



## The Community College Survey of Student Engagement (CCSSE)

### ***2004 Institutional Report: Overview***

#### **Introduction**

The Community College Survey of Student Engagement (CCSSE) provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. CCSSE's goal is to provide member colleges with results that can be used to inform decision making and target institutional improvements. **Student engagement**, or the amount of time and energy that students invest in meaningful educational practices, is the underlying foundation for CCSSE's work. CCSSE's survey instrument, the *Community College Student Report* (CCSR), is designed to capture student engagement as a measure of institutional quality.

This overview encompasses six key sections and is organized to provide a general understanding of the findings from CCSSE's 2004 survey administration. First, we highlight the 2004 CCSSE member colleges, consortia, and student respondents. Second, we compare CCSSE institutions and their students with all U.S. public community colleges. Third, we showcase selected findings. In the fourth section, we provide information to help college leaders understand their CCSSE results. The fifth section focuses on communicating results. Finally, in the sixth section, we illustrate ways to use data to drive decision making.

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#### **CCSSE Member Colleges**

CCSSE conducted its pilot survey in 2001, a field test in 2002, the first national administration in 2003, and the second national administration in spring 2004. A total of 152 institutions across 30 states participated in the 2004 administration. Seventeen of these member colleges are classified by size as extra-large institutions (15,000 + credit students), 25 as large (8,000-14,999), 35 as medium (4,500-7,999), and 75 as small (< 4,500)<sup>1</sup>. Forty of the 2004 member colleges are located in urban areas, 51 in suburban areas, and 61 in rural areas.

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<sup>1</sup>These enrollment statistics are based on Fall 2002 IPEDS data.

## **CCSSE Consortia**

A consortium is a group of five or more colleges in a district, system or state – or another group with common interests or challenges. Consortium members share reports and can add up to 20 additional questions to the survey.

State consortia participating in *CCSSE's* 2004 administration include member colleges from Connecticut, Florida, Illinois, Maryland, and New Mexico. Twenty-three Texas small colleges, 15 Hispanic-Serving Institutions or members of the Hispanic Association of Colleges and Universities, and 17 colleges participating in the League for Innovation's College and Career Transitions Initiative (CCTI) comprise other *CCSSE* consortia. Four consortia elected to add questions to the survey instrument in order to gain additional information about their students and institutions.

## **Student Respondents**

Credit classes were randomly selected – stratified by time of day (morning, afternoon, and evening) – from institutional class data files to participate in the survey. Of those sampled, 92,301 students submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 80%. Percent of target rate is the ratio of the adjusted number of completed surveys to target sample sizes. (The adjusted survey count is the number of surveys that were filled out properly and did not fall into any of the exclusionary categories.<sup>2</sup>)

### **2004 Student Respondent Profile**

To compare the characteristics of student respondents with the characteristics of the underlying student population for each participating college, *CCSSE* uses the data reported by the institution in its 2002 IPEDS Enrollment Report for the following variables: gender, race and ethnicity, student age, and enrollment status (full- or part-time). The data are aggregated to compare the 2004 *CCSSE* survey respondent population to the total student population of 2004 *CCSSE* member colleges.

#### **Gender**

Of the 90,303 student respondents who answered this item, 40% are male and 60% are female. This mirrors the full population of *CCSSE* community college students, comprised of 41% males and 59% females.

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<sup>2</sup> See exclusionary rules on pp.4-5.

### Age

2004 CCSSE student respondents range in age from 18 to 65+ years old. Approximately 89% are between 18 to 39 years old; 64% are 18 to 24 years old while 25% are 25 to 39 years old.

### Racial Identification

Sixty-one percent of student respondents identify themselves as White/non-Hispanic, 13% as Hispanic/Latino/Spanish, 10% as Black or African American, and 4% as Asian. Two percent of the student respondents are Native American. Three percent marked "other" when responding to the question, "What is your racial identification?"

### International Students

Responses to the question, "Are you an international student or foreign national?" reflect variations related to college size. Four percent of small college respondents answered "yes," while 6% of medium size college respondents responded "yes." In large institutions, approximately 8% of the students who completed the survey indicated international/foreign student status. Extra-large institutions have the highest representation of international students at 11%.

### Enrollment Status

Sixty-six percent of the student respondents report attending college full-time, while 36% of the CCSSE 2004 colleges' total student population attended full-time. Only 34% of the surveyed students report being part-time college students, compared to 64% as reported to IPEDS. 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/part-time variable so that reports will accurately reflect the underlying student population.

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The following student respondent categories are weighted according to Fall 2002 IPEDS population data.

### Limited English Speaking Students

Students with limited English speaking skills, or those whose native language is not English, comprise a significant proportion of students in community colleges. Among CCSSE participants, small institutions include 9% of non-native English speakers, while medium institutions enroll 12% of non-native English speakers. Comparatively, large numbers of non-native English speaking students attend large (13%) and extra-large (20%) institutions.

### **First-Generation Status**

Of the students who indicate that neither parent has earned a degree higher than a high school diploma nor has college experience, nearly one-third (27%) are considered “first-generation” status. Thirty-four percent indicate that their mothers’ highest level of education is a high school diploma (with no college experience), and 31% indicate that level for their fathers.

### **Educational Attainment**

Sixty-eight percent of the respondents report starting their college careers at the community college where they completed the survey. Approximately 72% of students indicate that their highest level of educational attainment is a high school diploma or GED; 67% have completed fewer than 30 credit hours of college-level work; 18% report either a certificate or an associate degree; 7% have earned a bachelor’s degree; and 2% have earned an advanced degree.

### **Credit Hours Earned**

Forty-seven percent of students have completed fewer than 15 credit hours; 21% have completed 15-29 credit hours; and 32% have completed more than 30 credit hours.

### **Grades**

Forty-six percent of students report that they earned grades of *B+* or higher, while 20% of students report that they earned grades of *C-* or lower.

### **External Commitments**

Sixty percent of students work 21 or more hours per week; 28% of students care for dependents at least 11 hours per week; and 15% of students spend at least six hours per week commuting to class.

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### **Excluded Respondents**

The total counts of respondents in an institution’s raw data file will differ from the numbers reported in the institutional reports due to intentional exclusion of certain surveys. Exclusion in accord with consistent decision rules serves the purpose of ensuring that all institutional reports are based on the same sampling methods and that results therefore are comparable across institutions. Respondents may be excluded from institutional reports for the following reasons:

- ✗ The respondent did not indicate whether he or she was enrolled part- or full-time at the institution. *Because all results are either weighted or broken down by enrollment status, this is essential information for reporting.*
- ✗ The survey is out of range for its corresponding class packet. *This rule ensures that CCSSE collects information only from the classes that were randomly sampled.*
- ✗ The survey is invalid<sup>3</sup>.
- ✗ Students reported their age as under 18.
- ✗ Students indicated that they had taken the survey in a previous class.
- ✗ Over-sampled respondents are not included. These are surveys that individual institutions paid an additional fee to acquire. Because there are no requirements stipulating how these students are sampled, these data are not included in the standard institutional report.

### Respondents Included in the College's Raw Data File

Raw data files contain responses from all students who completed the CCSR, including over-sample and/or on-line respondents, with the exception of invalid surveys and those completed by students under the age of 18.

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## Representation

### CCSSE Institutions Compared to All U.S. Public Community Colleges

Overall, CCSSE's 2002, 2003, and 2004 college membership represents a total of 230<sup>4</sup> (unduplicated) colleges across 36 states. Of the 230 member colleges, 119 are classified<sup>5</sup> as small (< 4,500); 49 as medium (4,500-7,999); 38 as large (8,000-14,999); and 24 as extra-large (15,000+). Member colleges self-classify in terms of urbanicity: 76 classify as urban, 69 as suburban, and 85 as rural.<sup>6</sup>

2004 CCSSE membership includes 152 colleges across 30 states. The table on the next page provides information about the representation of 2004 CCSSE member colleges as compared to community and technical colleges across the nation. CCSSE uses 2002 IPEDS enrollment data for comparisons in this table.

<sup>3</sup> If a student does not answer any of the 21 sub-items on item 4, answers "Very Often" to all 21 items, or answers "Never" to all, the survey is excluded.

<sup>4</sup> Includes U.S. public, associate-degree granting institutions; does not include hospital-based institutions.

<sup>5</sup> Institutional size is based on Fall 2002 IPEDS enrollment figures and is defined as small, medium, large, and extra-large.

<sup>6</sup> CCSSE member colleges self-classify in terms of rural, suburban, and urban locations, while colleges in the national population are classified using IPEDS data.

Specifically, the numbers and accompanying percentages in parentheses displayed in the first two columns, “2004 CCSSE Member Colleges” and “National Population,” represent within category data. In other words, there are 25 large CCSSE member colleges representing 16% of the 152 total 2004 CCSSE colleges while there are 154 large colleges in the national population, representing 14% of the overall total of 1,077. Meanwhile, the percentages displayed in the last column represent the proportion of CCSSE colleges found in the national population overall as well as by size and urbanicity. For instance, there are 40 urban 2004 CCSSE member colleges, constituting 10% of the 416 urban colleges nationwide.

### Colleges by Size and Urbanicity

	2004 CCSSE Member Colleges	National Population <sup>7</sup>	CCSSE Proportion of National Population
<b>By Size</b>			
<b># of Institutions</b>	152 (100%)	1,077 (100%)	14%
<b>Extra-Large (15,000+)</b>	17 (11%)	91 (8%)	19%
<b>Large (8,000-14,999)</b>	25 (16%)	154 (14%)	16%
<b>Medium (4,500-7,999)</b>	35 (23%)	207 (19%)	17%
<b>Small (up to 4,499)</b>	75 (49%)	625 (58%)	12%
<b>By Urbanicity</b>			
<b># of Institutions</b>	152 (100%)	1,083 (100%)	14%
<b>Urban</b>	40 (26%)	416 (38%)	10%
<b>Suburban</b>	51 (34%)	259 (24%)	20%
<b>Rural</b>	61 (40%)	408 (38%)	15%

<sup>7</sup> Includes all colleges in the target population that have valid IPEDS enrollment data.

The proportion of 2004 CCSSE member colleges as compared to the national population ranges from 10% to 20% and fundamentally reflects the underlying national population of colleges by size and location. The percentages in red font show that colleges by size generally mirror the national population (11% and 8% for extra-large, 16% and 14% for large, 23% and 19% for medium, and 49% and 58% for small).

### **CCSSE Student Respondents across Member Institutions**

In addition, it also is valuable to examine the percentages of students represented across participating CCSSE institutions.

Overall, CCSSE's survey respondents in 2002, 2003, and 2004 represent a total credit enrollment of 1,682,757 students across 230 CCSSE member colleges. CCSSE's entire college membership represents approximately 21% of the nation's community colleges (1,102 accredited, public associate-degree-granting institutions) and 27% of its credit students (6,310,849).

2004 CCSSE member colleges enroll a total of 1,127,073 credit students, or about 18% of the total credit-student population in the nation's community colleges. The table on the next page shows a comparison of the adjusted number of CCSSE survey respondents displayed alongside the total student enrollment at participating colleges. The column labeled "2004 CCSSE Member Colleges Adjusted Respondents" shows the number of usable surveys (those not affected by CCSSE's exclusionary rules). The column labeled, "2004 CCSSE Member Colleges Enrollments" reflects institutions' populations as reported to IPEDS for fall 2002 enrollment reports.

These data are examined by institutional size (small, medium, large, and extra-large) as well as urbanicity (rural, suburban, and urban).

### Adjusted Respondents by Size and Urbanicity

	2004 CCSSE Member Colleges Adjusted Respondents <sup>8</sup>	2004 CCSSE Member College Enrollments
	<i>Respondents</i>	<i>Credit Enrollments</i>
	92,301 students (100%)	1,127,073 students (100%)
<b>By Size</b>		
Extra-Large (15,000+)	15,604 (17%)	445,817 (40%)
Large (8,000 - 14,999)	20,564 (22%)	281,899 (25%)
Medium (4,500-7,999)	23,291 (25%)	209,159 (19%)
Small (up to 4,499)	32,842 (36%)	190,198 (17%)
<b>By Urbanicity</b>		
Urban	28,717 (31%)	517,446 (46%)
Suburban	34,180 (37%)	410,470 (36%)
Rural	29,404 (32%)	199,157 (18%)

2004 CCSSE student respondents generally reflect their respective CCSSE member college populations with the exception of enrollment status. (Please see the section on Weighted Results for more information.) The representation of students is highlighted in red font, showing within category comparisons by size and urbanicity. Table 3<sup>9</sup> displays additional comparisons between 2004 CCSSE student respondents and their respective CCSSE member colleges by race/ethnicity, gender, and age.

<sup>8</sup> Minus exclusions (see exclusionary rules on pp. 4-5).

<sup>9</sup> See Appendix.

## CCSSE Member College Enrollments Compared to All U.S. Public Community Colleges

Finally, CCSSE's 2004 member college enrollment figures represent 18% of the national student population in community colleges. The table below shows the number of students from CCSSE member colleges as compared to the number of students across the nation by size and urbanicity.

Specifically, the numbers and accompanying percentages in parentheses displayed in the first two columns, "Students Enrolled in 2004 CCSSE Member Colleges" and "National Student Population in Community Colleges," represent within group data. In other words, 190,198 students enrolled in small-CCSSE member colleges represent 17% of the 1,127,073 total students enrolled in those colleges while 1,327,585 students enrolled small colleges nationwide represent 21% of the nationwide enrollment of 6,310,849. Meanwhile, the percentages displayed in the last column represent the proportion of students enrolled in CCSSE member colleges found in the national population by size and urbanicity. For instance, there are 199,157 students enrolled in rural-CCSSE member colleges which represents 22% of the 901,665 students enrolled in rural colleges nationwide.

### Enrollments by Size and Urbanicity

	Students Enrolled in 2004 CCSSE Member Colleges	National Student Population in Community Colleges	Proportion of Students Enrolled in CCSSE Member Colleges
	<b>Total Credit Enrollment</b>	<b>Credit Enrollment</b>	
	<b>1,127,073 CCSSE students (100%)</b>	<b>6,310,849 national population (100%)</b>	
<b>By Size</b>			
<b>Extra-Large (15,000+)</b>	445,817 (40%)	2,078,214 (33%)	21%
<b>Large (8,000-14,999)</b>	281,899 (25%)	1,675,867 (27%)	17%
<b>Medium (4,500-7,999)</b>	209,159 (19%)	1,229,183 (19%)	17%
<b>Small (up to 4,499)</b>	190,198 (17%)	1,327,585 (21%)	14%

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### Enrollments by Size and Urbanicity (continued)

	Students Enrolled in 2004 CCSSE Member Colleges	National Student Population in Community Colleges	Proportion of Students Enrolled in CCSSE Member Colleges
	<b>Total Credit Enrollment</b> 1,127,073 CCSSE students (100%)	<b>Credit Enrollment</b> 6,285,965 national population (100%)	
<b>By Urbanicity</b>			
<b>Urban</b>	517,446 (46%)	3,258,979 (52%)	16%
<b>Suburban</b>	410,470 (36%)	2,125,321 (34%)	19%
<b>Rural</b>	199, 157 (18%)	901,665 (14%)	22%

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In general, students enrolled in CCSSE member colleges represent students in public community colleges nationwide by size (extra-large at 40% and 33%, large at 25% and 27%, medium at 19% for both, small at 17% and 21%) and urbanicity (urban at 46% and 52%, suburban at 36% and 34%, and rural at 18% and 14%).

## Selected Findings

Many crucial questions that community colleges need answered — *What are our students' goals? What issues keep our students from persisting? How effectively are we engaging students in the classroom? How satisfied are our students with the support services we offer?* — can be answered by investigating the percentage of student responses to specific CCSSE survey items.

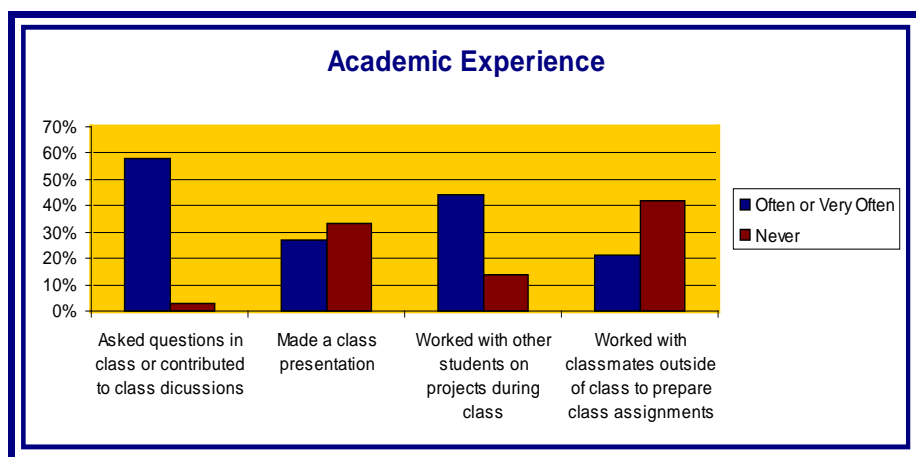
This section on Selected Findings from the 2004 CCSR is organized in terms of five key topics: Academic Experience, Educational Goals, Barriers to Persistence, Student Satisfaction, and Student and Academic Support Services.

### Academic Experience

A positive academic experience is a product of many ingredients, one of which is the amount of time and energy that students invest in their academic work. The CCSR asks students to respond to seven survey items in order to gauge how actively they are involved in their education. Students were given the opportunity to mark *Very Often*, *Often*, *Sometimes*, or *Never* in response to items such as the following:

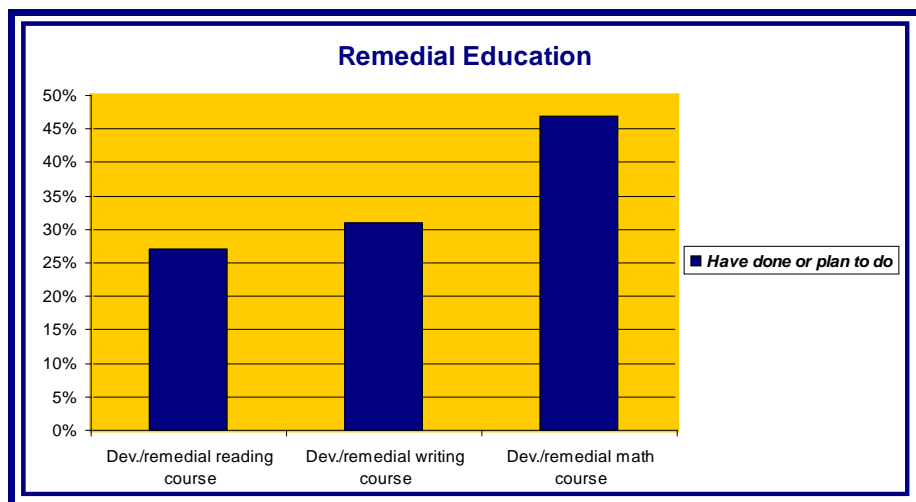
- ✗ “Asked questions in class or contributed to class discussions”
- ✗ “Made a class presentation”
- ✗ “Worked with other students on projects during class”
- ✗ “Worked with classmates outside of class to prepare assignments”

While some students are highly involved in their academic experience (those who marked *Often* or *Very Often*), others are less engaged, as illustrated by their responses of *Never* as displayed in the figure below.



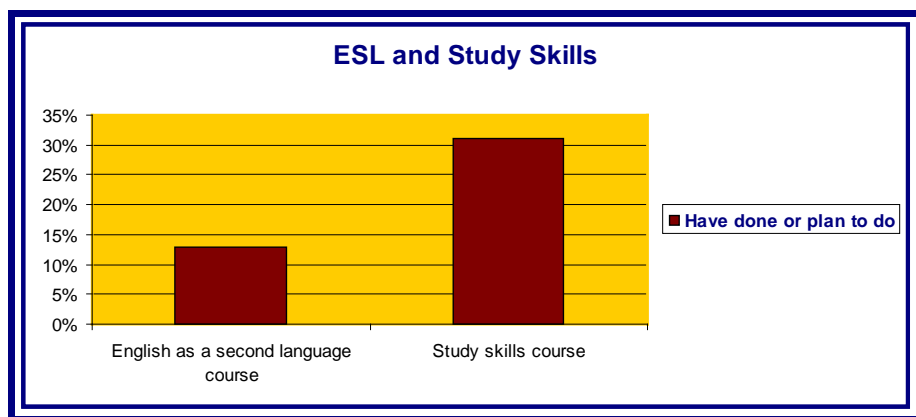
### Remedial Education

Community colleges have quite diverse student populations, and in order to adequately serve student needs, the institutions offer a variety of courses and special programs. Question 8 on the CCSR asks students to identify which course paths they are following. As shown in the figure below, large percentages of students either have taken or plan to enroll in remedial reading, writing, and/or math courses.



### ESL and Study Skills

Additionally, more than 10% of students have taken or will enroll in an ESL course and more than 30% have taken or will enroll in a study skills course.



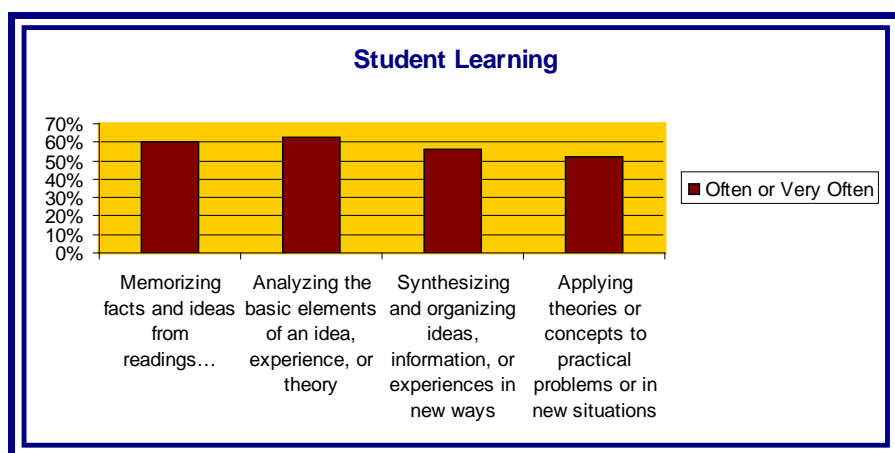
### Curricular Experiences

The table below shows the percentage of students who have taken or plan to enroll in internships, honors courses, college orientation courses, and organized learning communities.

Curricular Experiences	Have done or plan to do
Internship, field experience, co-op experience, or clinical assignment	55%
Honors course	27%
College orientation program or course	38%
Organized learning communities (linked courses/study groups led by faculty or counselors)	26%

## Student Learning

Focused learning outcomes are also fundamental aspects of positive academic experiences. Student respondents indicate how much their coursework emphasized intellectual processes such as memorization, the application of theories and concepts to practical problems, analysis, synthesis and organization, making value judgments, and using learned information to perform new skills. The figure below illustrates students' perceptions of the extent to which their respective colleges promoted these educational outcomes.



## Educational Goals

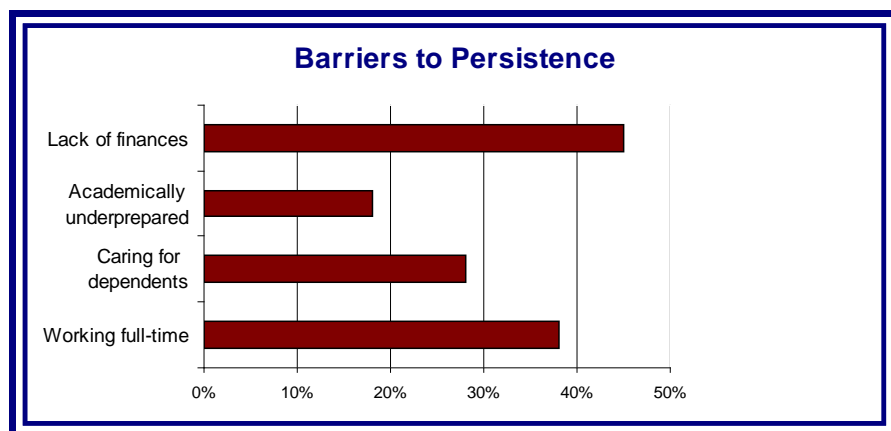
Community colleges have many missions and goals, as do their students. Students responding to the survey were given the opportunity to mark *Primary Goal*, *Secondary Goal*, or *Not a Goal* in response to a list of possible goals for attending their particular college. As a result, many students marked more than one primary goal; therefore, the percentages in the table below do not sum to 100%.

Educational Goals	Primary goal	Secondary goal	Not a goal
Complete a certification program	27%	19%	55%
Obtain an associate degree	59%	20%	21%
Transfer to a 4-year college or university	53%	21%	26%
Obtain or update job-related skills	39%	27%	34%
Self-improvement/personal enjoyment	39%	34%	27%
Change careers	29%	16%	55%

As seen in the table on the previous page, students identified various educational goals. Nearly 59% of the student respondents are interested in obtaining an associate degree. Fifty-three percent are interested in transferring to a 4-year college or university while 39% are interested in obtaining or updating job-related skills. Twenty-nine percent of respondents seek to change careers and 27% aspire to complete a certification program.

### Barriers to Persistence

CCSSE also asks students to indicate the issues that would require them to withdraw from college. That is, what keeps students from achieving their educational goals? The percent of students who report that the various factors would result in their withdrawing from class or from college are highlighted in the graph below. Again, students marked more than one factor; therefore, percentages will not sum to 100%.



Other barriers to persistence include little peer or family support. Twenty-two percent of students reported that their friends are *Somewhat* or *Not Very* supportive of “your attending this college” while only 13% respond similarly about support from their immediate families.

## Student Satisfaction

A useful measure of satisfaction is whether a student recommends a service or institution to others. The CCSR asks students if they would recommend this college to a friend or family member. Ninety-five percent report they would make such a recommendation. Another item asks students to evaluate their entire educational experience. Eight-seven percent describe their experience as *Good* or *Excellent* and only 1% rate their experience as *Poor*.

Another measure of student satisfaction is the percent of returning or successful students. Sixty-seven percent of the students indicate that they plan to enroll in this college within the next 12 months, while 11% report that they have accomplished their goals and will not be returning. Twenty-two percent report they are uncertain or have no plans to return.

## Student and Academic Support Services

Often surveys ask a combination of questions relating to satisfaction, use, or importance levels of services, but rarely are surveys designed in a way that asks students to link all three, as does CCSSE. The table below displays use, satisfaction, and importance of a number of key academic and student support services. The first column reports the percent of students who say that they used the service either *Sometimes* or *Often*; the second column shows the percent of students who report they were *Somewhat* or *Very Satisfied* with the service; and the third column reports the percent of students who rate the service as *Very Important*.

### ***Student Services by Use, Satisfaction, and Importance***

<b>Student Services</b>	<b>Use</b>	<b>Satisfaction</b>	<b>Importance</b>
Academic advising/planning	54%	70%	88%
Career counseling	30%	46%	79%
Job placement assistance	10%	21%	63%
Peer or other tutoring	25%	38%	69%
Skill labs (writing, math, etc.)	40%	51%	74%
Child care	5%	11%	45%
Financial aid advising	43%	48%	76%
Computer lab	59%	69%	82%
Student organizations	15%	26%	57%
Transfer credit assistance	27%	37%	71%
Services to students with disabilities	8%	17%	58%

The services highlighted in dark gold are rated most highly (above 50%) at all levels and the services highlighted in light gold are among the lowest rated (below 50%).

Accordingly, students are most likely to use, express satisfaction with, and rate as important the following services: academic advising and planning and computer labs, followed by skills labs. In another key service area, 76% of the students report that financial aid advising is *Very Important*; 43% of the students used the service, and 48% were satisfied with their financial aid experience. While nearly half of the students reported child care as important, only 5% used child care services and only 11% were satisfied with this service.

The first 20 items on the CCSR ask students to indicate how often they have engaged in particular activities during the current academic year. For purposes of analysis, CCSSE collapsed the response categories *Often* and *Very Often* to report substantial levels of engagement; the criterion for inclusion was that 50% of the students had to report participating in the activity. This information is highlighted in the table below.

***Percentage of Students Who Reported Participating Often or Very Often in Selected Activities by Enrollment Status***

<b>Most Frequent Student Activity Items</b>	<b>All</b>	<b>Less Than Full-time</b>	<b>Full-time</b>
Asked questions in class or contributed to class discussions	63%	61%	65%
Worked on a paper or project that required integrating ideas or information from various sources	59%	52%	70%
Used the Internet or instant messaging to work on an assignment	57%	51%	68%
Received prompt feedback (written or oral) from instructors on your performance	56%	55%	56%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	50%	49%	53%
Prepared two or more drafts of a paper or assignment before turning it in	50%	46%	57%

Across the board, part-time students are less likely than are their full-time peers to indicate substantial levels of engagement.

In comparison, it is also important to note what students are *not doing* in college as frequently as one might expect. To report the least frequent activities, CCSSE used the *never* response category. The list consists of items where 30% or more of the students reported *never* engaging in that particular activity.

***Percentage of Students Who Reported Never Participating in Selected Activities by Enrollment Status***

<b>Least Frequent Student Activity Items</b>	<b>All</b>	<b>Less Than Full-time</b>	<b>Full-time</b>
Participated in a community-based project as a part of a regular course	80%	84%	74%
Worked with instructors on activities other than coursework	74%	78%	67%
Tutored or taught other students (paid or voluntary)	73%	77%	66%
Discussed ideas from your readings or classes with instructors outside of class	49%	54%	41%
Skipped class	48%	54%	38%
Worked with classmates outside of class to prepare class assignments	42%	48%	32%

Part-time students are more likely than are their full-time peers to report “never” with regard to significant levels of engagement.

## CCSSE in Action: Understanding Survey Results

CCSSE recommends that college leaders familiarize themselves with CCSSE findings before communicating about the results. The following are some things to consider:

### CCSSE Benchmarks<sup>10</sup>

Benchmarks are groups of conceptually related items that address key areas of student engagement, learning, and persistence. CCSSE's five benchmarks denote areas that educational research has shown to be important in quality educational practice. The five benchmarks of effective educational practice in community colleges are **active and collaborative learning**, **student effort**, **academic challenge**, **student-faculty interaction**, and **support for learners**. These benchmarks are tools that can be used to compare college performance across benchmarks, to similarly sized institutions, and to the full CCSSE population of community colleges.

### Enrollment Status

Enrollment status (part-time versus full-time) receives special attention in CCSSE reports; all results are either presented separately for part-time and full-time students or are weighted by enrollment status. In the CCSSE sampling procedure, classes are selected, not students. Accordingly, full-time students, who by definition are enrolled in more classes than part-time students, are more likely to be sampled. As a result, though approximately two-thirds of the students enrolled at the participating institutions are part-time students, the proportion in the CCSSE sample is nearly opposite. In the data analysis process, therefore, CCSSE assigns weights to responses based on respondents' enrollment status, thereby producing more accurate measures of student engagement.

Weighting is a technique that proportionally adjusts an individual respondent's contribution to a statistic, such as a mean or frequency; thus, some responses are weighted more heavily than others. If subgroups (e.g., part- versus full-time students) differ in their responses, then aggregate results will be biased in favor of the larger subgroup. Bias occurs, for example, when a disproportionate number of full-time students complete the survey as compared to the population.

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<sup>10</sup> Please see the Benchmark Overview for specific information regarding calculations of benchmark scores.

With the assignment of weights, subgroups (part-time) that are disproportionately small in the sample relative to the population have larger weights that increase their impact on summary statistics; the converse is true for subgroups (full-time) that are disproportionately large in the sample relative to the population.

There are several other individual characteristics, such as race, sex, or credit hours completed, where there could potentially be differences in subgroups. This observation begs the question: *Why does CCSSE weight data on enrollment status and not on other individual characteristics?* The answer is simple: there is no reason to do it. The only systematic bias that occurs is with enrollment status.

### **Effect Size as a Measure of Notable Differences**

Effect size is a measure of group differences. In the CCSSE results, it refers to mean differences between your institution and the group of colleges to which your institution is being compared divided by their standard deviation. This procedure rescales all effect sizes to the same scale (differences in standard deviations) and thus allows for comparisons.

CCSSE uses both statistical significance and standardized effect sizes to identify items on which a college's performance differs from comparison groups. An asterisk (\*) highlights items for which students' responses differ at a statistically significant level ( $p < .001$ ) **and** have standardized effect sizes equal to or greater than (.2). Statistical significance is based on the effect size, the number of respondents, and the variability in their responses; as a single number, it also is the probability that the observed difference between outcomes would occur where there is truly no difference. While this is a useful guideline for identifying differences between groups, very small differences can be statistically significant in very large sample sizes such as the CCSSE national data set. Thus, items where notable differences occurred were identified as standardized effect sizes of (.2) or greater.

### **Statistical Significance Meets Practical Significance**

In addition to focusing on items meeting the criteria highlighted above, look for patterns in students' responses. For example, are students consistently above or below the mean of the comparison group in certain areas of engagement? Are the differences explainable in terms of a college's mission, the nature of the undergraduate program, or certain students' characteristics? Also, do not rely exclusively on statistical significance tests to identify areas that warrant attention. A consistent pattern of scoring above the mean, even though all the items may not reach statistical significance, may indicate the institution is doing the right things in terms of good educational practice. At the same time, some institutions have very

high expectations for student engagement and may fall short of their own aspirations even though comparisons with other institutions are favorable. And in some cases, of course, it may be that the national mean is itself unacceptably low.

### **CCSSE Consortia Results**

CCSSE consortium colleges<sup>11</sup> that added questions to the survey instrument will find their corresponding frequency results in the Frequency Distributions tab. In addition to a college's comparison to its consortium group and the 2004 CCSSE population, a consortium college also will receive a comparison to other colleges in its size category, provided on the institutional report cd.

### **Over-sampling**

CCSSE's sample sizes are determined by institutional size, as reported in IPEDS. Colleges can elect to over-sample in order to examine results for specific groups (such as students enrolled in developmental courses or students attending particular campus sites) or in order to increase overall sample size. The over-sample dataset is included on the college's institutional report CD.

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## **CCSSE in Action: Communicating Survey Results**

Each member college's results should be considered in terms of its own mission, institutional focus, and student characteristics. Therefore, each college will need to devise an approach for communicating survey results. The 10-step plan below can be tailored and implemented to help you share your college's results — and launch a dialogue with key internal and external constituencies. CCSSE's Web site ([www.ccsse.org](http://www.ccsse.org)) also offers various resources, including an online search engine, references, and other tools, to help you communicate about your results.

### **A Plan for Interpreting and Using Survey Results**

#### **Step 1:**

Before reviewing your data, you may want to identify key issues by answering questions like these:

- ✗ How do your mission and specific programs at your college relate to the CCSSE benchmarks and survey items?
- ✗ What are the high-priority objectives in your college's strategic plan?

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<sup>11</sup> See p. 2 for information about CCSSE consortia.

- ✗ What benchmarks, trends, or services are most important to your college?  
*Examples might include particular benchmarks (academic challenge, student-faculty interaction, etc.); critical issues, such as retention; and services, such as career planning or academic advising.*
- ✗ What educational practices most concern your college?
- ✗ What issues are particularly important in your community or region?  
*Examples might be technology jobs, workforce development, budget cutbacks, layoffs, or high school performance. You'll want to tie the data to these issues.*
- ✗ What new programs are being developed at your college?
- ✗ What issues have been identified for your college through self-study for reaffirmation of accreditation — or recommendations from the visiting team?
- ✗ What strengths or opportunities for improvement in your college have been identified through other data-gathering or institutional research efforts?

#### **Step 2:**

Identify your internal and external audiences. Internal constituencies may include governing board members, administrators, faculty, staff, and students. External audiences might include the media, policymakers, business leaders, K-12 educators, and community-based organizations. What do you want them to know about the survey and your results? What questions will they have? What do you want them to do with the information?

#### **Step 3:**

Set parameters — for yourself and your various audiences — that establish what data will and won't be used for. For example, you may choose to use results to design faculty development opportunities, noting that they are inappropriate for use in evaluation of individual faculty members. You may want to use data immediately with external audiences, or you may choose to focus internally at first and then, at a later date, demonstrate data-driven changes to external audiences.

#### **Step 4:**

Look at your benchmark reports and scores, comparing your college's results to the national average benchmark score (50). Compare your college's performance across all benchmarks, attending to internal variations. Then compare your college's performance to that of other colleges that are similar in terms of size, location (urban, suburban, rural), or other variables that are meaningful to you. Through this process, begin evaluating the areas in which you are most different from the full CCSSE population and the relevant peer college group(s). Then, identify strengths and areas for improvement; when doing so, make sure to look at results of individual survey items which comprise the benchmarks. Finally, assess how these areas dovetail with your key issues defined in step 1. For example, if your college scored low on *student-faculty interaction*, ascertain the specific survey

items of that benchmark that require attention; or, if your college scored high on all benchmarks, focus on ways to continue strengthening these areas.

**Step 5:**

Review the data for individual survey items, looking for results that distinguish your college (numbers with a relatively large positive or negative effect size) so that you can see how your institution differs from the full CCSSE population. Then, look at reports that compare your college to other colleges that are similar in terms of size, location (urban, suburban, rural), or other variables that are meaningful to you. By November 2004, the CCSSE Web site's "Search the Results" section will include 2004 survey data for these and other comparisons.

**Step 6:**

Develop storylines that relate to issues relevant to your college and geographic area. Ask yourself, "What are the stories our students are telling us through this survey? What do these stories say about the educational experience we are providing?" Examples of potential storylines are included in the "Communications Tools." <http://www.ccsse.org/members/communications.cfm>

**Step 7:**

Engage your audiences, particularly your internal audiences, in ways that encourage them to move forward. Create forums that help people understand what the data mean so they can use the information to develop improvement strategies.

**Step 8:**

Work within your college's culture. For example, some colleges may want to organize conversations by department; others will benefit more from interdisciplinary and cross-functional discussions. Some will find it natural to incorporate improvement initiatives into their annual planning process, and some will want to convene an annual convocation or launch a special initiative on student engagement.

**Step 9:**

Listen to your various audiences. The best ideas often come from unexpected places. By all means, report back to the college community on action taken in response to survey results — and the ideas generated in discussions about the survey. And don't forget students. The survey emphasizes that they have a role to play in their own learning, and these are their observations on their educational experiences. Meet with student government and encourage student-faculty discussions. Consider using selected CCSSE items in new venues, such as incorporating them into students' evaluations of courses and faculty.

**Step 10:**

Don't shy away from the data. Information, whether positive or negative, can help improve educational practice and performance. Use it to dispel myths, showcase your college's best practices, and set the bar higher for the future.

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**CCSSE in Action: [www.ccsse.org](http://www.ccsse.org)**

CCSSE's Web site, [www.ccsse.org](http://www.ccsse.org), is aimed at promoting public understanding of the work of community colleges, supporting institutional improvement, and advancing public discussion about new ways of defining and examining quality in higher education.

The Web site is a primary vehicle for reporting survey results and putting them in context. Special features for CCSSE member colleges include a Toolkit (<http://www.ccsse.org/members/communications.cfm>) that contains resources to help colleges understand their survey results, communicate them to various audiences, and use them to target institutional improvement initiatives. The Toolkit contains the following documents:

**[A 10-Step Plan for Interpreting and Working with Your Survey Results](#)**

CCSSE gives its members a lot of information. The 10-Step Plan offers suggestions for sorting through it — and making the best use of it.

**[Developing Storylines To Communicate Results](#)**

The sample storylines use hypothetical situations with hypothetical data to provide ideas for stories that can be told using CCSSE results. This isn't about spin. CCSSE's purpose is to be straightforward about data, both when the results make us shine and when they cause us to question — and improve — our current practices. The storylines are intended to inform, engage, and highlight important issues. Similar stories, geared to your college, your community, and your survey results, might be used with internal college groups, governing board members, community groups, and other audiences.

**[PowerPoint Presentation Template](#)**

The PowerPoint template (and the related talking points) can be used as a starting point for custom presentations to both internal and external audiences. The template will be updated for 2004 by September.

### PowerPoint Presentation Talking Points

The talking points, organized by slide, are the companion for the PowerPoint template. They provide background information and additional facts that will help you elaborate on the information included in the slides. More details about using the template and talking points are provided at the beginning of the document.

### Sample News Release

The sample news release is a starting point for writing a news release about your college. There are blanks in the text because the release is about your college, its survey results, and how you plan to use them.

### Sample Fact Sheet

The sample fact sheet provides information about CCSSE's survey instrument, ***The Community College Student Report***. You can use it as is or customize it by adding details about your college, its survey results, and how you plan to use them.

### Sample Letters to the Editor

These sample letters to the editor provide background on key educational issues. Customize them with your specific CCSSE results and tie them to events in your area.

### Tips for Working with the Media

You can use these tips to be better prepared in talking with the media about your CCSSE results and other aspects of college quality and performance.

The Web site also features a comprehensive search-the-data section—for example, the user can generate a report showing CCSSE results for all large, urban colleges, for all small, rural colleges, or for the participating colleges in a particular state or accrediting region. Results are presented in drill-down charts that display information in easy-to-manage steps. Users first see a graph that shows general results; then, they can click on various parts of the graph to get the details behind the numbers at <http://www.ccsse.org/members/search/>

**PLEASE NOTE:** CCSSE 2004 data will be posted on the Web site in November 2004.

We intend to regularly update the CCSSE Web site with other examples about how community colleges are using their CCSSE data as we learn about them. In that regard, please keep us informed about how you are using, or plan to use, your CCSSE results by contacting CCSSE at [info@ccsse.org](mailto:info@ccsse.org) or at 512.471.6807.

**Comment [C-DoEA3]:** We will remove general contact information and add link when the link becomes available (probably mid-June).

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## CCSSE in Action: Using Data to Drive Decisions

To anchor discussion about the quality of undergraduate education in empirical evidence, *CCSSE* suggests that colleges circulate a copy of this Overview section and other selected sections to groups such as:

- ✗ Governing board members;
- ✗ President and president's cabinet;
- ✗ Senior administrators, deans, and department/division chairs;
- ✗ Faculty committees, faculty development workshops and retreats, and various academic councils; and
- ✗ Students (via discussion with student leaders and articles in student newspapers, etc.).

Once these materials are circulated, we encourage colleges to conduct guided conversations or focus groups with these key constituencies to promote understanding of the findings and their potential implications for improvement initiatives. For instance, student focus groups could be organized to hear direct student voices about their college experiences and to ask students what the college could do to improve in deficient but identified areas. Discussions about faculty perceptions of students' responses could set the foundation for faculty to assess ways to collaborate to enhance student engagement in the classroom.

### Institutional Improvement

*CCSSE* data serve a diagnostic function by identifying institutional strengths and weaknesses in terms of effective educational practice. Toward this end, *CCSSE* results are especially useful for benchmarking, the process of comparing and measuring an institution against high-performing colleges. One approach to benchmarking is a **normative approach**, whereby students' responses are compared to those of students at other colleges.

The second approach to benchmarking is **criterion referenced**, whereby the college's performance is evaluated against a pre-determined value or level that is appropriate for students, given the institutional mission, size, curricular offerings, funding, and so forth. Criterion-referenced benchmarking can also be done at the department or major field level if enough students have participated, and this is a particularly effective way of stimulating faculty interest in the findings.

### **Planning, Accountability, and Institutional Research**

Because all regional accreditation associations require evidence of student learning and of efforts to improve student outcomes, *CCSSE* results could be appropriately used in institutional self-studies. This information is particularly powerful if *CCSSE* results are corroborated by other institutional data such as the results from other national or local surveys, review of institutional records, focus groups, and so forth. Finally, institutions may utilize *CCSSE* data to call attention to various dimensions of collegiate quality in the following ways:

- ✗ incorporating *CCSSE* data in newsletters and other publications to describe the undergraduate experience in terms of college activities, educational and personal growth, and satisfaction; and
- ✗ preparing stories for local, regional, and national media about distinctive aspects of the student experience.

## Fast Facts

### Survey Instrument: *The Community College Student Report (CCSR)*

- ✗ Paper administration, in-class; approximately 30-35 minutes to complete
  - ✗ Web-based pilot administration; approximately 15 minutes to complete
- 

### CCSSE Participants

- ✗ 92,301 students from 152 institutions in 30 states completed the CCSR in 2004.
  - ✗ 191,056 students from 232 institutions in 36 states and British Columbia completed the CCSR across 2002, 2003 and 2004.
- 

### 2004 Respondents

Gender: Male student respondents – 40%      Female student responses – 60%

Race/Ethnicity

- |                         |                        |
|-------------------------|------------------------|
| ✗ Asian – 4%            | ✗ Native American – 2% |
| ✗ Black – 10%           | ✗ White – 61%          |
| ✗ Latino/Hispanic – 13% | ✗ Other – 3%           |
| ✗ International – 7%    |                        |

Enrollment Status: Part-time – 34%      Full-time – 66%

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### 2004 CCSSE Consortia and other groups

- ✗ State consortia: Connecticut, Florida, Illinois, Maryland, New Mexico
  - ✗ Texas Small Colleges consortium: 23 small colleges across Texas
  - ✗ Hispanic Serving Institutions/Hispanic Association of Colleges and Universities (HSI/HACU) consortium: 15 colleges
  - ✗ League for Innovation's College and Career Transitions Initiative (CCTI): 17 colleges
- 

### CCSSE Benchmarks of Effective Educational Practice

- |                                     |   |
|-------------------------------------|---|
| ✗ Active and Collaborative Learning | (items: 4a, 4b, 4f, 4g, 4h, 4i, and 4r)         |
| ✗ Student Effort                    | (items: 4c, 4d, 4e, 6b, 10a, 13d, 13e, and 13h) |
| ✗ Academic Challenge                | (items: 4p, 5b, 5c, 5d, 5e, 5f, 6a, 6c, 7, 9a)  |
| ✗ Student-Faculty Interaction       | (items: 4k, 4l, 4m, 4n, 4o, and 4q)             |
| ✗ Support for Learners              | (items: 9b, 9c, 9d, 9e, 9f, 13a, and 13b)       |
- 

### Validity and Reliability

For a detailed explanation of CCSSE's sampling and analysis methodologies, see "Overview of the CCSSE Instrument and Psychometric Properties," provided in the Appendix and online at <http://www.ccsse.org/Aboutsurvey/psychometrics.pdf>

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### Future Plans

- ✗ Development and implementation of the Community College Faculty Survey of Student Engagement – pilot available in fall 2004
- ✗ Web-based survey administration for distance learning courses

# Comparisons of Respondents to Underlying Populations

Table 1, on the following page, details respondent characteristics from your college compared to population data for: 1) your college, 2) similarly-sized colleges, and 3) all 2004 *CCSSE* colleges by part-time, full-time, and all student groups. The specific characteristics examined include gender, race/ethnicity, and age.

The first three columns detail these characteristics for part-time, full-time, and all *CCSSE* respondents from your college. Next, student characteristics as detailed on your colleges' 2002 IPEDS enrollment reports, for each student group (part- and full-time and all) are highlighted so that you can compare surveyed students (columns 1-3) to the overall student population of your college. The next three columns highlight these data, from IPEDS, for similarly-sized colleges, while the final columns detail it for all participating 2004 *CCSSE* colleges by student group.

**Palomar College**  
**Table 1**  
**Comparisons of Respondents to Underlying Populations :**  
**Comparison Group and All CCSSE 2004 Institutions**

	<b>Your Respondents</b>	<b>Your Population</b>	<b>2004 Size Group Comparison Population</b>	<b>2004 CCSSE Colleges Population</b>
<b>Gender</b>				
Male	49%	50%	41%	41%
Female	51%	50%	59%	59%
<b>Race/Ethnicity</b>				
American Indian or other Native American	1%	1%	1%	1%
Asian, Asian American or Pacific Islander	7%	8%	5%	5%
Black or African American, Non-Hispanic	3%	4%	18%	15%
White, Non-Hispanic	59%	58%	54%	59%
Hispanic, Latino, Spanish	17%	20%	15%	15%
Other	7%	7%	3%	2%
International Student or Foreign National	6%	1%	4%	3%
<b>Student Age</b>				
18 to 19	30%	21%	20%	21%
20 to 21	29%	17%	18%	18%
22 to 24	15%	14%	16%	15%
25 to 29	8%	12%	14%	14%
30 to 39	6%	15%	17%	17%
40 to 49	6%	12%	10%	11%
50 to 64	4%	7%	4%	3%
65 and over	1%	2%	1%	1%
<b>Enrollment Status</b>				
Full - Time	65%	30%	33%	36%
Part - Time	35%	70%	67%	64%

**Notes:**

All population data are those reported by institutions for the 2002 IPEDS enrollment report.

Respondents include only data used in the national CCSSE analysis. Some student data was excluded in accordance with the CCSSE data exclusion rules.

# CCSSE 2004 All Students Frequencies

This report provides item-by-item percentage responses for ***all students*** who participated in CCSSE 2004. It is designed to provide a summary of the results contained in the Frequency Distributions Report and is presented in the same layout as *The Community College Student Report 2004*.

# The Community College Student Report 2004

## 1 Did you begin college at this college or elsewhere?

68 Started here      32 Started elsewhere

## 4 In your experiences at this college during the current school year, about how often have you done each of the following?

	Very Often	Often	Some-times	Never
a. Asked questions in class or contributed to class discussions	28	35	35	3
b. Made a class presentation	8	19	40	33
c. Prepared two or more drafts of a paper or assignment before turning it in	20	30	29	21
d. Worked on a paper or project that required integrating ideas or information from various sources	22	37	29	12
e. Come to class without completing readings or assignments	4	11	56	28
f. Worked with other students on projects during class	12	32	41	14
g. Worked with classmates outside of class to prepare class assignments	6	15	37	42
h. Tutored or taught other students (paid or voluntary)	2	5	19	73
i. Participated in a community-based project as a part of a regular course	2	4	14	80
j. Used the Internet or instant messaging to work on an assignment	28	29	27	16
k. Used e-mail to communicate with an instructor	14	21	35	29
l. Discussed grades or assignments with an instructor	13	30	47	11
m. Talked about career plans with an instructor or advisor	6	16	44	34
n. Discussed ideas from your readings or classes with instructors outside of class	4	11	37	49
o. Received prompt feedback (written or oral) from instructors on your performance	17	39	36	9
p. Worked harder than you thought you could to meet an instructor's standards or expectations	14	34	41	12
q. Worked with instructors on activities other than coursework	2	6	19	74
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	19	31	38	12
s. Had serious conversations with students of a different race or ethnicity other than your own	18	24	34	23
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	16	24	36	24
u. Skipped class	2	5	45	48

## 5 During the current school year, how much has your coursework at this college emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	24	39	30	8
b. Analyzing the basic elements of an idea, experience, or theory	21	42	31	6
c. Synthesizing and organizing ideas, information, or experiences in new ways	18	38	35	9
d. Making judgments about the value or soundness of information, arguments, or methods	15	33	38	14
e. Applying theories or concepts to practical problems or in new situations	17	35	36	12
f. Using information you have read or heard to perform a new skill	22	35	33	10

Notes:

Items 2, 29, 30, 33, and 34 are not included in this report.

**6 During the current school year, about how much reading and writing have you done at this college?**

**More**

	None	1 to 4	5 to 10	11 to 20	than 20
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	3	44	30	13	10
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	28	49	14	5	4
c. Number of written papers or reports of any length	12	32	30	17	9

**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.**

Extremely challenging	7 11	6 23	5 33	4 24	3 6	2 2	1 1	Extremely easy
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**8 Which of the following have you done, are you doing, or do you plan to do while attending this college?**

	I have done	I plan to do	I have not done nor plan to do
a. Internship, field experience, co-op experience, or clinical assignment	16	39	46
b. English as a second language course	8	5	86
c. Developmental/remedial reading course	18	9	74
d. Developmental/remedial writing course	20	11	69
e. Developmental/remedial math course	32	15	53
f. Study skills course	14	17	69
g. Honors course	5	22	73
h. College orientation program or course	25	13	62
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	8	18	75

**9 How much does this college emphasize each of the following?**

	Very much	Quite a bit	Some	Very little
a. Encouraging you to spend significant amounts of time studying	26	43	25	5
b. Providing the support you need to help you succeed at this college	26	42	26	6
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	17	28	34	21
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	7	15	33	44
e. Providing the support you need to thrive socially	8	19	40	33
f. Providing the financial support you need to afford your education	20	22	26	32
g. Using computers in academic work	38	33	20	9

**10 About how many hours do you spend in a typical 7-day week doing each of the following?**

	None	1 – 5	6 - 10	11 - 20	21 - 30	More than 30
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	2	45	29	16	5	3
b. Working for pay	19	5	6	11	17	43
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	84	11	2	1	1	1
d. Providing care for dependents living with you (parents, children, spouse, etc.)	43	15	8	6	4	24
e. Commuting to and from classes	7	70	15	5	1	2

**11 Mark the number that best represents the quality of your relationships with people at this college.**

**Your relationship with:**

**a. Other Students**

Friendly, supportive, sense of belonging	7	6	5	4	3	2	1	Unfriendly, unsupportive, sense of alienation
	26	27	22	17	5	2	1	

**b. Instructors**

Available, helpful, sympathetic	7	6	5	4	3	2	1	Unavailable, unhelpful, unsympathetic
	29	31	21	12	4	2	1	

**c. Administrative Personnel & Offices**

Helpful, considerate, flexible	7	6	5	4	3	2	1	Unhelpful, inconsiderate, rigid
	17	22	22	21	9	5	3	

**12 How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?**

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	27	42	25	6
b. Acquiring job or work-related knowledge and skills	20	29	31	20
c. Writing clearly and effectively	20	38	30	13
d. Speaking clearly and effectively	18	34	32	16
e. Thinking critically and analytically	23	42	28	8
f. Solving numerical problems	20	33	30	17
g. Using computing and information technology	24	32	28	16
h. Working effectively with others	20	36	33	11
i. Learning effectively on your own	26	41	26	8
j. Understanding yourself	20	30	31	18
k. Understanding people of other racial and ethnic	15	25	35	25
l. Developing a personal code of values and ethics	14	25	34	27
m. Contributing to the welfare of your community	8	16	35	41
n. Developing clearer career goals	21	31	30	18
o. Gaining information about career opportunities	19	28	31	22

**13 This section has three parts. Please answer all three sections, indicating (1) HOW OFTEN you use the following services, (2) HOW SATISFIED you are with the services, and (3) HOW IMPORTANT the services are to you AT THIS COLLEGE.**

	(1) Frequency of Use				(2) Satisfaction				(3) Importance		
	Often	Some-times	Rarely/ Never	Don't know N.A.	Very	Some- what	Not at all	N.A.	Very	Some- what	Not at all
a. Academic advising/planning	12	42	36	10	26	44	11	19	60	28	11
b. Career counseling	6	24	49	21	16	30	14	40	50	29	22
c. Job placement assistance	2	8	45	44	6	15	14	64	36	27	37
d. Peer or other tutoring	7	18	45	31	16	22	10	51	39	30	32
e. Skill labs (writing, math, etc.)	15	25	36	25	23	28	8	41	44	30	26
f. Child care	2	3	35	60	4	7	10	79	28	17	55
g. Financial aid advising	18	25	31	27	24	24	14	38	59	17	24
h. Computer lab	30	29	25	16	41	28	6	25	58	24	17
i. Student organizations	4	11	42	43	8	18	11	63	23	34	44
j. Transfer credit assistance	7	20	35	38	14	23	12	51	50	21	29
k. Services to students with disabilities	3	5	30	62	8	9	8	75	44	14	42

**14 How likely is it that the following issues would cause you to withdraw from class or from this college? (Please respond to each item)**

	Very likely	Likely	Some- what likely	Not likely
a. Working full-time	21	18	21	41
b. Caring for dependents	13	16	22	49
c. Academically unprepared	7	12	23	58
d. Lack of finances	27	18	22	32
e. Transfer to a 4-year college or university	32	18	17	33

**15 How supportive are your friends of your attending this college?**

50 Extremely  
29 Quite a bit  
18 Somewhat  
4 Not Very

**16 How supportive is your immediate family of your attending this college?**

67 Extremely  
20 Quite a bit  
10 Somewhat  
3 Not Very

**17 Indicate which of the following are your reasons/goals for attending this college. (Please respond to each item)**

	Primary goal	Secondary goal	Not a goal
a. Complete a certificate program	27	19	55
b. Obtain an associate degree	59	20	21
c. Transfer to a 4-year college or university	53	21	26
d. Obtain or update job-related skills	39	27	34
e. Self-improvement/personal enjoyment	39	34	27
f. Change careers	29	16	55

**18 Indicate which of the following are sources you use to pay your tuition at this college. (Please respond to each item)**

	Major source	Minor source	Not a source
a. My own income/savings	42	27	31
b. Parent or spouse/significant other's income/savings	29	17	54
c. Employer contributions	9	8	83
d. Grants & scholarships	33	10	57
e. Student loans (bank, etc.)	15	7	78
f. Public assistance	6	4	90

**19 Since high school, which of the following types of schools have you attended other than the one you are now attending? (Please mark all that apply)**

- 8 Proprietary (private) school or training program
- 10 Public vocational-technical school
- 21 Another community or technical college
- 23 4-year college or university
- 49 None

**20 When do you plan to take classes at this college again?**

- 11 I will accomplish my goal(s) during this term and will not be returning
- 5 I have no current plan to return
- 67 Within the next 12 months
- 17 Uncertain

**21 At this college, in what range is your overall college grade average?**

- 17 A
- 28 A- to B+
- 24 B
- 18 B- to C+
- 7 C
- 2 C- or lower
- 2 Do not have a GPA at this school
- 1 Pass/fail classes only

**22 When do you most frequently take classes at this college? (Mark one only)**

- 64 Day classes (morning or afternoon)
- 35 Evening classes
- 1 Weekend classes

**23 How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?**

- 13 none
- 34 1-14 credits
- 20 15-29 credits
- 14 30-44 credits
- 11 45-60 credits
- 9 over 60 credits

**24 At what other types of institutions are you taking classes this term?**  
(Please mark all that apply)

86 None  
3 High school  
1 Vocational/technical school  
2 Another community or technical college  
4 4-year college/university  
3 Other

**25 How many classes are you *presently* taking at OTHER institutions?**

83 None  
5 1 class  
5 2 classes  
3 3 classes  
5 4 classes or more

**26 Would you recommend this college to a friend or family member?**

95 Yes 5 No

**27 How would you evaluate your entire educational experience at this college?**

31 Excellent  
56 Good  
12 Fair  
1 Poor

**28 Do you have children who live with you?**

33 Yes 67 No

**31 Are you married?**

28 Yes 72 No

**32 Is English your native (first) language?**

88 Yes 12 No

**35 What is the highest academic credential you have earned?**

3 None  
72 High school diploma or GED  
10 Vocational/technical certificate  
8 Associate degree  
5 Bachelor's degree  
2 Master's/doctoral/professional degree

**36 What is the highest level of education obtained by your:**

	Father	Mother
a. Not a high school graduate	17	14
b. High school diploma or GED	31	34
c. Some college, did not complete degree	15	17
d. Associate degree	7	11
e. Bachelor's degree	13	12
f. Master's degree/1st professional	8	6
g. Doctorate degree	2	1
h. Unknown	8	5

# First Look

The following two reports highlight those items where your college falls notably above or below the mean of your comparison group. The first report provides this data for ***all students*** at your college while the second provides the data by ***enrollment status*** (part- and full-time). It is designed to provide a summary of results displayed following the Means Summary tab.

The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2. The effect size represents the magnitude of the discrepancy between your college and the comparison group in the student or institutional behavior represented by the item. Using both probability and effect size measures increases the likelihood that the quality of the student experience represented by the item(s) is appreciably different from other colleges of similar size; and the results, therefore, may be of practical as well as statistical significance.

# Palomar College: First Look

## Above the Mean

No items above the mean

## Below the Mean

### COLLEGE ACTIVITIES

- 4l. Discussed grades or assignments with an instructor
- 4p. Worked harder than you thought you could to meet an instructor's standards or expectations
- 6c. Number of written papers or reports of any length

### OPINIONS ABOUT YOUR SCHOOL

- 9g. Using computers in academic work

### WEEKLY ACTIVITIES

- 10d. Providing care for dependents living with you (parents, children, spouse, etc.)

### EDUCATIONAL AND PERSONAL GROWTH

- 12g. Using computing and information technology

### STUDENT SERVICES

- 13d1. Frequency: Peer or other tutoring
- 13g1. Frequency: Financial aid advising
- 13h1. Frequency: Computer lab
- 13h3. Importance: Computer lab

## Palomar College: First Look

### Above the Mean

COLLEGE ACTIVITIES	Part-Time	Full-Time
4u. Skipped class		*

STUDENT SERVICES	Part-Time	Full-Time
13j3. Importance: Transfer credit assistance		*

COLLEGE EXPERIENCES	Part-Time	Full-Time
14e. Transfer to a 4-year college or university		*
23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?		*

### Below the Mean

COLLEGE ACTIVITIES	Part-Time	Full-Time
4c. Prepared two or more drafts of a paper or assignment before turning it in	*	
4i. Participated in a community--based project as a part of a regular course		*
4l. Discussed grades or assignments with an instructor	*	
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	*	
6c. Number of written papers or reports of any length	*	

## Palomar College: First Look

OPINIONS ABOUT YOUR SCHOOL	Part-Time	Full-Time
----------------------------	-----------	-----------

9f. Providing the financial support you need to afford your education

\*

9g. Using computers in academic work

\*

WEEKLY ACTIVITIES	Part-Time	Full-Time
-------------------	-----------	-----------

10d. Providing care for dependents living with you (parents, children, spouse, etc.)

\*

\*

EDUCATIONAL AND PERSONAL GROWTH	Part-Time	Full-Time
---------------------------------	-----------	-----------

12g. Using computing and information technology

\*

\*

12o. Gaining information about career opportunities

\*

STUDENT SERVICES	Part-Time	Full-Time
------------------	-----------	-----------

13c1. Frequency: Job placement assistance

\*

13d1. Frequency: Peer or other tutoring

\*

13g1. Frequency: Financial aid advising

\*

\*

13h1. Frequency: Computer lab

\*

\*

13i1. Frequency: Student organizations

\*

13g2. Satisfaction: Financial aid advising

\*

13h3. Importance: Computer lab

\*

Palomar College: First Look

COLLEGE EXPERIENCES	Part-Time	Full-Time
14d. Lack of finances		*

# Frequency Report: All Students

This report provides item-by-item percentage responses for ***all students at your institution***. In addition, the far right column contains asterisks for those items that are significantly different, when applicable, from your comparison group at  $p < .001$  with an effect size greater than or equal to .2.

# The Community College Student Report 2004

## Palomar College

### 1 Did you begin college at this college or elsewhere?

66 Started here      34 Started elsewhere

### 4 In your experiences at this college during the current school year, about how often have you done each of the following?

	Very Often	Often	Some-times	Never
a. Asked questions in class or contributed to class discussions	24	31	41	4
b. Made a class presentation	6	17	43	35
c. Prepared two or more drafts of a paper or assignment before turning it in	17	23	33	27
d. Worked on a paper or project that required integrating ideas or information from various sources	18	36	28	17
e. Come to class without completing readings or assignments	5	16	56	24
f. Worked with other students on projects during class	14	29	45	13
g. Worked with classmates outside of class to prepare class assignments	5	12	38	45
h. Tutored or taught other students (paid or voluntary)	3	3	23	72
i. Participated in a community-based project as a part of a regular course	1	1	12	86
j. Used the Internet or instant messaging to work on an assignment	28	28	26	18
k. Used e-mail to communicate with an instructor	13	21	38	29
l. Discussed grades or assignments with an instructor	10	23	50	16 *
m. Talked about career plans with an instructor or advisor	6	13	39	42
n. Discussed ideas from your readings or classes with instructors outside of class	3	9	34	53
o. Received prompt feedback (written or oral) from instructors on your performance	16	36	35	13
p. Worked harder than you thought you could to meet an instructor's standards or expectations	10	28	45	17 *
q. Worked with instructors on activities other than coursework	1	3	17	79
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	21	33	34	13
s. Had serious conversations with students of a different race or ethnicity other than your own	23	24	29	23
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	22	23	30	25
u. Skipped class	3	6	52	38

### 5 During the current school year, how much has your coursework at this college emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	23	35	29	13
b. Analyzing the basic elements of an idea, experience, or theory	23	40	29	8
c. Synthesizing and organizing ideas, information, or experiences in new ways	17	38	34	11
d. Making judgments about the value or soundness of information, arguments, or methods	16	33	33	19
e. Applying theories or concepts to practical problems or in new situations	16	35	34	15
f. Using information you have read or heard to perform a new skill	23	31	34	12

Notes:

\* indicates a significant difference between your college and your comparison group.

Items 2, 29, 30, 33, and 34 are not included in this report. See Table 1.

**6 During the current school year, about how much reading and writing have you done at this college?**

More

	None	1 to 4	5 to 10	11 to 20	than 20	
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	4	44	32	14	6	
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	23	52	16	4	5	
c. Number of written papers or reports of any length	16	37	30	12	6	*

**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.**

Extremely challenging	7	6	5	4	3	2	1	Extremely easy
	8	21	32	26	7	4	2	

**8 Which of the following have you done, are you doing, or do you plan to do while attending this college?**

	I have done	I plan to do	I have not done nor plan to do
a. Internship, field experience, co-op experience, or clinical assignment	12	33	55
b. English as a second language course	8	4	88
c. Developmental/remedial reading course	9	12	79
d. Developmental/remedial writing course	15	17	68
e. Developmental/remedial math course	21	19	60
f. Study skills course	12	17	70
g. Honors course	3	17	79
h. College orientation program or course	19	13	68
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	4	15	81

**9 How much does this college emphasize each of the following?**

	Very much	Quite a bit	Some	Very little	
a. Encouraging you to spend significant amounts of time studying	22	43	28	7	
b. Providing the support you need to help you succeed at this college	23	43	27	7	
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	17	29	33	21	
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	6	15	32	47	
e. Providing the support you need to thrive socially	6	18	41	34	
f. Providing the financial support you need to afford your education	13	19	28	40	
g. Using computers in academic work	29	35	20	16	*

**10 About how many hours do you spend in a typical 7-day week doing each of the following?**

	None	1 – 5	6 - 10	11 - 20	21 - 30	More than 30
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	2	47	29	15	5	2
b. Working for pay	19	3	5	11	21	41
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	88	8	2	1	0	0
d. Providing care for dependents living with you (parents, children, spouse, etc.)	52	18	8	7	4	11 *
e. Commuting to and from classes	5	73	16	3	1	1

**11 Mark the number that best represents the quality of your relationships with people at this college.**

**Your relationship with:**

**a. Other Students**

Friendly, supportive, sense of belonging	7	6	5	4	3	2	1	Unfriendly, unsupportive, sense of alienation
	20	28	22	22	6	3	1	

**b. Instructors**

Available, helpful, sympathetic	7	6	5	4	3	2	1	Unavailable, unhelpful, unsympathetic
	28	34	21	12	4	2	0	

**c. Administrative Personnel & Offices**

Helpful, considerate, flexible	7	6	5	4	3	2	1	Unhelpful, inconsiderate, rigid
	14	19	21	25	11	4	4	

**12 How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?**

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	30	38	25	8
b. Acquiring job or work-related knowledge and skills	18	24	35	24
c. Writing clearly and effectively	17	36	31	17
d. Speaking clearly and effectively	15	36	31	19
e. Thinking critically and analytically	22	42	27	10
f. Solving numerical problems	14	31	32	22
g. Using computing and information technology	18	27	31	25 *
h. Working effectively with others	17	33	38	12
i. Learning effectively on your own	25	39	27	9
j. Understanding yourself	20	31	30	20
k. Understanding people of other racial and ethnic	16	24	35	25
l. Developing a personal code of values and ethics	12	20	39	29
m. Contributing to the welfare of your community	7	13	35	45
n. Developing clearer career goals	20	29	29	21
o. Gaining information about career opportunities	19	24	33	24

**13 This section has three parts. Please answer all three sections, indicating (1) HOW OFTEN you use the following services, (2) HOW SATISFIED you are with the services, and (3) HOW IMPORTANT the services are to you AT THIS COLLEGE.**

	(1) Frequency of Use				(2) Satisfaction				(3) Importance		
	Often	Some-times	Rarely/ Never	Don't know N.A.	Very	Some- what	Not at all	N.A.	Very	Some- what	Not at all
a. Academic advising/planning	9	35	38	18	21	39	10	31	58	28	14
b. Career counseling	7	24	47	22	17	26	13	44	52	27	20
c. Job placement assistance	2	5	48	45	6	11	12	72	32	30	38
d. Peer or other tutoring	4	13	51	32	12	19	9	60	33	32	35
e. Skill labs (writing, math, etc.)	13	22	39	26	21	26	8	45	41	33	26
f. Child care	1	2	33	64	3	5	7	84	26	20	54
g. Financial aid advising	8	13	38	40	14	15	14	57	48	20	32
h. Computer lab	21	23	30	26	31	23	7	38	49	26	25
i. Student organizations	2	7	44	47	6	17	10	67	20	35	45
j. Transfer credit assistance	7	22	35	35	12	26	11	51	54	20	27
k. Services to students with disabilities	4	5	31	59	7	9	8	76	44	16	39

**14 How likely is it that the following issues would cause you to withdraw from class or from this college? (Please respond to each item)**

	Very likely	Likely	Some- what likely	Not likely
a. Working full-time	27	18	21	34
b. Caring for dependents	14	18	21	48
c. Academically unprepared	7	14	24	54
d. Lack of finances	22	17	23	38
e. Transfer to a 4-year college or university	39	16	11	34

**15 How supportive are your friends of your attending this college?**

48 Extremely  
29 Quite a bit  
20 Somewhat  
3 Not Very

**16 How supportive is your immediate family of your attending this college?**

64 Extremely  
22 Quite a bit  
11 Somewhat  
3 Not Very

**17 Indicate which of the following are your reasons/goals for attending this college. (Please respond to each item)**

	Primary goal	Secondary goal	Not a goal
a. Complete a certificate program	26	19	55
b. Obtain an associate degree	36	30	34
c. Transfer to a 4-year college or university	58	15	27
d. Obtain or update job-related skills	33	27	41
e. Self-improvement/personal enjoyment	39	33	27
f. Change careers	24	11	65

**18 Indicate which of the following are sources you use to pay your tuition at this college. (Please respond to each item)**

	Major source	Minor source	Not a source
a. My own income/savings	59	21	20
b. Parent or spouse/significant other's income/savings	36	18	46
c. Employer contributions	4	7	89
d. Grants & scholarships	12	9	79
e. Student loans (bank, etc.)	4	3	93
f. Public assistance	5	3	93

**19 Since high school, which of the following types of schools have you attended other than the one you are now attending? (Please mark all that apply)**

- 8 Proprietary (private) school or training program
- 9 Public vocational-technical school
- 27 Another community or technical college
- 21 4-year college or university
- 49 None

**20 When do you plan to take classes at this college again?**

- 11 I will accomplish my goal(s) during this term and will not be returning
- 4 I have no current plan to return
- 68 Within the next 12 months
- 16 Uncertain

**21 At this college, in what range is your overall college grade average?**

- 16 A
- 22 A- to B+
- 26 B
- 18 B- to C+
- 11 C
- 4 C- or lower
- 3 Do not have a GPA at this school
- 1 Pass/fail classes only

**22 When do you most frequently take classes at this college? (Mark one only)**

- 67 Day classes (morning or afternoon)
- 32 Evening classes
- 0 Weekend classes

**23 How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?**

- 12 none
- 33 1-14 credits
- 20 15-29 credits
- 14 30-44 credits
- 12 45-60 credits
- 9 over 60 credits

**24 At what other types of institutions are you taking classes this term?**  
**(Please mark all that apply)**

84 None  
 2 High school  
 2 Vocational/technical school  
 4 Another community or technical college  
 3 4-year college/university  
 3 Other

**25 How many classes are you *presently* taking at OTHER institutions?**

80 None  
 8 1 class  
 5 2 classes  
 4 3 classes  
 4 4 classes or more

**26 Would you recommend this college to a friend or family member?**

97 Yes 3 No

**27 How would you evaluate your entire educational experience at this college?**

33 Excellent  
 55 Good  
 11 Fair  
 1 Poor

**28 Do you have children who live with you?**

19 Yes 81 No

**31 Are you married?**

22 Yes 78 No

**32 Is English your native (first) language?**

83 Yes 17 No

**35 What is the highest academic credential you have earned?**

4 None  
 69 High school diploma or GED  
 7 Vocational/technical certificate  
 9 Associate degree  
 9 Bachelor's degree  
 3 Master's/doctoral/professional degree

**36 What is the highest level of education obtained by your:**

	Father	Mother
a. Not a high school graduate	16	13
b. High school diploma or GED	19	24
c. Some college, did not complete degree	20	23
d. Associate degree	8	11
e. Bachelor's degree	16	14
f. Master's degree/1st professional	10	8
g. Doctorate degree	4	1
h. Unknown	7	7

# Means Summary

There are five reports contained in this section. The first two reports present data for **all students** and the final three present data for students by **enrollment status** (part-and full-time).

The **Means Summary Report** (pp. M1 - M9) provides item-by-item means for **all students** at your institution contrasted with a comparison group and all CCSSE 2004 participants. Below is a description of the layout of this report:

## Item

The items from *The Community College Student Report 2004* appear in the left column in the same order they appear on the instrument. Because the report lists means and mean comparison information, only those items that have numerically scaled responses appear. The items measuring other educational experiences (practicum experiences, study abroad, etc.) do not appear because their response sets are categorical (yes, no, undecided). Please refer to the Frequencies Distributions for details on these items.

## Variable

The name of each variable appears in the second column for easy reference to your data file and the summary statistics reports.

## Class

The class appears in the third column and corresponds to the sample for which the data are reported (e.g., all students, part-time students, or full-time students).

## Mean

A mean is the arithmetic average of all responses on a particular item. Means are provided for your institution, a comparison group, and for all CCSSE 2004 participants.

## Sig (Statistical Significance)

A *t* test, a statistical procedure used to compare two means, is conducted between your college and comparison group as well as your college and all CCSSE 2004 participants. The statistical significance – the probability of the observed difference occurring were there truly no differences between the means – is reported. For the comparison group and CCSSE 2004 participants, mean differences that are significant at the  $p < .001$  level and have an effect size greater than or equal to .2 (see below) are indicated by a single asterisk (\*).

## Effect Size

The actual magnitude of some item score differences may seem trivial, even though they are highly reliable and statistically significant. For this reason, CCSSE also reports the effect size (only when the value is greater than or equal to .2) associated with those item comparisons that are statistically significant. **The effect size represents the magnitude of the discrepancy in the student or institutional behavior represented by the item.**

**The Summary Statistics Report** (pp. M10 - M13) presents statistics on ***all students*** at your institution contrasted with a comparison group and all CCSSE 2004 participants. A description of the layout of this report is provided below:

#### Variable Names

The name of each variable; this is the same name contained in the second column of the **Means Summary Report: All Students**.

#### # of respondents

The total number of respondents for your college, a comparison group, and all CCSSE 2004 colleges are listed. As a reminder, students under the age of 18, those who completed the survey more than once, those who did not indicate their enrollment status (part- or full-time), and those whose survey was out-of-range from their course packet are **excluded**.

#### Mean

Arithmetic average of all responses on a particular item.

#### Standard deviation

A statistic used as a measure of the dispersion or variation in a distribution, equal to the square root of the arithmetic mean of the squares of the deviations from the arithmetic mean; more generally, a measure of the extent to which numbers are spread around their average.

#### Std error of the mean

A measurement of error when a sample mean is used to estimate the mean of the population from which the sample was drawn. The standard error of the mean is computed as the standard deviation of the original population divided by the square root of the sample size.

#### Significance

The probability of the observed difference occurring were there truly no differences between the means. For the comparison group and CCSSE 2004 participants, mean differences that are significant at the  $p < .001$  level and have an effect size greater than or equal to .2 are indicated by a single asterisk (\*).

#### Effect size

The effect size represents the magnitude of the discrepancy in the student or institutional behavior represented by the item. For a more detailed description, see above.

The next series of reports, found on pages M14 through M30, contain the same reports described above broken down by ***enrollment status*** for your institution, a comparison group, and all CCSSE 2004 colleges.

**Community College Survey of Student Engagement**  
Means Summary Report: All Students

**Palomar College**

			Your College	Other ExLarge Colleges			2004 Colleges		
Item	Variable	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size
			All Students N = 985	All Other ExLarge N = 14619			All Other Colleges N = 91316		

**COLLEGE ACTIVITIES**

**Academic, Intellectual and Social Experiences**

4. In your experiences <u>at this college</u> during the current school year, about how often have you done each of the following?			<i>1=Never, 2=Sometimes, 3=Often, 4=Very often</i>						
a. Asked questions in class or contributed to class discussions	CLQUEST	All Students	2.74	2.87			2.87		
b. Made a class presentation	CLPRESEN	All Students	1.93	2.02			2.02		
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	All Students	2.31	2.50			2.48		
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	All Students	2.56	2.70			2.68		
e. Came to class without completing readings or assignments	CLUNPREP	All Students	2.01	1.94			1.92		
f. Worked with other students on projects during class	CLASSGRP	All Students	2.43	2.38			2.43		
g. Worked with classmates outside of class to prepare class assignments	OCCGRP	All Students	1.77	1.82			1.84		
h. Tutored or taught other students (paid or voluntary)	TUTOR	All Students	1.37	1.36			1.37		
i. Participated in a community-based project as a part of a regular course	COMMPROJ	All Students	1.18	1.30			1.28		
j. Used the Internet or instant messaging to work on an assignment	INTERNET	All Students	2.67	2.71			2.70		
k. Used email to communicate with an instructor	EMAIL	All Students	2.17	2.29			2.20		
l. Discussed grades or assignments with an instructor	FACGRADE	All Students	2.28	2.45	*	-0.21	2.45	*	-0.21
m. Talked about career plans with an instructor or advisor	FACPLANS	All Students	1.84	1.91			1.95		

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

# Community College Survey of Student Engagement

## Means Summary Report: All Students

			Your College	Other ExLarge Colleges			2004 Colleges		
Item	Variable	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size

### COLLEGE ACTIVITIES

#### Academic, Intellectual, and Social Experiences continued

1=Never, 2=Sometimes, 3=Often, 4=Very often

n. Discussed ideas from your readings or classes with instructors outside of class	FACIDEAS	All Students	1.62	1.68			1.69		
o. Received prompt feedback (written or oral) from instructors on your performance	FACFEED	All Students	2.55	2.62			2.64		
p. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	All Students	2.32	2.52	*	-0.22	2.50	*	-0.20
q. Worked with instructors on activities other than coursework	FACOTH	All Students	1.26	1.35			1.36		
r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	All Students	2.62	2.56			2.56		
s. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	All Students	2.47	2.47			2.37		
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	All Students	2.42	2.36			2.32		
u. Skipped class	SKIPCLAS	All Students	1.74	1.62			1.61		

#### Character of Mental Activities

5. During the current school year, how much has your coursework at this college emphasized the following mental activities?

1=Very little, 2=Some, 3=Quite a bit, 4=Very much

a. <b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	All Students	2.66	2.80			2.79		
b. <b>Analyzing</b> the basic elements of an idea, experience, or theory	ANALYZE	All Students	2.78	2.83			2.79		
c. <b>Synthesizing</b> and organizing ideas, information, or experiences in new ways	SYNTHESZ	All Students	2.60	2.69			2.66		
d. <b>Making judgments</b> about the value or soundness of information, arguments, or methods	EVALUATE	All Students	2.45	2.52			2.51		
e. <b>Applying</b> theories or concepts to practical problems or in new situations	APPLYING	All Students	2.51	2.60			2.58		
f. <b>Using information</b> you have read or heard to perform a new skill.	PERFORM	All Students	2.66	2.69			2.68		

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

# Community College Survey of Student Engagement

## Means Summary Report: All Students

Item	Variable	Class	Your College	Other ExLarge Colleges			2004 Colleges		
			Mean	Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size

### COLLEGE ACTIVITIES

#### Reading and Writing

1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20

6. During the current school year, about how much reading and writing have you done <u>at this college</u> ?									
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	READASGN	All Students	2.73	2.80			2.82		
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	All Students	2.16	2.10			2.08		
c. Number of written papers or reports of any length	WRITEANY	All Students	2.55	2.80	*	-0.23	2.79	*	-0.22

#### Nature of Exams

1=Extremely easy to 7=Extremely challenging

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	EXAMS	All Students	4.77	4.95			5.00		
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### OPINIONS ABOUT YOUR SCHOOL

#### Institutional Emphasis

1=Very little, 2=Some, 3=Quite a bit, 4=Very much

9. How much does <u>this college</u> emphasize each of the following?									
a. Encouraging you to spend significant amounts of time studying	ENVSCHOL	All Students	2.80	2.92			2.91		
b. Providing the support you need to help you succeed at this college	ENVSUPRT	All Students	2.82	2.89			2.89		
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	All Students	2.43	2.48			2.41		
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	All Students	1.80	1.85			1.85		
e. Providing the support you need to thrive socially	ENVSOCAL	All Students	1.96	2.00			2.01		
f. Providing the financial support you need to afford your education	FINSUPP	All Students	2.05	2.24			2.31	*	-0.23
g. Using computers in academic work	ENVCOMP	All Students	2.79	3.04	*	-0.26	3.01	*	-0.23

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

# Community College Survey of Student Engagement

## Means Summary Report: All Students

			Your College	Other ExLarge Colleges			2004 Colleges		
Item	Variable	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size

### WEEKLY ACTIVITIES

10. About how many hours do you spend in a typical 7 - day week doing each of the following?									
0=None, 1=1-5 hours/week, 2=6-10 hours/week, 3=11-20 hours/week, 4=21-30 hours/week, 5=More than 30 hours/week									
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	ACADPR01	All Students	1.80	1.83			1.84		
b. Working for pay	PAYWORK	All Students	3.37	3.40			3.32		
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	COCURR01	All Students	0.20	0.22			0.26		
d. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	All Students	1.26	1.70	*	-0.23	1.86	*	-0.29
e. Commuting to and from classes	COMMUTE	All Students	1.25	1.31			1.29		

### Quality of Relationships

11. Mark the box that best represents the quality of your relationships with people <u>at this college</u> .									
1=Unfriendly, unsupportive, sense of alienation to 7=Friendly, supportive, sense of belonging									
a. Relationships with other students	ENVSTU	All Students	5.23	5.32			5.44		
1=Unavailable, unhelpful, unsympathetic to 7=Available, helpful, sympathetic									
b. Relationships with instructors	ENVFAC	All Students	5.64	5.53			5.61		
1=Unhelpful, inconsiderate, rigid to 7=Helpful, considerate, flexible									
c. Relationships with administrative personnel and offices	ENVADM	All Students	4.70	4.67			4.89		

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

**Community College Survey of Student Engagement**  
Means Summary Report: All Students

			Your College	Other ExLarge Colleges			2004 Colleges		
Item	Variable	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size
<b>EDUCATIONAL AND PERSONAL GROWTH</b>									
<b>Knowledge, Skills &amp; Personal Development</b>									
12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?									
1=Very little, 2=Some, 3=Quite a bit, 4=Very much									
a. Acquiring a broad general education	GNGENLED	All Students	2.89	2.91			2.91		
b. Acquiring job or work-related knowledge and skills	GNWORK	All Students	2.35	2.43			2.49		
c. Writing clearly and effectively	GNWRITE	All Students	2.53	2.68			2.64		
d. Speaking clearly and effectively	GNSPEAK	All Students	2.47	2.57			2.54		
e. Thinking critically and analytically	GNANALY	All Students	2.76	2.81			2.81		
f. Solving numerical problems	GNSOLVE	All Students	2.39	2.57			2.55		
g. Using computing and information technology	GNCMPTS	All Students	2.37	2.67	*	-0.29	2.65	*	-0.28
h. Working effectively with others	GNOTHERS	All Students	2.55	2.60			2.64		
i. Learning effectively on your own	GNINQ	All Students	2.80	2.85			2.85		
j. Understanding yourself	GNSELF	All Students	2.50	2.53			2.52		
k. Understanding people of other racial and ethnic backgrounds	GNDIVERS	All Students	2.30	2.36			2.30		
l. Developing a personal code of values and ethics	GNETHICS	All Students	2.15	2.26			2.26		
m. Contributing to the welfare of your community	GNCOMMUN	All Students	1.83	1.90			1.92		
n. Developing clearer career goals	CARGOAL	All Students	2.49	2.57			2.56		
o. Gaining information about career opportunities	GAINCAR	All Students	2.38	2.46			2.44		

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

**Community College Survey of Student Engagement**  
Means Summary Report: All Students

			Your College	Other ExLarge Colleges			2004 Colleges		
Item	Variable	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size
<b>STUDENT SERVICES</b>									
13.1 How often do you use the following services? <span style="float: right;">0=Don't know/N.A, 1=Rarely/never, 2=Sometimes, 3=Often</span>									
a. Frequency: Academic advising/planning	USEACAD	All Students	1.64	1.71			1.74		
b. Frequency: Career counseling	USECACOU	All Students	1.48	1.46			1.45		
c. Frequency: Job placement assistance	USEJOBPL	All Students	1.16	1.24			1.23		
d. Frequency: Peer or other tutoring	USETUTOR	All Students	1.30	1.47	*	-0.26	1.45	*	-0.23
e. Frequency: Skill labs (writing, math, etc.)	USELAB	All Students	1.64	1.76			1.72		
f. Frequency: Child care	USECHLD	All Students	1.12	1.18			1.18		
g. Frequency: Financial aid advising	USEFAADV	All Students	1.50	1.78	*	-0.37	1.82	*	-0.41
h. Frequency: Computer lab	USECOMLB	All Students	1.87	2.08	*	-0.26	2.06	*	-0.24
i. Frequency: Student organizations	USESTORG	All Students	1.22	1.32			1.33		
j. Frequency: Transfer credit assistance	USETRCRD	All Students	1.56	1.55			1.55		
k. Frequency: Services to students with disabilities	USEDISAB	All Students	1.33	1.31			1.30		

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b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

**Community College Survey of Student Engagement**  
Means Summary Report: All Students

			Your College	Other ExLarge Colleges			2004 Colleges		
Item	Variable	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size

**STUDENT SERVICES**

13.2 How satisfied are you with the services?			0=N.A., 1=Not at all, 2=Somewhat, 3=Very						
a. Satisfaction: Academic advising/planning	SATACAD	All Students	2.16	2.14			2.19		
b. Satisfaction: Career counseling	SATCACOU	All Students	2.08	2.02			2.03		
c. Satisfaction: Job placement assistance	SATJOBPL	All Students	1.80	1.78			1.78		
d. Satisfaction: Peer or other tutoring	SATTUTOR	All Students	2.07	2.11			2.12		
e. Satisfaction: Skill labs (writing, math, etc.)	SATLAB	All Students	2.24	2.26			2.25		
f. Satisfaction: Child care	SATCHLD	All Students	1.74	1.69			1.73		
g. Satisfaction: Financial aid advising	SATFAADV	All Students	1.98	2.06			2.17	*	-0.25
h. Satisfaction: Computer lab	SATCOMLB	All Students	2.39	2.48			2.48		
i. Satisfaction: Student organizations	SATSTORG	All Students	1.88	1.89			1.92		
j. Satisfaction: Transfer credit assistance	SATTRCRD	All Students	2.03	2.02			2.04		
k. Satisfaction: Services to students with disabilities	SATDISAB	All Students	1.98	1.96			1.98		

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b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

**Community College Survey of Student Engagement**  
Means Summary Report: All Students

			Your College	Other ExLarge Colleges			2004 Colleges		
Item	Variable	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size

**STUDENT SERVICES**

13.3 How important are the services to you?			1=Not at all, 2=Somewhat, 3=Very						
a. Importance: Academic advising/planning	IMPACAD	All Students	2.44	2.49			2.49		
b. Importance: Career counseling	IMPCACOU	All Students	2.32	2.30			2.28		
c. Importance: Job placement assistance	IMPJOBPL	All Students	1.94	2.01			1.99		
d. Importance: Peer or other tutoring	IMPTUTOR	All Students	1.98	2.08			2.07		
e. Importance: Skill labs (writing, math, etc.)	IMPLAB	All Students	2.15	2.22			2.18		
f. Importance: Child care	IMPCHLD	All Students	1.73	1.70			1.73		
g. Importance: Financial aid advising	IMPFAADV	All Students	2.16	2.31			2.35	*	-0.23
h. Importance: Computer lab	IMPCOMLB	All Students	2.24	2.42	*	-0.24	2.41	*	-0.23
i. Importance: Student organizations	IMPSTORG	All Students	1.76	1.80			1.79		
j. Importance: Transfer credit assistance	IMPTRCRD	All Students	2.27	2.22			2.21		
k. Importance: Services to students with disabilities	IMPDISAB	All Students	2.05	2.01			2.02		

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b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

# Community College Survey of Student Engagement

## Means Summary Report: All Students

			Your College	Other ExLarge Colleges		2004 Colleges			
Item	Variable	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size
COLLEGE EXPERIENCES									
14. How likely is it that the following issues would cause you to withdraw from class or <u>from this college</u> ? <i>1=Not likely, 2=Somewhat likely, 3=Likely, 4=Very likely</i>									
a. Working full-time	WRKFULL	All Students	2.37	2.24			2.19		
b. Caring for dependents	CAREDEP	All Students	1.97	1.93			1.92		
c. Academically unprepared	ACADUNP	All Students	1.74	1.73			1.67		
d. Lack of finances	LACKFIN	All Students	2.23	2.41			2.40		
e. Transfer to a 4-year college or university	TRANSFER	All Students	2.59	2.57			2.49		
<i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>									
15. How supportive are your friends of your attending this college?	FRNDSUPP	All Students	3.22	3.23			3.24		
<i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>									
16. How supportive is your immediate family of your attending this college?	FAMSUPP	All Students	3.46	3.49			3.51		
<i>0=None, 1=1-14 credits, 2=15-29 credits, 3=30-44 credits, 4=45-60 credits, 5= over 60 credits</i>									
23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	TOTCHRS	All Students	2.09	2.02			2.01		
<i>1=None, 2=1 class, 3=2 classes, 4=3 classes, 5=4 classes or more</i>									
25. How many classes are you presently taking at OTHER institutions?	OTHINST	All Students	1.43	1.44			1.44		
<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>									
27. How would you evaluate your entire educational experience at this college?	ENTIREXP	All Students	3.21	3.14			3.16		

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b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

# Community College Survey of Student Engagement

## Palomar College

### Summary Statistics: All Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance		effect size	
	Your College	Other ExLarge Colleges	2004 Colleges	Your College	Other ExLarge Colleges	2004 Colleges	Your College	Other ExLarge Colleges	2004 Colleges	Your College	Other ExLarge Colleges	2004 Colleges	Other ExLarge Colleges	2004 Colleges <sup>b</sup>	Other ExLarge Colleges	2004 Colleges
CLQUEST	983	14,585	91,177	2.74	2.87	2.87	0.87	0.86	0.85	0.028	0.007	0.003	0.000	0.000	-0.15	-0.15
CLPRESEN	981	14,517	90,824	1.93	2.02	2.02	0.86	0.91	0.91	0.027	0.008	0.003	0.003	0.005	-0.10	-0.09
REWROPAP	976	14,467	90,529	2.31	2.50	2.48	1.05	1.04	1.04	0.033	0.009	0.003	0.000	0.000	-0.18	-0.17
INTEGRAT	980	14,494	90,643	2.56	2.70	2.68	0.98	0.95	0.95	0.031	0.008	0.003	0.000	0.000	-0.15	-0.13
CLUNPREP	973	14,449	90,342	2.01	1.94	1.92	0.76	0.76	0.75	0.025	0.006	0.002	0.005	0.000	0.09	0.12
CLASSGRP	974	14,395	90,224	2.43	2.38	2.43	0.88	0.89	0.88	0.028	0.007	0.003	0.148	0.898	0.05	0.00
OCCGRP	977	14,475	90,517	1.77	1.82	1.84	0.84	0.88	0.88	0.027	0.007	0.003	0.061	0.009	-0.06	-0.08
TUTOR	982	14,499	90,701	1.37	1.36	1.37	0.68	0.69	0.69	0.022	0.006	0.002	0.654	0.882	0.02	0.01
COMMPROJ	979	14,434	90,389	1.18	1.30	1.28	0.48	0.65	0.63	0.015	0.005	0.002	0.000	0.000	-0.19	-0.16
INTERNET	976	14,453	90,385	2.67	2.71	2.70	1.07	1.04	1.04	0.034	0.009	0.003	0.207	0.333	-0.04	-0.03
EMAIL	975	14,472	90,454	2.17	2.29	2.20	0.99	1.00	1.01	0.032	0.008	0.003	0.001	0.426	-0.11	-0.03
FACGRADE	979	14,449	90,417	2.28	2.45	2.45	0.85	0.85	0.84	0.027	0.007	0.003	0.000	0.000	-0.21	-0.21
FACPLANS	976	14,447	90,379	1.84	1.91	1.95	0.88	0.85	0.86	0.028	0.007	0.003	0.013	0.000	-0.08	-0.13
FACIDEAS	977	14,425	90,276	1.62	1.68	1.69	0.79	0.80	0.80	0.025	0.007	0.003	0.039	0.013	-0.07	-0.08
FACFEED	974	14,427	90,338	2.55	2.62	2.64	0.91	0.87	0.86	0.029	0.007	0.003	0.020	0.003	-0.08	-0.10
WORKHARD	974	14,469	90,503	2.32	2.52	2.50	0.87	0.89	0.87	0.028	0.007	0.003	0.000	0.000	-0.22	-0.20
FACOTH	965	14,315	89,723	1.26	1.35	1.36	0.57	0.69	0.68	0.018	0.006	0.002	0.000	0.000	-0.13	-0.14
OOCIDEAS	977	14,502	90,750	2.62	2.56	2.56	0.95	0.94	0.93	0.030	0.008	0.003	0.038	0.045	0.07	0.07
DIVRSTUD	977	14,500	90,656	2.47	2.47	2.37	1.09	1.04	1.03	0.035	0.009	0.003	0.911	0.002	0.00	0.10
DIFFSTUD	980	14,493	90,602	2.42	2.36	2.32	1.09	1.03	1.01	0.035	0.009	0.003	0.050	0.001	0.07	0.10
SKIPCLAS	976	14,508	90,785	1.74	1.62	1.61	0.71	0.68	0.68	0.023	0.006	0.002	0.000	0.000	0.18	0.20
MEMORIZE	983	14,549	91,037	2.66	2.80	2.79	0.97	0.90	0.89	0.031	0.007	0.003	0.000	0.000	-0.15	-0.14
ANALYZE	980	14,518	90,775	2.78	2.83	2.79	0.89	0.84	0.84	0.028	0.007	0.003	0.064	0.703	-0.06	-0.01
SYNTHESZ	975	14,489	90,509	2.60	2.69	2.66	0.90	0.89	0.88	0.029	0.007	0.003	0.004	0.051	-0.10	-0.06
EVALUATE	978	14,484	90,607	2.45	2.52	2.51	0.97	0.93	0.91	0.031	0.008	0.003	0.040	0.075	-0.07	-0.06
APPLYING	983	14,501	90,727	2.51	2.60	2.58	0.94	0.91	0.91	0.030	0.008	0.003	0.003	0.026	-0.10	-0.07
PERFORM	982	14,556	91,007	2.66	2.69	2.68	0.96	0.93	0.93	0.031	0.008	0.003	0.278	0.401	-0.04	-0.03
READASGN	974	14,399	90,003	2.73	2.80	2.82	0.95	1.02	1.03	0.031	0.008	0.003	0.042	0.011	-0.07	-0.08
READOWN	974	14,416	90,126	2.16	2.10	2.08	0.98	0.97	0.99	0.032	0.008	0.003	0.049	0.013	0.07	0.08
WRITEANY	971	14,390	89,985	2.55	2.80	2.79	1.07	1.12	1.13	0.034	0.009	0.004	0.000	0.000	-0.23	-0.22

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants' means (without your institution's data); 2-tailed, p<0.001.

# Community College Survey of Student Engagement

## Palomar College

### Summary Statistics: All Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance		effect size	
	Other			Other			Other			Other			Other		Other	
	Your College	ExLarge Colleges	2004 Colleges	Your College	ExLarge Colleges	2004 Colleges	Your College	ExLarge Colleges	2004 Colleges	Your College	ExLarge Colleges	2004 Colleges	ExLarge Colleges	2004 Colleges <sup>b</sup>	ExLarge Colleges	2004 Colleges
EXAMS	949	13,749	86,488	4.77	4.95	5.00	1.28	1.21	1.22	0.042	0.010	0.004	0.000	0.000	-0.15	-0.19
ENVSCHOL	970	14,429	90,134	2.80	2.92	2.91	0.86	0.86	0.84	0.028	0.007	0.003	0.000	0.000	-0.14	-0.12
ENVSUPRT	967	14,404	90,006	2.82	2.89	2.89	0.87	0.86	0.86	0.028	0.007	0.003	0.008	0.006	-0.09	-0.09
ENVDIVRS	963	14,369	89,786	2.43	2.48	2.41	1.00	1.01	1.00	0.032	0.008	0.003	0.093	0.678	-0.06	0.01
ENVNACAD	965	14,371	89,795	1.80	1.85	1.85	0.91	0.94	0.93	0.029	0.008	0.003	0.119	0.099	-0.05	-0.05
ENVSOCAL	962	14,294	89,376	1.96	2.00	2.01	0.87	0.92	0.91	0.028	0.008	0.003	0.185	0.054	-0.04	-0.06
FINSUPP	958	14,293	89,450	2.05	2.24	2.31	1.05	1.12	1.12	0.034	0.009	0.004	0.000	0.000	-0.17	-0.23
ENVCOMP	967	14,389	89,964	2.79	3.04	3.01	1.03	0.95	0.96	0.033	0.008	0.003	0.000	0.000	-0.26	-0.23
ACADPR01	972	14,371	89,867	1.80	1.83	1.84	1.02	1.05	1.05	0.033	0.009	0.004	0.429	0.214	-0.03	-0.04
PAYWORK	968	14,309	89,562	3.37	3.40	3.32	1.89	1.90	1.93	0.061	0.016	0.006	0.579	0.448	-0.02	0.03
COCURR01	966	14,343	89,741	0.20	0.22	0.26	0.64	0.66	0.72	0.021	0.006	0.002	0.273	0.015	-0.04	-0.08
CAREDE01	963	14,308	89,487	1.26	1.70	1.86	1.71	1.97	2.06	0.055	0.016	0.007	0.000	0.000	-0.23	-0.29
COMMUTE	967	14,323	89,655	1.25	1.31	1.29	0.74	0.85	0.86	0.024	0.007	0.003	0.028	0.090	-0.07	-0.06
ENVSTU	970	14,389	90,003	5.23	5.32	5.44	1.35	1.37	1.35	0.044	0.011	0.004	0.039	0.000	-0.07	-0.16
ENVFAC	970	14,386	90,003	5.64	5.53	5.61	1.22	1.28	1.27	0.039	0.011	0.004	0.016	0.557	0.08	0.02
ENVADM	966	14,361	89,866	4.70	4.67	4.89	1.56	1.61	1.58	0.050	0.013	0.005	0.508	0.000	0.02	-0.12
GNGENLED	969	14,379	89,865	2.89	2.91	2.91	0.92	0.87	0.86	0.029	0.007	0.003	0.452	0.606	-0.03	-0.02
GNWORK	968	14,349	89,702	2.35	2.43	2.49	1.03	1.02	1.02	0.033	0.009	0.003	0.030	0.000	-0.07	-0.14
GNWRITE	969	14,342	89,709	2.53	2.68	2.64	0.95	0.94	0.94	0.031	0.008	0.003	0.000	0.000	-0.16	-0.12
GNSPEAK	968	14,352	89,706	2.47	2.57	2.54	0.95	0.97	0.96	0.031	0.008	0.003	0.002	0.030	-0.11	-0.07
GNANALY	964	14,338	89,628	2.76	2.81	2.81	0.90	0.88	0.88	0.029	0.007	0.003	0.107	0.101	-0.05	-0.05
GNSOLVE	964	14,333	89,589	2.39	2.57	2.55	0.98	1.00	0.99	0.032	0.008	0.003	0.000	0.000	-0.18	-0.17
GNCMPTS	964	14,333	89,594	2.37	2.67	2.65	1.04	1.01	1.01	0.033	0.008	0.003	0.000	0.000	-0.29	-0.28
GNOTHERS	967	14,333	89,709	2.55	2.60	2.64	0.90	0.93	0.92	0.029	0.008	0.003	0.095	0.002	-0.06	-0.10
GNINQ	965	14,334	89,703	2.80	2.85	2.85	0.92	0.90	0.89	0.030	0.007	0.003	0.142	0.146	-0.05	-0.05
GNSELF	966	14,327	89,570	2.50	2.53	2.52	1.02	1.02	1.01	0.033	0.008	0.003	0.335	0.475	-0.03	-0.02
GNDIVERS	959	14,313	89,464	2.30	2.36	2.30	1.01	1.01	1.00	0.033	0.008	0.003	0.109	0.872	-0.05	0.01
GNETHICS	960	14,301	89,498	2.15	2.26	2.26	0.97	1.01	1.00	0.031	0.008	0.003	0.001	0.001	-0.11	-0.11
GNCOMMUN	959	14,294	89,385	1.83	1.90	1.92	0.91	0.95	0.94	0.030	0.008	0.003	0.019	0.004	-0.08	-0.10
CARGOAL	960	14,332	89,624	2.49	2.57	2.56	1.03	1.01	1.01	0.033	0.008	0.003	0.029	0.033	-0.07	-0.07

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants' means (without your institution's data); 2-tailed, p<0.001.

# Community College Survey of Student Engagement

## Palomar College

### Summary Statistics: All Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance		effect size	
	Other ExLarge 2004			Other ExLarge 2004			Other ExLarge 2004			Other ExLarge 2004			Other ExLarge 2004		Other ExLarge 2004	
	Your College	Colleges	Colleges	Your College	Colleges	Colleges	Your College	Colleges	Colleges	Your College	Colleges	Colleges	Colleges	Colleges <sup>b</sup>	Colleges	Colleges
GAINCAR	965	14,357	89,737	2.38	2.46	2.44	1.05	1.03	1.03	0.034	0.009	0.003	0.011	0.044	-0.09	-0.07
USEACAD	817	12,937	81,476	1.64	1.71	1.74	0.65	0.67	0.67	0.023	0.006	0.002	0.010	0.000	-0.10	-0.14
USECACOU	775	11,328	70,963	1.48	1.46	1.45	0.63	0.62	0.62	0.023	0.006	0.002	0.449	0.126	0.03	0.06
USEJOBPL	523	7,875	50,530	1.16	1.24	1.23	0.45	0.50	0.51	0.020	0.006	0.002	0.001	0.001	-0.15	-0.15
USETUTOR	673	9,801	62,484	1.30	1.47	1.45	0.55	0.66	0.66	0.022	0.007	0.003	0.000	0.000	-0.26	-0.23
USELAB	737	10,895	67,715	1.64	1.76	1.72	0.73	0.77	0.76	0.028	0.008	0.003	0.000	0.003	-0.15	-0.11
USECHLD	356	5,193	34,890	1.12	1.18	1.18	0.41	0.49	0.51	0.022	0.007	0.003	0.031	0.027	-0.12	-0.12
USEFAADV	593	10,167	66,663	1.50	1.78	1.82	0.71	0.78	0.78	0.030	0.008	0.003	0.000	0.000	-0.37	-0.41
USECOMLB	750	12,131	76,341	1.87	2.08	2.06	0.79	0.79	0.79	0.030	0.007	0.003	0.000	0.000	-0.26	-0.24
USESTORG	512	7,986	52,207	1.22	1.32	1.33	0.50	0.58	0.59	0.023	0.007	0.003	0.000	0.000	-0.17	-0.18
USETRCRD	661	8,827	55,945	1.56	1.55	1.55	0.65	0.68	0.68	0.026	0.007	0.003	0.703	0.699	0.02	0.02
USEDISAB	383	5,306	34,195	1.33	1.31	1.30	0.65	0.63	0.62	0.033	0.009	0.003	0.519	0.251	0.03	0.06
SATACAD	690	11,373	72,707	2.16	2.14	2.19	0.62	0.64	0.64	0.025	0.006	0.002	0.504	0.179	0.03	-0.05
SATCACOU	556	8,494	53,222	2.08	2.02	2.03	0.70	0.68	0.69	0.031	0.008	0.003	0.052	0.124	0.09	0.07
SATJOBPL	264	5,003	32,389	1.80	1.78	1.78	0.75	0.69	0.70	0.047	0.010	0.004	0.546	0.627	0.04	0.03
SATTUTOR	408	6,946	43,738	2.07	2.11	2.12	0.68	0.70	0.71	0.036	0.009	0.003	0.333	0.251	-0.05	-0.06
SATLAB	533	8,548	52,444	2.24	2.26	2.25	0.66	0.66	0.66	0.030	0.007	0.003	0.416	0.753	-0.04	-0.01
SATCHLD	142	2,864	18,724	1.74	1.69	1.73	0.79	0.74	0.76	0.066	0.014	0.006	0.379	0.827	0.08	0.02
SATFAADV	426	8,350	55,904	1.98	2.06	2.17	0.76	0.73	0.74	0.039	0.008	0.003	0.061	0.000	-0.10	-0.25
SATCOMLB	633	10,673	67,656	2.39	2.48	2.48	0.64	0.62	0.61	0.027	0.006	0.002	0.001	0.001	-0.14	-0.14
SATSTORG	301	5,204	34,610	1.88	1.89	1.92	0.69	0.67	0.67	0.040	0.010	0.004	0.746	0.327	-0.02	-0.06
SATTRCRD	500	6,738	43,043	2.03	2.02	2.04	0.65	0.71	0.71	0.031	0.009	0.004	0.879	0.728	0.01	-0.02
SATDISAB	208	3,466	22,143	1.98	1.96	1.98	0.81	0.77	0.77	0.055	0.013	0.005	0.716	0.929	0.03	0.01
IMPACAD	922	13,565	86,150	2.44	2.49	2.49	0.73	0.69	0.69	0.024	0.006	0.002	0.014	0.023	-0.08	-0.08
IMPCACOU	919	13,367	85,061	2.32	2.30	2.28	0.79	0.80	0.80	0.026	0.007	0.003	0.473	0.127	0.03	0.05
IMPJOBPL	906	13,184	83,896	1.94	2.01	1.99	0.83	0.85	0.85	0.028	0.007	0.003	0.022	0.068	-0.08	-0.06
IMPTUTOR	909	13,140	83,884	1.98	2.08	2.07	0.82	0.83	0.83	0.027	0.007	0.003	0.000	0.001	-0.13	-0.11
IMPLAB	896	13,142	83,557	2.15	2.22	2.18	0.80	0.81	0.81	0.027	0.007	0.003	0.008	0.218	-0.09	-0.04
IMPCHLD	896	12,969	82,857	1.73	1.70	1.73	0.85	0.86	0.87	0.028	0.008	0.003	0.358	0.989	0.03	0.00
IMPFAADV	890	13,128	83,782	2.16	2.31	2.35	0.88	0.86	0.84	0.030	0.007	0.003	0.000	0.000	-0.18	-0.23

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants' means (without your institution's data); 2-tailed, p<0.001.

# Community College Survey of Student Engagement

## Palomar College

### Summary Statistics: All Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance		effect size	
	Your College	Other ExLarge Colleges	2004 Colleges	Your College	Other ExLarge Colleges	2004 Colleges	Your College	Other ExLarge Colleges	2004 Colleges	Your College	Other ExLarge Colleges	2004 Colleges	Other ExLarge Colleges	2004 Colleges <sup>b</sup>	Other ExLarge Colleges	2004 Colleges
IMPCOMLB	914	13,262	84,267	2.24	2.42	2.41	0.82	0.76	0.77	0.027	0.007	0.003	0.000	0.000	-0.24	-0.23
IMPSTORG	884	12,954	82,712	1.76	1.80	1.79	0.77	0.79	0.78	0.026	0.007	0.003	0.147	0.189	-0.05	-0.04
IMPTRCRD	904	13,150	83,757	2.27	2.22	2.21	0.85	0.86	0.86	0.028	0.007	0.003	0.124	0.035	0.05	0.07
IMPDISAB	900	13,103	83,460	2.05	2.01	2.02	0.91	0.93	0.92	0.030	0.008	0.003	0.188	0.225	0.05	0.04
WRKFULL	951	14,275	89,678	2.37	2.24	2.19	1.21	1.18	1.17	0.039	0.010	0.004	0.001	0.000	0.11	0.16
CAREDEP	949	14,224	89,481	1.97	1.93	1.92	1.10	1.09	1.08	0.036	0.009	0.004	0.250	0.155	0.04	0.05
ACADUNP	946	14,182	89,171	1.74	1.73	1.67	0.95	0.96	0.93	0.031	0.008	0.003	0.612	0.023	0.02	0.07
LACKFIN	948	14,220	89,370	2.23	2.41	2.40	1.18	1.19	1.19	0.038	0.010	0.004	0.000	0.000	-0.15	-0.15
TRANSFER	946	14,220	89,473	2.59	2.57	2.49	1.30	1.24	1.24	0.042	0.010	0.004	0.727	0.016	0.01	0.08
FRNDSUPP	949	14,285	89,737	3.22	3.23	3.24	0.88	0.88	0.88	0.028	0.007	0.003	0.595	0.387	-0.02	-0.03
FAMSUPP	945	14,229	89,483	3.46	3.49	3.51	0.81	0.82	0.79	0.026	0.007	0.003	0.397	0.054	-0.03	-0.06
TOTCHRS	934	14,201	89,288	2.09	2.02	2.01	1.50	1.51	1.48	0.049	0.013	0.005	0.164	0.105	0.05	0.05
OTHINST	929	14,225	89,410	1.43	1.44	1.44	1.01	1.06	1.07	0.033	0.009	0.004	0.720	0.769	-0.01	-0.01
ENTIREXP	930	14,253	89,446	3.21	3.14	3.16	0.66	0.67	0.68	0.021	0.006	0.002	0.005	0.022	0.09	0.08

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

**Community College Survey of Student Engagement**  
Means Summary Report: Enrollment Status Breakout

**Palomar College**

			Your College	Other ExLarge Colleges			2004 Colleges		
Item	Variable	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size
			All Students N = 985	All Other ExLarge N = 14619			All Other Colleges N = 91316		
			All Part-Time Students N = 340	All Other ExLarge (Part-Time) N = 5501			All Other Colleges (Part-Time) N = 31149		
			All Full-Time Students N = 645	All Other ExLarge (Full-Time) N = 9118			All Other Colleges (Full-Time) N = 60167		
COLLEGE ACTIVITIES									
Academic, Intellectual and Social Experiences									
4. In your experiences <u>at this college</u> during the current school year, about how often have you done each of the following? <span>1=Never, 2=Sometimes, 3=Often, 4=Very often</span>									
a. Asked questions in class or contributed to class discussions	CLQUEST	Part - Time	2.74	2.84			2.85		
		Full - Time	2.76	2.93			2.91		
b. Made a class presentation	CLPRESEN	Part - Time	1.86	1.90			1.88		
		Full - Time	2.10	2.26			2.25		
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Part - Time	2.17	2.40	*	-0.21	2.38		
		Full - Time	2.64	2.70			2.66		
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Part - Time	2.41	2.58			2.54		
		Full - Time	2.91	2.94			2.92		
e. Came to class without completing readings or assignments	CLUNPREP	Part - Time	1.95	1.90			1.85		
		Full - Time	2.16	2.02			2.03		
f. Worked with other students on projects during class	CLASSGRP	Part - Time	2.39	2.31			2.35		
		Full - Time	2.51	2.51			2.55		
g. Worked with classmates outside of class to prepare class assignments	OCCGRP	Part - Time	1.73	1.74			1.73		
		Full - Time	1.87	1.99			2.02		
h. Tutored or taught other students (paid or voluntary)	TUTOR	Part - Time	1.35	1.30			1.30		
		Full - Time	1.41	1.49			1.48		
i. Participated in a community-based project as a part of a regular course	COMMPROJ	Part - Time	1.16	1.25			1.23		
		Full - Time	1.22	1.39	*	-0.21	1.37	*	-0.21
j. Used the Internet or instant messaging to work on an assignment	INTERNET	Part - Time	2.50	2.58			2.55		
		Full - Time	3.04	2.97			2.95		
k. Used email to communicate with an instructor	EMAIL	Part - Time	2.03	2.18			2.08		
		Full - Time	2.51	2.49			2.41		
l. Discussed grades or assignments with an instructor	FACGRADE	Part - Time	2.18	2.38	*	-0.22	2.37	*	-0.22
		Full - Time	2.50	2.59			2.59		
m. Talked about career plans with an instructor or advisor	FACPLANS	Part - Time	1.75	1.83			1.84		
		Full - Time	2.05	2.07			2.12		

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b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

# Community College Survey of Student Engagement

## Means Summary Report: Enrollment Status Breakout

Item	Variable	Class	Your College	Other ExLarge Colleges			2004 Colleges		
			Mean	Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size

### COLLEGE ACTIVITIES

#### Academic, Intellectual, and Social Experiences continued

1=Never, 2=Sometimes, 3=Often, 4=Very often

n. Discussed ideas from your readings or classes with instructors outside of class	FACIDEAS	Part - Time	1.59	1.61			1.61		
		Full - Time	1.71	1.82			1.81		
o. Received prompt feedback (written or oral) from instructors on your performance	FACFEED	Part - Time	2.53	2.61			2.63		
		Full - Time	2.61	2.64			2.65		
p. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	Part - Time	2.26	2.47	*	-0.22	2.45	*	-0.21
		Full - Time	2.46	2.61			2.58		
q. Worked with instructors on activities other than coursework	FACOTH	Part - Time	1.23	1.31			1.30		
		Full - Time	1.33	1.45			1.46		
r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	Part - Time	2.60	2.52			2.53		
		Full - Time	2.68	2.63			2.63		
s. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	Part - Time	2.34	2.39			2.29		
		Full - Time	2.78	2.62			2.53	*	0.24
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	Part - Time	2.29	2.27			2.21		
		Full - Time	2.73	2.53			2.51	*	0.22
u. Skipped class	SKIPCLAS	Part - Time	1.68	1.57			1.53	*	0.23
		Full - Time	1.90	1.73	*	0.23	1.74	*	0.22

#### Character of Mental Activities

5. During the current school year, how much has your coursework at <u>this college</u> emphasized the following mental activities?									
1=Very little, 2=Some, 3=Quite a bit, 4=Very much									
a. <b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	Part - Time	2.60	2.76			2.74		
		Full - Time	2.81	2.90			2.86		
b. <b>Analyzing</b> the basic elements of an idea, experience, or theory	ANALYZE	Part - Time	2.71	2.79			2.75		
		Full - Time	2.94	2.91			2.86		
c. <b>Synthesizing</b> and organizing ideas, information, or experiences in new ways	SYNTHESZ	Part - Time	2.56	2.64			2.61		
		Full - Time	2.70	2.78			2.74		
d. <b>Making judgments</b> about the value or soundness of information, arguments, or methods	EVALUATE	Part - Time	2.35	2.45			2.43		
		Full - Time	2.69	2.65			2.63		
e. <b>Applying</b> theories or concepts to practical problems or in new situations	APPLYING	Part - Time	2.46	2.55			2.52		
		Full - Time	2.64	2.71			2.68		
f. <b>Using information</b> you have read or heard to perform a new skill.	PERFORM	Part - Time	2.64	2.64			2.63		
		Full - Time	2.70	2.79			2.77		

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b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

# Community College Survey of Student Engagement

## Means Summary Report: Enrollment Status Breakout

Item	Variable	Class	Your College		Other ExLarge Colleges			2004 Colleges		
			Mean		Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size

### COLLEGE ACTIVITIES

#### Reading and Writing

1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20

6. During the current school year, about how much reading and writing have you done <u>at this college</u> ?										
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	READASGN	Part - Time	2.56		2.64			2.64		
		Full - Time	3.13		3.12			3.12		
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	Part - Time	2.14		2.08			2.10		
		Full - Time	2.23		2.13			2.07		
c. Number of written papers or reports of any length	WRITEANY	Part - Time	2.29		2.59	*	-0.26	2.56	*	-0.24
		Full - Time	3.13		3.20			3.18		

#### Nature of Exams

1=Extremely easy to 7=Extremely challenging

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										
	EXAMS	Part - Time	4.69		4.93			4.98	*	-0.23
		Full - Time	4.97		5.00			5.03		

### OPINIONS ABOUT YOUR SCHOOL

#### Institutional Emphasis

1=Very little, 2=Some, 3=Quite a bit, 4=Very much

9. How much does <u>this college</u> emphasize each of the following?										
a. Encouraging you to spend significant amounts of time studying	ENVSCHOL	Part - Time	2.73		2.86			2.85		
		Full - Time	2.95		3.03			3.00		
b. Providing the support you need to help you succeed at this college	ENVSUPRT	Part - Time	2.80		2.85			2.86		
		Full - Time	2.85		2.97			2.95		
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	Part - Time	2.40		2.41			2.37		
		Full - Time	2.48		2.62			2.50		
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	Part - Time	1.80		1.81			1.81		
		Full - Time	1.81		1.94			1.92		
e. Providing the support you need to thrive socially	ENVSOCAL	Part - Time	1.96		1.93			1.95		
		Full - Time	1.95		2.13			2.12		
f. Providing the financial support you need to afford your education	FINSUPP	Part - Time	1.99		2.13			2.19		
		Full - Time	2.18		2.46	*	-0.23	2.51	*	-0.30
g. Using computers in academic work	ENVCOMP	Part - Time	2.65		2.94	*	-0.28	2.89	*	-0.24
		Full - Time	3.10		3.24			3.21		

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**Community College Survey of Student Engagement**  
Means Summary Report: Enrollment Status Breakout

			Your College	Other ExLarge Colleges			2004 Colleges		
Item	Variable	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size

**WEEKLY ACTIVITIES**

10. About how many hours do you spend in a typical 7 - day week doing each of the following?									
0=None, 1=1-5 hours/week, 2=6-10 hours/week, 3=11-20 hours/week, 4=21-30 hours/week, 5=More than 30 hours/week									
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	ACADPR01	Part - Time	1.68	1.70					
		Full - Time	2.07	2.09					
b. Working for pay	PAYWORK	Part - Time	3.56	3.65					
		Full - Time	2.93	2.90					
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	COCURR01	Part - Time	0.15	0.17					
		Full - Time	0.32	0.34					
d. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	Part - Time	1.37	1.84	*	-0.22	2.03	*	-0.31
		Full - Time	0.99	1.45	*	-0.23	1.55	*	-0.28
e. Commuting to and from classes	COMMUTE	Part - Time	1.18	1.24					
		Full - Time	1.41	1.45					

**Quality of Relationships**

11. Mark the box that best represents the quality of your relationships with people <u>at this college</u> .								
1=Unfriendly, unsupportive, sense of alienation to 7=Friendly, supportive, sense of belonging								
a. Relationships with other students	ENVSTU	Part - Time	5.26	5.30	5.41			
		Full - Time	5.15	5.36	5.48	*		-0.24
1=Unavailable, unhelpful, unsympathetic to 7=Available, helpful, sympathetic								
b. Relationships with instructors	ENVFAC	Part - Time	5.72	5.57	5.66			
		Full - Time	5.43	5.46	5.52			
1=Unhelpful, inconsiderate, rigid to 7=Helpful, considerate, flexible								
c. Relationships with administrative personnel and offices	ENVADM	Part - Time	4.77	4.69	4.89			
		Full - Time	4.56	4.62	4.86			

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

**Community College Survey of Student Engagement**  
Means Summary Report: Enrollment Status Breakout

			Your College		Other ExLarge Colleges			2004 Colleges		
Item	Variable	Class	Mean		Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size
<b>EDUCATIONAL AND PERSONAL GROWTH</b>										
<b>Knowledge, Skills &amp; Personal Development</b>										
12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?										
1=Very little, 2=Some, 3=Quite a bit, 4=Very much										
a. Acquiring a broad general education	GNGENLED	Part - Time	2.79		2.84			2.83		
		Full - Time	3.12		3.06			3.03		
b. Acquiring job or work-related knowledge and skills	GNWORK	Part - Time	2.37		2.40			2.44		
		Full - Time	2.32		2.49			2.56	*	-0.24
c. Writing clearly and effectively	GNWRITE	Part - Time	2.44		2.59			2.56		
		Full - Time	2.73		2.84			2.79		
d. Speaking clearly and effectively	GNSPEAK	Part - Time	2.40		2.50			2.46		
		Full - Time	2.63		2.73			2.68		
e. Thinking critically and analytically	GNANALY	Part - Time	2.71		2.75			2.74		
		Full - Time	2.88		2.92			2.91		
f. Solving numerical problems	GNSOLVE	Part - Time	2.30		2.48			2.46		
		Full - Time	2.60		2.75			2.70		
g. Using computing and information technology	GNCMPTS	Part - Time	2.30		2.58	*	-0.26	2.55	*	-0.24
		Full - Time	2.52		2.84	*	-0.30	2.81	*	-0.29
h. Working effectively with others	GNOTHERS	Part - Time	2.55		2.53			2.57		
		Full - Time	2.55		2.74			2.76	*	-0.23
i. Learning effectively on your own	GNINQ	Part - Time	2.78		2.81			2.81		
		Full - Time	2.86		2.94			2.91		
j. Understanding yourself	GNSELF	Part - Time	2.49		2.47			2.47		
		Full - Time	2.52		2.65			2.62		
k. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Part - Time	2.25		2.28			2.23		
		Full - Time	2.43		2.52			2.42		
l. Developing a personal code of values and ethics	GNETHICS	Part - Time	2.13		2.19			2.19		
		Full - Time	2.20		2.41			2.38		
m. Contributing to the welfare of your community	GNCOMMUN	Part - Time	1.83		1.86			1.87		
		Full - Time	1.82		1.99			2.00		
n. Developing clearer career goals	CARGOAL	Part - Time	2.46		2.50			2.48		
		Full - Time	2.56		2.69			2.69		
o. Gaining information about career opportunities	GAINCAR	Part - Time	2.38		2.39			2.35		
		Full - Time	2.36		2.60	*	-0.22	2.59	*	-0.22

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

**Community College Survey of Student Engagement**  
Means Summary Report: Enrollment Status Breakout

			Your College		Other ExLarge Colleges			2004 Colleges		
Item	Variable	Class	Mean		Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size
<b>STUDENT SERVICES</b>										
13.1 How often do you use the following services? <span style="float: right;">0=Don't know/N.A, 1=Rarely/never, 2=Sometimes, 3=Often</span>										
a. Frequency: Academic advising/planning	USEACAD	Part - Time	1.59		1.67			1.68		
		Full - Time	1.75		1.78			1.81		
b. Frequency: Career counseling	USECACOU	Part - Time	1.46		1.44			1.42		
		Full - Time	1.53		1.50			1.48		
c. Frequency: Job placement assistance	USEJOBPL	Part - Time	1.18		1.21			1.20		
		Full - Time	1.11		1.29	*	-0.30	1.28	*	-0.30
d. Frequency: Peer or other tutoring	USETUTOR	Part - Time	1.25		1.43	*	-0.27	1.42	*	-0.26
		Full - Time	1.42		1.56			1.51		
e. Frequency: Skill labs (writing, math, etc.)	USELAB	Part - Time	1.59		1.70			1.67		
		Full - Time	1.75		1.85			1.80		
f. Frequency: Child care	USECHLD	Part - Time	1.13		1.16			1.16		
		Full - Time	1.11		1.21			1.21		
g. Frequency: Financial aid advising	USEFAADV	Part - Time	1.45		1.70	*	-0.30	1.74	*	-0.36
		Full - Time	1.58		1.93	*	-0.40	1.93	*	-0.43
h. Frequency: Computer lab	USECOMLB	Part - Time	1.79		1.99	*	-0.23	1.95	*	
		Full - Time	2.02		2.24	*	-0.27	2.23	*	-0.26
i. Frequency: Student organizations	USESTORG	Part - Time	1.22		1.26			1.25		
		Full - Time	1.22		1.41	*	-0.27	1.43	*	-0.31
j. Frequency: Transfer credit assistance	USETRCRD	Part - Time	1.47		1.51			1.51		
		Full - Time	1.74		1.63			1.61		
k. Frequency: Services to students with disabilities	USEDISAB	Part - Time	1.35		1.28			1.27		
		Full - Time	1.29		1.38			1.34		

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

**Community College Survey of Student Engagement**  
Means Summary Report: Enrollment Status Breakout

			Your College	Other ExLarge Colleges		2004 Colleges			
Item	Variable	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size
STUDENT SERVICES									
13.2 How satisfied are you with the services?									
0=N.A., 1=Not at all, 2=Somewhat, 3=Very									
a. Satisfaction: Academic advising/planning	SATACAD	Part - Time	2.19	2.14			2.18		
		Full - Time	2.10	2.14			2.20		
b. Satisfaction: Career counseling	SATCACOU	Part - Time	2.10	2.01			2.02		
		Full - Time	2.04	2.04			2.05		
c. Satisfaction: Job placement assistance	SATJOBPL	Part - Time	1.84	1.75			1.74		
		Full - Time	1.73	1.81			1.83		
d. Satisfaction: Peer or other tutoring	SATTUTOR	Part - Time	2.06	2.07			2.09		
		Full - Time	2.10	2.17			2.16		
e. Satisfaction: Skill labs (writing, math, etc.)	SATLAB	Part - Time	2.23	2.23			2.22		
		Full - Time	2.25	2.31			2.28		
f. Satisfaction: Child care	SATCHLD	Part - Time	1.74	1.66			1.70		
		Full - Time	1.76	1.74			1.77		
g. Satisfaction: Financial aid advising	SATFAADV	Part - Time	1.99	2.01			2.12		
		Full - Time	1.97	2.13	*	-0.20	2.21	*	-0.32
h. Satisfaction: Computer lab	SATCOMLB	Part - Time	2.35	2.44			2.44		
		Full - Time	2.46	2.55			2.54		
i. Satisfaction: Student organizations	SATSTORG	Part - Time	1.90	1.85			1.85		
		Full - Time	1.84	1.95			2.00		
j. Satisfaction: Transfer credit assistance	SATTRCRD	Part - Time	1.98	2.02			2.03		
		Full - Time	2.11	2.03			2.05		
k. Satisfaction: Services to students with disabilities	SATDISAB	Part - Time	2.00	1.93			1.93		
		Full - Time	1.94	2.02			2.04		

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b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

**Community College Survey of Student Engagement**  
Means Summary Report: Enrollment Status Breakout

			Your College	Other ExLarge Colleges			2004 Colleges		
Item	Variable	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size
<b>STUDENT SERVICES</b>									
13.3 How important are the services to you? <span style="float: right;">1=Not at all, 2=Somewhat, 3=Very</span>									
a. Importance: Academic advising/planning	IMPACAD	Part - Time	2.37	2.46			2.44		
		Full - Time	2.58	2.57			2.57		
b. Importance: Career counseling	IMPCACOU	Part - Time	2.27	2.26			2.23		
		Full - Time	2.42	2.38			2.35		
c. Importance: Job placement assistance	IMPJOBPL	Part - Time	1.95	1.98			1.94		
		Full - Time	1.92	2.06			2.07		
d. Importance: Peer or other tutoring	IMPTUTOR	Part - Time	1.91	2.03			2.02		
		Full - Time	2.14	2.19			2.16		
e. Importance: Skill labs (writing, math, etc.)	IMPLAB	Part - Time	2.10	2.18			2.13		
		Full - Time	2.27	2.32			2.27		
f. Importance: Child care	IMPCHLD	Part - Time	1.72	1.68			1.70		
		Full - Time	1.75	1.74			1.77		
g. Importance: Financial aid advising	IMPFAADV	Part - Time	2.10	2.24			2.27		
		Full - Time	2.29	2.46			2.48	*	-0.25
h. Importance: Computer lab	IMPCOMLB	Part - Time	2.15	2.35	*	-0.24	2.33	*	-0.22
		Full - Time	2.44	2.57			2.55		
i. Importance: Student organizations	IMPSTORG	Part - Time	1.72	1.74			1.72		
		Full - Time	1.83	1.90			1.90		
j. Importance: Transfer credit assistance	IMPTRCRD	Part - Time	2.16	2.19			2.16		
		Full - Time	2.52	2.30	*	0.25	2.29	*	0.27
k. Importance: Services to students with disabilities	IMPDISAB	Part - Time	2.04	1.97			1.97		
		Full - Time	2.09	2.09			2.09		

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b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

**Community College Survey of Student Engagement**  
Means Summary Report: Enrollment Status Breakout

			Your College		Other ExLarge Colleges		2004 Colleges	
Item	Variable	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup> Effect Size
<b>COLLEGE EXPERIENCES</b>								
14. How likely is it that the following issues would cause you to withdraw from class or <u>from this college</u> ? <i>1=Not likely, 2=Somewhat likely, 3=Likely, 4=Very likely</i>								
a. Working full-time	WRKFULL	Part - Time	2.49	2.28			2.21	* 0.23
		Full - Time	2.11	2.18			2.14	
b. Caring for dependents	CAREDEP	Part - Time	2.03	1.95			1.93	
		Full - Time	1.84	1.90			1.91	
c. Academically unprepared	ACADUNP	Part - Time	1.75	1.70			1.65	
		Full - Time	1.73	1.78			1.72	
d. Lack of finances	LACKFIN	Part - Time	2.25	2.38			2.38	
		Full - Time	2.19	2.45	*	-0.20	2.43	* -0.21
e. Transfer to a 4-year college or university	TRANSFER	Part - Time	2.33	2.48			2.39	
		Full - Time	3.19	2.77	*	0.32	2.68	* 0.40
<i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>								
15. How supportive are your friends of your attending this college?	FRNDSUPP	Part - Time	3.22	3.23			3.24	
		Full - Time	3.20	3.23			3.24	
<i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>								
16. How supportive is your immediate family of your attending this college?	FAMSUPP	Part - Time	3.44	3.47			3.49	
		Full - Time	3.51	3.51			3.55	
<i>0=None, 1=1-14 credits, 2=15-29 credits, 3=30-44 credits, 4=45-60 credits, 5= over 60 credits</i>								
23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	TOTCHRS	Part - Time	1.93	1.96			1.89	
		Full - Time	2.46	2.13	*	0.21	2.19	
<i>1=None, 2=1 class, 3=2 classes, 4=3 classes, 5=4 classes or more</i>								
25. How many classes are you presently taking at OTHER institutions?	OTHINST	Part - Time	1.42	1.42			1.44	
		Full - Time	1.44	1.47			1.43	
<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>								
27. How would you evaluate your entire educational experience at this college?	ENTIREXP	Part - Time	3.24	3.15			3.17	
		Full - Time	3.14	3.14			3.14	

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

# Community College Survey of Student Engagement

## Palomar College

### Summary Statistics: Part - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance		effect size	
	Your College	Other ExLarge Colleges	2004 Colleges	Your College	Other ExLarge Colleges	2004 Colleges	Your College	Other ExLarge Colleges	2004 Colleges	Your College	Other ExLarge Colleges	2004 Colleges	Other ExLarge Colleges	2004 Colleges <sup>b</sup>	Other ExLarge Colleges	2004 Colleges
CLQUEST	340	5,486	31,088	2.74	2.84	2.85	0.88	0.86	0.86	0.048	0.012	0.005	0.035	0.013	-0.11	-0.13
CLPRESEN	339	5,457	30,938	1.86	1.90	1.88	0.85	0.89	0.89	0.046	0.012	0.005	0.418	0.658	-0.04	-0.02
REWROPAP	338	5,445	30,847	2.17	2.40	2.38	1.03	1.05	1.04	0.056	0.014	0.006	0.000	0.000	-0.21	-0.20
INTEGRAT	338	5,441	30,866	2.41	2.58	2.54	0.98	0.97	0.97	0.053	0.013	0.006	0.001	0.012	-0.17	-0.14
CLUNPREP	335	5,435	30,767	1.95	1.90	1.85	0.77	0.75	0.74	0.042	0.010	0.004	0.241	0.019	0.06	0.13
CLASSGRP	336	5,414	30,719	2.39	2.31	2.35	0.90	0.90	0.90	0.049	0.012	0.005	0.152	0.480	0.08	0.04
OCCGRP	338	5,436	30,829	1.73	1.74	1.73	0.82	0.86	0.85	0.045	0.012	0.005	0.784	0.863	-0.01	-0.01
TUTOR	340	5,453	30,907	1.35	1.30	1.30	0.65	0.62	0.63	0.035	0.008	0.004	0.110	0.144	0.08	0.08
COMMPROJ	337	5,426	30,786	1.16	1.25	1.23	0.47	0.60	0.57	0.025	0.008	0.003	0.006	0.030	-0.15	-0.12
INTERNET	337	5,443	30,822	2.50	2.58	2.55	1.09	1.06	1.06	0.059	0.014	0.006	0.203	0.423	-0.07	-0.04
EMAIL	337	5,443	30,813	2.03	2.18	2.08	0.97	0.99	0.99	0.053	0.013	0.006	0.005	0.372	-0.15	-0.05
FACGRADE	339	5,428	30,787	2.18	2.38	2.37	0.84	0.84	0.84	0.046	0.011	0.005	0.000	0.000	-0.22	-0.22
FACPLANS	337	5,425	30,766	1.75	1.83	1.84	0.85	0.82	0.83	0.046	0.011	0.005	0.086	0.044	-0.09	-0.11
FACIDEAS	338	5,421	30,715	1.59	1.61	1.61	0.77	0.78	0.77	0.042	0.011	0.004	0.649	0.571	-0.02	-0.03
FACFEED	333	5,429	30,757	2.53	2.61	2.63	0.94	0.88	0.87	0.052	0.012	0.005	0.107	0.033	-0.09	-0.12
WORKHARD	338	5,442	30,813	2.26	2.47	2.45	0.89	0.89	0.88	0.048	0.012	0.005	0.000	0.000	-0.22	-0.21
FACOTH	331	5,376	30,500	1.23	1.31	1.30	0.54	0.65	0.63	0.030	0.009	0.004	0.042	0.056	-0.11	-0.10
OOCIDEAS	336	5,458	30,937	2.60	2.52	2.53	0.97	0.94	0.93	0.053	0.013	0.005	0.155	0.178	0.08	0.07
DIVRSTUD	339	5,456	30,870	2.34	2.39	2.29	1.08	1.03	1.03	0.059	0.014	0.006	0.410	0.337	-0.04	0.05
DIFFSTUD	339	5,456	30,828	2.29	2.27	2.21	1.09	1.01	1.00	0.059	0.014	0.006	0.656	0.147	0.02	0.08
SKIPCLAS	338	5,461	30,915	1.68	1.57	1.53	0.68	0.67	0.65	0.037	0.009	0.004	0.003	0.000	0.16	0.23
MEMORIZE	340	5,469	31,028	2.60	2.76	2.74	1.01	0.91	0.91	0.055	0.012	0.005	0.003	0.004	-0.16	-0.15
ANALYZE	339	5,458	30,925	2.71	2.79	2.75	0.91	0.85	0.85	0.050	0.011	0.005	0.085	0.336	-0.09	-0.05
SYNTHESZ	335	5,449	30,830	2.56	2.64	2.61	0.91	0.89	0.89	0.050	0.012	0.005	0.120	0.261	-0.08	-0.06
EVALUATE	337	5,434	30,824	2.35	2.45	2.43	0.98	0.93	0.92	0.053	0.013	0.005	0.062	0.103	-0.10	-0.09
APPLYING	340	5,452	30,911	2.46	2.55	2.52	0.95	0.92	0.91	0.052	0.012	0.005	0.073	0.210	-0.09	-0.07
PERFORM	339	5,474	31,014	2.64	2.64	2.63	0.98	0.94	0.94	0.053	0.013	0.005	0.967	0.831	0.00	0.01
READASGN	333	5,416	30,621	2.56	2.64	2.64	0.92	0.98	0.99	0.050	0.013	0.006	0.144	0.175	-0.08	-0.07
READOWN	333	5,418	30,643	2.14	2.08	2.10	0.97	0.96	0.99	0.053	0.013	0.006	0.333	0.490	0.05	0.04
WRITEANY	331	5,417	30,605	2.29	2.59	2.56	1.00	1.10	1.11	0.055	0.015	0.006	0.000	0.000	-0.26	-0.24

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants' means (without your institution's data); 2-tailed, p<0.001.

# Community College Survey of Student Engagement

## Palomar College

### Summary Statistics: Part - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance		effect size	
	Other ExLarge 2004			Other ExLarge 2004			Other ExLarge 2004			Other ExLarge 2004			Other ExLarge 2004		Other ExLarge 2004	
	Your College	Colleges	Colleges	Your College	Colleges	Colleges	Your College	Colleges	Colleges	Your College	Colleges	Colleges	Colleges	Colleges <sup>b</sup>	Colleges	Colleges
EXAMS	322	5,151	29,270	4.69	4.93	4.98	1.36	1.25	1.25	0.076	0.017	0.007	0.001	0.000	-0.18	-0.23
ENVSCHOL	330	5,427	30,651	2.73	2.86	2.85	0.87	0.86	0.85	0.048	0.012	0.005	0.010	0.010	-0.14	-0.14
ENVSUPRT	329	5,411	30,586	2.80	2.85	2.86	0.87	0.86	0.86	0.048	0.012	0.005	0.272	0.217	-0.06	-0.07
ENVDIVRS	326	5,407	30,471	2.40	2.41	2.37	1.01	1.00	0.99	0.056	0.014	0.006	0.830	0.518	-0.01	0.04
ENVNACAD	326	5,398	30,448	1.80	1.81	1.81	0.91	0.92	0.92	0.050	0.013	0.005	0.922	0.885	-0.01	-0.01
ENVSOCAL	324	5,370	30,269	1.96	1.93	1.95	0.88	0.91	0.90	0.049	0.012	0.005	0.533	0.818	0.03	0.01
FINSUPP	324	5,376	30,271	1.99	2.13	2.19	1.06	1.09	1.11	0.059	0.015	0.006	0.025	0.002	-0.12	-0.17
ENVCOMP	328	5,417	30,543	2.65	2.94	2.89	1.05	0.98	1.00	0.058	0.013	0.006	0.000	0.000	-0.28	-0.24
ACADPR01	331	5,410	30,590	1.68	1.70	1.70	0.97	0.97	0.97	0.053	0.013	0.006	0.727	0.717	-0.02	-0.02
PAYWORK	328	5,379	30,463	3.56	3.65	3.65	1.89	1.84	1.85	0.104	0.025	0.011	0.386	0.401	-0.05	-0.05
COCURR01	328	5,396	30,535	0.15	0.17	0.17	0.52	0.57	0.57	0.028	0.008	0.003	0.482	0.501	-0.04	-0.04
CAREDE01	326	5,383	30,446	1.37	1.84	2.03	1.77	2.02	2.11	0.098	0.028	0.012	0.000	0.000	-0.22	-0.31
COMMUTE	329	5,387	30,486	1.18	1.24	1.21	0.67	0.78	0.78	0.037	0.011	0.004	0.172	0.417	-0.07	-0.04
ENVSTU	330	5,414	30,629	5.26	5.30	5.41	1.37	1.37	1.35	0.075	0.019	0.008	0.593	0.045	-0.03	-0.11
ENVFAC	330	5,414	30,640	5.72	5.57	5.66	1.20	1.29	1.28	0.066	0.018	0.007	0.032	0.374	0.12	0.05
ENVADM	328	5,406	30,554	4.77	4.69	4.89	1.57	1.59	1.58	0.086	0.022	0.009	0.392	0.152	0.05	-0.08
GNGENLED	330	5,410	30,535	2.79	2.84	2.83	0.95	0.89	0.89	0.052	0.012	0.005	0.311	0.408	-0.05	-0.05
GNWORK	330	5,404	30,477	2.37	2.40	2.44	1.05	1.03	1.03	0.058	0.014	0.006	0.615	0.194	-0.03	-0.07
GNWRITE	329	5,394	30,477	2.44	2.59	2.56	0.97	0.96	0.96	0.054	0.013	0.005	0.005	0.024	-0.15	-0.12
GNSPEAK	329	5,400	30,454	2.40	2.50	2.46	0.96	0.97	0.97	0.053	0.013	0.006	0.085	0.258	-0.09	-0.06
GNANALY	327	5,384	30,421	2.71	2.75	2.74	0.93	0.89	0.89	0.051	0.012	0.005	0.408	0.454	-0.04	-0.04
GNSOLVE	329	5,384	30,387	2.30	2.48	2.46	0.97	1.03	1.02	0.054	0.014	0.006	0.002	0.003	-0.17	-0.17
GNCMPTS	328	5,387	30,378	2.30	2.58	2.55	1.04	1.02	1.03	0.058	0.014	0.006	0.000	0.000	-0.26	-0.24
GNOTHERS	330	5,394	30,479	2.55	2.53	2.57	0.91	0.93	0.93	0.050	0.013	0.005	0.753	0.680	0.02	-0.02
GNINQ	329	5,395	30,491	2.78	2.81	2.81	0.94	0.90	0.90	0.052	0.012	0.005	0.596	0.567	-0.03	-0.03
GNSELF	329	5,390	30,407	2.49	2.47	2.47	1.02	1.01	1.01	0.056	0.014	0.006	0.767	0.690	0.02	0.02
GNDIVERS	325	5,385	30,362	2.25	2.28	2.23	1.01	1.00	1.00	0.056	0.014	0.006	0.599	0.720	-0.03	0.02
GNETHICS	324	5,380	30,382	2.13	2.19	2.19	0.96	1.00	1.00	0.053	0.014	0.006	0.323	0.331	-0.05	-0.05
GNCOMMUN	326	5,370	30,312	1.83	1.86	1.87	0.92	0.94	0.93	0.051	0.013	0.005	0.569	0.500	-0.03	-0.04
CARGOAL	327	5,389	30,417	2.46	2.50	2.48	1.04	1.01	1.02	0.058	0.014	0.006	0.468	0.708	-0.04	-0.02

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants' means (without your institution's data); 2-tailed, p<0.001.

# Community College Survey of Student Engagement

## Palomar College

### Summary Statistics: Part - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance		effect size	
	Other			Other			Other			Other			Other		Other	
	Your College	ExLarge Colleges	2004 Colleges	Your College	ExLarge Colleges	2004 Colleges	Your College	ExLarge Colleges	2004 Colleges	Your College	ExLarge Colleges	2004 Colleges	ExLarge Colleges	2004 Colleges <sup>b</sup>	ExLarge Colleges	2004 Colleges
GAINCAR	329	5,398	30,457	2.38	2.39	2.35	1.07	1.02	1.03	0.059	0.014	0.006	0.874	0.603	-0.01	0.03
USEACAD	254	4,701	26,606	1.59	1.67	1.68	0.65	0.66	0.67	0.041	0.010	0.004	0.070	0.026	-0.11	-0.14
USECACOU	244	4,093	22,973	1.46	1.44	1.42	0.64	0.61	0.61	0.041	0.010	0.004	0.767	0.413	0.02	0.05
USEJOBPL	175	2,768	15,887	1.18	1.21	1.20	0.49	0.48	0.48	0.037	0.009	0.004	0.556	0.626	-0.04	-0.04
USETUTOR	210	3,431	19,627	1.25	1.43	1.42	0.50	0.64	0.65	0.035	0.011	0.005	0.000	0.000	-0.27	-0.26
USELAB	229	3,863	21,333	1.59	1.70	1.67	0.73	0.77	0.76	0.048	0.012	0.005	0.027	0.094	-0.14	-0.11
USECHLD	112	1,916	11,606	1.13	1.16	1.16	0.43	0.47	0.48	0.040	0.011	0.004	0.412	0.476	-0.08	-0.07
USEFAADV	185	3,520	20,471	1.45	1.70	1.74	0.70	0.79	0.79	0.051	0.013	0.006	0.000	0.000	-0.30	-0.36
USECOMLB	219	4,255	23,774	1.79	1.99	1.95	0.81	0.81	0.80	0.055	0.012	0.005	0.000	0.004	-0.23	-0.19
USESTORG	162	2,718	15,561	1.22	1.26	1.25	0.52	0.55	0.53	0.041	0.011	0.004	0.352	0.459	-0.07	-0.06
USETRCRD	195	3,199	17,952	1.47	1.51	1.51	0.62	0.67	0.67	0.044	0.012	0.005	0.372	0.329	-0.06	-0.07
USEDISAB	131	1,902	11,148	1.35	1.28	1.27	0.67	0.61	0.60	0.058	0.014	0.006	0.187	0.110	0.11	0.14
SATACAD	204	3,996	22,770	2.19	2.14	2.18	0.65	0.65	0.65	0.046	0.010	0.004	0.286	0.856	0.07	0.01
SATCACOU	165	2,928	16,373	2.10	2.01	2.02	0.74	0.70	0.70	0.057	0.013	0.005	0.088	0.135	0.13	0.12
SATJOBPL	86	1,647	9,275	1.84	1.75	1.74	0.77	0.70	0.72	0.082	0.017	0.007	0.271	0.216	0.12	0.13
SATTUTOR	113	2,266	12,825	2.06	2.07	2.09	0.72	0.72	0.74	0.068	0.015	0.007	0.876	0.728	-0.01	-0.03
SATLAB	158	2,897	15,534	2.23	2.23	2.22	0.70	0.68	0.68	0.055	0.013	0.005	0.963	0.802	0.00	0.02
SATCHLD	49	1,012	5,731	1.74	1.66	1.70	0.79	0.74	0.77	0.112	0.023	0.010	0.463	0.721	0.10	0.05
SATFAADV	118	2,676	15,900	1.99	2.01	2.12	0.81	0.76	0.77	0.075	0.015	0.006	0.832	0.064	-0.02	-0.17
SATCOMLB	171	3,557	19,671	2.35	2.44	2.44	0.72	0.65	0.65	0.055	0.011	0.005	0.089	0.093	-0.13	-0.13
SATSTORG	100	1,597	8,998	1.90	1.85	1.85	0.70	0.70	0.71	0.070	0.017	0.007	0.506	0.452	0.07	0.08
SATTRCRD	139	2,324	13,044	1.98	2.02	2.03	0.65	0.72	0.73	0.055	0.015	0.006	0.531	0.423	-0.05	-0.07
SATDISAB	76	1,169	6,590	2.00	1.93	1.93	0.78	0.80	0.79	0.090	0.023	0.010	0.461	0.429	0.08	0.09
IMPACAD	311	5,093	29,057	2.37	2.46	2.44	0.76	0.71	0.72	0.043	0.010	0.004	0.042	0.081	-0.11	-0.10
IMPCACOU	312	5,021	28,652	2.27	2.26	2.23	0.81	0.82	0.82	0.046	0.012	0.005	0.770	0.384	0.02	0.05
IMPJOBPL	309	4,935	28,201	1.95	1.98	1.94	0.85	0.86	0.86	0.048	0.012	0.005	0.539	0.929	-0.03	0.01
IMPTUTOR	312	4,922	28,187	1.91	2.03	2.02	0.82	0.84	0.85	0.047	0.012	0.005	0.011	0.019	-0.14	-0.13
IMPLAB	306	4,929	28,100	2.10	2.18	2.13	0.82	0.82	0.84	0.047	0.012	0.005	0.112	0.511	-0.09	-0.04
IMPCHLD	306	4,863	27,873	1.72	1.68	1.70	0.85	0.85	0.87	0.049	0.012	0.005	0.453	0.773	0.04	0.02
IMPFAADV	298	4,925	28,161	2.10	2.24	2.27	0.89	0.88	0.88	0.052	0.012	0.005	0.009	0.002	-0.15	-0.18

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants' means (without your institution's data); 2-tailed, p<0.001.

# Community College Survey of Student Engagement

## Palomar College

### Summary Statistics: Part - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance		effect size	
	Your College	Other ExLarge Colleges	2004 Colleges	Your College	Other ExLarge Colleges	2004 Colleges	Your College	Other ExLarge Colleges	2004 Colleges	Your College	Other ExLarge Colleges	2004 Colleges	Other ExLarge Colleges	2004 Colleges <sup>b</sup>	Other ExLarge Colleges	2004 Colleges
IMPCOMLB	311	4,969	28,334	2.15	2.35	2.33	0.85	0.79	0.81	0.048	0.011	0.005	0.000	0.000	-0.24	-0.22
IMPSTORG	304	4,856	27,786	1.72	1.74	1.72	0.77	0.78	0.78	0.044	0.011	0.005	0.678	1.000	-0.02	0.00
IMPTRCRD	309	4,941	28,197	2.16	2.19	2.16	0.88	0.87	0.88	0.050	0.012	0.005	0.599	0.949	-0.03	0.00
IMPDISAB	307	4,925	28,107	2.04	1.97	1.97	0.91	0.93	0.93	0.052	0.013	0.006	0.255	0.228	0.06	0.07
WRKFULL	330	5,386	30,517	2.49	2.28	2.21	1.22	1.18	1.18	0.067	0.016	0.007	0.002	0.000	0.16	0.23
CAREDEP	329	5,364	30,427	2.03	1.95	1.93	1.12	1.10	1.08	0.062	0.015	0.006	0.206	0.103	0.07	0.09
ACADUNP	327	5,348	30,295	1.75	1.70	1.65	0.98	0.94	0.92	0.054	0.013	0.005	0.353	0.051	0.05	0.11
LACKFIN	330	5,365	30,378	2.25	2.38	2.38	1.17	1.19	1.19	0.064	0.016	0.007	0.043	0.041	-0.11	-0.11
TRANSFER	326	5,350	30,378	2.33	2.48	2.39	1.29	1.24	1.24	0.071	0.017	0.007	0.037	0.410	-0.11	-0.05
FRNDSUPP	329	5,384	30,527	3.22	3.23	3.24	0.88	0.89	0.88	0.049	0.012	0.005	0.861	0.719	-0.01	-0.02
FAMSUPP	327	5,365	30,438	3.44	3.47	3.49	0.83	0.82	0.80	0.046	0.011	0.005	0.549	0.337	-0.03	-0.05
TOTCHRS	323	5,355	30,370	1.93	1.96	1.89	1.52	1.53	1.50	0.084	0.021	0.009	0.724	0.635	-0.02	0.03
OTHINST	325	5,354	30,429	1.42	1.42	1.44	0.94	0.97	1.00	0.052	0.013	0.006	0.984	0.724	0.00	-0.02
ENTIREXP	324	5,365	30,455	3.24	3.15	3.17	0.65	0.67	0.67	0.036	0.009	0.004	0.020	0.076	0.13	0.10

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

# Community College Survey of Student Engagement

## Palomar College

### Summary Statistics: Full - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance		effect size	
	Your College	Other ExLarge Colleges	2004 Colleges	Your College	Other ExLarge Colleges	2004 Colleges	Your College	Other ExLarge Colleges	2004 Colleges	Your College	Other ExLarge Colleges	2004 Colleges	Other ExLarge Colleges	2004 Colleges <sup>b</sup>	Other ExLarge Colleges	2004 Colleges
CLQUEST	643	9,099	60,089	2.76	2.93	2.91	0.86	0.85	0.84	0.034	0.009	0.003	0.000	0.000	-0.19	-0.18
CLPRESEN	642	9,060	59,886	2.10	2.26	2.25	0.84	0.91	0.89	0.033	0.010	0.004	0.000	0.000	-0.16	-0.16
REWROPAP	638	9,022	59,682	2.64	2.70	2.66	1.01	1.00	1.00	0.040	0.011	0.004	0.146	0.640	-0.06	-0.02
INTEGRAT	642	9,053	59,777	2.91	2.94	2.92	0.87	0.87	0.86	0.034	0.009	0.003	0.390	0.590	-0.03	-0.02
CLUNPREP	638	9,014	59,575	2.16	2.02	2.03	0.74	0.76	0.75	0.029	0.008	0.003	0.000	0.000	0.16	0.17
CLASSGRP	638	8,981	59,505	2.51	2.51	2.55	0.84	0.85	0.83	0.033	0.009	0.003	0.992	0.225	0.00	-0.05
OCCGRP	639	9,039	59,688	1.87	1.99	2.02	0.87	0.90	0.89	0.034	0.009	0.004	0.001	0.000	-0.13	-0.17
TUTOR	642	9,046	59,794	1.41	1.49	1.48	0.73	0.78	0.77	0.029	0.008	0.003	0.017	0.035	-0.09	-0.08
COMMPROJ	642	9,008	59,603	1.22	1.39	1.37	0.52	0.73	0.70	0.020	0.008	0.003	0.000	0.000	-0.21	-0.21
INTERNET	639	9,010	59,563	3.04	2.97	2.95	0.91	0.97	0.97	0.036	0.010	0.004	0.048	0.011	0.08	0.10
EMAIL	638	9,029	59,641	2.51	2.49	2.41	0.96	1.00	1.01	0.038	0.011	0.004	0.532	0.009	0.02	0.10
FACGRADE	640	9,021	59,630	2.50	2.59	2.59	0.85	0.85	0.84	0.033	0.009	0.003	0.014	0.007	-0.09	-0.11
FACPLANS	639	9,022	59,613	2.05	2.07	2.12	0.92	0.89	0.89	0.036	0.009	0.004	0.556	0.052	-0.02	-0.08
FACIDEAS	639	9,004	59,561	1.71	1.82	1.81	0.83	0.84	0.84	0.033	0.009	0.003	0.001	0.002	-0.12	-0.12
FACFEED	641	8,998	59,581	2.61	2.64	2.65	0.83	0.84	0.83	0.033	0.009	0.003	0.366	0.278	-0.04	-0.04
WORKHARD	636	9,027	59,690	2.46	2.61	2.58	0.82	0.87	0.86	0.032	0.009	0.004	0.000	0.001	-0.16	-0.14
FACOTH	634	8,939	59,223	1.33	1.45	1.46	0.64	0.75	0.75	0.025	0.008	0.003	0.000	0.000	-0.14	-0.17
OOCIDEAS	641	9,044	59,813	2.68	2.63	2.63	0.92	0.93	0.91	0.036	0.010	0.004	0.183	0.116	0.05	0.06
DIVRSTUD	638	9,044	59,786	2.78	2.62	2.53	1.03	1.04	1.03	0.041	0.011	0.004	0.000	0.000	0.15	0.24
DIFFSTUD	641	9,037	59,774	2.73	2.53	2.51	1.03	1.03	1.01	0.041	0.011	0.004	0.000	0.000	0.18	0.22
SKIPCLAS	638	9,047	59,870	1.90	1.73	1.74	0.76	0.70	0.71	0.030	0.007	0.003	0.000	0.000	0.23	0.22
MEMORIZE	643	9,080	60,009	2.81	2.90	2.86	0.86	0.86	0.86	0.034	0.009	0.004	0.015	0.124	-0.09	-0.06
ANALYZE	641	9,060	59,850	2.94	2.91	2.86	0.81	0.82	0.82	0.032	0.009	0.003	0.321	0.010	0.04	0.10
SYNTHESZ	640	9,040	59,679	2.70	2.78	2.74	0.85	0.86	0.85	0.034	0.009	0.003	0.025	0.269	-0.09	-0.04
EVALUATE	641	9,050	59,783	2.69	2.65	2.63	0.90	0.90	0.88	0.035	0.009	0.004	0.239	0.083	0.05	0.07
APPLYING	643	9,049	59,816	2.64	2.71	2.68	0.88	0.89	0.89	0.035	0.009	0.004	0.082	0.293	-0.07	-0.04
PERFORM	643	9,082	59,993	2.70	2.79	2.77	0.91	0.91	0.90	0.036	0.010	0.004	0.015	0.041	-0.09	-0.08
READASGN	641	8,983	59,382	3.13	3.12	3.12	0.94	1.01	1.02	0.037	0.011	0.004	0.892	0.892	0.01	0.01
READOWN	641	8,998	59,483	2.23	2.13	2.07	1.03	1.00	1.00	0.041	0.011	0.004	0.021	0.000	0.09	0.15
WRITEANY	640	8,973	59,380	3.13	3.20	3.18	1.02	1.05	1.06	0.040	0.011	0.004	0.083	0.182	-0.07	-0.05

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants' means (without your institution's data); 2-tailed, p<0.001.

# Community College Survey of Student Engagement

## Palomar College

### Summary Statistics: Full - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance		effect size	
	Your College	Other ExLarge Colleges	2004 Colleges	Your College	Other ExLarge Colleges	2004 Colleges	Your College	Other ExLarge Colleges	2004 Colleges	Your College	Other ExLarge Colleges	2004 Colleges	Other ExLarge Colleges	2004 Colleges <sup>b</sup>	Other ExLarge Colleges	2004 Colleges
EXAMS	627	8,598	57,218	4.97	5.00	5.03	1.11	1.14	1.15	0.044	0.012	0.005	0.520	0.150	-0.03	-0.06
ENVSCHOL	640	9,002	59,483	2.95	3.03	3.00	0.84	0.83	0.83	0.033	0.009	0.003	0.019	0.190	-0.09	-0.05
ENVSUPRT	638	8,993	59,420	2.85	2.97	2.95	0.87	0.86	0.86	0.035	0.009	0.004	0.001	0.004	-0.13	-0.11
ENVDIVRS	637	8,962	59,315	2.48	2.62	2.50	0.99	1.01	1.00	0.039	0.011	0.004	0.001	0.583	-0.13	-0.02
ENVNACAD	639	8,973	59,347	1.81	1.94	1.92	0.92	0.97	0.95	0.036	0.010	0.004	0.001	0.002	-0.13	-0.12
ENVSOCAL	638	8,924	59,107	1.95	2.13	2.12	0.86	0.94	0.92	0.034	0.010	0.004	0.000	0.000	-0.19	-0.18
FINSUPP	634	8,917	59,179	2.18	2.46	2.51	1.04	1.13	1.11	0.041	0.012	0.005	0.000	0.000	-0.23	-0.30
ENVCOMP	639	8,972	59,421	3.10	3.24	3.21	0.93	0.87	0.87	0.037	0.009	0.004	0.000	0.002	-0.15	-0.12
ACADPR01	641	8,961	59,277	2.07	2.09	2.08	1.10	1.14	1.14	0.043	0.012	0.005	0.729	0.865	-0.01	-0.01
PAYWORK	640	8,930	59,099	2.93	2.90	2.80	1.83	1.92	1.92	0.072	0.020	0.008	0.716	0.107	0.01	0.06
COCURR01	638	8,947	59,206	0.32	0.34	0.40	0.84	0.82	0.91	0.033	0.009	0.004	0.679	0.026	-0.02	-0.09
CAREDE01	637	8,925	59,041	0.99	1.45	1.55	1.56	1.83	1.94	0.062	0.019	0.008	0.000	0.000	-0.23	-0.28
COMMUTE	638	8,936	59,169	1.41	1.45	1.43	0.87	0.96	0.96	0.035	0.010	0.004	0.240	0.549	-0.05	-0.02
ENVSTU	640	8,975	59,374	5.15	5.36	5.48	1.34	1.37	1.34	0.053	0.014	0.005	0.000	0.000	-0.14	-0.24
ENVFAC	640	8,972	59,363	5.43	5.46	5.52	1.25	1.27	1.27	0.050	0.013	0.005	0.535	0.062	-0.02	-0.07
ENVADM	638	8,955	59,312	4.56	4.62	4.86	1.57	1.64	1.59	0.062	0.017	0.007	0.345	0.000	-0.04	-0.19
GNGENLED	639	8,969	59,330	3.12	3.06	3.03	0.81	0.81	0.81	0.032	0.009	0.003	0.057	0.006	0.07	0.11
GNWORK	638	8,945	59,225	2.32	2.49	2.56	0.99	1.00	1.00	0.039	0.011	0.004	0.000	0.000	-0.16	-0.24
GNWRITE	640	8,948	59,232	2.73	2.84	2.79	0.90	0.90	0.89	0.036	0.010	0.004	0.003	0.130	-0.12	-0.06
GNSPEAK	639	8,952	59,252	2.63	2.73	2.68	0.93	0.94	0.93	0.037	0.010	0.004	0.012	0.265	-0.10	-0.04
GNANALY	637	8,954	59,207	2.88	2.92	2.91	0.85	0.85	0.85	0.034	0.009	0.003	0.181	0.312	-0.05	-0.04
GNSOLVE	635	8,949	59,202	2.60	2.75	2.70	0.97	0.94	0.94	0.038	0.010	0.004	0.000	0.008	-0.15	-0.11
GNCMPTS	636	8,946	59,216	2.52	2.84	2.81	1.02	0.96	0.97	0.040	0.010	0.004	0.000	0.000	-0.30	-0.29
GNOTHERS	637	8,939	59,230	2.55	2.74	2.76	0.90	0.90	0.89	0.036	0.010	0.004	0.000	0.000	-0.19	-0.23
GNINQ	636	8,939	59,212	2.86	2.94	2.91	0.88	0.89	0.88	0.035	0.009	0.004	0.041	0.147	-0.08	-0.06
GNSELF	637	8,937	59,163	2.52	2.65	2.62	1.04	1.02	1.00	0.041	0.011	0.004	0.002	0.013	-0.12	-0.10
GNDIVERS	634	8,928	59,102	2.43	2.52	2.42	1.01	1.01	1.00	0.040	0.011	0.004	0.031	0.939	-0.08	0.00
GNETHICS	636	8,921	59,116	2.20	2.41	2.38	1.01	1.02	1.00	0.040	0.011	0.004	0.000	0.000	-0.19	-0.18
GNCOMMUN	633	8,924	59,073	1.82	1.99	2.00	0.91	0.96	0.95	0.036	0.010	0.004	0.000	0.000	-0.16	-0.18
CARGOAL	633	8,943	59,207	2.56	2.69	2.69	1.03	1.00	0.99	0.041	0.011	0.004	0.002	0.001	-0.12	-0.13

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants' means (without your institution's data); 2-tailed, p<0.001.

# Community College Survey of Student Engagement

## Palomar College

### Summary Statistics: Full - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance		effect size	
	Other ExLarge 2004			Other ExLarge 2004			Other ExLarge 2004			Other ExLarge 2004			Other ExLarge 2004		Other ExLarge 2004	
	Your College	Colleges	Colleges	Your College	Colleges	Colleges	Your College	Colleges	Colleges	Your College	Colleges	Colleges	Colleges	Colleges <sup>b</sup>	Colleges	Colleges
GAINCAR	636	8,959	59,280	2.36	2.60	2.59	1.02	1.02	1.02	0.040	0.011	0.004	0.000	0.000	-0.22	-0.22
USEACAD	563	8,236	54,870	1.75	1.78	1.81	0.70	0.69	0.69	0.029	0.008	0.003	0.283	0.034	-0.04	-0.09
USECACOU	531	7,235	47,990	1.53	1.50	1.48	0.66	0.65	0.64	0.029	0.008	0.003	0.292	0.068	0.04	0.08
USEJOBPL	348	5,107	34,643	1.11	1.29	1.28	0.36	0.56	0.55	0.019	0.008	0.003	0.000	0.000	-0.30	-0.30
USETUTOR	463	6,370	42,857	1.42	1.56	1.51	0.66	0.71	0.69	0.031	0.009	0.003	0.000	0.004	-0.19	-0.13
USELAB	508	7,032	46,382	1.75	1.85	1.80	0.79	0.80	0.79	0.035	0.010	0.004	0.004	0.106	-0.12	-0.07
USECHLD	244	3,277	23,284	1.11	1.21	1.21	0.41	0.53	0.55	0.026	0.009	0.004	0.004	0.003	-0.18	-0.19
USEFAADV	408	6,647	46,192	1.58	1.93	1.93	0.77	0.80	0.79	0.038	0.010	0.004	0.000	0.000	-0.40	-0.43
USECOMLB	531	7,876	52,567	2.02	2.24	2.23	0.82	0.77	0.78	0.036	0.009	0.003	0.000	0.000	-0.27	-0.26
USESTORG	350	5,268	36,646	1.22	1.41	1.43	0.50	0.66	0.67	0.027	0.009	0.003	0.000	0.000	-0.27	-0.31
USETRCRD	466	5,628	37,993	1.74	1.63	1.61	0.75	0.72	0.71	0.035	0.010	0.004	0.002	0.000	0.14	0.18
USEDISAB	252	3,404	23,047	1.29	1.38	1.34	0.62	0.69	0.65	0.039	0.012	0.004	0.067	0.266	-0.11	-0.07
SATACAD	486	7,377	49,937	2.10	2.14	2.20	0.63	0.65	0.64	0.028	0.008	0.003	0.146	0.000	-0.06	-0.16
SATCACOU	391	5,566	36,849	2.04	2.04	2.05	0.70	0.70	0.70	0.036	0.009	0.004	0.959	0.818	0.00	-0.01
SATJOBPL	178	3,356	23,114	1.73	1.81	1.83	0.76	0.71	0.72	0.057	0.012	0.005	0.107	0.059	-0.12	-0.14
SATTUTOR	295	4,680	30,913	2.10	2.17	2.16	0.72	0.71	0.71	0.042	0.010	0.004	0.067	0.113	-0.10	-0.09
SATLAB	375	5,651	36,910	2.25	2.31	2.28	0.66	0.66	0.66	0.034	0.009	0.003	0.055	0.258	-0.10	-0.06
SATCHLD	93	1,852	12,993	1.76	1.74	1.77	0.81	0.77	0.78	0.084	0.018	0.007	0.814	0.922	0.02	-0.01
SATFAADV	308	5,674	40,004	1.97	2.13	2.21	0.80	0.76	0.75	0.046	0.010	0.004	0.000	0.000	-0.20	-0.32
SATCOMLB	462	7,116	47,985	2.46	2.55	2.54	0.61	0.60	0.60	0.028	0.007	0.003	0.002	0.008	-0.14	-0.12
SATSTORG	201	3,607	25,612	1.84	1.95	2.00	0.67	0.70	0.70	0.047	0.012	0.004	0.021	0.001	-0.16	-0.23
SATTRCRD	361	4,414	29,999	2.11	2.03	2.05	0.73	0.73	0.72	0.038	0.011	0.004	0.052	0.127	0.10	0.08
SATDISAB	132	2,297	15,553	1.94	2.02	2.04	0.83	0.78	0.78	0.072	0.016	0.006	0.257	0.145	-0.10	-0.13
IMPACAD	611	8,472	57,093	2.58	2.57	2.57	0.64	0.63	0.63	0.026	0.007	0.003	0.655	0.538	0.02	0.03
IMPCACOU	607	8,346	56,409	2.42	2.38	2.35	0.74	0.76	0.76	0.030	0.008	0.003	0.181	0.032	0.05	0.09
IMPJOBPL	597	8,249	55,695	1.92	2.06	2.07	0.80	0.84	0.84	0.033	0.009	0.004	0.000	0.000	-0.16	-0.18
IMPTUTOR	597	8,218	55,697	2.14	2.19	2.16	0.81	0.81	0.81	0.033	0.009	0.003	0.136	0.532	-0.06	-0.03
IMPLAB	590	8,213	55,457	2.27	2.32	2.27	0.77	0.78	0.78	0.032	0.009	0.003	0.128	0.861	-0.06	-0.01
IMPCHLD	590	8,106	54,984	1.75	1.74	1.77	0.86	0.87	0.87	0.035	0.010	0.004	0.820	0.685	0.01	-0.02
IMPFAADV	592	8,203	55,621	2.29	2.46	2.48	0.85	0.80	0.77	0.035	0.009	0.003	0.000	0.000	-0.20	-0.25

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants' means (without your institution's data); 2-tailed, p<0.001.

# Community College Survey of Student Engagement

## Palomar College

### Summary Statistics: Full - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance		effect size	
	Other			Other			Other			Other			Other		Other	
	Your College	ExLarge Colleges	2004 Colleges	Your College	ExLarge Colleges	2004 Colleges	Your College	ExLarge Colleges	2004 Colleges	Your College	ExLarge Colleges	2004 Colleges	ExLarge Colleges	2004 Colleges <sup>b</sup>	ExLarge Colleges	2004 Colleges
IMPCOMLB	603	8,293	55,933	2.44	2.57	2.55	0.72	0.67	0.67	0.029	0.007	0.003	0.000	0.000	-0.17	-0.17
IMPSTORG	580	8,098	54,926	1.83	1.90	1.90	0.76	0.79	0.78	0.032	0.009	0.003	0.037	0.026	-0.08	-0.09
IMPTRCRD	595	8,209	55,560	2.52	2.30	2.29	0.75	0.83	0.84	0.031	0.009	0.004	0.000	0.000	0.25	0.27
IMPDISAB	593	8,178	55,353	2.09	2.09	2.09	0.92	0.92	0.92	0.038	0.010	0.004	0.875	0.863	0.01	0.01
WRKFULL	621	8,889	59,161	2.11	2.18	2.14	1.13	1.17	1.16	0.045	0.012	0.005	0.173	0.518	-0.05	-0.03
CAREDEP	620	8,860	59,054	1.84	1.90	1.91	1.03	1.07	1.07	0.041	0.011	0.004	0.216	0.121	-0.05	-0.06
ACADUNP	619	8,834	58,876	1.73	1.78	1.72	0.90	0.98	0.95	0.036	0.010	0.004	0.213	0.749	-0.05	0.01
LACKFIN	618	8,855	58,992	2.19	2.45	2.43	1.18	1.19	1.20	0.047	0.013	0.005	0.000	0.000	-0.20	-0.21
TRANSFER	620	8,870	59,095	3.19	2.77	2.68	1.13	1.22	1.23	0.046	0.013	0.005	0.000	0.000	0.32	0.40
FRNDSUPP	620	8,901	59,210	3.20	3.23	3.24	0.86	0.88	0.88	0.035	0.009	0.004	0.377	0.287	-0.03	-0.04
FAMSUPP	618	8,864	59,045	3.51	3.51	3.55	0.76	0.81	0.77	0.031	0.009	0.003	0.859	0.156	-0.01	-0.06
TOTCHRS	611	8,846	58,918	2.46	2.13	2.19	1.39	1.44	1.43	0.056	0.015	0.006	0.000	0.000	0.21	0.19
OTHINST	604	8,871	58,981	1.44	1.47	1.43	1.13	1.20	1.16	0.046	0.013	0.005	0.582	0.840	-0.02	0.01
ENTIREXP	606	8,888	58,991	3.14	3.14	3.14	0.67	0.67	0.68	0.027	0.007	0.003	0.980	0.882	0.00	0.01

a T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

b T-tests: institution vs. 2004 participants\* means (without your institution's data); 2-tailed, p<0.001.

# Frequency Distributions

This report summarizes the observed frequencies of occurrence (counts and percentages) of the values for each item on *The Community College Student Report 2004*. Data are presented for all, part-time, and full-time students at your college, a comparison group, and all CCSSE 2004 participants.

Please note, certain demographic items (gender, race/ethnicity, age, and enrollment status) do not appear on this report but can be found in Table 1.

**CCSSE 2004 Frequency Distributions**

**Palomar College**

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
1. Did you begin college at this college or elsewhere?	Started here	204	60.2	3339	60.9	19504	62.7	505	78.3	6775	74.5	45665	76.0	645	65.6	9549	65.5	62001	68.0
	Started elsewhere	135	39.8	2144	39.1	11583	37.3	140	21.7	2324	25.5	14430	24.0	338	34.4	5028	34.5	29166	32.0
	Total	339	100.0	5483	100.0	31087	100.0	645	100.0	9099	100.0	60095	100.0	983	100.0	14577	100.0	91166	100.0
4a. Asked questions in class or contributed to class discussions	Never	16	4.7	197	3.6	1057	3.4	24	3.7	225	2.5	1431	2.4	43	4.4	470	3.2	2738	3.0
	Sometimes	139	40.9	1956	35.7	10940	35.2	260	40.4	2893	31.8	19766	32.9	401	40.7	5009	34.4	31391	34.4
	Often	104	30.6	1879	34.3	10637	34.2	203	31.6	3243	35.6	21470	35.7	304	30.9	5060	34.7	31748	34.8
	Very often	81	23.8	1454	26.5	8454	27.2	156	24.3	2738	30.1	17422	29.0	236	24.0	4044	27.7	25285	27.7
	Total	340	100.0	5486	100.0	31088	100.0	643	100.0	9099	100.0	60089	100.0	984	100.0	14583	100.0	91162	100.0
4b. Made a class presentation	Never	133	39.2	2120	38.8	12429	40.2	153	23.8	1913	21.1	12339	20.6	340	34.6	4769	32.9	29937	33.0
	Sometimes	137	40.4	2091	38.3	11619	37.6	314	48.9	3854	42.5	26438	44.1	422	43.0	5765	39.7	36320	40.0
	Often	52	15.3	909	16.7	4973	16.1	130	20.2	2299	25.4	15078	25.2	165	16.8	2841	19.6	17623	19.4
	Very often	17	5.0	337	6.2	1917	6.2	45	7.0	994	11.0	6031	10.1	55	5.6	1135	7.8	6899	7.6
	Total	339	100.0	5457	100.0	30938	100.0	642	100.0	9060	100.0	59886	100.0	982	100.0	14510	100.0	90779	100.0
4c. Prepared two or more drafts of a paper or assignment before turning it in	Never	107	31.7	1359	25.0	7817	25.3	93	14.6	1257	13.9	8536	14.3	260	26.6	3082	21.3	19270	21.3
	Sometimes	115	34.0	1522	28.0	8903	28.9	202	31.7	2477	27.5	17451	29.2	326	33.3	4017	27.8	26339	29.1
	Often	68	20.1	1601	29.4	8755	28.4	183	28.7	2984	33.1	19394	32.5	222	22.7	4433	30.6	27005	29.8
	Very often	48	14.2	963	17.7	5372	17.4	160	25.1	2304	25.5	14301	24.0	171	17.5	2938	20.3	17886	19.8
	Total	338	100.0	5445	100.0	30847	100.0	638	100.0	9022	100.0	59682	100.0	978	100.0	14470	100.0	90500	100.0
4d. Worked on a paper or project that required integrating ideas or information from various sources	Never	73	21.6	833	15.3	5078	16.5	42	6.5	496	5.5	3036	5.1	167	17.1	1737	12.0	11048	12.2
	Sometimes	104	30.8	1678	30.8	9665	31.3	149	23.2	2263	25.0	15191	25.4	279	28.5	4188	28.9	26475	29.2
	Often	112	33.1	1880	34.6	10551	34.2	279	43.5	3622	40.0	24873	41.6	355	36.2	5266	36.4	33488	37.0
	Very often	49	14.5	1050	19.3	5572	18.1	172	26.8	2672	29.5	16677	27.9	178	18.2	3288	22.7	19585	21.6
	Total	338	100.0	5441	100.0	30866	100.0	642	100.0	9053	100.0	59777	100.0	980	100.0	14479	100.0	90595	100.0
4e. Came to class without completing readings or assignments	Never	94	28.1	1638	30.1	9876	32.1	95	14.9	1992	22.1	12686	21.3	234	24.1	3969	27.5	25327	28.0
	Sometimes	179	53.4	2939	54.1	16720	54.3	386	60.5	5308	58.9	35693	59.9	540	55.6	8037	55.6	50904	56.4
	Often	48	14.3	641	11.8	3054	9.9	120	18.8	1218	13.5	8020	13.5	152	15.7	1789	12.4	10211	11.3
	Very often	14	4.2	217	4.0	1117	3.6	37	5.8	496	5.5	3176	5.3	45	4.7	651	4.5	3862	4.3
	Total	335	100.0	5435	100.0	30767	100.0	638	100.0	9014	100.0	59575	100.0	972	100.0	14447	100.0	90303	100.0
4f. Worked with other students on projects during class	Never	50	14.9	1014	18.7	5444	17.7	59	9.2	889	9.9	5124	8.6	128	13.2	2269	15.8	12875	14.3
	Sometimes	152	45.2	2278	42.1	12597	41.0	277	43.4	3793	42.2	24496	41.2	435	44.7	6052	42.1	36998	41.0
	Often	88	26.2	1528	28.2	9102	29.6	217	34.0	3095	34.5	21656	36.4	278	28.5	4368	30.3	29046	32.2
	Very often	46	13.7	594	11.0	3576	11.6	85	13.3	1204	13.4	8229	13.8	132	13.6	1704	11.8	11243	12.5
	Total	336	100.0	5414	100.0	30719	100.0	638	100.0	8981	100.0	59505	100.0	974	100.0	14392	100.0	90163	100.0
4g. Worked with classmates outside of class to prepare class assignments	Never	159	47.0	2635	48.5	14921	48.4	251	39.3	3051	33.8	18866	31.6	437	44.7	6300	43.6	38037	42.0
	Sometimes	127	37.6	1859	34.2	10641	34.5	258	40.4	3675	40.7	25146	42.1	376	38.4	5254	36.3	33836	37.4
	Often	38	11.2	673	12.4	3848	12.5	94	14.7	1679	18.6	11391	19.1	120	12.3	2090	14.5	13565	15.0
	Very often	14	4.1	269	4.9	1419	4.6	36	5.6	634	7.0	4285	7.2	45	4.6	816	5.6	5035	5.6
	Total	338	100.0	5436	100.0	30829	100.0	639	100.0	9039	100.0	59688	100.0	978	100.0	14460	100.0	90473	100.0
4h. Tutored or taught other students (paid or voluntary)	Never	245	72.1	4227	77.5	23914	77.4	451	70.2	5942	65.7	39563	66.2	703	71.5	10669	73.6	66343	73.2
	Sometimes	78	22.9	928	17.0	5220	16.9	139	21.7	2137	23.6	14107	23.6	222	22.6	2781	19.2	17621	19.4
	Often	9	2.6	202	3.7	1190	3.9	31	4.8	630	7.0	4043	6.8	32	3.3	698	4.8	4475	4.9
	Very often	8	2.4	96	1.8	583	1.9	21	3.3	337	3.7	2081	3.5	26	2.6	348	2.4	2238	2.5
	Total	340	100.0	5453	100.0	30907	100.0	642	100.0	9046	100.0	59794	100.0	984	100.0	14497	100.0	90677	100.0
4i. Participated in a community-based project as a part of a regular course	Never	295	87.5	4454	82.1	25724	83.6	523	81.5	6612	73.4	44103	74.0	838	85.7	11422	79.2	72262	80.0
	Sometimes	34	10.1	679	12.5	3627	11.8	104	16.2	1568	17.4	10631	17.8	117	11.9	2045	14.2	12685	14.0
	Often	5	1.5	205	3.8	1016	3.3	7	1.1	572	6.3	3376	5.7	13	1.4	667	4.6	3771	4.2
	Very often	3	0.9	88	1.6	419	1.4	8	1.2	256	2.8	1493	2.5	10	1.0	295	2.0	1622	1.8
	Total	337	100.0	5426	100.0	30786	100.0	642	100.0	9008	100.0	59603	100.0	978	100.0	14429	100.0	90340	100.0

\* Data was weighted according to the full-time/part-time population data from IPEDS.

\*Regarding Blank Cells: Please see Table 1 for unweighted sample and population values.

# CCSSE 2004 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
4j. Used the Internet or instant messaging to work on an assignment	Never	77	22.8	1028	18.9	6083	19.7	36	5.6	772	8.6	5293	8.9	173	17.7	2231	15.4	14161	15.7
	Sometimes	93	27.6	1587	29.2	9031	29.3	145	22.7	2043	22.7	13867	23.3	255	26.1	3895	26.9	24449	27.1
	Often	87	25.8	1470	27.0	8353	27.1	213	33.3	2915	32.4	19180	32.2	274	28.1	4170	28.8	26226	29.0
	Very often	80	23.7	1358	24.9	7355	23.9	245	38.3	3280	36.4	21223	35.6	274	28.1	4163	28.8	25545	28.3
	Total	337	100.0	5443	100.0	30822	100.0	639	100.0	9010	100.0	59563	100.0	976	100.0	14459	100.0	90381	100.0
4k. Used email to communicate with an instructor	Never	117	34.7	1566	28.8	10466	34.0	100	15.7	1602	17.7	12620	21.2	283	29.0	3628	25.1	26475	29.3
	Sometimes	129	38.3	2016	37.0	11040	35.8	228	35.7	3219	35.7	20975	35.2	366	37.5	5285	36.5	32061	35.5
	Often	56	16.6	1161	21.3	5838	18.9	194	30.4	2431	26.9	15315	25.7	202	20.7	3361	23.2	19401	21.5
	Very often	35	10.4	700	12.9	3469	11.3	116	18.2	1777	19.7	10731	18.0	124	12.7	2195	15.2	12470	13.8
	Total	337	100.0	5443	100.0	30813	100.0	638	100.0	9029	100.0	59641	100.0	976	100.0	14469	100.0	90407	100.0
4l. Discussed grades or assignments with an instructor	Never	65	19.2	699	12.9	3910	12.7	57	8.9	707	7.8	4207	7.1	158	16.1	1612	11.2	9511	10.5
	Sometimes	177	52.2	2556	47.1	14942	48.5	297	46.4	3805	42.2	25658	43.0	495	50.5	6553	45.4	42010	46.5
	Often	68	20.1	1581	29.1	8649	28.1	195	30.5	3027	33.6	20108	33.7	227	23.2	4425	30.7	27332	30.2
	Very often	29	8.6	592	10.9	3286	10.7	91	14.2	1482	16.4	9657	16.2	101	10.2	1847	12.8	11509	12.7
	Total	339	100.0	5428	100.0	30787	100.0	640	100.0	9021	100.0	59630	100.0	981	100.0	14437	100.0	90362	100.0
4m. Talked about career plans with an instructor or advisor	Never	156	46.3	2111	38.9	11965	38.9	196	30.7	2561	28.4	15243	25.6	406	41.6	5112	35.4	30483	33.8
	Sometimes	127	37.7	2358	43.5	13107	42.6	274	42.9	4008	44.4	27187	45.6	383	39.2	6317	43.8	39528	43.8
	Often	36	10.7	726	13.4	4276	13.9	111	17.4	1713	19.0	12143	20.4	124	12.7	2198	15.2	14817	16.4
	Very often	18	5.3	230	4.2	1418	4.6	58	9.1	740	8.2	5040	8.5	63	6.5	806	5.6	5488	6.1
	Total	337	100.0	5425	100.0	30766	100.0	639	100.0	9022	100.0	59613	100.0	976	100.0	14434	100.0	90315	100.0
4n. Discussed ideas from your readings or classes with instructors outside of class	Never	188	55.6	2952	54.5	16548	53.9	310	48.5	3701	41.1	24630	41.4	523	53.5	7198	49.9	44299	49.1
	Sometimes	112	33.1	1825	33.7	10501	34.2	233	36.5	3656	40.6	24184	40.6	334	34.1	5198	36.1	33043	36.6
	Often	28	8.3	474	8.7	2774	9.0	67	10.5	1205	13.4	7915	13.3	87	8.9	1483	10.3	9609	10.7
	Very often	10	3.0	170	3.1	892	2.9	29	4.5	442	4.9	2832	4.8	34	3.4	537	3.7	3239	3.6
	Total	338	100.0	5421	100.0	30715	100.0	639	100.0	9004	100.0	59561	100.0	978	100.0	14416	100.0	90190	100.0
4o. Received prompt feedback (written or oral) from instructors on your performance	Never	51	15.3	548	10.1	2884	9.4	43	6.7	686	7.6	4186	7.0	123	12.7	1338	9.3	7689	8.5
	Sometimes	110	33.0	1923	35.4	10819	35.2	262	40.9	3315	36.8	22201	37.3	343	35.4	5174	35.9	32551	36.1
	Often	117	35.1	2063	38.0	11814	38.4	236	36.8	3511	39.0	23538	39.5	345	35.6	5530	38.3	35023	38.8
	Very often	55	16.5	895	16.5	5240	17.0	100	15.6	1486	16.5	9656	16.2	157	16.2	2385	16.5	15009	16.6
	Total	333	100.0	5429	100.0	30757	100.0	641	100.0	8998	100.0	59581	100.0	969	100.0	14427	100.0	90272	100.0
4p. Worked harder than you thought you could to meet an instructors standards or expectations	Never	66	19.5	727	13.4	4158	13.5	62	9.7	832	9.2	5428	9.1	162	16.6	1736	12.0	10701	11.8
	Sometimes	152	45.0	2179	40.0	12703	41.2	287	45.1	3395	37.6	23445	39.3	440	45.0	5671	39.2	36728	40.6
	Often	86	25.4	1801	33.1	9985	32.4	217	34.1	3254	36.0	21404	35.9	274	28.0	4931	34.1	30462	33.7
	Very often	34	10.1	735	13.5	3967	12.9	70	11.0	1546	17.1	9413	15.8	101	10.3	2129	14.7	12553	13.9
	Total	338	100.0	5442	100.0	30813	100.0	636	100.0	9027	100.0	59690	100.0	977	100.0	14467	100.0	90444	100.0
4q. Worked with instructors on activities other than coursework	Never	269	81.3	4177	77.7	23768	77.9	470	74.1	6113	68.4	39529	66.7	761	79.1	10665	74.6	65986	73.6
	Sometimes	50	15.1	852	15.8	4821	15.8	128	20.2	1900	21.3	13674	23.1	160	16.6	2525	17.7	16709	18.6
	Often	9	2.7	245	4.6	1429	4.7	25	3.9	682	7.6	4457	7.5	30	3.1	803	5.6	5153	5.8
	Very often	3	0.9	102	1.9	482	1.6	11	1.7	244	2.7	1563	2.6	11	1.2	312	2.2	1769	2.0
	Total	331	100.0	5376	100.0	30500	100.0	634	100.0	8939	100.0	59223	100.0	962	100.0	14304	100.0	89617	100.0
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	Never	47	14.0	762	14.0	4155	13.4	58	9.0	937	10.4	5932	9.9	122	12.5	1856	12.8	11045	12.2
	Sometimes	111	33.0	2040	37.4	11797	38.1	230	35.9	3362	37.2	22483	37.6	330	33.9	5405	37.3	34435	37.9
	Often	109	32.4	1710	31.3	9532	30.8	210	32.8	2830	31.3	19398	32.4	317	32.5	4543	31.3	28495	31.4
	Very often	69	20.5	946	17.3	5453	17.6	143	22.3	1915	21.2	12000	20.1	205	21.1	2699	18.6	16764	18.5
	Total	336	100.0	5458	100.0	30937	100.0	641	100.0	9044	100.0	59813	100.0	975	100.0	14503	100.0	90739	100.0
4s. Had serious conversations with students of a different race or ethnicity other than your own	Never	93	27.4	1257	23.0	8090	26.2	84	13.2	1487	16.4	10922	18.3	227	23.2	3008	20.7	21288	23.5
	Sometimes	104	30.7	1811	33.2	10751	34.8	169	26.5	2784	30.8	19540	32.7	288	29.4	4692	32.4	30855	34.1
	Often	75	22.1	1392	25.5	7066	22.9	188	29.5	2461	27.2	15944	26.7	238	24.3	3791	26.1	21900	24.2
	Very often	67	19.8	996	18.3	4963	16.1	197	30.9	2312	25.6	13380	22.4	226	23.1	3009	20.8	16553	18.3
	Total	339	100.0	5456	100.0	30870	100.0	638	100.0	9044	100.0	59786	100.0	980	100.0	14500	100.0	90597	100.0
4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	Never	100	29.5	1430	26.2	8533	27.7	88	13.7	1633	18.1	10462	17.5	243	24.8	3396	23.4	21684	24.0
	Sometimes	105	31.0	1979	36.3	11396	37.0	185	28.9	3019	33.4	20845	34.9	298	30.3	5116	35.3	32839	36.3
	Often	69	20.4	1209	22.2	6701	21.7	181	28.2	2360	26.1	16186	27.1	223	22.7	3409	23.5	21416	23.7
	Very often	65	19.2	838	15.4	4198	13.6	187	29.2	2025	22.4	12281	20.5	217	22.2	2575	17.8	14574	16.1
	Total	339	100.0	5456	100.0	30828	100.0	641	100.0	9037	100.0	59774	100.0	981	100.0	14496	100.0	90513	100.0
4u. Skipped class	Never	141	41.7	2803	51.3	16733	54.1	189	29.6	3546	39.2	22858	38.2	373	38.1	6865	47.3	43631	48.1
	Sometimes	173	51.2	2328	42.6	12562	40.6	353	55.3	4691	51.9	31455	52.5	513	52.4	6627	45.7	40920	45.1
	Often	16	4.7	222	4.1	1112	3.6	67	10.5	559	6.2	3721	6.2	63	6.5	691	4.8	4189	4.6
	Very often	8	2.4	108	2.0	508	1.6	29	4.5	251	2.8	1836	3.1	30	3.0	327	2.3	1996	2.2
	Total	338	100.0	5461	100.0	30915	100.0	638	100.0	9047	100.0	59870	100.0	978	100.0	14511	100.0	90736	100.0

\* Data was weighted according to the full-time/part-time population data from IPEDS.

\*Regarding Blank Cells: Please see Table 1 for unweighted sample and population values.

# CCSSE 2004 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)						
		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges		
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	
5a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	Very little	56	16.5	493	9.0	2800	9.0	41	6.4	497	5.5	3397	5.7	132	13.4	1139	7.8	7020	7.7
		Some	100	29.4	1636	29.9	9523	30.7	187	29.1	2379	26.2	16775	28.0	288	29.3	4171	28.7	27063	29.7
		Quite a bit	108	31.8	2057	37.6	11608	37.4	268	41.7	3776	41.6	24499	40.8	342	34.7	5660	38.9	35229	38.7
		Very much	76	22.4	1283	23.5	7097	22.9	147	22.9	2428	26.7	15338	25.6	221	22.5	3572	24.6	21708	23.8
Total		340	100.0	5469	100.0	31028	100.0	643	100.0	9080	100.0	60009	100.0	984	100.0	14542	100.0	91019	100.0	
5b.	Analyzing the basic elements of an idea, experience, or theory	Very little	33	9.7	342	6.3	2056	6.6	24	3.7	362	4.0	2490	4.2	78	7.9	804	5.5	5213	5.7
		Some	107	31.6	1630	29.9	9827	31.8	156	24.3	2383	26.3	17158	28.7	288	29.4	4157	28.6	27974	30.8
		Quite a bit	126	37.2	2335	42.8	12844	41.5	293	45.7	4017	44.3	26414	44.1	390	39.7	6286	43.3	38505	42.4
		Very much	73	21.5	1151	21.1	6198	20.0	168	26.2	2298	25.4	13788	23.0	225	22.9	3267	22.5	19051	21.0
Total		339	100.0	5458	100.0	30925	100.0	641	100.0	9060	100.0	59850	100.0	981	100.0	14513	100.0	90743	100.0	
5c.	Synthesizing and organizing ideas, information, or experiences in new ways	Very little	44	13.1	530	9.7	3063	9.9	49	7.7	568	6.3	3813	6.4	112	11.5	1244	8.6	7833	8.7
		Some	114	34.0	1927	35.4	11158	36.2	209	32.7	2890	32.0	20109	33.7	327	33.6	4951	34.2	32032	35.4
		Quite a bit	123	36.7	1986	36.4	11261	36.5	267	41.7	3553	39.3	23694	39.7	372	38.2	5417	37.4	34030	37.6
		Very much	54	16.1	1006	18.5	5348	17.3	115	18.0	2029	22.4	12063	20.2	162	16.7	2874	19.8	16571	18.3
Total		335	100.0	5449	100.0	30830	100.0	640	100.0	9040	100.0	59679	100.0	973	100.0	14485	100.0	90466	100.0	
5d.	Making judgments about the value or soundness of information, arguments, or methods	Very little	78	23.1	887	16.3	4943	16.0	53	8.3	867	9.6	5604	9.4	182	18.7	2032	14.0	12253	13.5
		Some	108	32.0	2033	37.4	11886	38.6	227	35.4	3195	35.3	21569	36.1	323	33.1	5306	36.7	34179	37.8
		Quite a bit	106	31.5	1704	31.4	9726	31.6	225	35.1	3232	35.7	21837	36.5	318	32.6	4752	32.9	30206	33.4
		Very much	45	13.4	810	14.9	4269	13.8	136	21.2	1756	19.4	10773	18.0	154	15.7	2374	16.4	13892	15.3
Total		337	100.0	5434	100.0	30824	100.0	641	100.0	9050	100.0	59783	100.0	977	100.0	14464	100.0	90529	100.0	
5e.	Applying theories or concepts to practical problems or in new situations	Very little	61	17.9	701	12.9	4107	13.3	61	9.5	732	8.1	5152	8.6	152	15.4	1636	11.3	10475	11.5
		Some	113	33.2	1957	35.9	11488	37.2	223	34.7	3086	34.1	20740	34.7	331	33.7	5112	35.3	32941	36.3
		Quite a bit	115	33.8	1883	34.5	10415	33.7	243	37.8	3334	36.8	21966	36.7	345	35.0	5117	35.3	31566	34.8
		Very much	51	15.0	911	16.7	4901	15.9	116	18.0	1897	21.0	11958	20.0	157	15.9	2629	18.1	15713	17.3
Total		340	100.0	5452	100.0	30911	100.0	643	100.0	9049	100.0	59816	100.0	984	100.0	14494	100.0	90696	100.0	
5f.	Using information you have read or heard to perform a new skill	Very little	43	12.7	650	11.9	3703	11.9	58	9.0	714	7.9	4724	7.9	114	11.6	1538	10.6	9409	10.3
		Some	116	34.2	1791	32.7	10399	33.5	216	33.6	2753	30.3	18687	31.1	334	34.0	4639	31.9	29774	32.7
		Quite a bit	100	29.5	1900	34.7	10607	34.2	231	35.9	3358	37.0	22171	37.0	309	31.4	5155	35.4	32098	35.3
		Very much	80	23.6	1133	20.7	6305	20.3	138	21.5	2257	24.9	14411	24.0	225	23.0	3219	22.1	19703	21.7
Total		339	100.0	5474	100.0	31014	100.0	643	100.0	9082	100.0	59993	100.0	982	100.0	14551	100.0	90984	100.0	
6a.	Number of assigned textbooks, manuals, books, or book-length packs of course readings	None	19	5.7	212	3.9	1297	4.2	6	0.9	147	1.6	986	1.7	41	4.3	455	3.2	2961	3.3
		Between 1 and 4	173	52.0	2884	53.2	16431	53.7	163	25.4	2521	28.1	16846	28.4	426	43.9	6466	44.9	39716	44.2
		Between 5 and 10	90	27.0	1348	24.9	7396	24.2	281	43.8	3559	39.6	23282	39.2	311	32.1	4280	29.7	26777	29.8
		Between 11 and 20	37	11.1	574	10.6	3126	10.2	127	19.8	1626	18.1	10632	17.9	133	13.7	1886	13.1	11777	13.1
		More than 20	14	4.2	398	7.3	2371	7.7	64	10.0	1130	12.6	7636	12.9	58	6.0	1309	9.1	8679	9.7
		Total	333	100.0	5416	100.0	30621	100.0	641	100.0	8983	100.0	59382	100.0	969	100.0	14395	100.0	89910	100.0
6b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	None	78	23.4	1428	26.4	8369	27.3	140	21.8	2310	25.7	16959	28.5	222	22.9	3773	26.2	25223	28.0
		Between 1 and 4	174	52.3	2778	51.3	15072	49.2	326	50.9	4481	49.8	29248	49.2	502	51.8	7305	50.7	44178	49.1
		Between 5 and 10	54	16.2	742	13.7	4336	14.2	100	15.6	1309	14.5	7809	13.1	155	16.0	2014	14.0	12300	13.7
		Between 11 and 20	12	3.6	276	5.1	1582	5.2	40	6.2	508	5.6	2886	4.9	43	4.4	760	5.3	4504	5.0
		More than 20	15	4.5	194	3.6	1284	4.2	35	5.5	390	4.3	2581	4.3	46	4.8	555	3.9	3799	4.2
		Total	333	100.0	5418	100.0	30643	100.0	641	100.0	8998	100.0	59483	100.0	969	100.0	14407	100.0	90004	100.0
6c.	Number of written papers or reports of any length	None	71	21.5	840	15.5	5000	16.3	20	3.1	309	3.4	2175	3.7	153	15.9	1640	11.4	10447	11.6
		Between 1 and 4	139	42.0	1939	35.8	11299	36.9	162	25.3	2131	23.7	14622	24.6	356	36.9	4577	31.8	29161	32.4
		Between 5 and 10	85	25.7	1572	29.0	8333	27.2	250	39.1	3172	35.4	20521	34.6	287	29.7	4491	31.2	26881	29.9
		Between 11 and 20	25	7.6	716	13.2	3977	13.0	133	20.8	2169	24.2	14302	24.1	112	11.6	2426	16.9	15373	17.1
		More than 20	11	3.3	350	6.5	1996	6.5	75	11.7	1192	13.3	7760	13.1	57	5.9	1257	8.7	8023	8.9
		Total	331	100.0	5417	100.0	30605	100.0	640	100.0	8973	100.0	59380	100.0	964	100.0	14392	100.0	89885	100.0
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	Extremely easy	8	2.5	68	1.3	371	1.3	4	0.6	53	0.6	331	0.6	18	1.9	149	1.1	877	1.0
		2	16	5.0	135	2.6	689	2.4	10	1.6	153	1.8	928	1.6	37	3.9	321	2.3	1807	2.1
		3	25	7.8	324	6.3	1760	6.0	29	4.6	468	5.4	2975	5.2	64	6.8	824	6.0	4936	5.7
		4	86	26.7	1250	24.3	6973	23.8	159	25.4	2007	23.3	13233	23.1	247	26.3	3293	24.0	20282	23.5
		5	96	29.8	1684	32.7	9432	32.2	232	37.0	3105	36.1	20232	35.4	301	32.0	4638	33.8	28789	33.4
		6	67	20.8	1181	22.9	6753	23.1	144	23.0	2037	23.7	13869	24.2	202	21.5	3182	23.2	20276	23.5
		Extremely challenging	24	7.5	509	9.9	3292	11.2	49	7.8	775	9.0	5650	9.9	71	7.6	1312	9.6	9277	10.8
Total		322	100.0	5151	100.0	29270	100.0	627	100.0	8598	100.0	57218	100.0	940	100.0	13718	100.0	86243	100.0	
8a.	Internship, field experience, coop experience, or clinical assignment	I have not done, nor plan to do	185	56.2	2564	47.7	14820	48.7	335	52.8	3520	39.4	24174	40.9	529	55.2	6421	44.9	40907	45.8
		I plan to do	107	32.5	2182	40.6	11166	36.7	216	34.1	4225	47.3	24794	41.9	316	33.0	6131	42.9	34536	38.6
		I have done	37	11.2	634	11.8	4420	14.5	83	13.1	1192	13.3	10144	17.2	113	11.8	1756	12.3	13931	15.6
		Total	329	100.0	5380	100.0	30406	100.0	634	100.0	8937	100.0	59112	100.0	958	100.0	14308	100.0	89374	100.0

# CCSSE 2004 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
8b. English as a second language course	I have not done, nor plan to do	290	87.6	4528	84.1	26441	87.0	561	88.1	7162	80.4	50386	85.3	845	87.8	11846	82.9	77221	86.4
	I plan to do	18	5.4	294	5.5	1657	5.5	14	2.2	475	5.3	3095	5.2	43	4.5	775	5.4	4825	5.4
	I have done	23	6.9	560	10.4	2304	7.6	62	9.7	1273	14.3	5603	9.5	75	7.8	1676	11.7	7315	8.2
	Total	331	100.0	5382	100.0	30402	100.0	637	100.0	8910	100.0	59084	100.0	963	100.0	14297	100.0	89361	100.0
8c. Developmental/remedial reading course	I have not done, nor plan to do	265	81.0	3904	72.6	22753	74.8	467	73.5	5968	67.0	42088	71.3	751	78.8	10097	70.7	65736	73.6
	I plan to do	42	12.8	478	8.9	2838	9.3	69	10.9	709	8.0	4459	7.5	117	12.2	1229	8.6	7676	8.6
	I have done	20	6.1	999	18.6	4816	15.8	99	15.6	2226	25.0	12522	21.2	86	9.0	2964	20.7	15945	17.8
	Total	327	100.0	5381	100.0	30407	100.0	635	100.0	8903	100.0	59069	100.0	954	100.0	14290	100.0	89358	100.0
8d. Developmental/remedial writing course	I have not done, nor plan to do	229	69.4	3692	68.6	21462	70.5	410	64.6	5704	64.0	39637	67.1	652	67.9	9584	67.0	62058	69.4
	I plan to do	62	18.8	636	11.8	3655	12.0	86	13.5	910	10.2	5630	9.5	165	17.2	1613	11.3	9829	11.0
	I have done	39	11.8	1053	19.6	5312	17.5	139	21.9	2305	25.8	13838	23.4	143	14.9	3102	21.7	17534	19.6
	Total	330	100.0	5381	100.0	30429	100.0	635	100.0	8919	100.0	59105	100.0	960	100.0	14298	100.0	89422	100.0
8e. Developmental/remedial math course	I have not done, nor plan to do	199	60.9	2858	53.1	16547	54.4	358	56.6	4336	48.7	29984	50.8	568	59.5	7362	51.5	47486	53.2
	I plan to do	69	21.1	868	16.1	5016	16.5	91	14.4	1180	13.2	7020	11.9	182	19.1	2170	15.2	13122	14.7
	I have done	59	18.0	1652	30.7	8833	29.1	184	29.1	3394	38.1	22017	37.3	204	21.4	4757	33.3	28714	32.1
	Total	327	100.0	5378	100.0	30396	100.0	633	100.0	8910	100.0	59021	100.0	953	100.0	14289	100.0	89322	100.0
8f. Study skills course	I have not done, nor plan to do	233	71.9	3603	67.1	21315	70.2	429	67.2	5432	60.9	38674	65.6	669	70.5	9280	65.0	61135	68.5
	I plan to do	56	17.3	978	18.2	5460	18.0	111	17.4	1642	18.4	9983	16.9	164	17.3	2611	18.3	15573	17.5
	I have done	35	10.8	787	14.7	3599	11.8	98	15.4	1839	20.6	10316	17.5	116	12.2	2382	16.7	12533	14.0
	Total	324	100.0	5368	100.0	30374	100.0	638	100.0	8913	100.0	58973	100.0	949	100.0	14273	100.0	89241	100.0
8g. Honors course	I have not done, nor plan to do	268	82.2	3892	72.7	22856	75.6	468	73.4	5536	62.3	39534	67.2	758	79.5	9842	69.1	64619	72.7
	I plan to do	50	15.3	1175	21.9	6098	20.2	141	22.1	2671	30.1	15124	25.7	166	17.4	3516	24.7	19621	22.1
	I have done	8	2.5	287	5.4	1287	4.3	29	4.5	676	7.6	4146	7.1	30	3.1	876	6.2	4664	5.2
	Total	326	100.0	5354	100.0	30241	100.0	638	100.0	8883	100.0	58804	100.0	953	100.0	14234	100.0	88904	100.0
8h. College orientation program or course	I have not done, nor plan to do	236	72.0	3362	62.7	19999	65.9	382	60.0	4795	53.9	33385	56.6	654	68.3	8511	59.7	55546	62.3
	I plan to do	42	12.8	713	13.3	3924	12.9	88	13.8	1279	14.4	7387	12.5	125	13.1	1945	13.6	11303	12.7
	I have done	50	15.2	1284	24.0	6420	21.2	167	26.2	2824	31.7	18202	30.9	178	18.6	3794	26.6	22345	25.1
	Total	328	100.0	5359	100.0	30343	100.0	637	100.0	8898	100.0	58974	100.0	957	100.0	14250	100.0	89194	100.0
8i. Organized learning communities (linked courses/study groups led by faculty or counselors)	I have not done, nor plan to do	270	82.6	4006	74.3	23267	76.4	489	76.9	6194	69.4	42016	71.0	772	80.8	10405	72.6	66634	74.5
	I plan to do	47	14.4	1013	18.8	5223	17.2	101	15.9	1824	20.4	10984	18.6	142	14.8	2774	19.4	15758	17.6
	I have done	10	3.1	373	6.9	1953	6.4	46	7.2	911	10.2	6155	10.4	41	4.3	1145	8.0	7083	7.9
	Total	327	100.0	5392	100.0	30443	100.0	636	100.0	8929	100.0	59155	100.0	955	100.0	14324	100.0	89474	100.0
9a. Encouraging you to spend significant amounts of time studying	Very little	26	7.9	334	6.2	1773	5.8	33	5.2	347	3.9	2443	4.1	68	7.0	782	5.4	4648	5.2
	Some	101	30.6	1449	26.7	8261	27.0	140	21.9	1917	21.3	13309	22.4	269	27.9	3590	24.9	22809	25.3
	Quite a bit	138	41.8	2288	42.2	13293	43.4	291	45.5	3830	42.5	25750	43.3	413	42.9	6099	42.3	38994	43.3
	Very much	65	19.7	7356	25.0	7324	23.9	176	27.5	2908	32.3	17981	30.2	212	22.1	3953	27.4	23567	26.2
	Total	330	100.0	5427	100.0	30651	100.0	640	100.0	9002	100.0	59483	100.0	962	100.0	14425	100.0	90018	100.0
9b. Providing the support you need to help you succeed at this college	Very little	25	7.6	317	5.9	1838	6.0	44	6.9	468	5.2	3060	5.1	71	7.4	813	5.6	5112	5.7
	Some	88	26.7	1496	27.6	8213	26.9	166	26.0	2067	23.0	14171	23.8	255	26.5	3755	26.1	23124	25.7
	Quite a bit	144	43.8	2264	41.8	12988	42.5	269	42.2	3759	41.8	24957	42.0	415	43.3	6011	41.8	38086	42.4
	Very much	72	21.9	1334	24.7	7547	24.7	159	24.9	2699	30.0	17232	29.0	219	22.8	3813	26.5	23542	26.2
	Total	329	100.0	5411	100.0	30586	100.0	638	100.0	8993	100.0	59420	100.0	959	100.0	14392	100.0	89865	100.0
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	71	21.8	1125	20.8	6714	22.0	115	18.1	1425	15.9	10682	18.0	197	20.6	2755	19.2	18497	20.6
	Some	107	32.8	1846	34.1	10637	34.9	217	34.1	2665	29.7	19596	33.0	316	33.2	4691	32.6	30737	34.3
	Quite a bit	94	28.8	1508	27.9	8370	27.5	188	29.5	2765	30.9	17509	29.5	277	29.0	4147	28.9	25244	28.2
	Very much	54	16.6	928	17.2	4750	15.6	117	18.4	2107	23.5	11528	19.4	163	17.1	2775	19.3	15126	16.9
	Total	326	100.0	5407	100.0	30471	100.0	637	100.0	8962	100.0	59315	100.0	953	100.0	14369	100.0	89603	100.0
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	153	46.9	2520	46.7	14167	46.5	300	46.9	3667	40.9	24329	41.0	448	46.9	6427	44.8	39674	44.3
	Some	103	31.6	1772	32.8	9914	32.6	207	32.4	2981	33.2	20266	34.1	304	31.8	4728	32.9	29830	33.3
	Quite a bit	51	15.6	724	13.4	4320	14.2	88	13.8	1519	16.9	9838	16.6	144	15.1	2095	14.6	13545	15.1
	Very much	19	5.8	382	7.1	2047	6.7	44	6.9	806	9.0	4914	8.3	59	6.2	1112	7.7	6534	7.3
	Total	326	100.0	5398	100.0	30448	100.0	639	100.0	8973	100.0	59347	100.0	954	100.0	14361	100.0	89583	100.0

\* Data was weighted according to the full-time/part-time population data from IPEDS.

\*Regarding Blank Cells: Please see Table 1 for unweighted sample and population values.

### CCSSE 2004 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
9e. Providing the support you need to thrive socially	Very little	112	34.6	2037	37.9	10980	36.3	218	34.2	2561	28.7	16645	28.2	327	34.4	4974	34.8	29449	33.0
	Some	133	41.0	2066	38.5	11944	39.5	267	41.8	3458	38.7	24257	41.0	392	41.3	5511	38.6	35838	40.2
	Quite a bit	59	18.2	886	16.5	5274	17.4	121	19.0	2054	23.0	12916	21.9	175	18.4	2666	18.7	17056	19.1
	Very much	20	6.2	381	7.1	2071	6.8	32	5.0	851	9.5	5289	8.9	55	5.8	1133	7.9	6792	7.6
	Total	324	100.0	5370	100.0	30269	100.0	638	100.0	8924	100.0	59107	100.0	949	100.0	14285	100.0	89135	100.0
9f. Providing the financial support you need to afford your education	Very little	142	43.8	2039	37.9	10973	36.2	203	32.0	2386	26.8	14308	24.2	381	40.2	4894	34.2	28097	31.5
	Some	84	25.9	1435	26.7	7918	26.2	205	32.3	2236	25.1	15258	25.8	264	27.9	3737	26.2	23278	26.1
	Quite a bit	56	17.3	1045	19.4	6128	20.2	136	21.5	2100	23.6	14684	24.8	176	18.6	2966	20.8	19690	22.1
	Very much	42	13.0	857	15.9	5252	17.3	90	14.2	2195	24.6	14929	25.2	126	13.3	2693	18.8	18118	20.3
	Total	324	100.0	5376	100.0	30271	100.0	634	100.0	8917	100.0	59179	100.0	948	100.0	14291	100.0	89184	100.0
9g. Using Computers in academic work	Very little	63	19.2	526	9.7	3450	11.3	47	7.4	384	4.3	2611	4.4	149	15.6	1140	7.9	7820	8.7
	Some	69	21.0	1183	21.8	6826	22.3	106	16.6	1412	15.7	9682	16.3	188	19.7	2846	19.8	18008	20.1
	Quite a bit	117	35.7	1799	33.2	10000	32.7	221	34.6	2871	32.0	19720	33.2	339	35.3	4722	32.8	29603	33.0
	Very much	79	24.1	1909	35.2	10267	33.6	265	41.5	4305	48.0	27408	46.1	282	29.4	5683	39.5	34366	38.3
	Total	328	100.0	5417	100.0	30543	100.0	639	100.0	8972	100.0	59421	100.0	958	100.0	14392	100.0	89797	100.0
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	None	9	2.7	132	2.4	727	2.4	7	1.1	143	1.6	817	1.4	21	2.2	313	2.2	1833	2.0
	1-5 hours	171	51.7	2729	50.4	15446	50.5	228	35.6	3217	35.9	22056	37.2	451	46.8	6568	45.7	40842	45.5
	6-10 hours	89	26.9	1546	28.6	8711	28.5	210	32.8	2734	30.5	17526	29.6	277	28.7	4192	29.2	25895	28.8
	11-20 hours	44	13.3	725	13.4	4126	13.5	125	19.5	1812	20.2	11816	19.9	146	15.2	2246	15.6	14311	15.9
	21-30 hours	14	4.2	178	3.3	1078	3.5	50	7.8	687	7.7	4602	7.8	51	5.3	680	4.7	4607	5.1
	More than 30 hours	4	1.2	100	1.8	502	1.6	21	3.3	368	4.1	2460	4.2	18	1.8	375	2.6	2308	2.6
	Total	331	100.0	5410	100.0	30590	100.0	641	100.0	8961	100.0	59277	100.0	965	100.0	14374	100.0	89797	100.0
10b. Working for pay	None	58	17.7	767	14.3	4513	14.8	136	21.3	2058	23.0	14519	24.6	180	18.8	2455	17.2	16690	18.7
	1-5 hours	7	2.1	232	4.3	1203	3.9	33	5.2	526	5.9	3475	5.9	29	3.1	693	4.8	4218	4.7
	6-10 hours	15	4.6	291	5.4	1514	5.0	35	5.5	561	6.3	3800	6.4	46	4.8	812	5.7	4942	5.5
	11-20 hours	22	6.7	429	8.0	2529	8.3	125	19.5	1380	15.5	9658	16.3	102	10.6	1498	10.5	10138	11.3
	21-30 hours	65	19.8	758	14.1	4231	13.9	161	25.2	1947	21.8	12702	21.5	206	21.5	2383	16.7	14981	16.7
	More than 30 hours	161	49.1	2902	54.0	16473	54.1	150	23.4	2458	27.5	14945	25.3	395	41.2	6461	45.2	38504	43.0
	Total	328	100.0	5379	100.0	30463	100.0	640	100.0	8930	100.0	59099	100.0	958	100.0	14301	100.0	89474	100.0
10c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	None	295	89.9	4782	88.6	27045	88.6	523	82.0	7055	78.9	44792	75.7	838	87.5	12243	85.4	74983	83.6
	1-5 hours	23	7.0	435	8.1	2579	8.4	69	10.8	1310	14.6	9710	16.4	78	8.2	1470	10.3	10316	11.5
	6-10 hours	7	2.1	112	2.1	503	1.6	16	2.5	283	3.2	2095	3.5	22	2.2	349	2.4	2127	2.4
	11-20 hours	2	0.6	31	0.6	218	0.7	19	3.0	148	1.7	1254	2.1	13	1.3	134	0.9	1124	1.3
	21-30 hours	0	0.0	21	0.4	76	0.2	7	1.1	62	0.7	571	1.0	3	0.3	71	0.5	460	0.5
	More than 30 hours	1	0.3	15	0.3	114	0.4	4	0.6	89	1.0	784	1.3	4	0.4	73	0.5	654	0.7
	Total	328	100.0	5396	100.0	30535	100.0	638	100.0	8947	100.0	59206	100.0	957	100.0	14340	100.0	89664	100.0
10d. Providing care for dependents living with you (parents, children, spouse, etc.)	None	162	49.7	2282	42.4	12302	40.4	370	58.1	4283	48.0	28518	48.3	498	52.3	6340	44.3	38757	43.4
	1-5 hours	54	16.6	808	15.0	4152	13.6	126	19.8	1600	17.9	9672	16.4	167	17.5	2297	16.1	13065	14.6
	6-10 hours	30	9.2	460	8.5	2274	7.5	42	6.6	823	9.2	4644	7.9	80	8.4	1251	8.7	6754	7.6
	11-20 hours	25	7.7	376	7.0	1960	6.4	30	4.7	551	6.2	3251	5.5	64	6.8	956	6.7	5434	6.1
	21-30 hours	16	4.9	256	4.8	1431	4.7	12	1.9	324	3.6	2093	3.5	38	4.0	625	4.4	3827	4.3
	More than 30 hours	39	12.0	1201	22.3	8327	27.4	57	8.9	1344	15.1	10863	18.4	105	11.0	2836	19.8	21568	24.1
	Total	326	100.0	5383	100.0	30446	100.0	637	100.0	8925	100.0	59041	100.0	953	100.0	14306	100.0	89406	100.0
10e. Commuting to and from classes	None	19	5.8	313	5.8	2003	6.6	29	4.5	538	6.0	3995	6.8	52	5.4	846	5.9	6099	6.8
	1-5 hours	254	77.2	4035	74.9	23008	75.5	412	64.6	5480	61.3	36435	61.6	704	73.4	10072	70.3	62627	69.9
	6-10 hours	43	13.1	710	13.2	3736	12.3	138	21.6	1858	20.8	12040	20.3	150	15.7	2248	15.7	13781	15.4
	11-20 hours	7	2.1	194	3.6	992	3.3	40	6.3	670	7.5	4198	7.1	33	3.4	708	4.9	4254	4.8
	21-30 hours	4	1.2	50	0.9	266	0.9	6	0.9	182	2.0	1074	1.8	11	1.1	186	1.3	1094	1.2
	More than 30 hours	2	0.6	85	1.6	481	1.6	13	2.0	208	2.3	1427	2.4	10	1.0	260	1.8	1703	1.9
	Total	329	100.0	5387	100.0	30486	100.0	638	100.0	8936	100.0	59169	100.0	959	100.0	14320	100.0	89559	100.0
11a. Other students	Unfriendly,unsupportive, sense of alienation	2	0.6	61	1.1	305	1.0	9	1.4	99	1.1	580	1.0	8	0.8	163	1.1	893	1.0
	2	10	3.0	132	2.4	636	2.1	14	2.2	222	2.5	1184	2.0	27	2.8	352	2.4	1834	2.0
	3	18	5.5	282	5.2	1423	4.6	39	6.1	452	5.0	2656	4.5	54	5.6	738	5.1	4099	4.6
	4	72	21.8	1048	19.4	5356	17.5	134	20.9	1550	17.3	9105	15.3	207	21.5	2682	18.6	14959	16.6
	5	66	20.0	1244	23.0	6863	22.4	166	25.9	2083	23.2	13140	22.1	210	21.8	3323	23.1	20057	22.3
	6	92	27.9	1406	26.0	8188	26.7	172	26.9	2431	27.1	16915	28.5	265	27.6	3791	26.4	24642	27.4
	Friendly,supportive, sense of belonging	70	21.2	1241	22.9	7858	25.7	106	16.6	2138	23.8	15794	26.6	191	19.8	3339	23.2	23443	26.1
	Total	330	100.0	5414	100.0	30629	100.0	640	100.0	8975	100.0	59374	100.0	962	100.0	14388	100.0	89926	100.0

\* Data was weighted according to the full-time/part-time population data from IPEDS.

\*Regarding Blank Cells: Please see Table 1 for unweighted sample and population values.

# CCSSE 2004 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
11b. Instructors	Unavailable,unhelpful, unsympathetic	0	0.0	35	0.6	223	0.7	5	0.8	72	0.8	444	0.7	2	0.2	100	0.7	660	0.7
	2	5	1.5	97	1.8	452	1.5	11	1.7	140	1.6	967	1.6	15	1.6	245	1.7	1383	1.5
	3	11	3.3	226	4.2	1142	3.7	30	4.7	382	4.3	2424	4.1	36	3.7	604	4.2	3464	3.9
	4	38	11.5	730	13.5	3670	12.0	91	14.2	1311	14.6	7962	13.4	119	12.3	2002	13.9	11234	12.5
	5	64	19.4	1135	21.0	6180	20.2	151	23.6	2194	24.5	13757	23.2	199	20.7	3183	22.1	19192	21.3
	6	110	33.3	1696	31.3	9477	30.9	225	35.2	2820	31.4	19042	32.1	326	33.9	4505	31.3	28177	31.3
	Available,helpful, sympathetic	102	30.9	1495	27.6	9496	31.0	127	19.8	2053	22.9	14767	24.9	265	27.5	3748	26.0	25830	28.7
Total		330	100.0	5414	100.0	30640	100.0	640	100.0	8972	100.0	59363	100.0	962	100.0	14387	100.0	89940	100.0
11c. Administrative personnel and offices	Unhelpful,inconsiderate, rigid	14	4.3	223	4.1	1031	3.4	29	4.5	458	5.1	2245	3.8	42	4.4	639	4.4	3125	3.5
	2	12	3.7	344	6.4	1603	5.2	39	6.1	601	6.7	3161	5.3	42	4.4	927	6.5	4716	5.3
	3	34	10.4	554	10.2	2663	8.7	75	11.8	966	10.8	5425	9.1	103	10.8	1497	10.4	7909	8.8
	4	83	25.3	1224	22.6	6524	21.4	164	25.7	2052	22.9	12079	20.4	243	25.4	3267	22.7	18766	20.9
	5	70	21.3	1241	23.0	6680	21.9	139	21.8	1880	21.0	13257	22.4	206	21.5	3203	22.3	19816	22.1
	6	64	19.5	1071	19.8	6662	21.8	120	18.8	1784	19.9	13247	22.3	185	19.3	2852	19.9	19794	22.1
	Helpful,considerate, flexible	51	15.5	749	13.9	5391	17.6	72	11.3	1214	13.6	9898	16.7	136	14.2	1976	13.8	15631	17.4
Total		328	100.0	5406	100.0	30554	100.0	638	100.0	8955	100.0	59312	100.0	957	100.0	14363	100.0	89757	100.0
12a. Acquiring a broad general education	Very little	32	9.7	403	7.4	2238	7.3	19	3.0	292	3.3	2035	3.4	74	7.7	875	6.1	5258	5.9
	Some	93	28.2	1436	26.5	8314	27.2	118	18.5	1832	20.4	12359	20.8	243	25.2	3521	24.5	22346	24.9
	Quite a bit	117	35.5	2182	40.3	12337	40.4	270	42.3	3929	43.8	26668	44.9	361	37.5	5965	41.5	37783	42.1
	Very much	88	26.7	1389	25.7	7646	25.0	232	36.3	2916	32.5	18268	30.8	285	29.6	4016	27.9	24351	27.1
	Total	330	100.0	5410	100.0	30535	100.0	639	100.0	8969	100.0	59330	100.0	962	100.0	14377	100.0	89738	100.0
12b. Acquiring job or work-related knowledge and skills	Very little	81	24.5	1253	23.2	6694	22.0	144	22.6	1695	18.9	9995	16.9	230	23.9	3136	21.8	17796	19.9
	Some	109	33.0	1710	31.6	9419	30.9	244	38.2	2818	31.5	18383	31.0	333	34.6	4546	31.7	27680	30.9
	Quite a bit	78	23.6	1489	27.6	8601	28.2	153	24.0	2751	30.8	18336	31.0	228	23.7	4096	28.5	26302	29.4
	Very much	62	18.8	952	17.6	5763	18.9	97	15.2	1681	18.8	12511	21.1	170	17.7	2576	17.9	17805	19.9
	Total	330	100.0	5404	100.0	30477	100.0	638	100.0	8945	100.0	59225	100.0	962	100.0	14354	100.0	89585	100.0
12c. Writing clearly and effectively	Very little	65	19.8	803	14.9	4728	15.5	60	9.4	703	7.9	4734	8.0	159	16.6	1796	12.5	11389	12.7
	Some	104	31.6	1610	29.8	9475	31.1	187	29.2	2321	25.9	16738	28.3	297	30.9	4097	28.6	26990	30.1
	Quite a bit	111	33.7	1974	36.6	10832	35.5	257	40.2	3598	40.2	24223	40.9	343	35.7	5420	37.8	33668	37.6
	Very much	49	14.9	1007	18.7	5442	17.9	136	21.3	2326	26.0	13537	22.9	162	16.8	3026	21.1	17539	19.6
	Total	329	100.0	5394	100.0	30477	100.0	640	100.0	8948	100.0	59232	100.0	960	100.0	14338	100.0	89587	100.0
12d. Speaking clearly and effectively	Very little	70	21.3	954	17.7	5642	18.5	78	12.2	969	10.8	6769	11.4	178	18.5	2202	15.3	14193	15.8
	Some	100	30.4	1722	31.9	9995	32.8	200	31.3	2568	28.7	17977	30.3	294	30.7	4427	30.8	28662	32.0
	Quite a bit	116	35.3	1816	33.6	9923	32.6	239	37.4	3328	37.2	22251	37.6	345	35.9	5002	34.9	30880	34.5
	Very much	43	13.1	908	16.8	4894	16.1	122	19.1	2087	23.3	12255	20.7	143	14.9	2720	19.0	15814	17.7
	Total	329	100.0	5400	100.0	30454	100.0	639	100.0	8952	100.0	59252	100.0	960	100.0	14351	100.0	89549	100.0
12e. Thinking critically and analytically	Very little	39	11.9	479	8.9	2713	8.9	32	5.0	473	5.3	3106	5.2	94	9.8	1107	7.7	6739	7.5
	Some	85	26.0	1531	28.4	8822	29.0	177	27.8	2206	24.6	14889	25.1	253	26.5	3889	27.2	24713	27.6
	Quite a bit	136	41.6	2240	41.6	12440	40.9	266	41.8	3815	42.6	25432	43.0	398	41.6	6006	41.9	37254	41.6
	Very much	67	20.5	1134	21.1	6446	21.2	162	25.4	2460	27.5	15780	26.7	210	22.0	3322	23.2	20757	23.2
	Total	327	100.0	5384	100.0	30421	100.0	637	100.0	8954	100.0	59207	100.0	955	100.0	14324	100.0	89464	100.0
12f. Solving numerical problems	Very little	80	24.3	1142	21.2	6429	21.2	98	15.4	945	10.6	6666	11.3	207	21.6	2536	17.7	15564	17.4
	Some	113	34.3	1535	28.5	8944	29.4	178	28.0	2511	28.1	17496	29.6	311	32.4	4057	28.3	26427	29.6
	Quite a bit	95	28.9	1693	31.4	9498	31.3	238	37.5	3356	37.5	21927	37.0	302	31.5	4791	33.5	29920	33.5
	Very much	41	12.5	1014	18.8	5516	18.2	121	19.1	2137	23.9	13113	22.1	139	14.5	2937	20.5	17498	19.6
	Total	329	100.0	5384	100.0	30387	100.0	635	100.0	8949	100.0	59202	100.0	958	100.0	14321	100.0	89409	100.0
12g. Using computing and information technology	Very little	90	27.4	953	17.7	5767	19.0	118	18.6	871	9.7	6206	10.5	237	24.7	2157	15.1	14047	15.7
	Some	102	31.1	1549	28.8	8751	28.8	200	31.4	2393	26.7	15909	26.9	298	31.2	4025	28.1	25104	28.1
	Quite a bit	83	25.3	1670	31.0	9156	30.1	187	29.4	3008	33.6	20251	34.2	254	26.6	4567	31.9	28373	31.7
	Very much	53	16.2	1215	22.6	6704	22.1	131	20.6	2674	29.9	16850	28.5	167	17.5	3574	25.0	21875	24.5
	Total	328	100.0	5387	100.0	30378	100.0	636	100.0	8946	100.0	59216	100.0	957	100.0	14324	100.0	89399	100.0
12h. Working effectively with others	Very little	40	12.1	771	14.3	4004	13.1	72	11.3	781	8.7	4760	8.0	114	11.9	1778	12.4	9996	11.2
	Some	125	37.9	1878	34.8	10535	34.6	247	38.8	2773	31.0	18394	31.1	367	38.2	4813	33.6	29753	33.2
	Quite a bit	109	33.0	1850	34.3	10513	34.5	213	33.4	3392	37.9	22648	38.2	319	33.2	5095	35.6	32234	36.0
	Very much	56	17.0	895	16.6	5427	17.8	105	16.5	1993	22.3	13428	22.7	162	16.8	2645	18.5	17595	19.6
	Total	330	100.0	5394	100.0	30479	100.0	637	100.0	8939	100.0	59230	100.0	961	100.0	14332	100.0	89579	100.0

\* Data was weighted according to the full-time/part-time population data from IPEDS.

\*Regarding Blank Cells: Please see Table 1 for unweighted sample and population values.

# CCSSE 2004 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
12i. Learning effectively on your own	Very little	33	10.0	446	8.3	2519	8.3	46	7.2	584	6.5	3703	6.3	88	9.2	1107	7.7	6706	7.5
	Some	91	27.7	1464	27.1	8229	27.0	157	24.7	2079	23.3	14492	24.5	256	26.8	3708	25.9	23376	26.1
	Quite a bit	121	36.8	2180	40.4	12373	40.6	272	42.8	3600	40.3	24311	41.1	370	38.6	5783	40.3	36558	40.8
	Very much	84	25.5	1305	24.2	7370	24.2	161	25.3	2676	29.9	16706	28.2	244	25.5	3736	26.1	22953	25.6
	Total	329	100.0	5395	100.0	30491	100.0	636	100.0	8939	100.0	59212	100.0	959	100.0	14334	100.0	89593	100.0
12j. Understanding yourself	Very little	65	19.8	1082	20.1	6115	20.1	132	20.7	1395	15.6	9288	15.7	192	20.1	2660	18.6	16453	18.4
	Some	101	30.7	1676	31.1	9642	31.7	176	27.6	2541	28.4	17556	29.7	285	29.8	4332	30.2	27819	31.1
	Quite a bit	100	30.4	1636	30.4	8986	29.6	196	30.8	2810	31.4	18854	31.9	293	30.5	4401	30.7	27204	30.4
	Very much	63	19.1	996	18.5	5664	18.6	133	20.9	2191	24.5	13465	22.8	189	19.7	2931	20.5	17938	20.1
	Total	329	100.0	5390	100.0	30407	100.0	637	100.0	8937	100.0	59163	100.0	959	100.0	14324	100.0	89414	100.0
12k. Understanding people of other racial and ethnic backgrounds	Very little	87	26.8	1406	26.1	8496	28.0	133	21.0	1635	18.3	12038	20.4	237	25.0	3364	23.5	22514	25.2
	Some	119	36.6	1850	34.4	10549	34.7	208	32.8	2847	31.9	20240	34.2	337	35.5	4803	33.6	30961	34.7
	Quite a bit	71	21.8	1364	25.3	7271	23.9	182	28.7	2641	29.6	16529	28.0	227	23.9	3829	26.8	22678	25.4
	Very much	48	14.8	765	14.2	4046	13.3	111	17.5	1805	20.2	10295	17.4	148	15.6	2315	16.2	13150	14.7
	Total	325	100.0	5385	100.0	30362	100.0	634	100.0	8928	100.0	59102	100.0	950	100.0	14311	100.0	89303	100.0
12l. Developing a personal code of values and ethics	Very little	93	28.7	1624	30.2	9132	30.1	189	29.7	1947	21.8	13153	22.2	275	29.0	3912	27.4	24160	27.0
	Some	132	40.7	1778	33.0	10253	33.7	216	34.0	2955	33.1	20007	33.8	367	38.7	4743	33.2	30306	33.9
	Quite a bit	62	19.1	1314	24.4	7177	23.6	147	23.1	2449	27.5	16330	27.6	193	20.4	3635	25.4	22467	25.1
	Very much	37	11.4	664	12.3	3820	12.6	84	13.2	1570	17.6	9626	16.3	114	12.0	2009	14.0	12413	13.9
	Total	324	100.0	5380	100.0	30382	100.0	636	100.0	8921	100.0	59116	100.0	948	100.0	14298	100.0	89346	100.0
12m. Contributing to the welfare of your community	Very little	144	44.2	2368	44.1	13205	43.6	287	45.3	3382	37.9	21480	36.4	424	44.5	6002	42.0	36324	40.7
	Some	118	36.2	1779	33.1	10208	33.7	210	33.2	3078	34.5	21397	36.2	336	35.3	4809	33.7	31000	34.8
	Quite a bit	39	12.0	821	15.3	4647	15.3	97	15.3	1652	18.5	10872	18.4	124	13.0	2329	16.3	14719	16.5
	Very much	25	7.7	402	7.5	2252	7.4	39	6.2	812	9.1	5324	9.0	69	7.2	1143	8.0	7141	8.0
	Total	326	100.0	5370	100.0	30312	100.0	633	100.0	8924	100.0	59073	100.0	951	100.0	14282	100.0	89185	100.0
12n. Developing clearer career goals	Very little	72	22.0	1043	19.4	6127	20.1	116	18.3	1266	14.2	8191	13.8	199	20.9	2526	17.6	15786	17.6
	Some	97	29.7	1655	30.7	9426	31.0	183	28.9	2467	27.6	16604	28.0	281	29.4	4252	29.7	26760	29.9
	Quite a bit	94	28.7	1641	30.5	9004	29.6	195	30.8	2945	32.9	19734	33.3	280	29.4	4480	31.3	27838	31.1
	Very much	64	19.6	1050	19.5	5860	19.3	139	22.0	2265	25.3	14678	24.8	193	20.3	3068	21.4	19077	21.3
	Total	327	100.0	5389	100.0	30417	100.0	633	100.0	8943	100.0	59207	100.0	953	100.0	14326	100.0	89462	100.0
12o. Gaining information about career opportunities	Very little	81	24.6	1260	23.3	7571	24.9	151	23.7	1528	17.1	10126	17.1	233	24.4	3046	21.2	19504	21.8
	Some	107	32.5	1685	31.2	9698	31.8	210	33.0	2559	28.6	17613	29.7	313	32.7	4358	30.4	27839	31.1
	Quite a bit	75	22.8	1529	28.3	8047	26.4	170	26.7	2806	31.3	18260	30.8	230	24.0	4203	29.3	25234	28.2
	Very much	66	20.1	924	17.1	5141	16.9	105	16.5	2066	23.1	13281	22.4	182	19.0	2744	19.1	16999	19.0
	Total	329	100.0	5398	100.0	30457	100.0	636	100.0	8959	100.0	59280	100.0	959	100.0	14351	100.0	89578	100.0
13a1. Frequency: Academic advising/planning	Do not know/N.A.	72	22.1	595	11.2	3565	11.8	61	9.8	585	6.6	3862	6.6	174	18.4	1370	9.7	8757	9.9
	Rarely/never	126	38.7	2074	39.2	11453	38.0	224	35.9	3043	34.5	18990	32.3	358	37.8	5296	37.6	31757	35.8
	Sometimes	106	32.5	2114	39.9	12107	40.1	255	40.9	3932	44.6	27155	46.2	332	35.0	5846	41.5	37671	42.4
	Often	22	6.7	513	9.7	3046	10.1	84	13.5	1261	14.3	8725	14.9	83	8.8	1585	11.2	10560	11.9
	Total	326	100.0	5296	100.0	30171	100.0	624	100.0	8821	100.0	58732	100.0	947	100.0	14097	100.0	88744	100.0
13b1. Frequency: Career counseling	Do not know/N.A.	82	25.2	1176	22.3	7073	23.5	90	14.5	1523	17.4	10488	17.9	208	21.9	2907	20.7	18929	21.4
	Rarely/never	153	46.9	2542	48.2	14710	49.0	298	48.0	4237	48.4	28848	49.3	447	47.2	6768	48.3	43386	49.1
	Sometimes	71	21.8	1289	24.5	6812	22.7	183	29.5	2364	27.0	15174	25.9	228	24.1	3541	25.3	21171	24.0
	Often	20	6.1	262	5.0	1451	4.8	50	8.1	634	7.2	3968	6.8	63	6.7	800	5.7	4893	5.5
	Total	326	100.0	5269	100.0	30046	100.0	621	100.0	8758	100.0	58478	100.0	946	100.0	14015	100.0	88379	100.0
13c1. Frequency: Job placement assistance	Do not know/N.A.	148	45.8	2464	47.1	13932	46.7	266	43.3	3571	41.2	23405	40.3	422	45.1	6283	45.2	38880	44.3
	Rarely/never	151	46.7	2292	43.8	13247	44.4	314	51.1	3902	45.0	26788	46.1	450	48.1	6138	44.1	39483	45.0
	Sometimes	16	5.0	385	7.4	2093	7.0	29	4.7	925	10.7	6026	10.4	46	4.9	1179	8.5	7320	8.3
	Often	8	2.5	91	1.7	547	1.8	5	0.8	280	3.2	1829	3.2	19	2.0	308	2.2	2061	2.3
	Total	323	100.0	5232	100.0	29819	100.0	614	100.0	8678	100.0	58048	100.0	936	100.0	13908	100.0	87745	100.0
13d1. Frequency: Peer or other tutoring	Do not know/N.A.	112	34.8	1779	34.1	10092	34.0	152	24.7	2261	26.2	15087	26.0	297	31.7	4374	31.6	27180	31.1
	Rarely/never	165	51.2	2253	43.2	13118	44.1	316	51.4	3653	42.3	26050	45.0	479	51.3	5941	42.9	38899	44.5
	Sometimes	38	11.8	892	17.1	4759	16.0	102	16.6	1884	21.8	11902	20.5	124	13.2	2576	18.6	15483	17.7
	Often	7	2.2	286	5.5	1750	5.9	45	7.3	833	9.7	4905	8.5	35	3.7	951	6.9	5943	6.8
	Total	322	100.0	5210	100.0	29719	100.0	615	100.0	8631	100.0	57944	100.0	935	100.0	13843	100.0	87504	100.0
13e1. Frequency: Skill labs (writing, math, etc.)	Do not know/N.A.	95	29.3	1352	25.9	8350	28.1	106	17.3	1607	18.6	11415	19.8	241	25.7	3256	23.5	21747	24.9
	Rarely/never	128	39.5	1892	36.3	10852	36.6	239	38.9	2837	32.8	19766	34.2	369	39.3	4856	35.0	31132	35.6
	Sometimes	68	21.0	1235	23.7	6677	22.5	159	25.9	2407	27.9	16000	27.7	211	22.5	3471	25.0	21437	24.5
	Often	33	10.2	736	14.1	3804	12.8	110	17.9	1788	20.7	10616	18.4	117	12.5	2273	16.4	13026	14.9
	Total	324	100.0	5215	100.0	29683	100.0	614	100.0	8639	100.0	57797	100.0	938	100.0	13857	100.0	87341	100.0

\* Data was weighted according to the full-time/part-time population data from IPEDS.

\*Regarding Blank Cells: Please see Table 1 for unweighted sample and population values.

**CCSSE 2004 Frequency Distributions**

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
13f1. Frequency: Child care	Do not know/N.A.	210	65.2	3298	63.3	18080	60.9	372	60.4	5354	62.0	34497	59.7	596	63.8	8714	62.9	52814	60.5
	Rarely/never	102	31.7	1686	32.3	10331	34.8	227	36.9	2790	32.3	19931	34.5	311	33.2	4470	32.3	30235	34.6
	Sometimes	6	1.9	149	2.9	725	2.4	8	1.3	295	3.4	1791	3.1	16	1.7	421	3.0	2393	2.7
	Often	4	1.2	81	1.6	550	1.9	9	1.5	192	2.2	1562	2.7	12	1.3	245	1.8	1911	2.2
	Total	322	100.0	5214	100.0	29686	100.0	616	100.0	8631	100.0	57781	100.0	935	100.0	13851	100.0	87354	100.0
13g1. Frequency: Financial aid advising	Do not know/N.A.	137	42.5	1698	32.5	9238	31.1	208	33.8	1998	23.1	11713	20.2	373	39.9	4081	29.4	23451	26.8
	Rarely/never	123	38.2	1764	33.8	9742	32.8	241	39.1	2404	27.8	16363	28.3	360	38.5	4411	31.8	27068	30.9
	Sometimes	40	12.4	1041	20.0	6371	21.4	96	15.6	2334	27.0	16876	29.1	125	13.4	3095	22.3	21543	24.6
	Often	22	6.8	715	13.7	4358	14.7	71	11.5	1909	22.1	12953	22.4	77	8.2	2278	16.4	15397	17.6
	Total	322	100.0	5218	100.0	29709	100.0	616	100.0	8645	100.0	57905	100.0	935	100.0	13864	100.0	87458	100.0
13h1. Frequency: Computer lab	Do not know/N.A.	103	32.0	995	19.0	6026	20.2	82	13.4	780	9.0	5360	9.3	246	26.4	2194	15.8	14113	16.1
	Rarely/never	100	31.1	1413	26.9	8352	28.0	173	28.2	1621	18.7	11348	19.6	282	30.2	3375	24.2	21768	24.8
	Sometimes	65	20.2	1494	28.5	8375	28.1	174	28.4	2724	31.5	17905	30.9	212	22.7	4096	29.4	25577	29.2
	Often	54	16.8	1348	25.7	7047	23.6	184	30.0	3531	40.8	23314	40.2	194	20.8	4263	30.6	26181	29.9
	Total	322	100.0	5250	100.0	29800	100.0	613	100.0	8656	100.0	57927	100.0	934	100.0	13927	100.0	87638	100.0
13i1. Frequency: Student organizations	Do not know/N.A.	157	49.2	2469	47.6	14015	47.4	253	42.0	3324	38.7	20897	36.3	434	47.0	6157	44.7	37592	43.2
	Rarely/never	134	42.0	2148	41.4	12359	41.8	286	47.4	3625	42.2	24704	42.9	403	43.6	5737	41.6	36672	42.1
	Sometimes	20	6.3	424	8.2	2461	8.3	51	8.5	1133	13.2	8247	14.3	64	6.9	1357	9.8	9280	10.7
	Often	8	2.5	146	2.8	741	2.5	13	2.2	510	5.9	3695	6.4	22	2.4	533	3.9	3473	4.0
	Total	319	100.0	5187	100.0	29576	100.0	603	100.0	8592	100.0	57543	100.0	923	100.0	13784	100.0	87016	100.0
13j1. Frequency: Transfer credit assistance	Do not know/N.A.	130	40.0	2038	38.9	11849	39.8	145	23.7	3029	35.0	20008	34.5	330	35.2	5240	37.7	33251	37.9
	Rarely/never	117	36.0	1879	35.9	10474	35.1	209	34.2	2921	33.7	19956	34.4	333	35.5	4886	35.1	30512	34.8
	Sometimes	65	20.0	1007	19.2	5738	19.3	171	28.0	1894	21.9	12956	22.3	210	22.4	2790	20.1	17864	20.4
	Often	13	4.0	313	6.0	1740	5.8	86	14.1	813	9.4	5081	8.8	66	7.0	989	7.1	6046	6.9
	Total	325	100.0	5237	100.0	29801	100.0	611	100.0	8657	100.0	58001	100.0	939	100.0	13904	100.0	87674	100.0
13k1. Frequency: Services to students with disabilities	Do not know/N.A.	194	59.7	3336	63.7	18689	62.6	362	59.0	5256	60.7	35059	60.3	559	59.5	8723	62.7	54242	61.8
	Rarely/never	99	30.5	1534	29.3	9079	30.4	200	32.6	2527	29.2	17564	30.2	292	31.1	4064	29.2	26591	30.3
	Sometimes	18	5.5	207	4.0	1162	3.9	30	4.9	477	5.5	3136	5.4	50	5.3	625	4.5	3959	4.5
	Often	14	4.3	161	3.1	907	3.0	22	3.6	400	4.6	2347	4.0	38	4.1	497	3.6	3008	3.4
	Total	325	100.0	5238	100.0	29837	100.0	614	100.0	8660	100.0	58106	100.0	940	100.0	13908	100.0	87800	100.0
13a2. Satisfaction: Academic advising/planning	N.A.	111	35.2	1136	22.1	6523	22.3	128	20.8	1199	14.0	7583	13.2	284	30.8	2658	19.4	16287	18.8
	Not at all	28	8.9	603	11.7	3146	10.7	73	11.9	1093	12.7	6298	10.9	90	9.8	1654	12.1	9298	10.7
	Somewhat	110	34.9	2244	43.7	12425	42.4	292	47.6	4138	48.3	27205	47.3	357	38.8	6187	45.2	38313	44.3
	Very	66	21.0	1149	22.4	7199	24.6	121	19.7	2146	25.0	16434	28.6	189	20.6	3178	23.2	22617	26.1
	Total	315	100.0	5132	100.0	29293	100.0	614	100.0	8576	100.0	57520	100.0	920	100.0	13677	100.0	86514	100.0
13b2. Satisfaction: Career Counseling	N.A.	148	47.3	2144	42.3	12543	43.4	214	35.4	2909	34.3	20182	35.4	398	43.7	5365	39.7	34455	40.3
	Not at all	37	11.8	700	13.8	3872	13.4	89	14.7	1246	14.7	8253	14.5	116	12.7	1902	14.1	11733	13.7
	Somewhat	74	23.6	1506	29.7	8289	28.7	198	32.7	2850	33.6	18627	32.7	241	26.4	4183	30.9	25913	30.3
	Very	54	17.3	722	14.2	4212	14.6	104	17.2	1470	17.3	9969	17.5	157	17.2	2066	15.3	13450	15.7
	Total	313	100.0	5072	100.0	28916	100.0	605	100.0	8475	100.0	57031	100.0	912	100.0	13516	100.0	85551	100.0
13c2. Satisfaction: Job placement assistance	N.A.	224	72.3	3356	67.1	19249	67.5	418	70.1	4999	59.8	33233	59.0	646	71.6	8624	64.7	54197	64.2
	Not at all	33	10.6	664	13.3	3906	13.7	82	13.8	1227	14.7	8374	14.9	104	11.6	1833	13.7	11927	14.1
	Somewhat	34	11.0	729	14.6	3866	13.6	63	10.6	1528	18.3	10356	18.4	98	10.8	2103	15.8	13068	15.5
	Very	19	6.1	254	5.1	1503	5.3	33	5.5	601	7.2	4384	7.8	54	5.9	772	5.8	5272	6.2
	Total	310	100.0	5003	100.0	28524	100.0	596	100.0	8355	100.0	56347	100.0	902	100.0	13332	100.0	84464	100.0
13d2. Satisfaction: Peer or other tutoring	N.A.	199	63.8	2715	54.5	15649	55.0	304	50.8	3625	43.6	25340	45.0	543	59.8	6760	51.0	43190	51.2
	Not at all	26	8.3	516	10.4	2989	10.5	64	10.7	833	10.0	5712	10.2	82	9.0	1362	10.3	8747	10.4
	Somewhat	54	17.3	1069	21.5	5741	20.2	139	23.2	2206	26.6	14518	25.8	173	19.1	3062	23.1	18827	22.3
	Very	33	10.6	681	13.7	4095	14.4	92	15.4	1641	19.8	10683	19.0	109	12.0	2080	15.7	13549	16.1
	Total	312	100.0	4981	100.0	28474	100.0	599	100.0	8305	100.0	56253	100.0	907	100.0	13264	100.0	84313	100.0
13e2. Satisfaction: Skill labs (writing, math, etc.)	N.A.	149	48.5	2085	41.9	12916	45.4	218	36.8	2662	32.0	19259	34.3	402	45.0	5109	38.5	34565	41.0
	Not at all	24	7.8	404	8.1	2288	8.0	46	7.8	632	7.6	4348	7.7	70	7.8	1057	8.0	6679	7.9
	Somewhat	73	23.8	1418	28.5	7533	26.5	191	32.2	2618	31.5	17723	31.6	236	26.3	3901	29.4	24014	28.5
	Very	61	19.9	1075	21.6	5713	20.1	138	23.3	2401	28.9	14839	26.4	187	20.9	3203	24.1	18968	22.5
	Total	307	100.0	4982	100.0	28450	100.0	593	100.0	8313	100.0	56169	100.0	894	100.0	13270	100.0	84226	100.0
13f2. Satisfaction: Child care	N.A.	258	84.0	3944	79.6	22521	79.7	503	84.4	6377	77.5	42792	76.7	754	84.1	10402	78.9	65644	78.5
	Not at all	23	7.5	511	10.3	2857	10.1	44	7.4	850	10.3	5771	10.3	67	7.5	1356	10.3	8538	10.2
	Somewhat	16	5.2	339	6.8	1765	6.2	27	4.5	626	7.6	4422	7.9	45	5.0	936	7.1	5815	7.0
	Very	10	3.3	162	3.3	1109	3.9	22	3.7	376	4.6	2800	5.0	30	3.4	487	3.7	3661	4.4
	Total	307	100.0	4956	100.0	28252	100.0	596	100.0	8229	100.0	55785	100.0	896	100.0	13181	100.0	83658	100.0

\* Data was weighted according to the full-time/part-time population data from IPEDS.

\*Regarding Blank Cells: Please see Table 1 for unweighted sample and population values.

# CCSSE 2004 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
13q2. Satisfaction: Financial aid advising	N.A.	185	61.1	2300	46.2	12567	44.1	287	48.2	2618	31.6	16189	28.8	507	57.1	5481	41.4	32034	38.0
	Not at all	39	12.9	759	15.3	3827	13.4	104	17.5	1316	15.9	7958	14.2	127	14.3	2047	15.5	11495	13.6
	Somewhat	41	13.5	1140	22.9	6288	22.1	110	18.5	2300	27.7	15651	27.9	134	15.1	3247	24.5	20616	24.5
	Very	38	12.5	777	15.6	5785	20.3	94	15.8	2058	24.8	16395	29.2	120	13.5	2473	18.7	20122	23.9
Total		303	100.0	4976	100.0	28467	100.0	595	100.0	8292	100.0	56193	100.0	887	100.0	13248	100.0	84267	100.0
13h2. Satisfaction: Computer lab	N.A.	140	45.0	1477	29.3	8940	31.2	141	23.4	1246	14.9	8443	15.0	349	38.4	3296	24.6	21178	25.0
	Not at all	25	8.0	314	6.2	1729	6.0	27	4.5	393	4.7	2745	4.9	63	7.0	770	5.7	4747	5.6
	Somewhat	61	19.6	1371	27.2	7662	26.8	195	32.3	2419	28.9	16772	29.7	213	23.5	3725	27.8	23649	27.9
	Very	85	27.3	1872	37.2	10280	35.9	240	39.8	4304	51.5	28468	50.5	282	31.1	5599	41.8	35095	41.4
Total		311	100.0	5034	100.0	28611	100.0	603	100.0	8362	100.0	56428	100.0	907	100.0	13389	100.0	84668	100.0
13i2. Satisfaction: Student organizations	N.A.	205	67.2	3331	67.6	19170	68.1	387	65.8	4622	56.2	30069	54.0	593	66.8	8380	63.8	52255	62.6
	Not at all	30	9.8	522	10.6	3037	10.8	64	10.9	969	11.8	6286	11.3	90	10.2	1442	11.0	9146	11.0
	Somewhat	50	16.4	789	16.0	4304	15.3	106	18.0	1841	22.4	13146	23.6	150	16.9	2378	18.1	15442	18.5
	Very	20	6.6	286	5.8	1657	5.9	31	5.3	797	9.7	6180	11.1	55	6.2	933	7.1	6600	7.9
Total		305	100.0	4928	100.0	28168	100.0	588	100.0	8229	100.0	55681	100.0	888	100.0	13132	100.0	83443	100.0
13j2. Satisfaction: Transfer credit assistance	N.A.	172	55.3	2672	53.5	15486	54.3	236	39.5	3881	46.8	26241	46.7	457	50.5	6816	51.3	43422	51.4
	Not at all	31	10.0	583	11.7	3328	11.7	78	13.1	1107	13.3	7150	12.7	99	10.9	1629	12.3	10142	12.0
	Somewhat	80	25.7	1117	22.4	6017	21.1	166	27.8	2065	24.9	14211	25.3	238	26.4	3076	23.2	19142	22.7
	Very	28	9.0	624	12.5	3699	13.0	117	19.6	1242	15.0	8638	15.4	110	12.2	1765	13.3	11705	13.9
Total		311	100.0	4996	100.0	28530	100.0	597	100.0	8295	100.0	56240	100.0	904	100.0	13286	100.0	84411	100.0
13k2. Satisfaction: Services to students with disabilities	N.A.	234	75.5	3817	76.6	21817	76.8	460	77.7	5967	72.2	40517	72.3	685	76.2	9951	75.1	63044	75.0
	Not at all	23	7.4	412	8.3	2335	8.2	49	8.3	684	8.3	4457	7.9	69	7.7	1098	8.3	6804	8.1
	Somewhat	30	9.7	426	8.5	2398	8.4	42	7.1	885	10.7	6032	10.8	80	8.9	1228	9.3	7900	9.4
	Very	23	7.4	331	6.6	1857	6.5	41	6.9	728	8.8	5064	9.0	65	7.3	976	7.4	6345	7.5
Total		310	100.0	4986	100.0	28407	100.0	592	100.0	8264	100.0	56070	100.0	900	100.0	13253	100.0	84093	100.0
13a3. Importance: Academic advising/planning	Not at all	53	17.0	667	13.1	3992	13.7	51	8.3	621	7.3	4287	7.5	131	14.4	1518	11.2	9791	11.4
	Somewhat	90	28.9	1442	28.3	8239	28.4	154	25.2	2407	28.4	16248	28.5	253	27.8	3843	28.4	24439	28.5
	Very	168	54.0	2984	58.6	16826	57.9	406	66.4	5444	64.3	36558	64.0	527	57.8	8194	60.5	51603	60.1
	Total	311	100.0	5093	100.0	29057	100.0	611	100.0	8472	100.0	57093	100.0	911	100.0	13556	100.0	85833	100.0
13b3. Importance: Career counseling	Not at all	71	22.8	1187	23.6	7050	24.6	91	15.0	1411	16.9	9786	17.3	186	20.4	2862	21.4	18529	21.9
	Somewhat	85	27.2	1349	26.9	7908	27.6	170	28.0	2373	28.4	16882	29.9	250	27.5	3655	27.4	24207	28.6
	Very	156	50.0	2485	49.5	13694	47.8	346	57.0	4562	54.7	29741	52.7	475	52.1	6842	51.2	41997	49.6
	Total	312	100.0	5021	100.0	28652	100.0	607	100.0	8346	100.0	56409	100.0	911	100.0	13359	100.0	84733	100.0
13c3. Importance: Job placement assistance	Not at all	119	38.5	1881	38.1	11386	40.4	217	36.3	2653	32.2	17621	31.6	341	37.9	4751	36.1	30930	37.0
	Somewhat	88	28.5	1292	26.2	7104	25.2	209	35.0	2416	29.3	16490	29.6	274	30.5	3580	27.2	22449	26.9
	Very	102	33.0	1762	35.7	9711	34.4	171	28.6	3180	38.6	21584	38.8	285	31.7	4823	36.7	30135	36.1
	Total	309	100.0	4935	100.0	28201	100.0	597	100.0	8249	100.0	55695	100.0	900	100.0	13153	100.0	83514	100.0
13d3. Importance: Peer or other tutoring	Not at all	121	38.8	1661	33.7	9815	34.8	158	26.5	2058	25.0	14611	26.2	318	35.1	4047	30.9	26411	31.6
	Somewhat	99	31.7	1444	29.3	7997	28.4	200	33.5	2567	31.2	17758	31.9	292	32.3	3935	30.0	24872	29.8
	Very	92	29.5	1817	36.9	10375	36.8	239	40.0	3593	43.7	23328	41.9	296	32.7	5132	39.1	32193	38.6
	Total	312	100.0	4922	100.0	28187	100.0	597	100.0	8218	100.0	55697	100.0	906	100.0	13114	100.0	83475	100.0
13e3. Importance: Skill labs (writing, math, etc.)	Not at all	88	28.8	1316	26.7	8202	29.2	115	19.5	1586	19.3	11329	20.4	231	25.9	3174	24.2	21494	25.8
	Somewhat	100	32.7	1434	29.1	8055	28.7	203	34.4	2442	29.7	17730	32.0	296	33.2	3848	29.3	24987	30.0
	Very	118	38.6	2179	44.2	11843	42.1	272	46.1	4185	51.0	26398	47.6	364	40.8	6101	46.5	36705	44.1
	Total	306	100.0	4929	100.0	28100	100.0	590	100.0	8213	100.0	55457	100.0	891	100.0	13123	100.0	83186	100.0
13f3. Importance: Child care	Not at all	166	54.2	2802	57.6	15870	56.9	310	52.5	4353	53.7	28742	52.3	479	53.7	7292	56.3	45497	55.1
	Somewhat	61	19.9	825	17.0	4458	16.0	116	19.7	1474	18.2	10303	18.7	177	19.9	2256	17.4	14110	17.1
	Very	79	25.8	1236	25.4	7545	27.1	164	27.8	2279	28.1	15939	29.0	235	26.4	3402	26.3	22922	27.8
	Total	306	100.0	4863	100.0	27873	100.0	590	100.0	8106	100.0	54984	100.0	891	100.0	12950	100.0	82529	100.0
13g3. Importance: Financial aid advising	Not at all	104	34.9	1439	29.2	8077	28.7	154	26.0	1572	19.2	9665	17.4	281	32.1	3389	25.8	20216	24.2
	Somewhat	59	19.8	865	17.6	4557	16.2	114	19.3	1308	15.9	9438	17.0	172	19.6	2229	17.0	13767	16.5
	Very	135	45.3	2621	53.2	15527	55.1	324	54.7	5323	64.9	36518	65.7	422	48.2	7493	57.2	49408	59.2
	Total	298	100.0	4925	100.0	28161	100.0	592	100.0	8203	100.0	55621	100.0	876	100.0	13111	100.0	83391	100.0
13h3. Importance: Computer lab	Not at all	93	29.9	995	20.0	6124	21.6	82	13.6	821	9.9	5761	10.3	226	24.9	2207	16.7	14527	17.3
	Somewhat	78	25.1	1233	24.8	6818	24.1	173	28.7	1956	23.6	13452	24.1	237	26.2	3234	24.4	20201	24.1
	Very	140	45.0	2741	55.2	15392	54.3	348	57.7	5516	66.5	36720	65.6	443	48.9	7798	58.9	49155	58.6
	Total	311	100.0	4969	100.0	28334	100.0	603	100.0	8293	100.0	55933	100.0	907	100.0	13239	100.0	83884	100.0
13i3. Importance: Student organizations	Not at all	143	47.0	2262	46.6	13353	48.1	226	39.0	2976	36.7	19816	36.1	394	44.6	5602	43.3	35854	43.5
	Somewhat	102	33.6	1581	32.6	8757	31.5	228	39.3	2970	36.7	20776	37.8	311	35.3	4389	33.9	27927	33.9
	Very	59																	

# CCSSE 2004 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
13j3. Importance: Transfer credit assistance	Not at all	98	31.7	1491	30.2	9001	31.9	91	15.3	1978	24.1	13658	24.6	240	26.7	3706	28.2	24426	29.3
	Somewhat	64	20.7	1043	21.1	5632	20.0	103	17.3	1784	21.7	12072	21.7	177	19.7	2801	21.3	17283	20.7
	Very	147	47.6	2407	48.7	13564	48.1	401	67.4	4447	54.2	29830	53.7	482	53.6	6636	50.5	41713	50.0
	Total	309	100.0	4941	100.0	28197	100.0	595	100.0	8209	100.0	55560	100.0	899	100.0	13143	100.0	83422	100.0
13k3. Importance: Services to students with disabilities	Not at all	122	39.7	2199	44.6	12575	44.7	223	37.6	3142	38.4	20985	37.9	350	39.1	5576	42.6	35012	42.1
	Somewhat	52	16.9	657	13.3	3758	13.4	91	15.3	1172	14.3	8518	15.4	147	16.5	1796	13.7	11803	14.2
	Very	133	43.3	2069	42.0	11774	41.9	279	47.0	3864	47.2	25850	46.7	398	44.5	5726	43.7	36333	43.7
	Total	307	100.0	4925	100.0	28107	100.0	593	100.0	8178	100.0	55353	100.0	894	100.0	13099	100.0	83148	100.0
14a. Working full-time	Not likely	102	30.9	1991	37.0	12078	39.6	260	41.9	3638	40.9	24934	42.1	326	34.2	5470	38.3	36380	40.6
	Somewhat likely	67	20.3	1146	21.3	6466	21.2	141	22.7	1872	21.1	12494	21.1	200	21.0	3030	21.2	18940	21.1
	Likely	60	18.2	1010	18.8	5340	17.5	112	18.0	1559	17.5	10263	17.3	173	18.1	2626	18.4	15683	17.5
	Very likely	101	30.6	1239	23.0	6633	21.7	108	17.4	1820	20.5	11470	19.4	254	26.7	3166	22.2	18629	20.8
	Total	330	100.0	5386	100.0	30517	100.0	621	100.0	8889	100.0	59161	100.0	954	100.0	14293	100.0	89631	100.0
14b. Caring for dependents	Not likely	151	45.9	2603	48.5	14942	49.1	321	51.8	4507	50.9	29347	49.7	453	47.7	7027	49.4	44057	49.3
	Somewhat likely	67	20.4	1189	22.2	6784	22.3	139	22.4	1812	20.5	12917	21.9	200	21.0	3075	21.6	19839	22.2
	Likely	62	18.8	817	15.2	4609	15.1	96	15.5	1475	16.6	9527	16.1	170	17.8	2235	15.7	13914	15.6
	Very likely	49	14.9	755	14.1	4092	13.4	64	10.3	1066	12.0	7263	12.3	129	13.5	1902	13.4	11610	13.0
	Total	329	100.0	5364	100.0	30427	100.0	620	100.0	8860	100.0	59054	100.0	951	100.0	14238	100.0	89420	100.0
14c. Academically unprepared	Not likely	182	55.7	3042	56.9	18050	59.6	319	51.5	4650	52.6	32582	55.3	515	54.4	7866	55.4	51684	58.0
	Somewhat likely	71	21.7	1266	23.7	6826	22.5	182	29.4	2216	25.1	14406	24.5	227	24.0	3433	24.2	20761	23.3
	Likely	49	15.0	662	12.4	3498	11.5	82	13.2	1194	13.5	7607	12.9	137	14.5	1814	12.8	10690	12.0
	Very likely	25	7.6	378	7.1	1921	6.3	36	5.8	774	8.8	4281	7.3	67	7.1	1082	7.6	5947	6.7
	Total	327	100.0	5348	100.0	30295	100.0	619	100.0	8834	100.0	58876	100.0	947	100.0	14195	100.0	89083	100.0
14d. Lack of finances	Not likely	123	37.3	1757	32.7	10017	33.0	246	39.8	2729	30.8	18472	31.3	362	38.0	4564	32.1	28807	32.3
	Somewhat likely	75	22.7	1210	22.6	6809	22.4	145	23.5	1912	21.6	12912	21.9	219	22.9	3166	22.2	19851	22.2
	Likely	60	18.2	989	18.4	5528	18.2	93	15.0	1744	19.7	11151	18.9	164	17.3	2685	18.9	16473	18.4
	Very likely	72	21.8	1409	26.3	8024	26.4	134	21.7	2470	27.9	16457	27.9	207	21.8	3822	26.8	24159	27.1
	Total	330	100.0	5365	100.0	30378	100.0	618	100.0	8855	100.0	58992	100.0	952	100.0	14237	100.0	89290	100.0
14e. Transfer to a 4-year college or university	Not likely	137	42.0	1768	33.0	10964	36.1	100	16.1	2149	24.2	15829	26.8	324	34.2	4294	30.2	29417	32.9
	Somewhat likely	42	12.9	913	17.1	5383	17.7	51	8.2	1354	15.3	9573	16.2	109	11.5	2344	16.5	15326	17.2
	Likely	50	15.3	1026	19.2	5404	17.8	103	16.6	1736	19.6	11178	18.9	149	15.7	2741	19.3	16168	18.1
	Very likely	97	29.8	1643	30.7	8627	28.4	366	59.0	3631	40.9	22515	38.1	364	38.6	4838	34.0	28432	31.8
	Total	326	100.0	5350	100.0	30378	100.0	620	100.0	8870	100.0	59095	100.0	945	100.0	14217	100.0	89344	100.0
15. How supportive are your friends of your attending this college?	Not very	11	3.3	233	4.3	1208	4.0	22	3.5	351	3.9	2403	4.1	32	3.4	602	4.2	3575	4.0
	Somewhat	66	20.1	931	17.3	5432	17.8	115	18.5	1597	17.9	10419	17.6	187	19.6	2499	17.5	15847	17.7
	Quite a bit	91	27.7	1581	29.4	8730	28.6	200	32.3	2587	29.1	17079	28.8	276	29.0	4188	29.3	25715	28.7
	Extremely	161	48.9	2639	49.0	15157	49.7	283	45.6	4366	49.1	29309	49.5	456	48.0	7007	49.0	44531	49.7
	Total	329	100.0	5384	100.0	30527	100.0	620	100.0	8901	100.0	59210	100.0	951	100.0	14296	100.0	89668	100.0
16. How supportive is your immediate family of your attending this college?	Not very	11	3.4	182	3.4	898	3.0	14	2.3	295	3.3	1569	2.7	29	3.0	482	3.4	2521	2.8
	Somewhat	39	11.9	604	11.3	3301	10.8	61	9.9	917	10.3	5472	9.3	107	11.3	1554	10.9	9116	10.2
	Quite a bit	71	21.7	1081	20.1	6340	20.8	142	23.0	1617	18.2	10979	18.6	209	22.1	2781	19.5	17888	20.0
	Extremely	206	63.0	3498	65.2	19899	65.4	401	64.9	6035	68.1	41025	69.5	601	63.6	9426	66.2	59890	67.0
	Total	327	100.0	5365	100.0	30438	100.0	618	100.0	8864	100.0	59045	100.0	946	100.0	14242	100.0	89415	100.0
17a. Complete a certificate program	Not a goal	162	51.3	2926	55.6	16741	56.0	383	62.8	4732	54.3	30932	53.0	504	54.8	7724	55.2	48203	54.8
	Secondary goal	60	19.0	962	18.3	5343	17.9	121	19.8	1706	19.6	11592	19.9	177	19.2	2614	18.7	16371	18.6
	Primary goal	94	29.7	1377	26.2	7785	26.1	106	17.4	2284	26.2	15834	27.1	239	26.0	3654	26.1	23449	26.6
	Total	316	100.0	5265	100.0	29869	100.0	610	100.0	8722	100.0	58358	100.0	920	100.0	13992	100.0	88023	100.0
17b. Obtain an Associate degree	Not a goal	108	34.0	1212	22.9	7410	24.6	206	33.6	1309	14.9	9114	15.5	313	33.8	2842	20.2	18805	21.2
	Secondary goal	89	28.0	1010	19.1	5683	18.9	209	34.0	1822	20.7	12638	21.5	276	29.8	2758	19.6	17608	19.9
	Primary goal	121	38.1	3078	58.1	16987	56.5	199	32.4	5657	64.4	36966	63.0	337	36.3	8487	60.2	52183	58.9
	Total	318	100.0	5300	100.0	30080	100.0	614	100.0	8788	100.0	58718	100.0	926	100.0	14087	100.0	88596	100.0
17c. Transfer to a 4-year college or university	Not a goal	113	35.5	1325	25.0	8902	29.7	55	9.0	1074	12.2	10369	17.7	254	27.5	2927	20.7	22629	25.6
	Secondary goal	58	18.2	1172	22.1	6739	22.4	43	7.0	1572	17.8	11542	19.7	137	14.8	2922	20.7	18930	21.4
	Primary goal	147	46.2	2810	52.9	14377	47.9	515	84.0	6164	70.0	36812	62.7	534	57.7	8263	58.6	46935	53.0
	Total	318	100.0	5307	100.0	30018	100.0	613	100.0	8810	100.0	58723	100.0	926	100.0	14112	100.0	88494	100.0
17d. Obtain or update job-related skills	Not a goal	122	38.4	1837	34.9	10101	33.9	279	46.4	3021	34.8	19670	33.8	375	40.8	4879	34.9	29641	33.7
	Secondary goal	80	25.2	1342	25.5	7808	26.2	179	29.8	2409	27.8	16134	27.7	244	26.5	3663	26.2	23504	26.7
	Primary goal	116	36.5	2081	39.6	11928	40.0	143	23.8	3249	37.4	22403	38.5	301	32.7	5419	38.8	34735	39.5
	Total	318	100.0	5260	100.0	29837	100.0	601	100.0	8679	100.0	58207	100.0	920	100.0	13961	100.0	87880	100.0

\* Data was weighted according to the full-time/part-time population data from IPEDS.

\*Regarding Blank Cells: Please see Table 1 for unweighted sample and population values.

# CCSSE 2004 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
17e. Self-improvement/personal enjoyment	Not a goal	83	25.8	1408	26.6	7783	25.9	188	30.9	2393	27.4	16098	27.5	254	27.3	3783	27.0	23468	26.6
	Secondary goal	99	30.7	1811	34.3	10044	33.5	241	39.6	3120	35.7	21130	36.1	311	33.4	4882	34.8	30463	34.5
	Primary goal	140	43.5	2066	39.1	12178	40.6	180	29.6	3229	36.9	21231	36.3	366	39.3	5372	38.3	34377	38.9
	Total	322	100.0	5285	100.0	30005	100.0	609	100.0	8742	100.0	58459	100.0	932	100.0	14036	100.0	88309	100.0
17f. Change careers	Not a goal	190	59.4	2708	51.2	14952	49.9	470	77.2	5508	63.3	35978	61.6	601	64.7	7754	55.3	48002	54.4
	Secondary goal	38	11.9	891	16.9	5049	16.9	64	10.5	1313	15.1	8677	14.9	106	11.5	2277	16.2	14170	16.1
	Primary goal	92	28.8	1687	31.9	9954	33.2	75	12.3	1881	21.6	13727	23.5	221	23.8	3986	28.4	26016	29.5
	Total	320	100.0	5286	100.0	29955	100.0	609	100.0	8702	100.0	58382	100.0	928	100.0	14017	100.0	88188	100.0
18a. My own income/savings	Not a source	52	16.1	1301	24.5	7993	26.5	180	29.2	3129	35.6	22395	38.2	188	20.1	3981	28.2	27618	31.2
	Minor source	56	17.4	1228	23.1	7228	24.0	182	29.5	2738	31.2	18923	32.3	197	21.1	3642	25.8	24158	27.3
	Major source	214	66.5	2791	52.5	14941	49.5	254	41.2	2911	33.2	17254	29.5	550	58.8	6494	46.0	36873	41.6
	Total	322	100.0	5320	100.0	30162	100.0	616	100.0	8778	100.0	58572	100.0	935	100.0	14117	100.0	88649	100.0
18b. Parent or spouse/significant other's income/savings	Not a source	171	53.3	2986	56.5	17738	59.3	188	30.6	3801	43.4	26745	45.7	433	46.4	7309	52.1	47655	54.1
	Minor source	54	16.8	839	15.9	4629	15.5	126	20.5	1754	20.0	11936	20.4	167	17.9	2428	17.3	15359	17.4
	Major source	96	29.9	1456	27.6	7530	25.2	300	48.9	3199	36.5	19791	33.8	332	35.6	4300	30.6	25114	28.5
	Total	321	100.0	5281	100.0	29897	100.0	614	100.0	8754	100.0	58472	100.0	932	100.0	14036	100.0	88128	100.0
18c. Employer contributions	Not a source	280	87.8	4164	79.3	23515	78.9	560	91.5	7574	87.2	51218	88.3	824	88.9	11426	82.0	72332	82.5
	Minor source	23	7.2	495	9.4	2680	9.0	40	6.5	673	7.8	4187	7.2	65	7.0	1239	8.9	7316	8.3
	Major source	16	5.0	590	11.2	3607	12.1	12	2.0	435	5.0	2628	4.5	38	4.1	1275	9.1	8065	9.2
	Total	319	100.0	5249	100.0	29802	100.0	612	100.0	8682	100.0	58033	100.0	927	100.0	13940	100.0	87712	100.0
18d. Grants & scholarships	Not a source	266	83.4	3734	70.6	19872	66.4	428	69.7	4375	50.0	25224	43.1	736	79.2	8954	63.8	50408	57.1
	Minor source	27	8.5	410	7.8	2429	8.1	65	10.6	905	10.3	6868	11.7	85	9.1	1212	8.6	8527	9.7
	Major source	26	8.2	1142	21.6	7645	25.5	121	19.7	3474	39.7	26435	45.2	108	11.7	3877	27.6	29321	33.2
	Total	319	100.0	5286	100.0	29946	100.0	614	100.0	8754	100.0	58527	100.0	928	100.0	14043	100.0	88255	100.0
18e. Student loans (bank, etc.)	Not a source	300	94.0	4347	82.5	24530	82.1	561	91.5	6504	74.6	42032	72.0	865	93.3	11181	79.9	68475	77.8
	Minor source	9	2.8	341	6.5	1846	6.2	25	4.1	742	8.5	5008	8.6	30	3.2	1004	7.2	6323	7.2
	Major source	10	3.1	581	11.0	3496	11.7	27	4.4	1475	16.9	11328	19.4	33	3.5	1813	13.0	13238	15.0
	Total	319	100.0	5269	100.0	29872	100.0	613	100.0	8721	100.0	58368	100.0	928	100.0	13998	100.0	88035	100.0
18f. Public assistance	Not a source	301	93.8	4848	92.1	27283	91.5	556	90.7	7637	87.6	50802	87.1	865	92.8	12668	90.6	78883	89.7
	Minor source	8	2.5	170	3.2	1023	3.4	18	2.9	448	5.1	3189	5.5	24	2.6	541	3.9	3757	4.3
	Major source	12	3.7	243	4.6	1519	5.1	39	6.4	630	7.2	4341	7.4	42	4.5	770	5.5	5275	6.0
	Total	321	100.0	5261	100.0	29825	100.0	613	100.0	8715	100.0	58332	100.0	932	100.0	13980	100.0	87915	100.0
19. Proprietary (private) school or training program	No response	309	90.9	4902	89.1	28119	90.3	609	94.4	8339	91.5	56093	93.2	906	91.9	13141	89.9	83609	91.6
	Response	31	9.1	599	10.9	3030	9.7	36	5.6	779	8.5	4074	6.8	79	8.1	1478	10.1	7707	8.4
	Total	340	100.0	5501	100.0	31149	100.0	645	100.0	9118	100.0	60167	100.0	985	100.0	14619	100.0	91316	100.0
	Public vocational-technical school	305	89.7	4815	87.5	27517	88.3	609	94.4	8303	91.1	55166	91.7	898	91.1	12961	88.7	81786	89.6
Another community or technical college	Response	35	10.3	686	12.5	3632	11.7	36	5.6	815	8.9	5001	8.3	87	8.9	1658	11.3	9530	10.4
	Total	340	100.0	5501	100.0	31149	100.0	645	100.0	9118	100.0	60167	100.0	985	100.0	14619	100.0	91316	100.0
	No response	234	68.8	4378	79.6	23617	75.8	526	81.6	7833	85.9	50562	84.0	716	72.6	11943	81.7	72118	79.0
	Response	106	31.2	1123	20.4	7532	24.2	119	18.4	1285	14.1	9605	16.0	269	27.4	2676	18.3	19198	21.0
Four year college or university	Total	340	100.0	5501	100.0	31149	100.0	645	100.0	9118	100.0	60167	100.0	985	100.0	14619	100.0	91316	100.0
	No response	256	75.3	3764	68.4	22763	73.1	562	87.1	7288	79.9	50183	83.4	777	78.8	10577	72.4	70490	77.2
	Response	84	24.7	1737	31.6	8386	26.9	83	12.9	1830	20.1	9984	16.6	208	21.2	4042	27.6	20826	22.8
	Total	340	100.0	5501	100.0	31149	100.0	645	100.0	9118	100.0	60167	100.0	985	100.0	14619	100.0	91316	100.0
None	No response	192	56.5	3342	60.8	18066	58.0	255	39.5	4067	44.6	24492	40.7	506	51.4	8094	55.4	46724	51.2
	Response	148	43.5	2159	39.2	13083	42.0	390	60.5	5051	55.4	35675	59.3	479	48.6	6525	44.6	44592	48.8
	Total	340	100.0	5501	100.0	31149	100.0	645	100.0	9118	100.0	60167	100.0	985	100.0	14619	100.0	91316	100.0
	Total	325	100.0	5363	100.0	30430	100.0	614	100.0	8820	100.0	58898	100.0	940	100.0	14214	100.0	89326	100.0
20. When do you plan to take classes at this college again?	I will accomplish my goals this term and will not be returning	29	8.9	509	9.5	2900	9.5	106	17.3	1198	13.6	8365	14.2	107	11.4	1544	10.9	10097	11.3
	I have no current plan to return	12	3.7	242	4.5	1499	4.9	25	4.1	413	4.7	3214	5.5	36	3.8	649	4.6	4617	5.2
	Within the next 12 months	229	70.5	3722	69.4	20750	68.2	391	63.7	5908	67.0	37938	64.4	644	68.4	9753	68.6	59517	66.6
	Uncertain	55	16.9	890	16.6	5281	17.4	92	15.0	1301	14.8	9381	15.9	154	16.3	2268	16.0	15095	16.9
	Total	325	100.0	5363	100.0	30430	100.0	614	100.0	8820	100.0	58898	100.0	940	100.0	14214	100.0	89326	100.0

\* Data was weighted according to the full-time/part-time population data from IPEDS.

\*Regarding Blank Cells: Please see Table 1 for unweighted sample and population values.

### CCSSE 2004 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
21. At this college, in what range is your overall college grade average?	Pass/fail classes only	2	0.6	37	0.7	238	0.8	2	0.3	39	0.4	201	0.3	5	0.5	87	0.6	554	0.6
	Do not have a GPA at this school	11	3.4	160	3.0	960	3.2	9	1.5	141	1.6	791	1.3	26	2.8	359	2.5	2191	2.5
	C- or lower	14	4.3	112	2.1	617	2.0	17	2.8	160	1.8	1059	1.8	36	3.9	283	2.0	1745	2.0
	C	33	10.2	441	8.2	2186	7.2	68	11.1	664	7.5	4325	7.4	98	10.5	1141	8.0	6509	7.3
	B- to C+	52	16.1	963	18.0	5080	16.7	136	22.2	1704	19.3	11776	20.0	168	18.0	2627	18.5	16086	18.0
	B	84	26.1	1226	22.9	6797	22.4	167	27.3	2341	26.5	15381	26.1	247	26.4	3426	24.1	21261	23.8
	A- to B+	67	20.8	1427	26.7	8510	28.0	143	23.4	2570	29.1	17253	29.3	201	21.6	3891	27.4	25334	28.4
	A	59	18.3	983	18.4	5968	19.7	70	11.4	1221	13.8	8057	13.7	152	16.3	2387	16.8	15480	17.4
Total		322	100.0	5349	100.0	30356	100.0	612	100.0	8840	100.0	58843	100.0	933	100.0	14201	100.0	89160	100.0
22. When do you most frequently take classes at this college?	Day classes (morning or afternoon)	185	57.6	2818	53.4	15053	50.1	546	90.1	7452	85.2	50289	86.3	625	67.3	8968	63.9	56608	64.1
	Evening classes	135	42.1	2391	45.3	14662	48.8	59	9.7	1264	14.5	7917	13.6	301	32.4	4922	35.1	31044	35.1
	Weekend classes	1	0.3	70	1.3	344	1.1	1	0.2	26	0.3	97	0.2	2	0.3	136	1.0	683	0.8
Total		321	100.0	5279	100.0	30059	100.0	606	100.0	8742	100.0	58303	100.0	929	100.0	14026	100.0	88335	100.0
23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	None	46	14.2	800	14.9	4658	15.3	35	5.7	917	10.4	5425	9.2	109	11.7	1912	13.4	11573	13.0
	1-14 credits	121	37.5	1878	35.1	11068	36.4	142	23.2	2718	30.7	17443	29.6	310	33.2	4783	33.6	30063	33.7
	15-29 credits	57	17.6	965	18.0	5626	18.5	155	25.4	1977	22.3	13989	23.7	187	20.0	2761	19.4	18279	20.5
	30-44 credits	38	11.8	662	12.4	3599	11.9	119	19.5	1439	16.3	9555	16.2	132	14.1	1930	13.6	12055	13.5
	45-60 credits	30	9.3	533	10.0	2748	9.0	105	17.2	1094	12.4	7892	13.4	109	11.7	1529	10.8	9571	10.7
	Over 60 credits	31	9.6	517	9.7	2671	8.8	55	9.0	701	7.9	4614	7.8	88	9.4	1299	9.1	7679	8.6
	Total	323	100.0	5355	100.0	30370	100.0	611	100.0	8846	100.0	58918	100.0	935	100.0	14214	100.0	89220	100.0
24. None	No response	57	16.8	881	16.0	5200	16.7	98	15.2	1090	12.0	6213	10.3	160	16.3	2149	14.7	12988	14.2
	Response	283	83.2	4620	84.0	25949	83.3	547	84.8	8028	88.0	53954	89.7	825	83.7	12470	85.3	78328	85.8
	Total	340	100.0	5501	100.0	31149	100.0	645	100.0	9118	100.0	60167	100.0	985	100.0	14619	100.0	91316	100.0
High school	No response	332	97.6	5370	97.6	30052	96.5	634	98.3	9004	98.7	59421	98.8	964	97.8	14325	98.0	88844	97.3
	Response	8	2.4	131	2.4	1097	3.5	11	1.7	114	1.3	746	1.2	21	2.2	294	2.0	2472	2.7
	Total	340	100.0	5501	100.0	31149	100.0	645	100.0	9118	100.0	60167	100.0	985	100.0	14619	100.0	91316	100.0
Vocational/technical school	No response	333	97.9	5421	98.5	30792	98.9	641	99.4	9031	99.0	59610	99.1	969	98.4	14433	98.7	90339	98.9
	Response	7	2.1	80	1.5	357	1.1	4	0.6	87	1.0	557	0.9	16	1.6	186	1.3	977	1.1
	Total	340	100.0	5501	100.0	31149	100.0	645	100.0	9118	100.0	60167	100.0	985	100.0	14619	100.0	91316	100.0
Another community or technical college	No response	326	95.9	5392	98.0	30370	97.5	626	97.1	8973	98.4	59132	98.3	948	96.2	14347	98.1	89345	97.8
	Response	14	4.1	109	2.0	779	2.5	19	2.9	145	1.6	1035	1.7	37	3.8	272	1.9	1971	2.2
	Total	340	100.0	5501	100.0	31149	100.0	645	100.0	9118	100.0	60167	100.0	985	100.0	14619	100.0	91316	100.0
4- year college/ university	No response	330	97.1	5185	94.3	29537	94.8	630	97.7	8814	96.7	58692	97.5	958	97.2	13895	95.0	87545	95.9
	Response	10	2.9	316	5.7	1612	5.2	15	2.3	304	3.3	1475	2.5	27	2.8	724	5.0	3771	4.1
	Total	340	100.0	5501	100.0	31149	100.0	645	100.0	9118	100.0	60167	100.0	985	100.0	14619	100.0	91316	100.0
Other	No response	329	96.8	5315	96.6	30031	96.4	621	96.3	8808	96.6	58213	96.8	952	96.6	14122	96.6	88168	96.6
	Response	11	3.2	186	3.4	1118	3.6	24	3.7	310	3.4	1954	3.2	33	3.4	497	3.4	3148	3.4
	Total	340	100.0	5501	100.0	31149	100.0	645	100.0	9118	100.0	60167	100.0	985	100.0	14619	100.0	91316	100.0
25. How many classes are you presently taking at OTHER institutions?	None	256	78.8	4331	80.9	24378	80.1	509	84.3	7562	85.2	50891	86.3	752	80.4	11706	82.3	73755	82.5
	1 class	29	8.9	286	5.3	1837	6.0	25	4.1	187	2.1	1291	2.2	70	7.5	603	4.2	4017	4.5
	2 classes	20	6.2	362	6.8	1996	6.6	9	1.5	137	1.5	889	1.5	45	4.8	720	5.1	4126	4.6
	3 classes	12	3.7	247	4.6	1274	4.2	21	3.5	248	2.8	1300	2.2	34	3.6	574	4.0	3055	3.4
	4 classes or more	8	2.5	128	2.4	944	3.1	40	6.6	737	8.3	4610	7.8	35	3.7	623	4.4	4414	4.9
Total		325	100.0	5354	100.0	30429	100.0	604	100.0	8871	100.0	58981	100.0	936	100.0	14226	100.0	89366	100.0
26. Would you recommend this college to a friend or family member?	Yes	314	97.2	5122	95.8	29024	95.5	581	96.0	8344	94.2	54983	93.3	903	96.9	13533	95.3	84478	94.6
	No	9	2.8	222	4.2	1366	4.5	24	4.0	515	5.8	3945	6.7	29	3.1	668	4.7	4783	5.4
	Total	323	100.0	5344	100.0	30390	100.0	605	100.0	8859	100.0	58928	100.0	932	100.0	14201	100.0	89261	100.0
27. How would you evaluate your entire educational experience at this college?	Poor	1	0.3	63	1.2	364	1.2	8	1.3	109	1.2	852	1.4	6	0.6	168	1.2	1158	1.3
	Fair	36	11.1	675	12.6	3708	12.2	74	12.2	1140	12.8	7497	12.7	107	11.4	1808	12.7	11085	12.4
	Good	173	53.4	3045	56.8	16841	55.3	349	57.6	5028	56.6	33409	56.6	511	54.6	8086	56.7	49836	55.7
	Excellent	114	35.2	1582	29.5	9542	31.3	175	28.9	2611	29.4	17233	29.2	311	33.3	4192	29.4	27333	30.6
Total		324	100.0	5365	100.0	30455	100.0	606	100.0	8888	100.0	58991	100.0	935	100.0	14254	100.0	89412	100.0
28. Do you have children who live with you?	Yes	68	20.9	1668	31.2	11362	37.4	85	14.1	1939	21.9	14820	25.2	177	18.9	3983	28.0	29381	32.9
	No	257	79.1	3677	68.8	19042	62.6	519	85.9	6928	78.1	44077	74.8	759	81.1	10225	72.0	59888	67.1
	Total	325	100.0	5345	100.0	30404	100.0	604	100.0	8867	100.0	58897	100.0	936	100.0	14208	100.0	89268	100.0

\* Data was weighted according to the full-time/part-time population data from IPEDS.

\*Regarding Blank Cells: Please see Table 1 for unweighted sample and population values.

**CCSSE 2004 Frequency Distributions**

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
29. Mark your age group.	18 to 19	56	17.4	729	13.7	4645	15.4	226	37.5	2631	29.7	19594	33.4						
	20 to 21	67	20.8	880	16.5	4500	14.9	197	32.7	2517	28.5	16015	27.3						
	22 to 24	53	16.5	965	18.1	4734	15.7	90	14.9	1462	16.5	7993	13.6						
	25 to 29	36	11.2	919	17.3	4635	15.3	39	6.5	960	10.9	5796	9.9						
	30 to 39	32	9.9	980	18.4	5767	19.1	23	3.8	756	8.5	5524	9.4						
	40 to 49	39	12.1	599	11.3	3931	13.0	19	3.2	394	4.5	2809	4.8						
	50 to 64	32	9.9	224	4.2	1741	5.8	5	0.8	105	1.2	909	1.5						
	65+	7	2.2	28	0.5	260	0.9	4	0.7	19	0.2	77	0.1						
	Total	322	100.0	5324	100.0	30213	100.0	603	100.0	8844	100.0	58717	100.0						
30. Sex:	Male	161	49.7	2164	40.4	11124	36.6	294	48.8	3806	42.9	24565	41.7						
	Female	163	50.3	3190	59.6	19300	63.4	309	51.2	5073	57.1	34387	58.3						
	Total	324	100.0	5354	100.0	30424	100.0	603	100.0	8879	100.0	58952	100.0						
31. Marital status	Yes	91	28.2	1608	30.0	10400	34.2	53	8.8	1276	14.4	9594	16.3	209	22.4	3518	24.7	24652	27.6
	No	232	71.8	3745	70.0	20017	65.8	549	91.2	7599	85.6	49346	83.7	722	77.6	10707	75.3	64662	72.4
	Total	323	100.0	5353	100.0	30417	100.0	602	100.0	8875	100.0	58940	100.0	931	100.0	14226	100.0	89314	100.0
32. Is English your native (first) language?	Yes	271	83.6	4366	81.5	26600	87.4	487	80.5	6908	77.9	51620	87.6	773	82.7	11428	80.3	78481	87.8
	No	53	16.4	993	18.5	3834	12.6	118	19.5	1961	22.1	7339	12.4	162	17.3	2805	19.7	10877	12.2
	Total	324	100.0	5359	100.0	30434	100.0	605	100.0	8869	100.0	58959	100.0	934	100.0	14233	100.0	89358	100.0
33. Are you an international student or foreign national?	Yes	18	5.7	488	9.2	1802	6.0	40	6.6	1126	12.8	4251	7.2						
	No	300	94.3	4838	90.8	28458	94.0	563	93.4	7701	87.2	54446	92.8						
	Total	318	100.0	5326	100.0	30260	100.0	603	100.0	8827	100.0	58697	100.0						
34. What is your racial identification? (Mark only one)	American Indian or other Native American	4	1.3	68	1.3	642	2.1	6	1.0	148	1.7	1448	2.5						
	Asian, Asian American, or Pacific Islander	23	7.3	290	5.5	1350	4.5	62	10.5	585	6.7	2858	4.9						
	Native Hawaiian	1	0.3	9	0.2	164	0.5	0	0.0	26	0.3	354	0.6						
	Black or African American	9	2.8	981	18.5	3695	12.3	21	3.6	1649	18.8	6781	11.6						
	White, Non-Hispanic	197	62.1	2814	53.1	18657	62.1	349	59.2	4424	50.3	36289	62.2						
	Hispanic, Latino, Spanish	60	18.9	887	16.8	4384	14.6	110	18.6	1429	16.3	8168	14.0						
	Other	23	7.3	246	4.6	1145	3.8	42	7.1	531	6.0	2471	4.2						
Total		317	100.0	5295	100.0	30037	100.0	590	100.0	8792	100.0	58369	100.0						
35. What is the highest academic credential you have earned?	None	13	4.2	113	2.2	1128	3.8	13	2.2	133	1.5	1067	1.8	32	3.6	271	1.9	2720	3.1
	High school diploma or GED	193	61.7	3410	65.1	19140	64.4	506	84.5	7204	82.7	48446	83.5	623	68.5	9899	71.0	62752	71.7
	Vocational / technical certificate	24	7.7	521	9.9	3477	11.7	28	4.7	588	6.8	4141	7.1	61	6.8	1234	8.9	8780	10.0
	Associate degree	35	11.2	553	10.6	2920	9.8	28	4.7	489	5.6	3028	5.2	84	9.2	1247	8.9	7106	8.1
	Bachelor's degree	36	11.5	511	9.8	2300	7.7	17	2.8	237	2.7	1071	1.8	81	8.9	1024	7.3	4711	5.4
	Master's / doctoral / professional degree	12	3.8	132	2.5	735	2.5	7	1.2	58	0.7	262	0.5	28	3.0	264	1.9	1451	1.7
	Total	313	100.0	5240	100.0	29700	100.0	599	100.0	8709	100.0	58015	100.0	909	100.0	13940	100.0	87522	100.0

\* Data was weighted according to the full-time/part-time population data from IPEDS.

\*Regarding Blank Cells: Please see Table 1 for unweighted sample and population values.

**CCSSE 2004 Frequency Distributions**

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges		Your College		Other ExLarge Colleges		All Other 2004 Colleges	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
36m. Highest level of education: mother	Not a high school graduate	38	12.6	699	14.1	4233	15.0	71	12.5	892	11.0	6400	11.9	110	12.6	1710	13.0	11383	13.9
	High school diploma or GED	81	26.9	1562	31.5	9921	35.2	101	17.8	2322	28.7	17104	31.9	211	24.2	4008	30.6	28031	34.1
	Some college, did not complete degree	69	22.9	850	17.1	4549	16.1	123	21.7	1384	17.1	9355	17.5	196	22.5	2242	17.1	13671	16.6
	Associate degree	29	9.6	479	9.7	2772	9.8	86	15.1	876	10.8	6277	11.7	98	11.3	1321	10.1	8697	10.6
	Bachelor's degree	36	12.0	697	14.0	3261	11.6	100	17.6	1326	16.4	7446	13.9	119	13.6	1943	14.8	10147	12.3
	Master's degree / First professional	24	8.0	352	7.1	1713	6.1	52	9.2	695	8.6	3684	6.9	72	8.3	995	7.6	5204	6.3
	Doctorate degree	1	0.3	70	1.4	274	1.0	7	1.2	127	1.6	554	1.0	5	0.6	192	1.5	803	1.0
	Unknown	23	7.6	253	5.1	1462	5.2	28	4.9	465	5.7	2762	5.2	59	6.8	697	5.3	4238	5.2
Total		301	100.0	4962	100.0	28185	100.0	568	100.0	8087	100.0	53582	100.0	871	100.0	13109	100.0	82173	100.0
36f. Highest level of education: father	Not a high school graduate	52	17.5	786	15.8	5148	18.1	65	11.4	990	12.2	7722	14.3	135	15.7	1919	14.6	13864	16.7
	High school diploma or GED	61	20.5	1334	26.8	8710	30.7	93	16.3	2139	26.3	16463	30.5	166	19.3	3507	26.6	25466	30.8
	Some college, did not complete degree	57	19.2	729	14.6	4123	14.5	119	20.9	1147	14.1	8101	15.0	170	19.7	1904	14.5	12194	14.7
	Associate degree	23	7.7	336	6.7	1810	6.4	50	8.8	590	7.3	4213	7.8	70	8.1	914	6.9	5751	6.9
	Bachelor's degree	43	14.5	751	15.1	3557	12.5	117	20.6	1380	17.0	7613	14.1	141	16.3	2069	15.7	10774	13.0
	Master's degree / 1st professional	28	9.4	459	9.2	2091	7.4	68	12.0	927	11.4	4397	8.1	88	10.2	1307	9.9	6259	7.6
	Doctorate degree	10	3.4	162	3.3	687	2.4	23	4.0	288	3.5	1268	2.3	31	3.6	442	3.4	1960	2.4
	Unknown	23	7.7	422	8.5	2253	7.9	34	6.0	670	8.2	4288	7.9	62	7.2	1102	8.4	6535	7.9
Total		297	100.0	4979	100.0	28379	100.0	569	100.0	8131	100.0	54065	100.0	863	100.0	13164	100.0	82802	100.0

\* Data was weighted according to the full-time/part-time population data from IPEDS.

\*Regarding Blank Cells: Please see Table 1 for unweighted sample and population values.

## **The Community College Survey of Student Engagement (CCSSE)**

### ***2004 Institutional Report: Benchmarks of Effective Educational Practice***

In 2003, the Community College Survey of Student Engagement (CCSSE) introduced to participating colleges and the public a set of five benchmarks of effective educational practice in community colleges. These benchmarks allowed member institutions, with missions focused on teaching, learning, and student success, to gauge and monitor their performance in areas that are truly central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of other groups of similar colleges.

Community colleges differ significantly — even dramatically — from one another on variables including size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores — especially when making institutional comparisons. Furthermore, the Community College Survey of Student Engagement has adopted an official policy on “Responsible Uses of CCSSE Data.” Please review the policy, which is provided as an appendix to this report.

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#### **CCSSE’S 2004 Benchmarks**

The five benchmarks encompass 38 engagement items from the CCSSE survey that reflect many of the most important aspects of the student experience. These institutional practices and student behaviors are some of the more powerful contributors to effective teaching, learning, student retention, and student success. The benchmarks are briefly described below.

##### ***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 collaboration 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, community, and their personal lives. The seven survey items that contribute to this benchmark are these:

During the current school year, how often have you

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

### ***Student Effort***

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully 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. Associated with this benchmark are eight survey items indicating student behavior in these terms:

During the current school year, how often have you

- ✗ Prepared two or more drafts of a paper or assignment before turning it in
- ✗ Worked on a paper or project that required integrating ideas or information from various sources
- ✗ Come to class without completing readings or assignments (*reverse coded*)
- ✗ Used peer or other tutoring
- ✗ Used skill labs
- ✗ Used a computer lab

During the current school year

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

### ***Academic Challenge***

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten items from *The Community College Student Report* correspond to components of academic challenge including 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. Specifically, Academic Challenge includes the following 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

How much does your coursework at this college emphasize

- ✗ Analyzing the basic elements of an idea, experience, or theory
- ✗ Synthesizing and organizing ideas, information, or experiences in new ways
- ✗ Making judgments about the value or soundness of information, arguments, or methods
- ✗ Applying theories or concepts to practical problems or in new situations
- ✗ Using information you have read or heard to perform a new skill

During the current school year

- ✗ How many assigned textbooks, manuals, books, or book-length packs of course readings did you read
- ✗ How many papers or reports of any length did you write
- ✗ To what extent have your examinations challenged you to do your best work

How much does this college emphasize

- ✗ Encouraging you to spend significant amounts of time studying

### ***Student-Faculty Interaction***

The more contact students have with their teachers, the more likely they are to learn effectively and to 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. The six items used in this benchmark are about students' experience in these areas:

During the current school year, how often have you

- ✗ Used email to communicate with an instructor
- ✗ Discussed grades or assignments with an instructor
- ✗ Talked about career plans with an instructor or advisor
- ✗ Discussed ideas from your readings or classes with instructors outside of class
- ✗ Received prompt feedback (written or oral) from instructors on your performance
- ✗ 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 issues that may affect both learning and retention. The seven survey items contributing to this benchmark include:

How much does this college emphasize

- ✗ Providing the support you need to help you succeed at this college
- ✗ Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- ✗ Helping you cope with your non-academic responsibilities (work, family, etc.)
- ✗ Providing the support you need to thrive socially
- ✗ Providing the financial support you need to afford your education

During the current school year, how often have you

- ✗ Used academic advising/ planning services
- ✗ Used career counseling services

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## **Understanding and Using Benchmarks**

### ***What are benchmark scores?***

Benchmark scores provide a useful way to look at an institution's data by creating groups of conceptually related items that address key areas of student engagement. As described above, these areas are: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. These are five areas that have been shown through research to be important in high-quality educational practice. Through examining empirical results of factor analytic models and with the help of its Technical Advisory Panel, CCSSE grouped together survey items related to each of these areas.

In order to create the benchmark scores, the items associated with a benchmark are first rescaled so that all items are on the same scale (0 to 1). Then the scores are standardized so that respondents' scores have a mean of 50, weighted by full- and part-time attendance status, and a standard deviation of 25. Benchmark scores are then computed by averaging the scores on the associated items.

Rescaling scores increases the value of the scores in the following two ways:

- 1) all of the benchmarks are on the same scale, enabling comparisons across benchmarks; and
- 2) the scores provide information about how an individual institution is doing relative to other institutions.

Having scores on the same scale makes comparisons across benchmarks more meaningful than comparisons using raw scores. The limitation of using raw scores is illustrated by the fact that there are some aspects of student engagement that will nearly always take place with greater frequency than others. For example, students may typically engage in activities such as homework more frequently than they engage in talking with instructors about career plans, so raw scores will always be higher for homework than for talking with instructors. Without knowing what a typical score is for each of these engagement areas, college faculty and staff have little basis for determining where their institutional strengths and weaknesses may lie.

Knowing that all benchmarks are on the same scale makes it immediately obvious that a particular college's scores are either above or below those for other participating schools. Knowing that the mean is at 50 across all students in the sample enhances the score's usefulness for benchmarking, as the score contains information about whether an institution's performance is better or worse than average – and how much better or worse. For example, benchmark scores of 55 on Student Effort and 42 on Student-Faculty Interaction would indicate to a college that the institution is performing relatively better in regard to Student Effort than in regard to Student-Faculty Interaction. Further, the benchmark scores allow the college to understand that the results are above the average for participating institutions on one benchmark and below average on the other. Thus the data may be used both to identify relative strengths and to zero in on areas in which the college may need to improve.

### ***What can a college do with the benchmarks?***

There are a number of ways that college leaders might choose to use the benchmarks and the comparison information provided in this report. Examples are provided below:

**A starting point for understanding your campus findings** — Multiple pages of survey data presented at the individual item level may be daunting. Where does one start when there are over 150 items addressing a variety of topics? The benchmark scores provide a manageable starting point for reviewing and understanding your CCSSE data.

For example, suppose that you have a college mission statement that expresses a commitment to faculty involvement with students. But you note that the college's student-faculty interaction benchmark score is lower than those for the comparison group and for all 2004 participant colleges. Therefore, you decide that this is the area you want to target for improvement. To help you understand more precisely

what the differences are, *CCSSE* suggests that you drill down to the item level, look at the percentage of students responding in each category, and compare the responses to those in your comparison groups. This will allow you to identify the specific items that are problem areas, and then target these areas, creating appropriate initiatives to build student-faculty interaction.

***Understanding the big picture*** — *CCSSE* reports data for important breakout groups for each benchmark, enabling college leaders to review how their colleges are performing overall, by part- and full-time attendance status, and by credit hours earned. This view provides the big picture of student engagement and involvement.

***Talking points*** — Benchmark scores are designed to help colleges investigate student engagement in key areas that — according to research — contribute to effective educational practice (Chickering and Gamson, 1987). Colleges can use these scores to prompt dialogue about effective teaching and learning. Scores likewise can be used to focus attention on programs and policies that may be in need of improvement – and on those worthy of celebration.

***Institutional comparisons*** — Until recently, community and technical colleges have had little opportunity to make valid and appropriate cross-institutional comparisons, particularly with regard to important dimensions of teaching and learning. Many national surveys do not employ strict sampling protocols, thus making comparisons less meaningful and potentially inappropriate. *CCSSE* employs a strict sampling protocol which allows for appropriate cross-institutional comparisons. *CCSSE* controls the sample selection, thereby ensuring that all class sections have equal chances of being selected. What this means is that no college has the opportunity to skew the results by sampling only highly engaging classes — and therefore, every college is on the same playing field.

Colleges can target areas that need improvement both by considering their own institutional aspirations and priorities and by comparing their benchmark scores with groups of similar colleges. After identifying other colleges that are high performers on a particular benchmark, a college can initiate communication to explore the educational practices that may be contributing to enhanced effectiveness at benchmark institutions.

***Subsequent analyses*** — Any or all of the benchmark scores can be used as variables in subsequent analyses using the *CCSSE* student record data for your college, which was provided with your Institutional Report. The benchmark scores can also be used in conjunction with traditional institutional data, such as grades and demographic data, to understand the factors that really matter in student success.

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## **POLICY STATEMENT ON RESPONSIBLE USES OF CCSSE DATA**

In accessing the *CCSSE* database and using the *CCSSE* data search tools, the user agrees to the following *CCSSE* policy positions regarding responsible and appropriate uses of the survey data.

- ✗ *CCSSE* supports uses of survey data for benchmarking effective educational practices, for targeting and monitoring progress in quality improvement, and for public reporting in ways that serve to increase understanding of collegiate quality and to support institutional efforts to improve undergraduate student learning and retention. *CCSSE* especially supports public reporting of student engagement results in ways that enable thoughtful, responsible institutional comparisons while encouraging and celebrating institutional diversity.
- ✗ *CCSSE* does not support the use of student engagement survey results for the purpose of ranking community and technical colleges. Such uses would obscure complex dimensions of institutional performance and student behavior.
- ✗ Because of differences in institutional focus, student characteristics, and resources, comparisons of survey results from two single institutions serve little constructive purpose and may in fact be wholly inappropriate. *CCSSE*'s data search tools therefore provide group comparisons, using aggregated data from at least three institutions.
- ✗ Appropriate interpretation of survey data will take into account the institutional context (mission, size, urbanicity, program mix, and so on) as well as the characteristics of a particular institution's student population – for example, the proportions of full- vs. part-time students, traditional college-age vs. non-traditional-age students, students who are academically under-prepared as they enter the institution, and students with various educational goals.

# Benchmark Reports

This section contains nine reports presenting data for **all students**, for students by **enrollment status** (e.g., part- and full-time), and for students by **credit hour status** (0 to 29 and 30+ credits).

The first report, on page B1, is a **Summary Table** of scores for **all students** on each of the five benchmarks: 1) Active and Collaborative Learning, 2) Student Effort, 3) Academic Challenge, 4) Student-Faculty Interactions, and 5) Support for Learners for your institution, a comparison group, and all CCSSE 2004 colleges.

The **2004 CCSSE Benchmark Deciles Report**, on page B2, highlights the five benchmark deciles for **all students** at your institution. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60<sup>th</sup> percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. Deciles are listed for the entire 2004 participating group of colleges and for each appropriate breakdown according to college size and urbanicity. **To help you gauge your college's performance relative to the comparison groups, the shaded area on the tables indicate the deciles that are less than or equal to your benchmark scores.**

The third report – **Bar Charts and Benchmark Item Composition** - uses bar charts to represent the data provided in the summary table, for **all students** for each benchmark (pp. B3 - B7). In addition, it provides a listing of items from *The Community College Student Report 2004* making up that particular benchmark (e.g., Active and Collaborative Learning).

The next series of reports, found on pages B8 through B14, contain the same reports described above broken down by **enrollment status** for your institution, a comparison group, and all CCSSE 2004 colleges.

The final set of reports, pages B15 through B21, highlight data for all students by **credit hour status** for your institution, a comparison group, and all CCSSE 2004 colleges.

Community College Survey of Student Engagement  
2004 Benchmark Summary Table - All Students  
**Palomar College**

All Students				
Benchmark	Palomar College	Comparison Group Statistics		
			ExLarge Colleges	2004 Colleges
Active and Collaborative Learning	47.0	Benchmark Score	49.0	50.0
		Score Difference	-2.0	-3.0
Student Effort	44.3	Benchmark Score	50.5	50.0
		Score Difference	-6.3	-5.7
Academic Challenge	45.6	Benchmark Score	50.2	50.0
		Score Difference	-4.6	-4.4
Student-Faculty Interaction	45.6	Benchmark Score	49.7	50.0
		Score Difference	-4.1	-4.4
Support for Learners	47.0	Benchmark Score	49.8	50.0
		Score Difference	-2.7	-3.0
		Number of Colleges	17	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.

## 2004 CCSSE Benchmark Deciles

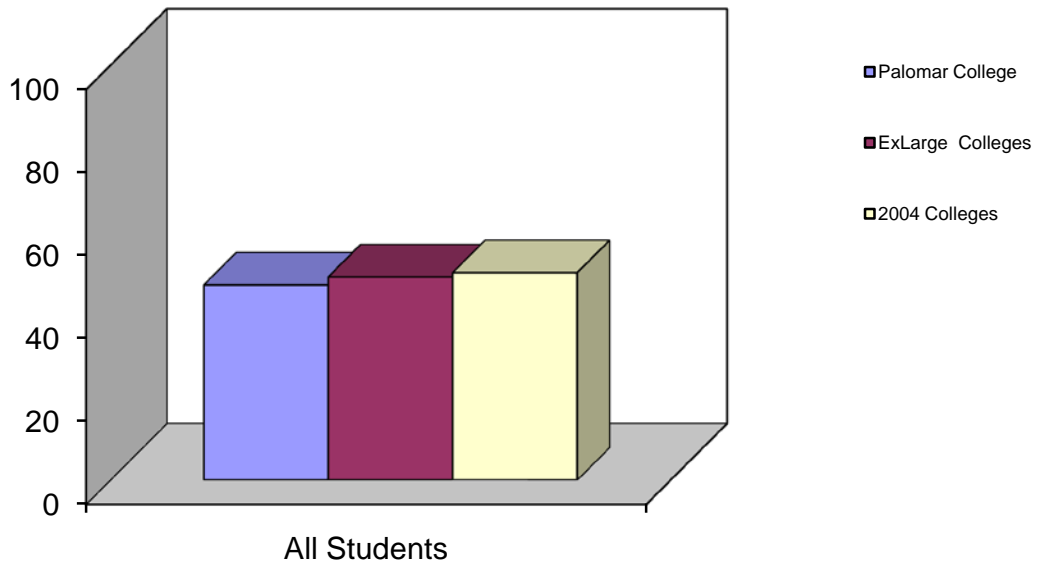
### All Students Palomar College

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for all participating students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2004 participating group of colleges and for each appropriate breakdown according to college size and college urbanicity. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. To help you gauge your college's performance relative to the comparison groups, the shaded areas on the national, size, or urbanicity tables indicate the deciles that are less than or equal to your benchmark score.

All Students											
All 2004 Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	43.6	45.1	46.7	47.9	48.6	49.8	50.6	51.5	52.4	55.1	65.9
Student Effort	43.9	46.1	47.0	48.3	49.4	50.0	51.0	51.9	52.8	54.8	60.7
Academic Challenge	40.8	45.6	47.5	48.5	49.0	49.6	50.6	51.4	52.6	53.8	59.7
Student - Faculty Interaction	43.4	46.3	47.6	48.4	48.9	49.8	50.8	51.4	52.7	54.6	64.5
Support for Learners	41.5	46.0	47.0	48.2	49.0	50.0	51.5	53.0	54.4	56.1	62.4
Small Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	44.0	45.5	47.2	48.6	49.5	50.3	51.4	52.1	54.0	55.9	65.9
Student Effort	43.9	46.1	47.2	48.4	49.5	50.7	51.5	52.3	53.6	55.7	60.7
Academic Challenge	40.8	45.2	46.1	48.0	49.3	50.5	51.0	52.1	53.0	53.9	59.7
Student - Faculty Interaction	43.6	46.5	48.0	49.0	49.8	50.4	51.3	52.2	54.3	56.1	64.5
Support for Learners	44.1	46.6	48.0	48.8	50.6	52.1	53.3	54.4	55.7	56.6	61.3
Medium Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	43.8	44.4	45.8	47.2	48.2	48.6	49.3	50.6	51.6	53.7	59.1
Student Effort	44.9	46.8	47.3	48.4	49.1	49.9	50.6	50.9	52.5	53.8	59.8
Academic Challenge	45.4	46.3	47.0	48.5	48.9	49.4	49.9	50.9	51.6	53.0	55.6
Student - Faculty Interaction	43.4	46.0	46.6	47.6	48.2	48.8	50.3	51.1	51.4	53.5	54.9
Support for Learners	42.3	44.9	45.8	47.5	48.4	49.4	50.2	52.0	53.4	55.2	62.4
Large Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	43.6	44.0	45.6	47.4	48.5	49.6	50.1	50.8	51.6	52.4	54.1
Student Effort	44.6	45.1	45.7	46.6	48.0	49.4	50.0	50.5	50.9	52.8	58.3
Academic Challenge	43.9	47.5	47.9	48.3	48.7	49.2	49.7	50.6	51.5	53.5	55.7
Student - Faculty Interaction	43.4	45.1	46.6	48.3	48.5	49.2	49.8	51.0	51.5	53.5	56.0
Support for Learners	41.5	44.7	46.1	46.6	47.0	47.7	49.1	50.0	51.3	55.5	56.4
Extra Large Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	43.8	46.2	46.9	47.3	48.1	48.4	50.4	50.5	50.9	52.2	53.2
Student Effort	44.3	47.9	48.1	49.5	50.0	51.4	51.7	52.0	52.3	53.5	54.8
Academic Challenge	45.6	47.6	48.5	48.8	49.0	49.1	50.2	51.5	53.0	54.0	54.1
Student - Faculty Interaction	45.3	45.6	48.6	48.8	48.9	49.0	49.5	51.0	51.9	53.1	53.3
Support for Learners	46.8	47.0	47.9	48.7	49.0	49.6	50.0	50.1	51.1	53.5	55.2
Urban Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	43.8	45.6	47.2	48.0	48.4	49.5	50.3	51.0	51.8	53.4	56.0
Student Effort	44.2	46.1	47.8	49.0	50.0	51.0	51.5	52.0	52.4	54.0	58.3
Academic Challenge	45.2	45.8	47.3	48.1	49.0	49.3	50.4	51.4	52.8	53.7	54.8
Student - Faculty Interaction	44.7	46.0	47.2	48.3	48.7	49.0	49.8	51.1	51.6	53.5	56.1
Support for Learners	44.4	45.4	47.4	48.6	49.4	50.0	51.0	52.1	53.8	55.2	62.4
Suburban Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	43.6	44.4	46.1	46.7	48.4	49.1	50.5	51.5	52.4	55.2	65.9
Student Effort	44.6	46.3	47.6	48.0	49.0	49.5	50.2	51.0	52.8	54.7	60.7
Academic Challenge	43.9	47.6	48.6	48.8	49.4	49.9	50.6	51.2	52.2	55.1	58.1
Student - Faculty Interaction	43.4	46.7	48.1	48.4	48.9	49.9	51.0	51.5	51.9	54.3	56.7
Support for Learners	41.5	46.1	46.4	47.7	48.4	49.5	50.4	52.0	55.0	55.6	59.3
Rural Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	44.6	45.3	47.2	48.4	48.8	49.9	50.8	51.5	53.0	55.5	61.5
Student Effort	43.9	46.1	46.6	48.3	48.7	50.1	51.0	51.9	53.1	56.0	59.8
Academic Challenge	40.8	44.6	45.9	47.9	48.5	49.7	50.5	51.4	52.5	53.5	59.7
Student - Faculty Interaction	43.4	46.1	47.6	48.7	49.7	50.2	51.1	51.7	54.0	55.4	64.5
Support for Learners	42.3	46.5	47.3	48.2	48.9	50.8	52.5	53.3	54.2	56.2	61.3

**Active and Collaborative Learning  
Bar Charts and Benchmark Item Composition  
All Students**

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.

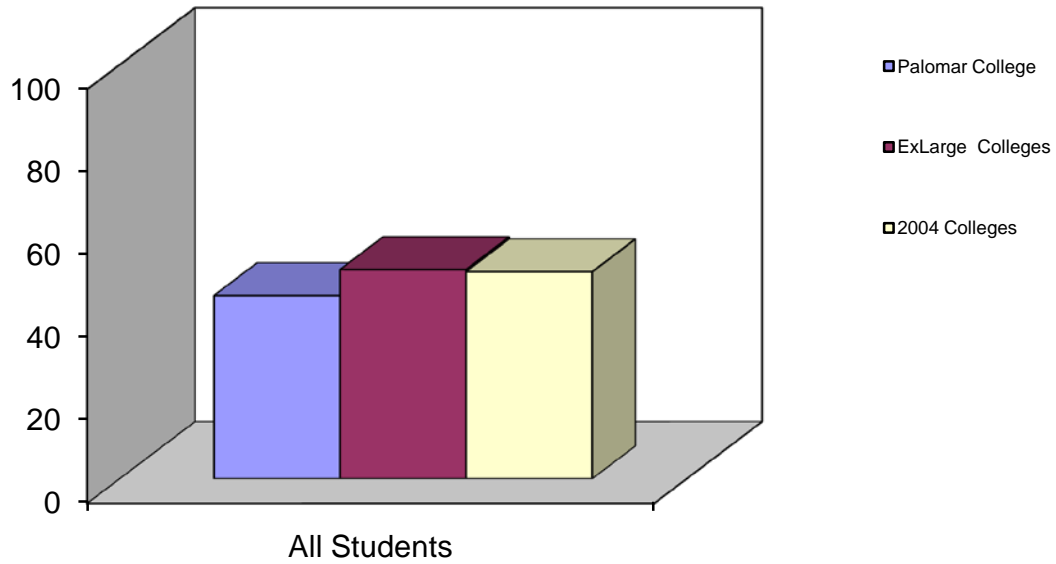


Benchmark Scores			
	Palomar College	ExLarge Colleges	2004 Colleges
All Students	47.0	49.0	50.0

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**  
**All Students**

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

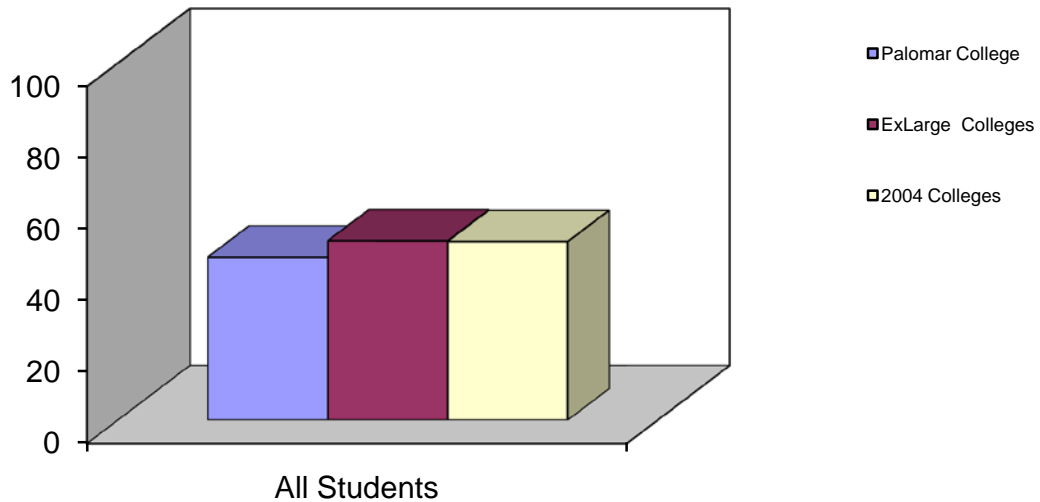


Benchmark Scores			
	Palomar College	ExLarge Colleges	2004 Colleges
All Students	44.3	50.5	50.0

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**  
**All Students**

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.

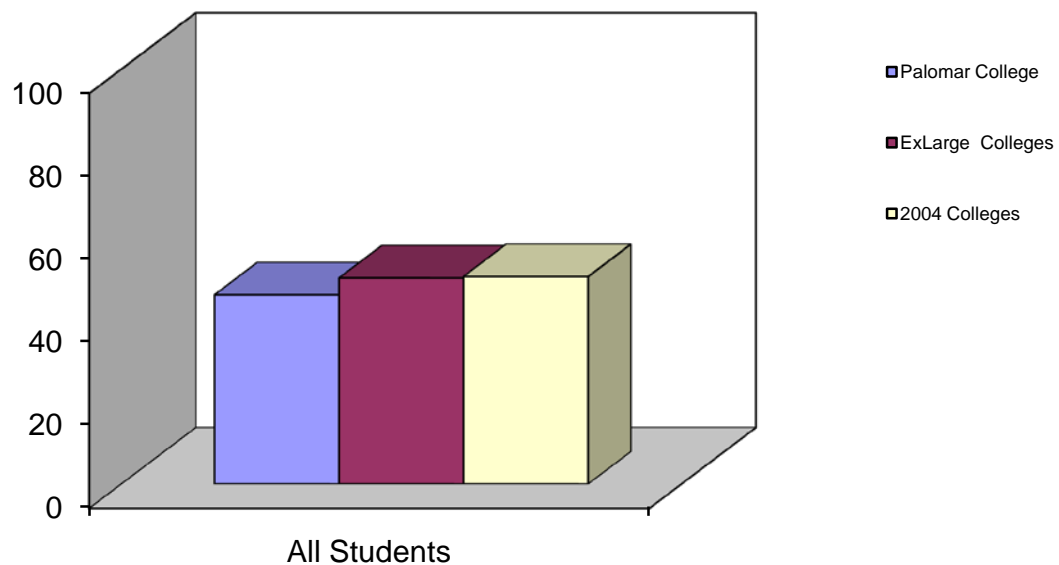


Benchmark Scores			
	Palomar College	ExLarge Colleges	2004 Colleges
All Students	45.6	50.2	50.0

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**  
**All Students**

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.

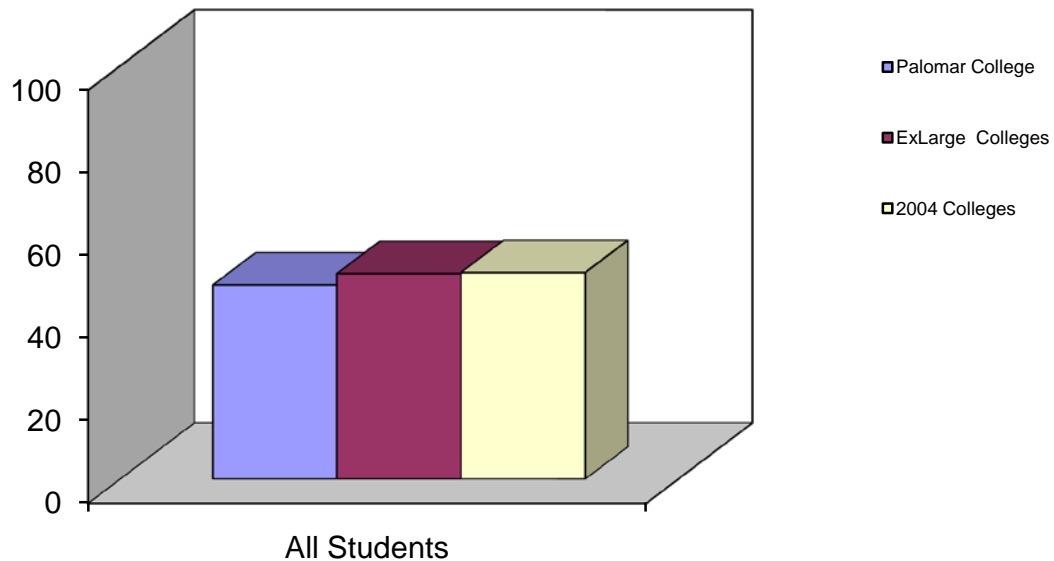


Benchmark Scores			
	Palomar College	ExLarge Colleges	2004 Colleges
All Students	45.6	49.7	50.0

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**  
**All Students**

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.



Benchmark Scores			
	Palomar College	ExLarge Colleges	2004 Colleges
All Students	47.0	49.8	50.0

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

Community College Survey of Student Engagement  
2004 Benchmark Summary Table - Enrollment Status Breakout  
**Palomar College**

Part-Time Students				
Benchmark	Palomar College	Comparison Group Statistics		
			ExLarge Colleges	2004 Colleges
Active and Collaborative Learning	45.3	Benchmark Score	45.7	45.9
		Score Difference	-0.4	-0.6
Student Effort	41.0	Benchmark Score	47.3	46.8
		Score Difference	-6.3	-5.8
Academic Challenge	41.8	Benchmark Score	47.0	46.1
		Score Difference	-5.2	-4.3
Student-Faculty Interaction	42.4	Benchmark Score	46.8	46.5
		Score Difference	-4.4	-4.1
Support for Learners	46.0	Benchmark Score	47.6	48.1
		Score Difference	-1.6	-2.1
		Number of Colleges	17	152

Full-Time Students				
Benchmark	Palomar College	Comparison Group Statistics		
		ExLarge Colleges		2004 Colleges
Active and Collaborative Learning	51.0	Benchmark Score	55.6	56.1
		Score Difference	-4.6	-5.1
Student Effort	52.0	Benchmark Score	57.3	55.9
		Score Difference	-5.3	-3.9
Academic Challenge	54.5	Benchmark Score	56.7	55.8
		Score Difference	-2.2	-1.2
Student-Faculty Interaction	53.1	Benchmark Score	55.5	56.0
		Score Difference	-2.4	-2.9
Support for Learners	49.3	Benchmark Score	54.2	54.5
		Score Difference	-4.9	-5.2
		Number of Colleges	17	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.

## 2004 CCSSE Benchmark Deciles

### Enrollment Status Breakout

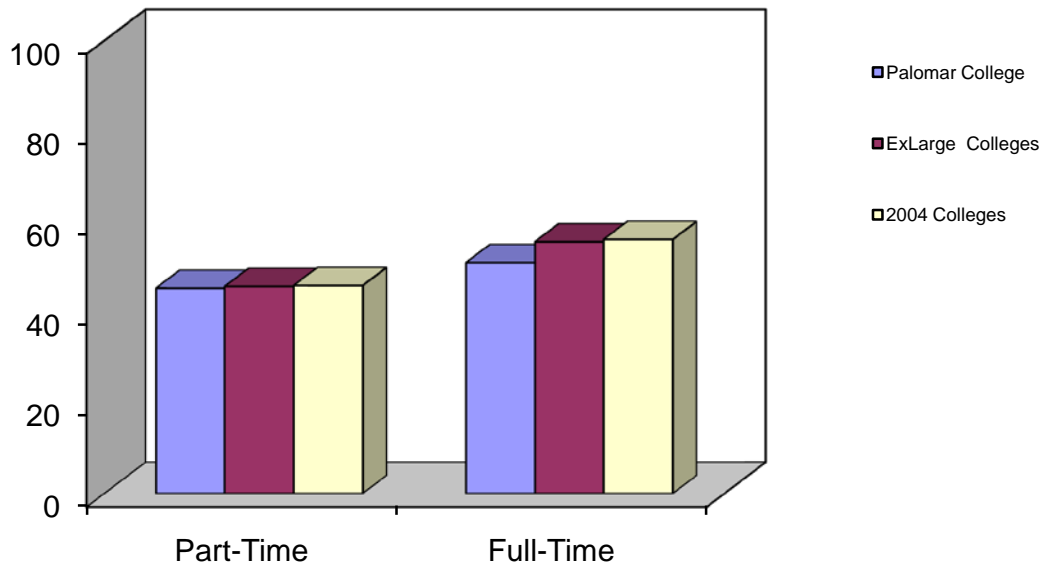
### Palomar College

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for both part-time and full-time students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2004 participating group of colleges and for each appropriate breakdown according to college size and college urbanicity. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. To help you gauge your college's performance relative to the comparison groups, the shaded areas on the national, size, or urbanicity tables indicate the deciles that are less than or equal to your benchmark score.

	Part-Time Students											Full-Time Students										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>All 2004 Colleges</b>																						
Active and Collaborative Learning	35.7	41.2	42.5	43.8	44.5	46.0	47.0	48.0	49.1	50.4	62.4	46.0	51.0	52.2	53.6	54.5	56.4	57.1	58.0	59.3	60.6	69.4
Student Effort	37.5	42.3	43.6	44.7	45.7	46.9	47.7	48.7	49.9	51.3	58.9	48.4	51.4	52.5	53.3	54.7	55.7	56.9	57.6	58.7	60.7	65.2
Academic Challenge	34.5	41.9	43.2	44.4	45.4	46.0	47.0	47.7	49.3	50.9	55.8	42.0	52.0	53.5	54.2	54.9	55.7	56.7	57.3	58.2	60.0	63.8
Student - Faculty Interaction	34.4	42.1	43.5	45.0	45.8	46.4	47.1	47.9	48.9	50.9	56.3	47.9	51.2	53.3	54.4	55.1	56.0	56.9	57.9	58.7	59.8	68.6
Support for Learners	38.4	42.9	44.5	45.7	46.6	48.0	48.9	50.1	51.8	54.0	62.5	45.0	48.8	50.4	52.2	53.5	54.4	55.4	56.7	57.7	60.0	65.3
<b>Small Colleges</b>																						
Active and Collaborative Learning	35.7	41.1	43.3	43.8	45.0	46.6	47.9	48.8	50.0	51.4	62.4	49.8	51.1	52.3	53.8	55.0	56.9	57.9	58.9	60.3	62.3	69.4
Student Effort	37.5	41.7	43.8	45.0	45.9	47.0	47.9	49.6	50.4	51.9	58.9	48.7	50.8	52.4	53.2	54.4	55.4	56.7	57.7	59.8	61.3	65.2
Academic Challenge	34.5	41.0	42.9	43.5	44.8	45.6	47.0	48.0	48.9	51.3	55.8	42.0	51.1	53.1	53.8	54.7	55.9	56.7	57.7	58.6	61.0	63.8
Student - Faculty Interaction	34.4	41.9	44.4	45.4	46.2	46.6	47.6	48.4	49.9	51.6	56.3	47.9	51.9	54.4	55.1	55.7	56.4	57.8	58.6	59.4	60.7	68.6
Support for Learners	39.8	42.6	44.7	46.6	48.2	48.8	50.4	51.8	53.3	54.5	58.6	45.0	49.4	51.7	53.7	55.0	56.0	57.1	57.4	59.3	63.2	65.3
<b>Medium Colleges</b>																						
Active and Collaborative Learning	38.9	41.0	41.5	42.5	43.1	45.5	46.6	47.6	48.0	49.9	54.1	48.4	50.3	52.3	52.9	54.1	54.4	56.2	57.4	59.3	60.5	66.5
Student Effort	41.0	43.3	43.8	44.2	45.1	46.3	47.4	48.1	50.1	50.4	55.3	48.7	51.9	52.8	53.8	54.9	55.7	56.8	57.7	58.6	60.7	64.5
Academic Challenge	39.1	42.2	42.6	44.0	45.5	46.3	46.8	47.7	50.1	50.7	53.9	50.7	52.5	53.5	54.2	54.7	55.1	56.4	57.0	57.3	57.6	60.2
Student - Faculty Interaction	39.8	42.3	43.4	43.7	44.7	45.1	46.6	47.7	48.0	48.9	51.5	49.4	50.2	52.2	53.4	54.7	56.2	56.8	57.0	58.3	59.2	62.8
Support for Learners	38.5	42.5	43.7	45.0	45.9	48.0	48.3	49.1	50.9	52.8	62.5	45.7	47.3	50.1	51.2	52.5	53.4	54.3	55.9	57.0	58.2	62.3
<b>Large Colleges</b>																						
Active and Collaborative Learning	40.8	41.4	41.8	43.8	44.9	45.6	46.3	46.7	48.2	48.8	51.0	46.0	51.0	52.0	53.7	54.8	55.9	56.6	57.2	58.0	59.3	60.3
Student Effort	41.6	42.3	42.5	42.9	44.0	44.9	46.8	47.3	48.7	50.5	56.3	48.4	50.4	51.8	52.8	53.2	55.4	55.7	56.3	57.2	58.2	63.2
Academic Challenge	41.0	42.3	44.3	44.7	45.7	45.8	46.4	47.2	47.6	49.5	53.1	50.8	52.8	53.5	54.8	55.4	55.8	56.7	56.9	57.4	60.0	60.2
Student - Faculty Interaction	41.4	41.6	43.3	44.3	45.6	46.1	47.0	47.4	48.7	49.7	53.9	48.8	51.0	51.9	52.7	54.1	55.0	55.7	56.9	57.8	58.6	59.8
Support for Learners	38.4	42.3	43.9	44.6	45.6	46.1	46.9	48.7	49.8	51.4	54.4	46.1	47.2	48.5	49.2	50.0	51.3	53.0	54.1	54.9	56.8	63.2
<b>Extra Large Colleges</b>																						
Active and Collaborative Learning	40.0	41.3	44.1	45.0	45.0	45.3	47.2	47.6	47.9	49.1	50.2	50.4	51.0	53.1	54.5	54.9	56.5	57.1	57.7	58.0	58.5	59.6
Student Effort	41.0	43.2	45.5	46.1	46.4	48.1	48.5	48.7	49.5	50.1	50.7	51.6	52.0	54.7	56.9	56.9	57.2	58.2	58.3	59.4	62.2	62.7
Academic Challenge	41.8	44.8	45.4	45.5	46.0	46.3	47.7	48.3	49.5	50.0	51.2	53.6	53.7	54.1	54.5	55.2	56.3	56.9	57.3	58.7	61.8	62.5
Student - Faculty Interaction	42.2	42.4	45.6	46.1	46.2	46.5	47.0	47.5	48.1	50.6	51.7	51.1	51.4	53.4	54.1	54.8	55.7	56.5	56.9	57.6	59.1	60.1
Support for Learners	44.7	45.4	45.8	46.3	46.4	47.5	47.9	48.0	48.9	49.8	53.3	49.3	51.4	52.3	53.0	53.4	53.8	54.2	54.4	55.5	58.8	62.0
<b>Urban Colleges</b>																						
Active and Collaborative Learning	40.0	42.0	43.2	44.1	45.0	46.8	47.3	47.8	48.0	49.2	53.2	50.4	51.0	51.8	53.8	54.4	55.5	56.9	57.7	58.3	59.5	64.2
Student Effort	37.5	41.8	44.4	46.0	47.0	47.9	48.3	49.1	49.9	50.6	56.3	48.7	51.8	53.4	55.3	56.3	56.9	57.4	58.1	58.6	60.4	62.2
Academic Challenge	36.7	42.2	43.0	44.9	45.4	46.2	47.2	48.0	49.7	50.9	53.9	48.1	53.5	54.0	54.3	54.6	55.4	56.1	57.1	57.5	58.6	61.8
Student - Faculty Interaction	41.1	42.6	43.8	45.3	45.9	46.2	46.9	47.3	48.1	50.4	51.7	50.0	51.2	52.7	53.7	54.6	55.8	56.7	57.7	58.6	59.5	60.9
Support for Learners	41.2	43.2	45.7	46.3	47.4	48.0	48.8	49.8	51.3	52.7	62.5	47.3	50.1	52.3	53.0	53.7	54.5	55.4	55.8	57.6	60.5	63.8
<b>Suburban Colleges</b>																						
Active and Collaborative Learning	39.7	41.3	42.0	43.8	45.2	45.9	46.7	48.6	49.7	50.6	62.4	46.0	50.2	52.0	53.1	54.3	55.7	56.9	57.9	59.2	60.2	69.4
Student Effort	41.6	42.9	44.2	44.9	45.5	46.3	47.3	48.3	49.9	51.3	58.9	48.4	51.7	52.8	53.2	53.9	55.4	57.0	57.5	58.3	60.7	65.2
Academic Challenge	41.0	44.1	45.1	45.6	45.8	46.4	47.0	47.6	48.8	51.3	54.4	50.8	53.2	53.8	54.9	55.9	56.7	56.9	57.4	58.7	60.2	63.1
Student - Faculty Interaction	41.4	43.4	44.5	45.4	46.2	46.8	47.6	48.1	48.9	50.9	55.7	48.8	51.4	53.3	54.9	55.6	55.8	56.5	57.0	57.9	58.4	62.8
Support for Learners	38.4	43.6	44.0	45.6	46.6	48.1	49.0	49.8	52.8	54.1	55.4	46.1	48.5	49.6	51.1	52.8	53.5	54.6	56.7	58.0	59.4	64.5
<b>Rural Colleges</b>																						
Active and Collaborative Learning	35.7	39.7	41.7	43.4	44.3	45.8	46.6	48.2	49.2	51.0	56.2	49.9	51.8	53.0	54.0	55.1	56.7	57.4	58.2	60.1	62.1	68.7
Student Effort	38.9	41.7	43.1	43.8	45.0	45.8	47.1	48.3	50.1	51.4	55.1	48.7	50.4	52.2	52.9	54.6	55.3	56.0	56.7	59.8	60.9	64.8
Academic Challenge	34.5	40.2	42.4	43.3	43.6	45.0	46.4	47.9	48.8	50.2	55.8	42.0	51.1	52.4	53.4	54.4	55.2	56.1	57.1	58.2	59.9	63.8
Student - Faculty Interaction	34.4	40.8	42.8	44.2	45.2	46.3	47.2	47.9	49.2	51.5	56.3	47.9	51.3	53.5	54.7	55.1	56.3	57.2	58.7	59.7	61.9	68.6
Support for Learners	38.5	42.1	44.0	45.6	46.1	48.0	48.8	50.7	52.5	54.5	58.6	45.0	48.9	50.4	52.1	54.3	54.8	56.0	57.2	57.4	60.2	65.3

**Active and Collaborative Learning  
Bar Charts and Benchmark Item Composition  
Enrollment 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

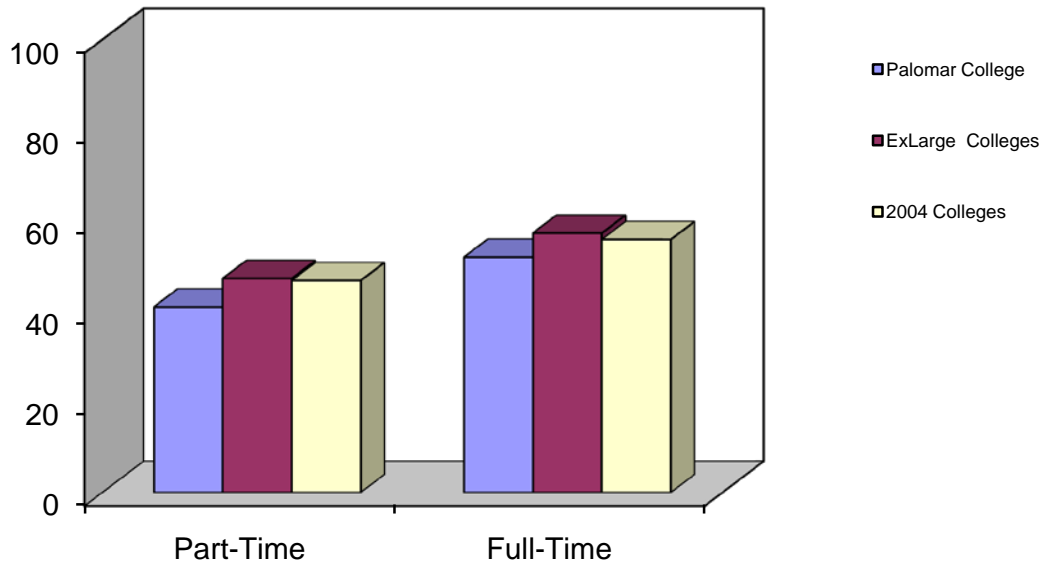
	Palomar College	ExLarge Colleges	2004 Colleges
<b>Part-Time</b>	45.3	45.7	45.9
<b>Full-Time</b>	51.0	55.6	56.1

**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**  
**Enrollment Status Breakout**

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

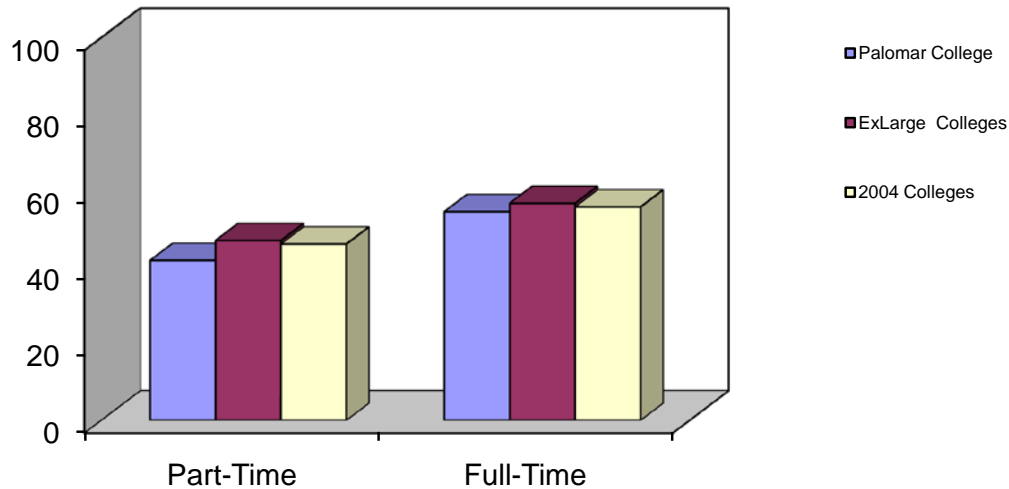


Benchmark Scores			
	Palomar College	ExLarge Colleges	2004 Colleges
<b>Part-Time</b>	41.0	47.3	46.8
<b>Full-Time</b>	52.0	57.3	55.9

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**  
**Enrollment 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.

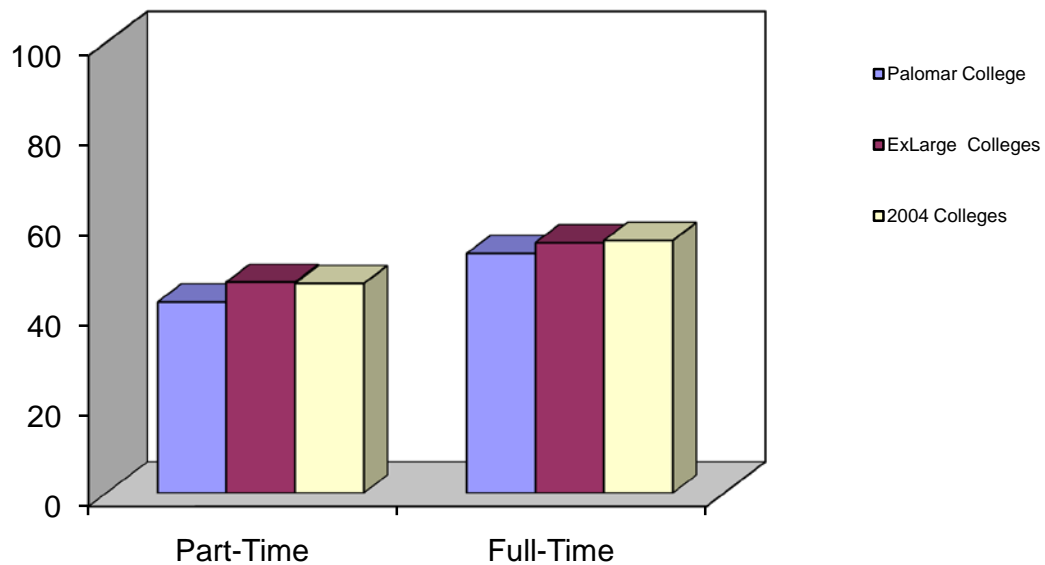


Benchmark Scores			
	Palomar College	ExLarge Colleges	2004 Colleges
<b>Part-Time</b>	41.8	47.0	46.1
<b>Full-Time</b>	54.5	56.7	55.8

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  
Enrollment 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

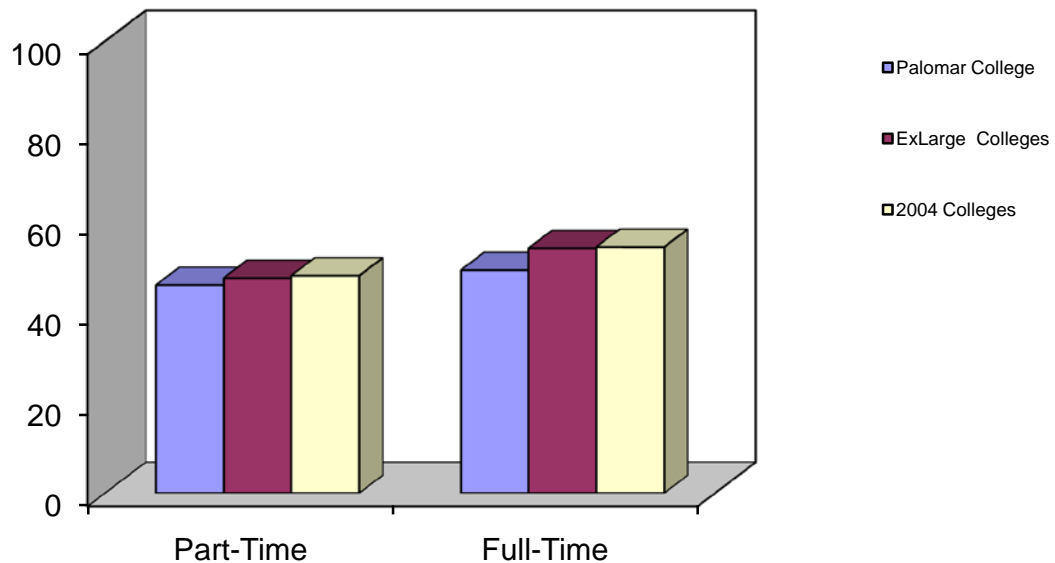
	Palomar College	ExLarge Colleges	2004 Colleges
<b>Part-Time</b>	42.4	46.8	46.5
<b>Full-Time</b>	53.1	55.5	56.0

**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**  
**Enrollment 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.



Benchmark Scores

	Palomar College	ExLarge Colleges	2004 Colleges
<b>Part-Time</b>	46.0	47.6	48.1
<b>Full-Time</b>	49.3	54.2	54.5

**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

Community College Survey of Student Engagement  
2004 Benchmark Summary Table - Credit Hour Status Breakout  
**Palomar College**

0 to 29 Credits				
Benchmark	Palomar College	Comparison Group Statistics		
			ExLarge Colleges	2004 Colleges
Active and Collaborative Learning	43.3	Benchmark Score	46.4	47.2
		Score Difference	-3.1	-3.9
Student Effort	40.6	Benchmark Score	49.4	49.2
		Score Difference	-8.8	-8.5
Academic Challenge	41.5	Benchmark Score	48.3	48.0
		Score Difference	-6.8	-6.5
Student-Faculty Interaction	41.8	Benchmark Score	47.6	47.6
		Score Difference	-5.9	-5.9
Support for Learners	45.2	Benchmark Score	49.4	49.8
		Score Difference	-4.2	-4.7
		Number of Colleges	17	152

30+ Credits				
Benchmark	Palomar College	Comparison Group Statistics		
			ExLarge Colleges	2004 Colleges
Active and Collaborative Learning	54.3	Benchmark Score	53.9	55.4
		Score Difference	0.3	-1.1
Student Effort	51.2	Benchmark Score	52.5	52.4
		Score Difference	-1.4	-1.3
Academic Challenge	53.7	Benchmark Score	54.0	53.6
		Score Difference	-0.4	0.1
Student-Faculty Interaction	53.6	Benchmark Score	53.8	55.5
		Score Difference	-0.2	-1.9
Support for Learners	50.4	Benchmark Score	50.3	52.0
		Score Difference	0.1	-1.7
		Number of Colleges	17	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.

# 2004 CCSSE Benchmark Deciles

## Credit Hour Status Breakout

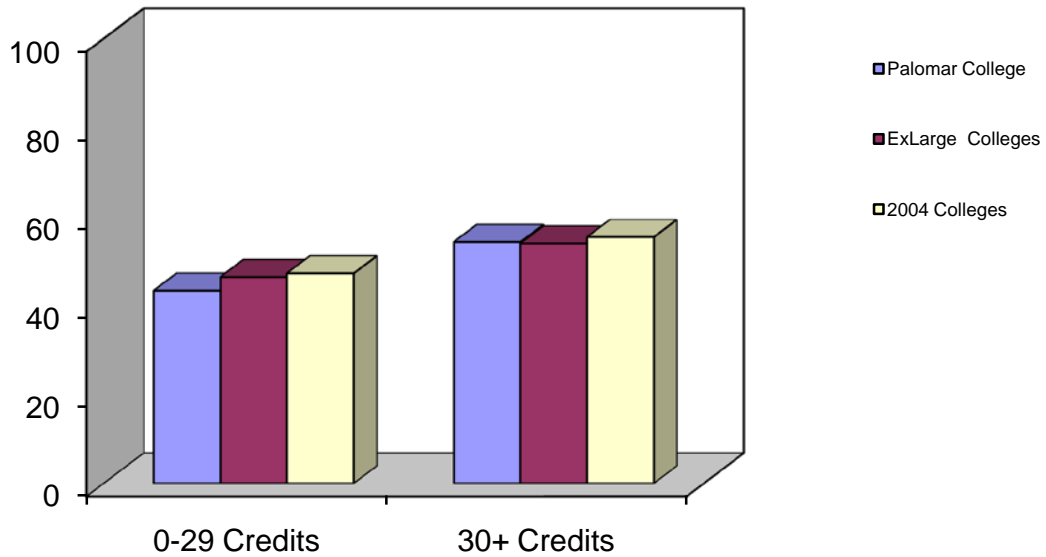
### Palomar College

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for both students with 0 to 29 credits and students with 30 or more credits. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2004 participating group of colleges and for each appropriate breakdown according to college size and college urbanicity. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. To help you gauge your college's performance relative to the comparison groups, the shaded areas on the national, size, or urbanicity tables indicate the deciles that are less than or equal to your benchmark score.

	0 to 29 credits											30 plus credits										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>All 2004 Colleges</b>																						
Active and Collaborative Learning	40.0	42.6	43.7	45.1	45.9	46.7	47.9	49.3	50.1	51.8	63.0	46.9	50.1	51.4	52.6	53.7	54.8	56.4	57.3	59.2	60.9	74.6
Student Effort	40.6	44.4	46.2	47.1	47.8	48.7	49.6	50.8	51.9	54.3	59.4	40.7	47.7	48.8	50.1	51.5	52.6	53.4	54.6	55.8	57.0	62.8
Academic Challenge	39.9	43.6	45.4	46.5	47.3	47.8	48.8	49.7	50.9	52.3	56.1	37.1	49.8	50.8	51.6	52.3	53.3	53.9	55.1	56.3	58.2	66.5
Student - Faculty Interaction	39.9	43.4	45.1	45.7	46.7	47.4	48.4	49.3	50.3	51.7	60.9	47.0	50.9	52.1	53.1	53.9	55.0	55.9	57.1	58.9	60.5	69.7
Support for Learners	39.6	45.1	46.0	47.1	48.2	49.4	50.9	52.1	53.8	55.5	61.3	40.8	46.5	48.0	48.9	50.1	51.5	52.9	54.0	55.9	58.3	66.6
<b>Small Colleges</b>																						
Active and Collaborative Learning	41.5	43.1	44.3	45.3	45.9	47.4	49.1	50.3	51.0	52.7	63.0	46.9	50.5	52.1	53.4	54.7	56.7	57.9	59.2	60.8	62.8	74.6
Student Effort	42.7	44.3	46.8	47.6	48.3	48.8	49.8	51.3	53.2	55.4	59.4	40.7	47.1	48.7	50.1	52.3	53.2	54.4	55.3	56.7	58.7	62.8
Academic Challenge	39.9	42.8	44.5	46.0	47.1	48.0	49.6	50.1	51.3	52.3	56.1	37.1	48.6	51.0	52.0	52.4	53.5	54.0	55.2	57.9	61.0	66.5
Student - Faculty Interaction	39.9	44.2	45.1	45.7	46.7	47.6	48.8	49.3	50.8	52.5	60.9	48.7	51.9	53.4	54.5	55.6	56.3	57.8	59.1	60.4	64.2	69.7
Support for Learners	41.7	45.6	46.6	47.9	49.8	51.6	52.7	53.2	55.0	56.6	60.4	40.8	47.4	49.1	51.3	52.6	53.5	54.4	56.1	57.8	59.1	66.6
<b>Medium Colleges</b>																						
Active and Collaborative Learning	41.1	42.0	42.9	43.7	46.2	46.6	47.5	48.5	49.3	50.9	55.5	48.2	50.5	51.1	52.0	53.1	53.8	54.5	55.6	57.1	60.1	68.8
Student Effort	41.9	45.6	46.5	47.1	47.7	48.8	49.8	50.5	51.7	53.3	59.4	43.9	47.7	49.2	50.0	51.3	52.2	52.6	54.6	55.6	56.6	60.8
Academic Challenge	43.3	44.3	45.5	46.9	47.4	48.0	48.5	49.0	50.5	52.9	55.0	48.0	48.3	50.3	51.1	52.2	53.1	53.5	54.8	55.3	56.9	60.8
Student - Faculty Interaction	41.5	41.9	45.3	45.6	45.9	46.6	48.0	49.1	49.9	51.7	53.0	47.5	50.1	52.0	52.5	53.7	53.9	55.1	55.7	56.6	57.8	59.8
Support for Learners	40.5	43.6	45.4	46.3	47.8	48.7	50.1	50.8	52.6	54.5	61.3	42.8	46.0	47.0	48.2	49.2	50.4	51.1	52.6	54.8	58.6	64.9
<b>Large Colleges</b>																						
Active and Collaborative Learning	40.9	42.6	43.6	43.9	45.8	46.6	47.6	47.9	49.2	50.6	52.1	47.1	48.8	50.8	51.9	52.5	52.9	54.9	56.4	57.5	59.1	60.2
Student Effort	42.5	43.4	45.2	45.6	45.9	47.0	47.7	48.7	50.0	51.7	59.2	46.0	46.8	48.3	49.1	50.2	51.4	52.5	53.3	54.4	55.5	56.6
Academic Challenge	41.7	44.7	45.4	46.6	47.1	47.6	48.5	49.1	49.7	51.5	54.0	48.9	49.1	50.7	51.2	52.1	52.9	55.1	55.6	56.1	57.1	58.2
Student - Faculty Interaction	42.0	42.3	43.7	45.1	46.4	47.5	47.8	48.7	50.1	51.3	52.7	47.0	50.8	51.0	51.3	52.3	52.9	54.4	55.0	56.0	58.2	62.4
Support for Learners	39.6	44.1	45.8	46.1	46.6	46.8	48.0	49.2	50.8	54.7	55.8	43.9	45.8	46.4	47.3	48.1	48.5	49.9	52.3	52.9	55.4	56.9
<b>Extra Large Colleges</b>																						
Active and Collaborative Learning	40.0	41.4	43.9	45.1	45.6	46.2	48.3	48.4	49.3	49.8	50.1	49.3	49.7	50.3	52.8	53.1	54.8	55.3	55.8	56.5	57.1	59.0
Student Effort	40.6	46.5	47.8	48.2	48.4	50.1	50.6	50.7	51.9	52.2	54.3	47.0	48.3	50.5	51.2	52.6	52.9	53.8	53.8	54.6	56.1	56.8
Academic Challenge	41.5	45.9	47.0	47.1	47.6	47.6	47.9	48.0	51.5	52.4	52.7	49.8	50.8	51.4	51.6	51.8	53.7	55.1	55.5	56.3	57.7	62.4
Student - Faculty Interaction	41.8	42.7	47.0	47.2	47.3	47.4	47.7	48.4	50.2	50.4	51.4	49.3	50.3	51.1	52.9	52.9	53.6	54.1	55.3	56.1	58.3	59.1
Support for Learners	45.2	45.8	47.3	48.7	48.9	49.2	50.1	50.2	50.5	54.8	55.0	45.4	47.9	48.5	48.6	49.0	50.2	50.5	51.0	52.1	55.0	55.9
<b>Urban Colleges</b>																						
Active and Collaborative Learning	40.0	43.0	44.1	45.5	46.2	46.8	48.2	48.7	49.8	50.4	54.2	49.3	50.6	51.3	52.9	54.1	54.8	56.0	56.7	57.1	59.5	63.3
Student Effort	40.6	44.4	46.7	47.9	48.3	49.1	50.2	50.9	52.1	53.8	59.2	47.0	49.1	50.0	51.8	52.7	53.3	54.3	54.6	55.2	56.6	59.4
Academic Challenge	41.5	43.6	44.8	46.3	47.4	47.8	48.7	50.1	51.5	52.5	53.7	48.9	50.5	51.2	51.9	52.4	53.3	54.0	55.3	56.1	57.2	60.5
Student - Faculty Interaction	41.8	43.6	45.5	45.9	46.7	47.2	47.6	48.5	50.0	50.4	54.9	49.1	51.0	51.5	52.6	53.6	53.9	55.1	56.3	57.7	58.7	65.7
Support for Learners	43.5	45.4	46.7	47.9	48.7	49.6	50.7	51.4	52.4	55.3	61.3	40.8	46.1	48.1	48.8	50.3	51.1	52.0	53.2	55.7	57.5	64.9
<b>Suburban Colleges</b>																						
Active and Collaborative Learning	40.9	42.3	43.5	43.9	45.3	46.6	47.8	49.1	50.1	52.6	63.0	46.9	49.7	51.3	52.0	52.5	54.2	55.8	57.8	59.6	62.7	74.6
Student Effort	42.5	45.4	46.2	47.1	47.4	47.8	48.8	49.7	51.5	54.3	59.4	46.0	47.8	48.7	49.9	51.4	52.1	53.3	54.9	55.8	56.5	62.8
Academic Challenge	41.7	45.5	46.9	47.2	47.6	48.1	49.0	49.7	50.9	53.1	56.1	48.0	50.4	51.1	52.0	52.4	53.6	54.1	55.1	57.8	60.8	63.7
Student - Faculty Interaction	41.8	44.4	45.6	46.6	46.9	47.6	48.6	49.1	50.4	51.3	52.9	47.0	50.9	52.0	53.5	53.9	54.9	55.5	56.3	58.9	60.4	64.8
Support for Learners	39.6	44.3	46.0	46.6	48.0	49.2	50.2	51.0	53.9	54.9	57.3	42.8	46.0	47.3	48.2	49.7	50.5	52.8	55.0	55.4	58.4	66.6
<b>Rural Colleges</b>																						
Active and Collaborative Learning	41.1	42.9	44.1	45.5	46.0	47.4	47.9	49.6	50.9	52.0	58.1	47.0	49.7	51.9	53.0	54.4	55.2	56.9	58.5	59.3	60.9	65.5
Student Effort	43.5	44.4	45.5	47.0	48.2	48.7	50.0	51.2	52.2	55.4	59.4	40.7	46.0	48.1	49.3	50.7	52.3	52.8	54.1	55.9	58.6	61.3
Academic Challenge	39.9	43.1	44.5	45.9	46.7	47.4	48.0	49.7	50.1	51.8	55.1	37.1	48.0	50.4	51.1	51.7	53.2	53.8	55.1	56.3	58.1	66.5
Student - Faculty Interaction	39.9	43.2	44.6	45.4	45.7	47.5	48.7	49.4	51.0	52.5	60.9	47.8	51.0	52.5	53.7	54.9	55.7	56.4	57.8	59.4	62.0	69.7
Support for Learners	40.5	45.1	46.3	47.1	47.9	50.0	51.6	53.0	53.8	56.0	60.4	44.6	47.1	48.5	49.3	51.0	52.1	53.5	54.5	56.1	58.0	64.8

**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.



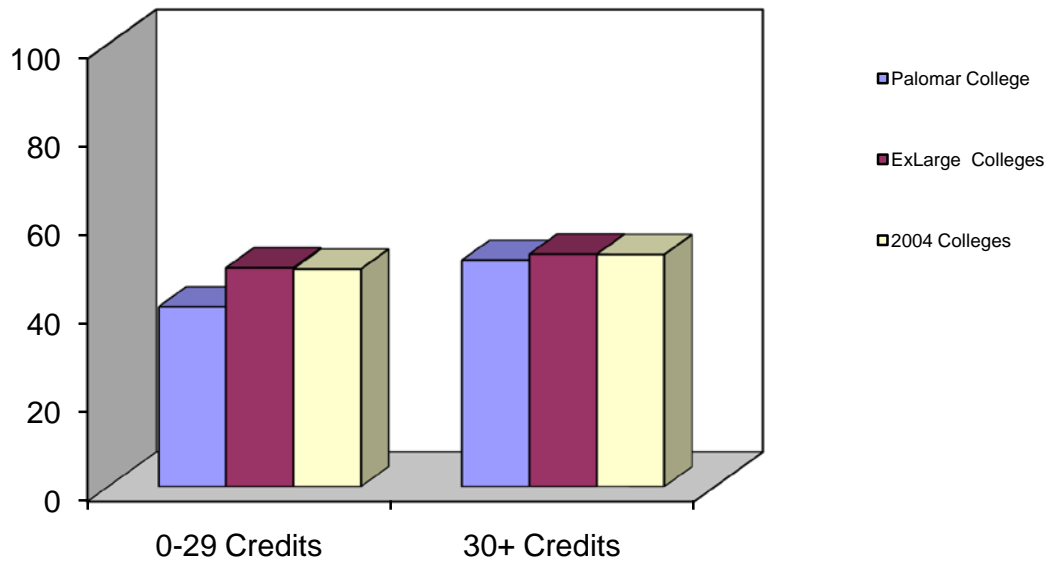
Benchmark Scores			
	Palomar College	ExLarge Colleges	2004 Colleges
<b>0-29 Credits</b>	43.3	46.4	47.2
<b>30+ Credits</b>	54.3	53.9	55.4

**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

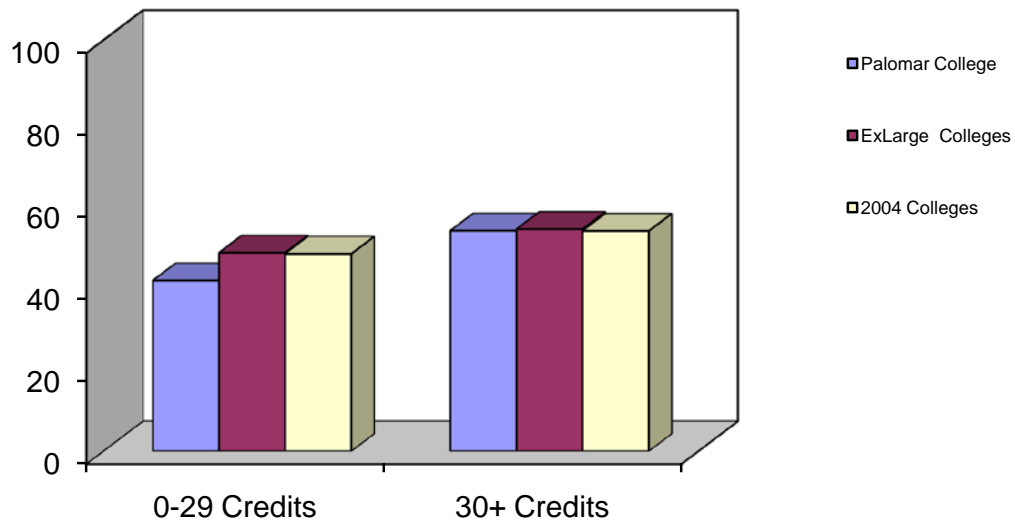
	Palomar College	ExLarge Colleges	2004 Colleges
<b>0-29 Credits</b>	40.6	49.4	49.2
<b>30+ Credits</b>	51.2	52.5	52.4

**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.



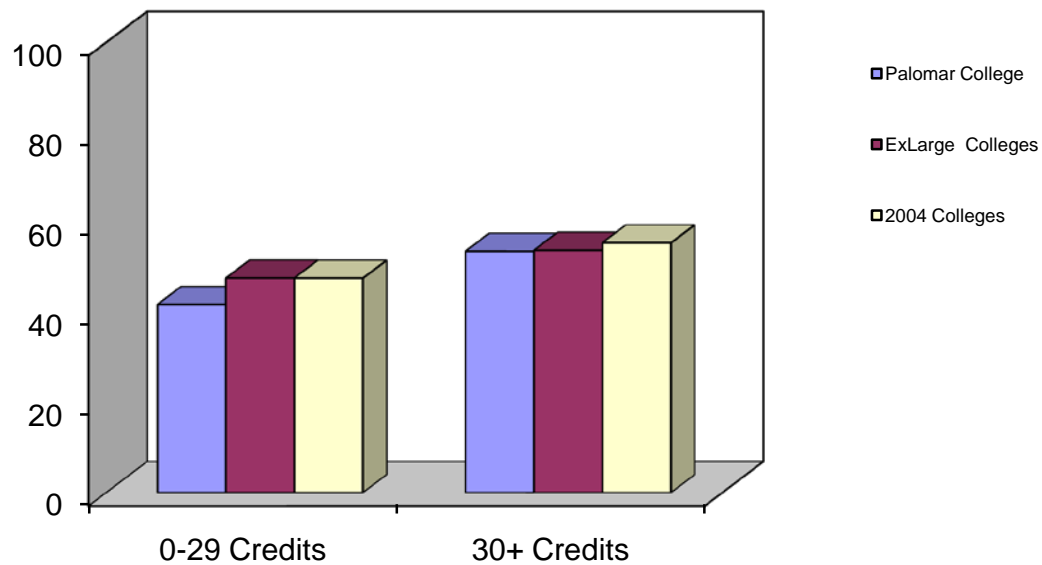
Benchmark Scores			
	Palomar College	ExLarge Colleges	2004 Colleges
0-29 Credits	41.5	48.3	48.0
30+ Credits	53.7	54.0	53.6

**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

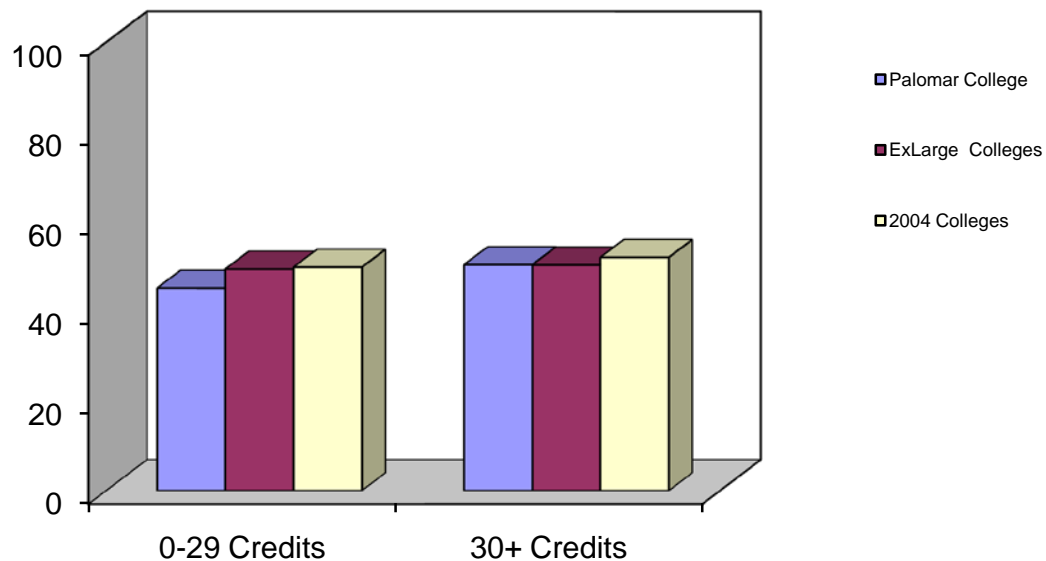
	Palomar College	ExLarge Colleges	2004 Colleges
<b>0-29 Credits</b>	41.8	47.6	47.6
<b>30+ Credits</b>	53.6	53.8	55.5

**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.



Benchmark Scores

	Palomar College	ExLarge Colleges	2004 Colleges
<b>0-29 Credits</b>	45.2	49.4	49.8
<b>30+ Credits</b>	50.4	50.3	52.0

**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

# 2004 Codebook

CCSSE's data dictionary begins on the next page. It provides information on the structure, contents, and layout of the CCSSE dataset. Specifically, the codebook includes variable names associated with items, information about response values for those variables, and codes used to indicate missing data or invalid responses. In addition, the codebook lists exact items from The Community College Student Report (CCSR) 2004, course master data file elements, course level data from the Class Information Sheet, the part- v. full-time status weight variable, raw benchmark scores, and exclusionary criteria.

## CCSSE 2004 Codebook

Please note the following for the CCSSE dataset:

- Invalid responses are coded as missing “.”

Item #	Variable Name	Item Description/Variable Label	Response Value
1	ENTER	Did you begin college at this college or elsewhere?	1=Started here 2=Started elsewhere
2	ENRLMENT	Thinking about this current academic term, how would you characterize your enrollment <u>at this college</u> ?	1= Less than full-time 2=Full-time
3	SRVAGAIN	Have you taken this survey in another class this term?	1=Yes 2=No

4) In your experiences at this college during the current school year, about how often have you done each of the following?

**NOTE:** All items below have the following response values:

**1=Never**  
**2=Sometimes**  
**3=Often**  
**4=Very often**

Item #	Variable Name	Item Description/Variable Label
4a	CLQUEST	Asked questions in class or contributed to class discussions
4b	CLPRESEN	Made a class presentation
4c	REWROPAP	Prepared two or more drafts of a paper or assignment before turning it in
4d	INTEGRAT	Worked on a paper or project that required integrating ideas or information from various sources
4e	CLUNPREP	Come to class without completing readings or assignments
4f	CLASSGRP	Worked with other students on projects during class
4g	OCCGRP	Worked with classmates outside of class to prepare class assignments
4h	TUTOR	Tutored or taught other students (paid or voluntary)
4i	COMMPROJ	Participated in a community-based project as a part of a regular course
4j	INTERNET	Used the Internet or instant messaging to work on an assignment
4k	EMAIL	Used email to communicate with an instructor
4l	FACGRADE	Discussed grades or assignments with an instructor
4m	FACPLANS	Talked about career plans with an instructor or advisor
4n	FACIDEAS	Discussed ideas from your readings or classes with instructors outside of class
4o	FACFEED	Received prompt feedback (written or oral) from instructors on your performance
4p	WORKHARD	Worked harder than you thought you could to meet an instructor's standards or expectations

Item #	Variable Name	Item Description/Variable Label
4q	FACOTH	Worked with instructors on activities other than coursework
4r	OOCIDEAS	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
4s	DIVRSTUD	Had serious conversations with students of a different race or ethnicity other than your own
4t	DIFFSTUD	Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values
4u	SKIPCLAS	Skipped class

5) During the current school year, how much has your coursework at this college emphasized the following mental activities?

**NOTE:** All items below have the following response values:

**1=Very little**  
**2=Some**  
**3=Quite a bit**  
**4=Very much**

Item #	Variable Name	Item Description/Variable Label
5a	MEMORIZE	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form
5b	ANALYZE	Analyzing the basic elements of an idea, experience, or theory
5c	SYNTHESZ	Synthesizing and organizing ideas, information, or experiences in new ways
5d	EVALUATE	Making judgments about the value or soundness of information, arguments, or methods
5e	APPLYING	Applying theories or concepts to practical problems or in new situations
5f	PERFORM	Using information you have read or heard to perform a new skill.

6) During the current school year, about how much reading and writing have you done at this college?

**NOTE:** All items below have the following response values:

**1=None**  
**2=Between 1 and 4**  
**3=Between 5 and 10**  
**4=Between 11 and 20**  
**5=More than 20**

Item #	Variable Name	Item Description/Variable Label
6a	READASGN	Number of assigned textbooks, manuals, books, or book-length packs of course readings
6b	READOWN	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
6c	WRITEANY	Number of written papers or reports of any length

Item #	Variable Name	Item Description/Variable Label	Response Value
7	EXAMS	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 <u>at this college</u>	Responses range from 1 to 7, with scale anchors described: (1) Extremely easy (7) Extremely challenging

8) Which of the following have you done, are you doing, or do you plan to do while attending this college?

**NOTE:** All items below have the following response values:

**1=I Have Not Done, Nor Plan To Do**  
**2=I Plan To Do**  
**3=I Have Done**

Item #	Variable Name	Item Description/Variable Label
8a	INTERN	Internship, field experience, co-op experience, or clinical assignment
8b	ESL	English as a second language course
8c	DEVREAD	Developmental/remedial reading course
8d	DEVWRITE	Developmental/remedial writing course
8e	DEVMATH	Developmental/remedial math course
8f	STUDSKIL	Study skills course
8g	HONORS	Honors course
8h	ORIEN	College orientation program or course
8i	LRNCOMM	Organized learning communities (linked courses/study groups led by faculty or counselors)

9) How much does this college emphasize each of the following?

**NOTE:** All items below have the following response values:

**1=Very little**  
**2=Some**  
**3=Quite a bit**  
**4=Very much**

Item #	Variable Name	Item Description/Variable Label
9a	ENVSCHOL	Encouraging you to spend significant amounts of time studying
9b	ENVSUPRT	Providing the support you need to help you succeed at this college
9c	ENVDIVRS	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
9d	ENVNACAD	Helping you cope with your non-academic responsibilities (work, family, etc.)
9e	ENVSOCAL	Providing the support you need to thrive socially
9f	FINSUPP	Providing the financial support you need to afford your education
9g	ENVCOMP	Using computers in academic work

10) About how many hours do you spend in a typical 7-day week doing each of the following?

**NOTE:** All items below have the following response values:

**0=None**  
**1=1-5 hours**  
**2=6-10 hours**  
**3=11-20 hours**  
**4=21-30 hours**  
**5=More than 30 hours**

Item #	Variable Name	Item Description/Variable Label
10a	ACADPR01	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)
10b	PAYWORK	Working for pay
10c	COCURR01	Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)
10d	CAREDE01	Providing care for dependents living with you (parents, children, spouse, etc.)
10e	COMMUTE	Commuting to and from classes

11) Mark the box that best represents the quality of your relationships with people at this college. Your relationship with:

Item #	Variable Name	Item Description/Variable Label	Response Value
11a	ENVSTU	Other students	Responses range from 1 to 7, with scale anchors described as: (1) Unfriendly, unsupportive, sense of alienation (7) Friendly, supportive, sense of belonging
11b	ENVFAC	Instructors	Responses range from 1 to 7, with scale anchors described as: (1) Unavailable, unhelpful, unsympathetic (7) Available, helpful, sympathetic
11c	ENVADM	Administrative personnel and offices	Responses range from 1 to 7, with scale anchors described as: (1) Unhelpful, inconsiderate, rigid (7) Helpful, considerate, flexible

12) How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?

**NOTE:** All items below have the following response values:

**1=Very little**  
**2=Some**  
**3=Quite a bit**  
**4=Very much**

Item #	Variable Name	Item Description/Variable Label
12a	GNGENLED	Acquiring a broad general education
12b	GNWORK	Acquiring job or work-related knowledge and skills
12c	GNWRITE	Writing clearly and effectively
12d	GNSPEAK	Speaking clearly and effectively
12e	GNANALY	Thinking critically and analytically
12f	GNSOLVE	Solving numerical problems
12g	GNCMPTS	Using computing and information technology
12h	GNOTHERS	Working effectively with others
12i	GNINQ	Learning effectively on your own
12j	GNSSELF	Understanding yourself
12k	GNDIVERS	Understanding people of other racial and ethnic backgrounds
12l	GNETHICS	Developing a personal code of values and ethics
12m	GNCOMMUN	Contributing to the welfare of your community
12n	CARGOAL	Developing clearer career goals
12o	GAINCAR	Gaining information about career opportunities

13a) Indicate how often you use the following services.

**NOTE:** All items below have the following response values:

**0=Don't Know/N.A**

**1=Rarely/never**

**2=Sometimes**

**3=Often**

Item #	Variable Name	Item Description/Variable Label
13a1	USEACAD	Frequency: Academic advising/planning
13b1	USECACOU	Frequency: Career counseling
13c1	USEJOBPL	Frequency: Job placement assistance
13d1	USETUTOR	Frequency: Peer or other tutoring
13e1	USELAB	Frequency: Skill labs (writing, math, etc.)
13f1	USECHLD	Frequency: Child care
13g1	USEFAADV	Frequency: Financial aid advising
13h1	USECOMLB	Frequency: Computer lab
13i1	USESTORG	Frequency: Student organizations
13j1	USETRCRD	Frequency: Transfer credit assistance
13k1	USEDISAB	Frequency: Services to students with disabilities

13b) Indicate how satisfied you are with the services at this college.

**NOTE:** All items below have the following response values:

**0=N.A.**

**1=Not at all**

**2=Somewhat**

**3=Very**

Item #	Variable Name	Item Description/Variable Label
13a2	SATACAD	Satisfaction: Academic advising/planning
13b2	SATCACOU	Satisfaction: Career Counseling
13c2	SATJOBPL	Satisfaction: Job placement assistance
13d2	SATTUTOR	Satisfaction: Peer or other tutoring
13e2	SATLAB	Satisfaction: Skill labs (writing, math, etc.)
13f2	SATCHLD	Satisfaction: Child care
13g2	SATFAADV	Satisfaction: Financial aid advising
13h2	SATCOMLB	Satisfaction: Computer lab
13i2	SATSTORG	Satisfaction: Student organizations
13j2	SATTRCRD	Satisfaction: Transfer credit assistance
13k2	SATDISAB	Satisfaction: Services to students with disabilities

13c) Indicate how important the services are to you.

**NOTE:** All items below have the following response values:

**1=Not at all**  
**2=Somewhat**  
**3=Very**

Item #	Variable Name	Item Description/Variable Label
13a3	IMPACAD	Importance: Academic advising/planning
13b3	IMPCACOU	Importance: Career counseling
13c3	IMPJOBPL	Importance: Job placement assistance
13d3	IMPTUTOR	Importance: Peer or other tutoring
13e3	IMPLAB	Importance: Skill labs (writing, math, etc.)
13f3	IMPCHLD	Importance: Child care
13g3	IMPFAADV	Importance: Financial aid advising
13h3	IMPCOMLB	Importance: Computer lab
13i3	IMPSTORG	Importance: Student organizations
13j3	IMPTRCRD	Importance: Transfer credit assistance
13k3	IMPDISAB	Importance: Services to students with disabilities

14) How likely is it that the following issues would cause you to withdraw from class or from this college?

**NOTE:** All items below have the following response values:

**1=Not Likely**  
**2=Somewhat Likely**  
**3=Likely**  
**4=Very Likely**

Item #	Variable Name	Item Description/Variable Label
14a	WRKFULL	Working full-time
14b	CAREDEP	Caring for dependents
14c	ACADUNP	Academically unprepared
14d	LACKFIN	Lack of finances
14e	TRANSFER	Transfer to a 4-year college or university

Item #	Variable Name	Item Description/Variable Label	Response Value
15	FRNDSUPP	How supportive are your friends of your attending <u>this college</u> ?	1=Not very 2=Somewhat 3=Quite a bit 4=Extremely
16	FAMSUPP	How supportive is your immediate family of your attending <u>this college</u> ?	1=Not very 2=Somewhat 3=Quite a bit 4=Extremely

17) Indicate which of the following are your reasons/goals for attending this college.

**NOTE:** All items below have the following response values:

**1=Not a goal**  
**2=Secondary goal**  
**3=Primary goal**

Item #	Variable Name	Item Description/Variable Label
17a	CERTPRGM	Complete a certificate program
17b	ASSOCDEG	Obtain an associate degree
17c	TR4YR	Transfer to a 4-year college or university
17d	OBUPSKIL	Obtain or update job-related skills
17e	SLFIMP	Self-improvement/personal enjoyment
17f	CARCHNG	Change careers

18) Indicate which of the following are sources you use to pay your tuition at this college.

(Please respond to each item)

**NOTE:** All items below have the following response values:

**1=Not a source**  
**2=Minor source**  
**3=Major source**

Item #	Variable Name	Item Description/Variable Label
18a	OWNINC	My own income/savings
18b	PARSPINC	Parent or spouse/significant other's income/savings
18c	EMPLOYER	Employer contributions
18d	GRANTS	Grants and scholarships
18e	STULOANS	Student loans (bank, etc.)
18f	PUBASSIT	Public assistance

19) Since high school, which of the following types of schools have you attended other than the one you are now attending?

This question asks students to select all options that apply. To permit multiple responses, the question is represented in the codebook by five separate items the student either checks or does not check.

**NOTE:** All items below have the following response values:

**0=No response**  
**1=Response**

Item #	Variable Name	Item Description/Variable Label
19a	PROPSCH	Proprietary (private) school or training program
19b	VOCTECH	Public vocational-technical school
19c	COMMCOLL	Another community or technical college
19d	FOURYEAR	4-year college or university
19e	NONESC	None

Item #	Variable Name	Item Description/Variable Label	Response Value
20	TAKAGAIN	When do you plan to take classes <u>at this college</u> again?	1=I will accomplish my goal(s) this term and will not be returning 2=I have no current plans to return 3=Within the next 12 months 4= Uncertain
21	GPA	At this college, in what range is your overall college grade average?	1=Pass/fail classes only 2=Do not have a GPA at this school 3=C- or lower 4=C 5=B- to C+ 6=B 7=A- to B+ 8=A
22	TIMCLASS	When do you most frequently take classes <u>at this college</u> ?	1=Day classes (morning or afternoon) 2=Evening classes 3=Weekend classes
23	TOTCHRS	How many TOTAL credit hours have you earned <u>at this college</u> , not counting the courses you are currently taking this term?	0=None 1=1 – 14 credits 2=15 – 29 credits 3=30 – 44 credits 4=45 – 60 credits 5= over 60 credits

24) At what other types of institutions are you taking classes this term?

This question asks students to select all options that apply. To permit multiple responses, the question is represented in the codebook by six separate items the student either checks or does not check.

**NOTE:** All items below have the following response values:

**0=No response**

**1=Response**

Item #	Variable Name	Item Description/Variable Label
24a	OTCLSNON	None
24b	OTCLSHS	High school
24c	OTCLSVT	Vocational/technical school
24d	OTCLSCC	Another community or technical college
24e	OTCLS4Y	4-year college/ university
24f	OTCLASS	Other

Item #	Variable Name	Item Description/Variable Label	Response Value
25	OTHINST	How many classes are you <i>presently</i> taking at OTHER institutions?	1=None 2=1 class 3=2 classes 4=3 classes 5=4 classes or more
26	RECOMMEN	Would you recommend this college to a friend or family member?	1=Yes 2=No
27	ENTIREXP	How would you evaluate your entire educational experience <u>at this college</u> ?	1=Poor 2=Fair 3=Good 4=Excellent
28	HAVKID	Do you have children who live with you?	1=Yes 2=No
29	AGENEW	Mark your age group	1=Under 18 2=18 to 19 3=20 to 21 4=22 to 24 5=25 to 29 6=30 to 39 7=40 to 49 8=50 to 64 9=65+
30	SEX	Your sex	1=Male 2=Female
31	MARRY	Are you married?	1=Yes 2=No
32	ENGFIRST	Is English your native (first) language?	1=Yes 2=No
33	INTERNAT	Are you an international student or foreign national?	1=Yes 2=No

Item #	Variable Name	Item Description/Variable Label	Response Value
34	RERACE	What is your racial identification? (Mark <b>only one</b> )	1=American Indian or other Native American 2=Asian, Asian American or Pacific Islander 3=Native Hawaiian 4=Black or African American, Non-Hispanic 5=White, Non-Hispanic 6=Hispanic, Latino, Spanish 7=Other
35	HIACCRED	What is the highest academic credential you have earned?	1=None 2=High school diploma or GED 3=Vocational/technical certificate 4= Associate degree 5= Bachelor's degree 6= Master's/doctoral/professional degree
36m	MOTHED	Highest level of education: mother	1=Not a high school graduate 2=High school diploma or GED 3=Some college, did not complete degree 4=Associate degree 5=Bachelor's degree 6=Master's/1 <sup>st</sup> professional degree 7=Doctorate degree 8=Unknown
36f	FATHED	Highest level of education: father	1=Not a high school graduate 2=High school diploma or GED 3=Some college, did not complete degree 4=Associate degree 5=Bachelor's degree 6=Master's/1 <sup>st</sup> professional degree 7=Doctorate degree 8=Unknown
37	MAJOR	Using the list provided, please write the code indicating your major	
38	STID	Student Identification Number	

The items below contain course level data from the Course Master Data File:

Variable Name	Item Description/Variable Label	Response Value
timegrp	Administration Time Group	1=Morning (Before Noon) 2=Afternoon (Noon to 4:59) 3=Evening (5:00 or later)
camploc	Campus location	
secno	Section number	
courseno	Course number	
courname	Course full name	
bldg	Building	
room	Room	
meetdays	Class meeting days	

Course level data from the Course Master Data File (cont.):

Variable Name	Item Description/Variable Label	Response Value
instrnam	Instructor name	
depart	Department	
actenrol	Actual enrollment	
stime	Class start time	
etime	Class end time	
sdate	Course start date	
edate	Course end date	
primary	Record in primary sample	0=False 1=True
in	Survey number in range for packet	0=False 1=True

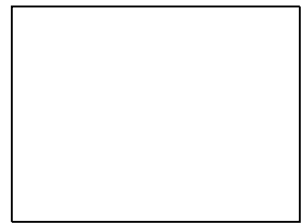
The items below are calculated weights and benchmarks:

Variable Name	Item Description/Variable Label
iweight	Institutional weight based on part-time/full-time enrollment
actcoll	Active and collaborative learning benchmark score (rescaled from 0 to 1)
stueff	Student effort benchmark score (rescaled from 0 to 1)
acchall	Academic challenge benchmark score (rescaled from 0 to 1)
stufac	Student faculty interaction benchmark score (rescaled from 0 to 1)
support	Support for learners (rescaled from 0 to 1)

The items below contain course level data from the class information sheet:

Variable Name	Item Description/Variable Label	Response Value
SRVADMN	Survey administered by	1=Faculty    2=Survey Administrator
FACFTPT	Faculty member's status	1=Full-time    2=Part-time
NUMSTU	Number of students in attendance	
ADMNTIME	Total administration time: <i>in minutes</i>	
ADMNDATE	Administration date	
SPNEEDS	How many students in this class have special needs:	
SEMHR	Number of credit hours taught this semester by faculty member teaching this class: Semester system hours	
QRTHR	Number of credit hours taught this semester by faculty member teaching this class: Quarter system hours	

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## 2004 Participating Colleges

<b>Institution</b>	<b>City</b>	<b>State</b>
Albuquerque TVI	Albuquerque	NM
Alpena Community College	Alpena	MI
Anne Arundel Community College	Arnold	MD
Asnuntuck Community College	Enfield	CT
Bellevue Community College	Bellevue	WA
Blinn College	Brenham	TX
Brazosport College	Lake Jackson,	TX
Brevard Community College	Cocoa	FL
Brookhaven College	Farmers Branch	TX
Broward Community College	Fort Lauderdale	FL
Bucks County Community College	Newtown	PA
Burlington County College	Pemberton	NJ
Butler County Community College	El Dorado	KS
Capital Community College	Hartford	CT
Carroll Community College	Westminster	MD
Cecil Community College	North East	MD
Cedar Valley College	Lancaster	TX
Central Arizona College	Coolidge	AZ
Central Community College	Grand Island	NE
Central Florida Community College	Ocala	FL
Central Piedmont Community College	Charlotte	NC
Chesapeake College	Wye Mills	MD
Chipola College	Marianna	FL
Clarendon College	Clarendon	TX
Clovis Community College	Clovis	NM
Coastal Bend College	Beeville	TX
College of Southern Idaho	Twin Falls	ID
College of the Mainland	Texas City	TX

<b>Institution</b>	<b>City</b>	<b>State</b>
Corning Community College	Corning	NY
Cuyahoga Community College	Cleveland	OH
Danville Area Community College	Danville	IL
Daytona Beach Community College	Daytona Beach	FL
Dona Ana Branch Community College – NMSU	Las Cruces	NM
Eastern New Mexico University – Roswell	Roswell	NM
Edison Community College	Fort Myers	FL
Ellsworth Community College	Marshalltown	IA
Estrella Mountain Community College	Avondale	AZ
Florida Community College at Jacksonville	Jacksonville	FL
Florida Keys Community College	Key West	FL
Fox Valley Technical College	Appleton	WI
Frank Phillips College	Borger	TX
Frederick Community College	Frederick	MD
Galveston College	Galveston	TX
Gateway Community College	New Haven	CT
Grayson County College	Denison	TX
Gulf Coast Community College	Panama City	FL
Hagerstown Community College	Hagerstown	MD
Hawaii Community College	Hilo	HI
Hennepin Technical College	Brooklyn Park	MN
Hillsborough Community College	Tampa	FL
Housatonic Community College	Bridgeport	CT
Houston Community College System	Houston	TX
Howard College	Big Spring	TX
Illinois Central College	East Peoria	IL
Indian River Community College	Fort Pierce	FL
Ivy Tech State College – Columbus	Columbus	IN
J. Sargeant Reynolds Community College	Richmond	VA
James A. Rhodes State College	Lima	OH
Johnson County Community College	Overland Park	KS
Kankakee Community College	Kankakee	IL
Kapiolani Community College	Honolulu	HI

<b>Institution</b>	<b>City</b>	<b>State</b>
Kauai Community College	Lihue	HI
Kilgore College	Kilgore	TX
Lake City Community College	Lake City	FL
Lake-Sumter Community College	Leesburg	FL
Lamar Institute of Technology	Beaumont	TX
Lamar State College – Orange	Orange	TX
Lehigh Carbon Community College	Schnecksville	PA
Lorain County Community College	Elyria	OH
Luna Community College	Las Vegas	NM
Manatee Community College	Bradenton	FL
Manchester Community College	Manchester	CT
Marshalltown Community College	Marshalltown	IA
Maui Community College	Kahului	HI
Mayland Community College	Spruce Pine	NC
McHenry County College	Crystal Lake	IL
Mesalands Community College	Tucumcari	NM
Miami Dade College	Miami	FL
Middlesex Community College	Middletown	CT
Montgomery College	Rockville	MD
Mountain View College	Dallas	TX
Naugatuck Valley Community-Technical College	Waterbury	CT
Navarro College	Corsicana	TX
New Mexico Junior College	Hobbs	NM
New Mexico State University – Grants	Grants	NM
New Mexico State University at Alamogordo	Alamogordo	NM
North Florida Community College	Madison	FL
North Hennepin Community College	Brooklyn Park	MN
North Lake College	Irving	TX
Northern New Mexico Community College	Espanola	NM
Northern Virginia Community College	Annandale	VA
Northwest Vista College	San Antonio	TX

<b>Institution</b>	<b>City</b>	<b>State</b>
Northwestern Connecticut Community College	Winsted	CT
Norwalk Community College	Norwalk	CT
Ocean County College	Toms River	NJ
Okaloosa-Walton Community College	Niceville	FL
Palm Beach Community College	Lake Worth	FL
Palo Alto College	San Antonio	TX
Palomar College	San Marcos	CA
Panola College	Carthage	TX
Paris Junior College	Paris	TX
Pasco-Hernando Community College	New Port Richey	FL
Pensacola Junior College	Pensacola	FL
Phoenix College	Phoenix	AZ
Polk Community College	Winter Haven	FL
Prince George's Community College	Largo	MD
Quinebaug Valley Community College	Danielson	CT
Ranger College	Ranger	TX
Red Rocks Community College	Lakewood	CO
Redlands Community College	El Reno	OK
Richland College	Dallas	TX
Riverland Community College	Austin	MN
San Diego Miramar College	San Diego	CA
San Juan College	Farmington	NM
Santa Fe Community College (FL)	Gainesville	FL
Santa Fe Community College (NM)	Santa Fe	NM
Seminole Community College	Sanford	FL
Sinclair Community College	Dayton	OH
South Florida Community College	Avon Park	FL
South Mountain Community College	Phoenix	AZ
South Suburban College	South Holland	IL
Southwest Texas Junior College	Uvalde	TX
Southwestern Oregon Community College	Coos Bay	OR
Spartanburg Technical College	Spartanburg	SC
St. Charles Community College	St. Peters	MO

<b>Institution</b>	<b>City</b>	<b>State</b>
St. Johns River Community College	Palatka	FL
St. Louis Community College- Florissant Valley	St. Louis	MO
St. Petersburg College	St. Petersburg	FL
St. Philip's College	San Antonio	TX
Surry Community College	Dobson	NC
Tallahassee Community College	Tallahassee	FL
Texas State Technical College Marshall	Marshall	TX
Texas State Technical College Waco	Waco	TX
Texas State Technical College West Texas	Sweetwater	TX
The Community College of Baltimore County	Baltimore	MD
The University of New Mexico - Gallup	Gallup	NM
The University of New Mexico - Taos Branch	Taos	NM
The University of New Mexico-Valencia Campus	Los Lunas	NM
The Victoria College	Victoria	TX
Three Rivers Community College	Norwich	CT
Tunxis Community College	Farmington	CT
University of Cincinnati Clermont College	Batavia	OH
Valencia Community College	Orlando	FL
Vernon College	Vernon	TX
West Virginia State Community and Technical College	Institute	WV
Western Iowa Tech Community College	Souix City	IA
Western Texas College	Snyder	TX
Windward Community College	Kaneohe	HI
Wor-Wic Community College	Salisbury	MD
Yakima Valley Community College	Yakima	WA
York Technical College	Rock Hill	SC
Zane State College	Zanesville	OH



## 2004 Consortia

### **Connecticut**

Asnuntuck Community College  
Capital Community College  
Gateway Community College  
Housatonic Community College  
Manchester Community College  
Middlesex Community College  
Naugatuck Valley Community-Technical College  
Northwestern Connecticut Community College  
Norwalk Community College  
Quinebaug Valley Community College  
Three Rivers Community College  
Tunxis Community College

### **Florida**

Brevard Community College  
Broward Community College  
Central Florida Community College  
Chipola College  
Daytona Beach Community College  
Edison Community College  
Florida Community College at Jacksonville  
Florida Keys Community College  
Gulf Coast Community College  
Hillsborough Community College  
Indian River Community College  
Lake City Community College  
Lake-Sumter Community College  
Manatee Community College  
Miami Dade College  
North Florida Community College  
Okaloosa-Walton Community College

### **Florida (continued)**

Palm Beach Community College  
Pasco-Hernando Community College  
Pensacola Junior College  
Polk Community College  
Santa Fe Community College (FL)  
Seminole Community College  
South Florida Community College  
St. Johns River Community College  
St. Petersburg College  
Tallahassee Community College  
Valencia Community College

### **HSI/HACU**

Brookhaven College  
Central Arizona College  
Coastal Bend College  
College of the Mainland  
Estrella Mountain Community College  
Houston Community College System  
Howard College  
Mountain View College  
North Lake College  
Northwest Vista College  
Palo Alto College  
Phoenix College  
Richland College  
Southwest Texas Junior College  
St. Philip's College

### **Illinois**

Danville Area Community College  
Illinois Central College  
Kankakee Community College  
McHenry County College  
South Suburban College

### **Maryland**

Anne Arundel Community College  
Carroll Community College  
Cecil Community College  
Chesapeake College  
Frederick Community College  
Hagerstown Community College  
Montgomery College  
Prince George's Community College  
The Community College of Baltimore County  
Wor-Wic Community College

### **New Mexico**

Albuquerque TVI  
Clovis Community College  
Dona Ana Branch Community College - NMSU  
Eastern New Mexico University - Roswell  
Luna Community College  
Mesalands Community College  
New Mexico Junior College  
New Mexico State University - Grants  
New Mexico State University at Alamogordo  
Northern New Mexico Community College  
San Juan College  
Santa Fe Community College (NM)  
The University of New Mexico - Gallup  
The University of New Mexico - Taos Branch  
The University of New Mexico-Valencia Campus

### **Texas Small Colleges**

Brazosport College  
Cedar Valley College  
Clarendon College  
Coastal Bend College  
College of the Mainland  
Frank Phillips College  
Galveston College  
Grayson County College  
Howard College  
Kilgore College  
Lamar Institute of Technology  
Lamar State College - Orange  
Navarro College  
Panola College  
Paris Junior College  
Ranger College  
Southwest Texas Junior College  
Texas State Technical College Marshall  
Texas State Technical College Waco  
Texas State Technical College West Texas  
The Victoria College  
Vernon College  
Western Texas College



**2004 Special Project:  
College and Career Transitions Initiative (CCTI)**

<b>Institution</b>	<b>City</b>	<b>State</b>
Anne Arundel Community College	Arnold	MD
Central Piedmont Community College	Charlotte	NC
Corning Community College	Corning	NY
Estrella Mountain Community College	Avondale	AZ
Fox Valley Technical College	Appleton	WI
Ivy Tech State College – Columbus	Columbus	IN
Lehigh Carbon Community College	Schnecksville	PA
Lorain County Community College	Elyria	OH
Miami Dade College	Miami	FL
Northern Virginia Community College	Annandale	VA
Phoenix College	Phoenix	AZ
Prince George's Community College	Largo	MD
San Diego Miramar College	San Diego	CA
Sinclair Community College	Dayton	OH
South Mountain Community College	Phoenix	AZ
Southwestern Oregon Community College	Coos Bay	OR
St. Louis Community College- Florissant Valley	St. Louis	MO



## 2004 Comparison Groups – Small Colleges

<b>Institution</b>	<b>City</b>	<b>State</b>
Alpena Community College	Alpena	MI
Asnuntuck Community College	Enfield	CT
Brazosport College	Lake Jackson,	TX
Capital Community College	Hartford	CT
Carroll Community College	Westminster	MD
Cecil Community College	North East	MD
Cedar Valley College	Lancaster	TX
Chesapeake College	Wye Mills	MD
Chipola College	Marianna	FL
Clarendon College	Clarendon	TX
Clovis Community College	Clovis	NM
Coastal Bend College	Beeville	TX
College of the Mainland	Texas City	TX
Corning Community College	Corning	NY
Danville Area Community College	Danville	IL
Eastern New Mexico University - Roswell	Roswell	NM
Ellsworth Community College	Marshalltown	IA
Florida Keys Community College	Key West	FL
Frank Phillips College	Borger	TX
Galveston College	Galveston	TX
Grayson County College	Denison	TX
Hagerstown Community College	Hagerstown	MD
Hawaii Community College	Hilo	HI
Howard College	Big Spring	TX
Ivy Tech State College - Columbus	Columbus	IN
James A. Rhodes State College	Lima	OH
Kankakee Community College	Kankakee	IL
Kauai Community College	Lihue	HI

### 2004 Comparison Groups – Small Colleges (continued)

<b>Institution</b>	<b>City</b>	<b>State</b>
Lake City Community College	Lake City	FL
Lake-Sumter Community College	Leesburg	FL
Lamar Institute of Technology	Beaumont	TX
Lamar State College – Orange	Orange	TX
Luna Community College	Las Vegas	NM
Marshalltown Community College	Marshalltown	IA
Maui Community College	Kahului	HI
Mayland Community College	Spruce Pine	NC
Mesalands Community College	Tucumcari	NM
Middlesex Community College	Middletown	CT
New Mexico Junior College	Hobbs	NM
New Mexico State University – Grants	Grants	NM
New Mexico State University at Alamogordo	Alamogordo	NM
North Florida Community College	Madison	FL
Northern New Mexico Community College	Espanola	NM
Northwestern Connecticut Community College	Winsted	CT
Panola College	Carthage	TX
Paris Junior College	Paris	TX
Quinebaug Valley Community College	Danielson	CT
Ranger College	Ranger	TX
Redlands Community College	El Reno	OK
Riverland Community College	Austin	MN
Santa Fe Community College (NM)	Santa Fe	NM
South Florida Community College	Avon Park	FL
South Mountain Community College	Phoenix	AZ
Southwest Texas Junior College	Uvalde	TX
Southwestern Oregon Community College	Coos Bay	OR
Spartanburg Technical College	Spartanburg	SC
Surry Community College	Dobson	NC
Texas State Technical College Marshall	Marshall	TX
Texas State Technical College Waco	Waco	TX
Texas State Technical College West Texas	Sweetwater	TX
The University of New Mexico – Gallup	Gallup	NM

### 2004 Comparison Groups – Small Colleges (continued)

<b>Institution</b>	<b>City</b>	<b>State</b>
The University of New Mexico – Taos Branch	Taos	NM
The University of New Mexico-Valencia Campus	Los Lunas	NM
The Victoria College	Victoria	TX
Three Rivers Community College	Norwich	CT
Tunxis Community College	Farmington	CT
University of Cincinnati Clermont College	Batavia	OH
Vernon College	Vernon	TX
West Virginia State Community and Technical College	Institute	WV
Western Texas College	Snyder	TX
Windward Community College	Kaneohe	HI
Wor-Wic Community College	Salisbury	MD
Yakima Valley Community College	Yakima	WA
York Technical College	Rock Hill	SC
Zane State College	Zanesville	OH



## 2004 Comparison Groups – Medium Colleges

<b>Institution</b>	<b>City</b>	<b>State</b>
Burlington County College	Pemberton	NJ
Central Arizona College	Coolidge	AZ
Central Community College	Grand Island	NE
Central Florida Community College	Ocala	FL
College of Southern Idaho	Twin Falls	ID
Dona Ana Branch Community College - NMSU	Las Cruces	NM
Estrella Mountain Community College	Avondale	AZ
Fox Valley Technical College	Appleton	WI
Frederick Community College	Frederick	MD
Gateway Community College	New Haven	CT
Gulf Coast Community College	Panama City	FL
Hennepin Technical College	Brooklyn Park	MN
Housatonic Community College	Bridgeport	CT
Kapiolani Community College	Honolulu	HI
Kilgore College	Kilgore	TX
Lehigh Carbon Community College	Schnecksville	PA
Manchester Community College	Manchester	CT
McHenry County College	Crystal Lake	IL
Mountain View College	Dallas	TX
Naugatuck Valley Community-Technical College	Waterbury	CT
Navarro College	Corsicana	TX
North Hennepin Community College	Brooklyn Park	MN
Northwest Vista College	San Antonio	TX
Norwalk Community College	Norwalk	CT
Okaloosa-Walton Community College	Niceville	FL
Palo Alto College	San Antonio	TX
Pasco-Hernando Community College	New Port Richey	FL
Polk Community College	Winter Haven	FL

### 2004 Comparison Groups – Medium Colleges (continued)

<b>Institution</b>	<b>City</b>	<b>State</b>
Red Rocks Community College	Lakewood	CO
San Juan College	Farmington	NM
South Suburban College	South Holland	IL
St. Charles Community College	St. Peters	MO
St. Johns River Community College	Palatka	FL
St. Louis Community College- Florissant Valley	St. Louis	MO
Western Iowa Tech Community College	Souix City	IA



## 2004 Comparison Groups – Large Colleges

<b>Institution</b>	<b>City</b>	<b>State</b>
Anne Arundel Community College	Arnold	MD
Bellevue Community College	Bellevue	WA
Blinn College	Brenham	TX
Brevard Community College	Cocoa	FL
Brookhaven College	Farmers Branch	TX
Bucks County Community College	Newtown	PA
Butler County Community College	El Dorado	KS
Daytona Beach Community College	Daytona Beach	FL
Edison Community College	Fort Myers	FL
Illinois Central College	East Peoria	IL
Indian River Community College	Fort Pierce	FL
J. Sargeant Reynolds Community College	Richmond	VA
Lorain County Community College	Elyria	OH
Manatee Community College	Bradenton	FL
North Lake College	Irving	TX
Ocean County College	Toms River	NJ
Pensacola Junior College	Pensacola	FL
Phoenix College	Phoenix	AZ
Prince George's Community College	Largo	MD
Richland College	Dallas	TX
San Diego Miramar College	San Diego	CA
Santa Fe Community College (FL)	Gainesville	FL
Seminole Community College	Sanford	FL
St. Philip's College	San Antonio	TX
Tallahassee Community College	Tallahassee	FL



## 2004 Comparison Groups – Extra-Large Colleges

<b>Institution</b>	<b>City</b>	<b>State</b>
Albuquerque TVI	Albuquerque	NM
Broward Community College	Fort Lauderdale	FL
Central Piedmont Community College	Charlotte	NC
Cuyahoga Community College	Cleveland	OH
Florida Community College at Jacksonville	Jacksonville	FL
Hillsborough Community College	Tampa	FL
Houston Community College System	Houston	TX
Johnson County Community College	Overland Park	KS
Miami Dade College	Miami	FL
Montgomery College	Rockville	MD
Northern Virginia Community College	Annandale	VA
Palm Beach Community College	Lake Worth	FL
Palomar College	San Marcos	CA
Sinclair Community College	Dayton	OH
St. Petersburg College	St. Petersburg	FL
The Community College of Baltimore County	Baltimore	MD
Valencia Community College	Orlando	FL

# Percent of Target

Table 2, beginning on the next page, provides data on survey completion counts and rates for all 2004 CCSSE colleges as well as breakouts for colleges in each size category - small, medium, large, and extra-large.

Each participating college had a target sample size, the third column in the table that was based on total enrollment as reported by IPEDS 2002: samples normally range from approximately 600 to 1,200 students. The first column of data, **Percent of Target Rate**, is the ratio of adjusted surveys to target sample size. For example, if a college's target sample size was 800 and the adjusted survey count was 665, then the Percent of Target Rate would be 83% ( $665/800$ ). The second column lists the adjusted survey count, which is the total number of surveys completed by a college excluding students who were under the age of 18, students who had taken the survey more than once, students who did not indicate their enrollment status (part- or full-time), and surveys that were out-of-range from their assigned class packet.

**Table 2**  
**2004 CCSSE Colleges: Percent of Target**

	Percent of Target	Adjusted Survey Counts	Targeted Number of Surveys
<b>All 2004 CCSSE Colleges</b>	<b>80%</b>	<b>92,301</b>	<b>115,650</b>
<b>All Small CCSSE Colleges</b>	<b>78%</b>	<b>32,842</b>	<b>42,050</b>
Alpena Community College	82%	491	600
Asnuntuck Community College	72%	430	600
Brazosport College	71%	428	600
Capital Community College	95%	571	600
Carroll Community College	96%	576	600
Cecil Community College	75%	448	600
Cedar Valley College	89%	534	600
Chesapeake College	66%	394	600
Chipola College	81%	484	600
Clarendon College	64%	238	371
Clovis Community College	64%	384	600
Coastal Bend College	80%	481	600
College of the Mainland	69%	416	600
Corning Community College	98%	590	600
Danville Area Community College	74%	442	600
Eastern New Mexico University - Roswell	76%	454	600
Ellsworth Community College	68%	249	364
Florida Keys Community College	79%	338	428
Frank Phillips College	47%	180	382
Galveston College	76%	453	600
Grayson County College	101%	605	600
Hagerstown Community College	81%	483	600
Hawaii Community College	84%	504	600
Howard College	88%	530	600
Ivy Tech State College - Columbus	74%	444	600
James A. Rhodes State College	90%	541	600
Kankakee Community College	80%	480	600
Kauai Community College	39%	158	403
Lake City Community College	74%	445	600
Lake-Sumter Community College	87%	523	600
Lamar Institute of Technology	90%	540	600
Lamar State College - Orange	68%	409	600
Luna Community College	48%	287	600
Marshalltown Community College	80%	338	422
Maui Community College	71%	427	600
Mayland Community College	77%	327	422
Mesalands Community College	39%	95	243
Middlesex Community College	90%	540	600
New Mexico Junior College	69%	411	600
New Mexico State University - Grants	71%	223	315

Note:

Adjusted Survey Count includes only data used in the national CCSSE Analysis. Some student data was excluded in accordance with the CCSSE data exclusion rules.

	Percent of Target	Adjusted Survey Counts	Targeted Number of Surveys
<b>All 2004 CCSSE Colleges</b>	<b>80%</b>	<b>92,301</b>	<b>115,650</b>
<b>All Small CCSSE Colleges cont.</b>	<b>78%</b>	<b>32,842</b>	<b>42,050</b>
New Mexico State University at Alamogordo	71%	424	600
North Florida Community College	65%	263	405
Northern New Mexico Community College	77%	464	600
Northwestern Connecticut Community College	67%	400	600
Panola College	83%	500	600
Paris Junior College	101%	608	600
Quinebaug Valley Community College	76%	453	600
Ranger College	67%	237	354
Redlands Community College	70%	417	600
Riverland Community College	85%	508	600
Santa Fe Community College (NM)	72%	434	600
South Florida Community College	82%	493	600
South Mountain Community College	65%	388	600
Southwest Texas Junior College	118%	707	600
Southwestern Oregon Community College	84%	505	600
Spartanburg Technical College	92%	553	600
Surry Community College	89%	533	600
Texas State Technical College Marshall	74%	224	303
Texas State Technical College Waco	69%	414	600
Texas State Technical College West Texas	81%	485	600
The University of New Mexico - Gallup	65%	389	600
The University of New Mexico - Taos Branch	74%	443	600
The University of New Mexico-Valencia Campus	57%	249	438
The Victoria College	93%	559	600
Three Rivers Community College	87%	521	600
Tunxis Community College	85%	507	600
University of Cincinnati Clermont College	88%	526	600
Vernon College	84%	501	600
West Virginia State Community and Technical College	67%	399	600
Western Texas College	53%	318	600
Windward Community College	69%	412	600
Wor-Wic Community College	87%	524	600
Yakima Valley Community College	98%	587	600
York Technical College	80%	481	600
Zane State College	88%	525	600

Note:

Adjusted Survey Count includes only data used in the national CCSSE Analysis. Some student data was excluded in accordance with the CCSSE data exclusion rules.

	Percent of Target Rate	Adjusted Survey Counts	Targeted Number of Surveys
<b>All 2004 CCSSE Colleges</b>	<b>80%</b>	<b>92,301</b>	<b>115,650</b>
<b>All Medium CCSSE Colleges</b>	<b>83%</b>	<b>23,291</b>	<b>28,000</b>
Burlington County College	82%	658	800
Central Arizona College	76%	611	800
Central Community College	67%	535	800
Central Florida Community College	101%	804	800
College of Southern Idaho	94%	755	800
Dona Ana Branch Community College - NMSU	89%	712	800
Estrella Mountain Community College	74%	592	800
Fox Valley Technical College	96%	767	800
Frederick Community College	78%	620	800
Gateway Community College	82%	652	800
Gulf Coast Community College	95%	761	800
Hennepin Technical College	77%	615	800
Housatonic Community College	83%	661	800
Kapiolani Community College	82%	656	800
Kilgore College	83%	664	800
Lehigh Carbon Community College	79%	635	800
Manchester Community College	82%	652	800
McHenry County College	95%	761	800
Mountain View College	59%	474	800
Naugatuck Valley Community-Technical College	90%	723	800
Navarro College	90%	721	800
North Hennepin Community College	88%	703	800
Northwest Vista College	107%	855	800
Norwalk Community College	77%	617	800
Okaloosa-Walton Community College	79%	631	800
Palo Alto College	71%	569	800
Pasco-Hernando Community College	91%	728	800
Polk Community College	80%	638	800
Red Rocks Community College	92%	736	800
San Juan College	62%	495	800
South Suburban College	64%	515	800
St. Charles Community College	94%	750	800
St. Johns River Community College	97%	775	800
St. Louis Community College- Florissant Valley	84%	670	800
Western Iowa Tech Community College	73%	580	800

Note:

Adjusted Survey Count includes only data used in the national CCSSE Analysis. Some student data was excluded in accordance with the CCSSE data exclusion rules.

	Percent of Target Rate	Adjusted Survey Counts	Targeted Number of Surveys
<b>All 2004 CCSSE Colleges</b>	<b>80%</b>	<b>92,301</b>	<b>115,650</b>
<b>All Large CCSSE Colleges</b>	<b>82%</b>	<b>20,564</b>	<b>25,000</b>
Anne Arundel Community College	92%	916	1000
Bellevue Community College	104%	1037	1000
Blinn College	87%	873	1000
Brevard Community College	99%	992	1000
Brookhaven College	80%	801	1000
Bucks County Community College	74%	744	1000
Butler County Community College	72%	723	1000
Daytona Beach Community College	79%	792	1000
Edison Community College	79%	786	1000
Illinois Central College	103%	1025	1000
Indian River Community College	78%	775	1000
J. Sargeant Reynolds Community College	99%	991	1000
Lorain County Community College	87%	865	1000
Manatee Community College	82%	815	1000
North Lake College	85%	849	1000
Ocean County College	90%	903	1000
Pensacola Junior College	92%	915	1000
Phoenix College	57%	568	1000
Prince George's Community College	86%	858	1000
Richland College	86%	856	1000
San Diego Miramar College	75%	747	1000
Santa Fe Community College (FL)	61%	611	1000
Seminole Community College	72%	723	1000
St. Philip's College	64%	639	1000
Tallahassee Community College	76%	760	1000

Note:

Adjusted Survey Count includes only data used in the national CCSSE Analysis. Some student data was excluded in accordance with the CCSSE data exclusion rules.

	Percent of Target Rate	Adjusted Survey Counts	Targeted Number of Surveys
<b>All 2004 CCSSE Colleges</b>	<b>80%</b>	<b>92,301</b>	<b>115,650</b>
<b>All Extra Large CCSSE Colleges</b>	<b>76%</b>	<b>15,604</b>	<b>20,400</b>
Albuquerque TVI	75%	904	1200
Broward Community College	60%	720	1200
Central Piedmont Community College	86%	1032	1200
Cuyahoga Community College	83%	991	1200
Florida Community College at Jacksonville	78%	935	1200
Hillsborough Community College	83%	990	1200
Houston Community College System	68%	815	1200
Johnson County Community College	67%	800	1200
Miami Dade College	75%	905	1200
Montgomery College	43%	521	1200
Northern Virginia Community College	84%	1005	1200
Palm Beach Community College	86%	1030	1200
Palomar College	82%	985	1200
Sinclair Community College	89%	1071	1200
St. Petersburg College	70%	835	1200
The Community College of Baltimore County	79%	951	1200
Valencia Community College	93%	1114	1200

Note:

Adjusted Survey Count includes only data used in the national CCSSE Analysis. Some student data was excluded in accordance with the CCSSE data exclusion rules.

# **Comparisons: Respondents to Underlying Population by College Size**

Table 3, on the following page, highlights data about respondent and population characteristics, similar to data presented in Table 1, by institution size and overall. The specific characteristics examined include gender, race/ethnicity, age, and enrollment status.

The first column details these characteristics for all 2004 Small College Respondents while the second presents the population data, from IPEDS 2001-02, for the same size group – all 2004 small colleges. This pattern of data presentation, respondents in one column and population data in the next, continues for medium through extra-large colleges. The last two columns present data for all 2004 *CCSSE* respondents and then population data for all 2004 *CCSSE* colleges.

**Table 4**  
**Underlying Population Percentages by Gender, Race/Ethnicity, and Enrollment Status**

	Gender		Race/Ethnicity							Enrollment Status	
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
<b>Small Colleges</b>											
All 2004 CCSSE Colleges	41%	59%	1%	5%	15%	59%	15%	2%	3%	36%	64%
All Small Colleges	40%	60%	3%	5%	9%	65%	14%	4%	1%	41%	59%
Alpena Community College	42%	58%	0%	0%	1%	97%	1%	1%	0%	49%	51%
Asnuntuck Community College	49%	51%	0%	2%	10%	82%	4%	2%	0%	25%	75%
Brazosport College	50%	50%	1%	1%	7%	67%	24%	0%	0%	26%	74%
Capital Community College	32%	68%	0%	4%	36%	28%	24%	8%	0%	23%	77%
Carroll Community College	38%	62%	0%	1%	3%	91%	1%	2%	0%	45%	55%
Cecil Community College	35%	65%	1%	2%	6%	88%	1%	1%	1%	33%	67%
Cedar Valley College	40%	60%	1%	1%	49%	37%	11%	1%	0%	29%	71%
Chesapeake College	29%	71%	0%	1%	17%	80%	1%	1%	0%	31%	69%
Chipola College	37%	63%	1%	1%	19%	78%	2%	0%	0%	47%	53%
Clarendon College	58%	42%	1%	1%	10%	74%	13%	0%	2%	40%	60%
Clovis Community College	33%	67%	1%	2%	7%	61%	29%	0%	0%	37%	63%
Coastal Bend College	44%	56%	0%	0%	6%	35%	58%	1%	0%	48%	52%
College of the Mainland	37%	63%	1%	2%	19%	58%	18%	2%	0%	34%	66%
Corning Community College	45%	55%	0%	1%	3%	77%	1%	18%	0%	62%	38%
Danville Area Community College	37%	63%	0%	1%	11%	85%	3%	0%	0%	46%	54%
Eastern New Mexico University - Roswell	47%	53%	3%	1%	2%	45%	42%	7%	0%	39%	61%
Ellsworth Community College	44%	56%	2%	1%	4%	86%	3%	3%	0%	67%	33%
Florida Keys Community College	38%	62%	1%	1%	8%	75%	13%	1%	1%	22%	78%
Frank Phillips College	41%	59%	2%	0%	5%	78%	13%	1%	0%	56%	44%
Galveston College	35%	65%	0%	3%	21%	52%	22%	0%	2%	31%	69%
Grayson County College	38%	62%	2%	1%	7%	86%	4%	0%	1%	54%	46%
Hagerstown Community College	39%	61%	0%	2%	6%	89%	2%	1%	0%	40%	60%
Hawaii Community College	37%	63%	0%	64%	0%	23%	2%	7%	3%	50%	50%
Howard College	39%	61%	0%	1%	5%	65%	28%	1%	0%	42%	58%
Ivy Tech State College - Columbus	33%	67%	1%	0%	1%	84%	1%	12%	0%	31%	69%
James A. Rhodes State College	30%	70%	0%	1%	7%	88%	2%	2%	0%	49%	51%
Kankakee Community College	34%	66%	0%	1%	13%	83%	3%	0%	0%	30%	70%
Kauai Community College	38%	62%	0%	64%	1%	31%	2%	0%	1%	38%	62%
Lake City Community College	37%	63%	1%	1%	10%	84%	3%	1%	0%	43%	57%
Lake-Sumter Community College	32%	68%	1%	2%	8%	82%	5%	1%	1%	31%	69%
Lamar Institute of Technology	58%	42%	0%	2%	31%	58%	6%	2%	0%	52%	48%
Lamar State College - Orange	28%	72%	0%	1%	13%	82%	2%	1%	0%	41%	59%
Luna Community College	37%	63%	0%	0%	0%	12%	85%	2%	0%	23%	77%
Marshalltown Community College	44%	56%	2%	1%	4%	86%	3%	3%	0%	67%	33%
Maui Community College	36%	64%	0%	60%	0%	32%	3%	2%	3%	36%	64%
Mayland Community College	47%	53%	1%	0%	5%	93%	0%	1%	0%	36%	64%
Mesalands Community College	42%	58%	3%	0%	1%	58%	35%	3%	0%	48%	52%
Middlesex Community College	39%	61%	0%	2%	7%	78%	7%	4%	0%	29%	71%

Note: All population percentages acquired from the 2002 IPEDS dataset.

	Gender		Race/Ethnicity							Enrollment Status	
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
<b>Small Colleges continued</b>											
All 2004 CCSSE Colleges	41%	59%	1%	5%	15%	59%	15%	2%	3%	36%	64%
All Small Colleges	40%	60%	3%	5%	9%	65%	14%	4%	1%	41%	59%
New Mexico Junior College	40%	60%	1%	0%	4%	53%	35%	7%	0%	35%	65%
New Mexico State University - Grants	30%	70%	36%	0%	1%	13%	29%	20%	0%	42%	58%
New Mexico State University at Alamogordo	33%	67%	3%	3%	4%	33%	23%	30%	3%	40%	60%
North Florida Community College	32%	68%	0%	1%	22%	75%	1%	0%	1%	45%	55%
Northern New Mexico Community College	39%	61%	7%	1%	0%	52%	27%	13%	0%	28%	72%
Northwestern Connecticut Community College	34%	66%	0%	2%	2%	88%	3%	5%	0%	29%	71%
Panola College	34%	66%	1%	1%	19%	76%	3%	0%	0%	58%	42%
Paris Junior College	38%	62%	2%	1%	13%	81%	4%	0%	0%	46%	54%
Quinebaug Valley Community College	31%	69%	1%	1%	1%	84%	7%	5%	0%	32%	68%
Ranger College	46%	54%	1%	0%	17%	64%	12%	5%	1%	55%	45%
Redlands Community College	37%	63%	8%	2%	6%	79%	3%	0%	2%	43%	57%
Riverland Community College	52%	48%	0%	1%	1%	94%	2%	2%	0%	42%	58%
Santa Fe Community College (NM)	38%	62%	3%	2%	1%	44%	44%	6%	0%	23%	77%
South Florida Community College	38%	62%	1%	1%	11%	73%	14%	0%	1%	37%	63%
South Mountain Community College	38%	62%	4%	2%	14%	30%	42%	6%	1%	22%	78%
Southwest Texas Junior College	39%	61%	0%	0%	2%	19%	78%	0%	0%	40%	60%
Southwestern Oregon Community College	41%	59%	4%	1%	1%	68%	3%	21%	2%	27%	73%
Spartanburg Technical College	37%	63%	0%	3%	29%	63%	1%	3%	0%	54%	46%
Surry Community College	38%	62%	0%	0%	4%	93%	1%	0%	1%	48%	52%
Texas State Technical College Marshall	75%	25%	0%	0%	37%	60%	2%	0%	0%	77%	23%
Texas State Technical College Waco	77%	23%	1%	1%	13%	70%	14%	0%	1%	72%	28%
Texas State Technical College West Texas	57%	43%	1%	0%	5%	70%	24%	0%	0%	66%	34%
The University of New Mexico - Gallup	29%	71%	4%	1%	1%	38%	54%	3%	0%	50%	50%
The University of New Mexico - Taos Branch	33%	67%	77%	1%	0%	11%	10%	2%	0%	35%	65%
The University of New Mexico-Valencia Campus	41%	59%	4%	1%	0%	26%	41%	28%	0%	21%	79%
The Victoria College	37%	63%	0%	1%	4%	65%	29%	0%	0%	38%	62%
Three Rivers Community College	38%	62%	2%	2%	7%	77%	5%	6%	0%	28%	72%
Tunxis Community College	37%	63%	0%	3%	5%	78%	8%	5%	1%	31%	69%
University of Cincinnati Clermont College	39%	61%	0%	1%	2%	88%	0%	7%	0%	57%	43%
Vernon College	38%	62%	1%	2%	8%	76%	13%	0%	0%	27%	73%
West Virginia State Community and Technical College	40%	60%	0%	1%	15%	83%	1%	0%	0%	64%	36%
Western Texas College	56%	44%	1%	1%	7%	70%	20%	0%	1%	29%	71%
Windward Community College	37%	63%	1%	65%	1%	29%	3%	1%	1%	48%	52%
Wor-Wic Community College	32%	68%	1%	1%	23%	72%	1%	2%	0%	29%	71%
Yakima Valley Community College	35%	65%	3%	2%	2%	68%	24%	1%	1%	64%	36%
York Technical College	38%	62%	2%	1%	27%	68%	1%	1%	0%	45%	55%
Zane State College	39%	61%	1%	0%	6%	90%	1%	2%	0%	54%	46%

Note: All population percentages acquired from the 2002 IPEDS dataset.

	Gender		Race/Ethnicity							Enrollment Status	
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
<b>Medium Colleges</b>											
All 2004 CCSSE Colleges	41%	59%	1%	5%	15%	59%	15%	2%	3%	36%	64%
All Medium Colleges	40%	60%	2%	4%	11%	65%	13%	4%	1%	36%	64%
Burlington County College	41%	59%	0%	3%	18%	65%	5%	6%	3%	46%	54%
Central Arizona College	41%	59%	7%	1%	4%	56%	30%	2%	1%	25%	75%
Central Community College	39%	61%	0%	1%	1%	90%	4%	4%	0%	33%	67%
Central Florida Community College	37%	63%	1%	2%	11%	79%	6%	0%	1%	38%	62%
College of Southern Idaho	36%	64%	1%	1%	0%	84%	6%	5%	3%	43%	57%
Dona Ana Branch Community College - NMSU	43%	57%	3%	1%	2%	17%	60%	16%	1%	28%	72%
Estrella Mountain Community College	39%	61%	2%	3%	5%	50%	30%	9%	1%	18%	82%
Fox Valley Technical College	49%	51%	1%	2%	1%	86%	1%	9%	0%	24%	76%
Frederick Community College	38%	62%	0%	3%	7%	85%	3%	1%	0%	34%	66%
Gateway Community College	38%	62%	0%	3%	23%	54%	12%	6%	1%	29%	71%
Gulf Coast Community College	42%	58%	0%	2%	10%	82%	3%	1%	1%	33%	67%
Hennepin Technical College	58%	42%	0%	5%	8%	76%	1%	9%	1%	34%	66%
Housatonic Community College	33%	67%	0%	3%	27%	42%	20%	6%	1%	27%	73%
Kapiolani Community College	42%	58%	0%	75%	1%	16%	2%	1%	6%	41%	59%
Kilgore College	39%	61%	0%	0%	13%	80%	3%	0%	3%	54%	46%
Lehigh Carbon Community College	38%	62%	0%	2%	4%	81%	7%	6%	0%	36%	64%
Manchester Community College	44%	56%	0%	4%	12%	69%	9%	5%	0%	38%	62%
McHenry County College	41%	59%	0%	1%	1%	91%	6%	0%	0%	33%	67%
Mountain View College	40%	60%	0%	3%	30%	25%	38%	1%	2%	31%	69%
Naugatuck Valley Community-Technical College	42%	58%	0%	2%	7%	69%	9%	11%	1%	36%	64%
Navarro College	40%	60%	0%	1%	19%	64%	9%	0%	7%	57%	43%
North Hennepin Community College	39%	61%	0%	5%	9%	70%	1%	13%	1%	39%	61%
Northwest Vista College	41%	59%	0%	3%	5%	47%	44%	0%	0%	40%	60%
Norwalk Community College	38%	62%	0%	5%	18%	51%	16%	6%	5%	32%	68%
Okaloosa-Walton Community College	41%	59%	1%	3%	10%	81%	0%	4%	0%	34%	66%
Palo Alto College	37%	63%	0%	1%	2%	31%	65%	0%	0%	43%	57%
Pasco-Hernando Community College	32%	68%	1%	2%	4%	86%	6%	1%	1%	33%	67%
Polk Community College	36%	65%	0%	1%	13%	74%	7%	0%	4%	30%	70%
Red Rocks Community College	54%	46%	1%	3%	2%	82%	10%	0%	2%	29%	71%
San Juan College	39%	61%	28%	1%	0%	58%	11%	1%	1%	50%	50%
South Suburban College	30%	70%	0%	1%	56%	35%	7%	0%	1%	32%	68%
St. Charles Community College	39%	61%	0%	1%	3%	94%	1%	0%	0%	43%	57%
St. Johns River Community College	38%	62%	0%	2%	8%	84%	4%	2%	0%	30%	70%
St. Louis Community College- Florissant Valley	35%	65%	0%	1%	44%	44%	1%	7%	1%	38%	62%
Western Iowa Tech Community College	47%	53%	2%	2%	2%	84%	4%	6%	0%	40%	60%

Note: All population percentages acquired from the 2002 IPEDS dataset.

	Gender		Race/Ethnicity							Enrollment Status	
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
<b>Large Colleges</b>											
All 2004 CCSSE Colleges	41%	59%	1%	5%	15%	59%	15%	2%	3%	36%	64%
All Large Colleges	42%	58%	1%	5%	14%	65%	10%	4%	2%	37%	63%
Anne Arundel Community College	38%	62%	1%	3%	13%	73%	2%	7%	1%	33%	67%
Bellevue Community College	42%	58%	1%	14%	3%	66%	4%	9%	3%	44%	56%
Blinn College	49%	51%	0%	2%	8%	78%	10%	0%	1%	54%	46%
Brevard Community College	41%	59%	1%	3%	8%	82%	6%	0%	1%	34%	66%
Brookhaven College	40%	60%	1%	11%	13%	50%	20%	3%	4%	29%	71%
Bucks County Community College	42%	58%	0%	2%	3%	79%	2%	10%	4%	38%	62%
Butler County Community College	41%	59%	1%	3%	8%	73%	4%	5%	6%	38%	62%
Daytona Beach Community College	39%	61%	0%	2%	11%	77%	6%	1%	2%	38%	62%
Edison Community College	37%	63%	0%	1%	8%	78%	9%	1%	2%	37%	63%
Illinois Central College	45%	55%	0%	2%	9%	87%	2%	0%	0%	39%	61%
Indian River Community College	38%	62%	0%	0%	12%	80%	5%	2%	0%	27%	73%
J. Sargeant Reynolds Community College	39%	61%	0%	3%	31%	62%	2%	0%	2%	25%	75%
Lorain County Community College	34%	66%	1%	1%	8%	82%	7%	2%	1%	37%	63%
Manatee Community College	37%	63%	0%	2%	9%	80%	5%	2%	2%	43%	57%
North Lake College	51%	49%	1%	11%	14%	46%	19%	2%	7%	31%	69%
Ocean County College	39%	61%	0%	2%	4%	81%	5%	6%	1%	47%	53%
Pensacola Junior College	39%	61%	1%	4%	15%	77%	3%	0%	1%	43%	57%
Phoenix College	39%	61%	3%	2%	7%	36%	29%	21%	1%	24%	76%
Prince George's Community College	34%	66%	0%	4%	76%	13%	3%	0%	3%	26%	74%
Richland College	46%	54%	0%	13%	16%	44%	15%	3%	8%	36%	64%
San Diego Miramar College	55%	45%	1%	24%	6%	46%	13%	10%	1%	17%	83%
Santa Fe Community College (FL)	47%	53%	1%	3%	12%	73%	8%	1%	3%	48%	52%
Seminole Community College	42%	58%	0%	3%	11%	66%	11%	2%	6%	37%	63%
St. Philip's College	45%	55%	0%	2%	16%	31%	50%	0%	0%	42%	58%
Tallahassee Community College	46%	54%	0%	1%	30%	59%	5%	2%	1%	47%	53%

Note: All population percentages acquired from the 2002 IPEDS dataset.

	Gender		Race/Ethnicity							Enrollment Status	
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
<b>Extra Large Colleges</b>											
All 2004 CCSSE Colleges	41%	59%	1%	5%	15%	59%	15%	2%	3%	36%	64%
All Extra Large Colleges	41%	59%	1%	5%	18%	54%	15%	3%	4%	33%	67%
Albuquerque TVI	42%	58%	7%	2%	3%	41%	40%	7%	0%	32%	68%
Broward Community College	37%	63%	0%	3%	27%	39%	19%	3%	8%	32%	68%
Central Piedmont Community College	44%	56%	0%	3%	25%	59%	2%	2%	8%	34%	66%
Cuyahoga Community College	36%	64%	0%	2%	30%	59%	3%	3%	3%	34%	66%
Florida Community College at Jacksonville	39%	61%	0%	4%	23%	64%	4%	3%	2%	31%	69%
Hillsborough Community College	41%	59%	0%	4%	18%	59%	17%	0%	1%	31%	69%
Houston Community College System	41%	59%	0%	11%	24%	26%	25%	3%	10%	32%	68%
Johnson County Community College	45%	55%	1%	4%	3%	74%	3%	14%	1%	33%	67%
Miami Dade College	38%	62%	0%	1%	21%	10%	64%	0%	3%	35%	65%
Montgomery College	43%	57%	0%	14%	25%	41%	12%	0%	9%	36%	64%
Northern Virginia Community College	46%	54%	3%	12%	15%	56%	10%	0%	4%	31%	69%
Palm Beach Community College	39%	61%	0%	3%	21%	59%	12%	3%	3%	30%	70%
Palomar College	50%	50%	1%	8%	4%	58%	20%	7%	1%	30%	70%
Sinclair Community College	43%	57%	0%	2%	16%	78%	1%	2%	1%	35%	65%
St. Petersburg College	39%	61%	1%	3%	10%	77%	5%	1%	3%	31%	69%
The Community College of Baltimore County	38%	62%	0%	4%	26%	61%	2%	5%	2%	35%	65%
Valencia Community College	42%	58%	0%	5%	14%	54%	19%	3%	3%	38%	62%

Note: All population percentages acquired from the 2002 IPEDS dataset.

**Table 5**  
**Underlying Population Percentages by Age**

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65 +
<b>Small Colleges</b>								
<b>All 2004 CCSSE Colleges</b>	<b>21%</b>	<b>18%</b>	<b>15%</b>	<b>14%</b>	<b>17%</b>	<b>11%</b>	<b>3%</b>	<b>1%</b>
<b>All Small Colleges</b>	<b>25%</b>	<b>16%</b>	<b>13%</b>	<b>12%</b>	<b>17%</b>	<b>12%</b>	<b>5%</b>	<b>1%</b>
Alpena Community College	18%	21%	15%	12%	16%	13%	5%	0%
Asnuntuck Community College	17%	15%	15%	13%	18%	15%	5%	1%
Brazosport College	26%	17%	14%	15%	17%	10%	3%	0%
Capital Community College	12%	13%	15%	16%	25%	12%	5%	2%
Carroll Community College	36%	19%	11%	8%	13%	10%	3%	0%
Cecil Community College	32%	17%	12%	10%	16%	10%	3%	1%
Cedar Valley College								
Chesapeake College	27%	13%	10%	12%	19%	13%	6%	1%
Chipola College	36%	19%	10%	10%	13%	9%	3%	0%
Clarendon College	37%	11%	11%	16%	14%	8%	3%	0%
Clovis Community College	15%	15%	17%	15%	20%	13%	5%	1%
Coastal Bend College	28%	15%	11%	14%	19%	10%	3%	1%
College of the Mainland	18%	18%	14%	16%	17%	12%	4%	0%
Corning Community College	27%	18%	12%	12%	18%	11%	3%	0%
Danville Area Community College	28%	14%	10%	14%	16%	12%	5%	1%
Eastern New Mexico University - Roswell	15%	11%	11%	14%	23%	18%	8%	1%
Ellsworth Community College								
Florida Keys Community College	15%	11%	11%	14%	19%	18%	11%	1%
Frank Phillips College	24%	18%	10%	13%	16%	13%	5%	0%
Galveston College	19%	18%	16%	16%	16%	10%	4%	1%
Grayson County College								
Hagerstown Community College	31%	15%	11%	11%	17%	11%	3%	1%
Hawaii Community College	24%	17%	14%	12%	15%	12%	6%	0%
Howard College	29%	16%	13%	14%	16%	9%	3%	0%
Ivy Tech State College - Columbus								
James A. Rhodes State College	18%	18%	16%	16%	20%	11%	2%	0%
Kankakee Community College	22%	14%	11%	12%	18%	14%	8%	2%
Kauai Community College	28%	17%	10%	10%	14%	13%	6%	1%
Lake City Community College	26%	18%	12%	13%	17%	10%	4%	0%
Lake-Sumter Community College	26%	18%	11%	11%	16%	11%	6%	1%
Lamar Institute of Technology	22%	20%	18%	16%	14%	9%	2%	0%
Lamar State College - Orange	26%	16%	13%	12%	15%	9%	4%	5%
Luna Community College	16%	11%	11%	12%	18%	16%	13%	2%
Marshalltown Community College								
Maui Community College	24%	16%	13%	11%	16%	12%	7%	1%
Mayland Community College	20%	10%	10%	15%	23%	14%	7%	0%
Mesalands Community College	20%	10%	8%	6%	18%	21%	14%	2%
Middlesex Community College	18%	17%	12%	13%	18%	14%	6%	1%

Note: All population percentages acquired from the 2002 IPEDS dataset.

Blank cells indicate data not available from IPEDS.

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65 +
<b>Small Colleges continued</b>								
All 2004 CCSSE Colleges	21%	18%	15%	14%	17%	11%	3%	1%
All Small Colleges	25%	16%	13%	12%	17%	12%	5%	1%
New Mexico Junior College	21%	15%	11%	12%	16%	13%	8%	4%
New Mexico State University - Grants								
New Mexico State University at Alamogordo								
North Florida Community College	30%	18%	9%	10%	16%	9%	7%	1%
Northern New Mexico Community College								
Northwestern Connecticut Community College	18%	14%	12%	10%	15%	15%	7%	9%
Panola College	40%	16%	11%	10%	11%	8%	3%	0%
Paris Junior College	34%	17%	12%	9%	16%	9%	3%	0%
Quinebaug Valley Community College	23%	15%	10%	10%	20%	15%	6%	1%
Ranger College								
Redlands Community College	27%	19%	12%	12%	17%	9%	4%	0%
Riverland Community College	25%	14%	9%	11%	18%	15%	8%	1%
Santa Fe Community College (NM)	14%	8%	10%	13%	21%	19%	13%	2%
South Florida Community College	29%	15%	10%	10%	16%	12%	7%	1%
South Mountain Community College	22%	14%	13%	12%	17%	12%	9%	1%
Southwest Texas Junior College	25%	17%	13%	15%	18%	8%	3%	0%
Southwestern Oregon Community College	31%	21%	11%	10%	12%	10%	5%	0%
Spartanburg Technical College	25%	18%	15%	13%	17%	8%	3%	0%
Surry Community College	28%	14%	9%	10%	18%	13%	7%	1%
Texas State Technical College Marshall	20%	24%	18%	13%	13%	8%	3%	0%
Texas State Technical College Waco	32%	24%	15%	11%	10%	6%	2%	0%
Texas State Technical College West Texas	25%	17%	14%	14%	16%	9%	4%	0%
The University of New Mexico - Gallup								
The University of New Mexico - Taos Branch								
The University of New Mexico-Valencia Campus								
The Victoria College	26%	20%	15%	13%	13%	9%	3%	0%
Three Rivers Community College	19%	14%	10%	15%	22%	15%	4%	0%
Tunxis Community College	21%	17%	14%	14%	18%	11%	4%	1%
University of Cincinnati Clermont College								
Vernon College								
West Virginia State Community and Technical College	21%	28%	23%	14%	9%	4%	1%	0%
Western Texas College	32%	12%	12%	14%	17%	10%	3%	0%
Windward Community College	29%	21%	13%	10%	12%	8%	5%	1%
Wor-Wic Community College								
Yakima Valley Community College	26%	15%	13%	13%	17%	11%	5%	0%
York Technical College	25%	18%	14%	13%	18%	9%	3%	0%
Zane State College	22%	18%	13%	14%	17%	11%	5%	0%

Note: All population percentages acquired from the 2002 IPEDS dataset.

Blank cells indicate data not available from IPEDS.

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65 +
<b>Medium Colleges</b>								
All 2004 CCSSE Colleges	21%	18%	15%	14%	17%	11%	3%	1%
All Medium Colleges	23%	17%	13%	13%	17%	12%	5%	1%
Burlington County College	26%	20%	13%	11%	15%	11%	3%	0%
Central Arizona College	17%	10%	8%	12%	20%	16%	12%	4%
Central Community College	23%	14%	10%	11%	17%	16%	8%	1%
Central Florida Community College	26%	19%	12%	12%	16%	10%	4%	0%
College of Southern Idaho	20%	14%	12%	11%	13%	12%	8%	10%
Dona Ana Branch Community College - NMSU								
Estrella Mountain Community College	18%	12%	12%	14%	20%	14%	8%	2%
Fox Valley Technical College								
Frederick Community College	27%	16%	11%	11%	17%	13%	5%	1%
Gateway Community College	17%	14%	14%	15%	19%	13%	6%	2%
Gulf Coast Community College	22%	17%	13%	15%	18%	11%	4%	1%
Hennepin Technical College	14%	12%	12%	14%	24%	17%	7%	0%
Housatonic Community College	17%	16%	15%	15%	20%	11%	5%	2%
Kapiolani Community College	22%	21%	18%	15%	14%	6%	3%	0%
Kilgore College								
Lehigh Carbon Community College	18%	17%	13%	14%	19%	15%	4%	0%
Manchester Community College	26%	18%	13%	11%	15%	11%	5%	0%
McHenry County College	28%	18%	10%	9%	16%	14%	5%	1%
Mountain View College								
Naugatuck Valley Community-Technical College	21%	17%	14%	13%	18%	12%	4%	1%
Navarro College	37%	19%	11%	10%	13%	7%	2%	0%
North Hennepin Community College	25%	18%	14%	14%	17%	10%	2%	0%
Northwest Vista College	31%	25%	15%	11%	11%	6%	1%	0%
Norwalk Community College	17%	15%	15%	14%	18%	12%	6%	4%
Okaloosa-Walton Community College	20%	17%	13%	14%	18%	13%	4%	0%
Palo Alto College	25%	20%	16%	15%	14%	7%	2%	0%
Pasco-Hernando Community College	24%	17%	11%	12%	19%	12%	4%	0%
Polk Community College	26%	19%	13%	12%	16%	10%	4%	0%
Red Rocks Community College	19%	14%	12%	14%	18%	14%	7%	1%
San Juan College	15%	14%	14%	14%	20%	15%	7%	1%
South Suburban College	18%	15%	12%	13%	19%	15%	7%	1%
St. Charles Community College	34%	20%	11%	9%	14%	9%	3%	0%
St. Johns River Community College	31%	20%	12%	11%	13%	9%	3%	0%
St. Louis Community College- Florissant Valley	23%	18%	14%	13%	17%	11%	4%	0%
Western Iowa Tech Community College	30%	17%	13%	13%	14%	10%	3%	0%

Note: All population percentages acquired from the 2002 IPEDS dataset.

Blank cells indicate data not available from IPEDS.

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65 +
<b>Large Colleges</b>								
All 2004 CCSSE Colleges	21%	18%	15%	14%	17%	11%	3%	1%
All Large Colleges	22%	19%	15%	13%	16%	10%	4%	1%
Anne Arundel Community College	25%	17%	13%	12%	16%	10%	5%	2%
Bellevue Community College	25%	17%	14%	12%	20%	9%	3%	0%
Blinn College	18%	40%	25%	8%	5%	3%	1%	0%
Brevard Community College	22%	18%	13%	12%	17%	13%	5%	0%
Brookhaven College								
Bucks County Community College	27%	20%	13%	10%	14%	12%	4%	0%
Butler County Community College	27%	16%	14%	14%	15%	10%	3%	0%
Daytona Beach Community College	20%	17%	15%	14%	17%	12%	5%	1%
Edison Community College	25%	19%	15%	12%	16%	9%	3%	0%
Illinois Central College	26%	17%	12%	13%	16%	10%	5%	1%
Indian River Community College	19%	14%	11%	11%	18%	16%	10%	2%
J. Sargeant Reynolds Community College	16%	15%	14%	16%	21%	13%	5%	0%
Lorain County Community College	13%	17%	12%	13%	23%	8%	10%	3%
Manatee Community College	23%	20%	16%	14%	15%	9%	3%	0%
North Lake College								
Ocean County College	29%	22%	14%	10%	13%	8%	3%	1%
Pensacola Junior College	24%	18%	14%	14%	16%	11%	3%	0%
Phoenix College	16%	14%	14%	16%	18%	13%	7%	1%
Prince George's Community College	19%	15%	13%	14%	21%	11%	5%	2%
Richland College								
San Diego Miramar College	14%	15%	15%	18%	21%	12%	4%	0%
Santa Fe Community College (FL)	27%	27%	18%	11%	10%	5%	2%	0%
Seminole Community College	19%	19%	15%	14%	17%	10%	4%	0%
St. Philip's College	17%	17%	15%	16%	19%	11%	4%	0%
Tallahassee Community College	26%	30%	18%	11%	10%	4%	2%	0%

Note: All population percentages acquired from the 2002 IPEDS dataset.

Blank cells indicate data not available from IPEDS.

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65 +
<b>Extra Large Colleges</b>								
All 2004 CCSSE Colleges	21%	18%	15%	14%	17%	11%	3%	1%
All Extra Large Colleges	20%	18%	16%	14%	17%	10%	4%	1%
Albuquerque TVI	16%	14%	16%	15%	19%	14%	6%	1%
Broward Community College	19%	19%	17%	15%	18%	9%	3%	0%
Central Piedmont Community College	8%	19%	18%	16%	21%	12%	6%	1%
Cuyahoga Community College	16%	15%	15%	15%	21%	13%	5%	0%
Florida Community College at Jacksonville	17%	16%	15%	16%	20%	11%	4%	0%
Hillsborough Community College	22%	21%	17%	15%	15%	7%	2%	0%
Houston Community College System	10%	19%	20%	18%	19%	10%	4%	1%
Johnson County Community College	24%	19%	16%	13%	13%	9%	5%	2%
Miami Dade College	18%	19%	17%	16%	18%	9%	3%	0%
Montgomery College	21%	20%	16%	13%	15%	9%	4%	2%
Northern Virginia Community College	17%	18%	15%	15%	18%	11%	5%	0%
Palm Beach Community College	22%	21%	17%	13%	15%	9%	3%	0%
Palomar College	21%	17%	14%	12%	15%	12%	7%	2%
Sinclair Community College	17%	17%	15%	15%	19%	12%	5%	0%
St. Petersburg College	18%	17%	15%	15%	19%	11%	4%	0%
The Community College of Baltimore County	22%	17%	13%	13%	17%	10%	5%	4%
Valencia Community College	48%	13%	8%	9%	11%	8%	3%	1%

Note: All population percentages acquired from the 2002 IPEDS dataset.

Blank cells indicate data not available from IPEDS.

# Survey Completion Rates

Table 6, beginning on the next page, provides data on: 1) overall survey completion rates, 2) average survey completion rates, and 3) the percent of sampled classes for all 2004 *CCSSE* colleges as well as breakouts for colleges in each size category - small, medium, large, and extra-large.

Overall survey completion rates consist of surveys completed divided by the number of total surveys mailed. Average survey completion rates are surveys completed divided by the number of students enrolled in the class, and the percent of sampled classes includes participating classes divided by the total number of classes in the sample.

**Table 6**  
**Survey Completion Rates**

	Overall Survey Completion Rate	Average Within Class Completion Rate	Percent of Sampled Classes Participating
<b>All 2004 CCSSE Colleges</b>	<b>51%</b>	<b>58%</b>	<b>90%</b>
<b>All Small CCSSE Colleges</b>	<b>50%</b>	<b>56%</b>	<b>91%</b>
Alpena Community College	55%	61%	89%
Asnuntuck Community College	49%	51%	96%
Brazosport College	54%	57%	96%
Capital Community College	61%	60%	98%
Carroll Community College	61%	62%	100%
Cecil Community College	47%	55%	88%
Cedar Valley College	55%	56%	96%
Chesapeake College	46%	52%	92%
Chipola College	57%	63%	93%
Clarendon College	46%	50%	92%
Clovis Community College	38%	51%	72%
Coastal Bend College	58%	61%	96%
College of the Mainland	48%	57%	90%
Corning Community College	57%	59%	90%
Danville Area Community College	46%	51%	89%
Eastern New Mexico University - Roswell	52%	56%	95%
Ellsworth Community College	46%	48%	100%
Florida Keys Community College	50%	59%	88%
Frank Phillips College	32%	57%	61%
Galveston College	43%	46%	92%
Grayson County College	59%	59%	100%
Hagerstown Community College	59%	65%	93%
Hawaii Community College	49%	56%	91%
Howard College	52%	62%	91%
Ivy Tech State College - Columbus	53%	62%	91%
James A. Rhodes State College	57%	72%	85%
Kankakee Community College	53%	64%	90%
Kauai Community College	27%	29%	96%
Lake City Community College	49%	51%	95%
Lake-Sumter Community College	55%	58%	96%
Lamar Institute of Technology	50%	53%	94%
Lamar State College - Orange	45%	49%	98%
Luna Community College	33%	53%	61%
Marshalltown Community College	61%	62%	97%
Maui Community College	51%	60%	98%
Mayland Community College	46%	54%	85%
Mesalands Community College	26%	41%	62%
Middlesex Community College	55%	60%	93%
New Mexico Junior College	47%	51%	93%
New Mexico State University - Grants	41%	46%	90%

\* Survey Completion Rate uses total number of surveys returned divided by the total number sent prior to CCSSE exclusion rules

Overall Survey Completion Rate = Surveys Completed/Surveys in Sample

Average Within Class Completion Rate = Class Completion Rate/Number of Participating Classes

Percent of Sampled Classes Participating = Participating Classes/Total Classes in Sample

	Overall Survey Completion Rate	Average Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2004 CCSSE Colleges</b>	<b>51%</b>	<b>58%</b>	<b>90%</b>
<b>All Small CCSSE Colleges cont.</b>	<b>50%</b>	<b>56%</b>	<b>91%</b>
New Mexico State University at Alamogordo	48%	52%	94%
North Florida Community College	42%	50%	84%
Northern New Mexico Community College	51%	56%	95%
Northwestern Connecticut Community College	43%	58%	82%
Panola College	53%	62%	94%
Paris Junior College	53%	60%	98%
Quinebaug Valley Community College	48%	51%	100%
Ranger College	44%	46%	100%
Redlands Community College	48%	51%	90%
Riverland Community College	53%	62%	91%
Santa Fe Community College (NM)	52%	55%	98%
South Florida Community College	52%	59%	92%
South Mountain Community College	50%	58%	93%
Southwest Texas Junior College	58%	59%	98%
Southwestern Oregon Community College	53%	58%	92%
Spartanburg Technical College	61%	66%	96%
Surry Community College	59%	65%	96%
Texas State Technical College Marshall	50%	58%	91%
Texas State Technical College Waco	52%	60%	92%
Texas State Technical College West Texas	50%	61%	87%
The University of New Mexico - Gallup	46%	53%	88%
The University of New Mexico - Taos Branch	27%	46%	55%
The University of New Mexico-Valencia Campus	48%	48%	100%
The Victoria College	64%	66%	98%
Three Rivers Community College	52%	59%	91%
Tunxis Community College	52%	57%	90%
University of Cincinnati Clermont College	55%	56%	98%
Vernon College	53%	58%	93%
West Virginia State Community and Technical College	43%	48%	87%
Western Texas College	33%	37%	94%
Windward Community College	44%	55%	85%
Wor-Wic Community College	60%	61%	100%
Yakima Valley Community College	70%	72%	100%
York Technical College	58%	63%	94%
Zane State College	54%	60%	91%

\* Survey Completion Rate uses total number of surveys returned divided by the total number sent prior to CCSSE exclusion rules

Overall Survey Completion Rate = Surveys Completed/Surveys in Sample

Average Within Class Completion Rate = Class Completion Rate/Number of Participating Classes

Percent of Sampled Classes Participating = Participating Classes/Total Classes in Sample

	Overall Survey Completion Rate	Average Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2004 CCSSE Colleges</b>	<b>51%</b>	<b>58%</b>	<b>90%</b>
<b>All Medium CCSSE Colleges</b>	<b>53%</b>	<b>60%</b>	<b>90%</b>
Burlington County College	58%	59%	98%
Central Arizona College	51%	56%	94%
Central Community College	44%	59%	79%
Central Florida Community College	60%	60%	100%
College of Southern Idaho	56%	62%	97%
Dona Ana Branch Community College - NMSU	58%	63%	93%
Estrella Mountain Community College	47%	56%	88%
Fox Valley Technical College	62%	68%	92%
Frederick Community College	54%	58%	94%
Gateway Community College	53%	54%	95%
Gulf Coast Community College	61%	64%	96%
Hennepin Technical College	53%	65%	84%
Housatonic Community College	57%	59%	98%
Kapiolani Community College	52%	61%	91%
Kilgore College	55%	64%	91%
Lehigh Carbon Community College	47%	58%	81%
Manchester Community College	53%	60%	90%
McHenry County College	63%	67%	95%
Mountain View College	37%	50%	76%
Naugatuck Valley Community-Technical College	58%	62%	93%
Navarro College	61%	63%	99%
North Hennepin Community College	52%	61%	86%
Northwest Vista College	51%	57%	96%
Norwalk Community College	47%	56%	86%
Okaloosa-Walton Community College	48%	52%	93%
Palo Alto College	48%	57%	85%
Pasco-Hernando Community College	56%	58%	100%
Polk Community College	53%	60%	95%
Red Rocks Community College	58%	64%	89%
San Juan College	40%	56%	70%
South Suburban College	45%	62%	66%
St. Charles Community College	60%	60%	96%
St. Johns River Community College	60%	63%	98%
St. Louis Community College- Florissant Valley	37%	60%	63%
Western Iowa Tech Community College	46%	51%	96%

\* Survey Completion Rate uses total number of surveys returned divided by the total number sent prior to CCSSE exclusion rules

Overall Survey Completion Rate = Surveys Completed/Surveys in Sample

Average Within Class Completion Rate = Class Completion Rate/Number of Participating Classes

Percent of Sampled Classes Participating = Participating Classes/Total Classes in Sample

	Overall Survey Completion Rate	Average Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2004 CCSSE Colleges</b>	<b>51%</b>	<b>58%</b>	<b>90%</b>
<b>All Large CCSSE Colleges</b>	<b>54%</b>	<b>61%</b>	<b>90%</b>
Anne Arundel Community College	56%	61%	96%
Bellevue Community College	64%	66%	97%
Blinn College	60%	61%	100%
Brevard Community College	60%	61%	99%
Brookhaven College	51%	52%	98%
Bucks County Community College	48%	60%	81%
Butler County Community College	48%	63%	78%
Daytona Beach Community College	56%	59%	96%
Edison Community College	61%	63%	99%
Illinois Central College	61%	67%	91%
Indian River Community College	53%	57%	94%
J. Sargeant Reynolds Community College	56%	58%	99%
Lorain County Community College	58%	60%	99%
Manatee Community College	56%	63%	87%
North Lake College	51%	54%	97%
Ocean County College	58%	67%	90%
Pensacola Junior College	60%	64%	94%
Phoenix College	39%	66%	61%
Prince George's Community College	57%	65%	87%
Richland College	57%	57%	100%
San Diego Miramar College	45%	58%	82%
Santa Fe Community College (FL)	41%	64%	71%
Seminole Community College	49%	59%	88%
St. Philip's College	39%	53%	70%
Tallahassee Community College	54%	55%	100%

\* Survey Completion Rate uses total number of surveys returned divided by the total number sent prior to CCSSE exclusion rules

Overall Survey Completion Rate = Surveys Completed/Surveys in Sample

Average Within Class Completion Rate = Class Completion Rate/Number of Participating Classes

Percent of Sampled Classes Participating = Participating Classes/Total Classes in Sample

	Overall Survey Completion Rate	Average Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2004 CCSSE Colleges</b>	<b>51%</b>	<b>58%</b>	<b>90%</b>
<b>All Extra Large CCSSE Colleges</b>	<b>51%</b>	<b>62%</b>	<b>85%</b>
Albuquerque TVI	48%	58%	84%
Broward Community College	40%	64%	64%
Central Piedmont Community College	58%	61%	99%
Cuyahoga Community College	55%	60%	94%
Florida Community College at Jacksonville	50%	56%	88%
Hillsborough Community College	57%	64%	95%
Houston Community College System	49%	64%	79%
Johnson County Community College	45%	63%	78%
Miami Dade College	49%	52%	97%
Montgomery College	27%	68%	42%
Northern Virginia Community College	60%	68%	90%
Palm Beach Community College	58%	61%	95%
Palomar College	54%	70%	90%
Sinclair Community College	58%	66%	87%
St. Petersburg College	49%	56%	90%
The Community College of Baltimore County	51%	59%	84%
Valencia Community College	59%	61%	95%

\* Survey Completion Rate uses total number of surveys returned divided by the total number sent prior to CCSSE exclusion rules

Overall Survey Completion Rate = Surveys Completed/Surveys in Sample

Average Within Class Completion Rate = Class Completion Rate/Number of Participating Classes

Percent of Sampled Classes Participating = Participating Classes/Total Classes in Sample

## Overview of the CCSSE Instrument and Psychometric Properties

C. Nathan Marti  
The Community College Survey of Student Engagement

The Community College Survey of Student Engagement (CCSSE) was developed to measure and assess the extent to which students are engaged in good educational practices at community and technical colleges. Data obtained from the CCSSE instrument, the *Community College Student Report (CCSR)*, are intended to be used to understand student engagement and to serve as a tool for improving teaching and learning. These data allow colleges both to look inward by making comparisons across various areas of student engagement and between constituents within a college and to look outward, benchmarking their performance in relation to student engagement at other two-year colleges.

The CCSR was adapted from the National Survey of Student Engagement (NSSE), with permission from Indiana University. The NSSE instrument was developed in 1999 for use in four-year colleges and universities. There is a high degree of intentional overlap between the NSSE and CCSSE instruments. Of the 79 items measuring student engagement on the NSSE instrument, 56 of those items appear on the 2003 version of the CCSR, representing a 71% overlap between the two instruments. Psychometric properties of the NSSE instrument have been explored extensively and have demonstrated that the instrument is reliable and valid (Kuh, Hayek, Carini, Ouimet, Gonyea, & Kennedy, 2001; Kuh, 2002).

An emphasis on quality educational practices is important at all levels of community colleges. Engaging activities enhance students' educational experiences, which means that they learn more and learn more effectively — meaning that they learn more and learn more effectively. The amount of time and energy that students spend engaged in educationally meaningful activities has consistently been shown to be related to desired learning and personal development outcomes (Pace, 1980). For educators, understanding how their students are engaged provides new possibilities for enhancing their teaching through using techniques that get students involved. For administrators, having the holistic view of student engagement on their

campus provides an opportunity to consider campus-wide initiatives to enhance the learning experiences at their institutions.

One of the primary uses of the *CCSR* is to benchmark a college's performance in key areas of student engagement. The purpose of benchmarking is to look at others that are engaged in similar practices and use that information to set and achieve goals for improvement. This is fundamental for understanding an institution's performance as it situates its results in a relevant context. One limitation to self-studies is that without external comparisons, there is no benchmark to establish what is typical or exemplary in a larger context; and, as a result, self-studies beg the question of how other similar institutions are performing.

The desirability of making internal and external comparisons requires that a survey instrument be administered to a sample that is representative of the population from which it was drawn and that the instrument itself be both reliable and valid. The administration of the *CCSR* uses a sampling methodology that is consistent across all participating institutions, thus making the results a viable tool for benchmarking student engagement. Benchmarking with data collected through *CCSSE* provides colleges an opportunity to make use of the national picture to set goals for themselves.

## **Overview of the *CCSR***

The *CCSR* is designed to measure student engagement, and most items on the survey pertain to time spent on activities that previous research has shown to be related to desired outcomes of a college education. There are five series of items that directly measure educational engagement. The College Activities section uses twenty items to measure the frequency with which students engage with instructors, other students, and in classroom activities. For example, items measure the frequency with which students ask questions in class, work with other students inside and outside of class, and speak with instructors about grades or career plans. The Mental Activities section has six questions on the extent to which course work emphasizes activities such as analyzing the basic elements of an idea, synthesizing ideas, and making judgments about

information and arguments. Academic Preparation items measure the number of textbooks assigned, the number of non-assigned books read, and the number of papers written. Opinions about Your College is a set of seven items that measure the extent to which a college emphasizes providing social support, exposure to diverse backgrounds, and financial support. Student Services items measure the frequency, satisfaction, and importance of eleven services, such as academic advising, tutoring, and financial aid advising.

In addition to the five series of items pertaining to engagement, there are several other related item sets. A series of fifteen Educational and Personal Growth items asks students to rate how much their college has contributed to their development in areas such as writing, speaking, solving numerical problems, understanding themselves, and acquiring work-related knowledge and skills. Student Goals are measured with a series of items that ask students if their educational goals are career-related, to transfer to a four-year institution, to obtain a certificate or degree, and so on. Student involvement in other educational experiences is measured with eleven items that ask students if they have taken developmental/remedial, ESL, or honors courses. There are also several questions about the students' demographics, goals, financial arrangements, prior education, and support. These items allow comparisons in engagement and other areas between important subgroups served by the two-year sector.

### **Sampling and Administration**

Ensuring that a sample is representative of a larger population is an important requirement for generalizing responses to that population. A standard sampling methodology is used across all colleges that participate in *CCSSE*, so that participating colleges can have confidence that the results from the survey generalize to their population of students and are comparable to results from other institutions.

A stratified random cluster sample scheme is used for each participating institution. Samples are pulled from a list of all credit courses at an institution. Each class represents a cluster, as it contains multiple students. The stratification is conducted at three levels based upon

the time of day in which the class begins: (1) 11:59 a.m. and earlier, (2) 12:00 p.m. to 4:59 p.m., and (3) 5:00 p.m. to 12:00 a.m.

Examination of self-reported demographic variables obtained from the *CCSR* compared with institution-level data reported to the Integrated Postsecondary Education Data System (IPEDS) revealed that there was a very close match between the proportions of race, sex, and age in the 2003 *CCSSE* sample and the numbers reported to IPEDS for the institutions. (See Table 1 for a comparison of key demographic variables.) However, the proportion of part-time to full-time students was notably different for the sample and the population. This is undoubtedly due to the sampling methodology — because full-time students by definition are enrolled in more classes, they have a greater probability of being sampled. To correct for this effect, statistics are weighted by part-time and full-time status to more accurately estimate campus-wide statistics.

**Table 1: Comparison of the 2003 *CCSSE* Sample to Underlying Population**

	CCSSE 2003 Sample	CCSSE 2003 Population
Gender		
Female	59.6%	57.5%
Male	40.4%	42.5%
Race/Ethnicity		
White	67.1%	64.6%
Asian	5.2%	5.5%
Hispanic	10.3%	13.4%
Black	10.3%	11.3%
Native American	3.5%	0.9%
Other	3.3%	4.2%
Enrollment Status		
Full-time	67.4%	35.6%
Part-time	32.6%	64.4%
Student Age		
18 to 29	73.3%	67.6%
30 to 39	14.3%	16.2%
40 to 49	8.8%	10.3%
50 and over	3.6%	5.8%

The method of survey administration ensures that there will be a high response rate and that the response rate will not be systematically biased. Survey administration takes place in the classroom during regularly scheduled class meeting times and is not announced to the students in advance. In addition to producing a higher response rate than purely voluntary surveys, classroom administration avoids a non-respondent bias. Such a bias exists when portions of the population are not sampled and thus bias the population estimate. For example, in a survey

administered via the Internet, non-response can be correlated with an extraneous variable, such as access to the Internet, which will mean that non-respondents are systematically different from respondents. Classroom administration also ensures that the survey will obtain similar response rates across administration years and is therefore not as sensitive to historical fluctuations in survey response rates. For example, over-surveying during a period of increased use of the Internet as a mode of survey administration has resulted in decreases in survey responses (Sax, Lee, Hagedorn, Gilmartin, & Gale, 2003). The consistency across time and equal accessibility to all students is perhaps the principle benefit of the classroom administration as there is little reason to expect that the Internet per se would bias responses; examination of Internet and paper survey respondents in the four-year sector show slightly more favorable responses from Internet respondents, but results ultimately differ little in terms of effect size (Carini, Hayek, Kuh, Kennedy, & Ouimet, 2003). Because the *CCSR* is administered in the classroom, survey administrators have a captive audience, one less able to decline participation or simply fail to find the time to participate.

### **Exploration of Constructs Underlying the *CCSR***

One of the primary intended uses of the *CCSR* was to establish meaningful groups of items that could be used as benchmarks of effective educational practices. Prior to constructing benchmarks of effective educational practice, extensive analyses were conducted on the items to understand how they empirically related to each other. To achieve this, the first phase of analysis for the 2003 survey data was exploratory and intended to enhance understanding of the empirical relationships between items through the use of correlation matrices and exploratory factor analysis (EFA). The results of exploratory analyses were solely intended to inform factor structures to be tested in confirmatory factor analyses (CFA). The results of the CFA were then used as the empirical basis of the *CCSSE* benchmarks.

There were forty-nine items originally considered for use in the benchmarks. These included all items from the College Activities, Mental Activities, Academic Preparation, Opinions

about Your College, and the frequency of use items in the Student Services section. In addition, items on the extent to which exams are challenging and amount of time spent preparing for class were included in the factor analysis.

### Exploratory Factor Analysis

Prior to construction of the CCSSE benchmarks, exploratory techniques such as correlation matrices and exploratory factor analyses (EFA) were used to assess the strength of relationships between variables. In the first phase of analysis, EFA was used to examine relationships between variables, to identify the number of factors present in the data, and to identify items that either did not load on a factor or loaded on more than one factor. A variety of rotations (e.g., varimax, direct oblimin) were used to determine the number of factors, to identify items that consistently loaded together, and to identify items whose loadings were sensitive to rotation methods. Results for the EFA are not reported as this phase was purely exploratory and intended only to inform decisions about the factor structure for the subsequent CFA models.

### Confirmatory Factor Analysis

Confirmatory factor analysis was used to establish a model with the closest fit to the data. Confirmatory factor analysis is an application of structural equation modeling in which items are associated *a priori* with factors, and the adequacy of a model is tested through fit indices that measure the degree to which the factor model reproduces the empirical covariance matrix. All CFA models were constructed using the Mplus application (Muthén & Muthén, 2000). The data from 2003 represented approximately 65,300 surveys from students enrolled in 93 community and technical colleges in 31 states. After excluding respondents that did not indicate whether they were part-time or full-time; did not indicate that it was the first time they had taken the survey; did not take the survey in the class to which that survey had been assigned; or were not part of an over-sample that did not conform to the prescribed sampling frame, there were 53,358

respondents used in the CFA. Models developed from participants in the 2003 administration of the *CCSSE* survey were tested on data from the 2002 *CCSSE* field test. There were 31,545 participants in the field test<sup>1</sup>.

It should be noted that the instrument was designed to measure engagement holistically and not with an intended underlying factor structure. Thus, while the empirical work is important for understanding relationships between items, the goal is not necessarily to confirm or deny a particular factor structure. Despite this, CFA offers a great deal of value through goodness-of-fit tests comparing sub-groups and year-to-year comparisons as the technique assesses the degree to which the specified structure models the observed data and provides information about the appropriateness of using models across various subpopulations represented in the two-year sector.

After examination of exploratory analyses, a model with nine factors and 39 items was specified. The Root Mean Square Error of Approximation (RMSEA) and the Standardized Root Mean Residual (SRMR) fit indices were used following the two-index presentation strategy recommended by Hu and Bentler (1999). The two-index presentation strategy reflects the fact that several fit indices have been shown to be highly correlated and thus provide somewhat redundant information. To compensate for this, two indices that are not highly correlated should be used. RMSEA and SRMR were chosen because these indices have been shown to be dissimilar under various sample sizes, distributional violations, and model misspecifications. Using the combinatorial cutoff of  $RMSEA < .06$  and  $SRMR < .09$  minimizes Type I and Type II error rates and was thus selected for evaluating all models. Using this rule, the nine factor structure suggested by the earlier EFA was confirmed as having good model fit ( $RMSEA = .053$ ,  $SRMR = .060$ ). Coefficients and the factor structure are shown in Table 2.

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<sup>1</sup> Because all EFA and CFA procedures require complete data within respondents, a Markov Chain Monte Carlo imputation was used to replace missing values.

**Table 2: Coefficients, Standard Errors, and Alphas for nine factor CFA**

Item	Parameter Estimate	Standard Error	Estimate/ S. E.	Standardized Coefficient
Faculty Interactions ( $\alpha = .73$ )				
BFACGRAD	1	0	0	0.521
BFACPLAN	1.094	0.009	116.551	0.571
BFACIDEA	1.018	0.009	116.69	0.531
BFACOTH	0.666	0.007	93.735	0.347
BFACFEED	0.740	0.008	87.711	0.386
BCLQUEST	0.655	0.008	80.584	0.342
Class Assignments ( $\alpha = .64$ )				
BREWROPA	1	0	0	0.638
BINTEGRA	1.123	0.009	118.492	0.716
BCLPRES	0.748	0.008	96.335	0.477
Exposure to Diversity ( $\alpha = .74$ )				
BDIVRSTU	1	0	0	0.865
BDIFFSTU	0.994	0.006	159.245	0.860
BOOCIDEA	0.465	0.005	95.958	0.402
Collaborative Learning ( $\alpha = .61$ )				
BCLASSGR	1	0	0	0.457
BOCCGRP	1.279	0.014	90.309	0.585
BCOMMPRO	0.630	0.008	75.289	0.288
BTUTOR	0.750	0.010	77.637	0.343
Information Technology ( $\alpha = .54$ )				
BITACADE	1	0	0	0.619
BEMAIL	1.025	0.013	77.190	0.635
Mental Activities ( $\alpha = .83$ )				
BANALYZE	1	0	0	0.581
BSYNTHSZ	1.139	0.007	158.438	0.662
BEVALUAT	1.126	0.007	151.488	0.654
BAPPLY	1.174	0.007	157.859	0.682
BPERFORM	0.982	0.007	132.966	0.570
BWORKHRD	0.587	0.007	85.204	0.341
School Opinions ( $\alpha = .78$ )				
BENVSPRT	1	0	0	0.511
BENVDVRS	1.296	0.011	120.551	0.662
BENVNACD	1.370	0.011	129.676	0.699
BENVSCL	1.413	0.011	133.592	0.721
BFINSUPP	0.987	0.011	88.443	0.504
BENVSCHL	0.715	0.008	86.599	0.365
Student Services ( $\alpha = .67$ )				
USEACAD	1	0	0	0.415
USECACOU	0.917	0.009	96.757	0.380
USETUTOR	0.811	0.009	86.786	0.336
USELAB	0.995	0.011	90.104	0.413
USECOMLB	0.791	0.011	72.403	0.328
Academic Preparation ( $\alpha = .56$ )				
BREADASG	1	0	0	0.419
BWRITE	1.285	0.015	85.081	0.538
BEXAMS	0.472	0.008	55.575	0.198
BACADPR0	0.676	0.009	72.520	0.283

### Multiple Group Analyses

Having established that there is a latent variable model underlying the *CCSR* with close fit to the data, the next step of analysis modeled data across multiple groups to ensure that the factor structure was consistent across major subgroups. Three multiple group analyses were undertaken to test goodness-of-fit across subgroups within the sample: (1) respondents from the 2002 field test were compared with 2003 respondents; (2) males were compared with females; and (3) part-time students were compared with full-time students. Multiple group analysis tests the adequacy of model fit by constraining certain parameters to be equal across the groups that are being compared. All of the multiple group models constrained factor loadings and factor variances to be equal across both groups.

The multiple group model containing data from the *CCSR* 2002 pilot test and the 2003 data resulted in a good model fit ( $RMSEA = .051$ ,  $SRMR = .055$ ). Both values were below their respective cutoffs, indicating that the model fit well with the constraints imposing equality of factor loadings and variances across data from the two years. As with the multiple group analysis comparing 2002 and 2003 data, model fit was very similar across male and female students ( $RMSEA = .051$  and  $SRMR = .056$ ) and part- and full-time students produced good model fit as well ( $RMSEA = .050$  and  $SRMR = .056$ ).

The results of these three models show that the *CCSR* is measuring the same latent constructs across subpopulations in the sample. Perhaps the most critical of the three multiple group analyses is the year to year comparison, as it demonstrates that the instrument is measuring the same constructs in different years and can thus be used to track changes across time. Other analyses have shown that there are differences in overall levels of engagement between male and female students. Finding that a model that constrains factor loadings to be the same across two groups maintains the close fit that was observed in the single group model and suggests that differences across groups are in levels of engagement, rather than structural differences. Demonstrating the assumption of identical factor structures across years and subpopulations within community colleges is critical for research efforts using factors derived from

the instrument, given that many of the most interesting analyses are comparisons between various subgroups within the larger population.

### **Interpretation of the Factors**

Having constructed a model that closely reproduced the empirical covariance matrix, factors in each major section of the survey were examined to determine their face validity and to understand how items grouped together.

#### College Activities

The first twenty items on the *CCSR* are intended to measure the frequency with which college students engage in practices which previous research shows are related to higher levels of student learning and persistence (Kuh, 2002). With few exceptions, items in this portion of the survey load on readily interpretable latent constructs. One item, *Come to class without competing readings or assignments*, did not correlate well with other items on the survey and was therefore not included in subsequent factor analyses. Another item, *Worked harder than you thought you could to meet an instructor's standards or expectations*, was included with items from the Mental Activities scale. Eighteen of the items were used to form five factors that were readily interpretable. These five factors are interpreted as representing the following latent constructs: Faculty Interactions, Class Assignments, Collaborative Learning, Information Technology, and Exposure to Diversity

There are few surprises in the manner that the variables group together in the College Activities portion of the survey. While there are disparate numbers of items loading on the factors, this is likely a reflection of the survey instrument's greater focus on some areas in contrast to others. Items on the Faculty Interactions factor generally pertain to verbal interactions between students and faculty. Asking questions in class is not as obviously related, but it is not surprising that students who are more likely to talk with faculty are also more likely to engage in the

classroom by asking questions. Faculty feedback tends to have weaker correlations than other correlations within the scale; likely as a result of feedback being controlled by the faculty rather than the student. It is nevertheless related, likely indicating that students are more likely to engage with faculty who do provide prompt feedback. The items related to Class Assignments measure effort in preparing and presenting class-related materials and include items on writing more than one draft of a paper, integrating information in a paper, and classroom presentations. Collaborative Learning includes items on working in groups with other students in and out of class as well as tutoring. The relatively poor alpha for this factor is likely a reflection of the fact that activities such as these are some of the least common activities and thus the extent to which students engage in them varies greatly. The Information Technology factor was comprised of the only two items dealing with information technology; it also had a low alpha, which is undoubtedly a result of the scale only having two items — despite a strong correlation between these items — because alphas are penalized for paucity of items. Exposure to Diversity measures interactions with students of different backgrounds and interactions with people outside of the classroom.

### Mental Activities

Items on the Mental Activities scale were all highly correlated with each other and formed an easily interpretable factor dealing with academic challenge. One item, *Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form*, was not included in the analysis because the goal of the analysis was to establish benchmarks of good educational practice — and memorization is not widely considered such. In addition to the Mental Activities items, the aforementioned item, *working hard to meet an instructor's expectations*, was included on this scale.

### College Opinions

The items on Supportiveness of College Environment all deal with the extent to which colleges emphasize supportiveness in areas that foster a quality learning environment. Items address encouragement to study, contact with diversity, coping with non-academic responsibilities, social support, financial support, and using computers. All of the items on this scale were well correlated with the exception of *using computers in academic work*. It is not obvious why this item differed, though there is a large range in the importance of computers across academic programs and institutions, whereas Supportiveness of College Environment items may be of relatively even importance across programs of study and two-year institutions.

### Academic Preparation

The Academic Preparation items measure the amount of reading and writing that students do in response to course requirements and the amount of reading they do on their own. The three items on this scale formed a factor that measured the volume of effort directed toward such endeavors. In addition, an item measuring *number of hours spent preparing for class* was combined with the three Academic Preparation items as exploratory analysis indicated that it was empirically related.

### Academic Support

There were eleven Student Services items, though only the five that were directly related to academic engagement were used in the factor analysis. These included academic advising, career counseling, skill labs, computer labs, and tutoring. These represented five of the seven most frequently used services; with the other two being financial aid advising and transfer credit assistance.

## Limitations of Factor Analysis with the CCSR

The usefulness of factor analysis alone in creation of the CCSSE benchmarks is limited by the fact that the survey was not designed to measure a set of latent constructs defined *a priori*. Instruments specifically designed to represent a set of underlying factors construct each item with the intent of that item contributing to a latent construct that is derived from each of the items that contribute to it; for example, an IQ test with a latent construct of “spatial ability” will have several items specifically designed to measure spatial ability. Also, there is typically an even balance of items for each construct. When applying factor analysis to an instrument in which each item has been designed to load on a particular latent construct, factor indeterminacy is not as difficult of a problem for interpreting results, as the analysis largely serves to determine whether there is empirical evidence that items designed to load together actually do load together. Without an *a priori* number of factors, it is difficult to determine the best number of factors underlying the set of items, especially given that engaged students often tended to be engaged across several latent constructs. In other words, the confirmatory factor analysis models used assume orthogonality, and it is evident that the dimensions of student engagement are non-orthogonal.

Another way in which the CCSR differs from classical applications of factor analysis is that the practices being assessed are not necessarily under the control of a single agent. IQ tests, for example, are measures of various dimensions of intelligence for a particular individual. In contrast, CCSR questions measure aspects of engagement that are influenced by students’ willingness or ability to engage in the educational activities being measured, but students are also influenced by an instructor’s implementation of good educational practices and the institution’s development of programs, services, and allocation of resources to support them. For example, a student who would take the initiative to rewrite papers may not be taking classes from faculty that assign papers and thus the item that measures students’ engagement in writing multiple drafts of a paper is not entirely under the student’s control. While all engagement items measured on the CCSR can be influenced at the institutional level, there are multiple forces that influence student

engagement, and it is not reasonable to assume that conceptually related items will be empirically related.

For these reasons, the final construction of a smaller number of benchmarks was sought through the advice of a panel of experts in educational research. The benchmarks correspond well with the major latent variables in the CFA, but important items from minor factors were assigned for compelling conceptual and empirical reasons to a condensed set of constructs.

### **Creation of the *CCSSE* Benchmarks**

Factor analytic solutions were informative with regard to student engagement behavior; however, for several reasons noted above, the nine factor CFA solution was not represented verbatim in the *CCSSE* benchmarks. To establish the final benchmarks, a group of survey research experts (*CCSSE*'s Technical Advisory Panel) reviewed the CFA results and then assigned items to benchmarks, taking into account the results of factor analysis and reliability tests — and also applying expert judgment based on both the conceptual framework and empirical evidence related to student engagement in undergraduate learning. The objective was to create benchmarks that are reliable, useful, and intuitively compelling to community college educators.

### **Reliability of the *CCSSE* Benchmarks**

Reliability of an instrument is fundamentally defined as the instrument's ability to provide consistent results. Results should be consistent across individuals and over time. Latent constructs, such as the *CCSSE* benchmarks, need to demonstrate that items comprising each construct are reliably measuring the same underlying latent factor. Also, the constructs should measure the same phenomena over time.

Reliability of the latent constructs was measured with Cronbach's alpha. While Cronbach's alpha is widely used to assess psychometric properties of a battery of items, it may not be equally appropriate for each of the *CCSSE* benchmarks. As has been previously noted,

the instrument was not designed to measure a set of latent constructs hypothesized *a priori*, and therefore, questions that are conceptually or empirically related may not be measured on an equivalent scale. Furthermore, Cronbach's alpha is designed for one-dimensional concepts and is therefore problematic for scales that have both high and low frequency items that, when they are treated numerically, may not appear to be measuring the same underlying concept. For example, asking questions in class and tutoring are both measures of active and collaborative learning, but asking questions in class occurs far more frequently than tutoring, which from an empirical standpoint would ordinarily suggest that they are not measuring the same concept. Despite the limitations of Cronbach's alpha with the *CCSR*, the benchmark scales had reasonable reliability measures.

The five-construct solution reproduces the empirical covariance matrix reasonably well (RMSEA = .066, SRMR = .066). The RMSEA falls into a range considered adequate fit and the SRMR also was in the range of good fit. Table 3 displays alphas, coefficients and standard errors for the *CCSSE* benchmarks.

### **Distributional Analysis of *CCSSE* Benchmarks**

While showing that distributional properties closely approximate a normal distribution is not necessary for demonstrating the psychometric properties of the *CCSR*, they were examined for each composite benchmark score because the final presentation of the benchmarks was in a standardized format. This requires that the raw values be normally distributed in order to justify the assumption that a value that is  $x$  less than the mean is equal distance from the mean as a value that is  $x$  greater than the mean. In order for the standardized scores to be interpreted relative to the mean, it is important that there are approximately equal numbers of respondents that fall above and below the mean for a given benchmark so that there are approximately equal numbers of respondents above and below the mean. For example, a score that is half a standard deviation above the mean should have approximately the same number of individuals between

the mean and that score as there are between the mean and a value half a standard deviation below the mean.

**Table 3: Coefficients, Standard Errors, and Alphas CCSSE Benchmarks CFA**

Item	Parameter Estimate	Standard Error	Estimate/ S. E.	Standardized Coefficient
Active and Collaborative Learning ( $\alpha = .67$ )				
BOCCGRP	1	0	0	0.498
BCOMMPRO	0.530	0.007	78.247	0.264
BTUTOR	0.602	0.008	78.240	0.300
BCLASSGR	0.858	0.010	86.581	0.427
BCLQUEST	0.712	0.009	78.199	0.354
BCLPRES	0.898	0.010	87.480	0.447
BOOCIDEA	0.861	0.010	83.885	0.429
Student Effort ( $\alpha = .56$ )				
BREWROPA	1	0	0	0.614
BINTEGRA	1	0.01	103.286	0.613
BACADPRO	0.363	0.005	66.623	0.223
BCLUNPRE	0.031	0.006	4.957	0.019
BREADOWN	0.249	0.006	39.214	0.153
BUSETUTR	0.511	0.009	59.738	0.314
BUSESLAB	0.620	0.010	62.102	0.380
BUSECLAB	0.651	0.011	61.443	0.400
Academic Challenge ( $\alpha = .80$ )				
BANALYZE	1	0	0	0.577
BSYNTHSZ	1.134	0.007	156.14	0.654
BEVALUAT	1.110	0.008	147.86	0.640
BAPPLY	1.152	0.008	153.588	0.664
BPERFORM	0.983	0.007	131.717	0.567
BREADASG	0.335	0.006	55.034	0.193
BWRITE	0.398	0.007	57.919	0.229
BEXAMS	0.359	0.005	71.885	0.207
BENVSCHL	0.591	0.007	87.550	0.341
BWORKHRD	0.642	0.007	92.061	0.370
Student-Faculty Interaction ( $\alpha = .72$ )				
BFACPLAN	1	0	0	0.562
BFACIDEA	0.950	0.008	119.615	0.534
BFACOTH	0.629	0.007	96.365	0.353
BFACGRAD	0.925	0.008	114.667	0.520
BEMAIL	0.736	0.009	82.579	0.413
BFACFEED	0.690	0.008	89.131	0.388
Support for Learners ( $\alpha = .76$ )				
BENVSPRT	1	0	0	0.507
BENVVRS	1.287	0.011	118.113	0.653
BENVNACD	1.388	0.011	128.408	0.704
BENVSCL	1.409	0.011	131.015	0.715
BENVFAC	0.494	0.006	77.860	0.251
BUSEACAD	0.680	0.010	68.817	0.345
BUSECACO	0.603	0.009	65.981	0.306

It should be noted that while the composite benchmarks scores should be normally distributed, the individual items that comprise the benchmarks do not need to be normally distributed in order to justify the standardization; therefore, distributional properties of individual items were not examined. In fact, non-normally distributed items can increase the normality of a composite score as highly-engaged students are more likely to reflect engagement on some of the lower frequency items. This property is similar to tests designed to approximate a normal distribution, such as the SAT test, in which only high-performing students answer the most challenging questions correctly; thus, the most challenging questions that are the most likely to be non-normally distributed are the questions that are crucial for producing a normally shaped distribution of exam scores.

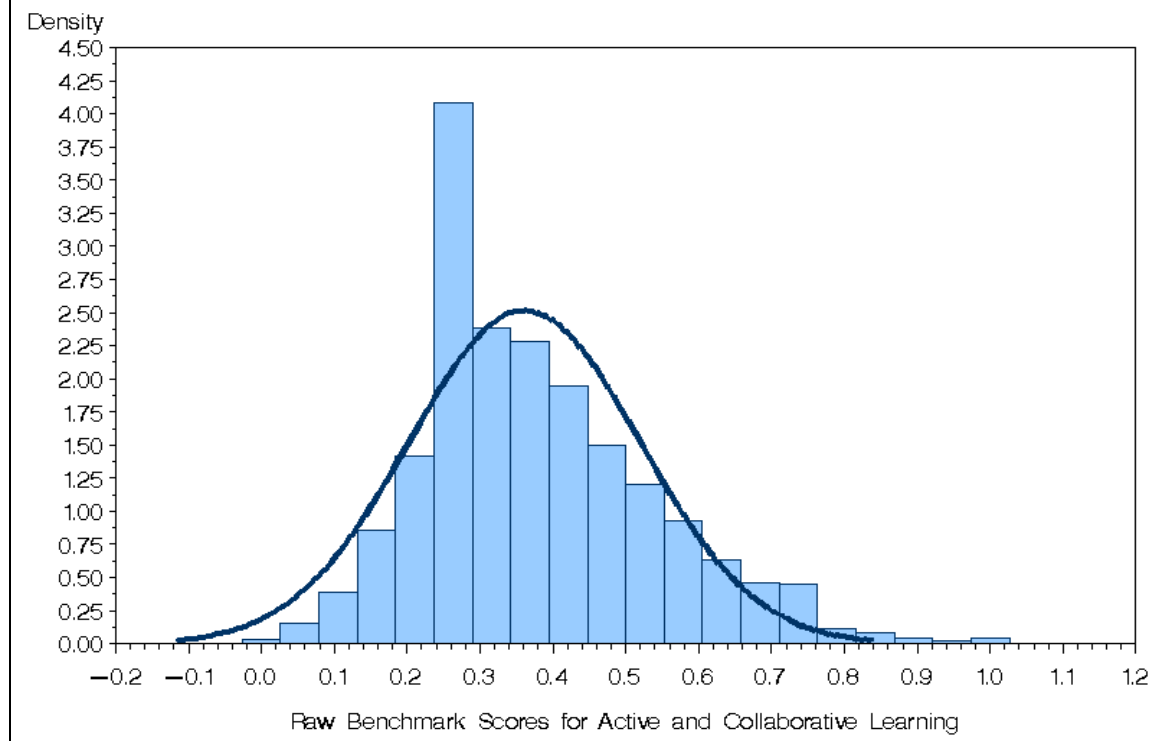
Examination of the *CCSSE* benchmark scores in Figures 1 through 5 shows that each of the benchmarks is approximately normally distributed and there are certainly no major divergences from normality<sup>2</sup>. As a whole, there is a very tight fit between the density distribution and the empirical data from which it is derived. Results in Table 4 illustrate that skewness and kurtosis statistics are acceptably close to 0. The means and standard deviations vary greatly across composite scores, illustrating why standardization was used in the final presentation of the data. For example, .186 points above the mean on Student-Faculty interaction represents a distance of one z score above the mean, whereas .186 points on the Student Effort benchmark is 1.185 z scores above the mean. Standardization across scales ensures that a given number of points above or below the mean represent equal distances from the mean in the standardized format regardless of the benchmark.

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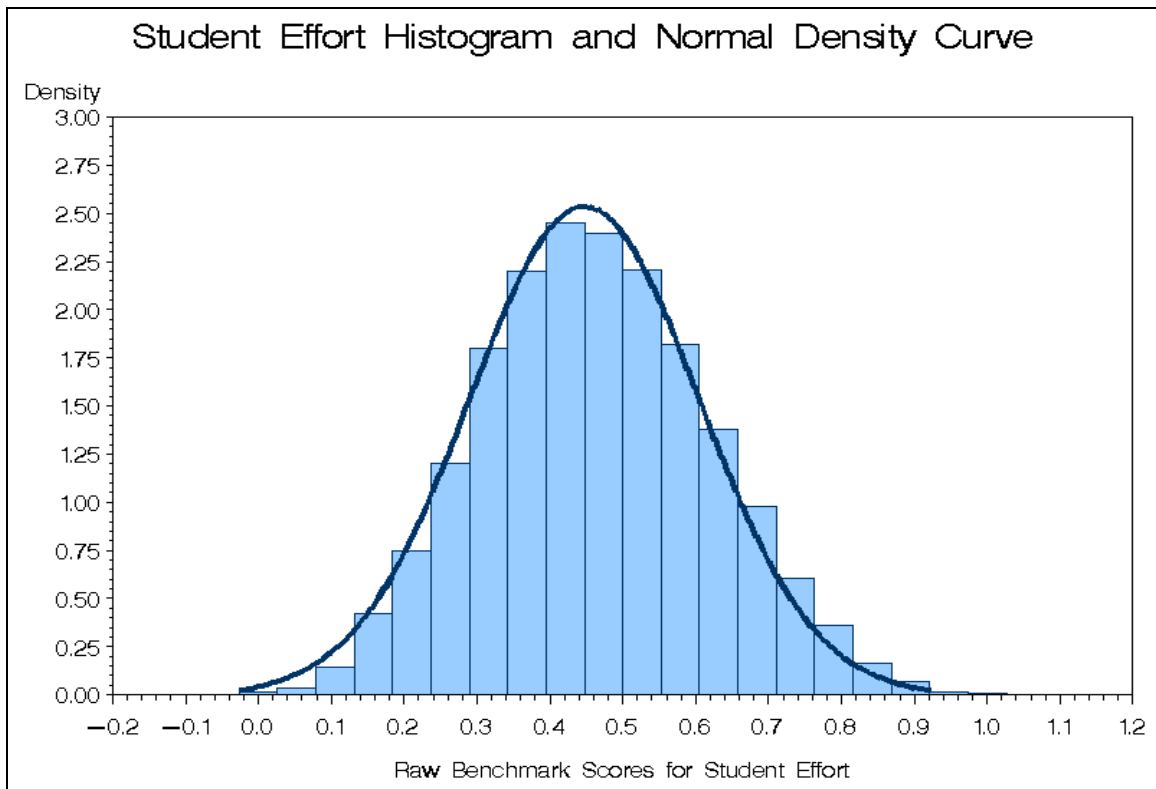
<sup>2</sup> Items that contributed to the benchmarks were rescaled so that the low and high bounds of each item were equal across all scales. This was done by converting all scores to proportions of their totals so that the low end of the scale was always zero and the high end was always one. For example, a four on a seven-point scale and a three on a five-point scale both equal .5, as they are the midpoint of their respective scales. Don't Know/Not Applicable responses on items measuring frequency of use were not included in the computation of benchmark scores. For each participant, a benchmark score was computed by averaging the items comprising each benchmark.

**Figure 1: Distribution of Active and Collaborative Learning Benchmark**

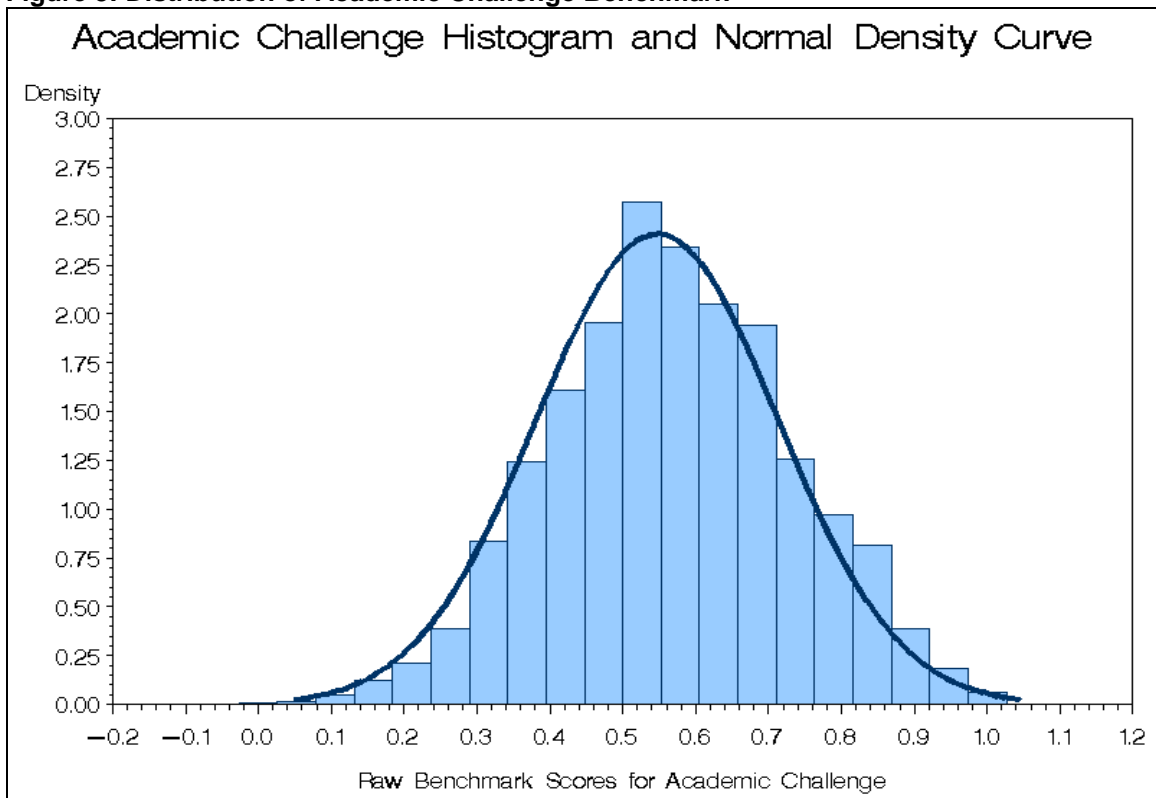
Active and Collaborative Learning Histogram and Normal Density Curve



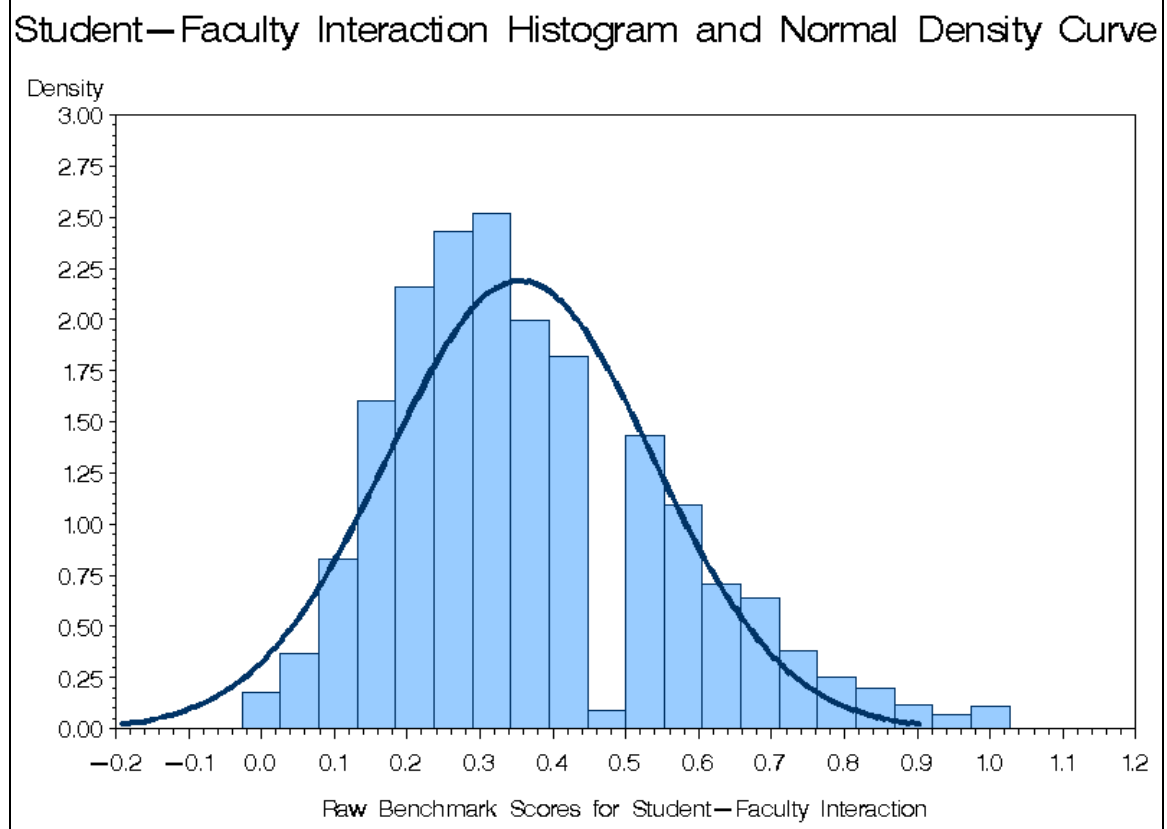
**Figure2: Distribution of Student Effort Benchmark**



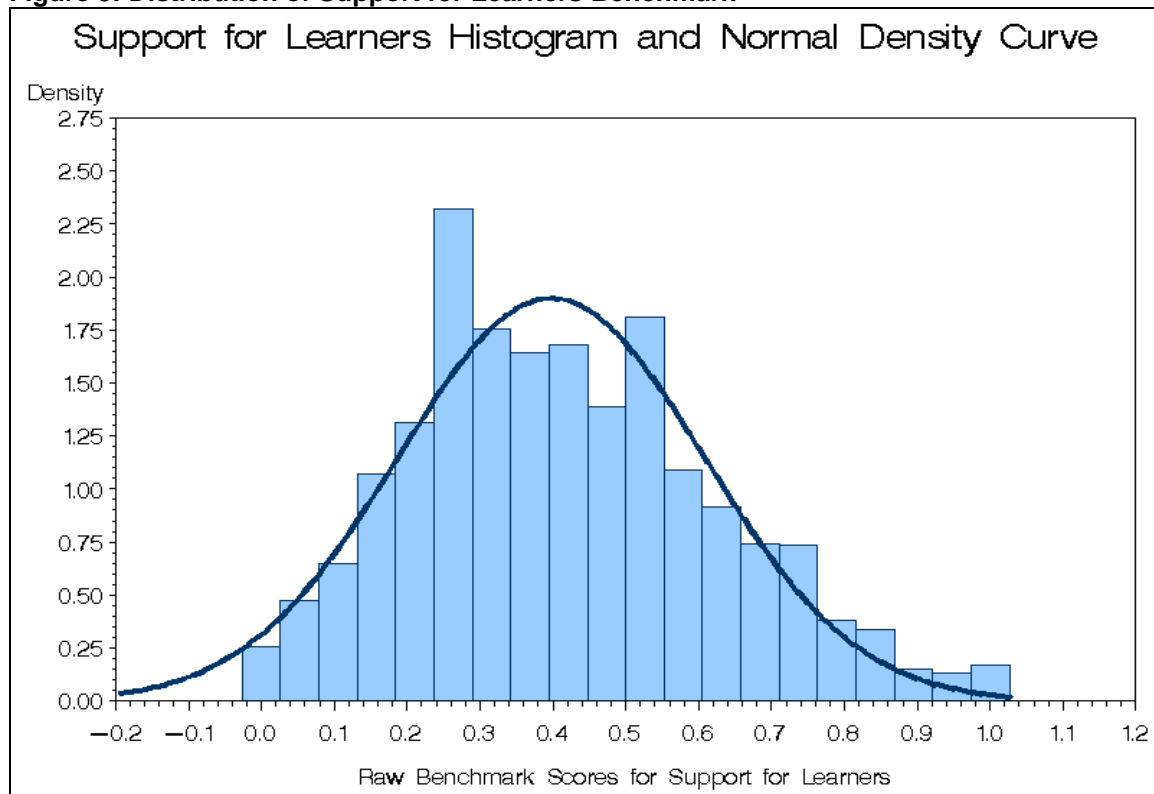
**Figure 3: Distribution of Academic Challenge Benchmark**



**Figure 4: Distribution of Student-Faculty Interaction Benchmark**



**Figure 5: Distribution of Support for Learners Benchmark**



**Table 4: Distributional Statistics for CCSSE Benchmarks**

	Mean	Standard Deviation	Skewness	Kurtosis
Active and Collaborative Learning	.378	.161	.595	.466
Student Effort	.463	.157	.146	-.251
Academic Challenge	.567	.164	-.002	-.226
Student-Faculty Interaction	.373	.186	.688	.430
Support for Learners	.414	.211	.405	-.235

### Validity of Benchmark Scores

In order for *CCSSE* benchmarks to be useful to colleges, the constructs must show reasonable construct validity. The *CCSR* itself has several items independent of the benchmarks that should be related to each of the benchmarks, and showing a relationship between these variables and benchmark scores is a powerful demonstration that the benchmarks are related to educational outcomes. Validation is perhaps most powerfully demonstrated by showing that an instrument's outcomes can be shown to be appropriately related to external measures. While

there are several important external measures, such as retention, graduation, workforce outcomes, and direct assessments of student learning that have not yet been examined in relation to data obtained from the *CCSR*, grade point average (GPA) is one variable measured on the *CCSR* that can reasonably be considered an external measure of student performance.

Grade point average plays an important role in validating the benchmark constructs as it is nearly universally used as a measure of academic success. It is the single item on the *CCSR* survey that is an external measure of students' academic achievement, making it a valuable measure of how well students are doing in their college education. GPA is not without controversy, as grades are assigned differently across instructors and institutions. Nevertheless, as a widely used measure in nearly all institutions of higher education, it can reasonably be assumed to be a gross measure of how much students are learning in their academic endeavors.

To examine the relationship between self-reported GPA and the *CCSSE* benchmarks, GPA was regressed on each of the benchmarks in a random slopes and intercepts model<sup>3</sup>. Hierarchical linear models were used as participants were nested within colleges, making the data a typical multilevel structure in which respondents within an institution are expected to have correlated responses as a result of attending the same institution that are accounted for through random effects (Raudenbush & Bryk, 2002). The SAS Mixed procedure was used to construct the random slopes and intercepts models. It was anticipated that there would be differences in GPA across institutions, which is accounted for by random intercepts, as well as differences in the strength of the relationship between benchmarks and GPA across colleges, which is accounted for by random slopes (Singer, 1998; Littell, Milliken, Stroup, & Wolfinger, 1998). Not surprisingly, significance tests revealed that there were statistically significant amounts of variance accounted for by the random parameters in each model.

Outcomes from these models showed that there was a positive relationship between GPA and four of the five benchmarks. Active and Collaborative Learning,  $t(1, 52,705) = 18.90, p$

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<sup>3</sup> Individuals' scores were standardized to have a mean of 50 and standard deviation of 25 around a mean weighted by full- and part-time status so that scores represent distance from the weighted mean of all survey participants. To compute benchmarks for colleges, the students' standardized scores are computed as an average weighted on full- and part-time enrollment status. Benchmark scores thus contain information about strengths and weaknesses in various areas of student engagement as well as providing information about how an institution is doing in relation to other institutions.

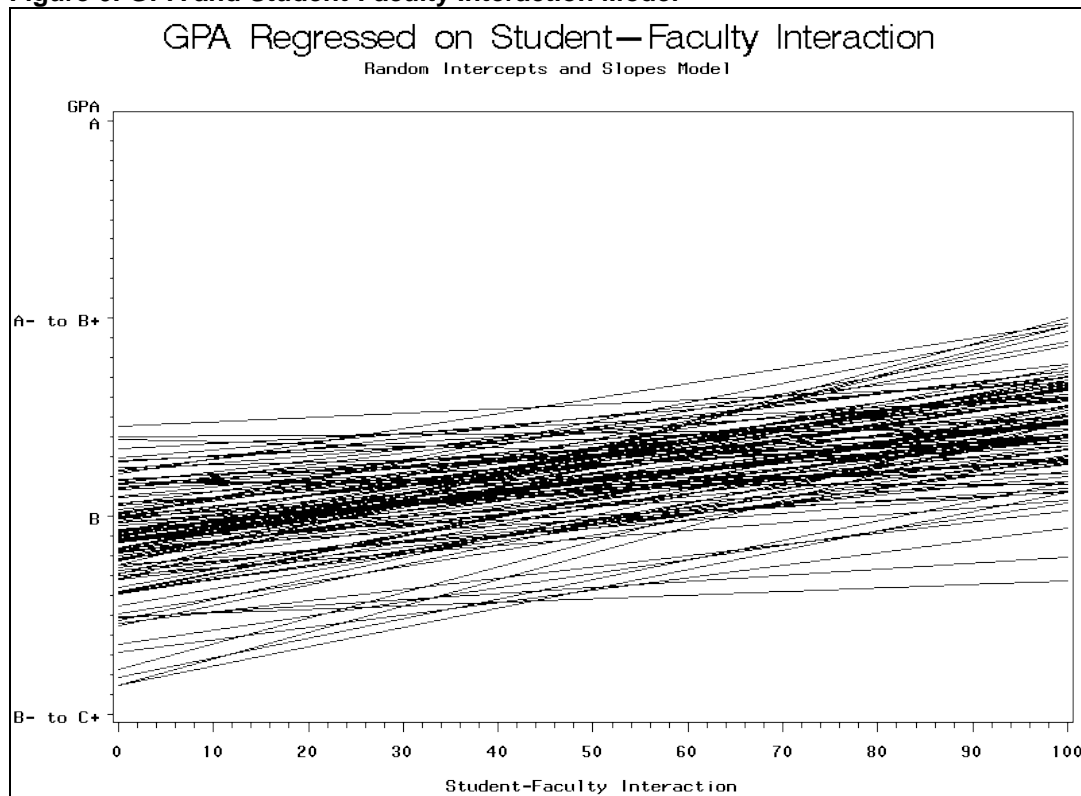
< .001, Student Effort,  $t(1, 52,724) = 10.65$ ,  $p < .001$ , Academic Challenge,  $t(1, 52,713) = 13.75$ ,  $p < .0001$ , and Student-Faculty Interaction,  $t(1, 52,650) = 12.72$ ,  $p < .001$ , were all positively related to GPA. Support for Learners was the one benchmark that did not demonstrate a clearly positive relationship with GPA,  $t(1, 52,685) = .78$ ,  $p = .44$ . The results for Student-Faculty interaction model are shown in Figure 6 and closely resemble results for the other benchmarks with the exception of the Support for Learners benchmark.

The benchmark on Support for Learners is comprised of items specifically designed to reflect institutional practices that are important in student retention. Thus, it is perhaps unsurprising that this benchmark appears not to be as strongly related to GPA as it is not directly related to learning. The relationship between each of the benchmarks and retention data for participating institutions is a topic for future research using results from the CCSR.

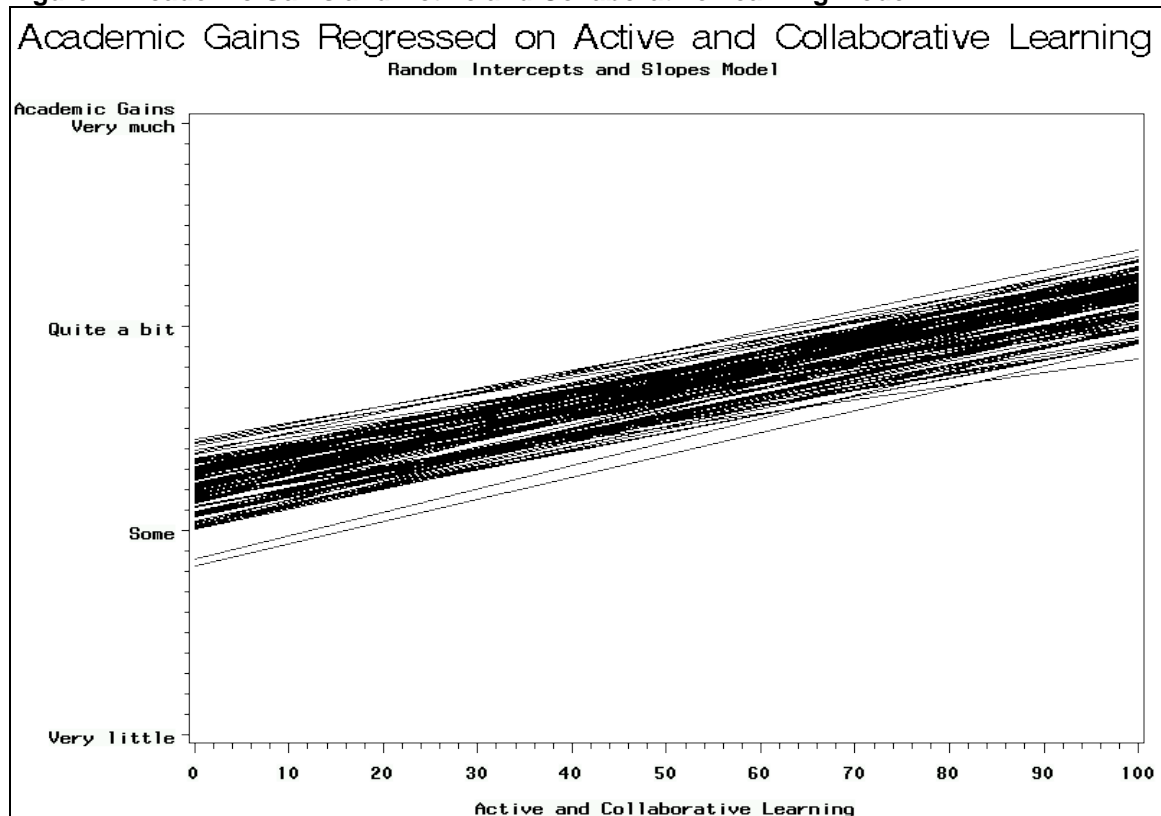
The relationship between benchmarks of student engagement and other self-reported measures is also important for demonstrating construct validity. To examine the relationship between benchmarks and other measures, a series of items that asked students to rate the extent to which experiences at their college have contributed to their knowledge, skills and personal development were analyzed in relation to the benchmarks. Prior analyses suggest that there are three primary factors among these items (Marti & Ouimet, 2003), representing gains in traditional academic skills, gains in personal development, and gains in career-related knowledge and skills. Academic skills items measure gains in general education, writing, speaking, critical thinking, and numerical problem-solving. Personal development items measure gains in working with others, learning on your own, understanding yourself, understanding people with different backgrounds, and developing personal values. Career items include acquiring work-related knowledge, developing career goals, and learning about career opportunities.

Random slope and intercept models were conducted on each of the factors among the gain items and each of the benchmarks. In each case there was a statistically significant relationship between the benchmark scores and the gain factors. Results were extremely consistent across models and were very similar to those shown in Figure 7. The consistency is an impressive display that latent constructs on different parts of the scale are related to each other in

**Figure 6: GPA and Student-Faculty Interaction Model**



**Figure 7: Academic Gains and Active and Collaborative Learning Model**



a manner that would be predicted; specifically, students that are more engaged are reporting higher levels of gains in their academic skills, personal development, and career-related items.

## **Conclusions**

Analyses of the psychometric properties of the *CCSR* and the benchmarks of effective educational practice that are derived from the instrument indicate that the data are both reliable and valid. CFA shows that modeling the data can closely reproduce the empirical results and that the instrument is stable from year to year. Validation analyses examined the ability of the benchmarks to predict other outcomes, such as GPA, and showed that engagement benchmarks are indeed predictably related to the outcomes to which they should be related.

With the firm psychometric basis demonstrated here, there is considerable potential for examining the relationship between the *CCSSE* benchmarks and other outcomes. While student engagement is certainly not the only factor contributing to student success, future work should examine how it relates to direct assessments of student learning outcomes in community colleges and to other important outcomes including retention, transfer, graduation, and career successes.

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