis by college: Providing the support you need to thrive socially
- 9f Amount of emphasis by college: Providing the financial support you need to afford your education
- 13a1 Frequency of use: Academic advising/planning
- 13b1 Frequency of use: Career counseling

Selected Findings

The following section provides information on selected findings from CCSSE 2014 and its Promising Practices component. The following material is presented in the question format from CCSSE.

Marriage and language information

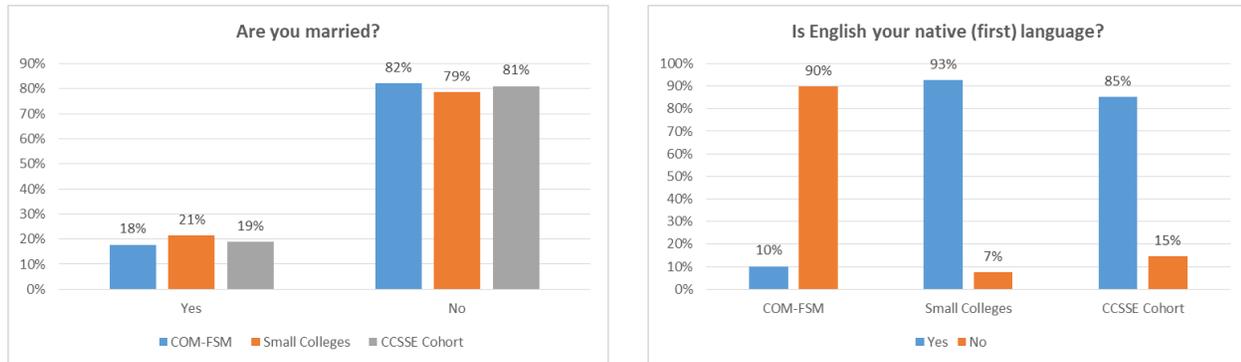


Figure 8 Marriage status and first language data

Eighteen percent of COM-FSM survey participants indicated that they are married. This is slightly below the number for the small colleges and overall CCSSE cohorts. However, it does need to be noted that our students are younger than the other cohorts are. English is recorded as the first language of ten percent of students. As 99% of students at COM-FSM are from the FSM, this indicates a number of Micronesian families are now using English as their first language.

Class attendance and preparation

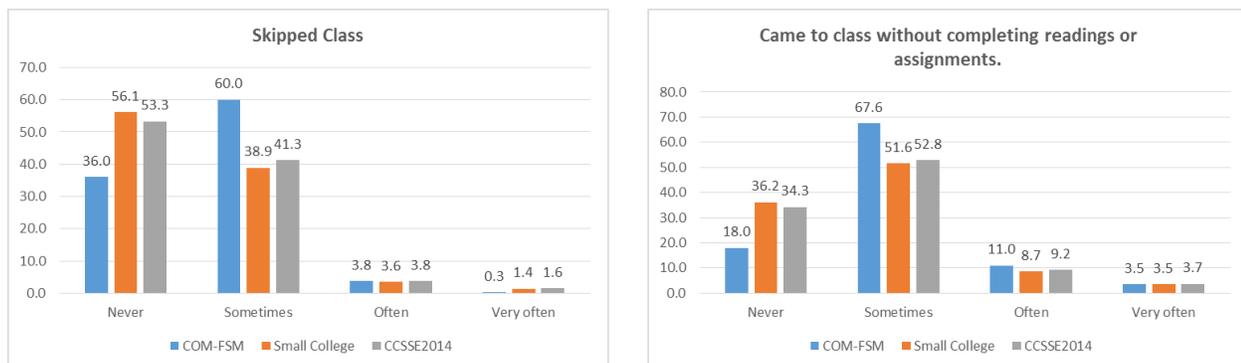


Figure 9 Class attendance and preparation

COM-FSM students were more likely to have skipped class or have come to class without completing readings and assignment than other CCSSE cohorts.

Student satisfaction

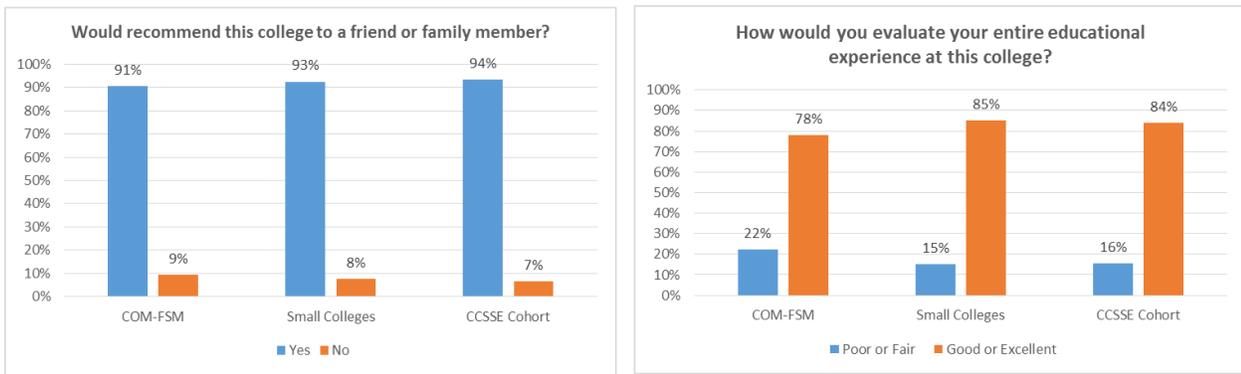


Figure 10 Student satisfaction

Students would recommend COM-FSM to a friend or family at a 91% percent level that is only slightly lower than the CCSSE cohort for small colleges and the overall cohort. Student did evaluate their entire education experience at 78% (combining Good and Excellent ratings) which is somewhat lower than the 85% for small colleges and 84% for the overall CCSSE cohort.

English as a Second Language (ESL) and Developmental Courses

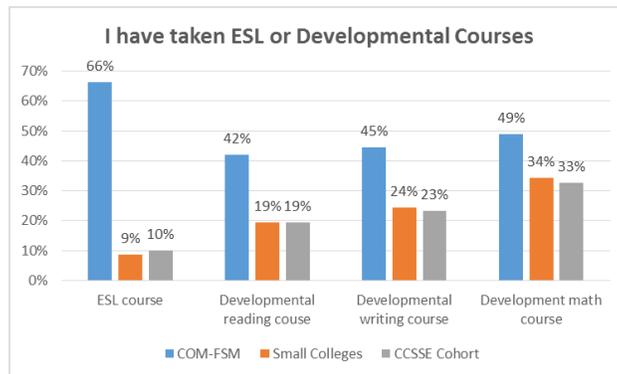


Figure 11 ESL and developmental courses taken

COM-FSM students are taking significantly more ESL and developmental reading, writing and math courses than other CCSSE cohorts are.

Educational goals

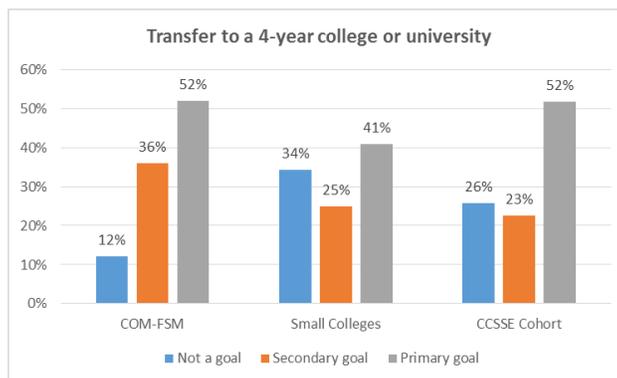


Figure 12 Educational goals - Transfer to 4-year college or university

Eighty eight percent of COM-FSM students indicate the transfer to a 4-year college or university is a primary or secondary education goal. This compares to 66% for small colleges and 75% for the CCSSE cohort.

Registration

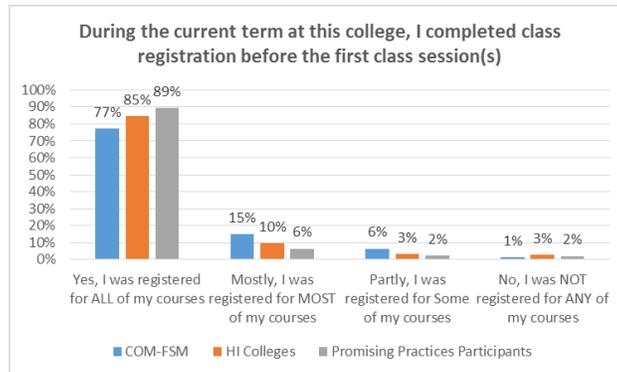


Figure 13 Registration

Compared to Hawaii colleges and the overall group of colleges completed the Promising Practices component of CCSSE, COM-FSM students were less likely to have registered for all courses prior to the start of class sessions.