

Community College Survey of Student Engagement
2004 Benchmark Summary Table - Credit Hour Status Breakout
Santa Fe Community College (NM)

0 to 29 Credits				
Benchmark	Santa Fe Community College (NM)	Comparison Group Statistics		
			Small Colleges	2004 Colleges
Active and Collaborative Learning	49.1	Benchmark Score	48.0	47.2
		Score Difference	1.1	1.9
Student Effort	47.6	Benchmark Score	49.6	49.2
		Score Difference	-2.0	-1.6
Academic Challenge	47.6	Benchmark Score	48.0	48.0
		Score Difference	-0.3	-0.4
Student-Faculty Interaction	45.0	Benchmark Score	48.1	47.6
		Score Difference	-3.0	-2.6
Support for Learners	43.7	Benchmark Score	51.0	49.8
		Score Difference	-7.4	-6.2
		Number of Colleges	75	152

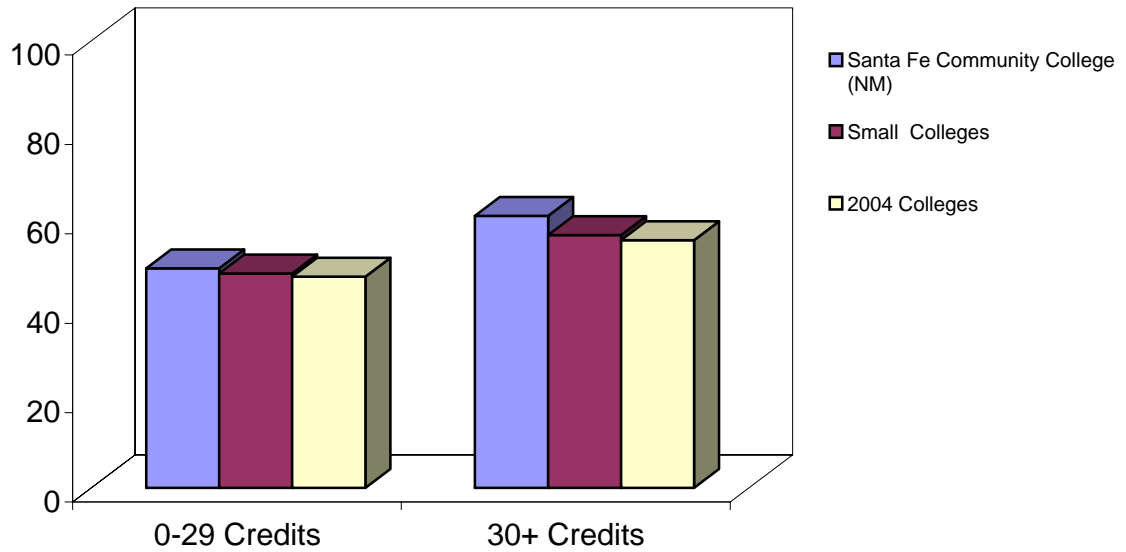
30+ Credits				
Benchmark	Santa Fe Community College (NM)	Comparison Group Statistics		
			Small Colleges	2004 Colleges
Active and Collaborative Learning	60.9	Benchmark Score	56.6	55.4
		Score Difference	4.3	5.5
Student Effort	56.5	Benchmark Score	52.9	52.4
		Score Difference	3.6	4.0
Academic Challenge	62.4	Benchmark Score	53.9	53.6
		Score Difference	8.5	8.8
Student-Faculty Interaction	58.4	Benchmark Score	57.1	55.5
		Score Difference	1.3	2.9
Support for Learners	57.0	Benchmark Score	53.6	52.0
		Score Difference	3.3	4.9
		Number of Colleges	75	152

Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

Score Difference: The result of subtracting the comparison group score (same size colleges or 2004 colleges) from your college's score on each benchmark.

**Active and Collaborative Learning
Bar Charts and Benchmark Item Composition
Credit Hour Status Breakout**

Description - 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.



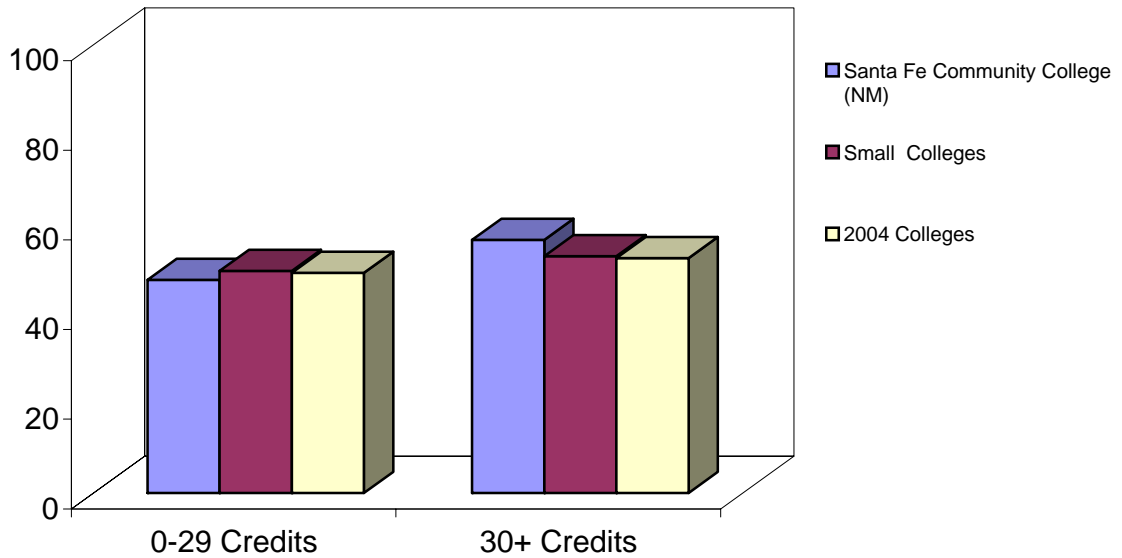
Benchmark Scores

	Santa Fe Community College (NM)	Small Colleges	2004 Colleges
0-29 Credits	49.1	48.0	47.2
30+ Credits	60.9	56.6	55.4

Active and Collaborative Learning	
4a.	Asked questions in class 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 (students, family members, co-workers, etc.)

Student Effort
Bar Charts and Benchmark Item Composition
Credit Hour Status Breakout

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

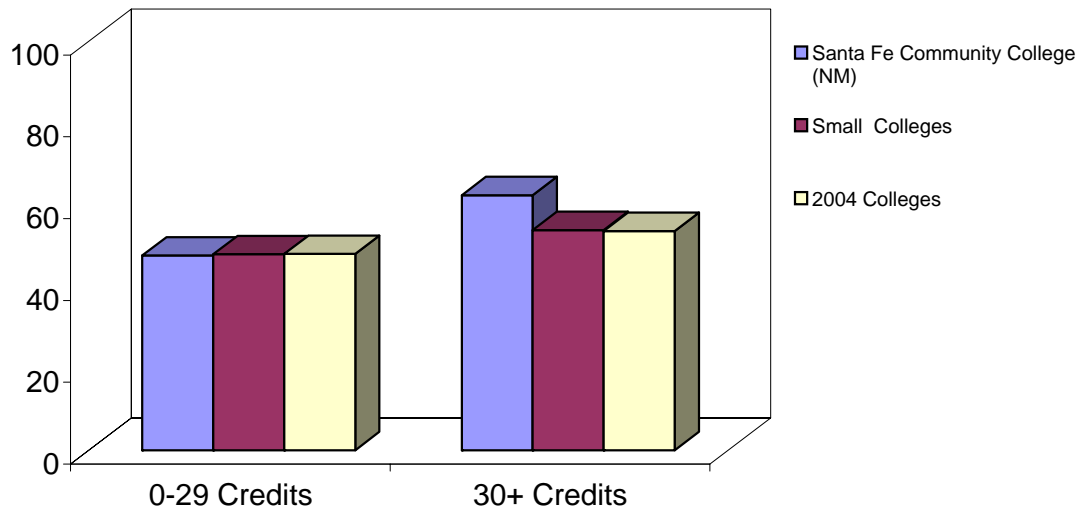


Benchmark Scores			
	Santa Fe Community College (NM)	Small Colleges	2004 Colleges
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Student Effort	
4c.	Prepared two or more drafts of a paper or assignment before turning it in
4d.	Worked on a paper or project that required integrating ideas or information 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
Bar Charts and Benchmark Item Composition
Credit Hour Status Breakout

Description - 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.



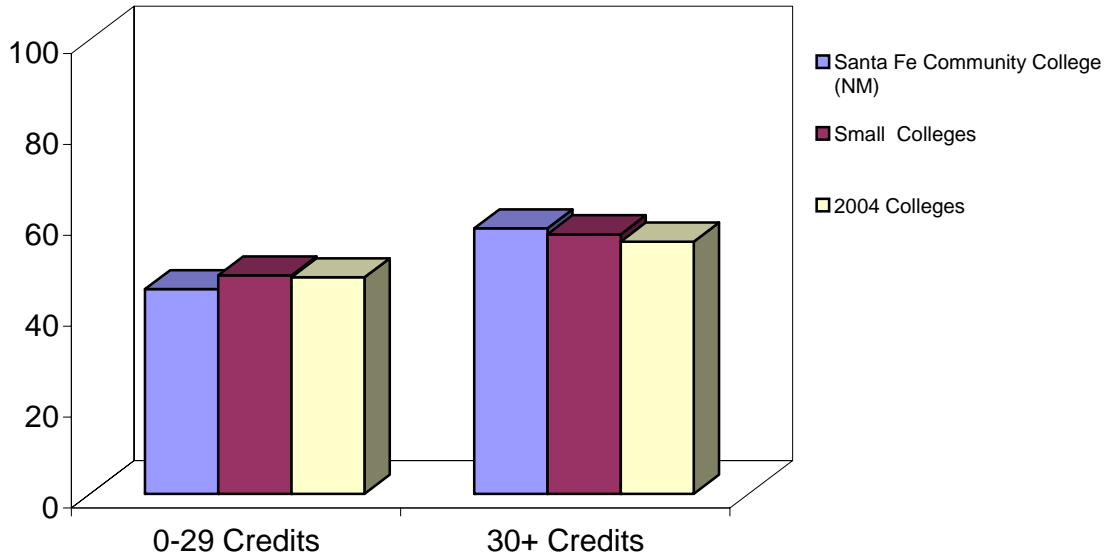
Benchmark Scores

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Academic Challenge	
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 judgments 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	Mark the box that best represents the 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
Bar Charts and Benchmark Item Composition
Credit Hour Status Breakout**

Description - 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.



Benchmark Scores

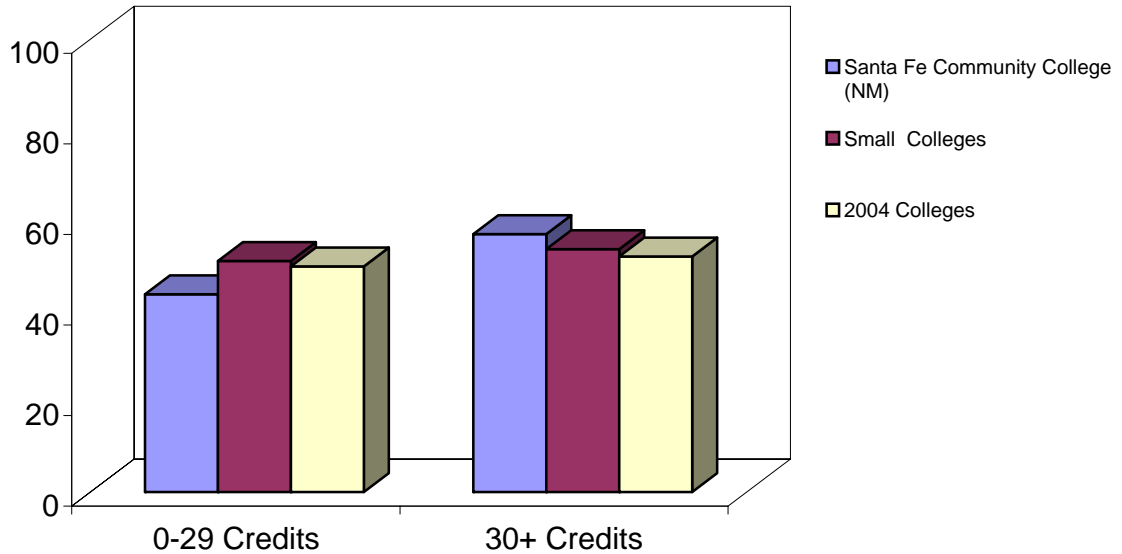
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Student-Faculty Interaction

- 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

**Support for Learners
Bar Charts and Benchmark Item Composition
Credit Hour Status Breakout**

Description - 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.



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Support for Learners	
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 backgrounds
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