

## **Executive Summary**

### **Results of the College's participation in the 2009 administration of the Community College Survey of Student Engagement**

#### **Introduction**

In Spring 2009, Suffolk County Community College (SCCC) participated in the administration of the Community College Survey of Student Engagement (CCSSE). Special thanks are due to the instructors of the participating classes and to the Office of Student Affairs which provided six laptop computers, two per campus, as incentives for student participation.

The CCSSE is designed to measure community college student engagement, which, the literature shows, is positively related to learning and retention. The 104 content items on the survey instrument ask students to indicate:

- how they spend their time
- what they have gained from their classes
- how they relate to and interact with faculty, counselors, and peers
- the kinds of work they are challenged to do
- how well the college supports their learning.

The College decided to participate in the 2009 CCSSE administration for two reasons:

- 1.) to understand the extent to which SCCC students are academically and socially engaged at the College and, if necessary, take steps to improve their level of engagement.
- 2.) to fulfill the SUNY Strengthened Campus-Based Assessment (SCBA) requirement that member institutions assess student engagement. (CCSSE is the only instrument currently available for assessing community college student engagement.)

#### **Methodology**

##### **Sample Selection**

The CCSSE administrators randomly selected 97 classes from the College's Spring 2009 Master Schedule for participation in the survey. The selection process ensured representation of each of the

three campuses, and of day, evening, and weekend students. The 2,480 students in the 97 selected classes represented approximately 11% of the 22,217 students enrolled in Spring 2009.

### **Survey Administration**

Each instructor, at his or her discretion, either administered the survey during a class session, or distributed the survey during a class session and directed the students to complete it outside of class and return it at a subsequent class session.

### **Response Rate**

Of the 2,480 students in the surveyed classes, 1,463 returned completed surveys for a response rate of 59%. SCCC's response rate exceeded the rate (51%) for all colleges participating in the Spring 2007 through Spring 2009 CCSSE administrations. It also exceeded the rate (53%) for comparably sized colleges (head count of 15,000 or more) participating in those administrations.

### **Comparison of Sample and Population Demographic Profiles**

Attachment 1 compares the demographic profiles of the SCCC CCSSE sample and the total SCCC Spring 2009 student population. As shown in Attachment 1, the sample and population have very similar gender and ethnic profiles. However, the SCCC sample is younger and has a higher proportion of full-time students than does the SCCC population.

### **Results**

#### **Comparison of SCCC Mean Responses to Individual Items to those of Comparison Groups**

##### **Comparison Groups**

CCSSE administrators provided the College with (among other data) the mean response of the SCCC sample on each of the 104 content items. They also provided comparisons of SCCC's mean item responses to these items with those of three comparison groups:

- 1.) The 663 community colleges that participated in the 2007 – 2009 CCSSE administrations (the **Total Cohort**).
- 2.) The 57 community colleges with spring student head counts of 15,000 or more that participated in the 2007 – 2009 CCSSE administrations (the **Comparably Sized Cohort**). (See Attachment 2 for a list of these colleges.)
- 3.) The 28 SUNY community colleges that participated in the 2007 – 2009 CCSSE administrations (the **SUNY Consortium**). (See Attachment 3 for a list of these colleges.)

## **Results of Comparisons of Individual Item Means**

**All Students.** For 93 of the 104 content items SCCC's mean score is not appreciably different from that of any of the comparison groups. For each of the other 11 there is a notable difference between the SCCC mean and the mean for at least one of the comparison groups. These are displayed in Attachment 4. Compared with students in the three comparison groups, the SCCC respondents:

- Have relationships with administrators and other students that are less positive
- Believe the college has made less of a contribution to their acquisition of job or work-related knowledge and skills
- Are less satisfied with a number of academic and student support services including academic advising/planning, tutoring, job placement assistance, financial aid advising, and the computer lab.

**Full-time Students.** SCCC's mean score for 82 items is not appreciably different from those of the comparison groups. For 22 items there is a notable difference between the SCCC mean and the mean of at least one of the comparison groups. These are displayed in Attachment 5. Compared with full-time students in the comparison groups, SCCC full-time respondents:

- Are less likely to skip class.

But they also:

- Are less involved in collaborative and active learning activities
- Are less challenged by examinations to do their best work
- Believe the college places less emphasis on studying and using computers in academic work
- Find their relationships with other students, instructors, and administrators to be less positive
- Are less satisfied with academic advising/planning, tutoring, financial aid advising, and the computer lab
- Have friends who are less supportive of their attending the college.

**Part-time Students.** For 83 items SCCC's mean score does not differ appreciably from that of any of the comparison groups. For each of the other 21 items there is a notable difference between the SCCC mean and the mean of at least one of the comparison groups. These are

displayed in Attachment 6. Compared with part-time students in the comparison groups, SCCC part-time students are:

- Less likely to come to class without completing assignments
- Less likely to skip class.

But they also

- Are less likely to receive prompt feedback from instructors on their performance
- Believe the college places less emphasis on providing the financial support they need to afford their education and provides less encouragement to study
- Find their relationships with other students and administrators to be less positive
- Are less satisfied with academic advising/planning, financial aid advising, career counseling, job placement assistance, tutoring, skill labs, student organizations, and the computer lab

### **Comparison of SCCC Mean Benchmark Scores to those of Comparison Groups**

#### **Benchmarks**

CCSSE administrators have created five benchmarks of effective educational practice, composite measures consisting of from six to ten conceptually related survey items. The benchmarks are:

- Active and Collaborative Learning
- Student Effort
- Academic Challenge
- Student-Faculty Interaction
- Support for Learners.

(Attachment 7 lists the items associated with each benchmark.)

#### **Benchmark Comparison Groups**

As with the individual item score comparisons, the Total Cohort, the Comparably Sized Cohort, and the SUNY Consortium were used in the benchmark score comparisons.

#### **Results of Comparisons of SCCC Benchmark Mean Scores with Those of the Comparison Groups**

**All Students.** The SCCC scores for the Active and Collaborative Learning and the Student-Faculty Interaction benchmarks are notably (score differences of -3.1 to -5.1) below those of the comparison groups. (See Attachment 8.)

**Full-time Students.** With the comparison limited to full-time respondents only, SCCC's score on each of the five benchmarks is notably (score differences of -3.1 to -7.6) below that of at least one comparison group. (See Attachment 9.)

**Part--time Students.** When the comparison is limited to part-time students only, SCCC benchmark scores for Student-Faculty Interaction and Support for Learners are notably (score differences of -3.0 to -5.4) below those of one or more comparison groups. (See Attachment 10.)

### **Comparison of Results for SCCC Full-time and Part-time Respondents**

Each of the benchmark scores for SCCC part-time students is below the corresponding score for SCCC full-time students. The part-timers' scores on the Active and Collaborative Learning, Academic Challenge, Student-Faculty Interaction, and Support for Learners benchmarks are notably (score differences of -4.4 to -7.9) below those for full-timers. (See Attachment 11.)

## **Conclusions**

### **Level of Student Engagement**

The comparisons reported above suggest that SCCC students may not be engaged in some areas as are students at other community colleges. SCCC survey participants reported less active and collaborative learning and less interaction with faculty, and indicated they do not put as much effort into their academic work. In addition, part-time SCCC students may not be as engaged as full-time SCCC students with respect to each of the effective educational practice benchmarks.

### **Level of Satisfaction with Student Support Services**

The comparisons also reveal that SCCC CCCSE participants are, on average, less satisfied than the students in the comparison groups with a number of student support services. In particular, they reported less satisfaction with services in the following areas: academic advising/planning, career counseling, peer and other tutoring, job placement assistance, skill labs, financial aid advising, services for students with disabilities, and the computer lab.

### **Next Steps**

An initial examination of the results of the 2009 CCSSE administration at SCCC suggests that, while in many ways our students are as engaged as students in colleges across the country, there are specific (and important) ways in which they are less engaged. The latter deserve our attention. For example, we need to develop strategies to involve our students more in active and collaborative learning, increase their interaction with faculty, and encourage them to put more effort into their academic work. Part-time students should be a particular focus of these strategies.

CCSSE recommendations for following up on the survey results include the following activities.

### **Further Research**

There are at least two possible directions that research to follow-up the results of the CCSSE administration might take: (1.) Conducting student focus groups to understand the factors that inhibit and promote the engagement of SCCC students and to understand the specific reasons for their dissatisfaction with various student support services. (2.) Investigating best practices related to encouraging student engagement in areas of concern and to providing particular kinds of support services.

### **Action**

Among action steps the College may take to begin to address the problems revealed in the CCSSE results are holding faculty and staff forums to discuss the results, including the concordance between the faculty and staff's predictions about how the students would respond, on the one hand, and how they actually responded, on the other. Another strategy would be organizing work teams, each with a focus on addressing particular aspects of student engagement which require institutional review.

## Attachment 1

### Comparison of Demographic Profiles of Spring 2009 CCSSE Respondents with Spring 2009 Student Population

	SCCC Survey All Spring 2009	
	Participants	SCCC Students
<b>Gender</b>		
Male	47%	43%
Female	53%	57%
<b>Race/Ethnicity</b>		
American Indian or other Native American	1%	<1%
Asian, Asian American, or Pacific Islander	2%	3%
Black or African American, Non-Hispanic	6%	7%
White, Non-Hispanic	65%	67%
Hispanic, Latino, Spanish	14%	13%
Other	4%	9%
International Student or Foreign National	7%	<1%
<b>Age</b>		
18 to 19	43%	34%
20 to 21	28%	23%
22 to 24	12%	14%
25 to 29	7%	9%
30 to 39	5%	9%
40 to 49	3%	7%
50 to 64	1%	3%
65 and over	<1%	<1%
<b>Enrollment Status</b>		
Full-Time	78%	58%
Part-time	22%	42%

## Attachment 2

### The Comparably Sized Cohort\*

#### INSTITUTION

American River College  
Austin Community College  
Borough of Manhattan Community College  
Broward College  
City College of San Francisco  
College of DuPage  
Community College of Allegheny County  
Community College of Philadelphia  
Cuyahoga Community College  
De Anza College  
El Camino College  
El Paso Community College  
Florida Community College at Jacksonville  
Fullerton Community College  
Georgia Perimeter College  
Glendale Community College  
Grand Rapids Community College  
Harper College  
Hillsborough Community College  
Houston Community College  
Humber ITAL  
Jefferson Community and Technical College  
Johnson County Community College  
Kirkwood Community College  
Lansing Community College  
Macomb Community College  
Mesa Community College  
Metropolitan Community College-Kansas City  
Miami Dade College  
Modesto Junior College  
Monroe Community College  
Montgomery College  
Moraine Valley Community College  
Mt. San Antonio College  
Nassau Community College  
Northern Virginia Community College  
Oakland Community College  
Owens Community College  
Palm Beach Community College  
Palomar College  
Pasadena City College  
Portland Community College  
Sacramento City College  
Salt Lake Community College  
San Antonio College

#### LOCATION

Sacramento CA  
Austin TX  
New York NY  
Fort Lauderdale FL  
San Francisco CA  
Glen Ellyn IL  
Pittsburgh PA  
Philadelphia PA  
Cleveland OH  
Cupertino CA  
Torrance CA  
El Paso TX  
Jacksonville FL  
Fullerton CA  
Decatur GA  
Glendale CA  
NE Grand Rapids MI  
Palatine IL  
Tampa FL  
Houston TX  
Toronto ON  
Louisville KY  
Overland Park KS  
Cedar Rapids IA  
Lansing MI  
Grosse Pointe MI  
Mesa AZ  
Kansas City MO  
Miami FL  
Modesto CA  
Rochester NY  
Rockville MD 8  
Palos Hills IL  
Walnut CA  
Garden City NY  
Annandale VA 2008  
Bloomfield Hills MI 2009  
Toledo OH 2009  
Lake Worth FL 2007  
San Marcos CA 2007  
Pasadena CA 2009  
Portland OR 2008  
Sacramento CA 2008  
Salt Lake City UT 2008  
San Antonio TX 2009

\*Colleges with a Spring 2009 head count enrollment of 15,000 or more.

## **Attachment 2 (Continued)**

### **INSTITUTION**

San Diego Mesa College  
Santa Ana College  
Santa Fe College  
Sinclair Community College  
South Texas College  
St. Petersburg College  
The Community College of Baltimore County  
Tidewater Community College  
Triton College  
Tulsa Community College  
Valencia Community College  
Wayne County Community College District

### **LOCATION**

San Diego CA 2007  
Santa Ana CA 2009  
Gainesville FL 2007  
Dayton OH 2007  
McAllen TX 2009  
St. Petersburg FL 2007  
Baltimore MD 2008  
Norfolk VA 2008  
River Grove IL 2009  
Tulsa OK 2009  
Orlando FL 2009  
Detroit MI 2009

## **Attachment 3**

### **THE SUNY Consortium**

Adirondack Community College  
Broome Community College  
Cayuga Community College  
Clinton Community College  
Columbia-Greene Community College  
Corning Community College  
Dutchess Community College - SUNY  
Erie Community College  
Finger Lakes Community College  
Fulton-Montgomery Community College  
Genesee Community College  
Herkimer County Community College  
Hudson Valley Community College  
Jamestown Community College  
Jefferson Community College  
Mohawk Valley Community College  
Monroe Community College  
Nassau Community College  
Niagara County Community College  
North Country Community College  
Onondaga Community College  
Orange County Community College  
Rockland Community College  
Schenectady County Community College  
Sullivan County Community College  
Tompkins Cortland Community College  
Ulster County Community College  
Westchester Community College

## Attachment 4

### Notable Mean Item Score Differences between SCCC CCSSE Participants and the Comparison Groups—All Students

ALL STUDENTS			
Comparison Groups			
Item No.	Total Cohort	Comparably Sized Cohort	SUNY Consortium
<i>SCCC Above the Mean</i>			
10.b.*			X
<i>SCCC Below the Mean</i>			
11.a.	X		
11.c.	X		
12.b.	X		
13.1.h.	X	X	X
13.2.a.	X		X
13.2.c.	X		
13.2.d.	X	X	X
13.2.g.	X		X
13.2.h.	X	X	X
13.3.h.	X	X	X

#### Weekly Activities

\*10.b. About how many hours do you spend in a typical 7-day week working for pay?

#### Quality of Relationships

11.a. What is the quality of your relationship with other students at this college?

11.c. What is the quality of your relationship with administrative personnel at this college?

#### Educational and Personal Growth

12.b. How much has your experience at this college contributed to your acquisition of job or work-related knowledge and skills?

#### Student Services

13.1.h. How often do you use the computer lab at this college?

13.2.a. How satisfied are you with academic advising/planning at this college?

13.2.c. How satisfied are you with job placement assistance at this college?

13.2.d. How satisfied are you with peer and other tutoring at this college?

13.2.g. How satisfied are you with financial aid advising at this college?

13.2.h. How satisfied are you with the computer lab at this college?

13.3.h. How important is the computer lab to you at this college?

## Attachment 5

### Notable Mean Item Score Differences between SCCC CCSSE Participants and the Comparison Group—Full-time Students

FULL-TIME STUDENTS			
Comparison Groups			
Item No.	Total Cohort	Comparably Sized Cohort	SUNY Consortium
<i>SCCC Above the Mean</i>			
10.b.*	X	X	X
<i>SCCC Below the Mean</i>			
4.a.	X		
4.c.	X	X	
4.g.	X	X	
4.m.	X		X
4.u.			X
7.	X		
9.a.	X		
9.g.	X		
10.a.	X	X	
11.a.	X		
11.b.	X		
11.c.	X		
12.b.	X		
13.1.d.		X	
13.1.h.	X	X	X
13.2.a.	X		X
13.2.d.	X	X	
13.2.g.	X		
13.2.h.	X		
13.3.h.	X	X	X
15.	X		

#### Weekly Activities

\*10.b. About how many hours do you spend in a typical 7-day week working for pay?

#### College Activities

4.a. At this college during the current school year how often have you asked questions in class or contributed to class discussions?

## Attachment 5 (Continued)

### College Activities (continued)

- 4.c. At this college during the current school year how often have you prepared two or more drafts of a paper or assignment before turning it in?
- 4.g. At this college during the current school year how often have you worked with classmates outside of class to prepare class assignments?
- 4.m. At this college during the current school year how often have you talked about career plans with an instructor or advisor?
- 4.u. At this college during the current school year how often have you skipped class?
- 7. Indicate the extent to which your examinations during the current school year have challenged you to do your best work at this college?

### Opinions About Your School

- 9.a. How much does this college emphasize encouraging you to spend significant amounts of time studying?
- 9.g. How much does this college emphasize using computers in academic work?

### Weekly Activities

- 10.a. About how many hours do you spend in a typical 7-day week preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)?

### Quality of Relationships

- 11.a. What is the quality of your relationship with other students at this college?
- 11.b. What is the quality of your relationship with instructors at this college?
- 11.c. What is the quality of your relationship with administrative personnel at this college?

### Educational and Personal Growth

- 12.b. How much has your experience at this college contributed to your acquisition of job or work-related knowledge and skills?

### Student Services

- 13.1.d. How often do you use peer or other tutoring at this college?
- 13.1.h. How often do you use the computer lab at this college?
- 13.2.a. How satisfied are you with academic advising/planning at this college?
- 13.2.d. How satisfied are you with peer and other tutoring at this college?
- 13.2.g. How satisfied are you with financial aid advising at this college?
- 13.2.h. How satisfied are you with the computer lab at this college?
- 13.3.h. How important is the computer lab to you at this college?

### College Experiences

- 15. How supportive are your friends of your attending this college?

## Attachment 6

### Notable Mean Item Score Differences between SCCC CCSSE Participants and the Comparison Groups—Part-time Students

PART-TIME STUDENTS			
Comparison Groups			
Item No.	Total Cohort	Comparably Sized Cohort	SUNY Consortium
<i>SCCC Above the Mean</i>			
None			
<i>SCCC Below the Mean</i>			
4.e.*	X	X	
4.o.	X	X	X
4.u.		X	
9.f.	X		
9.g.	X		
10.e.			X
11.a.	X		
11.c.	X		
13.1.c.	X		
13.1.h.	X	X	X
13.2.a.	X	X	X
13.2.b.	X	X	
13.2.c.	X	X	X
13.2.d.	X	X	X
13.2.e.	X	X	X
13.2.g.	X	X	X
13.2.h.	X	X	X
13.2.i.	X	X	X
13.2.k.	X		
13.3.b.			X
13.3.h.	X	X	X

#### College Activities

- \*4.e. At this college during the current school year how often have you come to class without completing readings or assignments?
- 4.o. At this college during the current school year how often have you received prompt feedback (written or oral) from instructors on your performance?
- 4.u. At this college during the current school year how often have you skipped class?

## Attachment 6 (Continued)

### Opinions About Your School

- 9.f. How much does this college emphasize encouraging providing the financial support you need to afford your education?
- 9.g. How much does this college emphasize using computers in academic work?

### Weekly Activities

- 10.e. About how many hours do you spend in a typical 7-day week commuting to and from classes?

### Quality of Relationships

- 11.a. What is the quality of your relationship with other students at this college?
- 11.c. What is the quality of your relationship with administrative personnel at this college?

### Student Services

- 13.1.c. How often do you use job placement assistance?
- 13.1.h. How often do you use the computer lab at this college?
- 13.2.a. How satisfied are you with academic advising/planning at this college?
- 13.2.b. How satisfied are you with career counseling at this college?
- 13.2.c. How satisfied are you with job placement assistance at this college?
- 13.2.d. How satisfied are you with peer and other tutoring at this college?
- 13.2.e. How satisfied are you with skill labs (writing, math, etc.) at this college?
- 13.2.g. How satisfied are you with financial aid advising at this college?
- 13.2.h. How satisfied are you with the computer lab at this college?
- 13.2.i. How satisfied are you with student organizations at this college?
- 13.2.k. How satisfied are you with services to students with disabilities at this college?
- 13.3.b. How important is career counseling to you at this college?
- 13.3.h. How important is the computer lab to you at this college?

## Attachment 7

### Benchmarks of Effective Educational Practice

#### Active and Collaborative Learning (7 items)

During the current school year, how often have you

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

#### Student Effort (8 items)

During the current school year, how often have you

- \* Prepared two or more drafts of a paper or assignment before turning it in (4.c.)
- \* Worked on a paper or project that required integrating ideas or information from various sources (4.d.)
- \* Come to class without completing readings or assignments (reverse coded) (4.e.)
- \* Used peer or other tutoring (13.1.d.)
- \* Used skill labs (writing, math, etc.) (13.1.e.)
- \* Used a computer lab (13.1.h.)

During the current school year

- \* How many books did you read on your own (not assigned) for personal enjoyment or academic enrichment (6.a.)
- \* How many hours did you spend in a typical week preparing for class (studying, reading, writing, rehearsing or other activities related to your program) (10.a.)

## **Attachment 7 (Continued)**

### **Academic Challenge** (10 items)

During the current school year, how often have you

- \* Worked harder than you thought you could to meet an instructor's standards or expectations (4.p.)

How much does your coursework at this college emphasize

- \* Analyzing the basic elements of an idea, experience, or theory (5.b.)
- \* Synthesizing and organizing ideas, information, or experiences in new ways (5.c.)
- \* Making judgments about the value or soundness of information, arguments, or methods (5.d.)
- \* Applying theories or concepts to practical problems or in new situations (5.e.)
- \* Using information you have read or heard to perform a new skill (5.f.)

During the current school year

- \* How many assigned textbooks, manuals, books, or book-length packs of course readings did you read (6.a.)
- \* How many papers or reports of any length did you write (6.c.)
- \* To what extent have your examinations challenged you to do your best work (7.)

How much does this college emphasize

- \* Encouraging you to spend significant amounts of time studying (9.a.)

### **Student-Faculty Interaction** (6 items)

During the current school year how often have you

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

## **Attachment 7 (Continued)**

### **Support for Learners (7 items)**

How much does this college emphasize

- \* Providing the support you need to help you succeed at this college (9.b.)
- \* Encouraging contact among students from different economic, social, and racial or ethnic Backgrounds (9.c.)
- \* Helping you cope with your non-academic responsibilities (work, family, etc.) (9.d.)
- \* Providing the support you need to thrive socially (9.e.)
- \* Providing the financial support you need to afford your education (9.f.)

During the current school year, how often have you

- \* Used academic advising/planning services (13.1.a.)
- \* Used career counseling services (13.1.b.)

## Attachment 8

### Benchmark Score Differences between SCCC CCSSE Participants and Comparison Groups—All Students

All Students					
Benchmark	SCCC		Comparison Group Statistics		
			SUNY Consortium (N=28)	Comparably Sized Cohort* (N=57)	Total Cohort (N=663)
Active and Collaborative Learning	<b>46.4</b>	Benchmark Score	48.7	49.5	50.0
		Score Difference	<b>-2.3</b>	<b>-3.1</b>	<b>-3.6</b>
Student Effort	<b>47.3</b>	Benchmark Score	49.8	49.0	50.0
		Score Difference	<b>-2.5</b>	<b>-1.8</b>	<b>-2.7</b>
Academic Challenge	<b>50.0</b>	Benchmark Score	50.6	49.7	50.0
		Score Difference	<b>-0.6</b>	<b>0.3</b>	<b>0.0</b>
Student-Faculty Interaction	<b>46.3</b>	Benchmark Score	51.4	48.0	50.0
		Score Difference	<b>-5.1</b>	<b>-1.7</b>	<b>-3.7</b>
Support for Learners	<b>48.3</b>	Benchmark Score	49.9	48.7	50.0
		Score Difference	<b>-1.6</b>	<b>-0.4</b>	<b>-1.7</b>

\*Spring 2009 student head count of 15,000 or more.

## Attachment 9

### Benchmark Score Differences between SCCC CCSSE Participants and Comparison Groups—Full-time Students

Full-time Students					
Benchmark	SCCC	Comparison Group Statistics			
		SUNY Consortium (N=28)	Comparably Sized Cohort* (N=57)	Total Cohort (N=663)	
Active and Collaborative Learning	<b>48.2</b>	Benchmark Score	51.7	54.9	55.8
		Score Difference	<b>-3.5</b>	<b>-6.7</b>	<b>-7.6</b>
Student Effort	<b>48.3</b>	Benchmark Score	52.1	54.3	54.9
		Score Difference	<b>-3.8</b>	<b>-6.0</b>	<b>-6.6</b>
Academic Challenge	<b>51.9</b>	Benchmark Score	53.2	55.1	55.1
		Score Difference	<b>-1.3</b>	<b>-3.2</b>	<b>-3.2</b>
Student-Faculty Interaction	<b>49.6</b>	Benchmark Score	54.8	53.2	55.7
		Score Difference	<b>-5.2</b>	<b>-3.6</b>	<b>-6.1</b>
Support for Learners	<b>50.5</b>	Benchmark Score	52.5	52.0	53.6
		Score Difference	<b>-2.0</b>	<b>-1.5</b>	<b>-3.1</b>

\*Spring 2009 student head count of 15,000 or more.

# Attachment 10

## Benchmark Score Differences between SCCC CCSSE Participants and Comparison Groups—Part-time Students

<b>Part-time Students</b>					
Benchmark	SCCC	Comparison Group Statistics	Comparison Group Statistics		
			SUNY Consortium (N=28)	Comparably Sized Cohort* (N=57)	Total Cohort (N=663)
Active and Collaborative Learning	<b>43.8</b>	Benchmark Score Score Difference	44.7 <b>-0.9</b>	46.3 <b>-2.5</b>	46.4 <b>-2.6</b>
Student Effort	<b>45.9</b>	Benchmark Score Score Difference	46.7 <b>-0.8</b>	45.8 <b>0.1</b>	47.0 <b>-1.1</b>
Academic Challenge	<b>47.3</b>	Benchmark Score Score Difference	47.2 <b>0.1</b>	46.5 <b>0.8</b>	46.5 <b>0.8</b>
Student-Faculty Interaction	<b>41.7</b>	Benchmark Score Score Difference	47.1 <b>-5.4</b>	44.9 <b>-3.2</b>	46.8 <b>-5.1</b>
Support for Learners	<b>45.3</b>	Benchmark Score Score Difference	46.6 <b>-1.3</b>	46.7 <b>-1.4</b>	48.3 <b>-3.0</b>

\*Spring 2009 student head count of 15,000 or more.

## Attachment 11

### Benchmark Score Differences between SCCC CCSSE Full-time and Part-time Participants

SCCC Students			
Benchmark		Full-time	
		Part-time	
Active and Collaborative Learning	Benchmark Score	48.2	43.8
	Score Difference		<b>-4.4</b>
Student Effort	Benchmark Score	48.3	45.9
	Score Difference		<b>-2.4</b>
Academic Challenge	Benchmark Score	51.9	47.3
	Score Difference		<b>-4.6</b>
Student-Faculty Interaction	Benchmark Score	49.6	41.7
	Score Difference		<b>-7.9</b>
Support for Learners	Benchmark Score	50.5	45.3
	Score Difference		<b>-5.2</b>