

CCSSE Survey Results for Turtle Mountain College

Administered in Spring of Calendar Year 2025



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Overview of Results

Data depicted below are summarized broadly by the CCSSE benchmarks (groups of conceptually related survey items that address key areas of student engagement). Depicted below, TMC's benchmark results are compared against the averaged to 10% of the 2025 CCSSE cohort.

Links pertaining to survey context and methodology are provided below:

- [About the Center for Community College Student Engagement](#) (CCCSE)
- [About the CCSSE Survey](#)
- [How Benchmarks Are Calculated](#)
- [Understanding Survey Results](#)

Though benchmarking is a significant consideration in this survey design, not all questions are aligned to a benchmark.

A note on statistical validity of results is as follows, as quoted directly from the CCSSE organization:

When interpreting mean differences across comparison groups, CCCSE uses a combination of two measures: (1) a t-test with a very conservative alpha level of .001 or less is used to determine if the difference between two means is significant and not likely due to chance, and (2) an effect size of .20 (absolute value) or more using Cohen's d is used to show the magnitude of difference between the two means. If a comparison is significant at an alpha level of .001 or less and has an effect size of .20 or greater, then it is considered to be a statistically significant difference worthy of further investigation.

In short, data from individual survey prompts presented in this report carry statistical significance against the small colleges comparison group and/or the overall 2025 CCSSE survey cohort. If a finding is significant against only one of these, this limitation will be indicated.

Additionally, CCSSE considers bias in survey administration, and TMC undertook an online survey rather than an in-class survey.

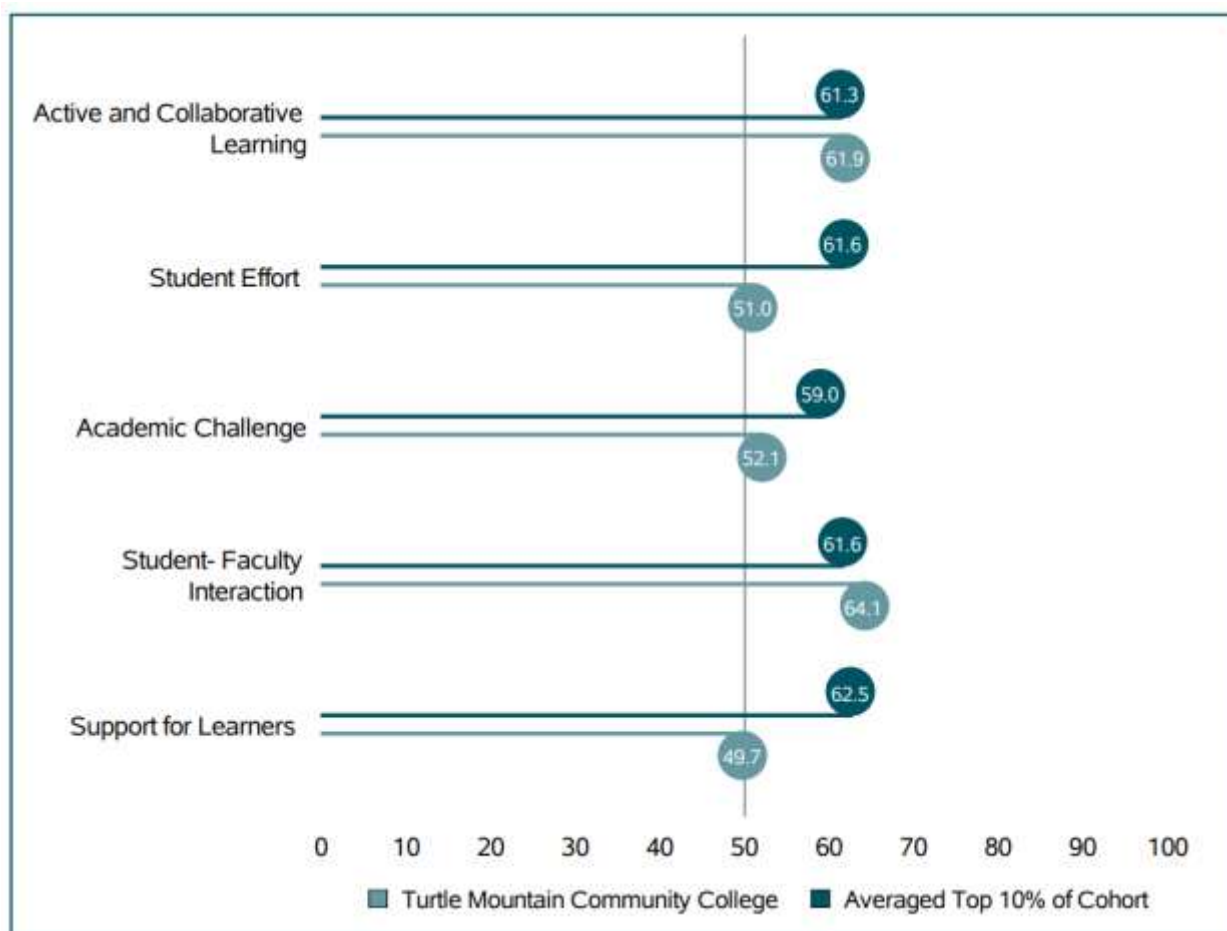
In order to boost responses to the online survey, sampling is not employed; the survey invitation is sent to all eligible students. Research shows that full-time students and women are more likely to complete online surveys than part-time students and men. As a result, full-time students and women are over-represented in the final sample. Statistical weighting, discussed in detail below, is used to adjust for this bias.

For this survey administration, 180 TMC students out of an eligible 524 responded via an online survey format.

Below is a broad graphic representing TMC compared against the averaged top 10% of the CCSSE cohort, which is an important indicator to draw attention to. Placing within the top 10% of the cohort

indicates satisfactory feedback from student respondents, whereas significantly placing below that may indicate troubling or unacceptable trends, which are outlined deeper within this report for each benchmark category.

Additionally, the vertical line on the chart below indicates the standardized mean of the 2025 CCSSE cohort, and as quoted from the CCSSE organization, “Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy” (CCSSE 2025 Executive Summary of Results). As such, recommendations within the “Areas for Growth” section strive to elevate TMC to reach levels significantly above the standardized mean so that we promote excellence with our operations and student impacts. In other words, instead of settling for an average performance, aligning TMC as closely as possible to the top 10% of colleges would be ideal.



Recommendations from Data

Below is a concise listing of action-oriented recommendations based on the data with the relevant survey results below. These recommendations derive exclusively from data points that did not score within a satisfactory range and which necessitate follow through. Recommendations are also broad in nature, as specific solutions need to be devised through appropriate institutional governance. All survey items underlying these recommendations are statistically significant.

- **Solutions need to be considered for caregiving students and students with child care responsibilities.** In comparison to other colleges, TMC students provided clear indication across three separate questions that 1) caregiving drew significantly more of their time, 2) that it was a more important campus service to them, and 3) that it carried a higher likelihood of causing the students to withdraw from this college. No other indicator on the survey carried a significant risk of withdrawal, underscoring the severity of this issue.
- **Considerations for supporting students with long commute times is appropriate.** TMC students indicate having a longer commute than compared to other colleges.
- **Students need to engage with academic advising with greater frequency,** as this was rated significantly lower than other colleges. Finding multiple avenues for getting students engaged more frequently and meaningfully with advising processes is advisable.
- **Increased opportunities for transfer counseling may need to be considered,** as this was ranked quite low against comparison groups. However, this was only statistically significant against the overall 2025 CCSSE cohort, but it was not statistically significant against small colleges. A limitation to consider is that transfer intent is not a consideration for this question.

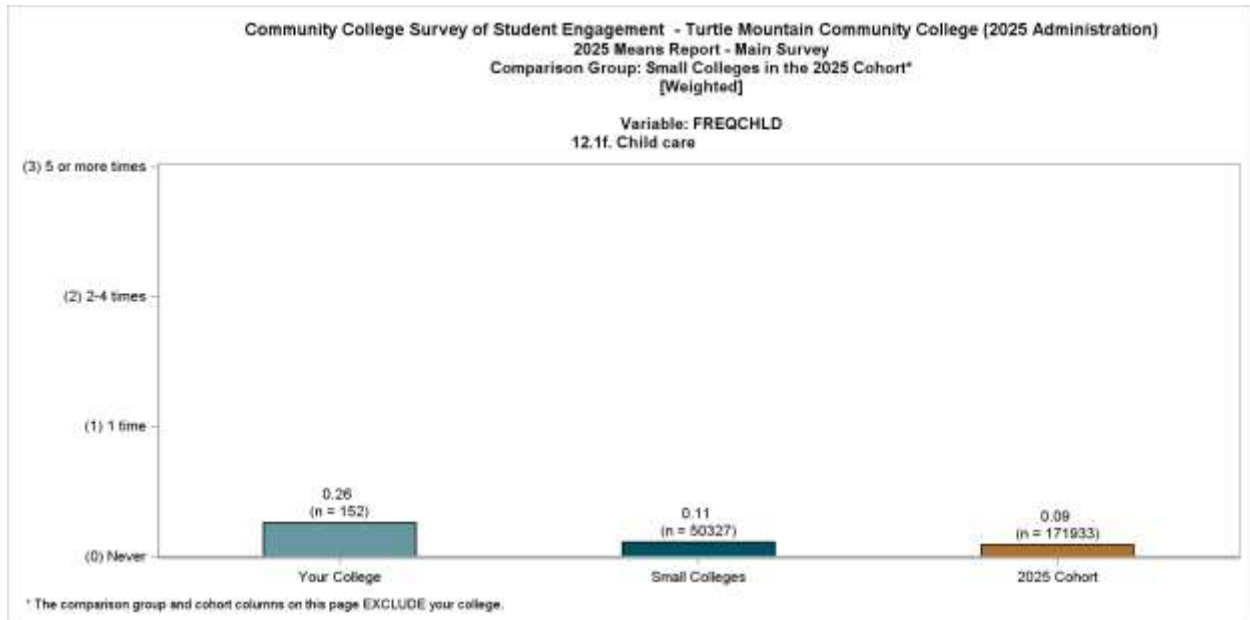
Some recommendations are not grounded in statistical significance at the individual question level, but these are still concisely summarized below to indicate that higher performance in these areas can still elevate student satisfaction and success. Please see the "[Areas for Growth](#)" section for data charts associated with these recommendations.

- **Consider ways to encourage students to read outside of class.** TMC students appeared to read books on their own at a lower rate than students at other colleges.
- **Devise ways to encourage or facilitate studying in preparation for classes.** TMC students appear to spend less time preparing for class. One factor that may affect this is "time poverty," or a lower amount of available study time compared to other colleges, as identified in that TMC students spend more time caregiving than students at other colleges.
- **Increased access to and academic relevance for a computer lab.** TMC students appeared to engage within a computer lab at a lower frequency than at other colleges.
- **Support analysis of ideas in academic settings.** TMC appeared to emphasize analysis of basic elements of an idea, experience, or theory at a lower degree than other colleges.
- **Improve support systems across the TMC student academic pathways.** TMC appears to provide lower support that students need to succeed than other colleges.

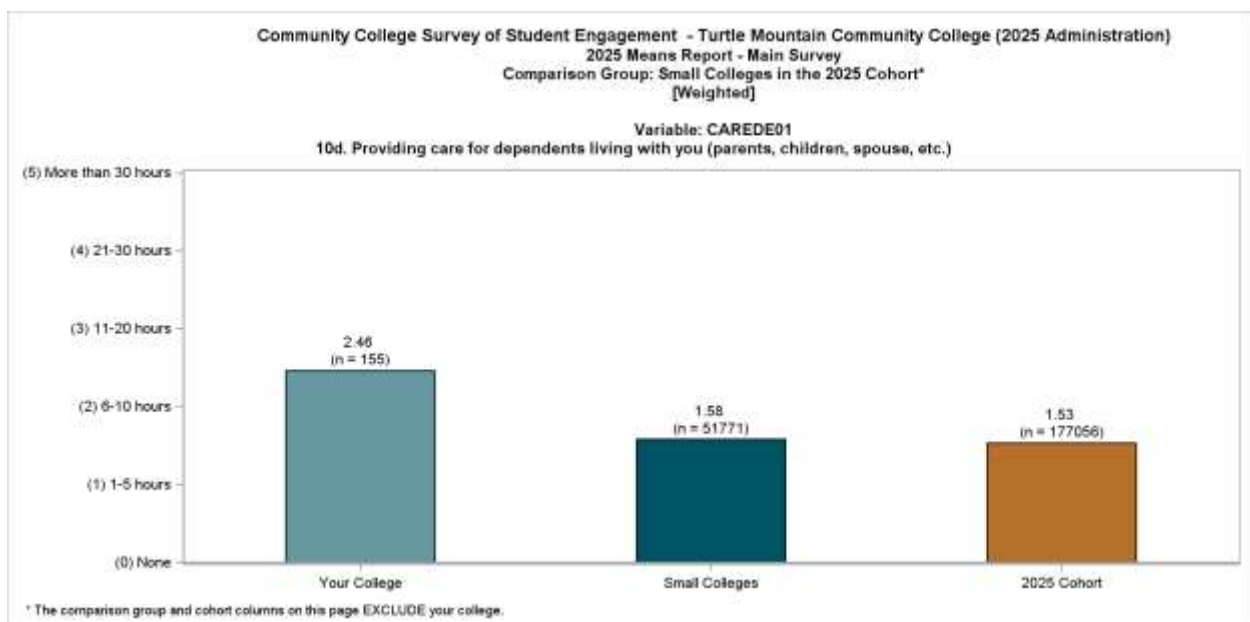
Data Underlying Recommendations

Dependent/childcare responsibilities

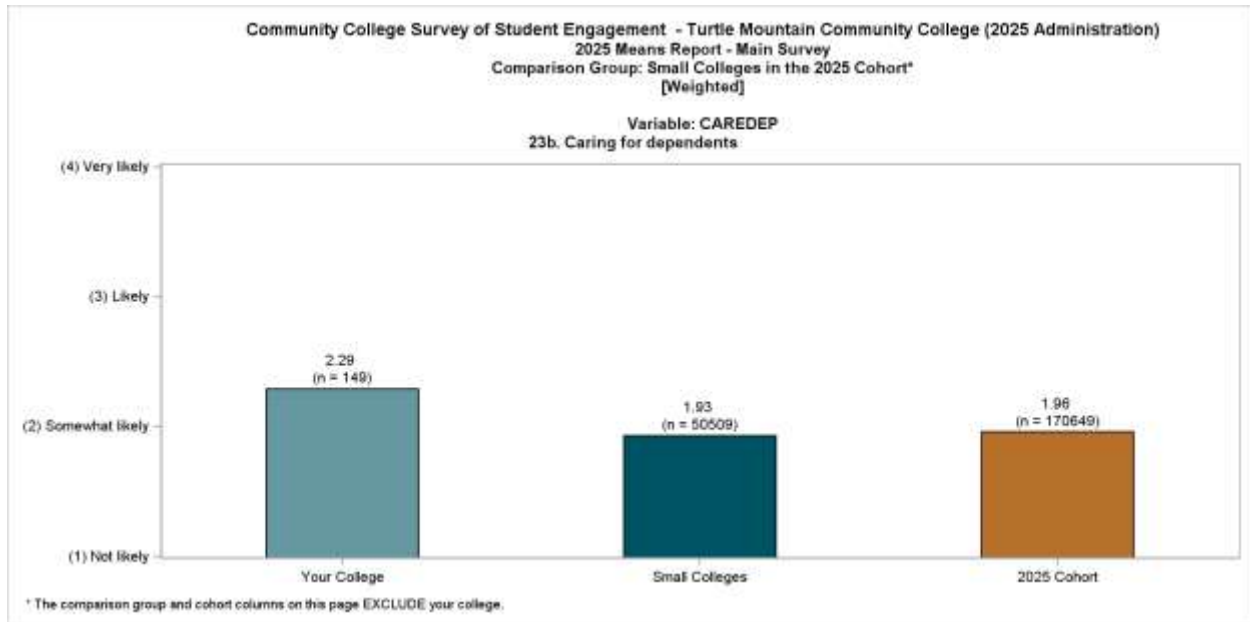
How often have you used child care during the current academic year?



About how many hours do you spend in a typical 7-day week providing care for dependents living with you (parents, children, spouse, etc.)?

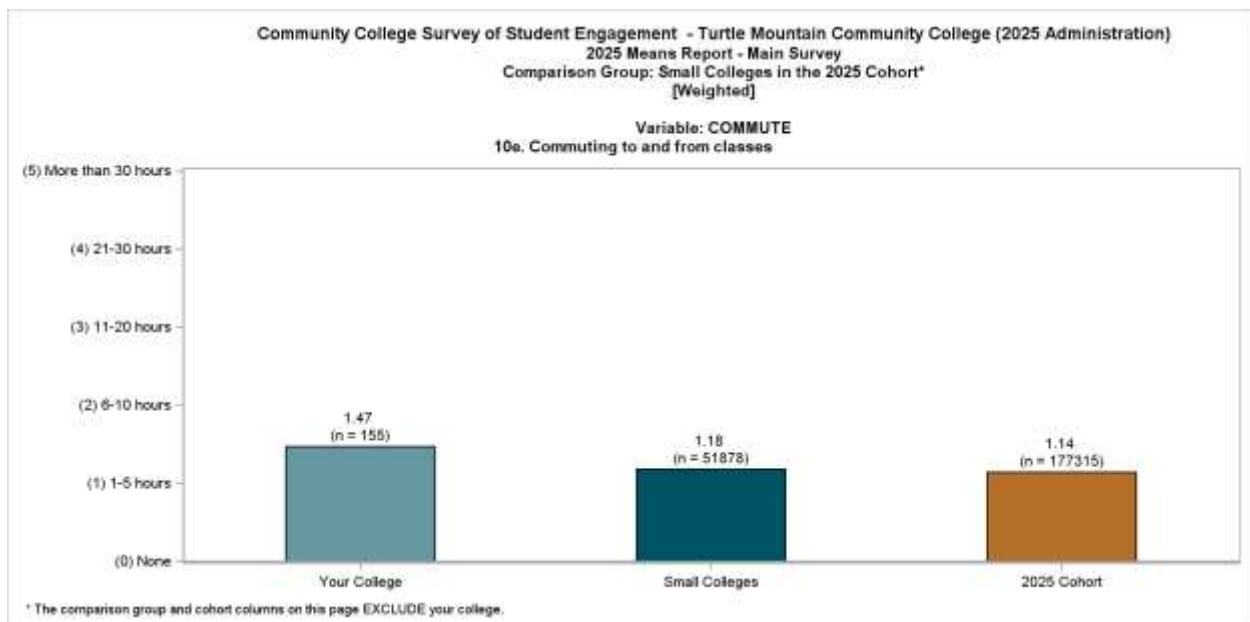


How likely is it that caring for dependents would cause you to withdraw from class or from this college?



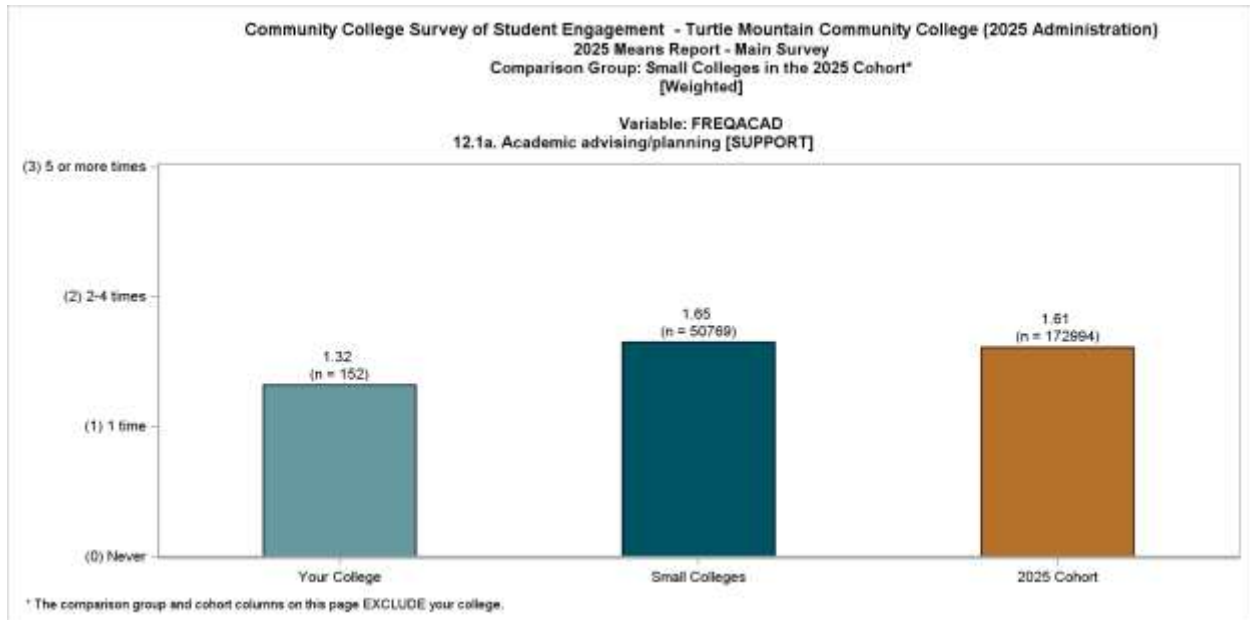
Commuting students

About how many hours do you spend in a typical 7-day week commuting?



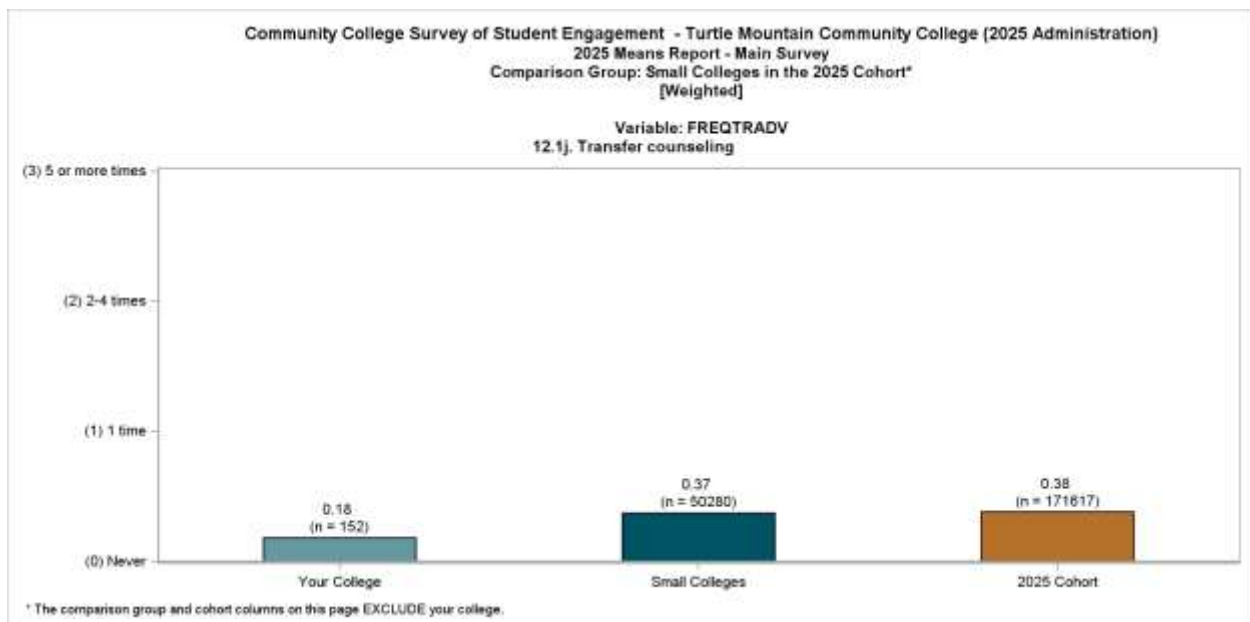
Frequency of Advising

How often have you used academic advising/planning during the current academic year?



Frequency of Transfer Counseling

How often have you used transfer counseling services during the current academic year?



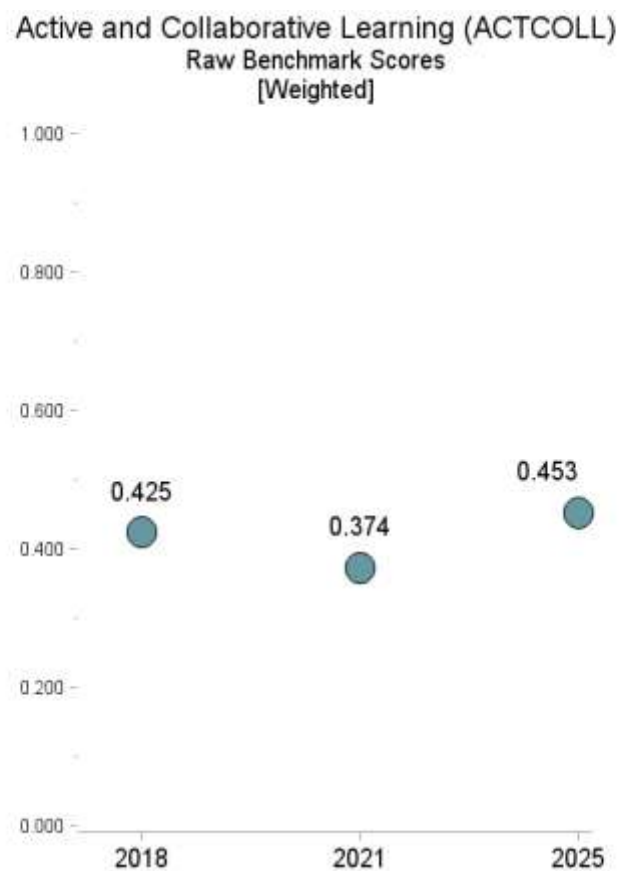
Positive Findings

Below are positive findings organized by the CCSSE benchmarks (groups of conceptually related survey items that address key areas of student engagement). These were identified via benchmark scores that scored within or near the top 10% of top-performing institutions.

Active and Collaborative Learning

TMC saw an increase of “Active and Collaborative Learning” responses in the latest survey administration, compared to CCSSE surveys administered in 2018 and 2021. This benchmark scores a bit higher than the top 10% of the 2025 CCSSE cohort.

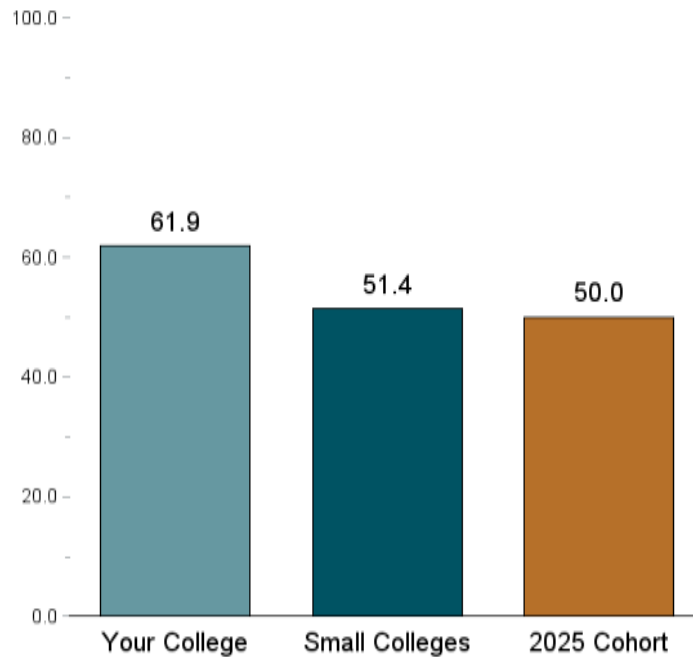
Raw Benchmark Scores (2018-2025)



When compared against the standardized benchmark scores, TMC scored significantly higher than both small colleges and the 2025 CCSSE cohort.

Standardized Benchmark Scores (2025)

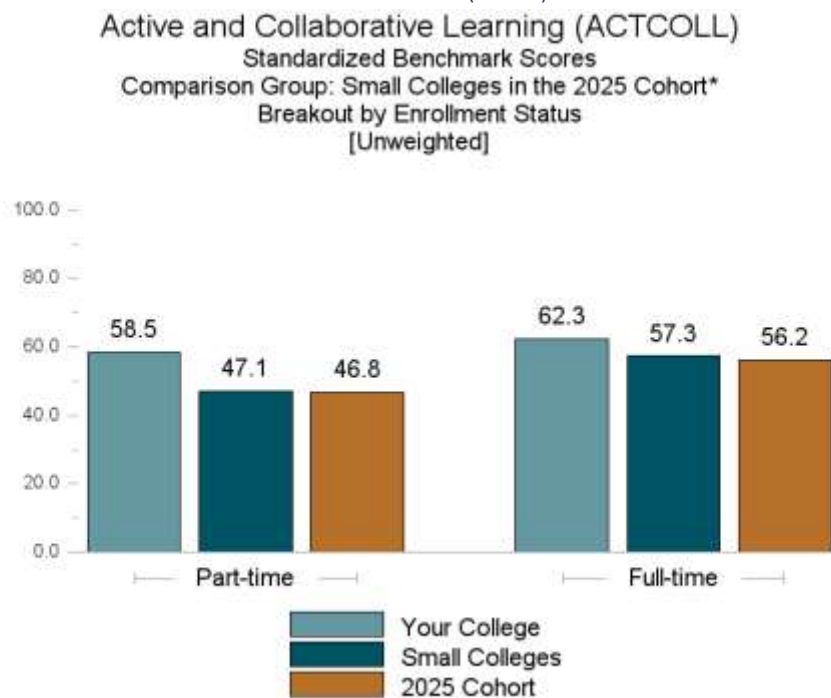
Active and Collaborative Learning (ACTCOLL) Standardized Benchmark Scores Comparison Group: Small Colleges in the 2025 Cohort* [Weighted]



* The comparison group and cohort bars on this page INCLUDE your college.

This favorable outcome was sustained for both full- and part-time students, though part-time students scored a bit lower than full-time students overall.

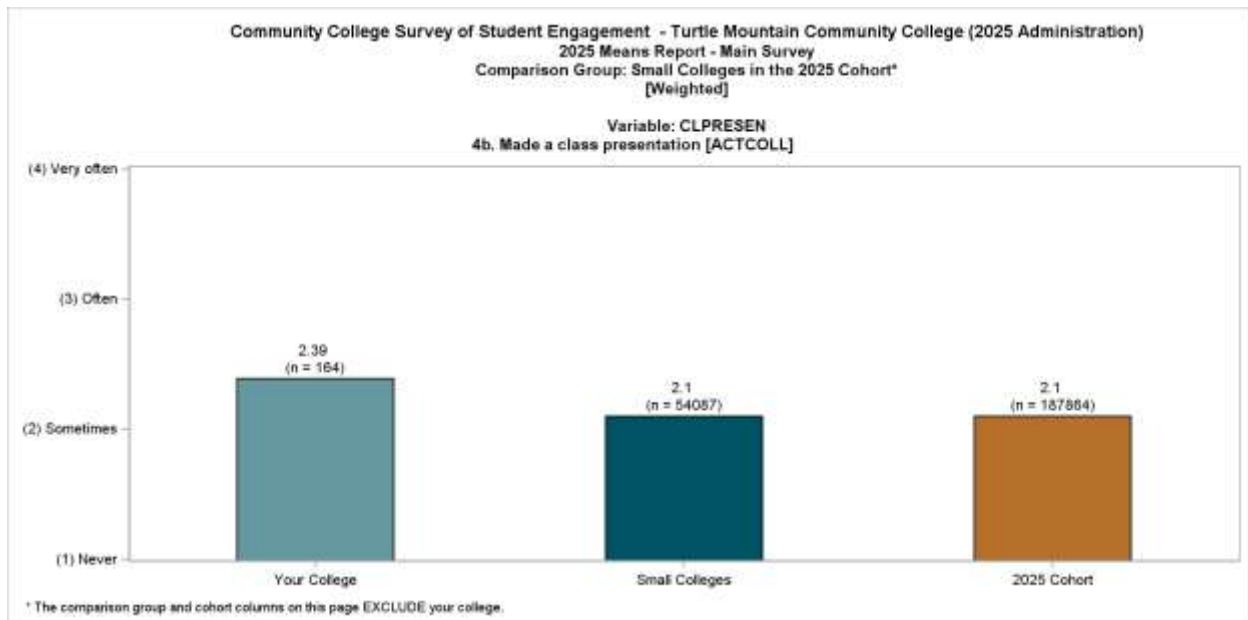
Part- and Full-Time Standardized Benchmark Scores (2025)



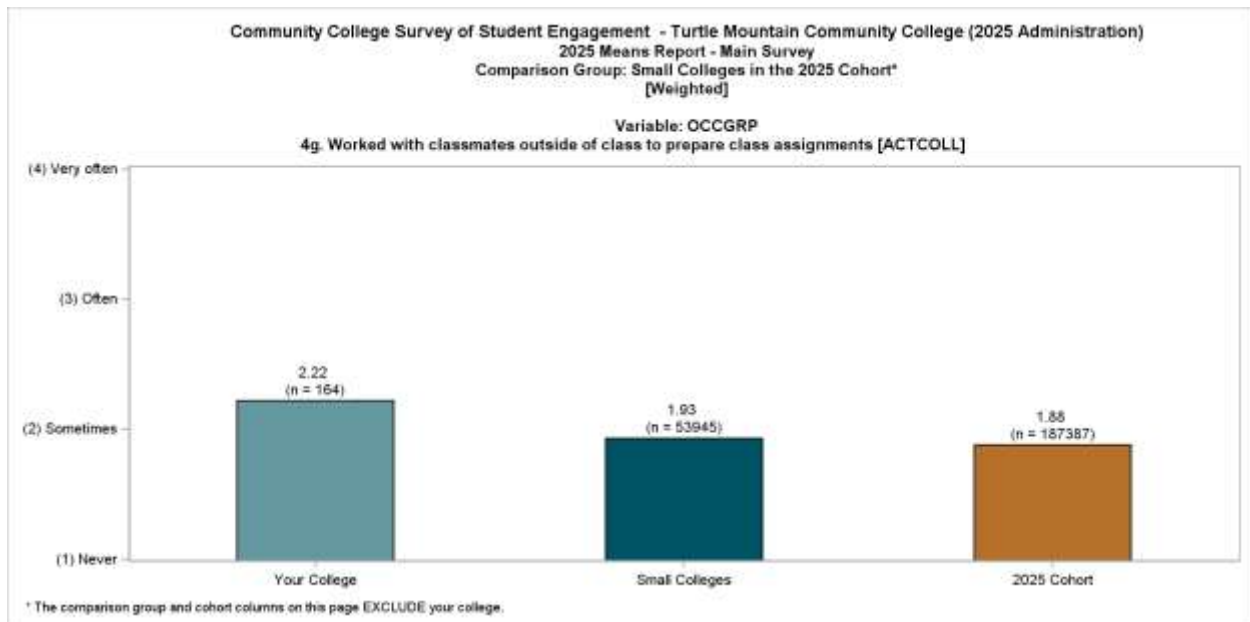
* The comparison group and cohort bars on this page INCLUDE your college.

Selected TMC Data Points

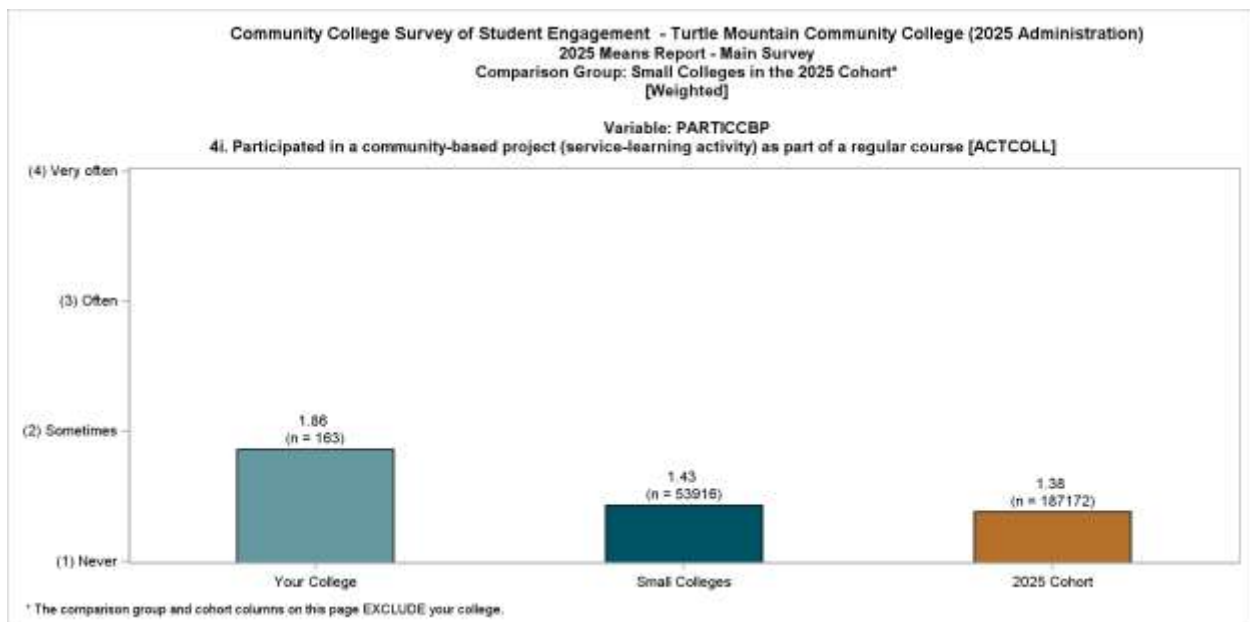
TMC engaged in more frequent class presentations than small colleges or the 2025 cohort.



TMC students showed higher engagement in collaborating with students outside of class to prepare assignments.



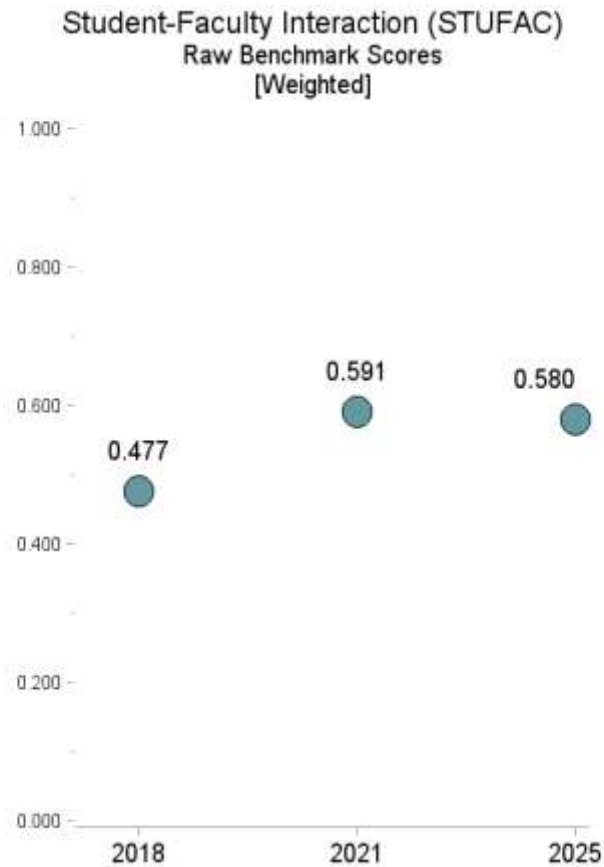
TMC students showed significantly higher likelihood of working on community-based projects/service learning.



Student-Faculty Interaction

Though the growth in this benchmark was essentially flat since the last survey administration, this section scored a bit above the top 10% average of the 2025 CCSSE cohort.

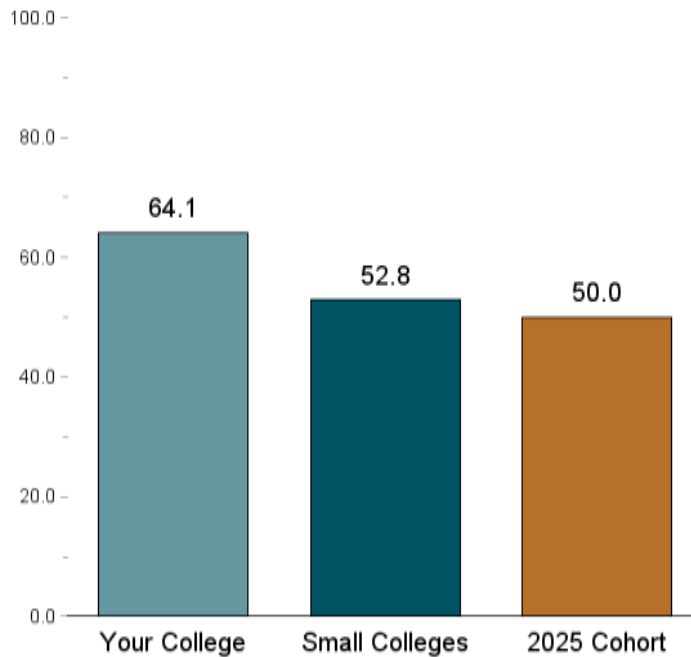
Raw Benchmark Scores (2018-2025)



TMC scored significantly higher than the small colleges comparison group and the overall 2025 CCSSE cohort.

Standardized Benchmark Scores (2025)

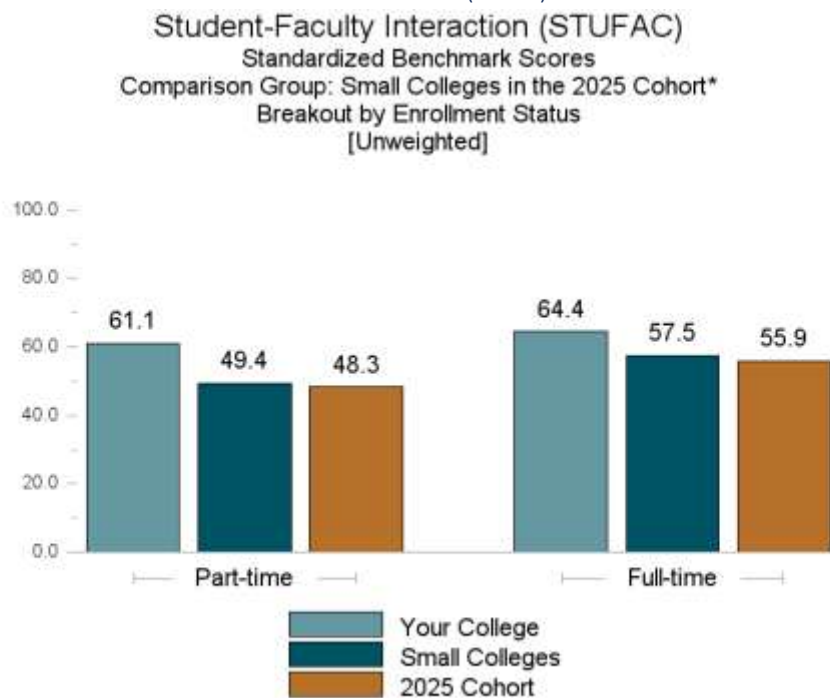
Student-Faculty Interaction (STUFAC) Standardized Benchmark Scores Comparison Group: Small Colleges in the 2025 Cohort* [Weighted]



* The comparison group and cohort bars on this page INCLUDE your college.

Both full- and part-time students scored significantly higher than small colleges and the 2025 cohort, and part-time student scores were generally within range, though a bit lower, than full-time students.

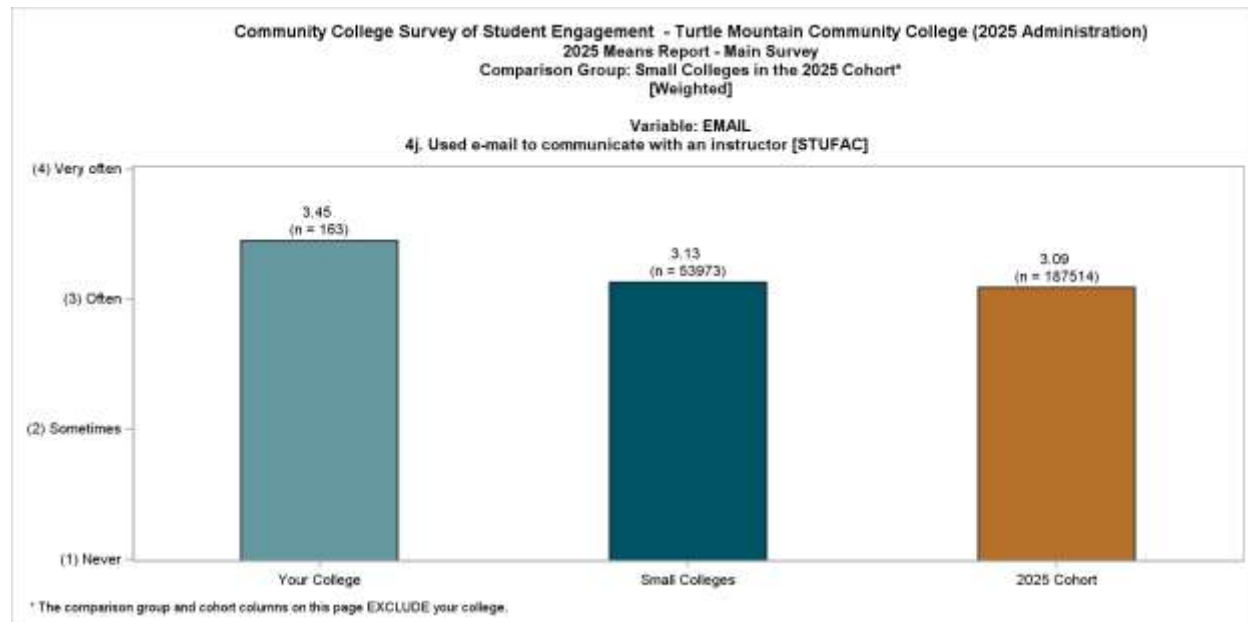
Part- and Full-Time Standardized Benchmark Scores (2025)



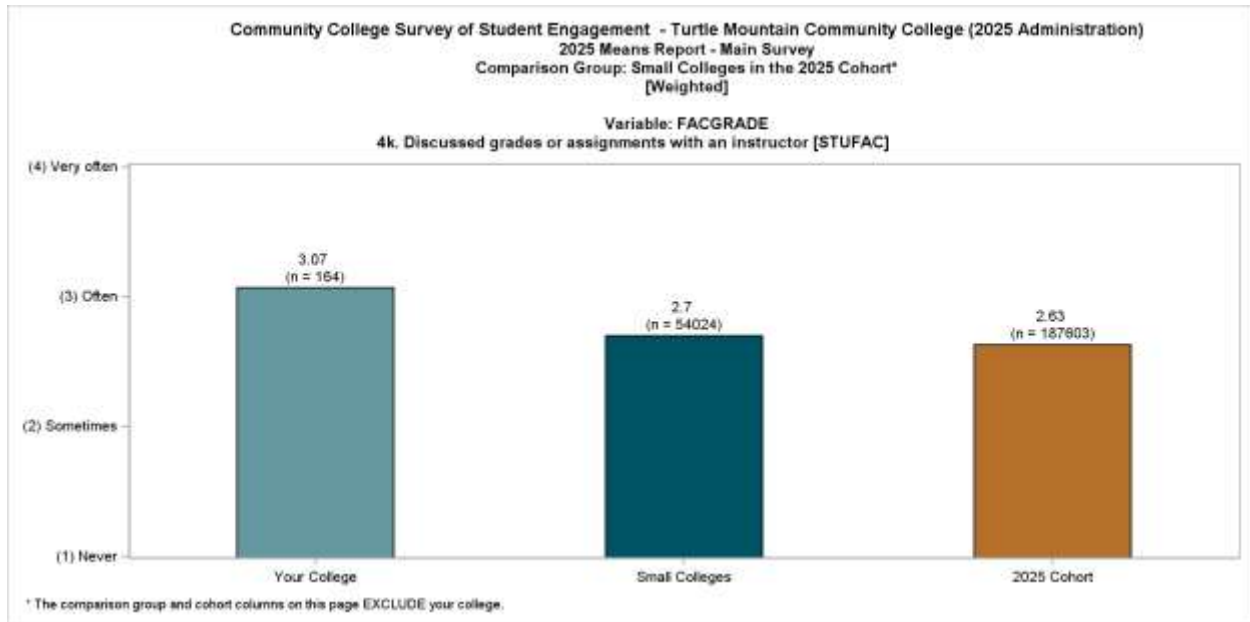
* The comparison group and cohort bars on this page INCLUDE your college.

Selected TMC Data Points

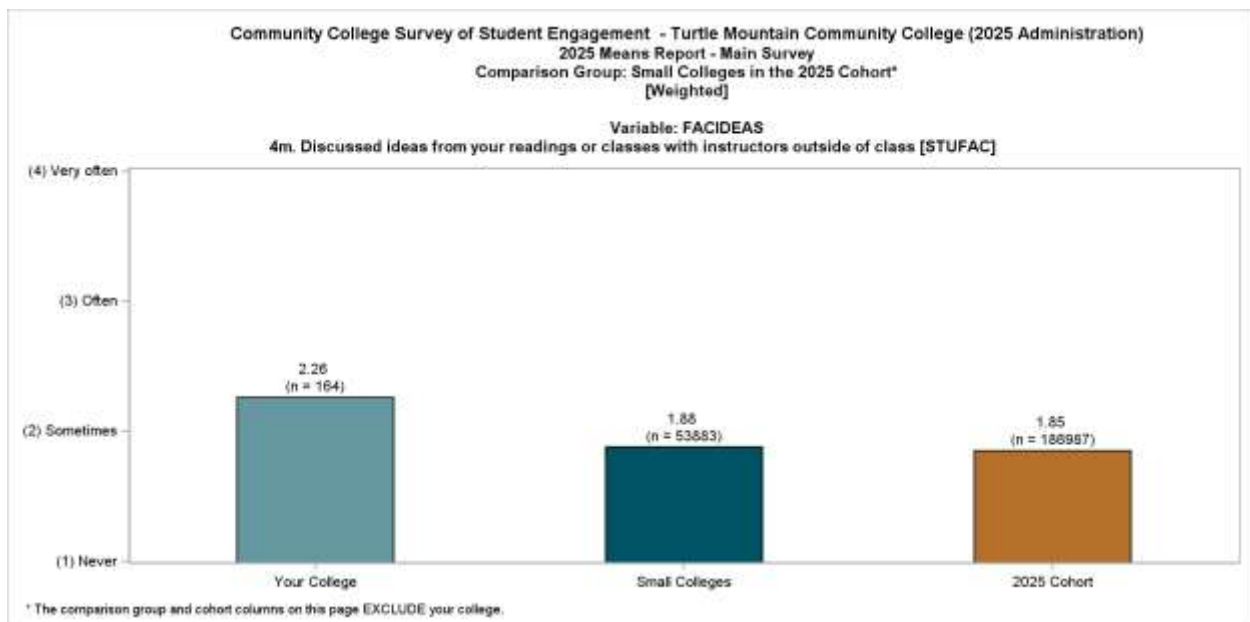
Students used email to communicate with an instructor at a higher frequency than other colleges.



Students discussed grades or assignments with an instructor at a higher frequency.



Students discussed ideas and readings outside of class at a higher frequency than other colleges.

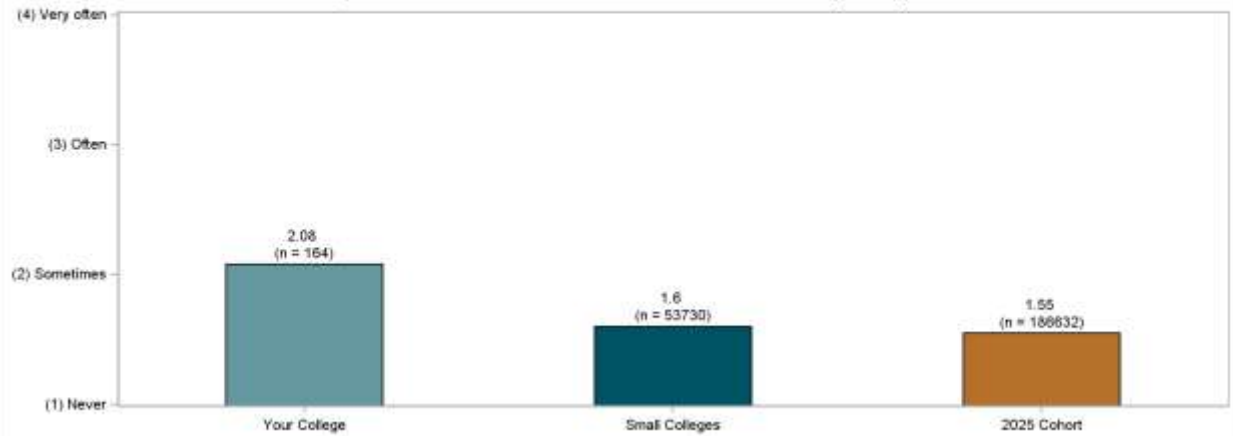


Students worked with faculty on activities other than coursework at a higher rate than other colleges.

Community College Survey of Student Engagement - Turtle Mountain Community College (2025 Administration)
 2025 Means Report - Main Survey
 Comparison Group: Small Colleges in the 2025 Cohort*
 [Weighted]

Variable: FACOTH

4p. Worked with instructors on activities other than coursework [STUFAC]



* The comparison group and cohort columns on this page EXCLUDE your college.

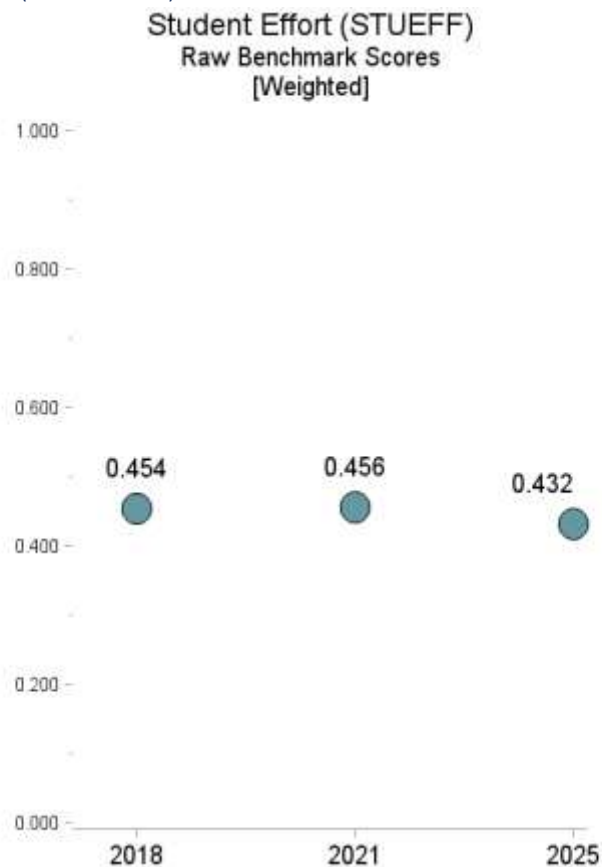
Areas for Growth

Below are potential areas for growth organized by the CCSSE benchmarks (groups of conceptually related survey items that address key areas of student engagement). These were identified via benchmark scores that well below the top 10% of top-performing institutions.

Student Effort

The Student Effort benchmark not only scored significantly lower compared to the to 10% of the 2025 CCSSE cohort, but survey results also yielded that this benchmark has declined slightly over three survey administrations.

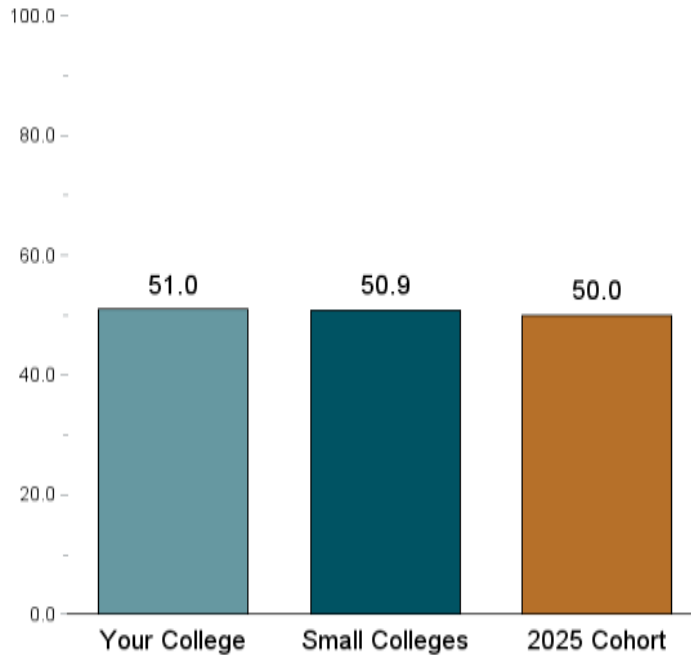
Raw Benchmark Scores (2018-2025)



TMC scored about squarely in line with both the small colleges comparison group and the overall 2025 cohort.

Standardized Benchmark Scores (2025)

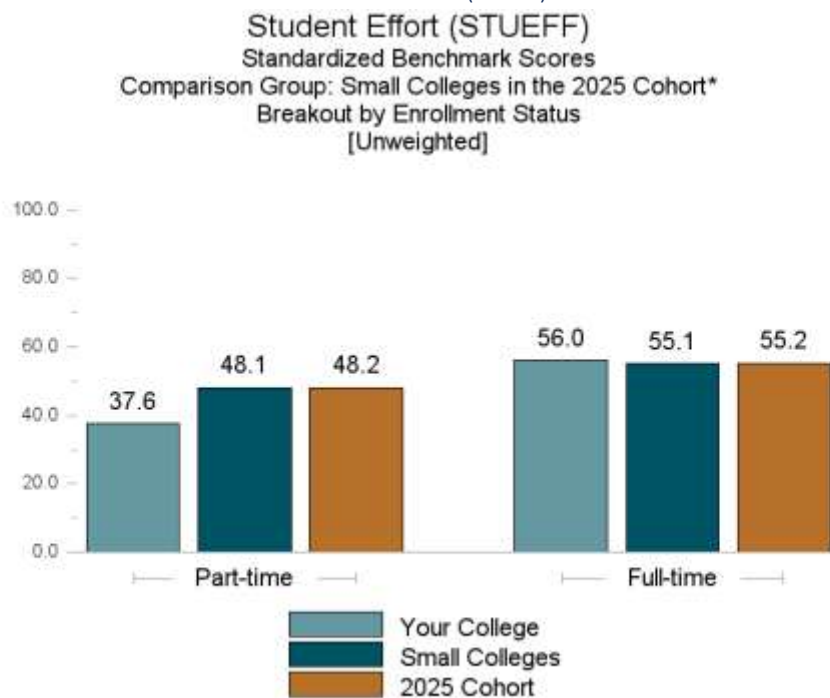
Student Effort (STUEFF) Standardized Benchmark Scores Comparison Group: Small Colleges in the 2025 Cohort* [Weighted]



* The comparison group and cohort bars on this page INCLUDE your college.

Full-time students were on nearly equal to small colleges and the 2025 cohort, but part-time students scored significantly lower.

Part- and Full-Time Standardized Benchmark Scores (2025)

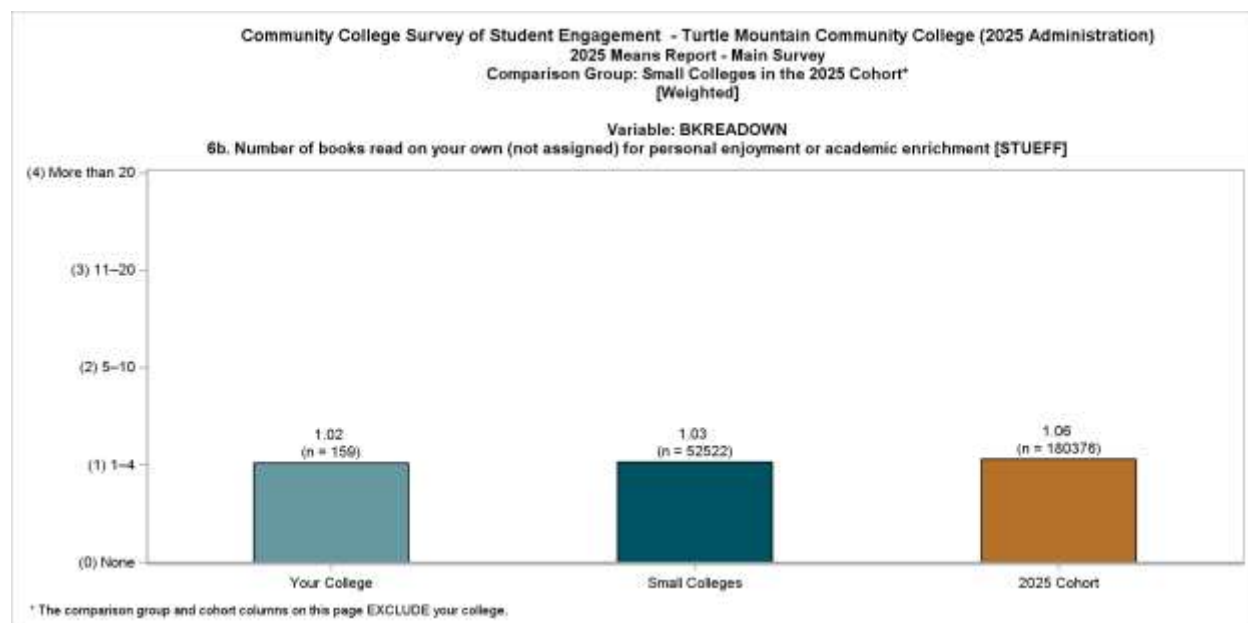


* The comparison group and cohort bars on this page INCLUDE your college.

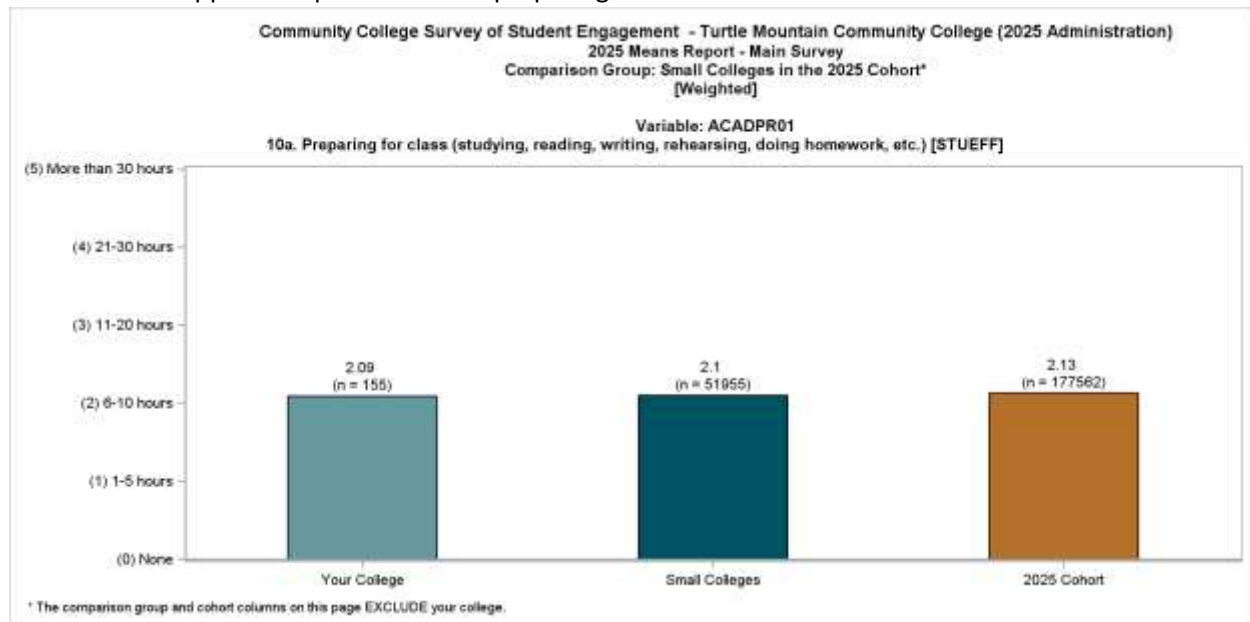
Selected TMC Data Points

NOTE: No individual questions were statistically significant within this benchmark. However, data is provided for consideration.

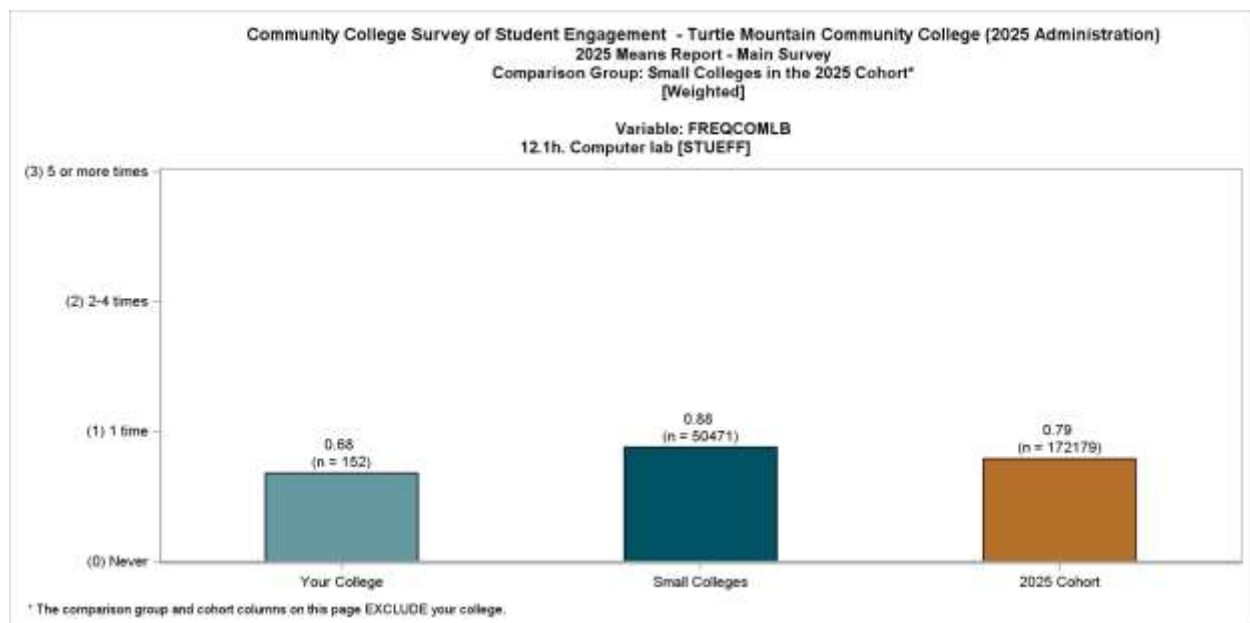
TMC students appeared to read books on their own at a lower rate than students at other colleges.



TMC students appear to spend less time preparing for class.



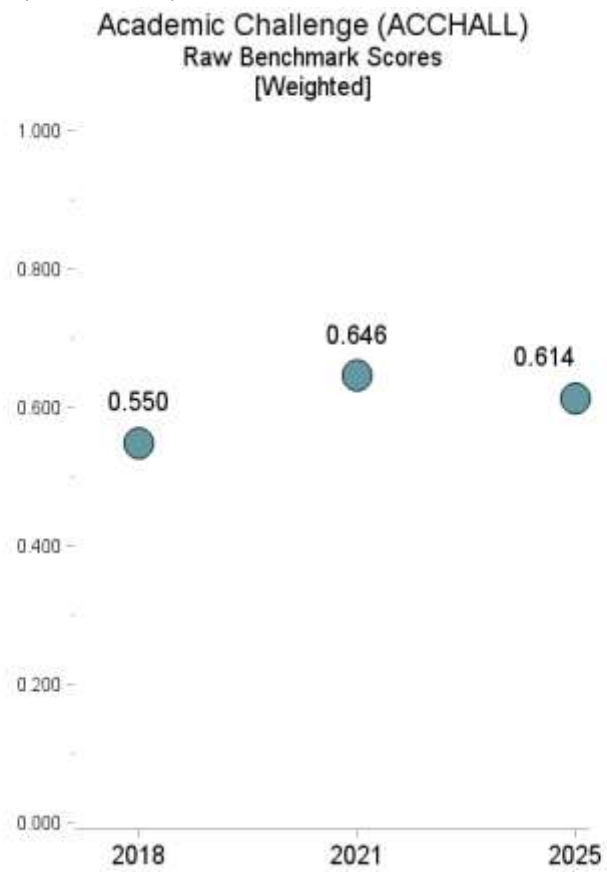
TMC students appeared to engage within a computer lab at a lower frequency than at other colleges.



Academic Challenge

The Academic Challenge benchmark scored low compared to the top 10% of the 2025 CCSSE cohort, and it has seen somewhat flat development over the last survey administrations.

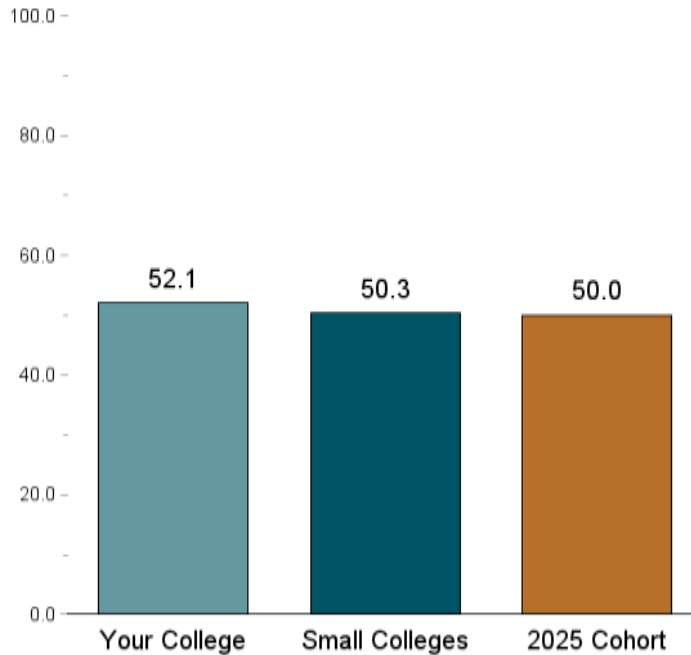
Raw Benchmark Scores (2018-2025)



TMC scored slightly higher than the smaller colleges comparison group and the overall 2025 CCSSE cohort.

Standardized Benchmark Scores (2025)

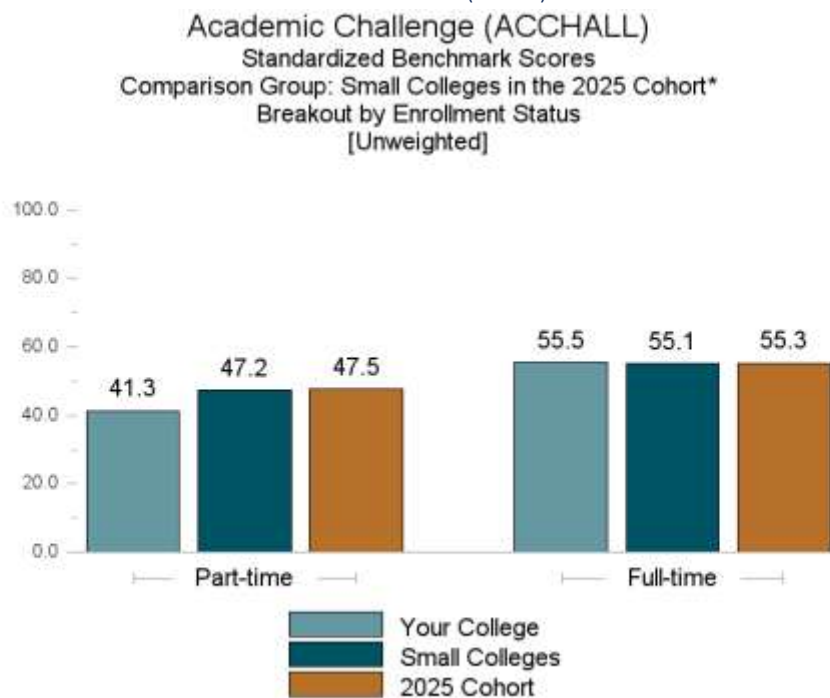
Academic Challenge (ACCHALL) Standardized Benchmark Scores Comparison Group: Small Colleges in the 2025 Cohort* [Weighted]



* The comparison group and cohort bars on this page INCLUDE your college.

Full-time students scored nearly equally to small colleges and the 2025 cohort, but part-time students scored significantly lower.

Part- and Full-Time Standardized Benchmark Scores (2025)

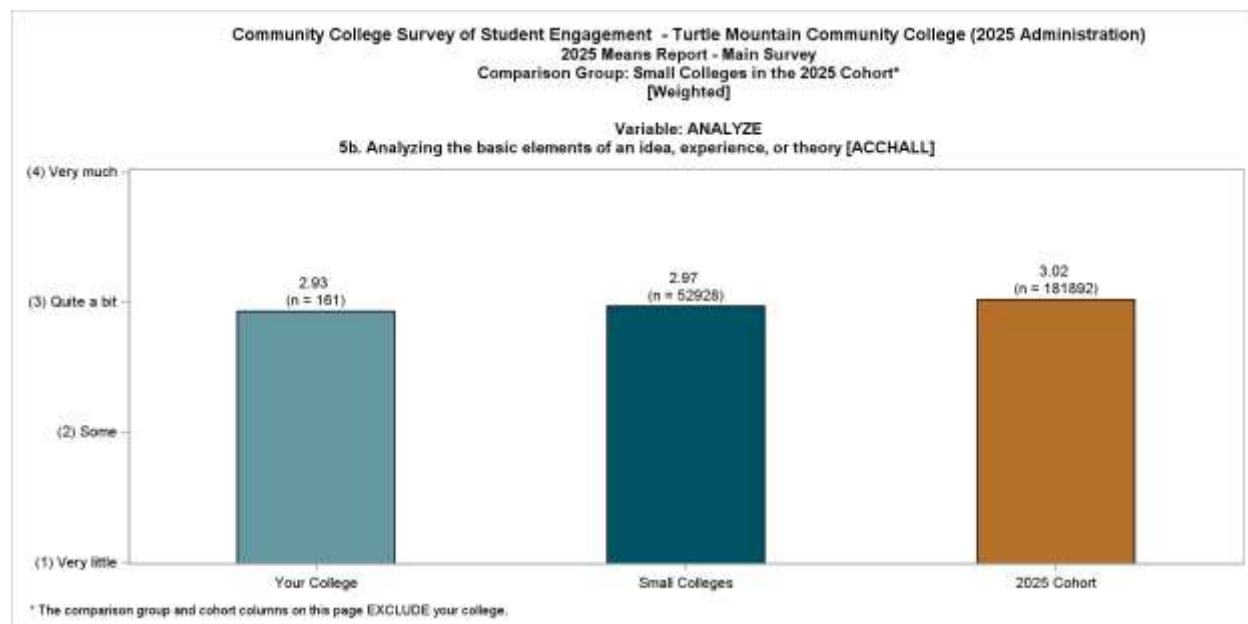


* The comparison group and cohort bars on this page INCLUDE your college.

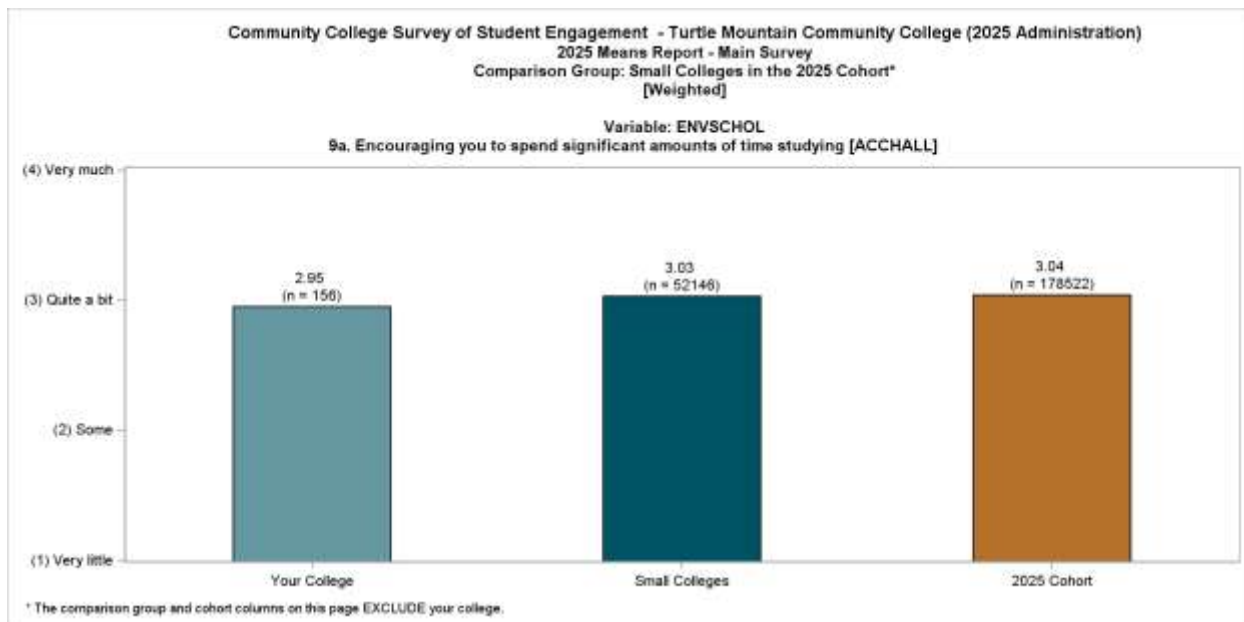
Selected TMC Data Points

NOTE: No individual questions were statistically significant within this benchmark. However, data is provided for consideration.

TMC appeared to emphasize analysis of basic elements of an idea, experience, or theory at a bit of a lower degree than other colleges.



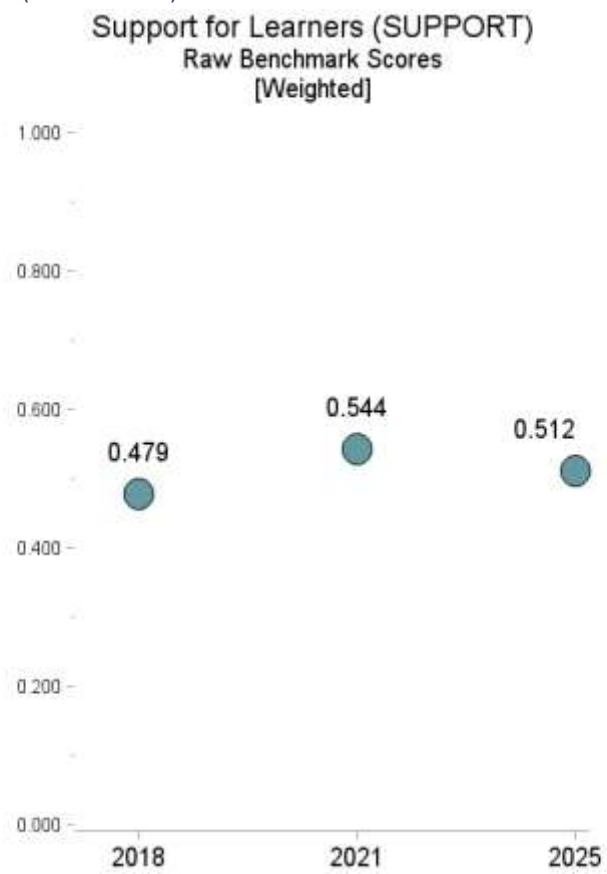
TMC appears to encourage significant amounts of time to studying to a lower degree than other colleges.



Support for Learners

This benchmark saw essentially flat growth over the past three survey administrations, and it scored significantly lower than the top 10% of the 2025 CCSSE cohort.

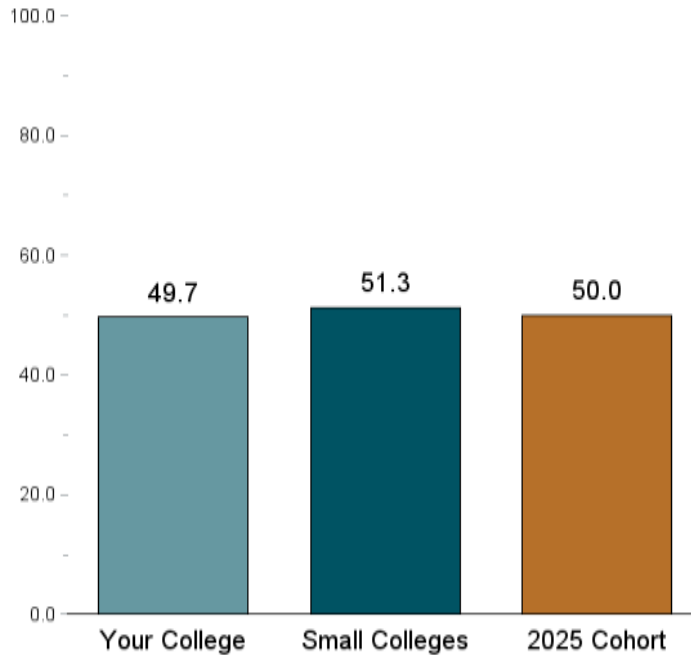
Raw Benchmark Scores (2019-2025)



TMC scored slightly below the small colleges comparison group and roughly equal to the overall 2025 CCSSE cohort.

Standardized Benchmark Scores (2025)

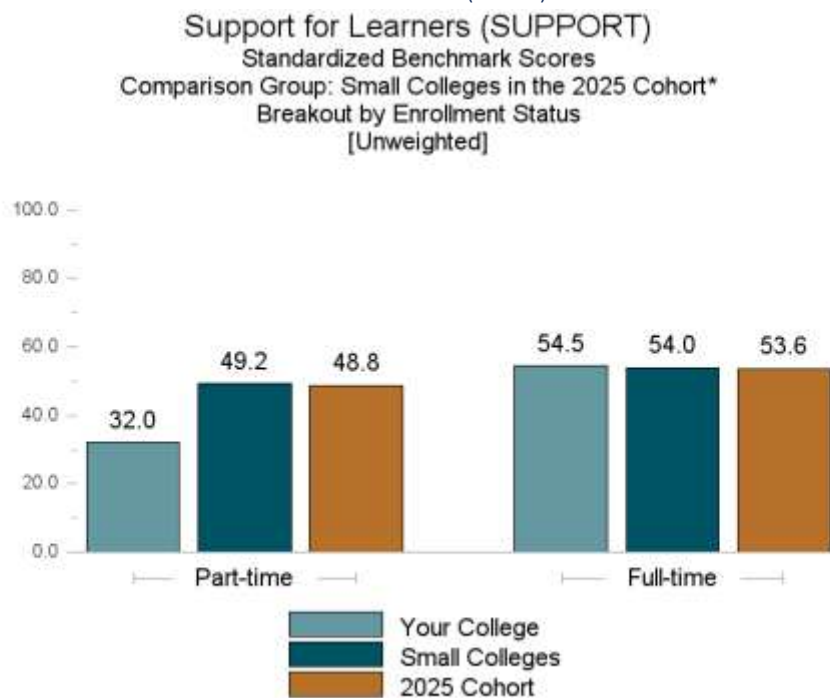
Support for Learners (SUPPORT) Standardized Benchmark Scores Comparison Group: Small Colleges in the 2025 Cohort* [Weighted]



* The comparison group and cohort bars on this page INCLUDE your college.

Part-time students scored significantly lower than small colleges and the 2025 cohort, whereas full-time students scored about at the average.

Part- and Full-Time Standardized Benchmark Scores (2025)

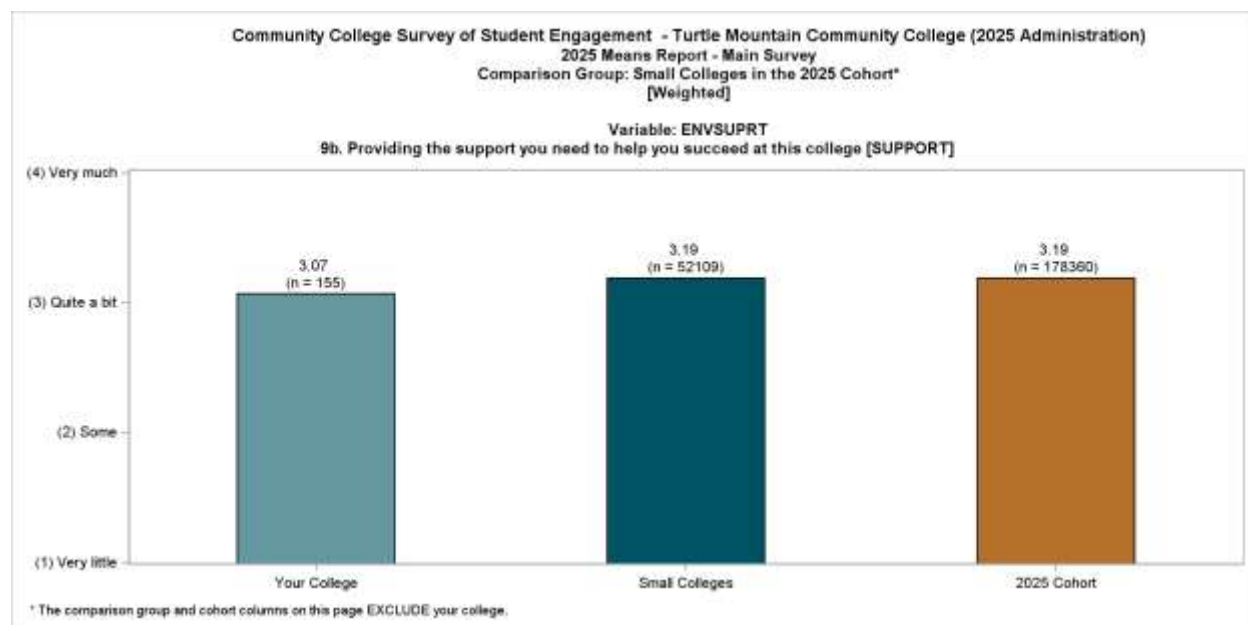


* The comparison group and cohort bars on this page INCLUDE your college.

Selected TMC Data Points

NOTE: Only one individual question was statistically significant within this benchmark (frequency of advising). However, additional data is provided for consideration.

TMC appears to provide lower support that students need to succeed than other colleges.



TMC students received a lower frequency of advising sessions than at other colleges, and this is statistically significant. This is the same finding/graphic as in the “[Recommendations from Data](#)” section above, but it is repeated here for convenience within this benchmark.

