

July 31, 2007

Robert Deegan  
Superintendent/President  
Palomar College  
1140 W. Mission Rd.  
San Marcos, CA 92069

Dear Robert:

We are pleased to convey to you the Institutional Report on results from the 2007 national administration of the Community College Survey of Student Engagement (*CCSSE*) for Palomar College. This letter provides important information about the contents of the report and about upgrades and additions to *CCSSE* services and resources for your college.

**Contents of the Institutional Report Notebook**

- an overview providing selected aggregate results for the 2007 *CCSSE* Cohort (see description below) and offering suggested ways to understand and use *CCSSE* data;
- a “First Look” report, providing a summary of the items on which your college’s performance is statistically and practically above or below the mean for the comparison group of community and technical colleges;
- the “Frequency Report: All Students,” providing alongside each survey item the response frequencies for your institution and notation indicating items on which your institution’s results differ from the comparison group to a degree that is statistically and practically significant;
- *CCSSE*’s standard reports on means comparisons and response frequencies for each survey item;
- *CCSSE* benchmarks for your college, including an overview that describes the benchmarks for effective educational practice, with notes on interpretation and appropriate uses;
- recommendations on “Using *CCSSE* Results,” as well as tips on how to communicate the results and then use the data to drive decision making at your institution;
- results from the Community College Faculty Survey of Student Engagement (*CCFSSE*), if your college elected to participate in the third national administration of that survey in spring 2007, or, if your college did not participate in the faculty survey, we are providing an example report; and
- a codebook for use in work with the data files.

## Notes on CCSSE 2007

To support both understanding and use of the survey results, we would like to highlight the following features of the information you are receiving from CCSSE:

- CCSSE now utilizes a 3-year cohort of participating colleges in all of its data analyses, including the computation of benchmark scores. The cohort of colleges that participated in 2005 through 2007 is referred to as the **2007 CCSSE Cohort** throughout all reports and documentation. This approach increases the total number of institutions and students contributing to the national dataset, which in turn increases the reliability of the overall results. In addition, the 3-year cohort approach minimizes the impact, in any given year, of participation by statewide consortia.
- Institutional data will be available on the CCSSE Web site at the time you receive this Institutional Report. This enables people in your college to generate a wide variety of custom reports using the award-winning interactive capabilities at [www.ccsse.org](http://www.ccsse.org).
- In addition, you can now download an electronic version of your Institutional Report and data file by following the instructions at: <http://www.ccsse.org/members/IR/>. You will need your Members Only username and password to log on. *Note that the file is password protected; you will also need your Members Only password to unzip it.* Access to your files will be available on the CCSSE Web site until September 15<sup>th</sup>. (Because reports are available on the Web, we are not including a CD-ROM with this hard copy of your Institutional Report. If you would like a CD-ROM of your Institutional Report of results, we will create and ship one for \$25.) In accordance with Texas state law and The University of Texas policies, CCSSE will no longer provide student-identifier data in the Institutional Report raw data file available for download via the CCSSE Web site. For those colleges that depend upon the student identifier field in the CCSSE raw data file for institutional analyses, we will be happy to release that information in a separate and secure transmission. If you would like these data, please contact your liaison, and CCSSE will provide you the raw data file with student identifiers included on an encrypted CD-ROM. The decryption password will be supplied in an email.
- CCSSE has established a regular feature that will allow participating colleges and national researchers to delve more deeply into areas of student experience and institutional performance that are key to student success. The five 2007 “*special focus questions*” elicited new information about students’ educational experiences during their earliest weeks of college. Results from these responses are provided in the Frequency Distributions section of your Institutional Report and will be highlighted in CCSSE’s 2007 National Report. In future years, the special focus will be determined by college interests and national trends.

As you know, we believe strongly that completion of the survey and reporting of the results are only the beginning of an important process for your institution. Communication of the results to key groups – both internally and externally – is the next significant step. And *using* the results to improve student learning and retention is, of course, the ultimate goal.

As part of our effort to support you in this work, CCSSE provides a number of tools and resources in the “Members Only” section of the CCSSE Web site at [www.ccsse.org](http://www.ccsse.org). Included are tips for understanding and using survey results, along with templates for a local executive summary of survey results and a PowerPoint presentation, etc. Your institutional username and password for access to the Members Only section of the Web site are: **Username:** Palomar **Password:** KEQAVKFQ

In addition, these useful companion resources are available free on the CCSSE Web site: the Course Feedback Form, an end-of-course evaluation instrument that is aligned with CCSSE items on effective educational practice; a Classroom Observation Form, developed for local use in faculty development and evaluation programs; a Focus Group Toolkit including all the materials needed to plan and conduct student focus groups that may add rich qualitative data to your understanding of student engagement;

and a 6-part Accreditation Toolkit (one version for each of the regional accrediting associations) that provides guidance on using student engagement results in the self-study and reaffirmation process.

**New from CCSSE: the Survey of Entering Student Engagement (SENSE)**

Across the country, community college leaders are recognizing the critical importance of focusing institutional attention on students' experience during their earliest weeks of college. In order to support efforts to strengthen student success by improving strategies for working with new students, CCSSE is developing a new Survey of Entering Student Engagement. With support provided by the Lumina Foundation and the Houston Endowment, Inc., the new survey will be piloted at 22 community colleges in fall 2007. Shortly thereafter, we will issue an invitation to participate in the fall 2008 national field test. Stay tuned for additional information.

Once again, we send our thanks for your involvement in CCSSE and your efforts to ensure the quality of community college education.

With best regards,

A handwritten signature in black ink that reads "Kay". The signature is written in a cursive, flowing style.

Kay McClenney  
Director

## CCSSE Overview

### ★ Overview of National 2007 CCSSE Cohort Survey Results (pp. 1-18)

*The overview provides a general understanding of the findings from the 2007 CCSSE Cohort. The information includes an examination of member colleges and consortia composition, comparisons between CCSSE institutions and all students at public community colleges, a review of selected findings, and information on understanding your results.*

### ★ 2007 CCSSE Cohort Frequencies

*This report provides item-by-item percentage responses for the 2007 CCSSE Cohort (students who participated in CCSSE from 2005 through 2007). 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.*

## College Results: A Synopsis

### ★ Table 1: Respondents to Underlying Populations

*This table details respondent characteristics from your college compared to population data for (1) your college, (2) similarly-sized 2007 CCSSE Cohort colleges, and 3) all 2007 CCSSE Cohort colleges. The specific characteristics examined include gender, race/ethnicity, age, and enrollment status.*

### ★ First Look: All Students

*This report for **all students at your institution** highlights those items where your college falls notably above or below the mean of your comparison group. It is designed to provide a summary of results displayed following the Means Summary tab.*

### ★ First Look: Enrollment Status Breakout

*This report by **enrollment status** (part- and full-time) highlights those items where your college falls notably above or below the mean of your comparison group. It too is designed to provide a summary of results displayed following the Means Summary tab.*

### ★ 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 indicating those items that are significantly different, when applicable, from your comparison group at  $p < .001$  and with an effect size greater than or equal to .2.*

## Means Summary

### ★ Means Summary Report: All Students (pp. M1-M9)

*This report provides item-by-item means for **all students at your institution** contrasted with a*

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comparison group and the 2007 CCSSE Cohort.

★ **Summary Statistics: All Students (pp. M10-M13)**

*This report presents statistics on **all students at your institution** contrasted with a comparison group and the 2007 CCSSE Cohort.*

★ **Means Summary Report: Enrollment Status Breakout (pp. M14-M22)**

*This report provides item-by-item means for **all students at your institution** by **enrollment status** (part- and full-time) contrasted with a comparison group and the 2007 CCSSE Cohort.*

★ **Summary Statistics: Part-Time Students (pp. M23-M26)**

*This report presents statistics on **part-time** students at your institution contrasted with a comparison group and the 2007 CCSSE Cohort.*

★ **Summary Statistics: Full-Time Students (pp. M27-M30)**

*This report presents statistics on **full-time** students at your institution contrasted with a comparison group and the 2007 CCSSE Cohort.*

## Frequency Distributions

★ **Frequency Distributions by Enrollment Status and All Students (pp. F1-F14)**

*This report summarizes the observed frequencies of occurrence (counts and percentages) of the values for each item on The Community College Student Report. Data are presented for all, part-time, and full-time students at your college, a comparison group, and the 2007 CCSSE Cohort. 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.*

★ **2007 CCSSE Special Focus Questions Frequencies**

*This report summarizes the observed frequencies of occurrence (counts and percentages) of the values for the **five CCSSE Special Focus Questions** included with the Community College Student Report. Data are presented for all, part-time, and full-time students at your college, a comparison group, and the 2007 CCSSE Cohort.*

★ **2007 Consortium Supplemental Questions Frequencies<sup>1</sup>**

*This report summarizes the observed frequencies of occurrence (counts and percentages) of the values for **your consortium's supplemental questions only**. Data are presented for all, part-time, and full-time students at your college compared to your consortium.*

★ **2007 Institution-Level Supplemental Questions Frequencies<sup>2</sup>**

*This report summarizes the observed frequencies of occurrence (counts and percentages) of the values for **your institution's supplemental questions only**. Data are presented for all, part-time, and full-time students at your college.*

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<sup>1</sup> You will only receive the 2007 Consortium Supplemental Questions Frequencies Report if your college participated in a CCSSE consortium that chose to add specific questions to the survey.

<sup>2</sup> You will only receive the 2007 Institution-Level Supplemental Questions Frequencies if your college participated in the 2007 Institution-Level Supplemental Questions Pilot.

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## Benchmark Reports

★ [2007 Benchmark Overview \(pp. 1-5\)](#)

*The overview provides detailed information about CCSSE’s Five Benchmarks of Effective Educational Practice (Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners), information to aid in understanding and using the benchmarks, and CCSSE’s policy statement on the “Responsible Uses of CCSSE Data.”*

★ [2007 Benchmark Summary Table, Deciles, and Bar Charts and Benchmark Item Composition: All Students \(pp. B1-B7\)<sup>3</sup>](#)

*This is a series of reports, beginning with a **Summary Table**, which provides scores on each of the five benchmarks for your institution, a comparison group, and the 2007 CCSSE Cohort colleges. Meanwhile, the **Benchmark Deciles Report**, on page B2, highlights the five benchmark deciles for **all students at your institution**. Finally, 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).*

★ [2007 Benchmark Summary Table, Deciles, and Bar Charts and Benchmark Item Composition: Enrollment Status Breakout \(pp. B8-B19\)](#)

*This series of reports contains the same reports described above broken down by **enrollment status** (part- and full-time) for your institution, a comparison group, and 2007 CCSSE Cohort colleges.*

★ [2007 Benchmark Summary Table, Deciles, and Bar Charts and Benchmark Item Composition: Credit Hour Status Breakout \(pp. B20-B31\)](#)

*This series of reports contains the same reports described above broken down by **credit hour status** (0 to 29 and 30+ credits) for your institution, a comparison group, and the 2007 CCSSE Cohort colleges.*

## Codebook

★ [2007 Codebook \(pp. 1-13\)](#)

*The codebook provides information on the structure, contents, and layout of the CCSSE dataset.*

★ [2007 Consortium Supplemental Questions Codebook<sup>4</sup>](#)

*The codebook includes the exact items used as additional questions for your consortium, variable names associated with additional survey items, and response values for each variable.*

★ [2007 Institution-Level Supplemental Questions Codebook<sup>5</sup>](#)

*The codebook includes the exact items used as additional questions for your institution, variable names associated with additional survey items, and response values for each variable.*

## Using CCSSE Results (pp. 1-7)

*This section provides a series of recommendations on interpreting and communicating your CCSSE results as well as ideas on ways to use data to drive decision making at your institution.*

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3 Please note that for consortium comparison reports, there are no decile reports; therefore, page numbers will not correspond exactly to those listed below.

4 You will only receive the 2007 Consortium Supplemental Questions Codebook if your college participated in a CCSSE consortium that chose to add specific questions to the survey.

5 You will only receive the 2007 Institution-Level Supplemental Questions Codebook if your college participated in the 2007 Institution-Level Supplemental Questions Pilot.

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## CCFSSE

- ★ [Overview of National 2007 CCFSSSE Cohort Survey Results \(pp. 1-9\)](#)  
*The overview provides a general understanding of the project and highlights selected findings from the 2007 cohort of colleges participating in the faculty survey.*
- ★ [2007 CCFSSSE Cohort Colleges](#)  
*An alphabetical list of all institutions participating in the CCFSSSE from 2005 through 2007.*
- ★ [Student and Faculty Frequency Distributions \(pp. SFC1-FF10\)](#)  
*The first report provides side-by-side frequency data from faculty (part-time, full-time, and all faculty), and all-student data from the 2007 CCFSSSE administration for your institution. The second report summarizes the observed frequencies of occurrence (counts and percentages) of the values for all faculty survey items that do not correspond to similar items on the student survey. **Example reports are provided if your institution did not participate.***
- ★ [2007 CCFSSSE Cohort Participating Faculty Report \(pp. SFC1-FF10\)](#)  
*This report provides aggregated side-by-side frequency data as well as frequency distributions for the 2007 CCFSSSE Cohort colleges.*
- ★ [2007 CCFSSSE Codebook \(pp. 1-13\)](#)  
*The codebook provides information on the structure, contents, and layout of the CCFSSSE dataset.*





# 2007 Institutional Report

## Overview of National 2007 CCSSE Cohort Survey Results

### 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.

CCSSE again this year has used a three-year cohort of participating colleges (2005 through 2007) in all of its data analyses, including the computation of benchmark scores. This cohort is referred to as the **2007 CCSSE Cohort** throughout all reports and documentation.<sup>1</sup>

This approach increases the total number of institutions and students contributing to the national dataset, which in turn increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of participation by statewide consortia.

This overview encompasses four key sections and is organized to provide a general understanding of findings from the 2007 CCSSE Cohort. First, 2007 CCSSE Cohort colleges and student respondents are highlighted as well as data concerning the 2007 CCSSE Consortia. Second, CCSSE institutions and their students are compared to all U.S. public community colleges. In the third section, selected findings are showcased. In the fourth section, information is provided to help college leaders understand and use their CCSSE results.

### CCSSE Member Colleges

The 2007 CCSSE Cohort is comprised of a total of 525 institutions across 48 states, plus British Columbia and the Marshall Islands. Two hundred sixty of these member colleges are classified as small (< 4,500), 136 as medium (4,500-7,999), 83 as large (8,000-14,999), and 46 as extra-large institutions (15,000 + credit students).<sup>2</sup> One hundred two of the Cohort member colleges are classified as urban-serving, 113 as suburban-serving, and 310 as rural-serving.<sup>3</sup>

### CCSSE Consortia

A CCSSE consortium may comprise three or more colleges in a multi-college district, system, or state — or alternatively, a group of five or more colleges with common interests or challenges. Consortium members share reports and can add customized questions to the survey.

2007 CCSSE membership includes statewide participation in Alaska, Florida, Louisiana, Massachusetts, North Dakota, and Wyoming; other state-based consortia include Illinois, Kentucky, Minnesota, Northeast Minnesota, South Carolina, Tennessee, and Texas. The Alaska, Florida, Illinois, Kentucky, Massachusetts, Minnesota, Northwest, South Carolina, and Wyoming consortia added questions to the *Community College Student Report* for purposes of statewide assessment, to respond to accrediting agencies, and/or for internal review.

All colleges from Alamo Community College District and North Harris Montgomery Community College District in Texas are participating as CCSSE consortia. Also, the Northwest Consortium is comprised of six Washington community colleges and one community college located in British Columbia.

Launched in 2006, the Student Support Partnership Integrating Resources and Education (SSPIRE) Initiative is supported by the James Irvine Foundation and includes nine California community colleges. SSPIRE colleges aspire to raise academic achievement, rates of persistence, and degree completion among primarily young, low-income, under-prepared, and traditionally underserved students. The CCSSE-SSPIRE Consortium provides opportunities

<sup>1</sup>For returning participants, the college's most recent year of participation is included in data analyses. For example, if a college participated in 2005 and 2007, only the 2007 data would be used in the three-year cohort.

<sup>2</sup>Size classifications are based on the college's enrollment size during their most recent year of CCSSE participation; this may or may not match the college's current size classification.

<sup>3</sup>These designations are based on the Carnegie Foundation Classification of Institutions of Higher Education.



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for SSPIRE colleges to review CCSSE and CCFSSSE results, discuss those results and needs for improvement during specialized CCSSE workshops, and implement improvement initiatives that focus on SSPIRE goals.

This is the third year for the Achieving the Dream Consortium. The Achieving the Dream Consortium comprises 22 colleges from 7 states that are part of a national initiative focused on improving success rates for community college students, particularly those that traditionally have been underserved in American higher education.

The Hispanic Student Success (HSS) Consortium is a group of colleges that are designated by the federal government as Hispanic-Serving Institutions (those with at least 25% Hispanic full-time equivalent enrollment and of the Hispanic student enrollment at least 50% are low income) and/or hold current membership in the Hispanic Association of Colleges and Universities (HACU). Also in its fourth year, the HSS Consortium brings together 15 institutions across six states to build collaborative and networking relationships and to highlight promising practices through publications and at national and regional community college conferences. This consortium also adds questions to the *Community College Student Report* and will use CCSSE data and comparative reports to make informed decisions about how to improve these unique institutions.

This is the fourth year for the Texas Small Colleges Consortium. These 10 Texas small community colleges have joined CCSSE to gain valuable information about the engagement, learning, and retention of the students they serve -- and to build institutional capacity for collecting, understanding, and using data about educational practices and student success. With support from the Houston Endowment, Inc., six of the institutions gathered and reviewed baseline data in 2005, sought to implement necessary changes for improvement in 2006, and have administered a follow-up survey this year.

## Student Respondents

Credit classes are randomly selected – stratified by time of day (morning, afternoon, and evening) – from institutional class data files to participate in the survey. Of those sampled, 310,013 students submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 79%. 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 usable surveys that were filled out properly and did not fall into any of the exclusionary categories.<sup>4</sup>

## Student Respondent Profile

To compare the characteristics of student respondents to the characteristics of the underlying student population for each participating college, CCSSE uses the data reported by the institution in its most recent IPEDS Enrollment Report for the following variables: gender, race and ethnicity, student age, and enrollment status (part- or full-time). The data are aggregated to compare the 2007 CCSSE Cohort survey respondent population to the total student population of the 2007 CCSSE Cohort member colleges.

### Gender

Of the 301,506 student respondents who answered this item, 40% are male and 60% are female. This mirrors the full population of 2007 CCSSE Cohort community college students, comprised of 41% males and 59% females.

### Age

2007 CCSSE Cohort student respondents range in age from 18 to 65+. Approximately 90% are between 18 and 39; 66% are 18 to 24, while 24% are 25 to 39.

### Racial Identification

Sixty-five percent of student respondents identify themselves as White/non-Hispanic, 11% as Hispanic/Latino/Spanish, 12% as Black or African American, and 5% as Asian. Two percent of the student respondents are Native American. Four 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 indicate that they are international students, while 5% of medium-size college respondents indicate the same. In large institutions, 9% of the students who completed the survey indicate international/foreign student status. Extra-large institutions have the highest representation of international students at 10%.

### Enrollment Status

Sixty-nine percent of the student respondents report attending college full-time, while 37% of the 2007 CCSSE Cohort colleges’ total student population attended full-time. Only 31% of the surveyed students report being part-time college students, compared to 63% 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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<sup>4</sup> See exclusionary rules on pg. 3

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The results for the following student respondent categories are weighted according to the most recent 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 6% non-native English speakers, while 10% of medium institutions' students are non-native English speakers. Comparatively, large numbers of non-native English speaking students attend large (17% of enrollees) and extra-large institutions (24%).

### **First-Generation Status**

Thirty-four percent of students indicate that neither parent has earned a degree higher than a high school diploma nor has college experience; accordingly, these students are considered "first-generation" status. Of these first-generation students who provided responses for mother's **and** father's education level, 66% percent indicate that their mothers' highest level of education is a high school diploma, and 61% 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. Meanwhile, 73% of students indicate that their highest level of educational attainment is a high school diploma or GED; 18% report either a certificate or an associate degree; 5% have earned a bachelor's degree; and 2% have earned an advanced degree.

### **Credit Hours Earned**

Forty-six percent of students report having completed fewer than 15 credit hours; 21% have completed 15-29 credit hours; and 33% have completed more than 30 credit hours.

### **Grades**

Forty-four percent of students report that they earned grades of B+ or higher, while 2% of students report that they earned grades of C- or lower.

### **External Commitments**

Fifty-seven percent of students work 21 or more hours per week; 23% of students care for dependents between 1 and 10 hours per week; and 69% of students spend between 1 and 5 hours per week commuting to and from class.

### **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. Exclusions serve the purpose of ensuring that all institutional reports are based on the same sampling methods and that results are therefore comparable across institutions. Respondents 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 invalid.<sup>5</sup>
- ★ The student reported his or her age as under 18.
- ★ The student indicated that he or she had taken the survey in a previous class or did not respond to the item.
- ★ Oversampled 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 oversample 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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<sup>5</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.

# Representation

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

Table 1 provides information about the representation of the 2007 CCSSE Cohort member colleges as compared to community and technical colleges across the nation.<sup>6</sup> CCSSE uses the most recent IPEDS enrollment data for comparisons in this table.

**Table 1: Colleges by Size and Urbanicity**

	2007 CCSSE Cohort Member Colleges	National Population <sup>7</sup>	2007 CCSSE Cohort Proportion of National Population
<b>By Size</b>			
<b># of Institutions</b>	518	1,047	49%
<b>Small (up to 4,499)</b>	254	561	45%
<b>Medium (4,500-7,999)</b>	136	238	57%
<b>Large (8,000-14,999)</b>	82	151	54%
<b>Extra-Large (15,000+)</b>	46	97	47%
<b>By Urbanicity</b>			
<b># of Institutions</b>	518	1,059	49%
<b>Urban-serving</b>	101	187	54%
<b>Suburban-serving</b>	110	221	50%
<b>Rural-serving</b>	307	651	47%

<sup>6</sup> Hospital-based institutions, private institutions, and institutions located outside the fifty states are not included in representation charts.

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

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

Table 2 shows the number of credit-enrolled students from CCSSE member colleges as compared to the number across the nation by size and urbanicity.<sup>8</sup> Overall, CCSSE's 2007 Cohort survey respondents represent a total credit enrollment of 3,391,101 students across 518 CCSSE member colleges. CCSSE's entire college membership represents approximately 49% of the nation's community colleges (1,059 accredited, public associate degree-granting institutions) and 53% of the national student population (6,365,137 credit students).

**Table 2: Enrollments by Size and Urbanicity**

	<b>Students Enrolled in 2007 CCSSE Cohort Member Colleges</b>	<b>National Student Population in Community Colleges</b>	<b>Proportion of Students Enrolled in 2007 CCSSE Cohort Member Colleges</b>
	<b>Credit Enrollment</b>  3,391,101 CCSSE students	<b>Credit Enrollment</b>  6,365,137 national population	53%
<b>By Size</b>			
<b>Small (up to 4,499)</b>	611,747	1,249,831	49%
<b>Medium (4,500-7,999)</b>	784,322	1,395,081	56%
<b>Large (8,000-14,999)</b>	896,192	1,634,076	55%
<b>Extra-Large (15,000+)</b>	1,098,840	2,086,149	53%
<b>By Urbanicity</b>			
<b>Urban-serving</b>	1,219,711	2,142,387	57%
<b>Suburban-serving</b>	997,415	1,938,313	51%
<b>Rural-serving</b>	1,173,975	2,284,437	51%

<sup>8</sup> Hospital-based institutions, private institutions, and institutions located outside the fifty states are not included in representation charts.

## CCSSE Student Respondents across Member Institutions

Table 3 shows a comparison of the adjusted number of CCSSE cohort survey respondents displayed alongside the total student enrollment at participating colleges. The column labeled “2007 CCSSE Cohort Member Colleges Adjusted Respondents” shows the number of usable surveys (those not affected by CCSSE’s exclusionary rules). The column labeled, “2007 CCSSE Cohort Member Colleges Enrollments” reflects institutions’ populations as reported to IPEDS for the most recent enrollment reports.

These data are displayed by institutional size (small, medium, large, and extra-large) as well as urbanicity (rural, suburban, and urban). The data from Table 3 highlight an over-representation of student respondents from small institutions, which in turn results in an under-representation of respondents from extra-large colleges.

**Table 3: Adjusted Respondents by Size and Urbanicity**

	<b>2007 CCSSE Cohort Member Colleges’ Adjusted Respondents<sup>9</sup></b>	<b>2007 CCSSE Cohort Member Colleges’ Enrollments</b>
	<i>Respondents</i>	<i>Credit Enrollments</i>
	<b>310,013 students (100%)</b>	<b>3,404,271 students (100%)</b>
<b>By Size</b>		
<b>Small (up to 4,499)</b>	105,787 (34%)	616,121 (18%)
<b>Medium (4,500-7,999)</b>	86,636 (28%)	784,322 (23%)
<b>Large (8,000-14,999)</b>	68,500 (22%)	904,988 (27%)
<b>Extra-Large (15,000+)</b>	49,090 (16%)	1,098,840 (32%)
<b>By Urbanicity</b>		
<b>Urban-serving</b>	75,776 (24%)	1,220,473 (36%)
<b>Suburban-serving</b>	78,641 (26%)	1,007,421 (30%)
<b>Rural-serving</b>	155,596 (50%)	1,176,377 (34%)

<sup>9</sup> Minus exclusions (see exclusionary rules on pg. 3).

## 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 2007 CCSSE Cohort data is organized in terms of seven key topics: Educational Goals, Time on Task, Relationships, Academic Experience, Barriers to Persistence, Student Satisfaction, and Student and Academic Support Services.

## Educational Goals

Community colleges have multiple missions and goals, as do their students. Students responding to the survey are 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 mark more than one primary goal; therefore, the percentages in the table below do not sum to 100%.

As seen in Table 4, students identify various educational goals. Fifty-eight percent of the student respondents identify obtaining an associate degree as a primary goal. Fifty-one percent are interested in transferring to a 4-year college or university, while 41% are primarily interested in obtaining or updating job-related skills. Twenty-nine percent of respondents seek to change careers, and 29% aspire to complete a certification program.

**Table 4: Educational Goals**

	Primary goal	Secondary goal	Not a goal
Complete a certification program	29%	19%	52%
Obtain an associate degree	58%	21%	21%
Transfer to a 4-year college or university	51%	21%	27%
Obtain or update job-related skills	41%	27%	32%
Self-improvement/personal enjoyment	39%	35%	26%
Change careers	29%	16%	55%

## Time on Task

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

Table 5 highlights that only 12% of full-time students spend more than 21 hours per week preparing for class while 38% spend 5 hours or fewer preparing for class.

**Table 5: Time on Task**

	Part-time			Full-time		
	5 hours or fewer	6-20 hours	More than 21 hours	5 hours or fewer	6-20 hours	More than 21 hours
Preparing for class	51%	43%	6%	38%	50%	12%
Working for pay	19%	14%	66%	31%	24%	46%
Participating in college-sponsored activities	97%	3%	0%	93%	6%	2%

Not surprisingly, part-time students spend more time working for pay, more than 21 hours per week, than their full-time counterparts (66% vs. 46%); however, these findings highlight the competing priorities facing all students attending community colleges. Finally, there is minimal participation in college-sponsored activities among all students.

## Relationships

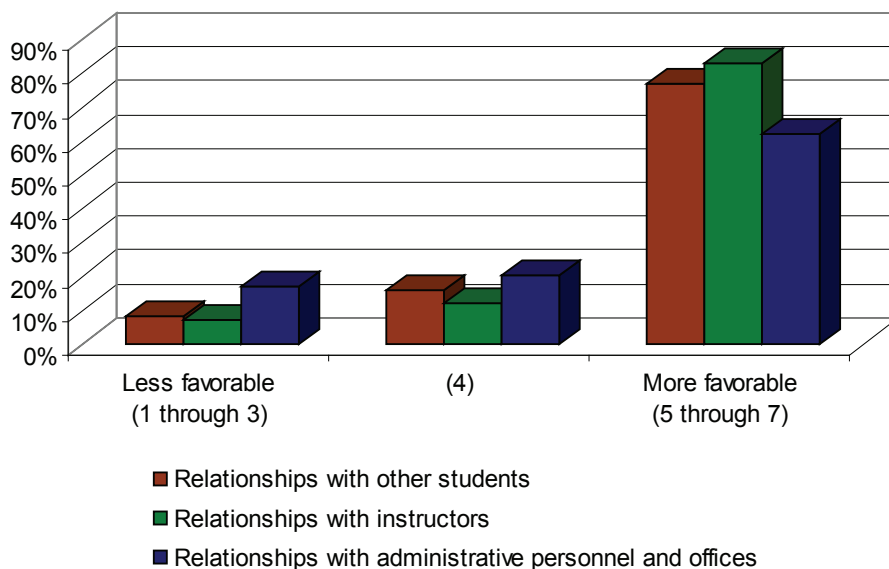
Many educators believe in the power of their individual connections to students – a belief that is supported by higher education research as well. In point of fact, the level of student-faculty interaction is one of the most powerful predictors of student persistence in college. And, in numerous focus groups conducted with community college students, it was found that when asked to cite the factor that was most important in helping them stay in school and succeed there, students inevitably talk about *relationships*.

Various items on the survey can address the level and extent of students' relational experience while attending the college. Item 4q on the survey asks students to indicate how often they worked with instructors on activities other than coursework. Nearly three-fourths (72%) indicated they "Never" engaged in such activities. When asked how much their college encouraged contact among students from different economic, social, and racial or ethnic backgrounds, 47% stated that this occurred "Quite a bit/

Very much." Over two-thirds (70%) indicated that their college provided "Some/Very little" of the support needed to thrive socially while only 9% indicated this occurred "Very much." Finally, 78% of their friends are "Quite a bit/Extremely" supportive of their attending the college while 86% of their families were supportive of this decision.

Figure 1 highlights results from item 11 on the survey, which ask specifically about students' relationships with other students, instructors, and administrative personnel and offices at the college. Overall, students gave high ratings to their relationships. Regarding relationships with other students, respondents judged the quality of their relationships quite favorably with a rating of 5 or higher given by 77%. An even higher percentage (83%) gave favorable ratings to the quality of their relationships with instructors, while relationships with administrative personnel and offices were given a slightly lower favorable rating (62%).

**Figure 1: Relationships**





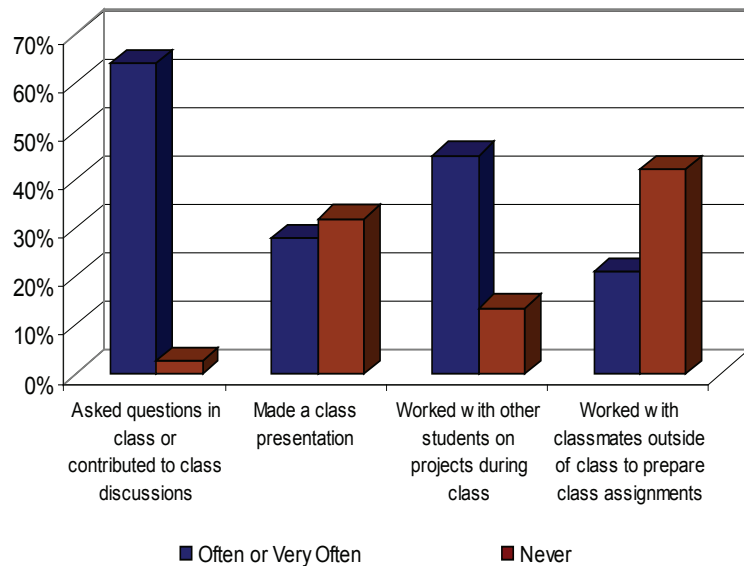
## Academic Experience

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 are 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 Figure 2.

Figure 2: Academic Experience

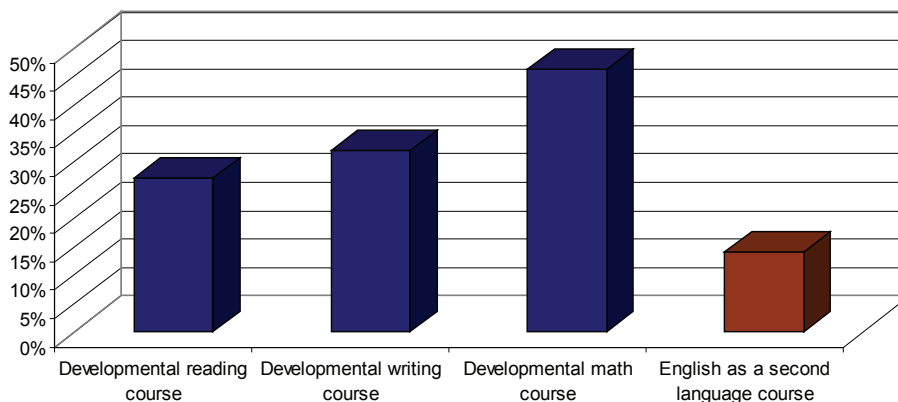


## Developmental Education and ESL

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. Item 8 on the *CCSR* asks students to identify which course paths they are following. As shown in Figure 3, large percentages of students either have taken or plan to enroll in developmental reading, writing, and/or math

courses, while a smaller percentage plan on taking an ESL course.

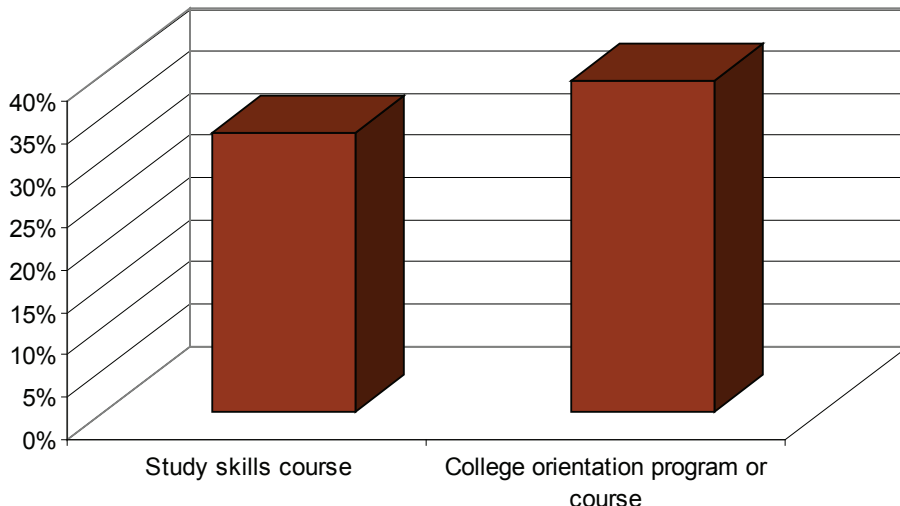
Figure 3: Developmental Education and ESL (Have Done or Plan to Do)



**Figure 4: Study Skills and Orientation Courses  
(Have Done or Plan to Do)**

**Study Skills and Orientation Courses**

A third of students have taken or will enroll in a study skills course, and 39% have taken or will enroll in an orientation course, as highlighted in Figure 4.



**Table 6: Curricular Experiences**

**Curricular Experience**

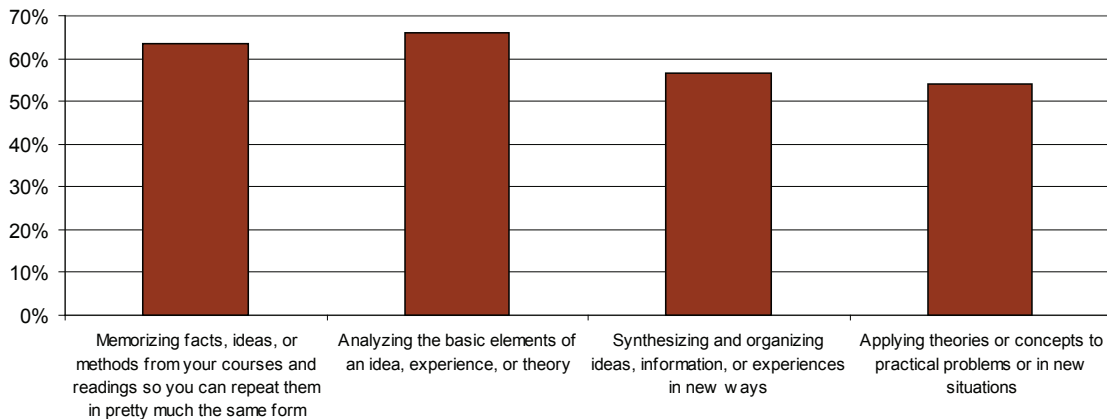
Table 6 shows the percentage of students who have taken or plan to enroll in internships, honors courses, or organized learning communities.

	Have done or Plan to do
Internship, field experience, co-op experience, or clinical assignment	57%
Honors course	26%
Organized learning communities (linked courses/study groups led by faculty or counselors)	26%

**Student Learning**

Student respondents indicate how much their coursework emphasizes 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. Figure 5 illustrates students' perceptions of the extent to which their respective colleges promote these cognitive activities.

**Figure 5: Student Learning  
(Quite a bit or Very Much)**



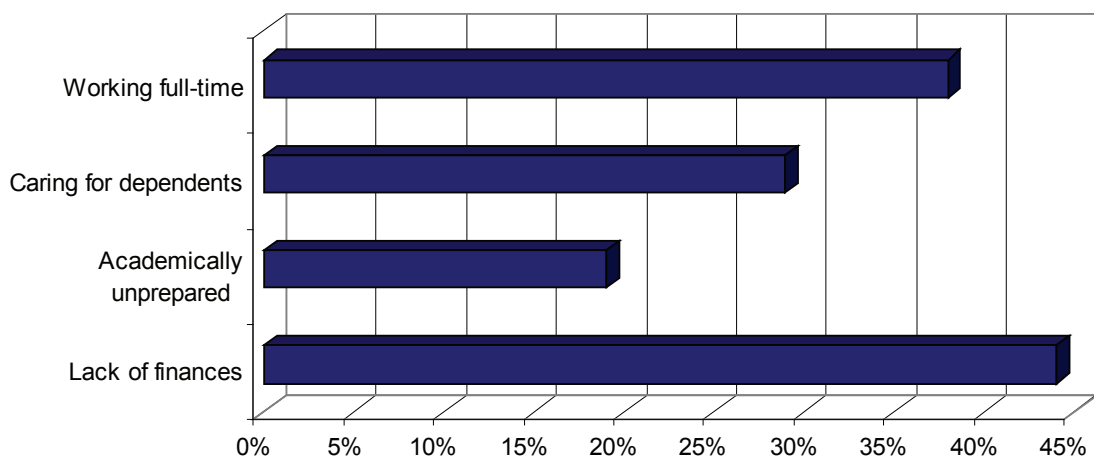
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## **Barriers to Persistence**

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 percentage of students who report that the various factors would result in their withdrawing from class or from college is highlighted in Figure 6. Again, students could mark more than one factor; therefore, percentages will

not sum to 100%. Other barriers to persistence include lack of peer or familial support. Twenty-two percent of students report that their friends are *Somewhat* or *Not Very* supportive of “your attending this college” while only 14% respond similarly about support from their immediate families.

**Figure 6: Barriers to Persistence  
(Likely or Very Likely)**



## **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 their college to a friend or family member. Ninety-four percent report they would make such a recommendation. Another item asks students to evaluate their entire educational experience. Eighty-six 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-five percent of the students indicate that they plan to enroll in their college within the next 12 months, while 12% report that they have accomplished their goals and will not be returning. On the other hand, 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. Table 7 displays use, satisfaction, and importance of a number of key academic and student support services. The first column reports the percentage of students who say that they used the service either *Sometimes* or *Often*; the second column shows the percentage of students who report they are *Somewhat* or *Very Satisfied* with the service; and the third column reports the percentage of students who rate the service as *Somewhat* or *Very Important*.

Accordingly, students are most likely to use, express satisfaction with, and rate as important the following services: academic advising and planning and computer labs. While almost half of the students report child care as important, only 5% use child care services and only 12% are satisfied with this service. Similarly, 64% of respondents rate job placement assistance as important, but only 12% use this service and only 23% are satisfied with it.

**Table 7: Student Services by Use, Satisfaction, and Importance**

	Use	Satisfaction	Importance
Academic Advising /planning	54%	71%	89%
Career Counseling	28%	45%	79%
Job placement assistance	12%	23%	64%
Peer or other tutoring	25%	40%	70%
Skills labs (writing, math, etc.)	38%	50%	74%
Child care	5%	12%	45%
Financial aid advising	43%	50%	78%
Computer lab	62%	71%	84%
Student Organizations	16%	28%	58%
Transfer credit assistance	28%	38%	72%
Services to students with disabilities	9%	18%	59%

**Note: The services highlighted in bright blue in each column are the three highest ratings in that area while the services highlighted in orange are among the lowest rated in each area.**

**Participation in Selected Activities**

The first 21 engagement 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 half of **all** students had to report participating in the activity. This information is highlighted in Table 8.

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

**Table 8: 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>Part-Time</b>	<b>Full-time</b>
Asked questions in class or contributed to class discussions	64%	63%	66%
Used the Internet or instant messaging to work on an assignment	61%	56%	70%
Worked on a paper or project that required integrating ideas or information from various sources	59%	53%	69%
Received prompt feedback (written or oral) from instructors on your performance	56%	55%	57%

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* uses the *never* response category. Table 9 consists of items where 30% or more of all students report never engaging in that particular activity.

Part-time students are more likely than are their full-time peers to report never when responding to student activity items.

**Table 9: Percentage of Students Who Reported Never Participating in Selected Activities by Enrollment Status**

<b>Least Frequent Student Activity Items</b>	<b>All</b>	<b>Part-Time</b>	<b>Full-time</b>
Participated in a community-based project as a part of a regular course	79%	83%	73%
Tutored or taught other students (paid or voluntary)	73%	78%	67%
Worked with instructors on activities other than coursework	72%	76%	65%
Skipped class	50%	56%	41%
Discussed ideas from your readings or classes with instructors outside of class	47%	53%	40%
Worked with classmates outside of class to prepare class assignments	42%	49%	32%
Made a class presentation	32%	40%	21%
Talked about career plans with an instructor or advisor	32%	37%	24%
Came to class without completing readings or assignments	30%	34%	24%

## 2007 Special Focus Questions: The Entering Student Experience

CCSSE has established a regular feature that will allow participating colleges and national researchers to delve more deeply into areas of student experience and institutional performance that are key to student success. The five 2007 “special focus questions” elicited new information about students’ educational experiences during their earliest weeks of college.

Results from these responses are provided in the Frequency Distributions section of your Institutional Report and will be highlighted in CCSSE’s 2007 National Report. In future years, the special focus will be determined by college interests and national trends.

**Table 10: 2007 CCSSE Special Focus Questions**

Question	Response Options
1. By the end of my FIRST FOUR WEEKS at this college, I had met with an advisor to discuss my educational goals.	A=Yes B=No, I met with an advisor by the end of my first four weeks at this college, but we did not discuss my educational goals C=No, I did not meet with an advisor by the end of my first four weeks at this college D=No, I have discussed educational goals with an advisor, but it did not happen by the end of my first four weeks at this college E=I do not recall
2. By the end of my FIRST FOUR WEEKS at this college, I had completed an initial assessment test to determine which reading, writing, and math courses I should enroll in.	A=Yes B=No C=I do not recall
3. By the end of my FIRST FOUR WEEKS at this college, my instructors had used teaching techniques that encouraged me to become actively involved in the classroom.	A=Very often B=Often C=Sometimes D=Never E=I do not recall
4. How satisfied were you with the quality of your college’s orientation course or program for new students?	A=Very Satisfied B=Somewhat Satisfied C=Not at all Satisfied D=Have not attended an orientation course or program
5. Rate your overall satisfaction with <b>this college’s processes</b> for working with <b>new</b> students – including the admissions process, the financial aid office, new student assessment, your first class registration experience, etc.	A=Very Satisfied B=Somewhat Satisfied C=Somewhat Dissatisfied D=Very Dissatisfied

### Entering Student Experience Results

Evidence suggests that college students' earliest experiences play an important role in whether they persist and achieve their educational goals. Orientation courses, initial assessment tests, and advising are key pieces of the entering student experience. Forty-three percent of all students report having met with an advisor in the first four weeks at their particular college to discuss their educational goals, and over half of all students report completing an initial assessment test. However, only 39% of part-time students, as compared with almost half of full-time students, report having met with an advisor. Part-time students also report being less likely than their full-time counterparts to have completed an initial assessment (51% vs. 62%). One quarter of full-time students responded that they had not attended an orientation course at their college, while 38% of part-time students reported never having done so. Further, part-time students who did attend an orientation course or program report being less satisfied with it than full-time students.

**Table 11: Selected Special Focus Questions Frequencies**

	Part-time	Full-time	All Students
<b>By the end of my FIRST FOUR WEEKS at this college, I had met with an advisor to discuss my educational goals.</b>			
Yes	39%	49%	43%
No, I met with an advisor by the end of my first four weeks at this college, but we did not discuss my educational goals	7%	8%	7%
No, I did not meet with an advisor by the end of my first four weeks at this college	32%	23%	28%
No, I have discussed educational goals with an advisor, but it did not happen by the end of my first four weeks at this college	13%	12%	13%
I do not recall	10%	8%	9%
<b>By the end of my FIRST FOUR WEEKS at this college, I had completed an initial assessment test to determine which reading, writing, and math courses I should enroll in.</b>			
Yes	51%	62%	56%
No	40%	29%	36%
I do not recall	8%	9%	9%
<b>How satisfied were you with the quality of your college's orientation course or program for new students?</b>			
Very Satisfied	22%	26%	24%
Somewhat Satisfied	33%	41%	36%
Not at all Satisfied	6%	8%	7%
Have not attended an orientation course or program	38%	25%	32%



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## 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 high-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.

As a reminder, the benchmark results highlight data from the 2007 CCSSE Cohort, which includes 525 institutions and 310,013 student respondents. The larger number of institutions and students contributing to the national dataset increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

### 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.

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

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

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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 that added questions to the survey instrument will find their corresponding frequency results behind the Frequency Distributions tab.<sup>11</sup> In addition to a college's comparison to its consortium group and the 2007 CCSSE Cohort, a consortium college also will receive a comparison to other colleges in its size category.

### **Oversampling**

CCSSE's sample sizes are determined by institutional size, as reported in IPEDS. Colleges may elect to oversample 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 oversample dataset is included on CCSSE's Web site for download.

### **Student Identifier Data**

In accordance with Texas state law and The University of Texas policies, CCSSE will no longer provide student-identifier data in the Institutional Report raw data file available for download via the CCSSE Web site. For those colleges that depend upon the student identifier field in the CCSSE raw data file for institutional analyses, we will be happy to release that information in a separate and secure transmission. If you would like these data, please contact your liaison, and CCSSE will provide you the raw data file with student identifiers included on an encrypted CD-ROM. The decryption password will be supplied in an email.

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<sup>11</sup>See pp. 1-2 for information about CCSSE consortia.

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## Fast Facts

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

- ★ Paper administration, in-class completion time ranges from 35 to 50 minutes to complete
- ★ Web-based administration; approximately 15 minutes to complete (available only in oversample situations).

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### CCSSE Participants

- ★ 310,013 students from 525 institutions in 48 states have completed the *CCSR* between 2005 and 2007.

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### 2007 CCSSE Cohort Respondents

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

#### Race/Ethnicity

- ★ Asian – 5%
- ★ Black – 12%
- ★ Latino/Hispanic – 11%
- ★ International – 6%
- ★ Native American – 2%
- ★ White – 65%
- ★ Other – 4%

Enrollment Status: Part-time – 31%      Full-time – 69%

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### 2007 CCSSE Consortia

- ★ Statewide and state-based consortia include Alaska, Florida, Illinois, Kentucky, Louisiana, Massachusetts, Minnesota, North Dakota, Northeast Minnesota, Northwest, South Carolina, Tennessee, Texas, and Wyoming.
- ★ Regional and district-wide consortia include the Northwest Consortium, the Alamo Community College District Consortium, and the North Harris Montgomery Community College District Consortium.
- ★ Texas Small Colleges Consortium: 10 small colleges across Texas
- ★ Hispanic Student Success Consortium: 15 colleges
- ★ Achieving the Dream Consortium: 22 colleges
- ★ SSPIRE Consortium: 9 colleges

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### 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, 13d1, 13e1, and 13h1)
- ★ 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, 13a1, and 13b1)

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### Validity and Reliability

CCSSE's validation research study, "Exploring Relationships Between Student Engagement and Student Outcomes in Community Colleges: Report on Validation Research," is available on the *CCSSE* Web site.

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### Future Plans

- ★ Pilot of Survey of Entering Student Engagement (SENSE) -- fall 2007 (invitation only)
- ★ Focus group research on entering student experiences in community colleges -- fall 2007 - fall 2008
- ★ National Field Test of Survey of Entering Student Engagement (SENSE) -- fall 2008 (open to limited registration)
- ★ National Administration of Survey of Entering Student Engagement (SENSE) -- fall 2009
- ★ Development of a survey of online student engagement (TBA)

# 2007 CCSSE Cohort Frequencies

This report provides item-by-item percentage responses for the 2007 CCSSE Cohort (students who participated in CCSSE from 2005 through 2007). For returning participants, the college's most recent year of participation is included. For example, if a college participated in 2006 and 2007, only the 2007 data are used in the 2007 CCSSE Cohort.

The report 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*.

**This is NOT institution-level data but rather frequencies for all students contained in the 2007 CCSSE Cohort.**

# 2007 CCSSE Cohort Frequencies

## 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	Sometimes	Never
a. Asked questions in class or contributed to class discussions	29	35	33	3
b. Made a class presentation	8	20	40	32
c. Prepared two or more drafts of a paper or assignment before turning it in	19	30	30	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	30
f. Worked with other students on projects during class	13	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	15	79
j. Used the Internet or instant messaging to work on an assignment	31	30	26	13
k. Used e-mail to communicate with an instructor	18	25	35	21
l. Discussed grades or assignments with an instructor	14	31	45	10
m. Talked about career plans with an instructor or advisor	7	17	44	32
n. Discussed ideas from your readings or classes with instructors outside of class	4	11	37	47
o. Received prompt feedback (written or oral) from instructors on your performance	17	39	36	8
p. Worked harder than you thought you could to meet an instructor's standards or expectations	15	34	40	11
q. Worked with instructors on activities other than coursework	2	6	20	72
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	18	31	38	13
s. Had serious conversations with students of a different race or ethnicity other than your own	18	24	34	24
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	16	23	36	24
u. Skipped class	2	4	44	50

## 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	25	39	29	7
b. Analyzing the basic elements of an idea, experience, or theory	23	43	29	5
c. Synthesizing and organizing ideas, information, or experiences in new ways	19	38	34	8
d. Making judgments about the value or soundness of information, arguments, or methods	16	34	37	13
e. Applying theories or concepts to practical problems or in new situations	19	35	35	11
f. Using information you have read or heard to perform a new skill	23	35	32	10

### Notes:

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	3	43	31	14	10
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	29	49	14	5	4
c. Number of written papers or reports of any length	11	32	31	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	6	5	4	3	2	1	Extremely easy
	11	23	34	24	6	2	1	

**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	40	43
b. English as a second language course	9	5	86
c. Developmental/remedial reading course	18	9	74
d. Developmental/remedial writing course	21	11	68
e. Developmental/remedial math course	32	14	54
f. Study skills course	15	18	67
g. Honors course	5	22	73
h. College orientation program or course	26	13	61
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	8	18	74

**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	28	43	24	5
b. Providing the support you need to help you succeed at this college	28	42	24	5
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	18	29	34	20
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	8	16	33	42
e. Providing the support you need to thrive socially	9	21	40	30
f. Providing the financial support you need to afford your education	21	24	27	28
g. Using computers in academic work	41	33	19	7

**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	44	29	16	5	3
b. Working for pay	20	5	6	12	17	40
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	83	12	3	1	1	1
d. Providing care for dependents living with you (parents, children, spouse, etc.)	44	15	8	6	4	23
e. Commuting to and from classes	7	69	16	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**

	7	6	5	4	3	2	1	
Friendly, supportive, sense of belonging	27	28	22	16	5	2	1	Unfriendly, unsupportive, sense of alienation

**b. Instructors**

	7	6	5	4	3	2	1	
Available, helpful, sympathetic	30	32	21	12	4	2	1	Unavailable, unhelpful, unsympathetic

**c. Administrative Personnel & Offices**

	7	6	5	4	3	2	1	
Helpful, considerate, flexible	18	22	22	20	9	5	3	Unhelpful, inconsiderate, rigid

**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	28	42	24	6
b. Acquiring job or work-related knowledge and skills	21	30	30	18
c. Writing clearly and effectively	21	38	29	12
d. Speaking clearly and effectively	19	35	31	15
e. Thinking critically and analytically	25	42	26	7
f. Solving numerical problems	20	34	30	17
g. Using computing and information technology	25	32	28	14
h. Working effectively with others	21	36	32	10
i. Learning effectively on your own	27	41	26	7
j. Understanding yourself	21	31	30	17
k. Understanding people of other racial and ethnic	16	26	34	24
l. Developing a personal code of values and ethics	15	26	34	25
m. Contributing to the welfare of your community	9	18	35	38
n. Developing clearer career goals	23	32	29	16
o. Gaining information about career opportunities	21	29	30	20



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	27	44	10	19	61	28	11
b. Career counseling	5	23	50	21	16	29	13	41	50	29	22
c. Job placement assistance	3	9	46	42	7	16	13	64	36	28	36
d. Peer or other tutoring	7	18	46	29	17	23	10	51	39	31	30
e. Skill labs (writing, math, etc.)	14	24	37	24	22	28	7	42	43	31	25
f. Child care	2	3	37	58	5	7	10	78	27	18	55
g. Financial aid advising	17	26	32	24	25	25	13	36	60	18	23
h. Computer lab	32	30	24	14	43	28	5	23	59	25	16
i. Student organizations	5	11	44	40	9	19	10	61	23	35	42
j. Transfer credit assistance	7	21	36	36	15	23	12	51	51	21	28
k. Services to students with disabilities	4	5	32	60	8	10	8	75	44	15	41

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	20	18	21	41
b. Caring for dependents	13	16	22	49
c. Academically unprepared	7	12	23	58
d. Lack of finances	26	18	23	33
e. Transfer to a 4-year college or university	31	18	17	34

15 How supportive are your friends of your attending this college? 49 Extremely 18 Somewhat  
29 Quite a bit 4 Not Very

16 How supportive is your immediate family of your attending this college? 66 Extremely 11 Somewhat  
20 Quite a bit 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	29	19	52
b. Obtain an associate degree	58	21	21
c. Transfer to a 4-year college or university	51	21	27
d. Obtain or update job-related skills	41	27	32
e. Self-improvement/personal enjoyment	39	35	26
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	40	28	32
b. Parent or spouse/significant other's income/savings	29	18	53
c. Employer contributions	8	8	84
d. Grants & scholarships	33	11	56
e. Student loans (bank, etc.)	19	8	73
f. Public assistance	7	5	89

**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
- 20 Another community or technical college
- 23 4-year college or university
- 50 None

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

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

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

- 16 A
- 28 A- to B+
- 24 B
- 19 B- to C+
- 8 C
- 2 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)**

- 68 Day classes (morning or afternoon)
- 31 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
- 33 1-14 credits
- 21 15-29 credits
- 13 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
- 2 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
- 4 1 class
- 4 2 classes
- 3 3 classes
- 5 4 classes or more

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

- 94 Yes
- 6 No

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

- 30 Excellent
- 56 Good
- 13 Fair
- 1 Poor

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

- 31 Yes
- 69 No

**31 Are you married?**

- 25 Yes
- 75 No

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

- 88 Yes
- 12 No

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

- 3 None
- 73 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	16	14
b. High school diploma or GED	32	33
c. Some college, did not complete degree	14	17
d. Associate degree	7	11
e. Bachelor's degree	13	13
f. Master's degree/1st professional	7	6
g. Doctorate degree	2	1
h. Unknown	8	5

# Respondents to Underlying Populations

Table 1, on the following page, details respondent characteristics from your college as well as population data for: 1) your college, 2) similarly-sized 2007 *CCSSE* Cohort colleges (colleges that participated in *CCSSE* from 2005 through 2007), and 3) all 2007 *CCSSE* Cohort colleges. The specific characteristics examined include gender, race/ethnicity, age, and enrollment status.

**Please note:** 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.

**Palomar College**  
**Table 1**  
**Respondents to Underlying Populations Comparisons:**  
**Comparison Group and All 2007 CCSSE Cohort Colleges**

	<b>Your Respondents</b>	<b>Your Population</b>	<b>2007 Cohort Size Group Comparison Population</b>	<b>2007 CCSSE Cohort Colleges Population</b>
<b>Gender</b>				
Male	46%	51%	43%	41%
Female	54%	49%	57%	59%
<b>Race/Ethnicity</b>				
American Indian or other Native American	1%	1%	1%	1%
Asian, Asian American, or Pacific Islander	8%	9%	9%	6%
Black or African American, Non-Hispanic	4%	3%	14%	14%
White, Non-Hispanic	57%	57%	47%	59%
Hispanic, Latino, Spanish	17%	22%	21%	14%
Other	7%	6%	5%	5%
International Student or Foreign National	7%	1%	3%	2%
<b>Student Age</b>				
18 to 19	31%	25%	20%	23%
20 to 21	26%	19%	19%	18%
22 to 24	13%	16%	16%	15%
25 to 29	10%	12%	15%	14%
30 to 39	8%	11%	15%	15%
40 to 49	5%	9%	9%	9%
50 to 64	5%	6%	4%	4%
65 and over	2%	2%	1%	1%
<b>Enrollment Status</b>				
Full - Time	58%	32%	34%	37%
Part - Time	42%	68%	66%	63%

**Notes:**

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

Respondents include only data used in the national CCSSE analysis as in accordance with the CCSSE data exclusion rules.

# 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 the results that are 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

- 4b. Made a class presentation
- 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
- 4j. Used the Internet or instant messaging to work on an assignment
- 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

### EDUCATIONAL AND PERSONAL GROWTH

- 12c. Writing clearly and effectively
- 12g. Using computing and information technology

### STUDENT SERVICES

- 13d1. Frequency: Peer or other tutoring
- 13g1. Frequency: Financial aid advising
- 13h1. Frequency: Computer lab
- 13h2. Satisfaction: Computer lab
- 13c3. Importance: Job placement assistance
- 13g3. Importance: Financial aid advising
- 13h3. Importance: Computer lab
- 13i3. Importance: Student organizations



# Palomar College: First Look

## COLLEGE EXPERIENCES

14d. Lack of finances

# Palomar College: First Look

## Above the Mean

<b>COLLEGE EXPERIENCES</b>	<b>Part-Time</b>	<b>Full-Time</b>
14e. Transfer to a 4-year college or university		*

## Below the Mean

<b>COLLEGE ACTIVITIES</b>	<b>Part-Time</b>	<b>Full-Time</b>
4b. Made a class presentation	*	
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	*	
4g. Worked with classmates outside of class to prepare class assignments		*
4i. Participated in a community--based project as a part of a regular course		*
4j. Used the Internet or instant messaging to work on an assignment	*	
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	*	*

<b>OPINIONS ABOUT YOUR SCHOOL</b>	<b>Part-Time</b>	<b>Full-Time</b>
9g. Using computers in academic work	*	

<b>EDUCATIONAL AND PERSONAL GROWTH</b>	<b>Part-Time</b>	<b>Full-Time</b>
12b. Acquiring job or work-related knowledge and skills		*
12c. Writing clearly and effectively	*	
12g. Using computing and information technology	*	*
12m. Contributing to the welfare of your community		*

## Palomar College: First Look

STUDENT SERVICES	Part-Time	Full-Time
13d1. Frequency: Peer or other tutoring	*	
13g1. Frequency: Financial aid advising	*	*
13h1. Frequency: Computer lab	*	*
13h2. Satisfaction: Computer lab	*	
13a3. Importance: Academic advising/planning	*	
13b3. Importance: Career counseling	*	
13c3. Importance: Job placement assistance	*	
13d3. Importance: Peer or other tutoring	*	
13g3. Importance: Financial aid advising	*	
13h3. Importance: Computer lab	*	*
13i3. Importance: Student organizations	*	
13j3. Importance: Transfer credit assistance	*	

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 2007

## Palomar College

Compared with other ExLarge Colleges

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

63 Started here      37 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	23	33	39	4
b. Made a class presentation	5	17	37	41 *
c. Prepared two or more drafts of a paper or assignment before turning it in	13	26	29	32 *
d. Worked on a paper or project that required integrating ideas or information from various sources	17	32	31	20 *
e. Come to class without completing readings or assignments	4	12	53	32
f. Worked with other students on projects during class	14	32	38	15
g. Worked with classmates outside of class to prepare class assignments	4	11	35	49
h. Tutored or taught other students (paid or voluntary)	2	4	18	76
i. Participated in a community-based project as a part of a regular course	1	3	13	83
j. Used the Internet or instant messaging to work on an assignment	25	27	30	18 *
k. Used e-mail to communicate with an instructor	16	23	40	21
l. Discussed grades or assignments with an instructor	8	27	48	17 *
m. Talked about career plans with an instructor or advisor	4	14	40	42
n. Discussed ideas from your readings or classes with instructors outside of class	3	9	35	53
o. Received prompt feedback (written or oral) from instructors on your performance	15	38	36	11
p. Worked harder than you thought you could to meet an instructor's standards or expectations	8	30	43	19 *
q. Worked with instructors on activities other than coursework	1	6	18	76
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	18	31	37	14
s. Had serious conversations with students of a different race or ethnicity other than your own	21	24	32	23
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	17	21	35	27
u. Skipped class	2	4	46	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	22	39	29	10
b. Analyzing the basic elements of an idea, experience, or theory	25	40	28	8
c. Synthesizing and organizing ideas, information, or experiences in new ways	19	34	35	12
d. Making judgments about the value or soundness of information, arguments, or methods	16	30	35	19
e. Applying theories or concepts to practical problems or in new situations	18	33	34	15
f. Using information you have read or heard to perform a new skill	22	35	30	13

Notes:

\* indicates a significant difference and effect size  $\Rightarrow .2$  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	5	47	28	12	8
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	25	52	14	4	4
c. Number of written papers or reports of any length	23	36	23	12	7 *

**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.**

	7	6	5	4	3	2	1	
Extremely challenging	8	21	34	26	7	3	1	
								Extremely easy

**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	14	29	57
b. English as a second language course	8	5	87
c. Developmental/remedial reading course	10	13	77
d. Developmental/remedial writing course	13	17	69
e. Developmental/remedial math course	19	20	61
f. Study skills course	12	18	70
g. Honors course	4	16	81
h. College orientation program or course	15	13	73
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	5	16	79

**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	24	45	26	5
b. Providing the support you need to help you succeed at this college	26	41	27	6
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	16	29	33	22
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	7	14	33	46
e. Providing the support you need to thrive socially	6	19	37	38
f. Providing the financial support you need to afford your education	15	19	29	37
g. Using computers in academic work	27	32	25	15 *

**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	48	30	14	4	2
b. Working for pay	19	5	6	13	21	36
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	89	7	2	1	1	1
d. Providing care for dependents living with you (parents, children, spouse, etc.)	51	17	9	5	3	15
e. Commuting to and from classes	6	74	14	4	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**

	7	6	5	4	3	2	1	
Friendly, supportive, sense of belonging	22	25	22	21	6	4	2	Unfriendly, unsupportive, sense of alienation

**b. Instructors**

	7	6	5	4	3	2	1	
Available, helpful, sympathetic	32	31	21	11	4	1	1	Unavailable, unhelpful, unsympathetic

**c. Administrative Personnel & Offices**

	7	6	5	4	3	2	1	
Helpful, considerate, flexible	15	21	24	24	9	5	3	Unhelpful, inconsiderate, rigid

**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	26	38	26	9
b. Acquiring job or work-related knowledge and skills	15	24	33	28
c. Writing clearly and effectively	16	34	33	18
d. Speaking clearly and effectively	16	31	32	21
e. Thinking critically and analytically	22	40	27	11
f. Solving numerical problems	17	32	30	21
g. Using computing and information technology	15	27	35	23
h. Working effectively with others	17	33	37	13
i. Learning effectively on your own	24	41	26	9
j. Understanding yourself	19	27	31	23
k. Understanding people of other racial and ethnic	16	24	32	28
l. Developing a personal code of values and ethics	14	21	33	32
m. Contributing to the welfare of your community	7	14	32	47
n. Developing clearer career goals	18	28	29	25
o. Gaining information about career opportunities	16	24	31	28

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	34	42	16	18	39	12	32	57	26	18
b. Career counseling	5	22	50	23	13	27	13	46	47	28	24
c. Job placement assistance	2	5	49	43	4	11	13	72	26	29	46 *
d. Peer or other tutoring	5	13	50	33	11	20	9	60	34	29	38
e. Skill labs (writing, math, etc.)	14	21	38	26	20	23	8	49	42	27	31
f. Child care	1	2	40	57	3	5	10	82	23	17	60
g. Financial aid advising	7	13	41	38	12	15	13	59	43	19	38 *
h. Computer lab	19	23	34	24	28	26	6	39	45	25	29 *
i. Student organizations	3	7	46	45	4	15	10	71	18	30	52 *
j. Transfer credit assistance	6	20	41	33	11	24	12	53	49	21	31
k. Services to students with disabilities	4	4	35	57	8	7	8	77	36	16	47

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	19	21	39
b. Caring for dependents	12	15	22	52
c. Academically unprepared	6	11	22	60
d. Lack of finances	19	16	22	43 *
e. Transfer to a 4-year college or university	37	16	14	33

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

44 Extremely  
30 Quite a bit  
21 Somewhat  
5 Not Very

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

64 Extremely  
21 Quite a bit  
13 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	23	19	58
b. Obtain an associate degree	32	30	38
c. Transfer to a 4-year college or university	60	12	28
d. Obtain or update job-related skills	31	30	39
e. Self-improvement/personal enjoyment	40	33	27
f. Change careers	22	14	64



**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	56	23	21
b. Parent or spouse/significant other's income/savings	40	15	45
c. Employer contributions	5	5	90
d. Grants & scholarships	13	6	81
e. Student loans (bank, etc.)	4	3	92
f. Public assistance	5	3	92

**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
- 28 Another community or technical college
- 24 4-year college or university
- 43 None

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

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

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

- 15 A
- 22 A- to B+
- 24 B
- 16 B- to C+
- 12 C
- 5 C- or lower
- 4 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)**

- 68 Day classes (morning or afternoon)
- 31 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?**

- 11 none
- 34 1-14 credits
- 21 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)**

- 83 None
- 2 High school
- 2 Vocational/technical school
- 3 Another community or technical college
- 5 4-year college/university
- 3 Other

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

- 81 None
- 6 1 class
- 6 2 classes
- 2 3 classes
- 5 4 classes or more

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

- 96 Yes            4 No

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

- 33 Excellent
- 54 Good
- 11 Fair
- 1 Poor

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

- 20 Yes            80 No

**31 Are you married?**

- 27 Yes            73 No

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

- 82 Yes            18 No

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

- 3 None
- 71 High school diploma or GED
- 8 Vocational/technical certificate
- 8 Associate degree
- 6 Bachelor's degree
- 4 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	15
b. High school diploma or GED	19	23
c. Some college, did not complete degree	20	23
d. Associate degree	6	9
e. Bachelor's degree	16	15
f. Master's degree/1st professional	11	8
g. Doctorate degree	3	1
h. Unknown	8	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 the 2007 *CCSSE* Cohort (students who participated in *CCSSE* from 2005 through 2007). Below is a description of the layout of this report:

## Item

The items from *The Community College Student Report* 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 the 2007 *CCSSE* Cohort.

## 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 the 2007 *CCSSE* Cohort. 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 the 2007 *CCSSE* Cohort 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 the 2007 *CCSSE* Cohort. 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 the 2007 *CCSSE* Cohort are listed. As a reminder, respondents may be **excluded** from institutional reports for the following reasons: 1) the respondent did not indicate whether he or she was enrolled part- or full-time at the institution, 2) the survey is invalid, 3) the student reported his or her age as under 18, or; 4) the student indicated that he or she had taken the survey in a previous class.

#### 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 the 2007 *CCSSE* Cohort, 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 the 2007 *CCSSE* Cohort.

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

**Palomar College**

Item	Variable	Class	Your College	Other ExLarge Colleges			2007 CCSSE Cohort		
			Mean	Mean	Sig*	Effect Size	Mean	Sig*	Effect Size
			<small>All Students N = 1268</small>	<small>All Other ExLarge N = 47822</small>					<small>All Other Colleges N = 308745</small>

**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	2.75	2.84				2.91	
b. Made a class presentation	CLPRESEN	All Students	1.86	2.05	*	-0.21	2.04		
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	All Students	2.21	2.46	*	-0.24	2.47	*	-0.25
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	All Students	2.47	2.69	*	-0.23	2.70	*	-0.24
e. Came to class without completing readings or assignments	CLUNPREP	All Students	1.88	1.92			1.88		
f. Worked with other students on projects during class	CLASSGRP	All Students	2.45	2.44			2.46		
g. Worked with classmates outside of class to prepare class assignments	OCCGRP	All Students	1.69	1.84			1.84		
h. Tutored or taught other students (paid or voluntary)	TUTOR	All Students	1.32	1.37			1.36		
i. Participated in a community-based project as a part of a regular course	COMMPROJ	All Students	1.23	1.29			1.29		
j. Used the Internet or instant messaging to work on an assignment	INTERNET	All Students	2.58	2.80	*	-0.21	2.79	*	-0.21
k. Used email to communicate with an instructor	EMAIL	All Students	2.34	2.43			2.41		
l. Discussed grades or assignments with an instructor	FACGRADE	All Students	2.25	2.44	*	-0.22	2.49	*	-0.28
m. Talked about career plans with an instructor or advisor	FACPLANS	All Students	1.80	1.92			1.99	*	-0.22

\* T-tests: 2-tailed

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

Item	Variable	Class	Your College		Other ExLarge Colleges		2007 CCSSE Cohort		
			Mean		Mean	Sig <sup>*</sup>	Effect Size	Mean	Sig <sup>*</sup>

**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			1.72		
o. Received prompt feedback (written or oral) from instructors on your performance	FACFEED	All Students	2.57	2.61			2.65		
p. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	All Students	2.28	2.48	*	-0.23	2.52	*	-0.28
q. Worked with instructors on activities other than coursework	FACOTH	All Students	1.32	1.36			1.39		
r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	All Students	2.54	2.54			2.55		
s. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	All Students	2.42	2.43			2.36		
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	All Students	2.30	2.33			2.32		
u. Skipped class	SKIPCLAS	All Students	1.60	1.61			1.58		

**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	2.73	2.81			2.82		
b. <b>Analyzing</b> the basic elements of an idea, experience, or theory	ANALYZE	All Students	2.82	2.85			2.82		
c. <b>Synthesizing</b> and organizing ideas, information, or experiences in new ways	SYNTHESZ	All Students	2.60	2.70			2.69		
d. <b>Making judgments</b> about the value or soundness of information, arguments, or methods	EVALUATE	All Students	2.42	2.54			2.53		
e. <b>Applying</b> theories or concepts to practical problems or in new situations	APPLYING	All Students	2.54	2.62			2.62		
f. <b>Using information</b> you have read or heard to perform a new skill.	PERFORM	All Students	2.67	2.70			2.72		

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

			Your College	Other ExLarge Colleges			2007 CCSSE Cohort		
Item	Variable	Class	Mean	Mean	Sig <sup>*</sup>	Effect Size	Mean	Sig <sup>*</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 at this college?									
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	READASGN	All Students	2.71	2.84			2.85		
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	All Students	2.10	2.10			2.07		
c. Number of written papers or reports of any length	WRITEANY	All Students	2.45	2.81	*	-0.33	2.81	*	-0.33

**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	4.82	4.92			5.00		
--	-------	--------------	------	------	--	--	------	--	--

**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	2.89	2.93			2.94		
b. Providing the support you need to help you succeed at this college	ENVSUPRT	All Students	2.88	2.90			2.93		
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	All Students	2.39	2.49			2.45		
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	All Students	1.81	1.87			1.90		
e. Providing the support you need to thrive socially	ENVSOCAL	All Students	1.94	2.06			2.08		
f. Providing the financial support you need to afford your education	FINSUPP	All Students	2.12	2.28			2.37	*	-0.23
g. Using computers in academic work	ENVCOMP	All Students	2.71	3.04	*	-0.34	3.08	*	-0.38

\* T-tests: 2-tailed

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

Item	Variable	Class	Your College		Other ExLarge Colleges		2007 CCSSE Cohort		
			Mean	Sig	Effect Size	Mean	Sig	Effect Size	
<b>WEEKLY ACTIVITIES</b>									
10. About how many hours do you spend in a typical 7 - day week doing each of the following?									
<i>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</i>									
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	ACADPR01	All Students	1.75		1.85		1.88		
b. Working for pay	PAYWORK	All Students	3.19		3.37		3.23		
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	COCURR01	All Students	0.22		0.23		0.27		
d. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	All Students	1.35		1.62		1.82	*	-0.23
e. Commuting to and from classes	COMMUTE	All Students	1.24		1.29		1.31		

**Quality of Relationships**

11. Mark the box that best represents the quality of your relationships with people <u>at this college</u> .									
<i>1=Unfriendly, unsupportive, sense of alienation to 7=Friendly, supportive, sense of belonging</i>									
a. Relationships with other students	ENVSTU	All Students	5.19		5.32		5.47	*	-0.21
<i>1=Unavailable, unhelpful, unsympathetic to 7=Available, helpful, sympathetic</i>									
b. Relationships with instructors	ENVFAC	All Students	5.70		5.56		5.65		
<i>1=Unhelpful, inconsiderate, rigid to 7=Helpful, considerate, flexible</i>									
c. Relationships with administrative personnel and offices	ENVADM	All Students	4.84		4.75		4.93		



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

			Your College		Other ExLarge Colleges			2007 CCSSE Cohort		
Item	Variable	Class	Mean	Mean	Sig	Effect Size	Mean	Sig	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?										
<i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>										
a. Acquiring a broad general education	GNGENLED	All Students	2.81	2.93			2.93			
b. Acquiring job or work-related knowledge and skills	GNWORK	All Students	2.27	2.44			2.55	*	-0.27	
c. Writing clearly and effectively	GNWRITE	All Students	2.47	2.67	*	-0.22	2.68	*	-0.22	
d. Speaking clearly and effectively	GNSPEAK	All Students	2.42	2.59			2.58			
e. Thinking critically and analytically	GNANALY	All Students	2.74	2.83			2.85			
f. Solving numerical problems	GNSOLVE	All Students	2.44	2.54			2.57			
g. Using computing and information technology	GNCMPTS	All Students	2.36	2.64	*	-0.28	2.69	*	-0.33	
h. Working effectively with others	GNOTHERS	All Students	2.54	2.64			2.69			
i. Learning effectively on your own	GNINQ	All Students	2.79	2.85			2.88			
j. Understanding yourself	GNSSELF	All Students	2.42	2.56			2.57			
k. Understanding people of other racial and ethnic backgrounds	GNDIVERS	All Students	2.27	2.39			2.34			
l. Developing a personal code of values and ethics	GNETHICS	All Students	2.17	2.32			2.32			
m. Contributing to the welfare of your community	GNCOMMUN	All Students	1.80	1.94			1.97			
n. Developing clearer career goals	CARGOAL	All Students	2.40	2.58			2.62	*	-0.22	
o. Gaining information about career opportunities	GAINCAR	All Students	2.29	2.47			2.51	*	-0.21	

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

			Your College		Other ExLarge Colleges		2007 CCSSE Cohort		
Item	Variable	Class	Mean	Mean	Sig	Effect Size	Mean	Sig	Effect Size
<b>STUDENT SERVICES</b>									
13.1 How often do you use the following services? <span style="float: right;"><i>0=Don't know/N.A., 1=Rarely/never, 2=Sometimes, 3=Often</i></span>									
a. Frequency: Academic advising/planning	USEACAD	All Students	1.61	1.69			1.74		
b. Frequency: Career counseling	USECACOU	All Students	1.41	1.46			1.43		
c. Frequency: Job placement assistance	USEJOBPL	All Students	1.16	1.22			1.25		
d. Frequency: Peer or other tutoring	USETUTOR	All Students	1.34	1.47	*	-0.20	1.45		
e. Frequency: Skill labs (writing, math, etc.)	USELAB	All Students	1.68	1.69			1.71		
f. Frequency: Child care	USECHLD	All Students	1.11	1.15			1.18		
g. Frequency: Financial aid advising	USEFAADV	All Students	1.45	1.73	*	-0.36	1.80	*	-0.46
h. Frequency: Computer lab	USECOMLB	All Students	1.79	2.05	*	-0.32	2.09	*	-0.38
i. Frequency: Student organizations	USESTORG	All Students	1.23	1.30			1.34		
j. Frequency: Transfer credit assistance	USETRCRD	All Students	1.49	1.54			1.55		
k. Frequency: Services to students with disabilities	USEDISAB	All Students	1.26	1.27			1.30		

\* T-tests: 2-tailed

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

Item	Variable	Class	Your College		Other ExLarge Colleges		2007 CCSSE Cohort		
			Mean		Mean	Sig	Effect Size	Mean	Sig
<b>STUDENT SERVICES</b>									
13.2 How satisfied are you with the services? <span style="float:right">0=N.A., 1=Not at all, 2=Somewhat, 3=Very</span>									
a. Satisfaction: Academic advising/planning	SATACAD	All Students	2.08		2.15			2.21	
b. Satisfaction: Career counseling	SATCACOU	All Students	2.00		2.04			2.04	
c. Satisfaction: Job placement assistance	SATJOBPL	All Students	1.69		1.79			1.82	
d. Satisfaction: Peer or other tutoring	SATTUTOR	All Students	2.04		2.14			2.14	
e. Satisfaction: Skill labs (writing, math, etc.)	SATLAB	All Students	2.25		2.24			2.25	
f. Satisfaction: Child care	SATCHLD	All Students	1.65		1.74			1.76	
g. Satisfaction: Financial aid advising	SATFAADV	All Students	1.97		2.10			2.18	* -0.29
h. Satisfaction: Computer lab	SATCOMLB	All Students	2.36		2.49	*	-0.21	2.49	* -0.22
i. Satisfaction: Student organizations	SATSTORG	All Students	1.81		1.92			1.96	* -0.22
j. Satisfaction: Transfer credit assistance	SATTRCRD	All Students	1.98		2.04			2.06	
k. Satisfaction: Services to students with disabilities	SATDISAB	All Students	2.00		1.98			2.00	

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

			Your College			Other ExLarge Colleges			2007 CCSSE Cohort		
Item	Variable	Class	Mean	Mean	Sig	Effect Size	Mean	Sig	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	All Students	2.39	2.50			2.50				
b. Importance: Career counseling	IMPCACOU	All Students	2.23	2.33			2.28				
c. Importance: Job placement assistance	IMPJOBPL	All Students	1.80	2.00	*	-0.24	2.01	*	-0.25		
d. Importance: Peer or other tutoring	IMPTUTOR	All Students	1.96	2.11			2.08				
e. Importance: Skill labs (writing, math, etc.)	IMPLAB	All Students	2.10	2.20			2.18				
f. Importance: Child care	IMPCHLD	All Students	1.63	1.72			1.73				
g. Importance: Financial aid advising	IMPFAADV	All Students	2.05	2.32	*	-0.32	2.37	*	-0.38		
h. Importance: Computer lab	IMPCOMLB	All Students	2.16	2.42	*	-0.35	2.43	*	-0.37		
i. Importance: Student organizations	IMPSTORG	All Students	1.66	1.82	*	-0.20	1.81				
j. Importance: Transfer credit assistance	IMPTRCRD	All Students	2.18	2.27			2.23				
k. Importance: Services to students with disabilities	IMPDISAB	All Students	1.89	2.02			2.02				

\* T-tests: 2-tailed

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

Item	Variable	Class	Your College		Other ExLarge Colleges		2007 CCSSE Cohort	
			Mean	Sig	Effect Size	Mean	Sig	Effect Size
<b>COLLEGE EXPERIENCES</b>								
14. How likely is it that the following issues would cause you to withdraw from class or from this college? <i>1=Not likely, 2=Somewhat likely, 3=Likely, 4=Very likely</i>								
a. Working full-time	WRKFULL	All Students	2.23		2.24		2.17	
b. Caring for dependents	CAREDEP	All Students	1.87		1.92		1.92	
c. Academically unprepared	ACADUNP	All Students	1.64		1.73		1.67	
d. Lack of finances	LACKFIN	All Students	2.10		2.34 *	-0.21	2.38 *	-0.24
e. Transfer to a 4-year college or university	TRANSFER	All Students	2.58		2.61		2.46	
<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	3.13		3.19		3.23	
<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		3.46		3.50	
<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	2.06		2.07		2.02	
<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	1.44		1.43		1.42	
<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	3.19		3.12		3.15	

\* T-tests: 2-tailed

# 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	2007	Other	Other	2007	Other	Other	2007	Other	Other	2007	Other	2007	Other	2007
	ExLarge	ExLarge	CCSSE	ExLarge	ExLarge	CCSSE	ExLarge	ExLarge	CCSSE	ExLarge	ExLarge	CCSSE	ExLarge	CCSSE	ExLarge	CCSSE
Your	Colleges	Cohort	Your	Colleges	Cohort	Your	Colleges	Cohort	Your	Colleges	Cohort	Colleges*	Cohort	Colleges	Cohort	
CLQUEST	1266	47,739	308,328	2.75	2.84	2.91	0.86	0.85	0.85	0.024	0.004	0.002	0.000	0.000	-0.10	-0.18
CLPRESEN	1261	47,543	307,087	1.86	2.05	2.04	0.87	0.92	0.91	0.025	0.004	0.002	0.000	0.000	-0.21	-0.19
REWROPAP	1263	47,361	306,045	2.21	2.46	2.47	1.03	1.03	1.03	0.029	0.005	0.002	0.000	0.000	-0.24	-0.25
INTEGRAT	1255	47,374	306,410	2.47	2.69	2.70	0.99	0.95	0.95	0.028	0.004	0.002	0.000	0.000	-0.23	-0.24
CLUNPREP	1256	47,284	305,553	1.88	1.92	1.88	0.76	0.75	0.74	0.021	0.003	0.001	0.030	0.702	-0.06	-0.01
CLASSGRP	1254	47,221	305,043	2.45	2.44	2.46	0.92	0.89	0.89	0.026	0.004	0.002	0.572	0.846	0.02	-0.01
OCCGRP	1257	47,383	306,044	1.69	1.84	1.84	0.82	0.87	0.88	0.023	0.004	0.002	0.000	0.000	-0.16	-0.17
TUTOR	1257	47,493	306,891	1.32	1.37	1.36	0.65	0.70	0.69	0.018	0.003	0.001	0.012	0.017	-0.07	-0.07
COMMPROJ	1257	47,337	305,589	1.23	1.29	1.29	0.56	0.63	0.64	0.016	0.003	0.001	0.001	0.000	-0.09	-0.10
INTERNET	1252	47,296	305,548	2.58	2.80	2.79	1.05	1.03	1.03	0.030	0.005	0.002	0.000	0.000	-0.21	-0.21
EMAIL	1256	47,352	305,830	2.34	2.43	2.41	0.98	0.99	1.01	0.028	0.005	0.002	0.004	0.016	-0.08	-0.07
FACGRADE	1257	47,345	305,994	2.25	2.44	2.49	0.84	0.86	0.86	0.024	0.004	0.002	0.000	0.000	-0.22	-0.28
FACPLANS	1254	47,366	305,645	1.80	1.92	1.99	0.83	0.86	0.87	0.023	0.004	0.002	0.000	0.000	-0.14	-0.22
FACIDEAS	1252	47,219	305,254	1.62	1.68	1.72	0.77	0.81	0.82	0.022	0.004	0.001	0.005	0.000	-0.08	-0.13
FACFEED	1253	47,287	305,526	2.57	2.61	2.65	0.87	0.87	0.86	0.025	0.004	0.002	0.101	0.001	-0.05	-0.10
WORKHARD	1257	47,352	305,947	2.28	2.48	2.52	0.86	0.88	0.87	0.024	0.004	0.002	0.000	0.000	-0.23	-0.28
FACOTH	1249	46,902	303,505	1.32	1.36	1.39	0.63	0.68	0.71	0.018	0.003	0.001	0.033	0.000	-0.06	-0.10
OOCIDEAS	1259	47,492	306,829	2.54	2.54	2.55	0.95	0.94	0.93	0.027	0.004	0.002	0.976	0.622	0.00	-0.01
DIVRSTUD	1261	47,439	306,651	2.42	2.43	2.36	1.06	1.04	1.04	0.030	0.005	0.002	0.765	0.021	-0.01	0.07
DIFFSTUD	1257	47,387	306,365	2.30	2.33	2.32	1.04	1.03	1.01	0.029	0.005	0.002	0.209	0.330	-0.04	-0.03
SKIPCLAS	1260	47,560	307,047	1.60	1.61	1.58	0.67	0.67	0.67	0.019	0.003	0.001	0.692	0.252	-0.01	0.03
MEMORIZE	1263	47,622	307,741	2.73	2.81	2.82	0.92	0.90	0.89	0.026	0.004	0.002	0.002	0.001	-0.09	-0.09
ANALYZE	1257	47,496	306,866	2.82	2.85	2.82	0.90	0.84	0.84	0.025	0.004	0.002	0.163	0.753	-0.04	-0.01
SYNTHEZ	1253	47,268	305,537	2.60	2.70	2.69	0.92	0.89	0.87	0.026	0.004	0.002	0.000	0.000	-0.12	-0.11
EVALUATE	1254	47,309	306,061	2.42	2.54	2.53	0.97	0.92	0.91	0.027	0.004	0.002	0.000	0.000	-0.14	-0.13
APPLYING	1256	47,398	306,560	2.54	2.62	2.62	0.95	0.92	0.91	0.027	0.004	0.002	0.003	0.001	-0.08	-0.09
PERFORM	1260	47,589	307,510	2.67	2.70	2.72	0.96	0.94	0.92	0.027	0.004	0.002	0.272	0.041	-0.03	-0.06
READASGN	1232	47,014	304,415	2.71	2.84	2.85	1.00	1.03	1.03	0.029	0.005	0.002	0.000	0.000	-0.13	-0.14
READOWN	1234	47,078	304,715	2.10	2.10	2.07	0.97	0.98	1.00	0.028	0.005	0.002	0.973	0.317	0.00	0.03
WRITEANY	1233	46,996	304,311	2.45	2.81	2.81	1.16	1.12	1.12	0.033	0.005	0.002	0.000	0.000	-0.33	-0.33

\* T-tests: 2-tailed

# 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	2007 CCSSE	Other	Other	2007 CCSSE	Other	Other	2007 CCSSE	Other	Other	2007 CCSSE	Other	2007 CCSSE	Other	2007 CCSSE
	ExLarge	ExLarge	Cohort	ExLarge	ExLarge	Cohort	ExLarge	ExLarge	Cohort	ExLarge	ExLarge	Cohort	ExLarge	2007 CCSSE	ExLarge	2007 CCSSE
Your College	Colleges	Cohort	Your College	Colleges	Cohort	Your College	Colleges	Cohort	Your College	Colleges	Cohort	Colleges*	Cohort	Colleges	Cohort	
EXAMS	1186	44,952	292,130	4.82	4.92	5.00	1.23	1.20	1.20	0.036	0.006	0.002	0.004	0.000	-0.08	-0.14
ENVSCHOL	1232	47,048	304,689	2.89	2.93	2.94	0.83	0.85	0.84	0.024	0.004	0.002	0.085	0.019	-0.05	-0.07
ENVSUPRT	1227	46,971	304,270	2.88	2.90	2.93	0.87	0.86	0.85	0.025	0.004	0.002	0.491	0.038	-0.02	-0.06
ENVDIVRS	1224	46,882	303,569	2.39	2.49	2.45	1.00	1.00	1.00	0.029	0.005	0.002	0.001	0.051	-0.10	-0.06
ENVNACAD	1223	46,848	303,609	1.81	1.87	1.90	0.91	0.94	0.95	0.026	0.004	0.002	0.011	0.000	-0.07	-0.10
ENVSOCAL	1223	46,582	302,212	1.94	2.06	2.08	0.90	0.93	0.93	0.026	0.004	0.002	0.000	0.000	-0.13	-0.16
FINSUPP	1220	46,648	302,674	2.12	2.28	2.37	1.06	1.10	1.10	0.030	0.005	0.002	0.000	0.000	-0.14	-0.23
ENVCOMP	1228	46,958	304,166	2.71	3.04	3.08	1.03	0.95	0.94	0.029	0.004	0.002	0.000	0.000	-0.34	-0.38
ACADPR01	1227	46,928	303,863	1.75	1.85	1.88	0.98	1.04	1.07	0.028	0.005	0.002	0.001	0.000	-0.10	-0.12
PAYWORK	1223	46,745	302,903	3.19	3.37	3.23	1.89	1.88	1.94	0.054	0.009	0.004	0.001	0.481	-0.09	-0.02
COCURR01	1224	46,818	303,339	0.22	0.23	0.27	0.75	0.67	0.72	0.021	0.003	0.001	0.376	0.016	-0.03	-0.07
CAREDE01	1217	46,688	302,699	1.35	1.62	1.82	1.81	1.93	2.05	0.052	0.009	0.004	0.000	0.000	-0.14	-0.23
COMMUTE	1225	46,699	303,035	1.24	1.29	1.31	0.76	0.86	0.88	0.022	0.004	0.002	0.030	0.003	-0.06	-0.09
ENVSTU	1229	46,891	304,021	5.19	5.32	5.47	1.45	1.38	1.34	0.041	0.006	0.002	0.001	0.000	-0.10	-0.21
ENVFAC	1227	46,938	304,215	5.70	5.56	5.65	1.25	1.27	1.26	0.036	0.006	0.002	0.000	0.111	0.12	0.05
ENVADM	1226	46,834	303,765	4.84	4.75	4.93	1.50	1.58	1.57	0.043	0.007	0.003	0.040	0.035	0.06	-0.06
NGNGLED	1226	46,846	303,692	2.81	2.93	2.93	0.93	0.87	0.86	0.027	0.004	0.002	0.000	0.000	-0.13	-0.13
GNWORK	1219	46,737	303,179	2.27	2.44	2.55	1.02	1.03	1.02	0.029	0.005	0.002	0.000	0.000	-0.17	-0.27
GNWRITE	1221	46,763	303,281	2.47	2.67	2.68	0.96	0.94	0.93	0.027	0.004	0.002	0.000	0.000	-0.22	-0.22
GNSPEAK	1223	46,766	303,175	2.42	2.59	2.58	0.98	0.97	0.96	0.028	0.004	0.002	0.000	0.000	-0.18	-0.17
GNANALY	1222	46,745	303,011	2.74	2.83	2.85	0.92	0.88	0.88	0.026	0.004	0.002	0.001	0.000	-0.10	-0.12
GNSOLVE	1223	46,705	302,835	2.44	2.54	2.57	1.00	1.00	0.99	0.029	0.005	0.002	0.001	0.000	-0.10	-0.12
GNCMPTS	1220	46,727	302,906	2.36	2.64	2.69	0.99	1.02	1.00	0.029	0.005	0.002	0.000	0.000	-0.28	-0.33
GNOTHERS	1223	46,726	303,040	2.54	2.64	2.69	0.91	0.92	0.92	0.026	0.004	0.002	0.000	0.000	-0.11	-0.17
GNINQ	1218	46,754	303,078	2.79	2.85	2.88	0.90	0.90	0.89	0.026	0.004	0.002	0.040	0.001	-0.06	-0.09
GNSELF	1224	46,699	302,768	2.42	2.56	2.57	1.04	1.02	1.01	0.030	0.005	0.002	0.000	0.000	-0.13	-0.14
GNDIVERS	1224	46,677	302,600	2.27	2.39	2.34	1.03	1.02	1.01	0.030	0.005	0.002	0.000	0.022	-0.12	-0.07
GNETHICS	1224	46,650	302,613	2.17	2.32	2.32	1.02	1.02	1.01	0.029	0.005	0.002	0.000	0.000	-0.15	-0.15
GNCOMMUN	1221	46,552	302,008	1.80	1.94	1.97	0.91	0.96	0.96	0.026	0.004	0.002	0.000	0.000	-0.15	-0.18
CARGOAL	1223	46,702	302,942	2.40	2.58	2.62	1.05	1.02	1.01	0.030	0.005	0.002	0.000	0.000	-0.18	-0.22

\* T-tests: 2-tailed

# 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	2007	Other	Other	2007	Other	Other	2007	Other	Other	2007	Other	2007	Other	2007
	ExLarge	ExLarge	CCSSE	ExLarge	ExLarge	CCSSE	ExLarge	ExLarge	CCSSE	ExLarge	ExLarge	CCSSE	ExLarge	CCSSE	ExLarge	CCSSE
Your	Colleges	Cohort	Your	Colleges	Cohort	Your	Colleges	Cohort	Your	Colleges	Cohort	Colleges*	Cohort	Colleges	Cohort	
GAINCAR	1224	46,790	303,398	2.29	2.47	2.51	1.05	1.04	1.03	0.030	0.005	0.002	0.000	0.000	-0.17	-0.21
USEACAD	1061	42,136	275,860	1.61	1.69	1.74	0.66	0.67	0.68	0.021	0.003	0.001	0.000	0.000	-0.12	-0.20
USECACOU	978	37,365	239,330	1.41	1.46	1.43	0.59	0.63	0.61	0.019	0.003	0.001	0.013	0.307	-0.08	-0.03
USEJOBPL	704	26,768	175,319	1.16	1.22	1.25	0.44	0.50	0.52	0.017	0.003	0.001	0.001	0.000	-0.13	-0.16
USETUTOR	845	33,168	215,510	1.34	1.47	1.45	0.60	0.67	0.66	0.021	0.004	0.001	0.000	0.000	-0.20	-0.18
USELAB	926	35,377	229,542	1.68	1.69	1.71	0.77	0.75	0.76	0.026	0.004	0.002	0.775	0.323	-0.01	-0.03
USECHLD	533	18,774	123,846	1.11	1.15	1.18	0.40	0.46	0.51	0.017	0.003	0.001	0.051	0.001	-0.09	-0.14
USEFAADV	781	33,782	230,516	1.45	1.73	1.80	0.68	0.77	0.77	0.025	0.004	0.002	0.000	0.000	-0.36	-0.46
USECOMLB	965	39,821	261,606	1.79	2.05	2.09	0.79	0.79	0.79	0.026	0.004	0.002	0.000	0.000	-0.32	-0.38
UDESTORG	706	27,369	183,493	1.23	1.30	1.34	0.51	0.57	0.60	0.020	0.004	0.001	0.001	0.000	-0.13	-0.19
USETRCRD	861	30,969	194,283	1.49	1.54	1.55	0.64	0.68	0.68	0.022	0.004	0.002	0.032	0.010	-0.08	-0.09
USEDISAB	531	18,611	121,345	1.26	1.27	1.30	0.60	0.60	0.62	0.026	0.004	0.002	0.795	0.243	-0.01	-0.05
SATACAD	871	36,804	245,601	2.08	2.15	2.21	0.63	0.63	0.64	0.022	0.003	0.001	0.006	0.000	-0.10	-0.20
SATCACOU	676	27,271	175,900	2.00	2.04	2.04	0.68	0.68	0.69	0.027	0.004	0.002	0.107	0.122	-0.07	-0.06
SATJOBPL	331	15,664	110,106	1.69	1.79	1.82	0.70	0.70	0.71	0.039	0.006	0.002	0.017	0.001	-0.14	-0.18
SATTUTOR	485	22,805	148,236	2.04	2.14	2.14	0.69	0.69	0.70	0.032	0.005	0.002	0.003	0.002	-0.14	-0.15
SATLAB	628	26,309	173,229	2.25	2.24	2.25	0.68	0.66	0.65	0.028	0.004	0.002	0.908	0.843	0.00	-0.01
SATCHLD	210	9,042	63,930	1.65	1.74	1.76	0.76	0.75	0.77	0.053	0.008	0.003	0.096	0.049	-0.12	-0.14
SATFAADV	516	26,827	191,926	1.97	2.10	2.18	0.75	0.74	0.73	0.035	0.005	0.002	0.000	0.000	-0.17	-0.29
SATCOMLB	766	34,616	232,423	2.36	2.49	2.49	0.64	0.61	0.61	0.024	0.003	0.001	0.000	0.000	-0.21	-0.22
SATSTORG	366	16,897	119,751	1.81	1.92	1.96	0.63	0.67	0.67	0.035	0.005	0.002	0.003	0.000	-0.17	-0.22
SATTRCRD	608	22,907	147,160	1.98	2.04	2.06	0.66	0.70	0.71	0.028	0.005	0.002	0.046	0.007	-0.09	-0.12
SATDISAB	260	10,846	75,384	2.00	1.98	2.00	0.82	0.77	0.77	0.051	0.008	0.003	0.703	0.910	0.02	-0.01
IMPACAD	1169	44,637	290,984	2.39	2.50	2.50	0.76	0.69	0.68	0.022	0.003	0.001	0.000	0.000	-0.15	-0.16
IMPCACOU	1161	44,082	287,625	2.23	2.33	2.28	0.81	0.79	0.79	0.024	0.004	0.001	0.000	0.024	-0.13	-0.07
IMPJOBPL	1138	43,521	283,865	1.80	2.00	2.01	0.82	0.84	0.85	0.024	0.004	0.002	0.000	0.000	-0.24	-0.25
IMPTUTOR	1144	43,498	283,895	1.96	2.11	2.08	0.84	0.82	0.82	0.025	0.004	0.002	0.000	0.000	-0.18	-0.15
IMPLAB	1134	43,336	282,850	2.10	2.20	2.18	0.84	0.81	0.81	0.025	0.004	0.002	0.000	0.001	-0.12	-0.10
IMPCHLD	1134	43,023	281,017	1.63	1.72	1.73	0.83	0.86	0.86	0.025	0.004	0.002	0.001	0.000	-0.10	-0.11
IMPFAADV	1133	43,380	283,787	2.05	2.32	2.37	0.89	0.85	0.83	0.027	0.004	0.002	0.000	0.000	-0.32	-0.38

\* T-tests: 2-tailed



# 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	2007	Other	Other	2007	Other	Other	2007	Other	Other	2007	Other	2007	Other	2007
	ExLarge	ExLarge	CCSSE	ExLarge	ExLarge	CCSSE	ExLarge	ExLarge	CCSSE	ExLarge	ExLarge	CCSSE	ExLarge	2007	ExLarge	2007
Your	Colleges	Cohort	Your	Colleges	Cohort	Your	Colleges	Cohort	Your	Colleges	Cohort	Colleges*	Cohort	Colleges	Cohort	
IMPCOMLB	1142	43,712	285,191	2.16	2.42	2.43	0.84	0.76	0.75	0.025	0.004	0.001	0.000	0.000	-0.35	-0.37
IMPSTORG	1113	42,834	280,258	1.66	1.82	1.81	0.76	0.79	0.78	0.023	0.004	0.001	0.000	0.000	-0.20	-0.20
IMPTRCRD	1136	43,492	283,637	2.18	2.27	2.23	0.87	0.84	0.85	0.026	0.004	0.002	0.000	0.077	-0.11	-0.05
IMPDISAB	1133	43,242	282,426	1.89	2.02	2.02	0.91	0.92	0.92	0.027	0.004	0.002	0.000	0.000	-0.14	-0.14
WRKFULL	1233	46,697	302,644	2.23	2.24	2.17	1.17	1.18	1.17	0.033	0.005	0.002	0.760	0.080	-0.01	0.05
CAREDEP	1228	46,578	302,021	1.87	1.92	1.92	1.06	1.08	1.07	0.030	0.005	0.002	0.064	0.079	-0.05	-0.05
ACADUNP	1229	46,406	300,935	1.64	1.73	1.67	0.91	0.95	0.93	0.026	0.004	0.002	0.002	0.330	-0.09	-0.03
LACKFIN	1223	46,498	301,668	2.10	2.34	2.38	1.15	1.18	1.19	0.033	0.005	0.002	0.000	0.000	-0.21	-0.24
TRANSFER	1222	46,566	302,035	2.58	2.61	2.46	1.28	1.24	1.25	0.037	0.006	0.002	0.317	0.001	-0.03	0.09
FRNDSUPP	1232	46,701	302,778	3.13	3.19	3.23	0.91	0.90	0.89	0.026	0.004	0.002	0.013	0.000	-0.07	-0.11
FAMSUPP	1226	46,557	301,921	3.46	3.46	3.50	0.81	0.82	0.80	0.023	0.004	0.001	0.838	0.061	-0.01	-0.05
TOTCHRS	1205	46,313	300,343	2.06	2.07	2.02	1.48	1.49	1.48	0.043	0.007	0.003	0.785	0.346	-0.01	0.03
OTHINST	1213	46,263	300,448	1.44	1.43	1.42	1.04	1.05	1.05	0.030	0.005	0.002	0.795	0.508	0.01	0.02
ENTIREXP	1214	46,263	300,465	3.19	3.12	3.15	0.68	0.67	0.68	0.020	0.003	0.001	0.000	0.021	0.11	0.07

\* T-tests: 2-tailed

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

**Palomar College**

Item	Variable	Class	Your College			Other ExLarge Colleges			2007 CCSSE Cohort		
			Mean	Mean	Sig*	Effect Size	Mean	Sig*	Effect Size	Mean	Sig*
			All Students N = 1268			All Other ExLarge N = 47822			All Other Colleges N = 308745		
			All Part-Time Students N = 531			All Other ExLarge (Part-Time) N = 17415			All Other Colleges (Part-Time) N = 95819		
			All Full-Time Students N = 737			All Other ExLarge (Full-Time) N = 30407			All Other Colleges (Full-Time) N = 212926		

**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?			1=Never, 2=Sometimes, 3=Often, 4=Very often								
a. Asked questions in class or contributed to class discussions	CLQUEST	Part - Time	2.73	2.82				2.88			
		Full - Time	2.81	2.88				2.94			
b. Made a class presentation	CLPRESEN	Part - Time	1.75	1.93	*	-0.20	1.90				
		Full - Time	2.10	2.27			2.24				
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Part - Time	2.08	2.36	*	-0.27	2.36	*	-0.26		
		Full - Time	2.48	2.65			2.64				
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Part - Time	2.31	2.56	*	-0.27	2.55	*	-0.25		
		Full - Time	2.82	2.94			2.92				
e. Came to class without completing readings or assignments	CLUNPREP	Part - Time	1.80	1.88			1.82				
		Full - Time	2.03	2.01			1.98				
f. Worked with other students on projects during class	CLASSGRP	Part - Time	2.42	2.38			2.38				
		Full - Time	2.51	2.55			2.57				
g. Worked with classmates outside of class to prepare class assignments	OCCGRP	Part - Time	1.64	1.75			1.72				
		Full - Time	1.81	2.00	*	-0.22	2.01	*	-0.23		
h. Tutored or taught other students (paid or voluntary)	TUTOR	Part - Time	1.28	1.32			1.30				
		Full - Time	1.40	1.47			1.46				
i. Participated in a community-based project as a part of a regular course	COMMPROJ	Part - Time	1.23	1.24			1.23				
		Full - Time	1.23	1.38	*	-0.21	1.38	*	-0.21		
j. Used the Internet or instant messaging to work on an assignment	INTERNET	Part - Time	2.37	2.68	*	-0.29	2.65	*	-0.26		
		Full - Time	3.02	3.02			3.00				
k. Used email to communicate with an instructor	EMAIL	Part - Time	2.16	2.31			2.28				
		Full - Time	2.73	2.64			2.62				
l. Discussed grades or assignments with an instructor	FACGRADE	Part - Time	2.14	2.37	*	-0.27	2.41	*	-0.31		
		Full - Time	2.50	2.57			2.61				
m. Talked about career plans with an instructor or advisor	FACPLANS	Part - Time	1.68	1.84			1.87	*	-0.23		
		Full - Time	2.04	2.08			2.15				

\* T-tests: 2-tailed

## Community College Survey of Student Engagement

### Means Summary Report: Enrollment Status Breakout

			Your College		Other ExLarge Colleges		2007 CCSSE Cohort		
Item	Variable	Class	Mean	Mean	Sig <sup>*</sup>	Effect Size	Mean	Sig <sup>*</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	1.62			1.64		
		Full - Time	1.66	1.79			1.83	*	-0.20
o. Received prompt feedback (written or oral) from instructors on your performance	FACFEED	Part - Time	2.54	2.59			2.64		
		Full - Time	2.64	2.64			2.67		
p. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	Part - Time	2.20	2.43	*	-0.26	2.46	*	-0.30
		Full - Time	2.44	2.58			2.60		
q. Worked with instructors on activities other than coursework	FACOTH	Part - Time	1.29	1.32			1.32		
		Full - Time	1.38	1.44			1.49		
r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	Part - Time	2.48	2.50			2.51		
		Full - Time	2.65	2.60			2.61		
s. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	Part - Time	2.32	2.37			2.29		
		Full - Time	2.65	2.55			2.48		
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	Part - Time	2.17	2.25			2.22		
		Full - Time	2.57	2.49			2.48		
u. Skipped class	SKIPCLAS	Part - Time	1.53	1.55			1.50		
		Full - Time	1.76	1.72			1.69		

##### **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	Part - Time	2.65	2.77			2.77		
		Full - Time	2.91	2.89			2.88		
b. <b>Analyzing</b> the basic elements of an idea, experience, or theory	ANALYZE	Part - Time	2.74	2.81			2.78		
		Full - Time	2.98	2.94			2.90		
c. <b>Synthesizing</b> and organizing ideas, information, or experiences in new ways	SYNTHESZ	Part - Time	2.53	2.65			2.64		
		Full - Time	2.74	2.79			2.77		
d. <b>Making judgments</b> about the value or soundness of information, arguments, or methods	EVALUATE	Part - Time	2.30	2.47			2.45		
		Full - Time	2.66	2.68			2.65		
e. <b>Applying</b> theories or concepts to practical problems or in new situations	APPLYING	Part - Time	2.47	2.56			2.55		
		Full - Time	2.68	2.72			2.72		
f. <b>Using information</b> you have read or heard to perform a new skill.	PERFORM	Part - Time	2.66	2.65			2.66		
		Full - Time	2.68	2.78			2.81		

## Community College Survey of Student Engagement

### Means Summary Report: Enrollment Status Breakout

			Your College		Other ExLarge Colleges		2007 CCSSE Cohort		
Item	Variable	Class	Mean	Mean	Sig <sup>*</sup>	Effect Size	Mean	Sig <sup>*</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 at this college?									
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	READASGN	Part - Time	2.54	2.69			2.67		
		Full - Time	3.07	3.12			3.12		
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	Part - Time	2.10	2.10			2.09		
		Full - Time	2.12	2.11			2.06		
c. Number of written papers or reports of any length	WRITEANY	Part - Time	2.19	2.61	*	-0.38	2.57	*	-0.35
		Full - Time	2.98	3.19	*	-0.20	3.16		

##### 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	4.80	4.91			4.97		
		Full - Time	4.88	4.96			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	2.81	2.89			2.89		
		Full - Time	3.04	3.01			3.02		
b. Providing the support you need to help you succeed at this college	ENVSUPRT	Part - Time	2.86	2.87			2.89		
		Full - Time	2.92	2.95			2.98		
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	Part - Time	2.33	2.45			2.40		
		Full - Time	2.53	2.57			2.52		
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	Part - Time	1.78	1.84			1.86		
		Full - Time	1.85	1.94			1.96		
e. Providing the support you need to thrive socially	ENVSOCAL	Part - Time	1.88	2.01			2.02		
		Full - Time	2.05	2.15			2.17		
f. Providing the financial support you need to afford your education	FINSUPP	Part - Time	2.01	2.18			2.25	*	-0.22
		Full - Time	2.36	2.45			2.54		
g. Using computers in academic work	ENVCOMP	Part - Time	2.54	2.93	*	-0.40	2.95	*	-0.42
		Full - Time	3.08	3.23			3.25		

## Community College Survey of Student Engagement

### Means Summary Report: Enrollment Status Breakout

			Your College		Other ExLarge Colleges		2007 CCSSE Cohort		
Item	Variable	Class	Mean	Mean	Sig	Effect Size	Mean	Sig	Effect Size
<b>WEEKLY ACTIVITIES</b>									
10. About how many hours do you spend in a typical 7 - day week doing each of the following?									
<i>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</i>									
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	ACADPR01	Part - Time	1.59	1.73			1.74		
		Full - Time	2.08	2.09			2.09		
b. Working for pay	PAYWORK	Part - Time	3.39	3.62			3.59		
		Full - Time	2.77	2.88			2.76		
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	COCURR01	Part - Time	0.17	0.18			0.18		
		Full - Time	0.32	0.34			0.39		
d. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	Part - Time	1.51	1.77			2.04	*	-0.25
		Full - Time	1.02	1.33			1.51	*	-0.25
e. Commuting to and from classes	COMMUTE	Part - Time	1.16	1.23			1.23		
		Full - Time	1.40	1.40			1.43		

#### Quality of Relationships

11. Mark the box that best represents the quality of your relationships with people <u>at this college</u> .									
<i>1=Unfriendly, unsupportive, sense of alienation to 7=Friendly, supportive, sense of belonging</i>									
a. Relationships with other students	ENVSTU	Part - Time	5.17	5.30			5.44		
		Full - Time	5.22	5.35			5.51	*	-0.22
<i>1=Unavailable, unhelpful, unsympathetic to 7=Available, helpful, sympathetic</i>									
b. Relationships with instructors	ENVFAC	Part - Time	5.81	5.60			5.70		
		Full - Time	5.47	5.47			5.57		
<i>1=Unhelpful, inconsiderate, rigid to 7=Helpful, considerate, flexible</i>									
c. Relationships with administrative personnel and offices	ENVADM	Part - Time	4.88	4.77			4.94		
		Full - Time	4.76	4.70			4.91		

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

Item	Variable	Class	Your College		Other ExLarge Colleges		2007 CCSSE Cohort		
			Mean	Mean	Sig	Effect Size	Mean	Sig	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?									
<i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>									
a. Acquiring a broad general education	GNGENLED	Part - Time	2.69	2.86			2.85		
		Full - Time	3.07	3.06			3.04		
b. Acquiring job or work-related knowledge and skills	GNWORK	Part - Time	2.30	2.41			2.48		
		Full - Time	2.20	2.48	*	-0.28	2.62	*	-0.42
c. Writing clearly and effectively	GNWRITE	Part - Time	2.36	2.59	*	-0.24	2.59	*	-0.24
		Full - Time	2.70	2.82			2.80		
d. Speaking clearly and effectively	GNSPEAK	Part - Time	2.33	2.52			2.50		
		Full - Time	2.61	2.72			2.70		
e. Thinking critically and analytically	GNANALY	Part - Time	2.67	2.77			2.78		
		Full - Time	2.88	2.94			2.95		
f. Solving numerical problems	GNSOLVE	Part - Time	2.37	2.46			2.47		
		Full - Time	2.61	2.69			2.70		
g. Using computing and information technology	GNCMPTS	Part - Time	2.28	2.56	*	-0.27	2.59	*	-0.30
		Full - Time	2.53	2.78	*	-0.26	2.83	*	-0.31
h. Working effectively with others	GNOTHERS	Part - Time	2.52	2.59			2.62		
		Full - Time	2.59	2.74			2.79	*	-0.23
i. Learning effectively on your own	GNINQ	Part - Time	2.78	2.81			2.83		
		Full - Time	2.81	2.92			2.94		
j. Understanding yourself	GNSSELF	Part - Time	2.40	2.51			2.50		
		Full - Time	2.46	2.65			2.65		
k. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Part - Time	2.21	2.33			2.27		
		Full - Time	2.40	2.51			2.44		
l. Developing a personal code of values and ethics	GNETHICS	Part - Time	2.12	2.26			2.24		
		Full - Time	2.26	2.42			2.43		
m. Contributing to the welfare of your community	GNCOMMUN	Part - Time	1.79	1.90			1.91		
		Full - Time	1.81	2.02	*	-0.21	2.05	*	-0.24
n. Developing clearer career goals	CARGOAL	Part - Time	2.32	2.51			2.53	*	-0.21
		Full - Time	2.56	2.69			2.74		
o. Gaining information about career opportunities	GAINCAR	Part - Time	2.24	2.40			2.41		
		Full - Time	2.40	2.58			2.64	*	-0.24

\* T-tests: 2-tailed

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

Item	Variable	Class	Your College		Other ExLarge Colleges		2007 CCSSE Cohort			
			Mean		Mean	Sig <sup>*</sup>	Effect Size	Mean	Sig <sup>*</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	1.52		1.65			1.69	*	-0.24
		Full - Time	1.77		1.77			1.81		
b. Frequency: Career counseling	USECACOU	Part - Time	1.37		1.45			1.41		
		Full - Time	1.48		1.50			1.46		
c. Frequency: Job placement assistance	USEJOBPL	Part - Time	1.15		1.21			1.21		
		Full - Time	1.17		1.25			1.29	*	-0.21
d. Frequency: Peer or other tutoring	USETUTOR	Part - Time	1.30		1.44	*	-0.21	1.42		
		Full - Time	1.41		1.54			1.50		
e. Frequency: Skill labs (writing, math, etc.)	USELAB	Part - Time	1.65		1.65			1.66		
		Full - Time	1.74		1.76			1.77		
f. Frequency: Child care	USECHLD	Part - Time	1.12		1.13			1.16		
		Full - Time	1.09		1.17			1.20	*	-0.22
g. Frequency: Financial aid advising	USEFAADV	Part - Time	1.39		1.67	*	-0.37	1.73	*	-0.45
		Full - Time	1.57		1.83	*	-0.33	1.89	*	-0.41
h. Frequency: Computer lab	USECOMLB	Part - Time	1.68		1.95	*	-0.33	1.97	*	-0.36
		Full - Time	2.00		2.21	*	-0.27	2.24	*	-0.32
i. Frequency: Student organizations	USESTORG	Part - Time	1.18		1.25			1.27		
		Full - Time	1.31		1.38			1.43		
j. Frequency: Transfer credit assistance	USETRCRD	Part - Time	1.41		1.50			1.51		
		Full - Time	1.62		1.62			1.60		
k. Frequency: Services to students with disabilities	USEDISAB	Part - Time	1.25		1.25			1.27		
		Full - Time	1.29		1.30			1.33		

\* T-tests: 2-tailed

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

Item	Variable	Class	Your College		Other ExLarge Colleges		2007 CCSSE Cohort		
			Mean		Mean	Sig <sup>*</sup> Effect Size	Mean	Sig <sup>*</sup>	Effect Size
<b>STUDENT SERVICES</b>									
13.2 How satisfied are you with the services? <span style="float:right">0=N.A., 1=Not at all, 2=Somewhat, 3=Very</span>									
a. Satisfaction: Academic advising/planning	SATACAD	Part - Time	2.05		2.15		2.20	*	-0.22
		Full - Time	2.13		2.15		2.22		
b. Satisfaction: Career counseling	SATCACOU	Part - Time	1.97		2.04		2.03		
		Full - Time	2.05		2.05		2.06		
c. Satisfaction: Job placement assistance	SATJOBPL	Part - Time	1.68		1.77		1.78		
		Full - Time	1.72		1.82		1.86		
d. Satisfaction: Peer or other tutoring	SATTUTOR	Part - Time	1.97		2.12		2.11		
		Full - Time	2.16		2.17		2.17		
e. Satisfaction: Skill labs (writing, math, etc.)	SATLAB	Part - Time	2.21		2.23		2.23		
		Full - Time	2.30		2.27		2.28		
f. Satisfaction: Child care	SATCHLD	Part - Time	1.62		1.72		1.72		
		Full - Time	1.73		1.78		1.80		
g. Satisfaction: Financial aid advising	SATFAADV	Part - Time	1.91		2.07		2.14	*	-0.30
		Full - Time	2.06		2.14		2.22	*	-0.22
h. Satisfaction: Computer lab	SATCOMLB	Part - Time	2.30		2.46	* -0.24	2.46	*	-0.24
		Full - Time	2.45		2.53		2.53		
i. Satisfaction: Student organizations	SATSTORG	Part - Time	1.74		1.89		1.89		
		Full - Time	1.92		1.97		2.02		
j. Satisfaction: Transfer credit assistance	SATTRCRD	Part - Time	1.92		2.03		2.05		
		Full - Time	2.06		2.07		2.08		
k. Satisfaction: Services to students with disabilities	SATDISAB	Part - Time	1.96		1.95		1.96		
		Full - Time	2.07		2.02		2.05		

\* T-tests: 2-tailed



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**Means Summary Report: Enrollment Status Breakout**

			Your College			Other ExLarge Colleges			2007 CCSSE Cohort		
Item	Variable	Class	Mean	Mean	Sig <sup>*</sup>	Effect Size	Mean	Sig <sup>*</sup>	Effect Size		
<b>STUDENT SERVICES</b>											
13.3 How important are the services to you? <span style="float: right;"><i>1=Not at all, 2=Somewhat, 3=Very</i></span>											
a. Importance: Academic advising/planning	IMPACAD	Part - Time	2.29	2.47	*	-0.25	2.46	*	-0.23		
		Full - Time	2.61	2.57			2.57				
b. Importance: Career counseling	IMPCACOU	Part - Time	2.13	2.30	*	-0.21	2.24				
		Full - Time	2.42	2.38			2.34				
c. Importance: Job placement assistance	IMPJOBPL	Part - Time	1.73	1.97	*	-0.28	1.96	*	-0.26		
		Full - Time	1.94	2.04			2.08				
d. Importance: Peer or other tutoring	IMPTUTOR	Part - Time	1.89	2.07	*	-0.21	2.03				
		Full - Time	2.10	2.18			2.15				
e. Importance: Skill labs (writing, math, etc.)	IMPLAB	Part - Time	2.03	2.16			2.13				
		Full - Time	2.26	2.27			2.25				
f. Importance: Child care	IMPCHLD	Part - Time	1.60	1.71			1.70				
		Full - Time	1.71	1.74			1.76				
g. Importance: Financial aid advising	IMPFAADV	Part - Time	1.94	2.27	*	-0.38	2.29	*	-0.41		
		Full - Time	2.30	2.43			2.48	*	-0.24		
h. Importance: Computer lab	IMPCOMLB	Part - Time	2.05	2.36	*	-0.39	2.34	*	-0.36		
		Full - Time	2.37	2.53	*	-0.24	2.56	*	-0.28		
i. Importance: Student organizations	IMPSTORG	Part - Time	1.56	1.77	*	-0.26	1.74	*	-0.23		
		Full - Time	1.86	1.91			1.91				
j. Importance: Transfer credit assistance	IMPTRCRD	Part - Time	2.03	2.22	*	-0.22	2.17				
		Full - Time	2.48	2.37			2.31	*	0.21		
k. Importance: Services to students with disabilities	IMPDISAB	Part - Time	1.83	1.99			1.98				
		Full - Time	2.03	2.07			2.09				

\* T-tests: 2-tailed

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

Item	Variable	Class	Your College		Other ExLarge Colleges		2007 CCSSE Cohort			
			Mean		Mean	Sig <sup>*</sup>	Effect Size	Mean	Sig <sup>*</sup>	Effect Size
<b>COLLEGE EXPERIENCES</b>										
14. How likely is it that the following issues would cause you to withdraw from class or from this college? <i>1=Not likely, 2=Somewhat likely, 3=Likely, 4=Very likely</i>										
a. Working full-time	WRKFULL	Part - Time	2.25		2.29			2.21		
		Full - Time	2.18		2.14			2.11		
b. Caring for dependents	CAREDEP	Part - Time	1.89		1.94			1.93		
		Full - Time	1.81		1.89			1.90		
c. Academically unprepared	ACADUNP	Part - Time	1.63		1.70			1.65		
		Full - Time	1.68		1.77			1.70		
d. Lack of finances	LACKFIN	Part - Time	2.02		2.35	*	-0.27	2.37	*	-0.29
		Full - Time	2.26		2.34			2.39		
e. Transfer to a 4-year college or university	TRANSFER	Part - Time	2.34		2.50			2.36		
		Full - Time	3.09		2.83	*	0.22	2.63	*	0.37
<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	3.12		3.20			3.23		
		Full - Time	3.15		3.17			3.23		
<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	3.45		3.45			3.48		
		Full - Time	3.47		3.48			3.53		
<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	1.94		1.98			1.87		
		Full - Time	2.32		2.23			2.20		
<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	1.47		1.43			1.42		
		Full - Time	1.38		1.45			1.42		
<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	3.23		3.13			3.16		
		Full - Time	3.12		3.11			3.14		

\* T-tests: 2-tailed

# 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 Colleges	2007 CCSSE Cohort	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Other ExLarge Colleges*	2007 CCSSE Cohort*	Other ExLarge Colleges	2007 CCSSE Cohort	
	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Other ExLarge Colleges*	2007 CCSSE Cohort*	Other ExLarge Colleges	2007 CCSSE Cohort
CLQUEST	530	17,376	95,661	2.73	2.82	2.88	0.86	0.86	0.85	0.037	0.007	0.003	0.018	0.000	-0.10	-0.18
CLPRESEN	528	17,299	95,192	1.75	1.93	1.90	0.86	0.91	0.90	0.037	0.007	0.003	0.000	0.000	-0.20	-0.16
REWROPAP	528	17,222	94,862	2.08	2.36	2.36	1.02	1.04	1.04	0.044	0.008	0.003	0.000	0.000	-0.27	-0.26
INTEGRAT	527	17,217	94,929	2.31	2.56	2.55	0.99	0.97	0.97	0.043	0.007	0.003	0.000	0.000	-0.27	-0.25
CLUNPREP	523	17,209	94,745	1.80	1.88	1.82	0.77	0.74	0.73	0.034	0.006	0.002	0.025	0.665	-0.10	-0.02
CLASSGRP	525	17,185	94,584	2.42	2.38	2.38	0.96	0.92	0.91	0.042	0.007	0.003	0.266	0.282	0.05	0.05
OCCGRP	527	17,269	94,948	1.64	1.75	1.72	0.81	0.85	0.85	0.035	0.006	0.003	0.004	0.025	-0.13	-0.10
TUTOR	524	17,294	95,204	1.28	1.32	1.30	0.60	0.65	0.63	0.026	0.005	0.002	0.175	0.435	-0.06	-0.03
COMMPROJ	528	17,230	94,734	1.23	1.24	1.23	0.57	0.58	0.57	0.025	0.004	0.002	0.656	0.979	-0.02	0.00
INTERNET	526	17,202	94,742	2.37	2.68	2.65	1.04	1.05	1.05	0.045	0.008	0.003	0.000	0.000	-0.29	-0.26
EMAIL	526	17,217	94,774	2.16	2.31	2.28	0.95	0.98	1.00	0.041	0.008	0.003	0.001	0.010	-0.15	-0.11
FACGRADE	527	17,228	94,821	2.14	2.37	2.41	0.82	0.86	0.85	0.036	0.007	0.003	0.000	0.000	-0.27	-0.31
FACPLANS	522	17,239	94,712	1.68	1.84	1.87	0.78	0.83	0.84	0.034	0.006	0.003	0.000	0.000	-0.18	-0.23
FACIDEAS	525	17,154	94,524	1.59	1.62	1.64	0.76	0.79	0.79	0.033	0.006	0.003	0.445	0.214	-0.03	-0.05
FACFEED	523	17,197	94,643	2.54	2.59	2.64	0.88	0.88	0.87	0.038	0.007	0.003	0.130	0.009	-0.07	-0.11
WORKHARD	525	17,206	94,789	2.20	2.43	2.46	0.86	0.88	0.88	0.037	0.007	0.003	0.000	0.000	-0.26	-0.30
FACOTH	523	17,037	93,976	1.29	1.32	1.32	0.60	0.65	0.65	0.026	0.005	0.002	0.331	0.286	-0.04	-0.05
OOCIDEAS	526	17,278	95,095	2.48	2.50	2.51	0.97	0.94	0.94	0.042	0.007	0.003	0.622	0.480	-0.02	-0.03
DIVRSTUD	526	17,236	94,987	2.32	2.37	2.29	1.06	1.04	1.03	0.046	0.008	0.003	0.208	0.508	-0.06	0.03
DIFFSTUD	525	17,219	94,890	2.17	2.25	2.22	1.04	1.02	1.00	0.045	0.008	0.003	0.080	0.259	-0.08	-0.05
SKIPCLAS	526	17,292	95,155	1.53	1.55	1.50	0.66	0.66	0.64	0.029	0.005	0.002	0.430	0.327	-0.03	0.04
MEMORIZE	527	17,310	95,398	2.65	2.77	2.77	0.94	0.91	0.91	0.041	0.007	0.003	0.003	0.002	-0.13	-0.13
ANALYZE	525	17,260	95,075	2.74	2.81	2.78	0.93	0.85	0.85	0.040	0.006	0.003	0.084	0.258	-0.08	-0.05
SYNTHESZ	520	17,176	94,628	2.53	2.65	2.64	0.95	0.90	0.88	0.042	0.007	0.003	0.002	0.003	-0.14	-0.13
EVALUATE	520	17,193	94,812	2.30	2.47	2.45	0.98	0.93	0.92	0.043	0.007	0.003	0.000	0.000	-0.18	-0.17
APPLYING	521	17,238	94,977	2.47	2.56	2.55	0.98	0.93	0.92	0.043	0.007	0.003	0.026	0.032	-0.10	-0.09
PERFORM	524	17,294	95,296	2.66	2.65	2.66	0.99	0.95	0.93	0.043	0.007	0.003	0.729	0.905	0.02	0.01
READASGN	509	17,055	94,174	2.54	2.69	2.67	0.97	1.01	1.00	0.043	0.008	0.003	0.001	0.004	-0.15	-0.13
READOWN	512	17,084	94,260	2.10	2.10	2.09	0.98	0.98	1.00	0.043	0.008	0.003	0.838	0.855	-0.01	0.01
WRITEANY	511	17,051	94,107	2.19	2.61	2.57	1.13	1.10	1.10	0.050	0.008	0.004	0.000	0.000	-0.38	-0.35

\* T-tests: 2-tailed

# 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 Colleges	2007 CCSSE Cohort	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Other ExLarge Colleges*	2007 CCSSE Cohort*	Other ExLarge Colleges	2007 CCSSE Cohort	
	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Other ExLarge Colleges*	2007 CCSSE Cohort*	Other ExLarge Colleges	2007 CCSSE Cohort
EXAMS	483	16,214	89,693	4.80	4.91	4.97	1.28	1.24	1.24	0.058	0.010	0.004	0.055	0.002	-0.09	-0.14
ENVSCHOL	511	17,057	94,148	2.81	2.89	2.89	0.83	0.86	0.85	0.037	0.007	0.003	0.056	0.033	-0.09	-0.09
ENVSUPRT	507	17,015	93,961	2.86	2.87	2.89	0.88	0.87	0.86	0.039	0.007	0.003	0.784	0.337	-0.01	-0.04
ENVDIVRS	504	16,972	93,620	2.33	2.45	2.40	1.00	0.99	1.00	0.045	0.008	0.003	0.008	0.100	-0.12	-0.07
ENVNACAD	506	16,937	93,583	1.78	1.84	1.86	0.91	0.94	0.94	0.040	0.007	0.003	0.167	0.063	-0.06	-0.08
ENVSOCAL	507	16,819	93,077	1.88	2.01	2.02	0.90	0.92	0.92	0.040	0.007	0.003	0.003	0.001	-0.13	-0.14
FINSUPP	505	16,837	93,150	2.01	2.18	2.25	1.06	1.09	1.10	0.047	0.008	0.004	0.000	0.000	-0.16	-0.22
ENVCOMP	509	16,997	93,852	2.54	2.93	2.95	1.04	0.98	0.98	0.046	0.008	0.003	0.000	0.000	-0.40	-0.42
ACADPR01	510	17,043	94,040	1.59	1.73	1.74	0.90	0.98	0.98	0.040	0.007	0.003	0.001	0.001	-0.14	-0.15
PAYWORK	503	16,962	93,619	3.39	3.62	3.59	1.88	1.83	1.87	0.084	0.014	0.006	0.005	0.020	-0.13	-0.10
COCURR01	506	16,975	93,767	0.17	0.18	0.18	0.67	0.59	0.57	0.030	0.005	0.002	0.596	0.716	-0.02	-0.02
CAREDE01	501	16,942	93,579	1.51	1.77	2.04	1.91	2.01	2.11	0.085	0.015	0.007	0.005	0.000	-0.13	-0.25
COMMUTE	505	16,936	93,708	1.16	1.23	1.23	0.70	0.82	0.80	0.031	0.006	0.003	0.048	0.049	-0.09	-0.09
ENVSTU	508	17,030	93,987	5.17	5.30	5.44	1.50	1.39	1.36	0.067	0.011	0.004	0.035	0.000	-0.10	-0.19
ENVFAC	509	17,047	94,094	5.81	5.60	5.70	1.24	1.27	1.26	0.055	0.010	0.004	0.000	0.042	0.16	0.09
ENVADM	506	16,971	93,799	4.88	4.77	4.94	1.51	1.57	1.57	0.067	0.012	0.005	0.122	0.359	0.07	-0.04
NGNGLED	505	16,981	93,767	2.69	2.86	2.85	0.95	0.90	0.89	0.042	0.007	0.003	0.000	0.000	-0.19	-0.18
GNWORK	503	16,935	93,594	2.30	2.41	2.48	1.04	1.03	1.03	0.047	0.008	0.003	0.017	0.000	-0.11	-0.18
GNWRITE	504	16,927	93,575	2.36	2.59	2.59	0.98	0.96	0.96	0.044	0.007	0.003	0.000	0.000	-0.24	-0.24
GNSPEAK	503	16,941	93,520	2.33	2.52	2.50	1.00	0.98	0.97	0.045	0.008	0.003	0.000	0.000	-0.19	-0.17
GNANALY	503	16,933	93,508	2.67	2.77	2.78	0.95	0.90	0.90	0.043	0.007	0.003	0.013	0.007	-0.11	-0.12
GNSOLVE	504	16,902	93,344	2.37	2.46	2.47	1.02	1.02	1.01	0.046	0.008	0.003	0.033	0.016	-0.10	-0.11
GNCMPTS	502	16,916	93,436	2.28	2.56	2.59	0.98	1.03	1.03	0.044	0.008	0.003	0.000	0.000	-0.27	-0.30
GNOTHERS	503	16,922	93,476	2.52	2.59	2.62	0.91	0.93	0.93	0.040	0.007	0.003	0.085	0.012	-0.08	-0.11
GNINQ	501	16,943	93,527	2.78	2.81	2.83	0.91	0.91	0.90	0.041	0.007	0.003	0.538	0.225	-0.03	-0.05
GNSELF	503	16,909	93,405	2.40	2.51	2.50	1.05	1.02	1.01	0.047	0.008	0.003	0.022	0.023	-0.10	-0.10
GNDIVERS	504	16,901	93,336	2.21	2.33	2.27	1.05	1.02	1.01	0.047	0.008	0.003	0.009	0.185	-0.12	-0.06
GNETHICS	504	16,901	93,338	2.12	2.26	2.24	1.04	1.02	1.01	0.046	0.008	0.003	0.003	0.007	-0.13	-0.12
GNCOMMUN	501	16,859	93,114	1.79	1.90	1.91	0.93	0.95	0.95	0.041	0.007	0.003	0.007	0.003	-0.12	-0.13
CARGOAL	505	16,909	93,439	2.32	2.51	2.53	1.06	1.03	1.02	0.047	0.008	0.003	0.000	0.000	-0.19	-0.21

\* T-tests: 2-tailed

# 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	2007 CCSSE	Other	Other	2007 CCSSE	Other	Other	2007 CCSSE	Other	Other	2007 CCSSE	Other	2007 CCSSE	Other	2007 CCSSE
	ExLarge	ExLarge	Cohort	ExLarge	ExLarge	Cohort	ExLarge	ExLarge	Cohort	ExLarge	ExLarge	Cohort	ExLarge	2007 CCSSE	ExLarge	2007 CCSSE
Your College	Colleges	Cohort	Your College	Colleges	Cohort	Your College	Colleges	Cohort	Your College	Colleges	Cohort	Colleges*	Cohort	Colleges	Cohort	
GAINCAR	504	16,945	93,601	2.24	2.40	2.41	1.06	1.04	1.03	0.047	0.008	0.003	0.000	0.000	-0.16	-0.17
USEACAD	406	14,708	81,643	1.52	1.65	1.69	0.64	0.66	0.67	0.032	0.005	0.002	0.000	0.000	-0.20	-0.24
USECACOU	367	13,117	70,606	1.37	1.45	1.41	0.57	0.62	0.61	0.030	0.005	0.002	0.022	0.210	-0.12	-0.07
USEJOBPL	272	9,325	50,351	1.15	1.21	1.21	0.44	0.49	0.49	0.027	0.005	0.002	0.086	0.074	-0.11	-0.11
USETUTOR	322	11,401	62,098	1.30	1.44	1.42	0.58	0.66	0.65	0.033	0.006	0.003	0.000	0.001	-0.21	-0.19
USELAB	352	12,201	66,233	1.65	1.65	1.66	0.77	0.75	0.76	0.041	0.007	0.003	0.979	0.850	0.00	-0.01
USECHLD	211	6,797	37,340	1.12	1.13	1.16	0.41	0.44	0.48	0.029	0.005	0.002	0.608	0.259	-0.04	-0.08
USEFAADV	290	11,441	65,213	1.39	1.67	1.73	0.65	0.77	0.78	0.038	0.007	0.003	0.000	0.000	-0.37	-0.45
USECOMLB	364	13,518	74,392	1.68	1.95	1.97	0.77	0.80	0.80	0.041	0.007	0.003	0.000	0.000	-0.33	-0.36
USESTORG	257	9,051	49,954	1.18	1.25	1.27	0.47	0.54	0.55	0.029	0.006	0.002	0.036	0.012	-0.13	-0.16
USETRCRD	312	10,573	56,463	1.41	1.50	1.51	0.61	0.67	0.67	0.035	0.006	0.003	0.027	0.011	-0.13	-0.15
USEDISAB	215	6,633	35,812	1.25	1.25	1.27	0.58	0.59	0.60	0.040	0.007	0.003	0.926	0.710	-0.01	-0.03
SATACAD	301	12,340	69,590	2.05	2.15	2.20	0.67	0.64	0.65	0.038	0.006	0.002	0.011	0.000	-0.15	-0.22
SATCACOU	239	9,210	49,329	1.97	2.04	2.03	0.70	0.70	0.71	0.045	0.007	0.003	0.098	0.167	-0.11	-0.09
SATJOBPL	125	5,080	28,620	1.68	1.77	1.78	0.74	0.72	0.73	0.066	0.010	0.004	0.153	0.117	-0.13	-0.14
SATTUTOR	179	7,290	39,938	1.97	2.12	2.11	0.71	0.72	0.73	0.053	0.008	0.004	0.006	0.007	-0.21	-0.20
SATLAB	227	8,563	46,879	2.21	2.23	2.23	0.72	0.68	0.68	0.048	0.007	0.003	0.748	0.687	-0.02	-0.03
SATCHLD	86	3,048	17,712	1.62	1.72	1.72	0.78	0.77	0.78	0.085	0.014	0.006	0.239	0.235	-0.13	-0.13
SATFAADV	173	8,516	50,573	1.91	2.07	2.14	0.81	0.77	0.77	0.061	0.008	0.003	0.008	0.000	-0.20	-0.30
SATCOMLB	267	11,013	61,650	2.30	2.46	2.46	0.68	0.64	0.64	0.042	0.006	0.003	0.000	0.000	-0.24	-0.24
SATSTORG	117	4,979	28,434	1.74	1.89	1.89	0.66	0.71	0.71	0.061	0.010	0.004	0.022	0.017	-0.21	-0.22
SATTRCRD	189	7,320	40,296	1.92	2.03	2.05	0.72	0.73	0.73	0.052	0.008	0.004	0.050	0.015	-0.14	-0.18
SATDISAB	107	3,576	20,471	1.96	1.95	1.96	0.83	0.79	0.79	0.081	0.013	0.006	0.922	0.973	0.01	0.00
IMPACAD	480	16,066	89,205	2.29	2.47	2.46	0.80	0.71	0.71	0.037	0.006	0.002	0.000	0.000	-0.25	-0.23
IMPCACOU	474	15,855	88,059	2.13	2.30	2.24	0.84	0.81	0.82	0.038	0.006	0.003	0.000	0.005	-0.21	-0.13
IMPJOBPL	466	15,668	86,795	1.73	1.97	1.96	0.81	0.85	0.86	0.038	0.007	0.003	0.000	0.000	-0.28	-0.26
IMPTUTOR	469	15,640	86,732	1.89	2.07	2.03	0.85	0.83	0.84	0.039	0.007	0.003	0.000	0.000	-0.21	-0.17
IMPLAB	462	15,566	86,424	2.03	2.16	2.13	0.86	0.82	0.83	0.040	0.007	0.003	0.000	0.006	-0.17	-0.13
IMPCHLD	466	15,474	86,049	1.60	1.71	1.70	0.82	0.86	0.86	0.038	0.007	0.003	0.005	0.008	-0.13	-0.12
IMPFAADV	465	15,564	86,795	1.94	2.27	2.29	0.90	0.87	0.86	0.042	0.007	0.003	0.000	0.000	-0.38	-0.41

\* T-tests: 2-tailed

# 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	2007	Other	Other	2007	Other	Other	2007	Other	Other	2007	Other	2007	Other	2007
	ExLarge	ExLarge	CCSSE	ExLarge	ExLarge	CCSSE	ExLarge	ExLarge	CCSSE	ExLarge	ExLarge	CCSSE	ExLarge	2007	ExLarge	2007
Your	Colleges	Cohort	Your	Colleges	Cohort	Your	Colleges	Cohort	Your	Colleges	Cohort	Colleges*	Cohort	Colleges	Cohort	
IMPCOMLB	464	15,733	87,182	2.05	2.36	2.34	0.88	0.79	0.80	0.041	0.006	0.003	0.000	0.000	-0.39	-0.36
IMPSTORG	459	15,396	85,670	1.56	1.77	1.74	0.73	0.79	0.78	0.034	0.006	0.003	0.000	0.000	-0.26	-0.23
IMPTRCRD	463	15,645	86,806	2.03	2.22	2.17	0.89	0.86	0.87	0.041	0.007	0.003	0.000	0.001	-0.22	-0.16
IMPDISAB	468	15,549	86,410	1.83	1.99	1.98	0.91	0.92	0.93	0.042	0.007	0.003	0.000	0.000	-0.18	-0.16
WRKFULL	514	16,956	93,552	2.25	2.29	2.21	1.18	1.19	1.18	0.052	0.009	0.004	0.488	0.435	-0.03	0.03
CAREDEP	509	16,904	93,300	1.89	1.94	1.93	1.09	1.09	1.08	0.048	0.008	0.004	0.317	0.381	-0.04	-0.04
ACADUNP	512	16,831	92,914	1.63	1.70	1.65	0.92	0.95	0.92	0.040	0.007	0.003	0.064	0.616	-0.08	-0.02
LACKFIN	508	16,891	93,237	2.02	2.35	2.37	1.15	1.18	1.19	0.051	0.009	0.004	0.000	0.000	-0.27	-0.29
TRANSFER	506	16,889	93,234	2.34	2.50	2.36	1.27	1.24	1.24	0.057	0.010	0.004	0.003	0.680	-0.14	-0.02
FRNDSUPP	514	16,963	93,592	3.12	3.20	3.23	0.92	0.89	0.89	0.040	0.007	0.003	0.038	0.005	-0.09	-0.12
FAMSUPP	511	16,924	93,359	3.45	3.45	3.48	0.81	0.83	0.81	0.036	0.006	0.003	0.977	0.484	0.00	-0.03
TOTCHRS	505	16,821	92,851	1.94	1.98	1.87	1.46	1.51	1.49	0.065	0.012	0.005	0.510	0.335	-0.03	0.04
OTHINST	507	16,799	92,938	1.47	1.43	1.42	1.02	0.98	0.99	0.045	0.008	0.003	0.347	0.302	0.04	0.05
ENTIREXP	507	16,801	92,959	3.23	3.13	3.16	0.69	0.67	0.67	0.031	0.005	0.002	0.001	0.019	0.15	0.10

\* T-tests: 2-tailed

# 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	2007 CCSSE	Other	Other	2007 CCSSE	Other	Other	2007 CCSSE	Other	Other	2007 CCSSE	Other	2007 CCSSE	Other	2007 CCSSE
	ExLarge	ExLarge	Cohort	ExLarge	ExLarge	Cohort	ExLarge	ExLarge	Cohort	ExLarge	ExLarge	Cohort	ExLarge	2007 CCSSE	ExLarge	2007 CCSSE
Your College	Colleges	Cohort	Your College	Colleges	Cohort	Your College	Colleges	Cohort	Your College	Colleges	Cohort	Colleges*	Cohort	Colleges	Cohort	
CLQUEST	736	30,363	212,667	2.81	2.88	2.94	0.84	0.85	0.84	0.031	0.005	0.002	0.036	0.000	-0.08	-0.16
CLPRESEN	733	30,244	211,895	2.10	2.27	2.24	0.86	0.90	0.89	0.032	0.005	0.002	0.000	0.000	-0.20	-0.16
REWROPAP	735	30,139	211,183	2.48	2.65	2.64	1.01	0.99	0.99	0.037	0.006	0.002	0.000	0.000	-0.17	-0.17
INTEGRAT	728	30,157	211,481	2.82	2.94	2.92	0.89	0.86	0.86	0.033	0.005	0.002	0.000	0.003	-0.13	-0.11
CLUNPREP	733	30,075	210,808	2.03	2.01	1.98	0.72	0.74	0.74	0.027	0.004	0.002	0.345	0.062	0.04	0.07
CLASSGRP	729	30,036	210,459	2.51	2.55	2.57	0.82	0.84	0.84	0.030	0.005	0.002	0.299	0.103	-0.04	-0.06
OCCGRP	730	30,114	211,096	1.81	2.00	2.01	0.82	0.89	0.90	0.030	0.005	0.002	0.000	0.000	-0.22	-0.23
TUTOR	733	30,199	211,687	1.40	1.47	1.46	0.74	0.77	0.76	0.027	0.004	0.002	0.027	0.054	-0.08	-0.07
COMMPROJ	729	30,107	210,855	1.23	1.38	1.38	0.55	0.72	0.71	0.020	0.004	0.002	0.000	0.000	-0.21	-0.21
INTERNET	726	30,094	210,806	3.02	3.02	3.00	0.94	0.95	0.95	0.035	0.005	0.002	0.945	0.615	0.00	0.02
EMAIL	730	30,135	211,056	2.73	2.64	2.62	0.94	0.96	0.99	0.035	0.006	0.002	0.009	0.001	0.10	0.12
FACGRADE	730	30,117	211,173	2.50	2.57	2.61	0.83	0.85	0.85	0.031	0.005	0.002	0.031	0.000	-0.08	-0.14
FACPLANS	732	30,127	210,933	2.04	2.08	2.15	0.87	0.89	0.89	0.032	0.005	0.002	0.317	0.001	-0.04	-0.12
FACIDEAS	727	30,065	210,730	1.66	1.79	1.83	0.80	0.84	0.84	0.030	0.005	0.002	0.000	0.000	-0.15	-0.20
FACFEED	730	30,090	210,883	2.64	2.64	2.67	0.85	0.84	0.83	0.031	0.005	0.002	0.977	0.233	0.00	-0.04
WORKHARD	732	30,146	211,158	2.44	2.58	2.60	0.85	0.87	0.86	0.031	0.005	0.002	0.000	0.000	-0.16	-0.19
FACOTH	726	29,865	209,529	1.38	1.44	1.49	0.68	0.73	0.76	0.025	0.004	0.002	0.035	0.000	-0.08	-0.14
OOCIDEAS	733	30,214	211,734	2.65	2.60	2.61	0.89	0.93	0.92	0.033	0.005	0.002	0.119	0.184	0.06	0.05
DIVRSTUD	735	30,203	211,664	2.65	2.55	2.48	1.02	1.04	1.04	0.038	0.006	0.002	0.009	0.000	0.10	0.17
DIFFSTUD	732	30,168	211,475	2.57	2.49	2.48	1.01	1.02	1.01	0.037	0.006	0.002	0.059	0.021	0.07	0.09
SKIPCLAS	734	30,268	211,892	1.76	1.72	1.69	0.66	0.69	0.68	0.024	0.004	0.001	0.086	0.005	0.06	0.10
MEMORIZE	736	30,312	212,343	2.91	2.89	2.88	0.85	0.86	0.86	0.031	0.005	0.002	0.521	0.401	0.02	0.03
ANALYZE	732	30,236	211,791	2.98	2.94	2.90	0.81	0.81	0.81	0.030	0.005	0.002	0.147	0.005	0.05	0.11
SYNTHESZ	733	30,092	210,909	2.74	2.79	2.77	0.85	0.86	0.85	0.031	0.005	0.002	0.118	0.374	-0.06	-0.03
EVALUATE	734	30,116	211,249	2.66	2.68	2.65	0.91	0.89	0.89	0.034	0.005	0.002	0.634	0.676	-0.02	0.02
APPLYING	735	30,160	211,583	2.68	2.72	2.72	0.89	0.89	0.89	0.033	0.005	0.002	0.317	0.235	-0.04	-0.04
PERFORM	736	30,295	212,214	2.68	2.78	2.81	0.91	0.91	0.90	0.033	0.005	0.002	0.001	0.000	-0.12	-0.15
READASGN	723	29,959	210,241	3.07	3.12	3.12	0.98	1.01	1.02	0.036	0.006	0.002	0.149	0.162	-0.05	-0.05
READOWN	722	29,994	210,455	2.12	2.11	2.06	0.96	0.99	1.00	0.036	0.006	0.002	0.816	0.142	0.01	0.05
WRITEANY	722	29,945	210,204	2.98	3.19	3.16	1.07	1.06	1.07	0.040	0.006	0.002	0.000	0.000	-0.20	-0.17

\* T-tests: 2-tailed

# 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 Colleges	2007 CCSSE Cohort	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Other ExLarge Colleges*	2007 CCSSE Cohort	Other ExLarge Colleges	2007 CCSSE Cohort	
	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Your College	Other ExLarge Colleges	2007 CCSSE Cohort	Other ExLarge Colleges*	2007 CCSSE Cohort	Other ExLarge Colleges	2007 CCSSE Cohort
EXAMS	703	28,738	202,437	4.88	4.96	5.03	1.14	1.14	1.15	0.043	0.007	0.003	0.052	0.000	-0.07	-0.13
ENVSCHOL	721	29,991	210,541	3.04	3.01	3.02	0.80	0.83	0.83	0.030	0.005	0.002	0.313	0.414	0.04	0.03
ENVSUPRT	720	29,956	210,309	2.92	2.95	2.98	0.85	0.86	0.85	0.032	0.005	0.002	0.455	0.077	-0.03	-0.07
ENVDIVRS	720	29,910	209,949	2.53	2.57	2.52	0.98	1.01	1.00	0.037	0.006	0.002	0.242	0.913	-0.04	0.00
ENVNACAD	717	29,911	210,026	1.85	1.94	1.96	0.91	0.96	0.96	0.034	0.006	0.002	0.020	0.002	-0.09	-0.11
ENVSOCAL	716	29,763	209,135	2.05	2.15	2.17	0.89	0.94	0.93	0.033	0.005	0.002	0.006	0.000	-0.10	-0.13
FINSUPP	715	29,811	209,524	2.36	2.45	2.54	1.05	1.11	1.10	0.039	0.006	0.002	0.021	0.000	-0.09	-0.17
ENVCOMP	719	29,961	210,314	3.08	3.23	3.25	0.91	0.86	0.85	0.034	0.005	0.002	0.000	0.000	-0.17	-0.20
ACADPR01	717	29,885	209,823	2.08	2.09	2.09	1.08	1.13	1.15	0.040	0.007	0.003	0.886	0.843	-0.01	-0.01
PAYWORK	720	29,783	209,284	2.77	2.88	2.76	1.86	1.89	1.92	0.069	0.011	0.004	0.097	0.906	-0.06	0.00
COCURR01	718	29,843	209,572	0.32	0.34	0.39	0.90	0.80	0.87	0.033	0.005	0.002	0.649	0.047	-0.02	-0.07
CAREDE01	716	29,746	209,120	1.02	1.33	1.51	1.56	1.75	1.91	0.058	0.010	0.004	0.000	0.000	-0.18	-0.25
COMMUTE	720	29,763	209,327	1.40	1.40	1.43	0.86	0.93	0.96	0.032	0.005	0.002	0.907	0.384	0.00	-0.03
ENVSTU	721	29,861	210,034	5.22	5.35	5.51	1.33	1.36	1.33	0.050	0.008	0.003	0.008	0.000	-0.10	-0.22
ENVFAC	718	29,891	210,121	5.47	5.47	5.57	1.25	1.26	1.25	0.047	0.007	0.003	0.900	0.040	0.00	-0.08
ENVADM	720	29,863	209,966	4.76	4.70	4.91	1.50	1.59	1.58	0.056	0.009	0.003	0.340	0.010	0.04	-0.10
GNGENLED	721	29,865	209,925	3.07	3.06	3.04	0.82	0.81	0.81	0.031	0.005	0.002	0.799	0.353	0.01	0.03
GNWORK	716	29,802	209,585	2.20	2.48	2.62	0.97	1.01	1.01	0.036	0.006	0.002	0.000	0.000	-0.28	-0.42
GNWRITE	717	29,836	209,706	2.70	2.82	2.80	0.86	0.89	0.89	0.032	0.005	0.002	0.000	0.001	-0.14	-0.12
GNSPEAK	720	29,825	209,655	2.61	2.72	2.70	0.92	0.93	0.93	0.034	0.005	0.002	0.001	0.006	-0.12	-0.10
GNANALY	719	29,812	209,503	2.88	2.94	2.95	0.84	0.85	0.84	0.031	0.005	0.002	0.111	0.054	-0.06	-0.07
GNSOLVE	719	29,803	209,491	2.61	2.69	2.70	0.94	0.95	0.94	0.035	0.006	0.002	0.016	0.011	-0.09	-0.10
GNCMPTS	718	29,811	209,470	2.53	2.78	2.83	1.01	0.98	0.96	0.038	0.006	0.002	0.000	0.000	-0.26	-0.31
GNOTHERS	720	29,804	209,564	2.59	2.74	2.79	0.93	0.91	0.89	0.035	0.005	0.002	0.000	0.000	-0.17	-0.23
GNINQ	717	29,811	209,551	2.81	2.92	2.94	0.89	0.89	0.87	0.033	0.005	0.002	0.002	0.000	-0.12	-0.14
GNSELF	721	29,790	209,363	2.46	2.65	2.65	1.02	1.01	1.00	0.038	0.006	0.002	0.000	0.000	-0.19	-0.19
GNDIVERS	720	29,776	209,264	2.40	2.51	2.44	0.99	1.01	1.00	0.037	0.006	0.002	0.003	0.267	-0.11	-0.04
GNETHICS	720	29,749	209,275	2.26	2.42	2.43	1.00	1.01	1.00	0.037	0.006	0.002	0.000	0.000	-0.16	-0.17
GNCOMMUN	720	29,693	208,894	1.81	2.02	2.05	0.88	0.97	0.97	0.033	0.006	0.002	0.000	0.000	-0.21	-0.24
CARGOAL	718	29,793	209,503	2.56	2.69	2.74	1.01	1.00	0.98	0.038	0.006	0.002	0.000	0.000	-0.14	-0.19

\* T-tests: 2-tailed



# 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	2007 CCSSE	Other	Other	2007 CCSSE	Other	Other	2007 CCSSE	Other	Other	2007 CCSSE	Other	2007 CCSSE	Other	2007 CCSSE
	ExLarge	ExLarge	Cohort	ExLarge	ExLarge	Cohort	ExLarge	ExLarge	Cohort	ExLarge	ExLarge	Cohort	ExLarge	2007 CCSSE	ExLarge	2007 CCSSE
Your College	Colleges	Cohort	Your College	Colleges	Cohort	Your College	Colleges	Cohort	Your College	Colleges	Cohort	Colleges*	Cohort	Colleges	Cohort	
GAINCAR	720	29,845	209,797	2.40	2.58	2.64	1.02	1.02	1.01	0.038	0.006	0.002	0.000	0.000	-0.18	-0.24
USEACAD	655	27,428	194,217	1.77	1.77	1.81	0.69	0.69	0.69	0.027	0.004	0.002	0.952	0.137	0.00	-0.06
USECACOU	611	24,248	168,724	1.48	1.50	1.46	0.67	0.66	0.64	0.027	0.004	0.002	0.512	0.402	-0.03	0.03
USEJOBPL	432	17,443	124,968	1.17	1.25	1.29	0.47	0.53	0.56	0.022	0.004	0.002	0.001	0.000	-0.16	-0.21
USETUTOR	523	21,767	153,412	1.41	1.54	1.50	0.65	0.70	0.69	0.029	0.005	0.002	0.000	0.005	-0.18	-0.12
USELAB	574	23,176	163,309	1.74	1.76	1.77	0.80	0.78	0.78	0.033	0.005	0.002	0.541	0.400	-0.03	-0.04
USECHLD	322	11,977	86,506	1.09	1.17	1.20	0.38	0.49	0.54	0.021	0.004	0.002	0.003	0.000	-0.17	-0.22
USEFAADV	491	22,341	165,303	1.57	1.83	1.89	0.75	0.79	0.78	0.034	0.005	0.002	0.000	0.000	-0.33	-0.41
USECOMLB	601	26,303	187,214	2.00	2.21	2.24	0.83	0.78	0.77	0.034	0.005	0.002	0.000	0.000	-0.27	-0.32
UDESTORG	449	18,318	133,539	1.31	1.38	1.43	0.61	0.64	0.67	0.029	0.005	0.002	0.014	0.000	-0.12	-0.17
USETRCRD	549	20,396	137,820	1.62	1.62	1.60	0.71	0.71	0.71	0.030	0.005	0.002	0.938	0.640	0.00	0.02
USEDISAB	316	11,978	85,533	1.29	1.30	1.33	0.64	0.63	0.65	0.036	0.006	0.002	0.751	0.289	-0.02	-0.06
SATACAD	570	24,464	176,011	2.13	2.15	2.22	0.63	0.64	0.64	0.027	0.004	0.002	0.663	0.001	-0.02	-0.14
SATCACOU	437	18,061	126,571	2.05	2.05	2.06	0.71	0.70	0.70	0.034	0.005	0.002	0.977	0.857	0.00	-0.01
SATJOBPL	206	10,584	81,486	1.72	1.82	1.86	0.68	0.72	0.73	0.047	0.007	0.003	0.055	0.005	-0.14	-0.19
SATTUTOR	306	15,515	108,298	2.16	2.17	2.17	0.68	0.70	0.71	0.039	0.006	0.002	0.883	0.796	-0.01	-0.01
SATLAB	401	17,746	126,350	2.30	2.27	2.28	0.65	0.66	0.66	0.033	0.005	0.002	0.294	0.421	0.05	0.04
SATCHLD	124	5,994	46,218	1.73	1.78	1.80	0.74	0.76	0.78	0.066	0.010	0.004	0.447	0.295	-0.07	-0.09
SATFAADV	343	18,311	141,353	2.06	2.14	2.22	0.75	0.76	0.74	0.041	0.006	0.002	0.037	0.000	-0.11	-0.22
SATCOMLB	499	23,603	170,773	2.45	2.53	2.53	0.62	0.60	0.60	0.028	0.004	0.001	0.004	0.003	-0.13	-0.13
SATSTORG	249	11,918	91,317	1.92	1.97	2.02	0.67	0.69	0.70	0.042	0.006	0.002	0.232	0.022	-0.08	-0.15
SATTRCRD	419	15,587	106,864	2.06	2.07	2.08	0.66	0.71	0.72	0.032	0.006	0.002	0.771	0.685	-0.01	-0.02
SATDISAB	153	7,270	54,913	2.07	2.02	2.05	0.79	0.79	0.78	0.064	0.009	0.003	0.408	0.720	0.07	0.03
IMPACAD	689	28,571	201,779	2.61	2.57	2.57	0.64	0.64	0.63	0.024	0.004	0.001	0.066	0.056	0.07	0.07
IMPCACOU	687	28,227	199,566	2.42	2.38	2.34	0.74	0.76	0.76	0.028	0.005	0.002	0.163	0.006	0.05	0.11
IMPJOBPL	672	27,853	197,070	1.94	2.04	2.08	0.82	0.83	0.83	0.032	0.005	0.002	0.002	0.000	-0.12	-0.16
IMPTUTOR	675	27,858	197,163	2.10	2.18	2.15	0.83	0.80	0.80	0.032	0.005	0.002	0.010	0.081	-0.10	-0.07
IMPLAB	672	27,770	196,426	2.26	2.27	2.25	0.80	0.78	0.78	0.031	0.005	0.002	0.724	0.680	-0.01	0.02
IMPCHLD	668	27,549	194,968	1.71	1.74	1.76	0.86	0.86	0.87	0.033	0.005	0.002	0.387	0.145	-0.03	-0.06
IMPFAADV	668	27,816	196,992	2.30	2.43	2.48	0.84	0.80	0.77	0.032	0.005	0.002	0.000	0.000	-0.16	-0.24

\* T-tests: 2-tailed

# 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	2007	Other	Other	2007	Other	Other	2007	Other	Other	2007	Other	2007	Other	2007
	ExLarge	ExLarge	CCSSE	ExLarge	ExLarge	CCSSE	ExLarge	ExLarge	CCSSE	ExLarge	ExLarge	CCSSE	ExLarge	CCSSE	ExLarge	CCSSE
Your College	Colleges	Cohort	Your College	Colleges	Cohort	Your College	Colleges	Cohort	Your College	Colleges	Cohort	Colleges*	Cohort*	Colleges	Cohort	
IMPCOMLB	678	27,979	198,009	2.37	2.53	2.56	0.75	0.68	0.67	0.029	0.004	0.001	0.000	0.000	-0.24	-0.28
IMPSTORG	654	27,438	194,588	1.86	1.91	1.91	0.80	0.79	0.78	0.031	0.005	0.002	0.130	0.089	-0.06	-0.07
IMPTRCRD	673	27,847	196,831	2.48	2.37	2.31	0.74	0.80	0.83	0.029	0.005	0.002	0.000	0.000	0.14	0.21
IMPDISAB	665	27,693	196,016	2.03	2.07	2.09	0.90	0.91	0.91	0.035	0.005	0.002	0.201	0.085	-0.05	-0.07
WRKFULL	719	29,741	209,092	2.18	2.14	2.11	1.14	1.16	1.15	0.042	0.007	0.003	0.455	0.135	0.03	0.06
CAREDEP	719	29,674	208,721	1.81	1.89	1.90	1.01	1.06	1.06	0.037	0.006	0.002	0.043	0.032	-0.08	-0.08
ACADUNP	717	29,575	208,021	1.68	1.77	1.70	0.91	0.97	0.94	0.034	0.006	0.002	0.009	0.503	-0.10	-0.03
LACKFIN	715	29,607	208,431	2.26	2.34	2.39	1.16	1.18	1.19	0.043	0.007	0.003	0.087	0.004	-0.06	-0.11
TRANSFER	716	29,677	208,801	3.09	2.83	2.63	1.15	1.21	1.24	0.043	0.007	0.003	0.000	0.000	0.22	0.37
FRNDSUPP	718	29,738	209,186	3.15	3.17	3.23	0.90	0.90	0.88	0.033	0.005	0.002	0.430	0.012	-0.03	-0.09
FAMSUPP	715	29,633	208,562	3.47	3.48	3.53	0.82	0.82	0.78	0.031	0.005	0.002	0.678	0.033	-0.02	-0.08
TOTCHRS	700	29,492	207,492	2.32	2.23	2.20	1.48	1.44	1.44	0.056	0.008	0.003	0.115	0.028	0.06	0.08
OTHINST	706	29,464	207,510	1.38	1.45	1.42	1.08	1.17	1.14	0.041	0.007	0.003	0.149	0.450	-0.05	-0.03
ENTIREXP	707	29,462	207,506	3.12	3.11	3.14	0.65	0.67	0.68	0.024	0.004	0.001	0.836	0.448	0.01	-0.03

\* T-tests: 2-tailed

# 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*. Data are presented for all, part-time, and full-time students at your college, a comparison group, and the 2007 CCSSE Cohort (i.e. all students who participated in CCSSE from 2005 through 2007).

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.

2007 Frequency Distributions

Palomar College

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2007 CCSSE Cohort		Your College		Other ExLarge Colleges		2007 CCSSE Cohort		Your College		Other ExLarge Colleges		2007 CCSSE Cohort	
		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	301	56.8	10823	62.4	60034	62.8	564	76.5	22693	74.7	159577	75.1	799	63.1	31790	66.6	210186	68.2
	Started elsewhere	229	43.2	6535	37.6	35517	37.2	173	23.5	7673	25.3	53039	24.9	468	36.9	15908	33.4	97875	31.8
	Total	530	100.0	17358	100.0	95551	100.0	737	100.0	30366	100.0	212616	100.0	1266	100.0	47697	100.0	308060	100.0
4a. Asked questions in class or contributed to class discussions	Never	26	4.9	622	3.6	2772	2.9	21	2.9	842	2.8	4629	2.2	54	4.3	1569	3.3	8016	2.6
	Sometimes	210	39.6	6391	36.8	32714	34.2	281	38.2	10447	34.4	67269	31.6	496	39.2	17139	35.9	102265	33.2
	Often	176	33.2	5888	33.9	33189	34.7	250	34.0	10670	35.1	76210	35.8	423	33.4	16387	34.3	108553	35.2
	Very often	118	22.3	4475	25.8	26986	28.2	184	25.0	8404	27.7	64559	30.4	293	23.1	12634	26.5	89461	29.0
	Total	530	100.0	17376	100.0	95661	100.0	736	100.0	30363	100.0	212667	100.0	1266	100.0	47729	100.0	308295	100.0
4b. Made a class presentation	Never	254	48.1	6543	37.8	37790	39.7	185	25.2	5989	19.8	43917	20.7	515	40.8	14955	31.5	98104	32.0
	Sometimes	173	32.8	6591	38.1	35412	37.2	345	47.1	13214	43.7	94342	44.5	470	37.3	19027	40.0	123506	40.2
	Often	79	15.0	2930	16.9	15708	16.5	150	20.5	7848	25.9	52701	24.9	211	16.7	9566	20.1	61152	19.9
	Very often	22	4.2	1235	7.1	6282	6.6	53	7.2	3193	10.6	20935	9.9	65	5.1	3977	8.4	24194	7.9
	Total	528	100.0	17299	100.0	95192	100.0	733	100.0	30244	100.0	211895	100.0	1261	100.0	47525	100.0	306957	100.0
4c. Prepared two or more drafts of a paper or assignment before turning it in	Never	195	36.9	4381	25.4	24644	26.0	148	20.1	4295	14.3	30800	14.6	399	31.6	10237	21.6	65423	21.4
	Sometimes	151	28.6	5168	30.0	27764	29.3	222	30.2	9036	30.0	62981	29.8	367	29.1	14199	30.0	90452	29.6
	Often	125	23.7	4770	27.7	26268	27.7	231	31.4	9733	32.3	68268	32.3	330	26.1	13833	29.2	90373	29.5
	Very often	57	10.8	2903	16.9	16186	17.1	134	18.2	7075	23.5	49134	23.3	166	13.2	9062	19.1	59683	19.5
	Total	528	100.0	17222	100.0	94862	100.0	735	100.0	30139	100.0	211883	100.0	1262	100.0	47331	100.0	305931	100.0
4d. Worked on a paper or project that required integrating ideas or information from various sources	Never	135	25.6	2751	16.0	15672	16.5	48	6.6	1520	5.0	10863	5.1	246	19.6	5778	12.2	36327	11.9
	Sometimes	165	31.3	5275	30.6	29467	31.0	219	30.1	7577	25.1	54842	25.9	389	30.9	13593	28.7	88993	29.1
	Often	158	30.0	5920	34.4	32132	33.8	274	37.6	12356	41.0	86304	40.8	407	32.4	17366	36.7	112438	36.7
	Very often	69	13.1	3271	19.0	17658	18.6	187	25.7	8704	28.9	59472	28.1	215	17.1	10598	22.4	68478	22.4
	Total	527	100.0	17217	100.0	94929	100.0	728	100.0	30157	100.0	211481	100.0	1257	100.0	47336	100.0	306236	100.0
4e. Came to class without completing readings or assignments	Never	197	37.7	5283	30.7	32537	34.3	142	19.4	6754	22.5	49817	23.6	399	31.8	13146	27.8	91515	30.0
	Sometimes	250	47.8	9436	54.8	50185	53.0	461	62.9	17862	59.4	125025	59.3	659	52.6	26661	56.4	169670	55.5
	Often	58	11.1	1811	10.5	8851	9.3	94	12.8	3970	13.2	25989	12.3	146	11.6	5434	11.5	32350	10.6
	Very often	18	3.4	679	3.9	3172	3.3	36	4.9	1489	5.0	9977	4.7	49	3.9	2032	4.3	11933	3.9
	Total	523	100.0	17209	100.0	94745	100.0	733	100.0	30075	100.0	210808	100.0	1253	100.0	47273	100.0	305468	100.0
4f. Worked with other students on projects during class	Never	98	18.7	2998	17.4	16341	17.3	61	8.4	2744	9.1	17842	8.5	193	15.4	6835	14.5	41471	13.6
	Sometimes	186	35.4	6920	40.3	38100	40.3	322	44.2	12301	41.0	86262	41.0	479	38.2	19141	40.5	123807	40.6
	Often	163	31.0	5078	29.5	28194	29.8	256	35.1	10804	36.0	75922	36.1	405	32.3	15043	31.9	98953	32.5
	Very often	78	14.9	2189	12.7	11949	12.6	90	12.3	4187	13.9	30433	14.5	176	14.1	6192	13.1	40709	13.3
	Total	525	100.0	17185	100.0	94584	100.0	729	100.0	30036	100.0	210459	100.0	1254	100.0	47212	100.0	304939	100.0
4g. Worked with classmates outside of class to prepare class assignments	Never	282	53.5	8163	47.3	46691	49.2	298	40.8	9778	32.5	67966	32.2	622	49.5	19981	42.2	128849	42.1
	Sometimes	171	32.4	6082	35.2	32149	33.9	305	41.8	12642	42.0	87782	41.6	445	35.4	17801	37.6	113446	37.1
	Often	55	10.4	2207	12.8	11682	12.3	95	13.0	5568	18.5	39897	18.9	142	11.3	6990	14.7	46081	15.1
	Very often	19	3.6	817	4.7	4426	4.7	32	4.4	2126	7.1	15451	7.3	48	3.9	2632	5.6	17640	5.8
	Total	527	100.0	17269	100.0	94948	100.0	730	100.0	30114	100.0	211096	100.0	1258	100.0	47404	100.0	306016	100.0
4h. Tutored or taught other students (paid or voluntary)	Never	410	78.2	13233	76.5	73898	77.6	526	71.8	20260	67.1	142630	67.4	956	76.2	34806	73.3	225133	73.4
	Sometimes	91	17.4	2982	17.2	15817	16.6	142	19.4	6858	22.7	48484	22.9	226	18.0	9085	19.1	59078	19.3
	Often	14	2.7	726	4.2	3697	3.9	42	5.7	2032	6.7	13584	6.4	46	3.6	2407	5.1	15109	4.9
	Very often	9	1.7	353	2.0	1792	1.9	23	3.1	1049	3.5	6989	3.3	27	2.2	1198	2.5	7551	2.5
	Total	524	100.0	17294	100.0	95204	100.0	733	100.0	30199	100.0	211687	100.0	1254	100.0	47496	100.0	306871	100.0
4i. Participated in a community-based project as a part of a regular course	Never	440	83.3	14216	82.5	78923	83.3	599	82.2	22072	73.3	153924	73.0	1044	83.0	37561	79.4	241342	79.0
	Sometimes	63	11.9	2156	12.5	11327	12.0	101	13.9	5437	18.1	39299	18.6	158	12.5	6825	14.4	45168	14.8
	Often	18	3.4	617	3.6	3185	3.4	21	2.9	1775	5.9	12101	5.7	41	3.2	2066	4.4	13240	4.3
	Very often	7	1.3	241	1.4	1299	1.4	8	1.1	823	2.7	5531	2.6	16	1.3	877	1.9	5754	1.9
	Total	528	100.0	17230	100.0	94734	100.0	729	100.0	30107	100.0	210855	100.0	1259	100.0	47330	100.0	305505	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.





**2007 Frequency Distributions**

	Part-Time						Full-Time						All Students (weighted data *)					
	Your College		Other ExLarge Colleges		2007 CCSSE Cohort		Your College		Other ExLarge Colleges		2007 CCSSE Cohort		Your College		Other ExLarge Colleges		2007 CCSSE Cohort	
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
Total	504	100.0	16911	100.0	93378	100.0	713	100.0	29794	100.0	209017	100.0	1211	100.0	46583	100.0	301805	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.

**2007 Frequency Distributions**

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2007 CCSSE Cohort		Your College		Other ExLarge Colleges		2007 CCSSE Cohort		Your College		Other ExLarge Colleges		2007 CCSSE Cohort	
		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	434	85.3	14105	83.3	80688	86.4	639	89.5	24073	80.7	177849	85.1	1056	86.6	38455	82.4	259357	85.9
	I plan to do	29	5.7	927	5.5	4937	5.3	25	3.5	1509	5.1	10961	5.2	61	5.0	2480	5.3	16053	5.3
	I have done	46	9.0	1910	11.3	7803	8.4	50	7.0	4232	14.2	20153	9.6	102	8.4	5710	12.2	26509	8.8
	Total	509	100.0	16942	100.0	93428	100.0	714	100.0	29814	100.0	208963	100.0	1220	100.0	46645	100.0	301920	100.0
8c. Developmental/remedial reading course	I have not done, nor plan to do	392	77.5	12153	71.9	69761	74.7	537	75.2	20259	68.0	150047	71.8	932	76.7	32858	70.5	222088	73.6
	I plan to do	69	13.6	1891	11.2	8646	9.3	82	11.5	2836	9.5	16154	7.7	157	12.9	4897	10.5	25964	8.6
	I have done	45	8.9	2869	17.0	15031	16.1	95	13.3	6689	22.5	42802	20.5	125	10.3	8827	18.9	53894	17.8
	Total	506	100.0	16913	100.0	93438	100.0	714	100.0	29784	100.0	209003	100.0	1215	100.0	46581	100.0	301946	100.0
8d. Developmental/remedial writing course	I have not done, nor plan to do	358	70.8	11299	66.8	64442	69.0	476	66.6	18738	62.9	137430	65.7	843	69.4	30526	65.5	204408	67.7
	I plan to do	94	18.6	2382	14.1	11068	11.8	107	15.0	3471	11.6	19945	9.5	212	17.4	6108	13.1	32756	10.8
	I have done	54	10.7	3237	19.1	17944	19.2	132	18.5	7589	25.5	51793	24.8	160	13.2	9966	21.4	64924	21.5
	Total	506	100.0	16918	100.0	93454	100.0	715	100.0	29798	100.0	209168	100.0	1215	100.0	46601	100.0	302088	100.0
8e. Developmental/remedial math course	I have not done, nor plan to do	315	62.7	9352	55.3	51410	55.1	409	57.0	15081	50.7	108407	51.9	737	60.9	24994	53.7	162427	53.8
	I plan to do	107	21.3	3043	18.0	15008	16.1	121	16.9	4229	14.2	25112	12.0	240	19.9	7728	16.6	43322	14.4
	I have done	80	15.9	4504	26.7	26924	28.8	187	26.1	10439	35.1	75343	36.1	233	19.2	13816	29.7	95974	31.8
	Total	502	100.0	16899	100.0	93342	100.0	717	100.0	29749	100.0	208862	100.0	1210	100.0	46538	100.0	301723	100.0
8f. Study skills course	I have not done, nor plan to do	352	70.4	11098	65.6	64316	68.9	494	69.6	18484	62.2	135677	65.0	844	70.1	30014	64.5	203093	67.3
	I plan to do	90	18.0	3449	20.4	16984	18.2	125	17.6	5721	19.2	35207	16.9	215	17.9	9284	19.9	52980	17.6
	I have done	58	11.6	2373	14.0	12073	12.9	91	12.8	5526	18.6	37931	18.2	144	12.0	7267	15.6	45676	15.1
	Total	500	100.0	16920	100.0	93373	100.0	710	100.0	29731	100.0	208815	100.0	1203	100.0	46565	100.0	301749	100.0
8g. Honors course	I have not done, nor plan to do	416	83.0	12385	73.6	70811	76.2	535	75.6	19024	64.2	142469	68.5	970	80.6	32645	70.4	220155	73.3
	I plan to do	69	13.8	3791	22.5	18710	20.1	143	20.2	8541	28.8	52397	25.2	191	15.8	11426	24.6	66142	22.0
	I have done	16	3.2	660	3.9	3448	3.7	30	4.2	2054	6.9	13185	6.3	42	3.5	2286	4.9	14236	4.7
	Total	501	100.0	16836	100.0	92969	100.0	708	100.0	29619	100.0	208051	100.0	1203	100.0	46356	100.0	300534	100.0
8h. College orientation program or course	I have not done, nor plan to do	377	74.8	10468	62.0	60481	64.8	485	68.4	15972	53.7	116668	55.9	879	72.8	27499	59.1	184202	61.1
	I plan to do	61	12.1	2430	14.4	12599	13.5	99	14.0	4316	14.5	27331	13.1	153	12.7	6681	14.4	40059	13.3
	I have done	66	13.1	3994	23.6	20203	21.7	125	17.6	9439	31.8	64720	31.0	176	14.5	12338	26.5	77234	25.6
	Total	504	100.0	16892	100.0	93283	100.0	709	100.0	29727	100.0	208719	100.0	1209	100.0	46518	100.0	301495	100.0
8i. Organized learning communities (linked courses/study groups led by faculty or counselors)	I have not done, nor plan to do	410	81.0	12499	73.7	70938	75.8	533	74.9	20384	68.4	147892	70.6	959	79.1	33600	72.0	223024	73.7
	I plan to do	77	15.2	3246	19.1	16397	17.5	128	18.0	6131	20.6	39204	18.7	195	16.1	9136	19.6	54268	17.9
	I have done	19	3.8	1213	7.2	6249	6.7	51	7.2	3300	11.1	22304	10.7	59	4.8	3946	8.5	25191	8.3
	Total	506	100.0	16958	100.0	93584	100.0	712	100.0	29815	100.0	209400	100.0	1214	100.0	46681	100.0	302483	100.0
9a. Encouraging you to spend significant amounts of time studying	Very little	29	5.7	980	5.7	4885	5.2	23	3.2	1225	4.1	7847	3.7	60	4.9	2431	5.2	13980	4.6
	Some	145	28.4	4386	25.7	24585	26.1	146	20.2	6565	21.9	46376	22.0	316	25.8	11450	24.4	74404	24.5
	Quite a bit	229	44.8	7262	42.6	40297	42.8	328	45.5	12805	42.7	90209	42.8	552	45.0	20030	42.7	130414	42.9
	Very much	108	21.1	4429	26.0	24381	25.9	224	31.1	9396	31.3	66109	31.4	298	24.3	13039	27.8	85410	28.1
Total	511	100.0	17057	100.0	94148	100.0	721	100.0	29991	100.0	210541	100.0	1227	100.0	46950	100.0	304209	100.0	
9b. Providing the support you need to help you succeed at this college	Very little	32	6.3	1067	6.3	5427	5.8	40	5.6	1563	5.2	9911	4.7	74	6.1	2769	5.9	16225	5.3
	Some	141	27.8	4458	26.2	23884	25.4	171	23.8	7190	24.0	48257	22.9	323	26.5	11908	25.4	73974	24.4
	Quite a bit	202	39.8	7166	42.1	39997	42.6	313	43.5	12451	41.6	88328	42.0	500	41.0	19658	41.9	128733	42.4
	Very much	132	26.0	4324	25.4	24653	26.2	196	27.2	8752	29.2	63813	30.3	322	26.4	12527	26.7	84796	27.9
Total	507	100.0	17015	100.0	93961	100.0	720	100.0	29956	100.0	210309	100.0	1220	100.0	46862	100.0	303729	100.0	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	123	24.4	3327	19.6	19649	21.0	121	16.8	5024	16.8	36793	17.5	267	21.9	8721	18.7	59334	19.6
	Some	168	33.3	5707	33.6	32352	34.6	236	32.8	9289	31.1	68819	32.8	403	33.2	15278	32.7	102789	33.9
	Quite a bit	138	27.4	4966	29.3	26089	27.9	226	31.4	9097	30.4	62227	29.6	348	28.7	13890	29.7	86552	28.6
	Very much	75	14.9	2972	17.5	15530	16.6	137	19.0	6500	21.7	42110	20.1	197	16.2	8868	19.0	54187	17.9
Total	504	100.0	16972	100.0	93620	100.0	720	100.0	29910	100.0	209949	100.0	1215	100.0	46758	100.0	302862	100.0	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	244	48.2	7777	45.9	41685	44.5	307	42.8	12154	40.6	81845	39.0	565	46.5	20570	44.1	127414	42.1
	Some	160	31.6	5308	31.3	30320	32.4	260	36.3	10038	33.6	72762	34.6	403	33.1	15011	32.1	101265	33.4
	Quite a bit	70	13.8	2619	15.5	14535	15.5	98	13.7	5141	17.2	36857	17.5	168	13.8	7503	16.1	49739	16.4
	Very much	32	6.3	1233	7.3	7043	7.5	52	7.3	2578	8.6	18562	8.8	81	6.6	3609	7.7	24420	8.1
Total	506	100.0	16937	100.0	93583	100.0	717	100.0	29911	100.0	210026	100.0	1216	100.0	46693	100.0	302838	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.



2007 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)						
		Your College		Other ExLarge Colleges		2007 CCSSE Cohort		Your College		Other ExLarge Colleges		2007 CCSSE Cohort		Your College		Other ExLarge Colleges		2007 CCSSE Cohort		
		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	209	41.2	5747	34.2	31242	33.6	213	29.7	8296	27.9	54789	26.2	457	37.5	14807	31.9	91422	30.3	
	Some	175	34.5	6519	38.8	36517	39.2	311	43.4	11734	39.4	84926	40.6	455	37.4	18099	39.0	120374	39.9	
	Quite a bit	96	18.9	3236	19.2	17910	19.2	136	19.0	6823	22.9	48421	23.2	231	19.0	9558	20.6	63024	20.9	
	Very much	27	5.3	1317	7.8	7408	8.0	56	7.8	2910	9.8	20999	10.0	75	6.1	3938	8.5	26565	8.8	
	Total	507	100.0	16819	100.0	93077	100.0	716	100.0	29763	100.0	209135	100.0	1217	100.0	46402	100.0	301385	100.0	
9f. Providing the financial support you need to afford your education	Very little	211	41.8	6000	35.6	30760	33.0	187	26.2	7697	25.8	46984	22.4	446	36.8	14916	32.1	85634	28.4	
	Some	148	29.3	4574	27.2	25486	27.4	208	29.1	7900	26.5	55397	26.4	355	29.2	12519	26.9	81685	27.1	
	Quite a bit	78	15.4	3542	21.0	20118	21.6	199	27.8	7255	24.3	54309	25.9	236	19.4	10338	22.2	71103	23.6	
	Very much	68	13.5	2721	16.2	16786	18.0	121	16.9	6959	23.3	52834	25.2	177	14.6	8689	18.7	63318	21.0	
	Total	505	100.0	16837	100.0	93150	100.0	715	100.0	29811	100.0	209524	100.0	1214	100.0	46462	100.0	301740	100.0	
9g. Using Computers in academic work	Very little	100	19.6	1686	9.9	9147	9.7	44	6.1	1222	4.1	7961	3.8	187	15.3	3685	7.9	22002	7.2	
	Some	144	28.3	3766	22.2	20060	21.4	138	19.2	4851	16.2	32518	15.5	310	25.4	9374	20.0	57337	18.9	
	Quite a bit	154	30.3	5521	32.5	30636	32.6	255	35.5	9832	32.8	69694	33.1	390	31.9	15272	32.6	99955	32.9	
	Very much	111	21.8	6024	35.4	34009	36.2	282	39.2	14056	46.9	100141	47.6	335	27.4	18502	39.5	124210	40.9	
	Total	509	100.0	16997	100.0	93852	100.0	719	100.0	29961	100.0	210314	100.0	1222	100.0	46833	100.0	303505	100.0	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	None	14	2.7	330	1.9	1962	2.1	5	0.7	343	1.1	2782	1.3	26	2.1	784	1.7	5514	1.8	
	1-5 hours	278	54.5	8456	49.6	46206	49.1	254	35.4	10913	36.5	77325	36.9	592	48.4	21186	45.2	134136	44.2	
	6-10 hours	144	28.2	4941	29.0	27309	29.0	234	32.6	9089	30.4	62297	29.7	362	29.6	13816	29.5	88838	29.3	
	11-20 hours	54	10.6	2364	13.9	13222	14.1	150	20.9	6061	20.3	41929	20.0	170	13.9	7519	16.0	49934	16.4	
	21-30 hours	15	2.9	648	3.8	3573	3.8	49	6.8	2257	7.6	16462	7.8	51	4.2	2372	5.1	16473	5.4	
	More than 30 hours	5	1.0	304	1.8	1768	1.9	25	3.5	1222	4.1	9028	4.3	22	1.8	1191	2.5	8669	2.9	
	Total	510	100.0	17043	100.0	94040	100.0	717	100.0	29885	100.0	209823	100.0	1223	100.0	46868	100.0	303564	100.0	
10b. Working for pay	None	86	17.1	2439	14.4	14491	15.5	172	23.9	6746	22.7	52098	24.9	234	19.3	8067	17.3	59277	19.6	
	1-5 hours	21	4.2	708	4.2	3914	4.2	43	6.0	1664	5.6	12844	6.1	58	4.8	2175	4.7	15240	5.0	
	6-10 hours	29	5.8	904	5.3	4795	5.1	49	6.8	1960	6.6	14203	6.8	74	6.1	2689	5.8	17684	5.8	
	11-20 hours	58	11.5	1499	8.8	8110	8.7	118	16.4	5046	16.9	35010	16.7	159	13.1	5435	11.6	36381	12.0	
	21-30 hours	91	18.1	2589	15.3	13528	14.5	194	26.9	6680	22.4	44957	21.5	254	21.0	8319	17.8	52447	17.3	
	More than 30 hours	218	43.3	8823	52.0	48781	52.1	144	20.0	7687	25.8	50172	24.0	434	35.8	19981	42.8	121453	40.2	
	Total	503	100.0	16962	100.0	93619	100.0	720	100.0	29783	100.0	209284	100.0	1213	100.0	46666	100.0	302481	100.0	
10c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	None	461	91.1	14921	87.9	82454	87.9	597	83.1	23463	78.6	158840	75.8	1077	88.5	39556	84.7	250478	82.7	
	1-5 hours	27	5.3	1491	8.8	8405	9.0	68	9.5	4399	14.7	34953	16.7	81	6.7	5093	10.9	37245	12.3	
	6-10 hours	9	1.8	299	1.8	1628	1.7	24	3.3	990	3.3	7390	3.5	28	2.3	1068	2.3	7617	2.5	
	11-20 hours	2	0.4	152	0.9	692	0.7	11	1.5	529	1.8	4313	2.1	9	0.8	560	1.2	3962	1.3	
	21-30 hours	2	0.4	47	0.3	240	0.3	7	1.0	220	0.7	1882	0.9	7	0.6	200	0.4	1612	0.5	
	More than 30 hours	5	1.0	65	0.4	348	0.4	11	1.5	242	0.8	2194	1.0	14	1.2	244	0.5	1977	0.7	
	Total	506	100.0	16975	100.0	93767	100.0	718	100.0	29843	100.0	209572	100.0	1217	100.0	46721	100.0	302891	100.0	
10d. Providing care for dependents living with you (parents, children, spouse, etc.)	None	244	48.7	7366	43.5	37457	40.0	403	56.3	14811	49.8	102380	49.0	618	51.2	21319	45.7	132472	43.8	
	1-5 hours	80	16.0	2671	15.8	13281	14.2	146	20.4	5549	18.7	34833	16.7	210	17.4	7812	16.8	45859	15.2	
	6-10 hours	44	8.8	1425	8.4	7135	7.6	59	8.2	2753	9.3	16393	7.8	104	8.6	4043	8.7	23127	7.7	
	11-20 hours	28	5.6	1103	6.5	5757	6.2	30	4.2	1811	6.1	11547	5.5	62	5.1	2954	6.3	17722	5.9	
	21-30 hours	19	3.8	717	4.2	4117	4.4	12	1.7	1016	3.4	7185	3.4	38	3.1	1841	3.9	12057	4.0	
	More than 30 hours	86	17.2	3660	21.6	25832	27.6	66	9.2	3806	12.8	36782	17.6	176	14.6	8641	18.5	71049	23.5	
	Total	501	100.0	16942	100.0	93579	100.0	716	100.0	29746	100.0	209120	100.0	1208	100.0	46610	100.0	302286	100.0	
10e. Commuting to and from classes	None	35	6.9	1186	7.0	6154	6.6	28	3.9	1918	6.4	14495	6.9	72	5.9	3185	6.8	20841	6.9	
	1-5 hours	392	77.6	12547	74.1	69852	74.5	479	66.5	19044	64.0	128543	61.4	901	74.0	32896	70.6	208348	68.8	
	6-10 hours	55	10.9	2100	12.4	11944	12.7	147	20.4	5534	18.6	42431	20.3	170	14.0	6767	14.5	48244	15.9	
	11-20 hours	14	2.8	610	3.6	3241	3.5	44	6.1	2080	7.0	14901	7.1	47	3.9	2230	4.8	15114	5.0	
	21-30 hours	4	0.8	188	1.1	922	1.0	9	1.3	580	1.9	3866	1.8	11	0.9	652	1.4	4047	1.3	
	More than 30 hours	5	1.0	305	1.8	1595	1.7	13	1.8	607	2.0	5091	2.4	15	1.3	881	1.9	6085	2.0	
	Total	505	100.0	16936	100.0	93708	100.0	720	100.0	29763	100.0	209327	100.0	1216	100.0	46611	100.0	302679	100.0	
11a. Other students	Unfriendly,unsupportive, sense of alienation	10	2.0	209	1.2	904	1.0	4	0.6	318	1.1	1894	0.9	18	1.5	545	1.2	2837	0.9	
		22	4.3	429	2.5	2005	2.1	17	2.4	694	2.3	4007	1.9	45	3.7	1149	2.5	6237	2.1	
		27	5.3	962	5.6	4472	4.8	53	7.4	1660	5.6	9121	4.3	73	6.0	2630	5.6	13831	4.6	
		4	107	21.1	3125	18.3	15538	16.5	142	19.7	4998	16.7	30524	14.5	252	20.6	8312	17.7	47585	15.7
		5	105	20.7	3910	23.0	20974	22.3	170	23.6	6886	23.1	45973	21.9	264	21.6	10767	23.0	67282	22.2
		6	120	23.6	4449	26.1	25156	26.8	198	27.5	8363	28.0	60993	29.0	304	24.9	12543	26.8	84247	27.7
	Friendly,supportive, sense of belonging	117	23.0	3946	23.2	24938	26.5	137	19.0	6942	23.2	57522	27.4	266	21.7	10886	23.2	81589	26.9	
	Total	508	100.0	17030	100.0	93987	100.0	721	100.0	29861	100.0	210034	100.0	1222	100.0	46832	100.0	303607	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.

**2007 Frequency Distributions**

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2007 CCSSE Cohort		Your College		Other ExLarge Colleges		2007 CCSSE Cohort		Your College		Other ExLarge Colleges		2007 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
11b. Instructors	Unavailable,unhelpful, unsympathetic	3	0.6	120	0.7	600	0.6	4	0.6	209	0.7	1416	0.7	7	0.6	328	0.7	1970	0.6
	2	6	1.2	263	1.5	1392	1.5	13	1.8	483	1.6	3212	1.5	17	1.4	730	1.6	4561	1.5
	3	14	2.8	660	3.9	3220	3.4	38	5.3	1318	4.4	8225	3.9	44	3.6	1896	4.0	11014	3.6
	4	52	10.2	2143	12.6	10805	11.5	86	12.0	4177	14.0	26203	12.5	132	10.8	6111	13.0	36047	11.9
	5	99	19.4	3684	21.6	18681	19.9	173	24.1	7328	24.5	47923	22.8	256	20.9	10607	22.6	63981	21.1
	6	146	28.7	5314	31.2	29192	31.0	250	34.8	9636	32.2	68353	32.5	374	30.7	14807	31.6	96265	31.7
	Available,helpful, sympathetic	189	37.1	4863	28.5	30204	32.1	154	21.4	6740	22.5	54789	26.1	392	32.1	12402	26.5	90018	29.6
Total	509	100.0	17047	100.0	94094	100.0	718	100.0	29891	100.0	210121	100.0	1222	100.0	46881	100.0	303855	100.0	
11c. Administrative personnel and offices	Unhelpful,inconsiderate, rigid	12	2.4	648	3.8	3095	3.3	25	3.5	1282	4.3	7290	3.5	33	2.7	1861	4.0	10174	3.4
	2	24	4.7	887	5.2	4530	4.8	38	5.3	1824	6.1	10957	5.2	60	4.9	2593	5.5	15044	5.0
	3	44	8.7	1687	9.9	7992	8.5	71	9.9	2998	10.0	18376	8.8	110	9.1	4655	10.0	25998	8.6
	4	126	24.9	3887	22.9	19167	20.4	150	20.8	6693	22.4	41604	19.8	287	23.6	10619	22.7	60870	20.1
	5	116	22.9	3858	22.7	20832	22.2	181	25.1	6856	23.0	47528	22.6	288	23.6	10644	22.8	67924	22.4
	6	95	18.8	3398	20.0	20522	21.9	179	24.9	6097	20.4	47334	22.5	253	20.7	9440	20.2	67456	22.2
	Helpful,considerate, flexible	89	17.6	2606	15.4	17661	18.8	76	10.6	4113	13.8	36877	17.6	187	15.3	6916	14.8	55760	18.4
Total	506	100.0	16971	100.0	93799	100.0	720	100.0	29863	100.0	209966	100.0	1218	100.0	46728	100.0	303227	100.0	
12a. Acquiring a broad general education	Very little	59	11.7	1313	7.7	6958	7.4	31	4.3	1075	3.6	7369	3.5	113	9.3	2947	6.3	17513	5.8
	Some	154	30.5	4246	25.0	24464	26.1	128	17.8	5813	19.5	43148	20.6	321	26.4	10787	23.1	72270	23.8
	Quite a bit	175	34.7	6866	40.4	38096	40.6	323	44.8	13218	44.3	93170	44.4	462	37.9	19542	41.8	128137	42.3
	Very much	117	23.2	4556	26.8	24249	25.9	239	33.1	9759	32.7	66238	31.6	321	26.4	13473	28.8	85212	28.1
	Total	505	100.0	16981	100.0	93767	100.0	721	100.0	29865	100.0	209925	100.0	1217	100.0	46749	100.0	303132	100.0
12b. Acquiring job or work-related knowledge and skills	Very little	138	27.4	3940	23.3	19399	20.7	199	27.8	5868	19.7	32864	15.7	334	27.6	10242	22.0	55772	18.4
	Some	160	31.8	5171	30.5	28228	30.2	257	35.9	9379	31.5	62003	29.6	401	33.1	14383	30.8	90485	29.9
	Quite a bit	122	24.3	4769	28.2	27401	29.3	179	25.0	8870	29.8	65972	31.5	297	24.5	13412	28.8	91767	30.3
	Very much	83	16.5	3055	18.0	18566	19.8	81	11.3	5685	19.1	48746	23.3	180	14.8	8596	18.4	64592	21.3
	Total	503	100.0	16935	100.0	93594	100.0	716	100.0	29802	100.0	209585	100.0	1211	100.0	46634	100.0	302616	100.0
12c. Writing clearly and effectively	Very little	113	22.4	2527	14.9	13956	14.9	63	8.8	2257	7.6	15971	7.6	219	18.0	5770	12.4	35858	11.8
	Some	170	33.7	5101	30.1	28406	30.4	219	30.5	8157	27.3	58822	28.0	397	32.7	13610	29.2	89193	29.5
	Quite a bit	148	29.4	6022	35.6	33309	35.6	306	42.7	12044	40.4	85167	40.6	408	33.7	17362	37.2	114142	37.7
	Very much	73	14.5	3277	19.4	17904	19.1	129	18.0	7378	24.7	49746	23.7	189	15.6	9893	21.2	63430	21.0
	Total	504	100.0	16927	100.0	93575	100.0	717	100.0	29836	100.0	209706	100.0	1213	100.0	46636	100.0	302623	100.0
12d. Speaking clearly and effectively	Very little	124	24.7	2946	17.4	16556	17.7	89	12.4	3218	10.8	22593	10.8	251	20.7	7035	15.1	44710	14.8
	Some	161	32.0	5270	31.1	29885	32.0	235	32.6	8608	28.9	62833	30.0	391	32.2	14126	30.3	94294	31.2
	Quite a bit	145	28.8	5682	33.5	30928	33.1	266	36.9	11208	37.6	78504	37.4	382	31.5	16334	35.0	105804	35.0
	Very much	73	14.5	3043	18.0	16151	17.3	130	18.1	6791	22.8	45725	21.8	190	15.7	9159	19.6	57689	19.1
	Total	503	100.0	16941	100.0	93520	100.0	720	100.0	29825	100.0	209655	100.0	1213	100.0	46654	100.0	302496	100.0
12e. Thinking critically and analytically	Very little	66	13.1	1467	8.7	7979	8.5	38	5.3	1465	4.9	9952	4.8	128	10.6	3427	7.3	21031	7.0
	Some	141	28.0	4814	28.4	26205	28.0	187	26.0	7311	24.5	50649	24.2	332	27.4	12634	27.1	79986	26.5
	Quite a bit	189	37.6	6776	40.0	37888	40.5	314	43.7	12718	42.7	89813	42.9	480	39.5	19092	40.9	125638	41.5
	Very much	107	21.3	3876	22.9	21436	22.9	180	25.0	8318	27.9	59089	28.2	273	22.5	11478	24.6	75745	25.0
	Total	503	100.0	16933	100.0	93508	100.0	719	100.0	29812	100.0	209503	100.0	1213	100.0	46632	100.0	302399	100.0
12f. Solving numerical problems	Very little	126	25.0	3528	20.9	19240	20.6	93	12.9	3577	12.0	23986	11.4	256	21.1	8271	17.8	50612	16.8
	Some	147	29.2	5098	30.2	27693	29.7	232	32.3	8707	29.2	62219	29.7	366	30.2	13893	29.8	89878	29.8
	Quite a bit	152	30.2	5195	30.7	29327	31.4	258	35.9	10761	36.1	76467	36.5	389	32.0	15190	32.6	101464	33.6
	Very much	79	15.7	3081	18.2	17084	18.3	136	18.9	6758	22.7	46819	22.3	203	16.7	9218	19.8	60136	19.9
	Total	504	100.0	16902	100.0	93344	100.0	719	100.0	29803	100.0	209491	100.0	1214	100.0	46572	100.0	302090	100.0
12g. Using computing and information technology	Very little	124	24.7	3138	18.6	16510	17.7	130	18.1	3442	11.5	20969	10.0	273	22.6	7483	16.1	43336	14.3
	Some	181	36.1	4929	29.1	26898	28.8	226	31.5	8022	26.9	55012	26.3	418	34.6	13198	28.3	83890	27.8
	Quite a bit	131	26.1	5098	30.1	28760	30.8	216	30.1	9952	33.4	72251	34.5	331	27.4	14593	31.3	97924	32.4
	Very much	66	13.1	3751	22.2	21268	22.8	146	20.3	8395	28.2	61238	29.2	187	15.5	11326	24.3	77093	25.5
	Total	502	100.0	16916	100.0	93436	100.0	718	100.0	29811	100.0	209470	100.0	1210	100.0	46600	100.0	302244	100.0
12h. Working effectively with others	Very little	66	13.1	2104	12.4	10989	11.8	86	11.9	2588	8.7	15749	7.5	155	12.7	5160	11.1	30029	9.9
	Some	189	37.6	5867	34.7	31613	33.8	262	36.4	9293	31.2	62598	29.9	451	37.2	15568	33.4	97147	32.1
	Quite a bit	170	33.8	5828	34.4	32683	35.0	235	32.6	11313	37.3	80340	38.3	405	33.4	16566	35.5	110295	36.5
	Very much	78	15.5	3123	18.5	18191	19.5	137	19.0	6792	22.8	50877	24.3	202	16.6	9318	20.0	64905	21.5
	Total	503	100.0	16922	100.0	93476	100.0	720	100.0	29804	100.0	209564	100.0	1213	100.0	46612	100.0	302375	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.











2007 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2007 CCSSE Cohort		Your College		Other ExLarge Colleges		2007 CCSSE Cohort		Your College		Other ExLarge Colleges		2007 CCSSE Cohort	
		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	123	24.6	4358	26.2	23666	25.7	217	30.6	8544	29.2	56325	27.3	319	26.5	12476	27.2	78208	26.3
	Secondary goal	147	29.4	5581	33.5	30782	33.5	295	41.5	10534	36.0	74414	36.0	401	33.3	15747	34.4	102928	34.6
	Primary goal	230	46.0	6697	40.3	37468	40.8	198	27.9	10201	34.8	75694	36.7	483	40.2	17594	38.4	116516	39.1
	Total	500	100.0	16636	100.0	91916	100.0	710	100.0	29279	100.0	206433	100.0	1203	100.0	45818	100.0	297652	100.0
17f. Change careers	Not a goal	294	59.5	8652	52.1	45761	49.8	524	73.9	19139	65.4	126521	61.3	765	64.2	25993	56.8	162460	54.6
	Secondary goal	76	15.4	2902	17.5	15568	16.9	85	12.0	4451	15.2	30887	15.0	170	14.3	7623	16.7	48037	16.1
	Primary goal	124	25.1	5057	30.4	30533	33.2	100	14.1	5664	19.4	48965	23.7	257	21.5	12145	26.5	87016	29.2
	Total	494	100.0	16611	100.0	91862	100.0	709	100.0	29254	100.0	206373	100.0	1192	100.0	45761	100.0	297512	100.0
18a. My own income/savings	Not a source	86	17.1	3836	22.9	25094	27.1	212	30.2	10202	34.7	79481	38.5	256	21.3	12479	27.1	95738	32.0
	Minor source	91	18.1	3913	23.4	22752	24.6	233	33.2	9392	31.9	67420	32.6	276	22.9	12149	26.4	83755	28.0
	Major source	326	64.8	9007	53.8	44591	48.2	257	36.6	9803	33.3	59745	28.9	672	55.8	21478	46.6	119223	39.9
	Total	503	100.0	16756	100.0	92437	100.0	702	100.0	29397	100.0	206646	100.0	1203	100.0	46106	100.0	298716	100.0
18b. Parent or spouse/significant other's income/savings	Not a source	262	52.1	9396	56.5	53817	58.7	215	30.5	11645	39.7	92993	45.1	544	45.2	23228	50.6	157690	53.1
	Minor source	68	13.5	2797	16.8	14433	15.7	123	17.4	5867	20.0	42077	20.4	178	14.8	8232	17.9	52654	17.7
	Major source	173	34.4	4450	26.7	23411	25.5	368	52.1	11826	40.3	71267	34.5	483	40.1	14412	31.4	86743	29.2
	Total	503	100.0	16643	100.0	91661	100.0	706	100.0	29338	100.0	206337	100.0	1205	100.0	45872	100.0	297088	100.0
18c. Employer contributions	Not a source	445	89.4	13478	81.4	73618	80.6	637	91.7	25468	87.6	180815	88.3	1073	90.1	38125	83.7	247823	83.9
	Minor source	25	5.0	1483	9.0	7789	8.5	40	5.8	2239	7.7	14703	7.2	63	5.3	3871	8.5	23491	8.0
	Major source	28	5.6	1594	9.6	9879	10.8	18	2.6	1372	4.7	9201	4.5	55	4.7	3578	7.9	24082	8.2
	Total	498	100.0	16555	100.0	91286	100.0	695	100.0	29079	100.0	204719	100.0	1191	100.0	45574	100.0	295396	100.0
18d. Grants & scholarships	Not a source	427	86.1	11729	70.5	59591	65.0	489	69.6	15784	53.8	90079	43.6	963	80.8	29605	64.6	165304	55.6
	Minor source	19	3.8	1366	8.2	8382	9.1	74	10.5	3341	11.4	27338	13.2	71	6.0	4278	9.3	32779	11.0
	Major source	50	10.1	3534	21.3	23766	25.9	140	19.9	10206	34.8	89045	43.1	158	13.2	11955	26.1	99261	33.4
	Total	496	100.0	16629	100.0	91739	100.0	703	100.0	29331	100.0	206462	100.0	1192	100.0	45838	100.0	297345	100.0
18e. Student loans (bank, etc.)	Not a source	458	92.0	13610	82.1	71614	78.3	650	93.0	22347	76.4	140566	68.2	1101	92.3	36527	79.9	217701	73.4
	Minor source	16	3.2	1087	6.6	6337	6.9	25	3.6	2334	8.0	18441	9.0	40	3.3	3232	7.1	23335	7.9
	Major source	24	4.8	1886	11.4	13559	14.8	24	3.4	4572	15.6	46971	22.8	52	4.4	5957	13.0	55556	18.7
	Total	498	100.0	16583	100.0	91510	100.0	699	100.0	29253	100.0	205978	100.0	1193	100.0	45716	100.0	296591	100.0
18f. Public assistance	Not a source	462	93.1	15147	91.4	82805	90.6	629	89.7	25612	87.7	177383	86.2	1097	92.0	41148	90.1	262674	88.7
	Minor source	16	3.2	636	3.8	3534	3.9	26	3.7	1525	5.2	11888	5.8	40	3.4	1968	4.3	14040	4.7
	Major source	18	3.6	789	4.8	5071	5.5	46	6.6	2070	7.1	16439	8.0	54	4.6	2557	5.6	19552	6.6
	Total	496	100.0	16572	100.0	91410	100.0	701	100.0	29207	100.0	205710	100.0	1191	100.0	45672	100.0	296266	100.0
19. Proprietary (private) school or training program	No response	485	91.3	15678	90.0	87012	90.8	692	93.9	28252	92.9	199719	93.8	1168	92.1	43540	91.0	284457	92.1
	Response	46	8.7	1737	10.0	8807	9.2	45	6.1	2155	7.1	13207	6.2	100	7.9	4282	9.0	24288	7.9
	Total	531	100.0	17415	100.0	95819	100.0	737	100.0	30407	100.0	212926	100.0	1268	100.0	47822	100.0	308745	100.0
Public vocational-technical school	No response	463	87.2	15659	89.9	85722	89.5	700	95.0	28244	92.9	196646	92.4	1137	89.7	43497	91.0	279845	90.6
	Response	68	12.8	1756	10.1	10097	10.5	37	5.0	2163	7.1	16280	7.6	131	10.3	4325	9.0	28900	9.4
	Total	531	100.0	17415	100.0	95819	100.0	737	100.0	30407	100.0	212926	100.0	1268	100.0	47822	100.0	308745	100.0
Another community or technical college	No response	354	66.7	13499	77.5	73440	76.6	605	82.1	25888	85.1	179660	84.4	907	71.6	38360	80.2	246774	79.9
	Response	177	33.3	3916	22.5	22379	23.4	132	17.9	4519	14.9	33266	15.6	361	28.4	9462	19.8	61971	20.1
	Total	531	100.0	17415	100.0	95819	100.0	737	100.0	30407	100.0	212926	100.0	1268	100.0	47822	100.0	308745	100.0
Four year college or university	No response	379	71.4	12451	71.5	69816	72.9	644	87.4	24801	81.6	175512	82.4	969	76.5	35835	74.9	237881	77.0
	Response	152	28.6	4964	28.5	26003	27.1	93	12.6	5606	18.4	37414	17.6	299	23.5	11987	25.1	70864	23.0
	Total	531	100.0	17415	100.0	95819	100.0	737	100.0	30407	100.0	212926	100.0	1268	100.0	47822	100.0	308745	100.0
None	No response	345	65.0	10305	59.2	55202	57.6	284	38.5	12801	42.1	87252	41.0	717	56.6	25419	53.2	155598	50.4
	Response	186	35.0	7110	40.8	40617	42.4	453	61.5	17606	57.9	125674	59.0	551	43.4	22403	46.8	153147	49.6
	Total	531	100.0	17415	100.0	95819	100.0	737	100.0	30407	100.0	212926	100.0	1268	100.0	47822	100.0	308745	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	35	6.9	1707	10.1	9187	9.9	100	14.1	4372	14.8	30511	14.7	112	9.2	5454	11.8	35895	11.9
	I have no current plan to return	13	2.6	750	4.5	4760	5.1	26	3.7	1349	4.6	11809	5.7	35	2.9	2083	4.5	16338	5.4
	Within the next 12 months	371	72.9	11504	68.3	62180	66.9	479	67.4	19006	64.4	131375	63.3	866	71.1	30999	66.9	195638	65.1
	Uncertain	90	17.7	2885	17.1	16877	18.1	106	14.9	4774	16.2	33992	16.4	205	16.8	7788	16.8	52568	17.5
	Total	509	100.0	16846	100.0	93004	100.0	711	100.0	29501	100.0	207687	100.0	1218	100.0	46324	100.0	300439	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.

### 2007 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2007 CCSSE Cohort		Your College		Other ExLarge Colleges		2007 CCSSE Cohort		Your College		Other ExLarge Colleges		2007 CCSSE Cohort	
		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	4	0.8	133	0.8	735	0.8	3	0.4	102	0.3	737	0.4	8	0.7	293	0.6	1859	0.6
	Do not have a GPA at this school	26	5.1	615	3.7	3420	3.7	21	3.0	532	1.8	3185	1.5	54	4.4	1392	3.0	8309	2.8
	C- or lower	28	5.5	491	2.9	2302	2.5	27	3.9	596	2.0	4223	2.0	60	5.0	1208	2.6	6962	2.3
	C	58	11.4	1379	8.2	6932	7.5	83	11.9	2465	8.4	16805	8.1	140	11.5	3825	8.3	23446	7.8
	B- to C+	69	13.5	3166	18.8	16026	17.3	152	21.7	6148	20.9	42703	20.6	195	16.1	9033	19.5	56099	18.7
	B	119	23.3	3930	23.4	20790	22.4	189	27.0	7774	26.4	52658	25.4	297	24.5	11295	24.4	70812	23.6
	A- to B+	115	22.5	4362	25.9	25291	27.2	157	22.5	8154	27.7	59241	28.6	273	22.5	12271	26.5	83075	27.7
A	92	18.0	2747	16.3	17316	18.7	67	9.6	3685	12.5	27921	13.5	187	15.4	6937	15.0	49357	16.5	
	Total	511	100.0	16823	100.0	92812	100.0	699	100.0	29456	100.0	207473	100.0	1215	100.0	46253	100.0	299918	100.0
22. When do you most frequently take classes at this college?	Day classes (morning or afternoon)	293	58.8	8561	51.6	49386	53.7	624	88.5	24661	84.6	179680	87.3	818	68.4	28842	63.2	202940	68.2
	Evening classes	200	40.2	7792	47.0	41629	45.3	81	11.5	4444	15.2	25721	12.5	370	30.9	16395	35.9	92552	31.1
	Weekend classes	5	1.0	226	1.4	981	1.1	0	0.0	54	0.2	348	0.2	8	0.7	425	0.9	1939	0.7
	Total	498	100.0	16579	100.0	91996	100.0	705	100.0	29159	100.0	205749	100.0	1197	100.0	45662	100.0	297430	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	64	12.7	2354	14.0	14680	15.8	61	8.7	2612	8.9	19024	9.2	138	11.4	5632	12.2	38979	13.0
	1-14 credits	190	37.6	5828	34.6	33588	36.2	187	26.7	8668	29.4	60818	29.3	412	34.2	15196	32.8	99478	33.2
	15-29 credits	96	19.0	3259	19.4	17382	18.7	166	23.7	6645	22.5	49908	24.1	247	20.5	9476	20.5	62819	20.9
	30-44 credits	66	13.1	2116	12.6	10991	11.8	111	15.9	4980	16.9	32882	15.8	168	14.0	6515	14.1	40358	13.5
	45-60 credits	46	9.1	1648	9.8	8321	9.0	105	15.0	4067	13.8	27627	13.3	132	11.0	5159	11.1	32424	10.8
	Over 60 credits	43	8.5	1616	9.6	7889	8.5	70	10.0	2520	8.5	17233	8.3	108	9.0	4296	9.3	25909	8.6
	Total	505	100.0	16821	100.0	92851	100.0	700	100.0	29492	100.0	207492	100.0	1205	100.0	46273	100.0	299968	100.0
24. None	No response	103	19.4	2948	16.9	15531	16.2	96	13.0	3679	12.1	22493	10.6	220	17.4	7251	15.2	42751	13.8
	Response	428	80.6	14467	83.1	80288	83.8	641	87.0	26728	87.9	190433	89.4	1048	82.6	40571	84.8	265994	86.2
	Total	531	100.0	17415	100.0	95819	100.0	737	100.0	30407	100.0	212926	100.0	1268	100.0	47822	100.0	308745	100.0
High school	No response	521	98.1	17069	98.0	92991	97.0	727	98.6	29987	98.6	210289	98.8	1246	98.3	46976	98.2	301541	97.7
	Response	10	1.9	346	2.0	2828	3.0	10	1.4	420	1.4	2637	1.2	22	1.7	846	1.8	7204	2.3
	Total	531	100.0	17415	100.0	95819	100.0	737	100.0	30407	100.0	212926	100.0	1268	100.0	47822	100.0	308745	100.0
Vocational/technical school	No response	521	98.1	17238	99.0	94782	98.9	732	99.3	30195	99.3	210985	99.1	1249	98.5	47388	99.1	305581	99.0
	Response	10	1.9	177	1.0	1037	1.1	5	0.7	212	0.7	1941	0.9	19	1.5	434	0.9	3164	1.0
	Total	531	100.0	17415	100.0	95819	100.0	737	100.0	30407	100.0	212926	100.0	1268	100.0	47822	100.0	308745	100.0
Another community or technical college	No response	511	96.2	16958	97.4	93224	97.3	721	97.8	29804	98.0	209245	98.3	1227	96.7	46691	97.6	301788	97.7
	Response	20	3.8	457	2.6	2595	2.7	16	2.2	603	2.0	3681	1.7	41	3.3	1131	2.4	6957	2.3
	Total	531	100.0	17415	100.0	95819	100.0	737	100.0	30407	100.0	212926	100.0	1268	100.0	47822	100.0	308745	100.0
4- year college/ university	No response	496	93.4	16449	94.5	91256	95.2	719	97.6	29527	97.1	207796	97.6	1201	94.7	45605	95.4	297035	96.2
	Response	35	6.6	966	5.5	4563	4.8	18	2.4	880	2.9	5130	2.4	67	5.3	2217	4.6	11710	3.8
	Total	531	100.0	17415	100.0	95819	100.0	737	100.0	30407	100.0	212926	100.0	1268	100.0	47822	100.0	308745	100.0
Other	No response	519	97.7	16755	96.2	92589	96.6	702	95.3	29301	96.4	205906	96.7	1229	97.0	46039	96.3	298490	96.7
	Response	12	2.3	660	3.8	3230	3.4	35	4.7	1106	3.6	7020	3.3	39	3.0	1783	3.7	10255	3.3
	Total	531	100.0	17415	100.0	95819	100.0	737	100.0	30407	100.0	212926	100.0	1268	100.0	47822	100.0	308745	100.0
25. How many classes are you presently taking at OTHER institutions?	None	397	78.3	13532	80.6	75342	81.1	612	86.7	25219	85.6	179827	86.7	981	81.0	38065	82.4	250405	83.4
	1 class	36	7.1	981	5.8	5278	5.7	22	3.1	653	2.2	4517	2.2	71	5.8	2108	4.6	12537	4.2
	2 classes	41	8.1	1134	6.8	5854	6.3	13	1.8	514	1.7	3044	1.5	74	6.1	2307	5.0	12794	4.3
	3 classes	13	2.6	700	4.2	3612	3.9	13	1.8	786	2.7	4710	2.3	28	2.3	1682	3.6	9688	3.2
	4 classes or more	20	3.9	452	2.7	2852	3.1	46	6.5	2292	7.8	15412	7.4	58	4.8	2061	4.5	14782	4.9
	Total	507	100.0	16799	100.0	92938	100.0	706	100.0	29464	100.0	207510	100.0	1212	100.0	46223	100.0	300206	100.0
26. Would you recommend this college to a friend or family member?	Yes	488	96.4	15991	95.4	88121	94.9	670	95.0	27774	94.4	193230	93.3	1161	96.0	43859	95.0	282277	94.2
	No	18	3.6	778	4.6	4688	5.1	35	5.0	1658	5.6	13929	6.7	48	4.0	2296	5.0	17471	5.8
	Total	506	100.0	16769	100.0	92809	100.0	705	100.0	29432	100.0	207159	100.0	1210	100.0	46154	100.0	299748	100.0
27. How would you evaluate your entire educational experience at this college?	Poor	7	1.4	215	1.3	1162	1.3	10	1.4	409	1.4	2996	1.4	17	1.4	606	1.3	4023	1.3
	Fair	55	10.8	2190	13.0	11417	12.3	83	11.7	3868	13.1	26464	12.8	135	11.1	6023	13.0	37559	12.5
	Good	259	51.1	9642	57.4	51765	55.7	428	60.5	17195	58.4	117206	56.5	656	54.1	26678	57.7	168131	56.0
	Excellent	186	36.7	4754	28.3	28615	30.8	186	26.3	7990	27.1	60840	29.3	405	33.4	12920	27.9	90519	30.1
	Total	507	100.0	16801	100.0	92959	100.0	707	100.0	29462	100.0	207506	100.0	1212	100.0	46227	100.0	300232	100.0
28. Do you have children who live with you?	Yes	118	23.3	5040	30.1	33826	36.4	96	13.6	5527	18.8	49156	23.7	245	20.2	12062	26.1	93464	31.2
	No	388	76.7	11728	69.9	58984	63.6	609	86.4	23892	81.2	158002	76.3	965	79.8	34085	73.9	206291	68.8
	Total	506	100.0	16768	100.0	92810	100.0	705	100.0	29419	100.0	207158	100.0	1210	100.0	46147	100.0	299755	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.



2007 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2007 CCSSE Cohort		Your College		Other ExLarge Colleges		2007 CCSSE Cohort		Your College		Other ExLarge Colleges		2007 CCSSE Cohort	
		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	81	16.1	2466	14.8	14198	15.4	298	42.1	9838	33.5	70008	33.9						
	20 to 21	97	19.3	3020	18.1	15153	16.4	216	30.6	8675	29.6	56257	27.2						
	22 to 24	76	15.1	3015	18.1	14631	15.9	86	12.2	4482	15.3	27372	13.3						
	25 to 29	63	12.5	2827	16.9	14850	16.1	64	9.1	2963	10.1	21060	10.2						
	30 to 39	66	13.1	2782	16.7	16721	18.1	25	3.5	2112	7.2	18737	9.1						
	40 to 49	45	8.9	1698	10.2	10887	11.8	13	1.8	928	3.2	9310	4.5						
	50 to 64	55	10.9	787	4.7	5072	5.5	5	0.7	288	1.0	3518	1.7						
	65+	20	4.0	99	0.6	765	0.8	0	0.0	50	0.2	296	0.1						
	Total	503	100.0	16694	100.0	92277	100.0	707	100.0	29336	100.0	206558	100.0						
30. Sex:	Male	244	48.1	6776	40.4	34068	36.7	312	44.0	12742	43.3	86283	41.6						
	Female	263	51.9	10014	59.6	58824	63.3	397	56.0	16700	56.7	121115	58.4						
	Total	507	100.0	16790	100.0	92892	100.0	709	100.0	29442	100.0	207398	100.0						
31. Marital status	Yes	181	35.8	4572	27.2	29545	31.8	57	8.0	3604	12.2	31805	15.3	326	26.9	10165	22.0	74986	25.0
	No	325	64.2	12219	72.8	63298	68.2	652	92.0	25846	87.8	175570	84.7	886	73.1	36037	78.0	224953	75.0
	Total	506	100.0	16791	100.0	92843	100.0	709	100.0	29450	100.0	207375	100.0	1212	100.0	46201	100.0	299939	100.0
32. Is English your native (first) language?	Yes	409	81.0	12859	76.6	80638	86.8	587	82.8	21859	74.3	182303	87.9	987	81.6	35029	75.8	263295	87.7
	No	96	19.0	3931	23.4	12275	13.2	122	17.2	7580	25.7	25103	12.1	223	18.4	11165	24.2	36797	12.3
	Total	505	100.0	16790	100.0	92913	100.0	709	100.0	29439	100.0	207406	100.0	1210	100.0	46194	100.0	300092	100.0
33. Are you an international student or foreign national?	Yes	31	6.2	1398	8.4	5501	6.0	47	6.7	3293	11.2	13489	6.5						
	No	471	93.8	15289	91.6	86785	94.0	658	93.3	25997	88.8	192857	93.5						
	Total	502	100.0	16687	100.0	92286	100.0	705	100.0	29290	100.0	206346	100.0						
34. What is your racial identification? (Mark only one)	American Indian or other Native American	5	1.0	155	0.9	1590	1.7	8	1.1	270	0.9	4012	2.0						
	Asian, Asian American, or Pacific Islander	36	7.3	1601	9.7	4602	5.0	76	10.9	3482	12.0	11490	5.6						
	Native Hawaiian	0	0.0	33	0.2	287	0.3	3	0.4	55	0.2	694	0.3						
	Black or African American	17	3.4	2178	13.1	11701	12.8	26	3.7	3385	11.6	23972	11.7						
	White, Non-Hispanic	290	58.6	8341	50.3	58424	63.7	412	58.9	14288	49.1	134906	65.7						
	Hispanic, Latino, Spanish	107	21.6	3351	20.2	11552	12.6	126	18.0	5908	20.3	21700	10.6						
	Other	40	8.1	909	5.5	3611	3.9	48	6.9	1736	6.0	8485	4.1						
	Total	495	100.0	16568	100.0	91767	100.0	699	100.0	29124	100.0	205259	100.0						
35. What is the highest academic credential you have earned?	None	20	4.0	396	2.4	3017	3.3	4	0.6	511	1.8	3490	1.7	35	2.9	981	2.2	8082	2.7
	High school diploma or GED	309	62.3	10933	66.4	60287	66.3	618	88.2	24215	83.5	170395	83.5	841	70.6	32829	72.4	216012	73.3
	Vocational / technical certificate	46	9.3	1585	9.6	10327	11.4	34	4.9	1638	5.6	14388	7.0	94	7.9	3742	8.2	28276	9.6
	Associate degree	48	9.7	1545	9.4	8327	9.2	37	5.3	1631	5.6	10754	5.3	98	8.3	3657	8.1	22432	7.6
	Bachelor's degree	42	8.5	1547	9.4	6902	7.6	5	0.7	817	2.8	4230	2.1	71	6.0	3223	7.1	15302	5.2
	Master's / doctoral / professional degree	31	6.3	454	2.8	2119	2.3	3	0.4	189	0.7	889	0.4	52	4.4	932	2.1	4442	1.5
	Total	496	100.0	16460	100.0	90979	100.0	701	100.0	29001	100.0	204146	100.0	1191	100.0	45365	100.0	294545	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.

**2007 Frequency Distributions**

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2007 CCSSE Cohort		Your College		Other ExLarge Colleges		2007 CCSSE Cohort		Your College		Other ExLarge Colleges		2007 CCSSE Cohort	
		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	81	17.2	2435	15.7	13033	15.2	72	10.9	3396	12.6	21589	11.4	171	15.2	6196	14.5	37369	13.6
	High school diploma or GED	109	23.1	4596	29.6	28806	33.6	140	21.1	7265	26.9	60147	31.9	254	22.5	12201	28.6	90724	32.9
	Some college, did not complete degree	102	21.7	2548	16.4	13826	16.1	166	25.1	4712	17.5	32518	17.2	257	22.8	7145	16.8	45638	16.6
	Associate degree	41	8.7	1581	10.2	8907	10.4	55	8.3	3037	11.3	23702	12.6	97	8.6	4518	10.6	31419	11.4
	Bachelor's degree	63	13.4	2184	14.0	10493	12.2	123	18.6	4488	16.6	26237	13.9	170	15.0	6386	15.0	35423	12.9
	Master's degree / First professional	35	7.4	1073	6.9	5424	6.3	58	8.8	2116	7.8	12896	6.8	89	7.9	3086	7.2	17829	6.5
	Doctorate degree	5	1.1	192	1.2	803	0.9	7	1.1	376	1.4	1858	1.0	12	1.1	554	1.3	2612	0.9
	Unknown	35	7.4	936	6.0	4497	5.2	41	6.2	1602	5.9	9843	5.2	79	7.0	2534	5.9	14392	5.2
Total		471	100.0	15545	100.0	85789	100.0	662	100.0	26992	100.0	188790	100.0	1129	100.0	42621	100.0	275406	100.0
36f. Highest level of education: father	Not a high school graduate	96	20.2	2688	17.2	15617	18.0	65	9.8	3689	13.6	27454	14.4	192	16.9	6828	15.9	45901	16.5
	High school diploma or GED	93	19.5	4059	25.9	26996	31.2	123	18.5	6829	25.2	60454	31.6	219	19.2	11020	25.7	88014	31.6
	Some college, did not complete degree	91	19.1	2209	14.1	11988	13.8	150	22.6	4053	14.9	28522	14.9	230	20.2	6183	14.4	39731	14.3
	Associate degree	27	5.7	1011	6.5	5709	6.6	47	7.1	2105	7.8	15303	8.0	70	6.1	2969	6.9	20238	7.3
	Bachelor's degree	69	14.5	2387	15.2	11026	12.7	121	18.2	4527	16.7	26072	13.6	179	15.7	6748	15.7	36133	13.0
	Master's degree / 1st professional	46	9.7	1353	8.6	6083	7.0	83	12.5	2692	9.9	13772	7.2	120	10.6	3904	9.1	19452	7.0
	Doctorate degree	16	3.4	524	3.3	2208	2.5	20	3.0	838	3.1	4201	2.2	37	3.2	1410	3.3	6611	2.4
	Unknown	38	8.0	1422	9.1	6977	8.1	56	8.4	2388	8.8	15348	8.0	93	8.1	3835	8.9	22328	8.0
Total		476	100.0	15653	100.0	86604	100.0	665	100.0	27121	100.0	191126	100.0	1139	100.0	42897	100.0	278408	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.

# 2007 CCSSE Special Focus Questions Frequencies

This report summarizes the observed frequencies of occurrence (counts and percentages) of the values for the **five 2007 CCSSE special focus questions** included with *The Community College Student Report*. Data are presented for all, part-time, and full-time students at your college, a comparison group, and the 2007 CCSSE Cohort.

## CCSSE Special Focus Questions

Response	By the end of my FIRST FOUR WEEKS at this college, I had met with an advisor to discuss my educational goals.																			
	Your College						Other ExLarge Colleges						2007 CCSSE Participants							
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)			
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Yes	120	27%	264	44%	340	33%	3436	38%	7678	48%	10271	41%	16444	39%	48797	49%	61213	43%		
No, I met with an advisor by the end of my first four weeks at this college, but we did not discuss my educational goals	21	5%	26	4%	48	5%	670	7%	1187	7%	1868	7%	3015	7%	7497	8%	10369	7%		
No, I did not meet with an advisor by the end of my first four weeks at this college	204	47%	155	26%	417	40%	2878	32%	3801	24%	7331	29%	13404	32%	22569	23%	39176	28%		
No, I have discussed educational goals with an advisor, but it did not happen by the end of my first four weeks at this college	55	13%	99	17%	144	14%	1245	14%	2148	13%	3412	14%	5488	13%	12068	12%	17735	13%		
I do not recall	38	9%	55	9%	92	9%	898	10%	1329	8%	2353	9%	4106	10%	8392	8%	12974	9%		
<b>Total</b>	<b>438</b>	<b>100%</b>	<b>599</b>	<b>100%</b>	<b>1041</b>	<b>100%</b>	<b>9127</b>	<b>100%</b>	<b>16143</b>	<b>100%</b>	<b>25235</b>	<b>100%</b>	<b>42457</b>	<b>100%</b>	<b>99323</b>	<b>100%</b>	<b>141467</b>	<b>100%</b>		

Response	By the end of my FIRST FOUR WEEKS at this college, I had completed an initial assessment test to determine which reading, writing, and math courses I should enroll in.																			
	Your College						Other ExLarge Colleges						2007 CCSSE Participants							
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)			
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Yes	169	39%	366	62%	475	46%	4682	52%	10131	63%	13902	56%	21591	52%	61225	62%	78239	56%		
No	237	54%	188	32%	489	47%	3597	40%	4559	29%	9012	36%	16780	40%	28631	29%	49516	35%		
I do not recall	29	7%	38	6%	68	7%	718	8%	1273	8%	1994	8%	3507	8%	8473	9%	11995	9%		
<b>Total</b>	<b>435</b>	<b>100%</b>	<b>592</b>	<b>100%</b>	<b>1032</b>	<b>100%</b>	<b>8997</b>	<b>100%</b>	<b>15963</b>	<b>100%</b>	<b>24907</b>	<b>100%</b>	<b>41878</b>	<b>100%</b>	<b>98329</b>	<b>100%</b>	<b>139749</b>	<b>100%</b>		

## CCSSE Special Focus Questions

Response	By the end of my FIRST FOUR WEEKS at this college, my instructors had used teaching techniques that encouraged me to become actively involved in the classroom.																		
	Your College						Other ExLarge Colleges						2007 CCSSE Participants						
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)		
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Very often	151	35%	166	28%	337	33%	2699	30%	4550	28%	7332	29%	13613	32%	30374	31%	44711	32%	
Often	128	29%	183	31%	309	30%	2702	30%	5167	32%	7698	31%	12634	30%	31585	32%	43242	31%	
Sometimes	106	24%	176	30%	269	26%	2489	27%	4642	29%	7013	28%	10928	26%	27413	28%	37453	27%	
Never	28	6%	29	5%	61	6%	587	6%	901	6%	1551	6%	2658	6%	5065	5%	8111	6%	
I do not recall	22	5%	42	7%	59	6%	600	7%	787	5%	1505	6%	2454	6%	4475	5%	7387	5%	
Total	435	100%	596	100%	1035	100%	9077	100%	16047	100%	25098	100%	42287	100%	98912	100%	140904	100%	

Response	How satisfied were you with the quality of your college's orientation course or program for new students?																			
	Your College						Other ExLarge Colleges						2007 CCSSE Participants							
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)			
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Very Satisfied	77	18%	99	17%	180	17%	1904	21%	3826	24%	5530	22%	9373	22%	25663	26%	33836	24%		
Somewhat Satisfied	122	28%	230	39%	324	32%	3222	36%	6855	43%	9539	38%	13713	33%	40138	41%	50574	36%		
Not at all Satisfied	23	5%	44	7%	62	6%	662	7%	1574	10%	2045	8%	2697	6%	8317	8%	10130	7%		
Have not attended an orientation course or program	212	49%	217	37%	464	45%	3182	35%	3667	23%	7726	31%	16066	38%	24037	24%	45102	32%		
Total	434	100%	590	100%	1030	100%	8970	100%	15922	100%	24839	100%	41849	100%	98155	100%	139642	100%		

## CCSSE Special Focus Questions

Response	Rate your overall satisfaction with this college's processes for working with new students - including the admissions process, the financial aid office, new student assessment, your first class registration experience, etc.																		
	Your College						Other ExLarge Colleges						2007 CCSSE Participants						
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)		
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
Very Satisfied	139	32%	182	31%	326	32%	2648	30%	4840	30%	7407	30%	14000	34%	34754	35%	48232	35%	
Somewhat Satisfied	244	57%	319	54%	572	56%	4707	53%	8245	52%	12991	53%	20901	50%	48178	49%	69148	50%	
Somewhat Dissatisfied	34	8%	75	13%	96	9%	1182	13%	2133	13%	3277	13%	5175	12%	11468	12%	16666	12%	
Very Dissatisfied	12	3%	15	3%	28	3%	382	4%	667	4%	1052	4%	1613	4%	3651	4%	5213	4%	
Total	429	100%	591	100%	1022	100%	8919	100%	15885	100%	24727	100%	41689	100%	98051	100%	139259	100%	



# 2007 Institutional Report

## Benchmarks of Effective Educational Practice

The Community College Survey of Student Engagement (CCSSE) utilizes a set of five benchmarks of effective educational practice in community colleges. These benchmarks allow 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.

### CCSSE's 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 most powerful contributors to effective teaching, learning, student retention, and student success.

CCSSE has again used this year a 3-year cohort of participating colleges (2005 through 2007) in all of its data analyses, including the computation

of benchmark scores.<sup>1</sup> This cohort is referred to as the 2007 CCSSE Cohort throughout all reports and documentation.

This new approach increases the total number of institutions and students contributing to the national dataset, which in turn increases the reliability of the overall results. In addition, the 3-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

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.)

<sup>1</sup>For returning participants, the college's most recent year of participation is included in data analyses. For example, if a college participated in 2006 and 2007, only the 2007 data would be used in the 3-year cohort.

### **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 the following:

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

## 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 input from its Technical Advisory Panel, CCSSE grouped together survey items related to each of these areas.

In order to create the benchmark scores, the survey items associated with each benchmark are first rescaled so that all items are on the same scale (0 to 1). Next, the benchmark scores are computed by averaging the scores of the related survey items. Finally, the scores are standardized around the mean of the 3-year cohort 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 the 2007 *CCSSE* Cohort. 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.

## **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 the 2007 CCSSE Cohort.

The **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 2007 CCSSE Cohort 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* making up that particular benchmark (e.g., Active and Collaborative Learning), the means associated with each item and whether your college's mean is above or below the mean for the comparison group as well as the 2007 CCSSE Cohort.

The next series of reports, found on pages B8 through B19, contain the same reports described above broken down by **enrollment status** for your institution, a comparison group, and the 2007 CCSSE Cohort.

The final set of reports, pages B20 through B31, highlight data for all students by **credit hour status** for your institution, a comparison group, and the 2007 CCSSE Cohort.

**Please note** that for consortium reports, there are no deciles reports; hence, the page numbers will not correspond to those listed above.

Community College Survey of Student Engagement  
2007 Benchmark Summary Table - All Students  
**Palomar College**

All Students				
Benchmark	Your College	Comparison Group Statistics		
			ExLarge Colleges	2007 CCSSE Cohort
Active and Collaborative Learning	45.5	Benchmark Score	49.2	50.0
		Score Difference	-3.7	-4.5
Student Effort	43.0	Benchmark Score	49.2	50.0
		Score Difference	-6.2	-7.0
Academic Challenge	44.4	Benchmark Score	49.5	50.0
		Score Difference	-5.1	-5.6
Student-Faculty Interaction	44.4	Benchmark Score	48.3	50.0
		Score Difference	-3.9	-5.6
Support for Learners	45.3	Benchmark Score	48.9	50.0
		Score Difference	-3.6	-4.7
		Number of Colleges	46	525

**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 2007 CCSSE Cohort) from your college's score on each benchmark.

**2007 CCSSE Cohort 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 2007 CCSSE Cohort 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.

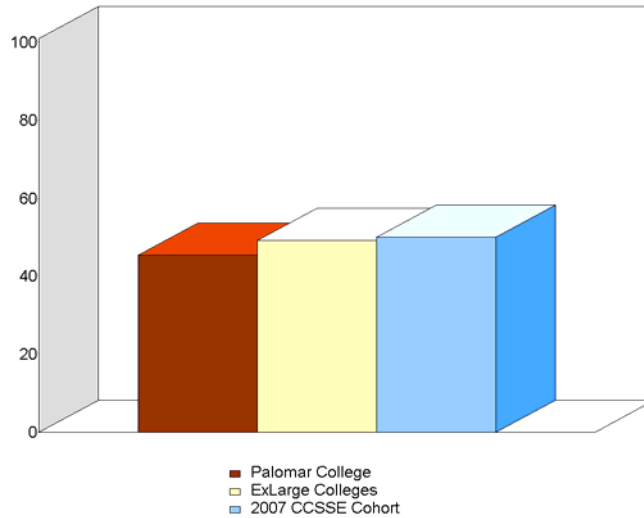
2007 CCSSE Cohort	All Students										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	40.5	45.6	47.1	48.1	49.1	50.1	51.2	52.3	53.7	55.7	75.8
Student Effort	41.3	46.2	47.4	48.3	49.1	50.1	51.1	52.0	53.3	55.1	74.3
Academic Challenge	35.2	45.9	47.4	48.4	49.2	50.0	50.9	51.7	52.9	54.4	67.8
Student-Faculty Interaction	41.0	45.8	47.4	48.3	49.3	50.2	51.4	52.4	53.7	55.9	65.1
Support for Learners	38.6	45.1	46.9	48.0	49.2	50.4	51.5	52.6	54.0	56.1	81.5

ExLarge Colleges	All Students										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	43.9	45.4	46.5	46.8	47.1	48.2	50.0	51.5	52.1	54.9	59.4
Student Effort	42.2	45.0	46.8	47.4	48.0	48.7	49.6	50.9	52.3	54.2	57.0
Academic Challenge	43.4	45.3	47.3	47.6	49.0	49.6	50.2	50.7	51.6	53.1	55.9
Student-Faculty Interaction	41.1	43.6	44.7	46.5	47.2	48.1	49.1	50.6	51.4	53.2	55.1
Support for Learners	42.6	44.7	45.4	46.4	47.4	49.0	49.5	50.4	51.4	53.7	59.5

Suburban Colleges	All Students										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	43.0	45.5	46.9	48.0	48.5	49.4	50.1	51.3	52.2	53.9	68.4
Student Effort	42.7	45.8	47.1	47.9	48.6	49.1	49.9	51.2	52.2	53.4	61.7
Academic Challenge	42.5	46.6	47.4	48.2	49.2	49.8	50.6	51.6	52.2	53.3	60.5
Student-Faculty Interaction	41.1	45.1	46.5	48.2	48.8	49.7	50.1	51.2	53.1	54.7	64.5
Support for Learners	42.1	44.7	45.7	46.9	47.7	48.8	49.5	50.9	52.0	54.9	69.0

## 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.



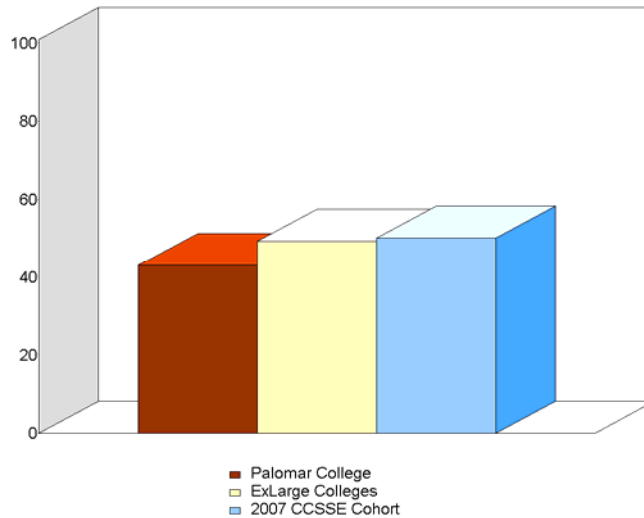
Benchmark Scores			
	Palomar College	ExLarge Colleges	2007 CCSSE Cohort
<b>All Students</b>	45.5	49.2	50.0

Active and Collaborative Learning	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	2.75	2.84		2.91	
4b. Made a class presentation	1.86	2.05	▼	2.04	
4f. Worked with other students on projects during class	2.45	2.44		2.46	
4g. Worked with classmates outside of class to prepare class assignments	1.69	1.84		1.84	
4h. Tutored or taught other students (paid or voluntary)	1.32	1.37		1.36	
4i. Participated in a community-based project as a part of a regular course	1.23	1.29		1.29	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.54	2.54		2.55	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## 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	2007 CCSSE Cohort
<b>All Students</b>	43.0	49.2	50.0

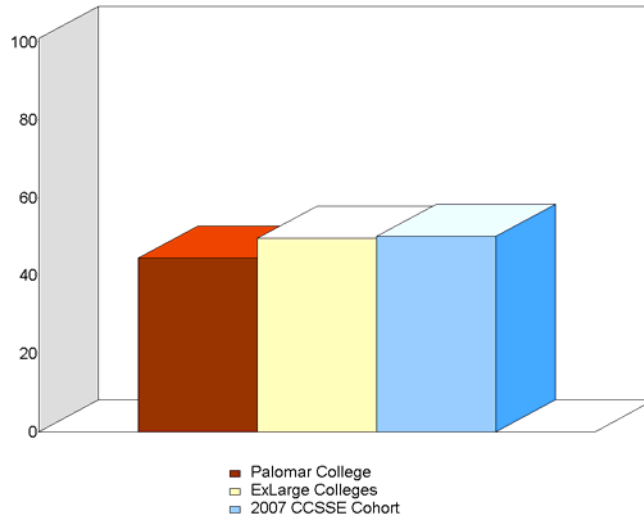
Student Effort	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.21	2.46	▼	2.47	▼
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.47	2.69	▼	2.70	▼
4e. Came to class without completing readings or assignments	1.88	1.92		1.88	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.10	2.10		2.07	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.75	1.85		1.88	
13d1. Frequency: Peer or other tutoring	1.34	1.47	▼	1.45	
13e1. Frequency: Skill labs (writing, math, etc.)	1.68	1.69		1.71	
13h1. Frequency: Computer lab	1.79	2.05	▼	2.09	▼

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]



## 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.



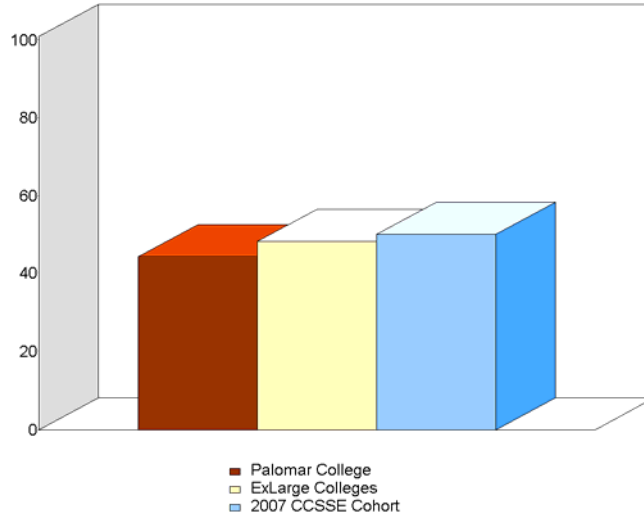
Benchmark Scores			
	Palomar College	ExLarge Colleges	2007 CCSSE Cohort
<b>All Students</b>	44.4	49.5	50.0

Academic Challenge	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.28	2.48	▼	2.52	▼
5b. Analyzing the basic elements of an idea, experience, or theory	2.82	2.85		2.82	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.60	2.70		2.69	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.42	2.54		2.53	
5e. Applying theories or concepts to practical problems or in new situations	2.54	2.62		2.62	
5f. Using information you have read or heard to perform a new skill	2.67	2.70		2.72	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.71	2.84		2.85	
6c. Number of written papers or reports of any length	2.45	2.81	▼	2.81	▼
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	4.82	4.92		5.00	
9a. Encouraging you to spend significant amounts of time studying	2.89	2.93		2.94	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## 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.



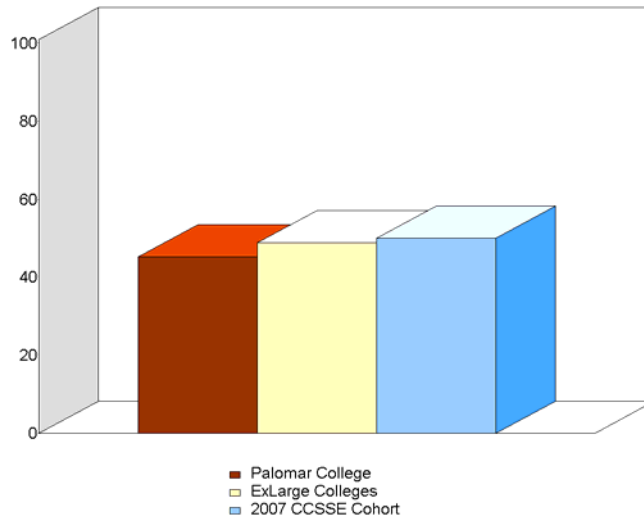
Benchmark Scores			
	Palomar College	ExLarge Colleges	2007 CCSSE Cohort
<b>All Students</b>	44.4	48.3	50.0

Student-Faculty Interaction	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.34	2.43		2.41	
4l. Discussed grades or assignments with an instructor	2.25	2.44	▼	2.49	▼
4m. Talked about career plans with an instructor or advisor	1.80	1.92		1.99	▼
4n. Discussed ideas from your readings or classes with instructors outside of class	1.62	1.68		1.72	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.57	2.61		2.65	
4q. Worked with instructors on activities other than coursework	1.32	1.36		1.39	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## 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	2007 CCSSE Cohort
<b>All Students</b>	45.3	48.9	50.0

Support for Learners	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	2.88	2.90		2.93	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.39	2.49		2.45	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.81	1.87		1.90	
9e. Providing the support you need to thrive socially	1.94	2.06		2.08	
9f. Providing the financial support you need to afford your education	2.12	2.28		2.37	▼
13a1. Frequency: Academic advising/planning	1.61	1.69		1.74	
13b1. Frequency: Career counseling	1.41	1.46		1.43	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

Community College Survey of Student Engagement  
2007 Benchmark Summary Table - Enrollment Status Breakout  
**Palomar College**

Part-Time Students				
Benchmark	Your College	Comparison Group Statistics		
			ExLarge Colleges	2007 CCSSE Cohort
Active and Collaborative Learning	43.2	Benchmark Score	46.2	46.6
		Score Difference	-3.0	-3.4
Student Effort	39.8	Benchmark Score	46.0	46.8
		Score Difference	-6.2	-7.0
Academic Challenge	40.5	Benchmark Score	46.4	46.4
		Score Difference	-5.9	-5.9
Student-Faculty Interaction	40.7	Benchmark Score	45.5	46.8
		Score Difference	-4.7	-6.1
Support for Learners	42.9	Benchmark Score	47.0	48.4
		Score Difference	-4.1	-5.6
		Number of Colleges	46	525

Full-Time Students				
Benchmark	Your College	Comparison Group Statistics		
			ExLarge Colleges	2007 CCSSE Cohort
Active and Collaborative Learning	50.6	Benchmark Score	54.9	56.2
		Score Difference	-4.4	-5.6
Student Effort	49.8	Benchmark Score	55.1	55.5
		Score Difference	-5.3	-5.7
Academic Challenge	52.9	Benchmark Score	55.4	55.6
		Score Difference	-2.5	-2.7
Student-Faculty Interaction	52.3	Benchmark Score	53.7	56.0
		Score Difference	-1.5	-3.8
Support for Learners	50.3	Benchmark Score	52.3	53.8
		Score Difference	-2.0	-3.5
		Number of Colleges	46	525

**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 2007 CCSSE Cohort) from your college's score on each benchmark.

## 2007 CCSSE Cohort Benchmark Deciles

### Enrollment Status Breakout

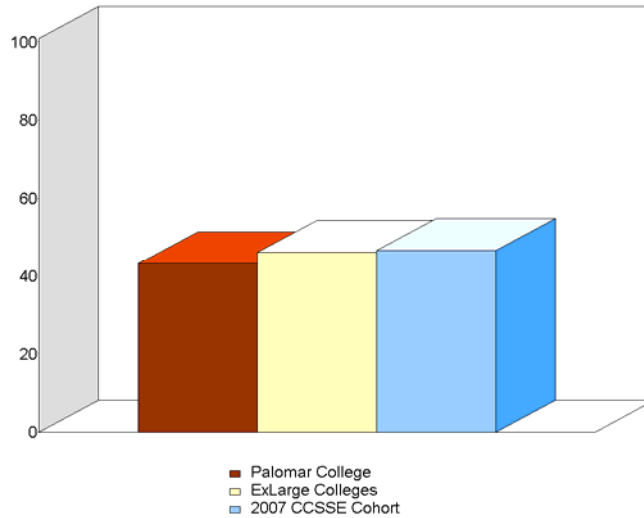
### Palomar College

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for all participating students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2007 CCSSE Cohort 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										
		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>2007 CCSSE Cohort</b>												
Active and Collaborative Learning		35.2	41.6	43.0	44.1	45.2	46.2	47.3	48.4	49.7	51.9	73.4
Student Effort		32.8	41.9	43.7	44.7	45.7	46.7	47.7	48.8	49.9	51.8	69.0
Academic Challenge		33.9	41.1	42.9	44.2	45.5	46.4	47.4	48.6	49.5	51.1	71.6
Student-Faculty Interaction		36.5	41.6	43.2	44.4	45.5	46.6	47.7	48.7	50.1	52.1	64.5
Support for Learners		37.5	42.8	44.2	45.5	46.8	48.3	49.4	50.7	52.0	54.6	77.6
<b>ExLarge Colleges</b>												
Active and Collaborative Learning		41.5	42.6	43.2	43.6	44.3	45.1	45.7	47.8	50.0	51.5	56.4
Student Effort		37.2	41.2	43.5	44.3	45.3	45.7	46.9	47.5	49.1	50.3	54.7
Academic Challenge		40.3	43.0	43.9	44.6	45.8	46.6	46.9	47.8	48.8	50.2	54.8
Student-Faculty Interaction		39.2	40.9	42.1	42.9	44.7	45.4	46.6	47.8	48.5	49.9	52.6
Support for Learners		40.4	42.9	43.7	44.8	45.3	46.5	47.7	49.3	49.5	51.6	57.7
<b>Suburban Colleges</b>												
Active and Collaborative Learning		39.1	41.7	43.2	44.6	45.4	46.3	47.0	47.8	48.8	50.5	61.4
Student Effort		37.3	41.9	43.2	44.9	45.5	46.4	47.5	48.3	49.5	50.3	58.3
Academic Challenge		33.9	42.7	44.1	44.7	45.9	46.6	47.8	48.5	49.3	50.2	71.6
Student-Faculty Interaction		38.8	41.8	43.3	44.5	45.0	46.2	47.1	48.2	49.2	51.1	61.3
Support for Learners		39.2	41.7	43.5	44.9	45.8	46.4	47.8	49.1	50.8	53.5	64.2
		Full-Time Students										
		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>2007 CCSSE Cohort</b>												
Active and Collaborative Learning		46.0	50.9	52.1	53.6	54.8	56.0	57.2	58.1	59.8	61.9	78.2
Student Effort		41.9	50.9	52.1	53.1	54.1	54.8	56.2	57.4	58.7	61.1	75.8
Academic Challenge		39.5	50.7	52.8	53.8	54.5	55.3	56.3	57.2	58.4	60.4	74.5
Student-Faculty Interaction		43.8	51.0	52.5	53.7	54.7	55.7	56.9	58.0	59.5	61.8	70.1
Support for Learners		40.3	48.3	49.6	51.2	52.2	53.2	54.5	55.7	57.5	60.0	82.6
<b>ExLarge Colleges</b>												
Active and Collaborative Learning		48.2	50.5	51.6	52.3	53.8	54.2	55.1	56.0	57.9	61.3	66.5
Student Effort		48.2	50.8	51.9	53.4	54.3	54.7	55.0	56.6	58.4	60.7	62.2
Academic Challenge		48.9	52.4	53.6	53.8	54.3	54.7	56.1	57.1	57.4	58.5	63.1
Student-Faculty Interaction		45.7	48.9	50.7	51.0	52.4	53.5	54.5	55.7	57.5	58.9	61.9
Support for Learners		46.6	47.7	49.1	49.9	50.5	52.1	52.7	53.7	54.4	58.7	67.0
<b>Suburban Colleges</b>												
Active and Collaborative Learning		46.6	50.1	51.3	52.3	53.7	54.9	56.1	57.3	59.0	61.1	75.3
Student Effort		45.2	50.5	51.5	52.6	53.3	53.8	54.7	56.0	56.8	59.7	65.3
Academic Challenge		48.1	50.9	52.7	53.5	54.3	55.1	55.7	56.7	57.9	59.4	63.3
Student-Faculty Interaction		45.7	50.8	52.1	53.0	54.0	54.6	55.7	57.6	58.3	60.5	69.0
Support for Learners		44.0	47.7	48.7	50.0	51.1	51.8	52.8	54.3	55.6	58.8	72.7

## Active and Collaborative Learning Bar Charts and Benchmark Item Composition - Part-Time 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.



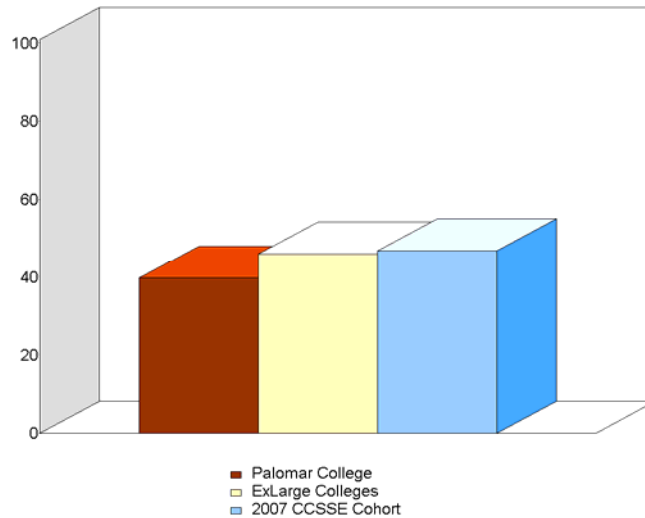
Benchmark Scores			
	Palomar College	ExLarge Colleges	2007 CCSSE Cohort
<b>Part-Time</b>	43.2	46.2	46.6

Active and Collaborative Learning	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	2.73	2.82		2.88	
4b. Made a class presentation	1.75	1.93	▼	1.90	
4f. Worked with other students on projects during class	2.42	2.38		2.38	
4g. Worked with classmates outside of class to prepare class assignments	1.64	1.75		1.72	
4h. Tutored or taught other students (paid or voluntary)	1.28	1.32		1.30	
4i. Participated in a community-based project as a part of a regular course	1.23	1.24		1.23	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.48	2.50		2.51	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## Student Effort Bar Charts and Benchmark Item Composition - Part-Time Students

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



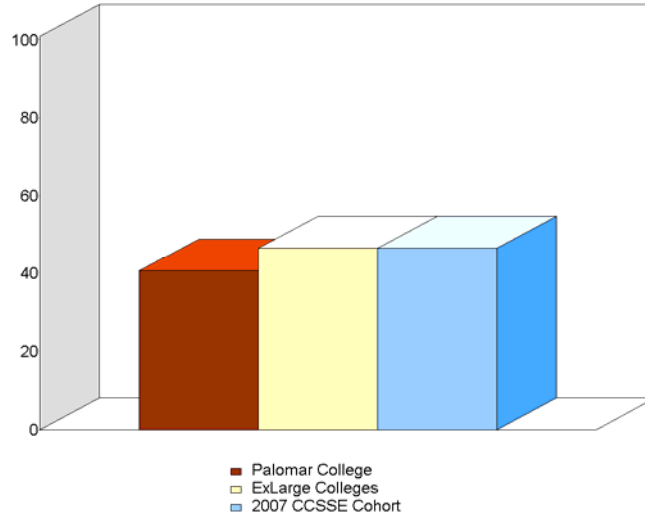
Benchmark Scores			
	Palomar College	ExLarge Colleges	2007 CCSSE Cohort
<b>Part-Time</b>	39.8	46.0	46.8

Student Effort	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.08	2.36	▼	2.36	▼
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.31	2.56	▼	2.55	▼
4e. Came to class without completing readings or assignments	1.80	1.88		1.82	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.10	2.10		2.09	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.59	1.73		1.74	
13d1. Frequency: Peer or other tutoring	1.30	1.44	▼	1.42	
13e1. Frequency: Skill labs (writing, math, etc.)	1.65	1.65		1.66	
13h1. Frequency: Computer lab	1.68	1.95	▼	1.97	▼

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## Academic Challenge Bar Charts and Benchmark Item Composition - Part-Time 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	2007 CCSSE Cohort
<b>Part-Time</b>	40.5	46.4	46.4

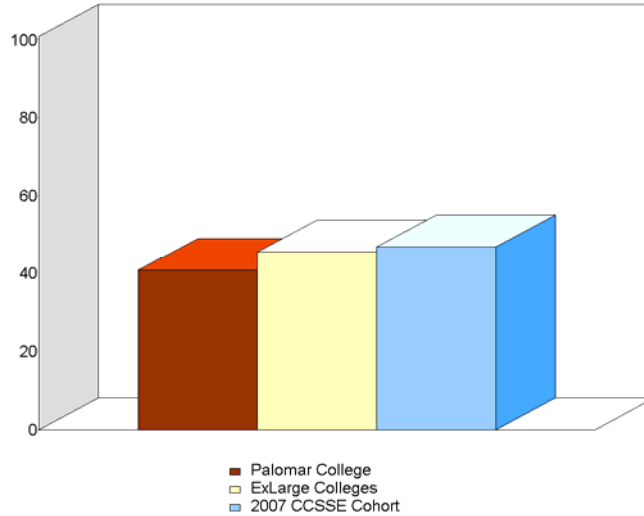
Academic Challenge	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.20	2.43	▼	2.46	▼
5b. Analyzing the basic elements of an idea, experience, or theory	2.74	2.81		2.78	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.53	2.65		2.64	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.30	2.47		2.45	
5e. Applying theories or concepts to practical problems or in new situations	2.47	2.56		2.55	
5f. Using information you have read or heard to perform a new skill	2.66	2.65		2.66	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.54	2.69		2.67	
6c. Number of written papers or reports of any length	2.19	2.61	▼	2.57	▼
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	4.80	4.91		4.97	
9a. Encouraging you to spend significant amounts of time studying	2.81	2.89		2.89	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]



## Student-Faculty Interaction Bar Charts and Benchmark Item Composition - Part-Time 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.



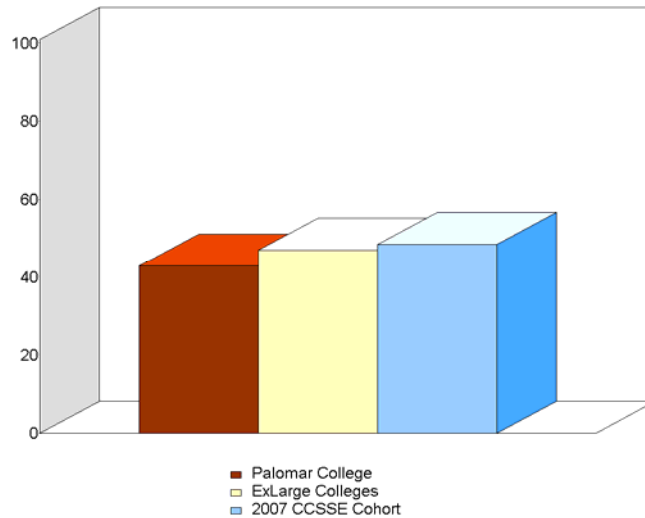
Benchmark Scores			
	Palomar College	ExLarge Colleges	2007 CCSSE Cohort
<b>Part-Time</b>	40.7	45.5	46.8

Student-Faculty Interaction	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.16	2.31		2.28	
4l. Discussed grades or assignments with an instructor	2.14	2.37	▼	2.41	▼
4m. Talked about career plans with an instructor or advisor	1.68	1.84		1.87	▼
4n. Discussed ideas from your readings or classes with instructors outside of class	1.59	1.62		1.64	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.54	2.59		2.64	
4q. Worked with instructors on activities other than coursework	1.29	1.32		1.32	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## Support for Learners Bar Charts and Benchmark Item Composition - Part-Time 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.



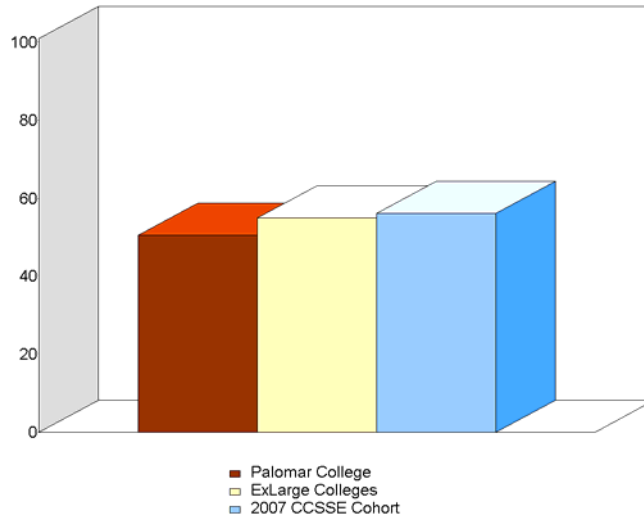
Benchmark Scores			
	Palomar College	ExLarge Colleges	2007 CCSSE Cohort
<b>Part-Time</b>	42.9	47.0	48.4

Support for Learners	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	2.86	2.87		2.89	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.33	2.45		2.40	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.78	1.84		1.86	
9e. Providing the support you need to thrive socially	1.88	2.01		2.02	
9f. Providing the financial support you need to afford your education	2.01	2.18		2.25	▼
13a1. Frequency: Academic advising/planning	1.52	1.65		1.69	▼
13b1. Frequency: Career counseling	1.37	1.45		1.41	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## Active and Collaborative Learning Bar Charts and Benchmark Item Composition - Full-Time 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.



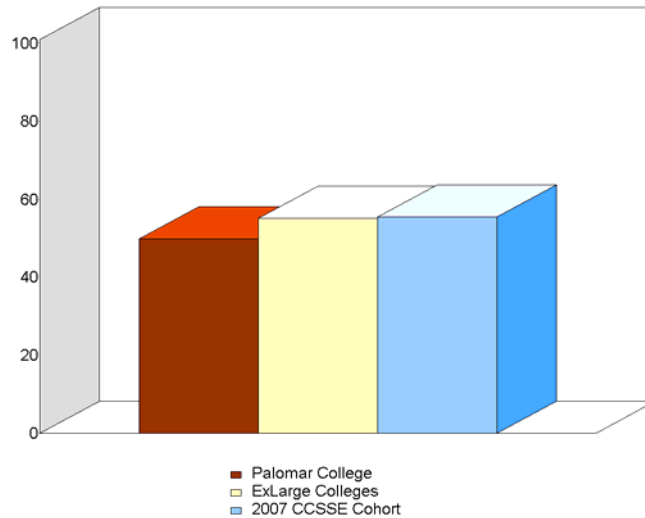
Benchmark Scores			
	Palomar College	ExLarge Colleges	2007 CCSSE Cohort
<b>Full-Time</b>	50.6	54.9	56.2

Active and Collaborative Learning	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	2.81	2.88		2.94	
4b. Made a class presentation	2.10	2.27		2.24	
4f. Worked with other students on projects during class	2.51	2.55		2.57	
4g. Worked with classmates outside of class to prepare class assignments	1.81	2.00	▼	2.01	▼
4h. Tutored or taught other students (paid or voluntary)	1.40	1.47		1.46	
4i. Participated in a community-based project as a part of a regular course	1.23	1.38	▼	1.38	▼
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.65	2.60		2.61	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## Student Effort Bar Charts and Benchmark Item Composition - Full-Time Students

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



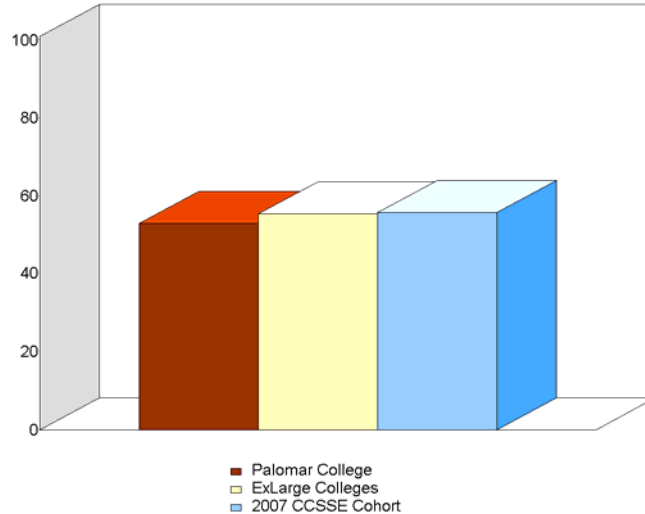
Benchmark Scores			
	Palomar College	ExLarge Colleges	2007 CCSSE Cohort
<b>Full-Time</b>	49.8	55.1	55.5

Student Effort	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.48	2.65		2.64	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.82	2.94		2.92	
4e. Came to class without completing readings or assignments	2.03	2.01		1.98	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.12	2.11		2.06	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	2.08	2.09		2.09	
13d1. Frequency: Peer or other tutoring	1.41	1.54		1.50	
13e1. Frequency: Skill labs (writing, math, etc.)	1.74	1.76		1.77	
13h1. Frequency: Computer lab	2.00	2.21	▼	2.24	▼

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## Academic Challenge Bar Charts and Benchmark Item Composition - Full-Time 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.



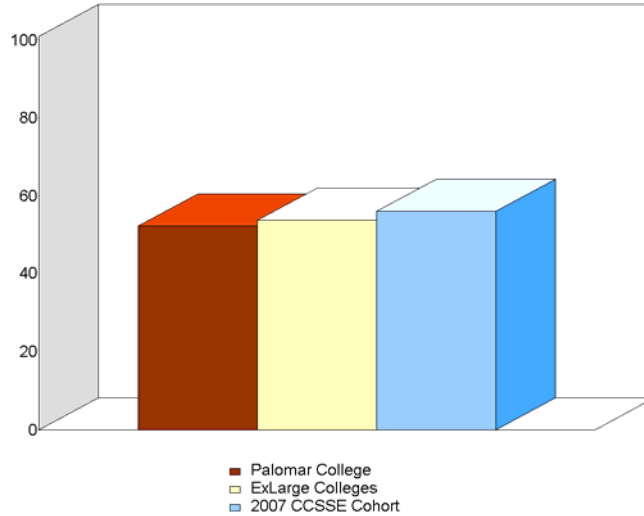
Benchmark Scores			
	Palomar College	ExLarge Colleges	2007 CCSSE Cohort
<b>Full-Time</b>	52.9	55.4	55.6

Academic Challenge	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.44	2.58		2.60	
5b. Analyzing the basic elements of an idea, experience, or theory	2.98	2.94		2.90	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.74	2.79		2.77	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.66	2.68		2.65	
5e. Applying theories or concepts to practical problems or in new situations	2.68	2.72		2.72	
5f. Using information you have read or heard to perform a new skill	2.68	2.78		2.81	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	3.07	3.12		3.12	
6c. Number of written papers or reports of any length	2.98	3.19	▼	3.16	
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	4.88	4.96		5.03	
9a. Encouraging you to spend significant amounts of time studying	3.04	3.01		3.02	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## Student-Faculty Interaction Bar Charts and Benchmark Item Composition - Full-Time 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.



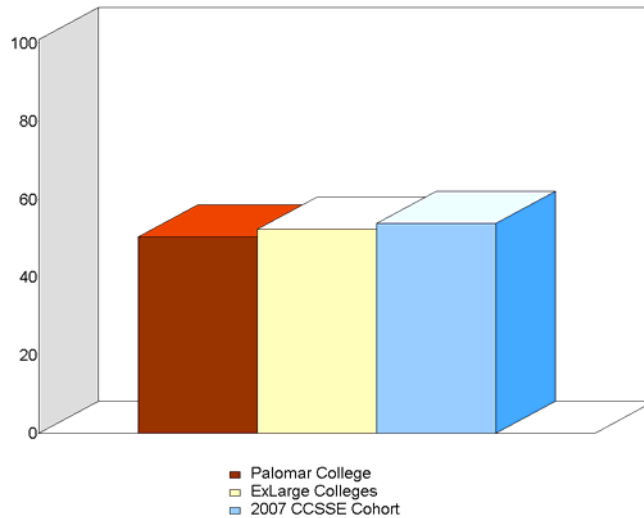
Benchmark Scores			
	Palomar College	ExLarge Colleges	2007 CCSSE Cohort
<b>Full-Time</b>	52.3	53.7	56.0

Student-Faculty Interaction	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.73	2.64		2.62	
4l. Discussed grades or assignments with an instructor	2.50	2.57		2.61	
4m. Talked about career plans with an instructor or advisor	2.04	2.08		2.15	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.66	1.79		1.83	▼
4o. Received prompt feedback (written or oral) from instructors on your performance	2.64	2.64		2.67	
4q. Worked with instructors on activities other than coursework	1.38	1.44		1.49	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## Support for Learners Bar Charts and Benchmark Item Composition - Full-Time 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	2007 CCSSE Cohort
<b>Full-Time</b>	50.3	52.3	53.8

Support for Learners	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	2.92	2.95		2.98	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.53	2.57		2.52	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.85	1.94		1.96	
9e. Providing the support you need to thrive socially	2.05	2.15		2.17	
9f. Providing the financial support you need to afford your education	2.36	2.45		2.54	
13a1. Frequency: Academic advising/planning	1.77	1.77		1.81	
13b1. Frequency: Career counseling	1.48	1.50		1.46	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

Community College Survey of Student Engagement  
2007 Benchmark Summary Table - Credit Hour Status Breakout  
**Palomar College**

0 to 29 Credits				
Benchmark	Your College	Comparison Group Statistics		
		ExLarge Colleges	2007 CCSSE Cohort	
Active and Collaborative Learning	42.7	Benchmark Score	46.7	47.7
		Score Difference	-4.0	-5.0
Student Effort	40.6	Benchmark Score	47.6	49.1
		Score Difference	-7.0	-8.6
Academic Challenge	42.1	Benchmark Score	47.5	48.1
		Score Difference	-5.4	-6.0
Student-Faculty Interaction	40.8	Benchmark Score	46.2	48.1
		Score Difference	-5.4	-7.4
Support for Learners	43.7	Benchmark Score	48.2	49.9
		Score Difference	-4.5	-6.2
		Number of Colleges	46	525

30+ Credits				
Benchmark	Your College	Comparison Group Statistics		
		ExLarge Colleges	2007 CCSSE Cohort	
Active and Collaborative Learning	51.4	Benchmark Score	53.9	56.5
		Score Difference	-2.5	-5.1
Student Effort	47.3	Benchmark Score	51.8	52.9
		Score Difference	-4.5	-5.6
Academic Challenge	49.4	Benchmark Score	53.3	54.7
		Score Difference	-4.0	-5.3
Student-Faculty Interaction	51.8	Benchmark Score	52.4	56.1
		Score Difference	-0.5	-4.3
Support for Learners	47.2	Benchmark Score	49.8	52.1
		Score Difference	-2.5	-4.9
		Number of Colleges	46	525

**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 2007 CCSSE Cohort) from your college's score on each benchmark.



## 2007 CCSSE Cohort Benchmark Deciles

### Credit Hour Status Breakout

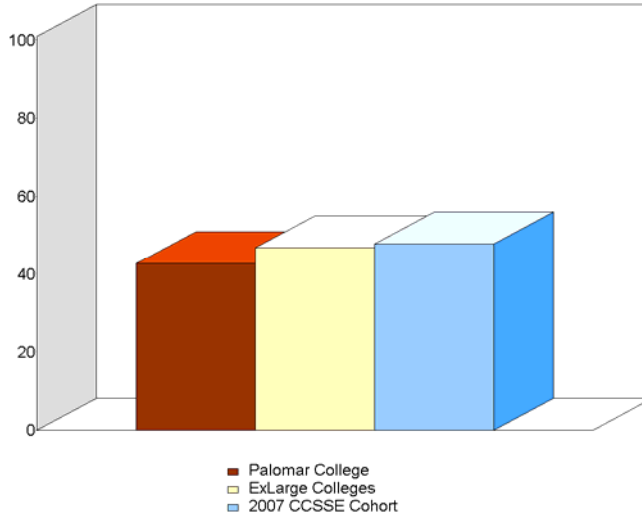
### Palomar College

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for all participating students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2007 CCSSE Cohort 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										
		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>2007 CCSSE Cohort</b>												
Active and Collaborative Learning		37.4	42.8	44.4	45.4	46.3	47.2	48.4	49.5	50.7	52.9	73.1
Student Effort		38.1	44.4	45.7	46.9	48.1	49.0	50.0	51.0	52.0	54.1	72.4
Academic Challenge		32.2	43.9	45.4	46.4	47.2	47.8	48.7	49.7	50.7	52.6	65.3
Student-Faculty Interaction		38.8	43.3	44.8	45.8	46.7	47.6	48.9	50.0	51.2	53.2	64.1
Support for Learners		37.6	44.5	46.1	47.2	48.4	49.5	50.8	51.9	53.3	55.4	82.4
<b>ExLarge Colleges</b>												
Active and Collaborative Learning		41.6	42.4	43.6	44.2	45.0	45.9	46.8	48.7	49.9	51.2	56.0
Student Effort		38.1	43.4	45.4	45.7	46.4	47.4	48.6	49.6	50.3	51.5	55.7
Academic Challenge		39.6	44.1	45.9	46.0	46.7	47.3	48.0	48.7	49.8	51.9	54.7
Student-Faculty Interaction		39.4	41.2	42.1	44.3	45.0	46.0	46.7	48.9	49.4	51.6	53.3
Support for Learners		40.3	43.7	45.0	45.6	47.2	48.1	49.3	50.2	50.5	52.1	59.0
<b>Suburban Colleges</b>												
Active and Collaborative Learning		40.6	43.3	44.6	45.4	46.3	46.8	47.6	48.4	49.5	50.9	62.1
Student Effort		40.6	43.8	45.5	46.5	47.3	47.9	48.9	50.2	51.1	52.2	58.9
Academic Challenge		40.6	44.4	45.9	46.5	47.3	48.2	48.9	49.7	50.3	51.2	61.4
Student-Faculty Interaction		39.4	42.7	44.4	45.9	47.0	47.5	48.3	49.2	50.9	52.0	62.9
Support for Learners		41.6	43.7	45.3	45.9	47.1	48.2	48.9	49.9	51.6	54.3	65.5
		30+ Credits										
		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
<b>2007 CCSSE Cohort</b>												
Active and Collaborative Learning		43.9	50.4	52.3	53.7	55.2	56.4	57.2	58.5	60.1	62.8	79.7
Student Effort		40.9	47.9	49.4	50.5	51.3	52.3	53.3	54.6	56.2	58.6	77.3
Academic Challenge		37.5	49.1	51.1	52.2	53.5	54.7	55.8	57.0	58.3	59.9	76.5
Student-Faculty Interaction		42.6	50.4	52.0	53.6	54.7	56.1	56.9	58.2	60.0	62.3	76.6
Support for Learners		34.9	45.8	47.5	49.2	50.4	51.6	52.9	54.7	56.0	58.8	80.7
<b>ExLarge Colleges</b>												
Active and Collaborative Learning		48.2	49.7	51.2	51.7	52.6	52.9	54.2	55.4	56.7	58.9	66.1
Student Effort		45.8	47.3	48.8	49.2	50.4	51.0	52.1	52.6	55.6	57.1	63.0
Academic Challenge		43.9	49.4	51.1	51.4	52.3	53.0	53.9	55.2	55.9	57.9	63.1
Student-Faculty Interaction		44.7	47.6	49.6	50.5	50.9	52.2	52.9	54.6	56.1	56.9	59.6
Support for Learners		42.4	44.9	46.0	47.2	49.2	49.7	50.7	51.5	51.7	55.9	60.4
<b>Suburban Colleges</b>												
Active and Collaborative Learning		45.1	49.7	51.4	52.8	53.6	54.9	55.9	57.4	58.7	60.5	79.7
Student Effort		44.7	47.5	49.2	49.9	50.8	51.7	52.3	53.1	54.5	56.6	65.8
Academic Challenge		43.9	49.4	51.2	51.8	52.9	53.7	54.8	55.5	56.9	57.9	65.8
Student-Faculty Interaction		44.7	49.4	51.1	52.0	53.2	54.2	55.4	56.7	58.1	61.6	69.8
Support for Learners		39.7	45.2	46.2	47.7	48.7	49.9	51.2	52.5	53.5	56.7	72.3

**Active and Collaborative Learning**  
**Bar Charts and Benchmark Item Composition - 0 to 29 Credits 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	2007 CCSSE Cohort
0 to 29 Credits	42.7	46.7	47.7

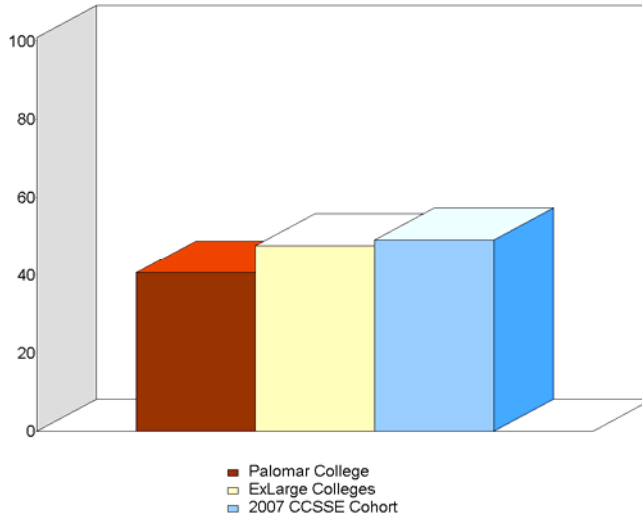
Active and Collaborative Learning	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	2.71	2.81		2.87	
4b. Made a class presentation	1.76	1.97	▼	1.95	▼
4f. Worked with other students on projects during class	2.44	2.40		2.41	
4g. Worked with classmates outside of class to prepare class assignments	1.60	1.76		1.76	
4h. Tutored or taught other students (paid or voluntary)	1.26	1.32		1.32	
4i. Participated in a community-based project as a part of a regular course	1.21	1.25		1.24	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.48	2.50		2.51	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## Student Effort

### Bar Charts and Benchmark Item Composition - 0 to 29 Credits Students

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



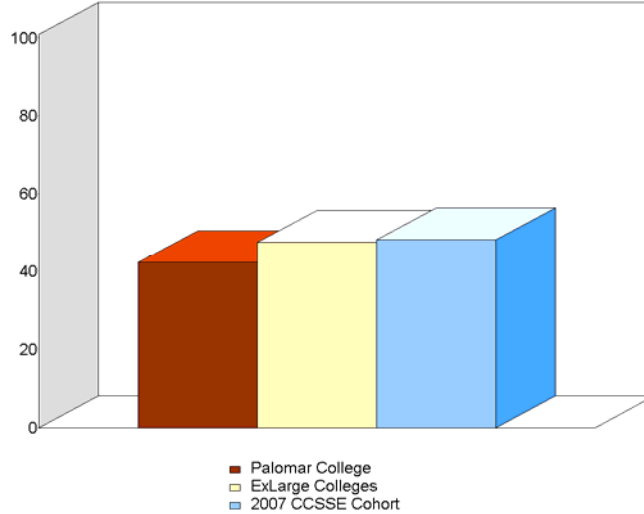
Benchmark Scores			
	Palomar College	ExLarge Colleges	2007 CCSSE Cohort
<b>0 to 29 Credits</b>	40.6	47.6	49.1

Student Effort	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.16	2.45	▼	2.47	▼
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.38	2.64	▼	2.63	▼
4e. Came to class without completing readings or assignments	1.83	1.91		1.86	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.09	2.08		2.05	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.69	1.78		1.81	
13d1. Frequency: Peer or other tutoring	1.26	1.44	▼	1.43	▼
13e1. Frequency: Skill labs (writing, math, etc.)	1.64	1.68		1.71	
13h1. Frequency: Computer lab	1.72	1.99	▼	2.05	▼

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

**Academic Challenge**  
**Bar Charts and Benchmark Item Composition - 0 to 29 Credits 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.



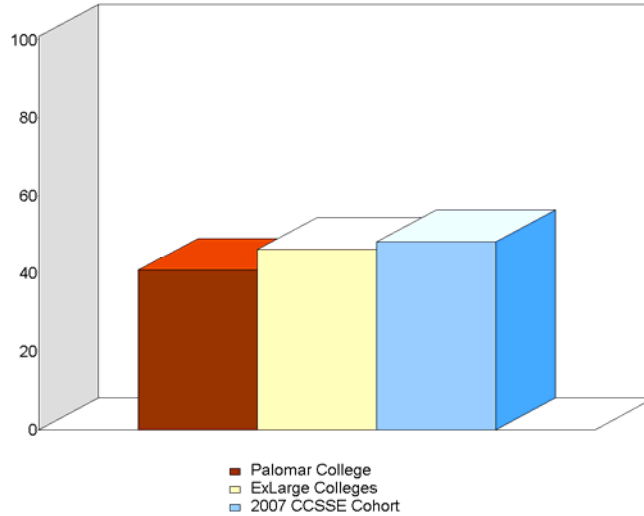
Benchmark Scores			
	Palomar College	ExLarge Colleges	2007 CCSSE Cohort
<b>0 to 29 Credits</b>	42.1	47.5	48.1

Academic Challenge	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.24	2.45	▼	2.49	▼
5b. Analyzing the basic elements of an idea, experience, or theory	2.76	2.80		2.78	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.57	2.66		2.65	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.36	2.50		2.48	
5e. Applying theories or concepts to practical problems or in new situations	2.45	2.56		2.56	
5f. Using information you have read or heard to perform a new skill	2.67	2.65		2.68	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.64	2.79		2.80	
6c. Number of written papers or reports of any length	2.38	2.78	▼	2.79	▼
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	4.75	4.84		4.92	
9a. Encouraging you to spend significant amounts of time studying	2.82	2.89		2.90	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## Student-Faculty Interaction Bar Charts and Benchmark Item Composition - 0 to 29 Credits 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.



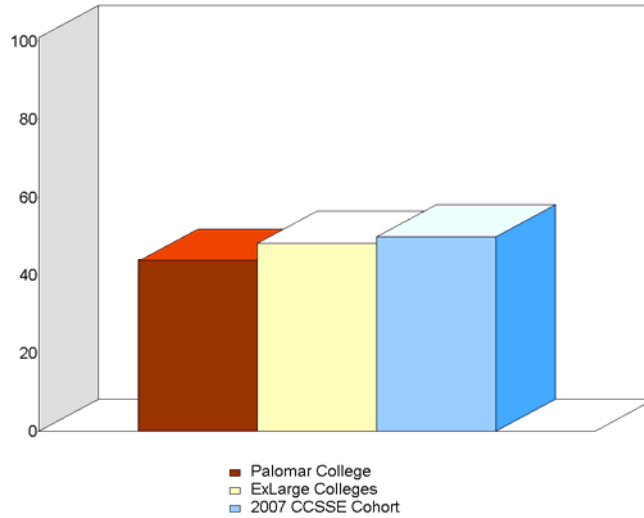
Benchmark Scores			
	Palomar College	ExLarge Colleges	2007 CCSSE Cohort
<b>0 to 29 Credits</b>	40.8	46.2	48.1

Student-Faculty Interaction	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.22	2.35		2.33	
4l. Discussed grades or assignments with an instructor	2.17	2.40	▼	2.44	▼
4m. Talked about career plans with an instructor or advisor	1.70	1.86		1.93	▼
4n. Discussed ideas from your readings or classes with instructors outside of class	1.54	1.63		1.66	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.52	2.59		2.63	
4q. Worked with instructors on activities other than coursework	1.26	1.33		1.35	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

**Support for Learners**  
**Bar Charts and Benchmark Item Composition - 0 to 29 Credits 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.



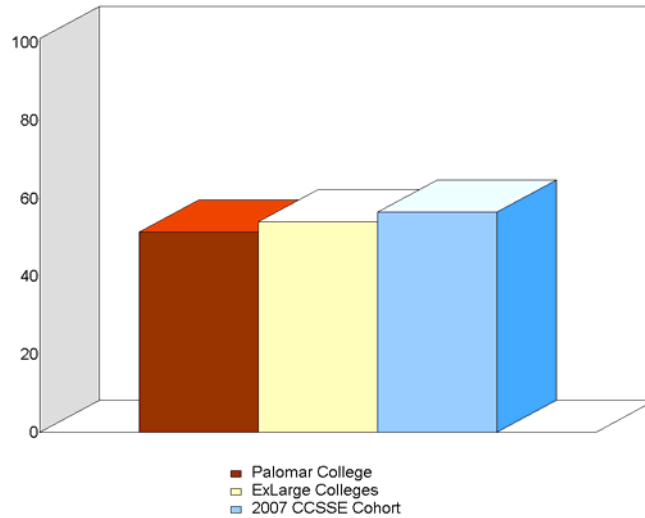
<b>Benchmark Scores</b>			
	<b>Palomar College</b>	<b>ExLarge Colleges</b>	<b>2007 CCSSE Cohort</b>
<b>0 to 29 Credits</b>	43.7	48.2	49.9

<b>Support for Learners</b>	<b>Your College Mean</b>	<b>Other ExLarge Colleges Mean</b>	<b>Above/ Below Mean</b>	<b>2007 CCSSE Cohort Mean</b>	<b>Above/ Below Mean</b>
9b. Providing the support you need to help you succeed at this college	2.86	2.88		2.91	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.33	2.47		2.42	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.81	1.88		1.90	
9e. Providing the support you need to thrive socially	1.92	2.06		2.08	
9f. Providing the financial support you need to afford your education	2.12	2.28		2.36	▼
13a1. Frequency: Academic advising/planning	1.53	1.66		1.71	▼
13b1. Frequency: Career counseling	1.34	1.44		1.41	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## Active and Collaborative Learning Bar Charts and Benchmark Item Composition - 30+ Credits 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.



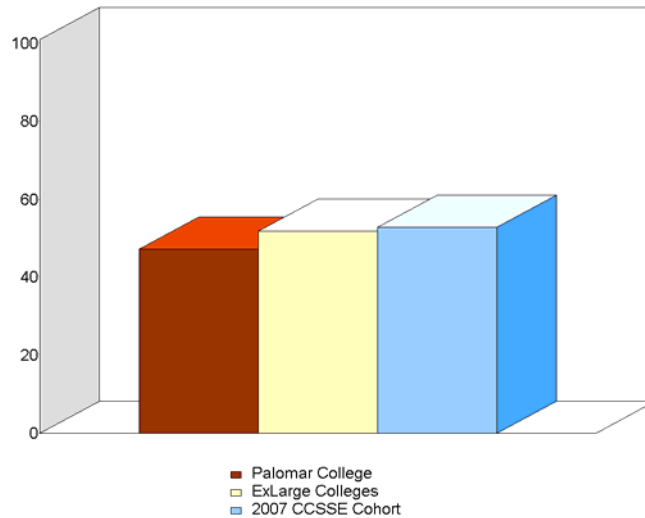
Benchmark Scores			
	Palomar College	ExLarge Colleges	2007 CCSSE Cohort
<b>30+ Credits</b>	51.4	53.9	56.5

Active and Collaborative Learning	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	2.87	2.90		2.98	
4b. Made a class presentation	2.06	2.22		2.22	
4f. Worked with other students on projects during class	2.49	2.50		2.55	
4g. Worked with classmates outside of class to prepare class assignments	1.87	1.98		2.01	
4h. Tutored or taught other students (paid or voluntary)	1.40	1.46		1.46	
4i. Participated in a community-based project as a part of a regular course	1.26	1.35		1.38	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.69	2.60		2.63	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## Student Effort Bar Charts and Benchmark Item Composition - 30+ Credits 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	2007 CCSSE Cohort
<b>30+ Credits</b>	47.3	51.8	52.9

Student Effort	Your College Mean	Other ExLarge Colleges Mean	Above/Below Mean	2007 CCSSE Cohort Mean	Above/Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.32	2.47		2.48	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.65	2.80		2.83	▼
4e. Came to class without completing readings or assignments	1.94	1.95		1.93	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.13	2.15		2.11	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.86	1.98		2.03	
13d1. Frequency: Peer or other tutoring	1.47	1.52		1.49	
13e1. Frequency: Skill labs (writing, math, etc.)	1.74	1.70		1.70	
13h1. Frequency: Computer lab	1.91	2.13	▼	2.18	▼

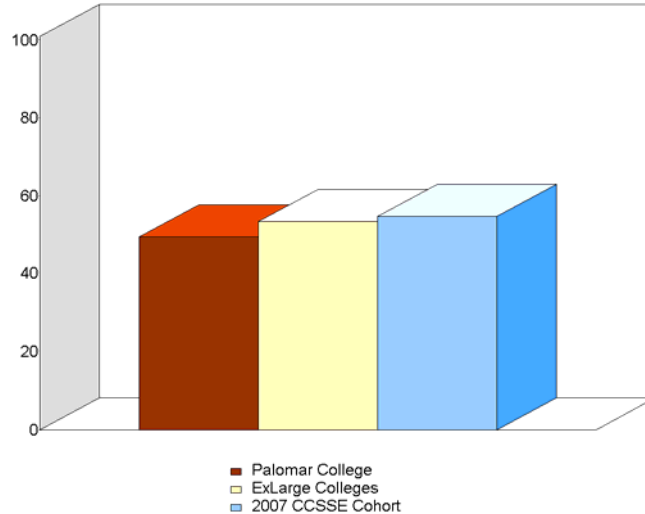
[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]



## Academic Challenge

### Bar Charts and Benchmark Item Composition - 30+ Credits 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.



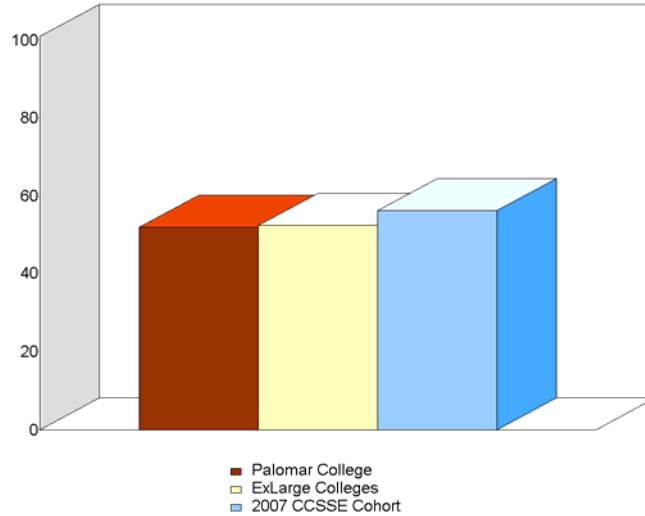
Benchmark Scores			
	Palomar College	ExLarge Colleges	2007 CCSSE Cohort
<b>30+ Credits</b>	49.4	53.3	54.7

Academic Challenge	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.36	2.54	▼	2.59	▼
5b. Analyzing the basic elements of an idea, experience, or theory	2.95	2.94		2.93	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.67	2.77		2.78	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.53	2.63		2.64	
5e. Applying theories or concepts to practical problems or in new situations	2.73	2.73		2.75	
5f. Using information you have read or heard to perform a new skill	2.68	2.78		2.82	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.82	2.92		2.96	
6c. Number of written papers or reports of any length	2.58	2.86	▼	2.87	▼
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	4.99	5.08		5.16	
9a. Encouraging you to spend significant amounts of time studying	3.01	3.00		3.04	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## Student-Faculty Interaction Bar Charts and Benchmark Item Composition - 30+ Credits 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.



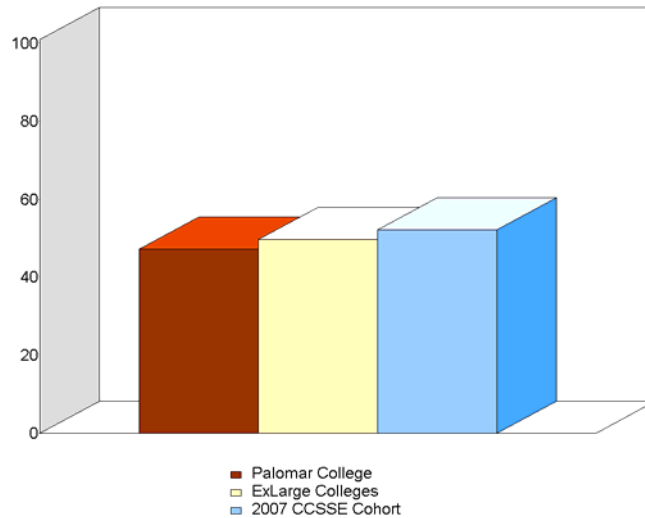
Benchmark Scores			
	Palomar College	ExLarge Colleges	2007 CCSSE Cohort
<b>30+ Credits</b>	51.8	52.4	56.1

Student-Faculty Interaction	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.64	2.58		2.60	
4l. Discussed grades or assignments with an instructor	2.43	2.53		2.60	▼
4m. Talked about career plans with an instructor or advisor	2.00	2.02		2.13	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.76	1.76		1.83	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.65	2.65		2.71	
4q. Worked with instructors on activities other than coursework	1.43	1.41		1.47	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## Support for Learners Bar Charts and Benchmark Item Composition - 30+ Credits 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	2007 CCSSE Cohort
<b>30+ Credits</b>	47.2	49.8	52.1

Support for Learners	Your College Mean	Other ExLarge Colleges Mean	Above/ Below Mean	2007 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	2.89	2.92		2.96	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.49	2.53		2.50	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.78	1.86		1.91	
9e. Providing the support you need to thrive socially	1.94	2.05		2.09	
9f. Providing the financial support you need to afford your education	2.09	2.27		2.39	▼
13a1. Frequency: Academic advising/planning	1.74	1.76		1.81	
13b1. Frequency: Career counseling	1.51	1.49		1.46	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

# 2007 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), Course Master Data File elements, course-level data from the Class Information Sheet, the part- v. full-time status weight variable, raw benchmark scores, exclusionary criteria, CCSSE Special Focus Questions, and derived variables used in various Web site analyses.

## CCSSE 2007 Codebook

Please note the following for the CCSSE dataset:

- Invalid responses are coded as missing “.”

Item #	Variable Name	Item Description/Variable Label	Response Value
	SURVEYNO	Survey Number	
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

Item #	Variable Name	Item Description/Variable Label
4p	WORKHARD	Worked harder than you thought you could to meet an instructor's standards or expectations
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
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

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

The items below refer to derived CCSSE variables:

Variable Name	Item Description/Variable Label	Response Value
credit	Credit hours completed	1=Students with 0-29 Credits 2=Students with 30 or More Credits
stud_age_class	Traditional/Nontraditional age students	1=Traditional Age Student (24 and younger) 2=Nontraditional Age Student (25 and older)
developmental	Developmental/Nondevelopmental coursework	1=Nondevelopmental 2=Developmental
generation	First-Generation/Not First-Generation Students	1=First-Generation (neither parent attended college) 2=Not First-Generation (at least one parent attended college)
credential	Credential/Noncredential seeking	1=Noncredential Seeking 2=Credential Seeking

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	
QRTHRS	Number of credit hours taught this semester by faculty member teaching this class: Quarter system hours	

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 benchmark score (rescaled from 0 to 1)



The items below are standardized benchmarks:

Variable Name	Item Description/Variable Label
actcoll_std	Standardized active and collaborative learning benchmark score (mean of 50)
stueff_std	Standardized student effort benchmark score (mean of 50)
acchall_std	Standardized academic challenge benchmark score (mean of 50)
stufac_std	Standardized student-faculty interaction benchmark score (mean of 50)
support_std	Standardized support for learners benchmark score (mean of 50)

The items below refer to the *CCSSE* Supplemental Questions:

Variable Name	Item Description/Variable Label	Response Value
COLLQ149	By the end of my <b>FIRST FOUR WEEKS</b> at this college, I had met with an advisor to discuss my educational goals.	1= Yes 2= No, I met with an advisor by the end of my first four weeks at this college, but we did not discuss my educational goals 3= No, I did not meet with an advisor by the end of my first four weeks at this college 4= No, I have discussed educational goals with an advisor, but it did not happen by the end of my first four weeks at this college 5= I do not recall
COLLQ150	By the end of my <b>FIRST FOUR WEEKS</b> at this college, I had completed an initial assessment test to determine which reading, writing, and math courses I should enroll in.	1= Yes 2= No 3= I do not recall
COLLQ151	By the end of my <b>FIRST FOUR WEEKS</b> at this college, my instructors had used teaching techniques that encouraged me to become actively involved in the classroom.	1= Very often 2= Often 3= Sometimes 4= Never 5= I do not recall
COLLQ152	How satisfied were you with the quality of your college's orientation course or program for new students?	1= Very Satisfied 2= Somewhat Satisfied 3= Not at all Satisfied 4= Have not attended an orientation course or program
COLLQ153	Rate your overall satisfaction with <b>this college's processes</b> for working with <b>new</b> students - including the admissions process, the financial aid office, new student assessment, your first class registration experience, etc.	1= Very Satisfied 2= Somewhat Satisfied 3= Somewhat Dissatisfied 4= Very Dissatisfied

## Approaching Your CCSSE Results

### Introduction

Each member college's results should be considered in terms of its own mission, institutional focus, and student characteristics. However, *CCSSE* has developed a set of recommendations regarding the analysis and interpretation of your results based on feedback from member institutions, conference and workshop presentations, and experts in the field.

### The “Big Picture”

*CCSSE* recommends asking general questions first and using Institutional Report tables to help answer such questions. General questions might include

- ★ What data confirm facts you already knew?
- ★ What results had you not expected?
- ★ Is your sample representative of your entire population of students?

Tables from the report that assist with this general review include

- ★ **Table 1: Respondents to Underlying Populations Comparisons** — This one-page table details respondent characteristics from your college compared to population data for 1) your college, 2) similarly-sized 2007 *CCSSE* Cohort colleges, and 3) the 2007 *CCSSE* Cohort. The specific characteristics examined include gender, race/ethnicity, age, and enrollment status.

- ★ **First Look** — These reports highlight those items where your college falls notably above or below the mean of your comparison group broken out by all students and enrollment status (part- and full-time).

- ★ **Frequency Report: All Students** — This report provides item-by-item percentage responses for all students at your institution. In addition, it displays asterisks for those items that are significantly different, when applicable, from your comparison group.

- ★ **Benchmark Reports** — Benchmarks are groups of conceptually related survey items that address key areas of student engagement. *CCSSE*'s five benchmarks denote areas that educational research has shown to be important in quality educational practice.<sup>1</sup> The benchmarks are used to compare your institution's performance to that of similar institutions and with the 2007 *CCSSE* Cohort. Data are presented in both tabular and graph form.

### Digging Deeper

*CCSSE* also recommends taking the time to examine your results in greater detail, especially the items that comprise the five *CCSSE* benchmarks. Review of individual survey items can shed light on specific aspects of your institution's efforts that are not detailed in the “big picture” reports mentioned previously. Both the Means Summary and Frequency Distribution tables assist with such efforts.

- ★ **Means Summary** — These reports provide item-by-item means for students at your institution contrasted with a comparison group and the *CCSSE* Cohort. Other useful statistics found in these reports include 1) significance, 2) effect size, 3) standard deviation, and 4) standard error of the mean. The actual magnitude of some item score differences may seem trivial, even though they are highly reliable and statistically significant; hence, the presentation of the effect size indicator and other statistics which aid in the interpretation of the magnitude of the differences on any given item.

<sup>1</sup>See Benchmark Overview for a detailed description of the five *CCSSE* benchmarks.

★ **Frequency Distributions** — This report summarizes the observed frequencies of occurrence (counts and percentages) of the values for each item on the survey. Such statistics are useful for easily locating the highest and lowest scores as well as understanding how the data are distributed across response categories.

## Reaching for Excellence

Standardized reports are an easy way to assess whether an individual college is performing above or below the mean as well as allowing for comparisons across similar colleges. While such reports are quite useful, they should only serve as a starting point. Better educational outcomes are the result of using data wisely and being relentless about putting it in front of faculty and staff – and using the data to focus effort and promote positive change. Given such requirements, CCSSE also provides the following tips for examining and interpreting your data.

### **Tip #1: Compare your college to high-performing colleges**

CCSSE provides a Benchmark Deciles Report for each institution, which provides an indication of your college's performance relative to the highest-performing colleges. Your college may aspire, for example, to attain performance on one or more benchmarks that is equivalent to the performances of the top ten percent of community colleges nationally. The decile report lets you know where you stand in relation to that aspiration. Deciles are percentiles that divide the frequency of benchmark scores into 10 equal groups.

Deciles are listed for the 2007 CCSSE Cohort of colleges and for each appropriate breakdown according to size and urbanicity. To help gauge a college's performance relative to the comparison groups, the shaded area on the tables indicates the deciles that are less than or equal to your benchmark scores.

The definition of "high-performing" certainly may vary, but CCSSE typically classifies high performers as those institutions scoring at or above the 80th percentile on at least three benchmarks.

In addition, CCSSE encourages colleges to review the work of MetLife Foundation Best-Practice Colleges. Selection of these award-winning colleges is based on the institutions' performances on a retention index

reflecting results on three CCSSE benchmarks that are related to student retention.

Brief descriptions of the award winners are located on CCSSE's Web site: <http://www.ccsse.org/retention/bestpractices.cfm>.

### **Tip #2: Measure your college's performance in terms of your least-engaged student group**

In certain cases, colleges may know which group on campus is least engaged, while in others, further analysis of the data helps yield that information. In each scenario, filtering and calculations using your raw data file will be necessary.

CCSSE has developed classifications for the following groups of students that are typically of interest in community college efforts to improve student outcomes:

- 1) **First generation students:** those who are the first in their immediate families to attend college
- 2) **Developmental students:** those who have taken or plan to take developmental courses while attending college
- 3) **High-risk students:** those with multiple risk factors such as being single parents, having to care for dependents, attending college part-time, etc.

You may also wish to explore levels of engagement of minority student groups, returning female students, or other groups.

Please contact CCSSE for information regarding the survey items used in creating these groups.

Once you have identified your least-engaged group, CCSSE recommends that you run comparisons between this group and the remainder of your college population, as well as comparing the results for the least-engaged group and the 2007 CCSSE Cohort.

### **Tip #3: Gauge work in areas most strongly valued**

CCSSE always recommends examining your results in light of your institution's vision, mission, and/or strategic objectives. Before reviewing your data, you may want to identify key issues by answering questions like these:

- ★ What are the high-priority objectives in your college's strategic plan?
- ★ 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 that are key to student success, such as academic advising or college orientation.

- ★ What educational practices most concern your college?
- ★ How do your mission and specific programs at your college relate to the CCSSE benchmarks and survey items?
- ★ What new programs are being developed at your college?

For example, if your college scored low on *student-faculty interaction*, a high priority on your campus, then 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.

#### **Tip #4: Compare where you are now with where you want to be**

Another useful way to examine your institution's results is to perform a gap analysis looking at where you are now versus where you want to be. Questions to consider include

- ★ 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?
- ★ Are there emerging trends that fit with your college's strengths?
- ★ Are there emerging trends that amplify areas where your college needs improvement?

Once questions such as these have been addressed, utilizing your CCSSE results in conjunction with other institutionally-relevant data, a set of strategic goals can be established and then pursued at your college.

### **CCSSE in Action: Communicating about and Using your Results**

High levels of student engagement are the product of an institution-wide commitment, not discrete initiatives. In other words, quality education is not an event — it's a culture. CCSSE is committed to helping you build that culture at your college, and we provide a Communications Toolkit as a key resource for those efforts.

The 7-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.

#### **Step 1:**

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 2:**

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 constituents.

#### **Step 3:**

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 "Communication Tools" located at <http://www.ccsse.org/members/communications.cfm>.

#### **Step 4:**

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 5:**

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 6:**

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. The *CCSSE* Course Feedback Form is an instrument that could be used in this manner: <http://www.ccsse.org/publications/toolkit.cfm>.

### **Step 7:**

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.

**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 putting survey results in context. Special features for *CCSSE* member colleges include a *CCSSE* 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 "Communications" section of the Toolkit contains the following documents:

#### ***Drop-In Overview Template***

*CCSSE* suggests that you complete the Drop-in Overview template and then circulate a copy of it to key constituency groups. Once it is completed, it can be used to conduct guided conversations or

focus groups to promote a better understanding of your institution's survey findings and their potential implications for improvement initiatives.

#### ***Developing Storylines to Communicate Results***

These 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. These 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***

Use this PowerPoint template as a starting point for custom presentations to both internal and external audiences.

#### ***Sample News Release***

Customize this sample press release to highlight your college's *CCSSE* results.

#### ***Sample News Release for College Newspaper***

Use this sample news release for your college newspaper to introduce the *CCSR* to your students - what it is, what it measures, and what it can do.

#### ***Sample Fact Sheet***

Customize this sample fact sheet to highlight your college's *CCSSE* results.

#### ***Sample Letters to the Editor***

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

#### ***Tips for Working with the Media***

Use these tips so you can be better prepared to talk with the media about your *CCSSE* results and other aspects of college quality and performance.



The “Using CCSSE” section of the Toolkit contains the following documents:

### ***Tips on Gaining Support for Using CCSSE***

CCSSE will be most valuable to the colleges if there are college-wide communication efforts both prior to survey administration and after results are returned. Dialogue with faculty, staff, and administrators about the purpose of the survey and its connection to college issues and priorities, and sharing information about how results can advance college goals, will engage college faculty and staff who can make positive change.

### ***Tips for Engaging Faculty to Strengthen Student Success***

This guide offers tips to help faculty understand CCSSE as a valuable tool for strengthening student success, tips on ways faculty can engage in using CCSSE results, and examples of how other colleges have elicited faculty participation with their CCSSE results.

### ***Faculty Predictions***

Use this document to jump-start discussions with faculty and staff. Start the session by asking participants to provide the answers they predict (or hope) students provided. Then have the full group go through the items and provide the actual student responses from your Institutional Report. Discuss whether and why faculty predictions differ from actual student responses.

### ***Student Services Staff Predictions***

Use this document to jump-start discussions with student services staff. Start the session by asking participants to provide the answers they predict (or hope) students provided. Then have the full group go through the items and provide the actual student responses from your Institutional Report. Discuss whether and why student services staff predictions differ from actual student responses.

Use these toolkit items to help you communicate and use your college’s results and launch a dialogue with key internal and external constituencies. All the tools can be customized for your college.

## **Additional CCSSE Web Site Resources**

### ***The CCSSE Accreditation Toolkits***

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 results from other national or local surveys, review of institutional records, or student focus groups. The CCSSE Accreditation Toolkits are individually tailored for each of the six regional higher education accrediting bodies. Each toolkit includes

- ★ a model regional accreditation timeline and advice about including CCSSE administrations in that timeline
- ★ a section that aligns the CCSSE items to your accrediting body’s standards and criteria
- ★ examples of how colleges in your accrediting region have used CCSSE results for their review purposes

### ***The CCSSE Course Feedback Form***

**The CCSSE Course Feedback Form** — an end-of-course evaluation instrument for course-level and program-level assessment — was developed with the assistance of an advisory panel of administrators, counselors, and faculty members from six CCSSE member colleges. The instrument is based on student engagement items from the CCSSE survey and additional course feedback items submitted and reviewed by our advisory panel members. The **CCSSE Course Feedback Form** is provided free of charge and is intended for local administration and data analysis.

### ***The CCSSE Classroom Observation Form***

The **CCSSE Classroom Observation Form** was designed as a professional development tool to be used by deans, department heads, mentor faculty, and peer faculty. The instrument includes standard classroom review items, but keeps student engagement as its primary area of focus. The **CCSSE Classroom Observation Form** is provided free of charge and is intended for local data collection and analysis, in accord with the college’s policies.

### ***The Student Focus Group Toolkit***

Your CCSSE data provide a great deal of information to help you identify strengths and areas in need of improvement at your college. Generally, the data will point you to specific areas where you’ll want to focus your attention. Before you begin to consider improvement strategies, you may want to learn more about student experiences in those areas pinpointed through the CCSSE survey. CCSSE encourages you to hold focus groups to gather this information. These structured discussions will help you better understand

students' experiences, as well as uncover possible strategies to consider for improvement. They will provide qualitative information to enhance your CCSSE data. **The Student Focus Group Toolkit** contains instructions for planning focus groups and recruiting focus group participants, discussion tools to use during the focus groups, and a focus group summary report sample.

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/>.

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.

### **CCSSE in Action: CCSSE Member Colleges Communicate about their Results**

#### ***Paradise Valley Community College (Arizona)***

Paradise Valley Community College (PVCC) held a series of workshops to provide an overview of CCSSE survey data and lay out an action plan and timeline. The action plan called on each division or department to share CCSSE findings with faculty and staff, identify data-driven strategies for improving teaching and learning, and document ways in which faculty and staff implemented the pilot strategies. A series of e-briefings related to CCSSE shared promising practices from other colleges and relevant research. For example, "A Dozen Easy-to-Implement CCSSE Plans for Faculty" included suggestions such as scheduling appointments with students and requiring internship experiences. PVCC also created the Student Engagement-CCSSE Awards, through which faculty members who submitted CCSSE action plans could win stipends to purchase resources for teaching and learning.

#### ***Illinois Central College (IL)***

When Illinois Central College (ICC) received its CCSSE results, the college gathered faculty members and staff to review them. Participants broke into small groups and discussed four questions regarding the college's results: Do the data reflect your experience at ICC? Do the data mean something for you in your role? Is average where we want to be as a college? If not, how can we attempt to improve the results in the future? Each group focused on one benchmark. Participants then shared responses and suggestions for improvement.

#### ***North Hennepin Community College (MN)***

To engage faculty members in reviewing CCSSE results, North Hennepin Community College gathered faculty members and asked them to predict students' responses to the survey items. Instead of doing this exercise on paper, the college used personal response system "clickers" and got immediate feedback after posing each question. The actual student data then were displayed for discussion. After getting this feedback, the faculty members were randomly divided into groups and assigned one CCSSE benchmark. Each group identified two priorities for change related to their benchmark. These priorities now are part of the college's assessment plan initiatives.

### **CCSSE in Action: CCSSE Member Colleges Use their Results**

#### ***Cedar Valley College (TX)***

After its first CCSSE administration, Cedar Valley College (CVC) set a goal of making tutoring available to more students. The first objective was to provide tutoring to every CVC student who needed it, a change from the earlier practice of providing tutoring only to students who met particular guidelines. CVC created a tutoring center located in the middle of its campus to provide tutoring in all disciplines, for all students. The president committed funds to the center, and the college hired a director, employed additional tutors, and trained tutors extensively. The new tutoring center established relationships with faculty members, who broadly advertised its services. When CVC completed its second CCSSE administration, the college scored significantly higher than other colleges in the frequency of use of tutoring services. CVC also learned that students ranked tutoring as one of the three services with which they were most satisfied.

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***Greenfield Community College (MA)***

Greenfield Community College has implemented significant changes in student services as a result of using *CCSSE*. Despite receiving high scores on all benchmarks, the college fell below the national average in contributing to students' knowledge, skills, and personal development in the areas of identifying clearer career goals and gaining information about career opportunities. Furthermore, despite average scores in satisfaction with career counseling services, the center was clearly underutilized. As a result, the Career Center implemented an outreach initiative to educate faculty, staff and students about career counseling services and their impact on student persistence. The Career Center was also moved to a more visible location on campus, in close proximity to the Academic Advising Center, where several collaborative initiatives are taking place. In addition, a pilot study is underway to examine the impact of career counseling in the advising process to improve retention among liberal arts students.

***Miami Dade College (FL)***

Miami Dade College (MDC) created several new initiatives based on its *CCSSE* findings. The college developed long-term academic planners that map out students' courses, term by term, so students can chart their progress toward their goals. In an effort to improve transfer assistance, the college held general and discipline-specific transfer workshops on each campus and launched a campaign to emphasize the advantages of completing an associate degree prior to transferring. MDC also developed a dual degree opportunity with Florida International University (FIU) so students can be dually admitted to the two institutions. Students can complete their associate degrees while making connections with FIU faculty and staff and preparing to transfer to upper division programs.

***J. Sargeant Reynolds Community College (VA)***

At J. Sargeant Reynolds Community College, *CCSSE* results revealed low levels of engagement with various services, particularly academic and career advising. As a result of those findings, the college developed a new student orientation program. Results from surveys and other data indicate that high percentages of participants either clarified or changed their curriculum as a result of the early advising. In addition, new data suggest that participants were retained at a higher rate than nonparticipants.





# 2007 Institutional Report

## Overview of National 2007 CCFSSSE Cohort Survey Results

### Introduction

The Community College Faculty Survey of Student Engagement (CCFSSE) was piloted in the fall of 2004 and administered for the first time nationally in the spring of 2005 by the Community College Survey of Student Engagement (CCSSE). The CCFSSSE, designed as a companion to the *Community College Student Report*, elicits information from faculty about their teaching practices, the ways they spend their professional time, both in and out of class, and their perceptions regarding students' educational experiences.

The CCFSSSE results will not only help member colleges identify areas of strength, but will also enable them to recognize challenges or gaps that may require further consideration. CCSSE member colleges are already using student survey results for internal review, benchmarking, and responding to accrediting agencies. The CCFSSSE can be used to strengthen those endeavors and to promote faculty involvement. Furthermore, results from the CCFSSSE can be used to target areas of focus for faculty development programs.

The CCFSSSE report enables participating institutions to view faculty expectations and perceptions of student engagement alongside student responses. However, it is important to remember that the side-by-side tables, while illustrative, are not entirely equivalent – that is, the CCSSE asks students to report perceptions and experiences across the period of the current academic year. Faculty, in contrast, are asked to describe their practices in a specific selected course, as well as to indicate their perceptions of student experiences in the college more generally.

Nonetheless, the comparisons of student and faculty responses provide a useful prompt for campus discussions, particularly in those areas where students and faculty seem to be reporting divergent perceptions of the same experience.

Beginning this year, CCFSSSE will utilize a three-year cohort of 223 participating colleges (2005, 2006, and 2007) in all of its data analyses.<sup>1</sup> This cohort is referred to as the **2007 CCFSSSE Cohort** throughout all reports and documentation. This new approach increases the total number of institutions and faculty contributing to the national dataset, which in turn increases the reliability of the overall results.

This overview is divided into two sections and is organized to provide a general understanding of survey administration and of selected findings from the 2007 CCFSSSE Cohort. In the first section, we describe how the survey was administered and compare the 2007 CCFSSSE Cohort with the national population of two-year colleges.

In the second section, we highlight selected findings from the 2007 CCFSSSE Cohort and make some comparisons to 2007 CCSSE Cohort results.

### 2007 CCFSSSE Cohort Institutions and Respondents

All institutions that participated in the 2007 CCSSE survey administration were invited to participate in the CCFSSSE. The survey was administered via the Web: faculty members at participating institutions were sent an invitation email and asked to respond to an online survey. All faculty members who taught spring credit courses were invited to participate. The CCFSSSE survey was completed by 20,586 faculty members across the 2005, 2006, and 2007 administrations.

### Response Rates

The average institutional response rate for the 2007 CCFSSSE administration was 35%.<sup>2</sup>

<sup>1</sup>For returning participants, the college's most recent year of CCFSSSE participation is included in data analyses. For example, if a college participated in 2006 and 2007, only the 2007 data would be used in the three-year cohort.

<sup>2</sup>The CCFSSSE institutional response rate is the number of surveys returned divided by the attempted number of survey invitations sent.

## Representation of Institutions

Table 1 provides information about the representation of the 2007 CCFSSSE Cohort member colleges as compared to community and technical colleges across the nation.

**Table 1. Colleges by Size and Urbanicity**

	<b>2007 CCFSSSE Cohort Member Colleges</b>	<b>National Population<sup>3</sup></b>	<b>2007 CCFSSSE Cohort Proportion of National Population</b>
<b>By Size</b>			
<b># of Institutions</b>	223	1,047	21%
<b>Small (up to 4,499)</b>	99	561	18%
<b>Medium (4,500-7,999)</b>	52	238	22%
<b>Large (8,000-14,999)</b>	50	151	33%
<b>Extra-Large (15,000+)</b>	22	97	23%
<b>By Urbanicity</b>			
<b># of Institutions</b>	223	1,059	21%
<b>Urban-serving</b>	48	187	26%
<b>Suburban-serving</b>	48	221	22%
<b>Rural-serving</b>	127	651	20%

## Representation of Faculty Respondents

The 2007 CCFSSSE Cohort faculty respondents generally mirror the national two-year college faculty population, with the exception of employment status, as illustrated in Table 2.

### Gender

55% of all respondents to the CCFSSSE were female, and 45% of respondents were male. Nationally, women comprise 49% of faculty at two-year institutions.

### Race and Ethnicity

The 2007 CCFSSSE Cohort respondents' race and ethnicity closely parallel the NCES faculty data for two-year institutions.<sup>4</sup>

### Employment Status

Sixty percent of 2007 CCFSSSE Cohort respondents identified themselves as full-time faculty members, while 40% indicated that they were employed on a part-time basis. These percentages are quite different from NCES national data, which indicate that only 33% of community college faculty members are employed full-time. Faculty members at participating CCFSSSE institutions are sent an email invitation and asked to respond to the survey online. The inverse employment status representation is likely a product of colleges being unable to provide as many valid email addresses for part-time faculty as full-time.

<sup>3</sup>National population data do not include hospital-based or private institutions.

<sup>4</sup>U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04)

**Table 2. Respondents versus National Population**

	<b>2007 CCFSSSE Cohort</b>	<b>National Population</b>
<b>Gender</b>		
<b>Male</b>	45%	51%
<b>Female</b>	55%	49%
<b>Race/Ethnicity</b>		
<b>American Indian or other Native American</b>	1%	<1%
<b>Asian, Asian American or Pacific Islander</b>	3%	3%
<b>Native Hawaiian</b>	<1%	. <sup>5</sup>
<b>Black or African American, Non-Hispanic</b>	6%	7%
<b>White, Non-Hispanic</b>	82%	83%
<b>Hispanic, Latino, Spanish</b>	6%	5%
<b>Other</b>	3%	2%
<b>Employment Status</b>		
<b>Full-time</b>	60%	33%
<b>Part-time</b>	40%	67%

**Academic Rank**

Table 3 illustrates the percentage of all faculty respondents by academic rank as compared to national data. As shown, CCFSSSE respondents report much higher percentages—42% altogether—of professor, associate professor, and assistant professor ranks than those reported in national findings (19%), while the national data show 31% of all two-year faculty hold some “other” rank than those listed, much higher than the 6% reported by CCFSSSE respondents.

There are also significant differences in the responses of part-time and full-time faculty. Seventy-seven percent of part-time respondents hold the rank of instructor or lecturer, as opposed to 38% of full-time faculty, and only 14% of part-time participants hold any rank of professor—assistant, associate, or full—while 60% of full-time faculty have these titles.

**Table 3. Academic Rank**

	<b>2007 CCFSSSE Cohort</b>	<b>National Population</b>
<b>Professor</b>	21%	10%
<b>Associate Professor</b>	11%	5%
<b>Assistant Professor</b>	10%	4%
<b>Instructor or Lecturer</b>	53%	50%
<b>Other</b>	6%	31%

<sup>5</sup>2004 NCES data do not include the category “Native Hawaiian.”

## Selected Findings

This section of the overview features selected findings from the 2007 CCFSSSE Cohort.

### Class Size as Compared to College Size

The largest percentage of faculty at large and extra-large colleges reported that between 20 and 29 students were enrolled in their classes; at small colleges, 29% of faculty report teaching classes this size, and 35% of medium sized college faculty reported teaching classes this size.

Forty-one percent of small college faculty teach classes that are 10-19 students in size, but a substantial percentage of faculty from the other sized colleges reported these class enrollments as well. Interestingly, all faculty who responded to the survey reported teaching quite low percentages of large classes, which include those over 39 students.

**Table 4. Class Sizes across Colleges by Size**

	Class Size					
	<10	10-19	20-29	30-39	40-69	70>
<b>College Size</b>						
<b>Extra-Large (15,000+)</b>	5%	34%	41%	14%	4%	1%
<b>Large (8,000-14,999)</b>	9%	37%	38%	11%	3%	1%
<b>Medium (4,500-7,999)</b>	12%	38%	35%	11%	3%	1%
<b>Small (up to 4,499)</b>	18%	41%	29%	7%	3%	1%

### How Faculty Spend Their Time: Professional Activities

Table 5 highlights the teaching-related and other professional activities on which full- and part-time faculty reported spending their time in a typical 7-day week.<sup>6</sup> As expected, full-time faculty reported spending more hours teaching students than their part-time counterparts. Interestingly, though, roughly equal percentages of both groups spent 1 and 12 hours a week on the remaining teaching-related activities.

However, a significantly larger percentage of full-time faculty spent between 1 and 12 hours on other professional activities such as advising students, working with students on activities other than coursework, and conducting service activities.

<sup>6</sup>Percentages will not total to 100 in all cases because data from the "None" category has been excluded.

**Table 5. Hours Spent on Selected Activities during 7-day Week**

	Part-time			Full-time		
	1 to 12	13-20	21+	1 to 12	13-20	21+
<b>Teaching-related activities</b>						
Teaching students in class	86%	10%	4%	32%	52%	16%
Grading papers	92%	4%	1%	84%	12%	4%
Giving other forms of written and oral feedback to students	94%	2%	1%	91%	6%	2%
Preparing for class	93%	6%	1%	85%	13%	3%
Reflecting and working on ways to improve my teaching	94%	3%	1%	92%	5%	2%
<b>Other professional activities</b>						
Research and scholarly activities	70%	5%	2%	77%	4%	1%
Working with honors projects	9%	<1%	<1%	16%	1%	<1%
Advising students	59%	1%	1%	84%	3%	2%
Supervising internships or other field experiences	10%	1%	1%	25%	3%	1%
Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc.)	17%	1%	<1%	50%	2%	1%
Other interactions with students outside the classroom	48%	1%	1%	76%	2%	1%
Conducting service activities	16%	1%	1%	43%	1%	1%

## How Faculty Spend Their Time: Class Time

Question #16 asks faculty to report the percentage of class time spent on activities such as lecture, student computer use, and in-class writing. Almost a third of faculty respondents revealed spending 50-100% of their class time lecturing.

On the other hand, over 90% of respondents reported spending less than 20% of their class time on in-class writing. Similarly, 50% of faculty conveyed spending no class time on student computer use, and over half of respondents reported devoting less than 10% of their class time to small group activities.

**Table 6. Percent of Class Time Spent on Various Activities (All Faculty)**

	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-74%	75-100%
<b>Lecture</b>	2%	13%	15%	13%	12%	14%	22%	9%
<b>Teacher-led discussion</b>	4%	23%	25%	19%	11%	8%	8%	3%
<b>Teacher-student shared responsibility</b>	25%	27%	19%	12%	6%	5%	5%	2%
<b>Student computer use</b>	50%	23%	9%	5%	3%	3%	4%	4%
<b>Small group activities</b>	21%	32%	21%	12%	6%	4%	4%	1%
<b>Student presentations</b>	40%	36%	13%	5%	3%	2%	2%	1%
<b>In-class writing</b>	50%	30%	10%	4%	2%	1%	1%	1%
<b>Testing and evaluation</b>	5%	46%	31%	10%	4%	2%	2%	1%
<b>Performances in applied and fine arts</b>	91%	4%	1%	1%	1%	<1%	1%	1%
<b>Experiential</b>	65%	12%	6%	5%	3%	3%	4%	2%
<b>Hands-on practice</b>	27%	19%	15%	10%	6%	6%	9%	8%

The percentage of class time spent on various activities fluctuates quite a bit depending upon the number of years faculty members have taught, as shown in Table 7. Instructors in their first year of teaching most closely parallel instructors who have been in the profession 30-39 years in terms of how much time is devoted to varying classroom activities. However, those who have been teaching 1-4 years more closely parallel those who have been teaching 5-9 years in many instructional categories.

Teachers who have taught 10-19 years were more likely to spend their class time on teacher-led discussion and small group activities than were teachers in any other category. In fact, over a third of the teachers in this category reported that they devote a minimum of 75% of their class time to small group activities; similarly, over a quarter of the instructors in this category report devoting at least half of their class time to in-class writing.

**Table 7. Percentage of Class Time Spent on Various Activities Based on Number of Years Teaching (All Faculty)**

	Number of years teaching					
	First year	1-4	5-9	10-19	20-29	30-39
<b>Lecture</b>						
30-39%	5%	19%	23%	30%	15%	6%
40-49%	5%	20%	25%	28%	15%	7%
50-74%	6%	20%	24%	27%	15%	7%
75-100%	6%	20%	22%	25%	15%	9%
<b>Teacher-led discussion</b>						
30-39%	5%	21%	24%	28%	16%	6%
40-49%	5%	20%	24%	28%	15%	7%
50-74%	6%	22%	24%	28%	13%	7%
75-100%	6%	25%	24%	23%	12%	7%
<b>Student computer use</b>						
30-39%	5%	18%	28%	25%	17%	6%
40-49%	4%	16%	29%	27%	16%	7%
50-74%	5%	17%	27%	31%	13%	6%
75-100%	6%	18%	29%	26%	15%	6%
<b>Small group activities</b>						
30-39%	5%	21%	24%	30%	13%	5%
40-49%	6%	22%	26%	26%	14%	6%
50-74%	7%	23%	27%	28%	10%	5%
75-100%	8%	16%	22%	35%	12%	7%
<b>In-class writing</b>						
30-39%	5%	19%	24%	27%	16%	6%
40-49%	5%	19%	26%	31%	10%	8%
50-74%	4%	20%	28%	26%	15%	5%
75-100%	2%	29%	24%	27%	11%	6%

## Faculty Perceptions about Student Engagement

On the *CCFSSE* survey, faculty members are asked how often students interact with them, in and out of class. Table 8 presents the percentage of faculty who report that students interact with them often or very often; the table also indicates how the 2007 *CCSSE* Cohort responded to the same items.<sup>7</sup>

As the table highlights, on every item listed, faculty reported higher rates of interaction than students, most notably with respect to receiving prompt feedback (written and oral) and discussing grades or assignments.

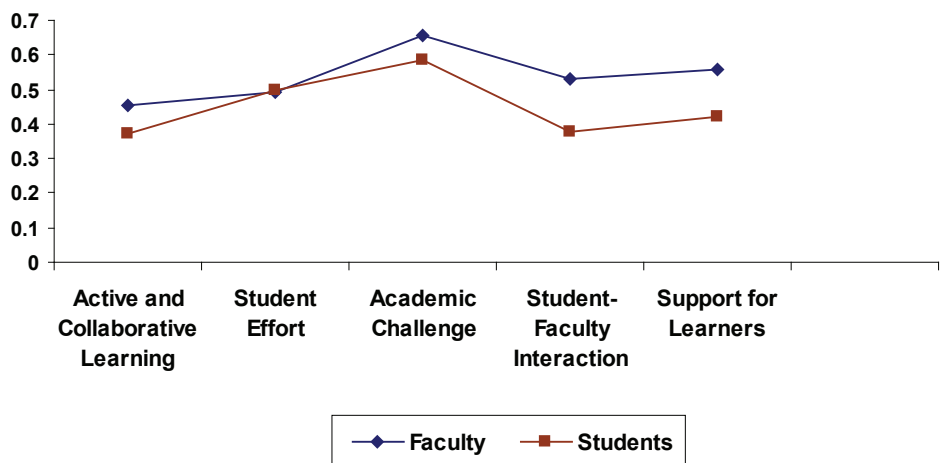
**Table 8. Student-Faculty Interactions (Response of “Often” or “Very Often”)**

	Faculty Responses	Student Responses
Use e-mail to communicate with you	59%	44%
Discuss grades or assignments with you	71%	45%
Talk about career plans with you	40%	24%
Discuss ideas from your readings or classes with you outside of class	30%	15%
Receive prompt feedback (written or oral) from you about their performance	93%	56%

## Student and Faculty Responses by Benchmark

Figure 1, Student and Faculty Responses by Benchmark, highlights side-by-side responses to *CCSSE*'s five benchmark areas of effective educational practice.<sup>8</sup> When student and faculty views are presented side-by-side in this Overview, as they are in Table 8 and Figure 1, the student responses include data only from colleges that are members of the 2007 *CCFSSE* Cohort.

**Figure 1. Student and Faculty Responses by Benchmark**



<sup>7</sup>These student responses only include data from colleges that are members of the 2007 *CCFSSE* Cohort.

<sup>8</sup>For Figure 1, data are presented in groupings of *CCFSSE* items that correspond to comparable *CCSSE* benchmark composition items (excluding items 6a, 6b, and 6c). Student data is not weighted in this graph as there is not a comparable weighting scheme for faculty. Data are means of items where items were rescaled between 0 and 1.



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## Suggested Steps for Reviewing, Understanding, and Using CCFSSSE Results

- ★ Examine the gaps between faculty and student responses on items of interest to your institution.
- ★ Examine how faculty spend their time as well as what activities they incorporate into class time.
- ★ Review and present the findings to faculty with all the caveats noted above.
- ★ Engage faculty in discussions about the results and solicit suggestions on how to address any gaps or other issues of concern to faculty.
- ★ Provide faculty with information on ways the administration will support faculty recommendations for change.



# 2007 CCFSSSE Cohort

Institution	City	State	Year of most recent CCFSSSE participation
Aiken Technical College	Graniteville	SC	2006
Alvin Community College	Alvin	TX	2007
American River College	Sacramento	CA	2007
Angelina College	Lufkin	TX	2007
Anoka-Ramsey Community College	Coon Rapids	MN	2006
Asheville-Buncombe Technical Community College	Asheville	NC	2007
Asnuntuck Community College	Enfield	CT	2006
Austin Community College	Austin	TX	2007
Big Sandy Community and Technical College	Prestonsburg	KY	2007
Bismarck State College	Bismarck	ND	2007
Bossier Parish Community College	Bossier City	LA	2007
Brazosport College	Lake Jackson	TX	2007
Brevard Community College	Cocoa	FL	2007
Brookhaven College	Farmers Branch	TX	2006
Bunker Hill Community College	Boston	MA	2007
Burlington County College	Pemberton	NJ	2007
Butler County Community College (KS)	El Dorado	KS	2006
Butler County Community College (PA)	Butler	PA	2006
Caldwell Community College and Technical Institute	Hudson	NC	2007
Cape Cod Community College	West Barnstable	MA	2007
Capital Community College	Hartford	CT	2006
Carroll Community College	Westminster	MD	2006
Carteret Community College	Morehead City	NC	2006
Casper College	Casper	WY	2007
Central Arizona College	Coolidge	AZ	2006
Central Community College	Grand Island	NE	2007
Central Florida Community College	Ocala	FL	2007
Central Lakes College	Brainerd	MN	2006
Central Maine Community College	Auburn	ME	2007
Central Wyoming College	Riverton	WY	2007
Century College	White Bear Lake	MN	2007
Chandler-Gilbert Community College	Chandler	AZ	2007
Chattanooga State Technical Community College	Chattanooga	TN	2007
Chipola College	Marianna	FL	2007
City College of San Francisco	San Francisco	CA	2007
Cleveland State Community College	Cleveland	TN	2007
Coastal Carolina Community College	Jacksonville	NC	2007
Coastal Georgia Community College	Brunswick	GA	2005
College of Alameda	Alameda	CA	2007
College of Lake County	Grayslake	IL	2007
College of the Mainland	Texas City	TX	2006
College of the Marshall Islands	Majuro	MH	2007
College of the Siskiyous	Weed	CA	2006

<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCFSSSE participation</b>
Colorado Mountain College	Glenwood Springs	CO	2007
Columbia State Community College	Columbia	TN	2006
Community College of Allegheny County	Pittsburgh	PA	2007
Community College of Denver	Denver	CO	2005
Community College of Southern Nevada	Las Vegas	NV	2006
Cumberland County College	Vineland	NJ	2007
CyFair College	Cypress	TX	2007
Danville Community College	Danville	VA	2007
Daytona Beach Community College	Daytona Beach	FL	2007
De Anza College	Cupertino	CA	2007
Del Mar College	Corpus Christi	TX	2007
Delgado Community College	New Orleans	LA	2007
Delta College	University Center	MI	2007
Durham Technical Community College	Durham	NC	2005
Eastern Wyoming College	Torrington	WY	2007
Eastfield College	Mesquite	TX	2007
Edison College	Fort Myers	FL	2007
El Centro College	Dallas	TX	2007
El Paso Community College	El Paso	TX	2007
Elizabethtown Community & Technical College	Elizabethtown	KY	2007
Estrella Mountain Community College	Avondale	AZ	2006
Fairmont State Community and Technical College	Fairmont	WV	2005
Florida Community College at Jacksonville	Jacksonville	FL	2007
Galveston College	Galveston	TX	2006
Gateway Community and Technical College	Ft. Mitchell	KY	2007
Gateway Community College	New Haven	CT	2006
Genesee Community College	Batavia	NY	2007
Gloucester County College	Sewell	NJ	2007
Grand Rapids Community College	Grand Rapids	MI	2005
Grayson County College	Denison	TX	2006
Greenville Technical College	Greenville	SC	2007
Guilford Technical Community College	Jamestown	NC	2007
Gulf Coast Community College	Panama City	FL	2007
Harold Washington College	Chicago	IL	2005
Hawaii Community College	Hilo	HI	2006
Hazard Community and Technical College	Hazard	KY	2006
Hesston College	Hesston	KS	2007
Housatonic Community College	Bridgeport	CT	2006
Howard College	Big Spring	TX	2006
Illinois Valley Community College	Oglesby	IL	2006
Indian River Community College	Fort Pierce	FL	2007
Isothermal Community College	Spindale	NC	2007
Itawamba Community College	Fulton	MS	2006
Ivy Tech Community College - Central Indiana	Indianapolis	IN	2007
J. Sargeant Reynolds Community College	Richmond	VA	2005
Jackson Community College	Jackson	MI	2006
Jackson State Community College	Jackson	TN	2006
James A. Rhodes State College	Lima	OH	2007
Joliet Jr College	Joliet	IL	2007
Kankakee Community College	Kankakee	IL	2005
Kenai Peninsula College-UAA	Soldotna	AK	2007
Kingsborough Community College	Brooklyn	NY	2005
Kingwood College	Houston	TX	2007

<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCFSSSE participation</b>
Kirkwood Community College	Cedar Rapids	IA	2007
Kirtland Community College	Roscommon	MI	2007
Kodiak College, University of Alaska Anchorage	Kodiak	AK	2007
LaGuardia Community College	Long Island City	NY	2005
Lake City Community College	Lake City	FL	2007
Lake Region State College	Devils Lake	ND	2007
Lake Superior College	Duluth	MN	2007
Lamar Institute of Technology	Beaumont	TX	2006
Lamar State College - Orange	Orange	TX	2007
Laney College	Oakland	CA	2007
Laramie County Community College	Cheyenne	WY	2007
Lee College	Baytown	TX	2007
Lorain County Community College	Elyria	OH	2006
Louisburg College	Louisburg	NC	2006
Manatee Community College	Bradenton	FL	2007
Manchester Community College	Manchester	CT	2006
Massachusetts Bay Community College	Wellesley Hills	MA	2007
Massasoit Community College	Brockton	MA	2007
McHenry County College	Crystal Lake	IL	2007
Merced College	Merced	CA	2007
Miami Dade College	Miami	FL	2007
Mid Michigan Community College	Harrison	MI	2007
Middle Georgia College	Cochran	GA	2007
Middlesex Community College	Lowell	MA	2007
Midlands Technical College	Columbia	SC	2007
Minot State University-Bottineau	Bottineau	ND	2007
Montana State University Billings	Billings	MT	2007
Montgomery College	Conroe	TX	2007
Montgomery County Community College	Blue Bell	PA	2007
Mt. San Antonio College	Walnut	CA	2007
Naugatuck Valley Community College	Waterbury	CT	2006
New Mexico Junior College	Hobbs	NM	2007
New Mexico Military Institute	Roswell	NM	2006
New River Community and Technical College	Beckley	WV	2005
NH Community Technical College - Manchester	Manchester	NH	2006
NH Community Technical College - Stratham	Stratham	NH	2006
North Central State College	Mansfield	OH	2006
North Dakota State College of Science	Wahpeton	ND	2007
North Harris College	Houston	TX	2007
North Lake College	Irving	TX	2006
Northeast Iowa Community College	Calmar	IA	2006
Northeast Lakeview College	San Antonio	TX	2007
Northeast Mississippi Community College	Booneville	MS	2007
Northeast State Technical Community College	Blountville	TN	2006
Northeast Texas Community College	Mt Pleasant	TX	2007
Northern Maine Community College	Presque Isle	ME	2007
Northern Oklahoma College	Tonkawa	OK	2006
Northwest College	Powell	WY	2007
Northwest Indian College	Bellingham	WA	2005
Northwest Vista College	San Antonio	TX	2007
Ouachita Technical College	Malvern	AR	2007
Owensboro Community and Technical College	Owensboro	KY	2007
Palo Alto College	San Antonio	TX	2007

<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCFSSSE participation</b>
Pasadena City College	Pasadena	CA	2007
Pasco-Hernando Community College	New Port Richey	FL	2007
Paul D. Camp Community College	Franklin	VA	2005
Pellissippi State Technical Community College	Knoxville	TN	2006
Pensacola Junior College	Pensacola	FL	2007
Phoenix College	Phoenix	AZ	2006
Piedmont Virginia Community College	Charlottesville	VA	2005
Pitt Community College	Winterville	NC	2006
Polk Community College	Winter Haven	FL	2007
Prince William Sound Community College	Valdez	AK	2007
Pueblo Community College	Pueblo	CO	2007
Reading Area Community College	Reading	PA	2007
Redlands Community College	El Reno	OK	2007
Richland College	Dallas	TX	2006
Rowan-Cabarrus Community College	Salisbury	NC	2006
Salem Community College	Carneys Point	NJ	2007
Salish Kootenai College	Pablo	MT	2007
San Antonio College	San Antonio	TX	2005
San Diego Mesa College	San Diego	CA	2007
San Jacinto College - Central Campus	Pasadena	TX	2007
San Jacinto College - North Campus	Pasadena	TX	2007
San Jacinto College - South Campus	Pasadena	TX	2007
Santa Ana College	Santa Ana	CA	2007
Santa Fe Community College (FL)	Gainesville	FL	2007
Santa Fe Community College (NM)	Santa Fe	NM	2007
Schoolcraft College	Livonia	MI	2007
Seminole Community College	Sanford	FL	2007
Shelton State Community College	Tuscaloosa	AL	2007
Sheridan College	Sheridan	WY	2007
Sinclair Community College	Dayton	OH	2007
South Florida Community College	Avon Park	FL	2007
South Mountain Community College	Phoenix	AZ	2007
South Texas College	McAllen	TX	2007
Southeast Kentucky Community & Technical College	Cumberland	KY	2006
Southeastern Community College (IA)	West Burlington	IA	2007
Southern Maine Community College	South Portland	ME	2006
Southwest Tennessee Community College	Memphis	TN	2007
Southwest Texas Junior College	Uvalde	TX	2006
Southwestern Illinois College	Belleville	IL	2005
Southwestern Oregon Community College	Coos Bay	OR	2007
Spoon River College	Canton	IL	2007
St. Petersburg College	St. Petersburg	FL	2007
St. Philip's College	San Antonio	TX	2007
Taft College	Taft	CA	2007
Tallahassee Community College	Tallahassee	FL	2007
Tanana Valley Campus, University of Alaska Fairbanks	Fairbanks	AK	2007
Technical College of the Lowcountry	Beaufort	SC	2007
The Community College of Baltimore County	Baltimore	MD	2006
The Victoria College	Victoria	TX	2006
Three Rivers Community College	Norwich	CT	2006
Tomball College	Tomball	TX	2007
Trinity Valley Community College	Athens	TX	2007
Truckee Meadows Community College	Reno	NV	2005

<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCFSSSE participation</b>
University of Alaska Matanuska Susitna College	Palmer	AK	2007
University of Alaska Southeast Ketchikan campus	Juneau	AK	2007
University of Arkansas Community College at Batesville	Batesville	AR	2007
University of Cincinnati Clermont College	Batavia	OH	2006
University of New Mexico - Gallup	Gallup	NM	2006
University of New Mexico - Taos Branch	Taos	NM	2006
Valencia Community College	Orlando	FL	2007
Victor Valley College	Victorville	CA	2007
Vincennes University	Vincennes	IN	2007
Walters State Community College	Morristown	TN	2006
Warren County Community College	Washington	NJ	2005
Washington State Community College	Marietta	OH	2007
Wayne Community College	Goldsboro	NC	2007
West Kentucky Community and Technical College	Paducah	KY	2007
West Virginia State Community and Technical College	Institute	WV	2007
Western Nebraska Community College	Scottsbluff	NE	2007
Western Wyoming Community College	Rock Springs	WY	2007
Wharton County Junior College	Wharton	TX	2007
Wilbur Wright College	Chicago	IL	2007
Williston State College	Williston	ND	2007
York Technical College	Rock Hill	SC	2007

# 2007 CCFSSSE Student and Faculty Frequency Distributions

There are two reports in this section. The first report summarizes the observed frequencies of occurrence (counts and percentages) of the values for generally equivalent items from **your institution's** faculty (part-time, full-time, and all faculty) on the Community College Faculty Survey of Student Engagement (CCFSSE), and *all student* data from **your institution's** in-class administration of the Community College Student Report (CCSR).

With regard to this report, please note that for the faculty survey, faculty are asked to respond to certain items with regard to one selected course; for other items, faculty are asked to indicate their perceptions of overall student experiences and institutional practices. On the student survey, students are asked about their overall experience at the college, not their experience in a particular class.

The second report summarizes the observed frequencies of occurrence (counts and percentages) from your institution's faculty for all faculty survey items that do not appear on the student survey. Data are presented for part-time, full-time, and all faculty respondents from your institution.

**For colleges that did not participate in the faculty survey, an example report is provided.**

**2007 CCFSSSE Student and Faculty Frequency Distributions**

Example College

**2007 CCFSSSE Faculty Responses**

**2007 CCSSE Student Responses**

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
How often do students in your selected course section <b>ask questions in class or contribute to class discussions</b>	Don't Know	0	0%	0	0%	0	0%
	Never	0	0%	1	1%	1	1%
	Sometimes	8	27%	19	22%	27	23%
	Often	13	43%	34	39%	47	40%
	Very Often	9	30%	33	38%	42	36%
<b>Total</b>		<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
How often do students in your selected course section <b>make a class presentation</b>	Don't Know	0	0%	0	0%	0	0%
	Never	15	50%	40	46%	55	47%
	Sometimes	10	33%	25	29%	35	30%
	Often	4	13%	13	15%	17	15%
	Very Often	1	3%	9	10%	10	9%
<b>Total</b>		<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
How often do students in your selected course section <b>prepare two or more drafts of a paper or assignment before turning it in</b>	Don't Know	2	7%	14	16%	16	14%
	Never	15	50%	34	40%	49	43%
	Sometimes	7	23%	25	29%	32	28%
	Often	3	10%	7	8%	10	9%
	Very Often	3	10%	5	6%	8	7%
<b>Total</b>		<b>30</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>115</b>	<b>100%</b>
How often do students in your selected course section <b>work on a paper that requires integrating ideas or information from various sources</b>	Don't Know	1	3%	3	3%	4	3%
	Never	7	23%	21	24%	28	24%
	Sometimes	10	33%	18	21%	28	24%
	Often	7	23%	21	24%	28	24%
	Very Often	5	17%	23	27%	28	24%
<b>Total</b>		<b>30</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>116</b>	<b>100%</b>
How often do students in your selected course section <b>come to class without completing readings or assignments</b>	Don't Know	2	7%	2	2%	4	3%
	Never	1	3%	1	1%	2	2%
	Sometimes	16	53%	40	46%	56	48%
	Often	9	30%	31	36%	40	34%
	Very Often	2	7%	13	15%	15	13%
<b>Total</b>		<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
How often do students in your selected course section <b>work with other students on projects during class</b>	Don't Know	0	0%	3	3%	3	3%
	Never	6	20%	14	16%	20	17%
	Sometimes	11	37%	30	34%	41	35%
	Often	8	27%	25	29%	33	28%
	Very Often	5	17%	15	17%	20	17%
<b>Total</b>		<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
How often do students in your selected course section <b>work with classmates outside of class to prepare class assignments</b>	Don't Know	5	17%	10	12%	15	13%
	Never	5	17%	7	8%	12	10%
	Sometimes	14	47%	40	47%	54	47%
	Often	6	20%	21	24%	27	23%
	Very Often	0	0%	8	9%	8	7%
<b>Total</b>		<b>30</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>116</b>	<b>100%</b>
How often do students in your selected course section <b>tutor or teach other students (paid or voluntary)</b>	Don't Know	14	47%	22	25%	36	31%
	Never	6	20%	12	14%	18	15%
	Sometimes	7	23%	39	45%	46	39%
	Often	3	10%	11	13%	14	12%
	Very Often	0	0%	3	3%	3	3%
<b>Total</b>		<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
How often do students in your selected course section <b>participate in a community-based project as a part of a regular course</b>	Don't Know	13	43%	22	25%	35	30%
	Never	12	40%	46	53%	58	50%
	Sometimes	4	13%	10	11%	14	12%
	Often	1	3%	3	3%	4	3%
	Very Often	0	0%	6	7%	6	5%
<b>Total</b>		<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>

		All Students	
		Count	Percent
In your experiences at this college during the current school year, about how often have you <b>asked questions in class or contributed to class discussions</b>	Never	42	4%
	Sometimes	425	39%
	Often	371	34%
	Very Often	248	23%
	<b>Total</b>	<b>1086</b>	<b>100%</b>
In your experience at this college during the current school year, about how often have you <b>made a class presentation</b>	Never	412	38%
	Sometimes	411	38%
	Often	180	17%
	Very Often	77	7%
	<b>Total</b>	<b>1080</b>	<b>100%</b>
In your experience at this college during the current school year, about how often have you <b>prepared two or more drafts of a paper or assignment before turning it in</b>	Never	221	20%
	Sometimes	319	29%
	Often	322	30%
	Very Often	221	20%
	<b>Total</b>	<b>1083</b>	<b>100%</b>
In your experience at this college during the current school year, about how often have you <b>worked on a paper or project that required integrating ideas or information from various sources</b>	Never	134	12%
	Sometimes	345	32%
	Often	367	34%
	Very Often	235	22%
	<b>Total</b>	<b>1081</b>	<b>100%</b>
In your experiences at this college during the current school year, about how often have you <b>come to class without completing readings or assignments</b>	Never	242	22%
	Sometimes	666	62%
	Often	134	12%
	Very Often	38	4%
	<b>Total</b>	<b>1080</b>	<b>100%</b>
In your experience at this college during the current school year, about how often have you <b>worked with other students on projects during class</b>	Never	234	22%
	Sometimes	465	43%
	Often	285	26%
	Very Often	95	9%
	<b>Total</b>	<b>1079</b>	<b>100%</b>
In your experience at this college during the current school year, about how often have you <b>worked with classmates outside of class to prepare class assignments</b>	Never	514	48%
	Sometimes	364	34%
	Often	137	13%
	Very Often	59	6%
	<b>Total</b>	<b>1075</b>	<b>100%</b>
In your experience at this college during the current school year, about how often have you <b>tutored or taught other students (paid or voluntary)</b>	Never	800	74%
	Sometimes	218	20%
	Often	41	4%
	Very Often	22	2%
	<b>Total</b>	<b>1081</b>	<b>100%</b>
In your experiences at this college during the current school year, about how often have you <b>participated in a community-based project as a part of a regular course</b>	Never	851	79%
	Sometimes	156	14%
	Often	49	5%
	Very Often	25	2%
	<b>Total</b>	<b>1081</b>	<b>100%</b>



**2007 CCFSSSE Student and Faculty Frequency Distributions**

Example College

**2007 CCFSSSE Faculty Responses**

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
How often do students in your selected course section <b>use the internet or instant messaging to work on an assignment</b>	Don't Know	6	20%	19	22%	25	21%
	Never	7	23%	10	11%	17	15%
	Sometimes	10	33%	21	24%	31	26%
	Often	1	3%	18	21%	19	16%
	Very Often	6	20%	19	22%	25	21%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
How often do students in your selected course section <b>use e-mail to communicate with you</b>	Don't Know	0	0%	0	0%	0	0%
	Never	2	7%	4	5%	6	5%
	Sometimes	14	47%	45	52%	59	51%
	Often	8	27%	22	26%	30	26%
	Very Often	6	20%	15	17%	21	18%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>116</b>	<b>100%</b>
How often do students in your selected course section <b>discuss grades or assignments with you</b>	Don't Know	0	0%	0	0%	0	0%
	Never	0	0%	0	0%	0	0%
	Sometimes	8	27%	32	37%	40	34%
	Often	14	47%	37	43%	51	44%
	Very Often	8	27%	17	20%	25	22%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>116</b>	<b>100%</b>
How often do students in your selected course section <b>talk about career plans with you</b>	Don't Know	0	0%	0	0%	0	0%
	Never	4	13%	2	2%	6	5%
	Sometimes	20	67%	54	63%	74	64%
	Often	6	20%	25	29%	31	27%
	Very Often	0	0%	5	6%	5	4%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>116</b>	<b>100%</b>
How often do students in your selected course section <b>discuss ideas from their readings or classes with you outside of class</b>	Don't Know	0	0%	0	0%	0	0%
	Never	4	13%	9	10%	13	11%
	Sometimes	19	63%	60	70%	79	68%
	Often	6	20%	13	15%	19	16%
	Very Often	1	3%	4	5%	5	4%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>116</b>	<b>100%</b>
How often do students in your selected course section <b>receive prompt feedback (written or oral) from you about their performance</b>	Don't Know	0	0%	0	0%	0	0%
	Never	0	0%	1	1%	1	1%
	Sometimes	5	17%	2	2%	7	6%
	Often	12	40%	37	43%	49	42%
	Very Often	13	43%	46	53%	59	51%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>116</b>	<b>100%</b>
How often do students in your selected course section <b>work harder than they thought they could to meet your standards or expectations</b>	Don't Know	2	7%	8	9%	10	9%
	Never	0	0%	0	0%	0	0%
	Sometimes	8	27%	30	34%	38	32%
	Often	15	50%	33	38%	48	41%
	Very Often	5	17%	16	18%	21	18%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
How often do students in your selected course section <b>work with you on activities other than coursework</b>	Don't Know	0	0%	0	0%	0	0%
	Never	22	73%	46	53%	68	58%
	Sometimes	8	27%	32	37%	40	34%
	Often	0	0%	5	6%	5	4%
	Very Often	0	0%	4	5%	4	3%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
How often do students in your selected course section <b>discuss ideas from their readings or classes with others outside of class (students, family members, co-workers, etc.)</b>	Don't Know	12	41%	33	38%	45	39%
	Never	0	0%	2	2%	2	2%
	Sometimes	13	45%	25	29%	38	33%
	Often	2	7%	22	25%	24	21%
	Very Often	2	7%	5	6%	7	6%
	<b>Total</b>	<b>29</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>116</b>	<b>100%</b>
How often do students in your selected course section <b>have serious conversations with students of a different race or ethnicity other than their own</b>	Don't Know	7	23%	22	26%	29	25%
	Never	0	0%	3	3%	3	3%
	Sometimes	10	33%	22	26%	32	28%
	Often	10	33%	24	28%	34	29%
	Very Often	3	10%	15	17%	18	16%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>116</b>	<b>100%</b>

**2007 CCSSE Student Responses**

		All Students	
		Count	Percent
In your experience at this college during the current school year, about how often have you <b>used the internet or instant messaging to work on an assignment</b>	Never	199	18%
	Sometimes	302	28%
	Often	287	27%
	Very Often	295	27%
	<b>Total</b>	<b>1083</b>	<b>100%</b>
In your experience at this college during the current school year, about how often have you <b>used e-mail to communicate with an instructor</b>	Never	342	32%
	Sometimes	399	37%
	Often	194	18%
	Very Often	143	13%
	<b>Total</b>	<b>1077</b>	<b>100%</b>
In your experience at this college during the current school year, about how often have you <b>discussed grades or assignments with an instructor</b>	Never	134	12%
	Sometimes	522	48%
	Often	295	27%
	Very Often	126	12%
	<b>Total</b>	<b>1078</b>	<b>100%</b>
In your experiences at this college during the current school year, about how often have you <b>talked about career plans with an instructor or advisor</b>	Never	396	37%
	Sometimes	469	44%
	Often	151	14%
	Very Often	60	6%
	<b>Total</b>	<b>1076</b>	<b>100%</b>
In your experience at this college during the current school year, about how often have you <b>discussed ideas from your readings or classes with instructors outside of class</b>	Never	586	55%
	Sometimes	363	34%
	Often	89	8%
	Very Often	37	3%
	<b>Total</b>	<b>1075</b>	<b>100%</b>
In your experience at this college during the current school year, about how often have you <b>received prompt feedback (written or oral) from instructors on your performance</b>	Never	140	13%
	Sometimes	452	42%
	Often	337	31%
	Very Often	151	14%
	<b>Total</b>	<b>1080</b>	<b>100%</b>
In your experience at this college during the current school year, about how often have you <b>worked harder than you thought you could to meet an instructor's standards or expectations</b>	Never	129	12%
	Sometimes	424	39%
	Often	380	35%
	Very Often	150	14%
	<b>Total</b>	<b>1083</b>	<b>100%</b>
In your experiences at this college during the current school year, about how often have you <b>worked with instructors on activities other than coursework</b>	Never	855	81%
	Sometimes	148	14%
	Often	45	4%
	Very Often	14	1%
	<b>Total</b>	<b>1061</b>	<b>100%</b>
In your experience at this college during the current school year, about how often have you <b>discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)</b>	Never	143	13%
	Sometimes	395	37%
	Often	324	30%
	Very Often	217	20%
	<b>Total</b>	<b>1079</b>	<b>100%</b>
In your experience at this college during the current school year, about how often have you <b>had serious conversations with students of a different race or ethnicity other than your own</b>	Never	220	20%
	Sometimes	337	31%
	Often	264	24%
	Very Often	262	24%
	<b>Total</b>	<b>1082</b>	<b>100%</b>

2007 CCFSSSE Student and Faculty Frequency Distributions

Example College

2007 CCFSSSE Faculty Responses

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
How often do students in your selected course section <b>have serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values</b>	Don't Know	12	40%	33	38%	45	38%
	Never	0	0%	2	2%	2	2%
	Sometimes	9	30%	22	25%	31	26%
	Often	9	30%	19	22%	28	24%
	Very Often	0	0%	11	13%	11	9%
Total	30	100%	87	100%	117	100%	
How often do students in your selected course section <b>skip class</b>	Don't Know	1	3%	1	1%	2	2%
	Never	1	3%	0	0%	1	1%
	Sometimes	23	77%	66	76%	89	76%
	Often	3	10%	16	18%	19	16%
	Very Often	2	7%	4	5%	6	5%
Total	30	100%	87	100%	117	100%	
During the current school year, how much does the coursework in your selected course section emphasize <b>memorizing facts, ideas, or methods so the students can repeat them in pretty much the same form</b>	Very Little	6	20%	12	14%	18	16%
	Some	7	23%	32	37%	39	34%
	Quite a bit	14	47%	27	31%	41	35%
	Very Much	3	10%	15	17%	18	16%
	Total	30	100%	86	100%	116	100%
During the current school year, how much does the coursework in your selected course section emphasize <b>analyzing the basic elements of an idea, experience, or theory</b>	Very Little	1	3%	4	5%	5	4%
	Some	8	27%	8	9%	16	14%
	Quite a bit	13	43%	44	52%	57	50%
	Very Much	8	27%	29	34%	37	32%
	Total	30	100%	85	100%	115	100%
During the current school year, how much does the coursework in your selected course section emphasize <b>synthesizing and organizing ideas, information, or experiences in new ways</b>	Very Little	1	3%	3	3%	4	3%
	Some	10	33%	10	12%	20	17%
	Quite a bit	12	40%	42	49%	54	47%
	Very Much	7	23%	31	36%	38	33%
	Total	30	100%	86	100%	116	100%
During the current school year, how much does the coursework in your selected course section emphasize <b>making judgments about the value or soundness of information, arguments, or methods</b>	Very Little	3	10%	4	5%	7	6%
	Some	13	43%	30	35%	43	37%
	Quite a bit	8	27%	30	35%	38	33%
	Very Much	6	20%	22	26%	28	24%
	Total	30	100%	86	100%	116	100%
During the current school year, how much does the coursework in your selected course section emphasize <b>applying theories or concepts to practical problems or in new situations</b>	Very Little	1	3%	3	3%	4	3%
	Some	14	47%	14	16%	28	24%
	Quite a bit	10	33%	40	46%	50	43%
	Very Much	5	17%	30	34%	35	30%
	Total	30	100%	87	100%	117	100%
During the current school year, how much does the coursework in your selected course section emphasize <b>having students use information they have read or heard to perform a new skill</b>	Very Little	7	23%	7	8%	14	12%
	Some	9	30%	20	23%	29	25%
	Quite a bit	7	23%	36	41%	43	37%
	Very Much	7	23%	24	28%	31	26%
	Total	30	100%	87	100%	117	100%
In your selected course section, what is the <b>number of assigned textbooks, manuals, books, or book-length packs of course readings</b> that your students read	None	1	3%	2	2%	3	3%
	1	20	67%	46	53%	66	56%
	2-3	7	23%	29	33%	36	31%
	4-6	1	3%	4	5%	5	4%
	More than 6	1	3%	6	7%	7	6%
	Total	30	100%	87	100%	117	100%
In your selected course section, what is the <b>number of written papers or reports of any length</b> that your students write	None	10	33%	28	32%	38	32%
	1	5	17%	11	13%	16	14%
	2 to 3	4	13%	14	16%	18	15%
	4 to 6	4	13%	11	13%	15	13%
	More than 6	7	23%	23	26%	30	26%
	Total	30	100%	87	100%	117	100%

2007 CCSSE Student Responses

	All Students		
	Count	Percent	
In your experience at this college during the current school year, about how often have you <b>had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values</b>	Never	236	22%
	Sometimes	365	34%
	Often	259	24%
	Very Often	221	20%
	Total	1082	100%
In your experience at this college during the current school year, about how often have you <b>skipped class</b>	Never	458	42%
	Sometimes	540	50%
	Often	60	5%
	Very Often	26	2%
	Total	1085	100%
During the current school year, how much has your coursework at this college emphasized <b>memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form</b>	Very Little	60	6%
	Some	324	30%
	Quite a bit	444	41%
	Very Much	259	24%
	Total	1087	100%
During the current school year, how much has your coursework at this college emphasized <b>analyzing the basic elements of an idea, experience, or theory</b>	Very Little	64	6%
	Some	331	31%
	Quite a bit	456	42%
	Very Much	233	21%
	Total	1085	100%
During the current school year, how much has your coursework at this college emphasized <b>synthesizing and organizing ideas, information, or experiences in new ways</b>	Very Little	107	10%
	Some	382	35%
	Quite a bit	375	35%
	Very Much	215	20%
	Total	1079	100%
During the current school year, how much has your coursework at this college emphasized <b>making judgments about the value or soundness of information, arguments, or methods</b>	Very Little	144	13%
	Some	394	36%
	Quite a bit	356	33%
	Very Much	186	17%
	Total	1080	100%
During the current school year, how much has your coursework at this college emphasized <b>applying theories or concepts to practical problems or in new situations</b>	Very Little	140	13%
	Some	405	37%
	Quite a bit	365	34%
	Very Much	177	16%
	Total	1086	100%
During the current school year, how much has your coursework at this college emphasized <b>using information you have read or heard to perform a new skill</b>	Very Little	132	12%
	Some	351	32%
	Quite a bit	385	35%
	Very Much	219	20%
	Total	1086	100%
During the current school year, about what <b>number of assigned textbooks, manuals, books, or book-length packs of course readings</b> do you read	None	23	2%
	1 to 4	472	44%
	5 to 10	343	32%
	11 to 20	134	12%
	More than 20	106	10%
	Total	1078	100%
During the current school year, about what <b>number of written papers or reports of any length</b> do you write	None	138	13%
	1 to 4	396	37%
	5 to 10	315	29%
	11 to 20	149	14%
	More than 20	83	8%
	Total	1080	100%

**2007 CCFSSSE Student and Faculty Frequency Distributions**

Example College

**2007 CCFSSSE Faculty Responses**

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
Select the circle that best represents the extent to which your <b>examinations of student performance</b> (eg. Exams, portfolio) challenge students to do their best work	Extremely Easy (1)	1	3%	0	0%	1	1%
	(2)	0	0%	0	0%	0	0%
	(3)	0	0%	0	0%	0	0%
	(4)	4	14%	10	11%	14	12%
	(5)	14	48%	26	30%	40	34%
	(6)	9	31%	35	40%	44	38%
	Extremely Challenging (7)	1	3%	16	18%	17	15%
<b>Total</b>	<b>29</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>116</b>	<b>100%</b>	
How important is it to you that students participate in <b>internships, field experience, co-op experience, or clinical assignment</b>	Not important	7	23%	19	22%	26	22%
	Somewhat important	10	33%	33	38%	43	37%
	Very important	13	43%	35	40%	48	41%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
How important is it to you that students participate in <b>English as a second language courses</b>	Not important	3	10%	11	13%	14	12%
	Somewhat important	9	30%	24	28%	33	28%
	Very important	18	60%	52	60%	70	60%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
How important is it to you that students participate in <b>developmental/remedial reading courses</b>	Not important	2	7%	0	0%	2	2%
	Somewhat important	6	20%	16	18%	22	19%
	Very important	22	73%	71	82%	93	79%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
How important is it to you that students participate in <b>developmental/remedial writing courses</b>	Not important	2	7%	0	0%	2	2%
	Somewhat important	6	20%	20	23%	26	22%
	Very important	22	73%	67	77%	89	76%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
How important is it to you that students participate in <b>developmental/remedial math courses</b>	Not important	4	14%	7	8%	11	9%
	Somewhat important	6	21%	17	20%	23	20%
	Very important	19	66%	63	72%	82	71%
	<b>Total</b>	<b>29</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>116</b>	<b>100%</b>
How important is it to you that students participate in <b>study skills courses</b>	Not important	1	3%	0	0%	1	1%
	Somewhat important	10	33%	20	23%	30	26%
	Very important	19	63%	67	77%	86	74%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
How important is it to you that students participate in <b>honors courses</b>	Not important	5	17%	17	20%	22	19%
	Somewhat important	12	40%	35	40%	47	40%
	Very important	13	43%	35	40%	48	41%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
How important is it to you that students participate in a <b>college orientation program or course</b>	Not important	3	10%	8	9%	11	9%
	Somewhat important	11	38%	31	36%	42	36%
	Very important	15	52%	48	55%	63	54%
	<b>Total</b>	<b>29</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>116</b>	<b>100%</b>
How important is it to you that students participate in <b>organized learning communities</b>	Not important	7	23%	19	22%	26	22%
	Somewhat important	15	50%	47	54%	62	53%
	Very important	8	27%	21	24%	29	25%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
How much does this college emphasize <b>encouraging students to spend significant amounts of time studying</b>	Very Little	2	7%	9	10%	11	9%
	Some	12	40%	31	36%	43	37%
	Quite a bit	10	33%	32	37%	42	36%
	Very Much	6	20%	15	17%	21	18%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
How much does this college emphasize <b>providing students the support they need to help them to succeed at this college</b>	Very Little	1	3%	3	3%	4	3%
	Some	6	20%	14	16%	20	17%
	Quite a bit	11	37%	40	46%	51	44%
	Very Much	12	40%	30	34%	42	36%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
How much does this college emphasize <b>encouraging contact among students from different economic, social, and racial or ethnic backgrounds</b>	Very Little	3	10%	7	8%	10	9%
	Some	3	10%	18	21%	21	18%
	Quite a bit	14	47%	32	38%	46	40%
	Very Much	10	33%	28	33%	38	33%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>115</b>	<b>100%</b>

**2007 CCSSE Student Responses**

	All Students		
	Count	Percent	
Mark the response that best represents the extent to which your <b>examinations during the current school year</b> have challenged you to do your best work at this college	Extremely Easy (1)	8	1%
	(2)	14	1%
	(3)	53	5%
	(4)	233	22%
	(5)	351	34%
	(6)	261	25%
	Extremely Challenging (7)	124	12%
<b>Total</b>	<b>1045</b>	<b>100%</b>	
Student activities: <b>Internship, field experience, co-op experience, or clinical assignment</b>	I have not done, nor plan to do	488	45%
	I plan to do	467	43%
	I have done	128	12%
	<b>Total</b>	<b>1083</b>	<b>100%</b>
Student activities: <b>English as a second language course</b>	I have not done, nor plan to do	941	88%
	I plan to do	55	5%
	I have done	75	7%
	<b>Total</b>	<b>1071</b>	<b>100%</b>
Student activities: <b>Developmental/remedial reading course</b>	I have not done, nor plan to do	735	68%
	I plan to do	66	6%
	I have done	273	25%
	<b>Total</b>	<b>1074</b>	<b>100%</b>
Student activities: <b>Developmental/remedial writing course</b>	I have not done, nor plan to do	759	70%
	I plan to do	101	9%
	I have done	217	20%
	<b>Total</b>	<b>1078</b>	<b>100%</b>
Student activities: <b>Developmental/remedial math course</b>	I have not done, nor plan to do	350	33%
	I plan to do	168	16%
	I have done	556	52%
	<b>Total</b>	<b>1074</b>	<b>100%</b>
Student activities: <b>Study skills course</b>	I have not done, nor plan to do	695	64%
	I plan to do	204	19%
	I have done	179	17%
	<b>Total</b>	<b>1078</b>	<b>100%</b>
Student activities: <b>Honors course</b>	I have not done, nor plan to do	763	71%
	I plan to do	263	25%
	I have done	46	4%
	<b>Total</b>	<b>1072</b>	<b>100%</b>
Student activities: <b>College orientation program or course</b>	I have not done, nor plan to do	378	35%
	I plan to do	123	11%
	I have done	573	53%
	<b>Total</b>	<b>1075</b>	<b>100%</b>
Student activities: <b>Organized learning communities</b>	I have not done, nor plan to do	776	72%
	I plan to do	218	20%
	I have done	84	8%
	<b>Total</b>	<b>1078</b>	<b>100%</b>
How much does this college emphasize <b>encouraging you to spend significant amounts of time studying</b>	Very Little	56	5%
	Some	215	20%
	Quite a bit	453	42%
	Very Much	361	33%
	<b>Total</b>	<b>1084</b>	<b>100%</b>
How much does this college emphasize <b>providing the support you need to help you succeed at this college</b>	Very Little	82	8%
	Some	313	29%
	Quite a bit	414	38%
	Very Much	275	25%
	<b>Total</b>	<b>1083</b>	<b>100%</b>
How much does this college emphasize <b>encouraging contact among students from different economic, social, and racial or ethnic backgrounds</b>	Very Little	246	23%
	Some	340	31%
	Quite a bit	318	29%
	Very Much	177	16%
	<b>Total</b>	<b>1081</b>	<b>100%</b>

2007 CCFSSSE Student and Faculty Frequency Distributions

Example College

2007 CCFSSSE Faculty Responses

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
How much does this college emphasize <b>helping students cope with their non-academic responsibilities (work, family, etc.)</b>	Very Little	4	13%	11	13%	15	13%
	Some	12	40%	30	35%	42	37%
	Quite a bit	11	37%	31	36%	42	37%
	Very Much	3	10%	13	15%	16	14%
	Total	30	100%	85	100%	115	100%
How much does this college emphasize <b>providing students the support they need to thrive socially</b>	Very Little	6	20%	15	18%	21	18%
	Some	17	57%	39	46%	56	49%
	Quite a bit	5	17%	22	26%	27	23%
	Very Much	2	7%	9	11%	11	10%
	Total	30	100%	85	100%	115	100%
How much does this college emphasize <b>providing the financial support students need to afford their education</b>	Very Little	1	3%	3	3%	4	3%
	Some	11	37%	16	18%	27	23%
	Quite a bit	13	43%	44	51%	57	49%
	Very Much	5	17%	24	28%	29	25%
	Total	30	100%	87	100%	117	100%
How much does this college emphasize <b>using computers in academic work</b>	Very Little	2	7%	2	2%	4	3%
	Some	4	14%	8	9%	12	10%
	Quite a bit	12	41%	39	45%	51	44%
	Very Much	11	38%	38	44%	49	42%
	Total	29	100%	87	100%	116	100%
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week <b>preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to their programs)</b>	None	0	0%	0	0%	0	0%
	1 to 5	13	43%	43	51%	56	49%
	6 to 10	11	37%	25	29%	36	31%
	11 to 20	6	20%	14	16%	20	17%
	21 to 30	0	0%	2	2%	2	2%
	More than 30	0	0%	1	1%	1	1%
	Total	30	100%	85	100%	115	100%
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week <b>working for pay</b>	None	0	0%	1	1%	1	1%
	1 to 5	2	7%	0	0%	2	2%
	6 to 10	1	3%	2	2%	3	3%
	11 to 20	3	10%	11	13%	14	12%
	21 to 30	16	53%	36	42%	52	45%
	More than 30	8	27%	36	42%	44	38%
	Total	30	100%	86	100%	116	100%
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week <b>participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)</b>	None	7	23%	25	29%	32	28%
	1 to 5	20	67%	54	64%	74	64%
	6 to 10	3	10%	1	1%	4	3%
	11 to 20	0	0%	4	5%	4	3%
	21 to 30	0	0%	0	0%	0	0%
	More than 30	0	0%	1	1%	1	1%
	Total	30	100%	85	100%	115	100%
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week <b>providing care for dependents living with them (parents, children, spouse, etc.)</b>	None	1	3%	0	0%	1	1%
	1 to 5	4	13%	6	7%	10	9%
	6 to 10	6	20%	15	17%	21	18%
	11 to 20	9	30%	21	24%	30	26%
	21 to 30	7	23%	28	33%	35	30%
	More than 30	3	10%	16	19%	19	16%
	Total	30	100%	86	100%	116	100%
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week <b>commuting to and from class.</b>	None	1	3%	0	0%	1	1%
	1 to 5	14	47%	42	49%	56	49%
	6 to 10	15	50%	34	40%	49	43%
	11 to 20	0	0%	4	5%	4	3%
	21 to 30	0	0%	3	4%	3	3%
	More than 30	0	0%	2	2%	2	2%
	Total	30	100%	85	100%	115	100%

2007 CCSSE Student Responses

		All Students	
		Count	Percent
How much does this college emphasize <b>helping you cope with your non-academic responsibilities (work, family, etc.)</b>	Very Little	500	46%
	Some	351	32%
	Quite a bit	150	14%
	Very Much	82	8%
	Total	1083	100%
How much does this college emphasize <b>providing the support you need to thrive socially</b>	Very Little	366	34%
	Some	441	41%
	Quite a bit	190	18%
	Very Much	86	8%
	Total	1083	100%
How much does this college emphasize <b>providing the financial support you need to afford your education</b>	Very Little	320	30%
	Some	277	26%
	Quite a bit	231	21%
	Very Much	251	23%
	Total	1080	100%
How much does this college emphasize <b>using computers in academic work</b>	Very Little	103	10%
	Some	222	21%
	Quite a bit	346	32%
	Very Much	411	38%
	Total	1082	100%
About how many hours do you spend in a typical 7 - day week <b>preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your programs)</b>	None	12	1%
	1 to 5	513	48%
	6 to 10	295	27%
	11 to 20	168	16%
	21 to 30	59	5%
	More than 30	33	3%
	Total	1080	100%
About how many hours do you spend in a typical 7 - day week <b>working for pay</b>	None	240	22%
	1 to 5	39	4%
	6 to 10	60	6%
	11 to 20	103	10%
	21 to 30	187	17%
	More than 30	452	42%
	Total	1082	100%
About how many hours do you spend in a typical 7 - day week <b>participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)</b>	None	935	87%
	1 to 5	100	9%
	6 to 10	28	3%
	11 to 20	15	1%
	21 to 30	1	0%
	More than 30	2	0%
	Total	1081	100%
About how many hours do you spend in a typical 7 - day week <b>providing care for dependents living with you (parents, children, spouse, etc.)</b>	None	505	47%
	1 to 5	146	14%
	6 to 10	67	6%
	11 to 20	69	6%
	21 to 30	48	4%
	More than 30	246	23%
	Total	1081	100%
About how many hours do you spend in a typical 7 - day week <b>commuting to and from class</b>	None	69	6%
	1 to 5	709	66%
	6 to 10	210	19%
	11 to 20	59	5%
	21 to 30	16	1%
	More than 30	15	1%
	Total	1078	100%

**2007 CCFSSSE Student and Faculty Frequency Distributions**

Example College

**2007 CCFSSSE Faculty Responses**

**2007 CCSSE Student Responses**

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
Select the circle that best represents the quality of student relationships with <b>other students</b>	Unfriendly, unsupportive, sense of alienation (1)	0	0%	0	0%	0	0%
	(2)	0	0%	0	0%	0	0%
	(3)	1	3%	8	9%	9	8%
	(4)	5	17%	10	12%	15	13%
	(5)	10	33%	27	31%	37	32%
	(6)	10	33%	30	35%	40	34%
	Friendly, supportive, sense of belonging (7)	4	13%	11	13%	15	13%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>116</b>	<b>100%</b>
Select the circle that best represents the quality of student relationships with <b>instructors</b>	Unavailable, unhelpful, unsympathetic (1)	0	0%	0	0%	0	0%
	(2)	0	0%	1	1%	1	1%
	(3)	1	3%	3	3%	4	3%
	(4)	3	10%	11	13%	14	12%
	(5)	10	33%	26	30%	36	31%
	(6)	11	37%	34	40%	45	39%
	Available, helpful, sympathetic (7)	5	17%	11	13%	16	14%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>116</b>	<b>100%</b>
Select the circle that best represents the quality of student relationships with <b>administrative personnel and offices</b>	Unhelpful, inconsiderate, rigid (1)	0	0%	1	1%	1	1%
	(2)	1	3%	6	7%	7	6%
	(3)	4	13%	9	10%	13	11%
	(4)	5	17%	22	26%	27	23%
	(5)	10	33%	26	30%	36	31%
	(6)	7	23%	16	19%	23	20%
	Helpful, considerate, flexible (7)	3	10%	6	7%	9	8%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>116</b>	<b>100%</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>acquiring a broad general education</b>	None	0	0%	0	0%	0	0%
	Very little	1	3%	3	3%	4	3%
	Some	8	27%	25	29%	33	28%
	Quite a bit	16	53%	26	30%	42	36%
	Very much	5	17%	33	38%	38	32%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>acquiring job or work-related knowledge and skills</b>	None	0	0%	0	0%	0	0%
	Very little	3	10%	3	3%	6	5%
	Some	6	20%	26	30%	32	28%
	Quite a bit	12	40%	25	29%	37	32%
	Very much	9	30%	32	37%	41	35%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>116</b>	<b>100%</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>writing clearly and effectively</b>	None	1	3%	2	2%	3	3%
	Very little	1	3%	14	16%	15	13%
	Some	12	40%	26	30%	38	32%
	Quite a bit	7	23%	23	26%	30	26%
	Very much	9	30%	22	25%	31	26%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>speaking clearly and effectively</b>	None	1	3%	2	2%	3	3%
	Very little	4	13%	13	15%	17	15%
	Some	11	37%	28	32%	39	33%
	Quite a bit	6	20%	26	30%	32	27%
	Very much	8	27%	18	21%	26	22%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>thinking critically and analytically</b>	None	0	0%	0	0%	0	0%
	Very little	0	0%	1	1%	1	1%
	Some	9	30%	15	17%	24	21%
	Quite a bit	11	37%	27	31%	38	32%
	Very much	10	33%	44	51%	54	46%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>	<b>100%</b>

		All Students	
		Count	Percent
Mark the number that best represents the quality of your relationships with <b>other students</b> at this college	Unfriendly, unsupportive, sense of alienation (1)	17	2%
	(2)	27	2%
	(3)	50	5%
	(4)	196	18%
	(5)	273	25%
	(6)	267	25%
	Friendly, supportive, sense of belonging (7)	254	23%
	<b>Total</b>	<b>1084</b>	<b>100%</b>
Mark the number that best represents the quality of your relationships with <b>instructors</b> at this college	Unavailable, unhelpful, unsympathetic (1)	8	1%
	(2)	28	3%
	(3)	58	5%
	(4)	175	16%
	(5)	267	25%
	(6)	308	28%
	Available, helpful, sympathetic (7)	238	22%
	<b>Total</b>	<b>1082</b>	<b>100%</b>
Mark the number that best represents the quality of your relationships with <b>administrative personnel and offices</b> at this college	Unhelpful, inconsiderate, rigid (1)	47	4%
	(2)	81	8%
	(3)	125	12%
	(4)	268	25%
	(5)	244	23%
	(6)	178	16%
	Helpful, considerate, flexible (7)	139	13%
	<b>Total</b>	<b>1082</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>acquiring a broad general education</b>	Very little	64	6%
	Some	253	23%
	Quite a bit	446	41%
	Very much	318	29%
	<b>Total</b>	<b>1081</b>	<b>100%</b>
	How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>acquiring job or work-related knowledge and skills</b>	Very little	282
Some		335	31%
Quite a bit		278	26%
Very much		185	17%
<b>Total</b>		<b>1081</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>writing clearly and effectively</b>		Very little	138
	Some	316	29%
	Quite a bit	401	37%
	Very much	223	21%
	<b>Total</b>	<b>1078</b>	<b>100%</b>
	How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>speaking clearly and effectively</b>	Very little	180
Some		311	29%
Quite a bit		362	34%
Very much		227	21%
<b>Total</b>		<b>1079</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>thinking critically and analytically</b>		Very little	69
	Some	281	26%
	Quite a bit	452	42%
	Very much	280	26%
	<b>Total</b>	<b>1082</b>	<b>100%</b>

**2007 CCF SSE Student and Faculty Frequency Distributions**

Example College

**2007 CCF SSE Faculty Responses**

**2007 CCSSE Student Responses**

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>solving numerical problems</b>	None	13	43%	21	24%	34	29%
	Very little	5	17%	21	24%	26	22%
	Some	5	17%	17	20%	22	19%
	Quite a bit	0	0%	9	10%	9	8%
	Very much	7	23%	19	22%	26	22%
	<b>Total</b>		<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>using computing and information technology</b>	None	6	20%	7	8%	13	11%
	Very little	3	10%	13	15%	16	14%
	Some	8	27%	27	31%	35	30%
	Quite a bit	5	17%	17	20%	22	19%
	Very much	8	27%	23	26%	31	26%
	<b>Total</b>		<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>working effectively with others</b>	None	0	0%	1	1%	1	1%
	Very little	3	10%	7	8%	10	9%
	Some	12	40%	35	40%	47	40%
	Quite a bit	10	33%	26	30%	36	31%
	Very much	5	17%	18	21%	23	20%
	<b>Total</b>		<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>learning effectively on their own</b>	None	0	0%	0	0%	0	0%
	Very little	1	3%	3	3%	4	3%
	Some	1	3%	12	14%	13	11%
	Quite a bit	19	63%	38	44%	57	49%
	Very much	9	30%	34	39%	43	37%
	<b>Total</b>		<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>understanding themselves</b>	None	2	7%	2	2%	4	3%
	Very little	1	3%	14	16%	15	13%
	Some	9	30%	24	28%	33	28%
	Quite a bit	14	47%	25	29%	39	33%
	Very much	4	13%	22	25%	26	22%
	<b>Total</b>		<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>understanding people of other racial and ethnic backgrounds</b>	None	2	7%	5	6%	7	6%
	Very little	3	10%	13	15%	16	14%
	Some	11	37%	22	25%	33	28%
	Quite a bit	11	37%	26	30%	37	32%
	Very much	3	10%	21	24%	24	21%
	<b>Total</b>		<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>developing a personal code of values and ethics</b>	None	0	0%	2	2%	2	2%
	Very little	4	13%	7	8%	11	9%
	Some	15	50%	35	40%	50	43%
	Quite a bit	6	20%	26	30%	32	27%
	Very much	5	17%	17	20%	22	19%
	<b>Total</b>		<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>contributing to the welfare of their community</b>	None	1	3%	11	13%	12	10%
	Very little	4	13%	14	16%	18	15%
	Some	10	33%	36	41%	46	39%
	Quite a bit	12	40%	18	21%	30	26%
	Very much	3	10%	8	9%	11	9%
	<b>Total</b>		<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>developing clearer career goals</b>	None	1	3%	0	0%	1	1%
	Very little	2	7%	9	10%	11	9%
	Some	8	27%	27	31%	35	30%
	Quite a bit	14	47%	29	33%	43	37%
	Very much	5	17%	22	25%	27	23%
	<b>Total</b>		<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>gaining information about career opportunities</b>	None	3	10%	1	1%	4	3%
	Very little	1	3%	14	16%	15	13%
	Some	13	43%	38	44%	51	44%
	Quite a bit	9	30%	20	23%	29	25%
	Very much	4	13%	14	16%	18	15%
	<b>Total</b>		<b>30</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>117</b>

		All Students	
		Count	Percent
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>solving numerical problems</b>	Very little	197	18%
	Some	333	31%
	Quite a bit	354	33%
	Very much	192	18%
	<b>Total</b>	<b>1077</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>using computing and information technology</b>	Very little	185	17%
	Some	302	28%
	Quite a bit	339	32%
	Very much	250	23%
	<b>Total</b>	<b>1077</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>working effectively with others</b>	Very little	143	13%
	Some	368	34%
	Quite a bit	360	33%
	Very much	210	19%
	<b>Total</b>	<b>1082</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>learning effectively on your own</b>	Very little	96	9%
	Some	278	26%
	Quite a bit	426	40%
	Very much	278	26%
	<b>Total</b>	<b>1078</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>understanding yourself</b>	Very little	196	18%
	Some	292	27%
	Quite a bit	337	31%
	Very much	254	24%
	<b>Total</b>	<b>1079</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>understanding people of other racial and ethnic backgrounds</b>	Very little	255	24%
	Some	341	32%
	Quite a bit	299	28%
	Very much	182	17%
	<b>Total</b>	<b>1076</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>developing a personal code of values and ethics</b>	Very little	291	27%
	Some	328	31%
	Quite a bit	289	27%
	Very much	167	16%
	<b>Total</b>	<b>1076</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>contributing to the welfare of your community</b>	Very little	435	40%
	Some	375	35%
	Quite a bit	187	17%
	Very much	78	7%
	<b>Total</b>	<b>1075</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>developing clearer career goals</b>	Very little	185	17%
	Some	301	28%
	Quite a bit	353	33%
	Very much	241	22%
	<b>Total</b>	<b>1081</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>gaining information about career opportunities</b>	Very little	241	22%
	Some	315	29%
	Quite a bit	320	30%
	Very much	204	19%
	<b>Total</b>	<b>1081</b>	<b>100%</b>

**2007 CCFSSSE Student and Faculty Frequency Distributions**

Example College

**2007 CCFSSSE Faculty Responses**

**2007 CCSSE Student Responses**

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
How often do you refer students to <b>academic advising/planning</b>	Don't know/N.A.	0	0%	1	1%	1	1%
	Rarely or never	14	47%	13	15%	27	23%
	Sometimes	11	37%	46	54%	57	50%
	Often	5	17%	25	29%	30	26%
	Total	30	100%	85	100%	115	100%
How often do you refer students to <b>career counseling</b>	Don't know/N.A.	3	10%	3	3%	6	5%
	Rarely or never	17	57%	19	22%	36	31%
	Sometimes	8	27%	51	59%	59	51%
	Often	2	7%	13	15%	15	13%
	Total	30	100%	86	100%	116	100%
How often do you refer students to <b>job placement assistance</b>	Don't know/N.A.	5	17%	3	4%	8	7%
	Rarely or never	20	67%	33	39%	53	46%
	Sometimes	3	10%	38	45%	41	36%
	Often	2	7%	11	13%	13	11%
	Total	30	100%	85	100%	115	100%
How often do you refer students to <b>peer or other tutoring</b>	Don't know/N.A.	1	3%	1	1%	2	2%
	Rarely or never	8	27%	12	14%	20	17%
	Sometimes	14	47%	37	44%	51	44%
	Often	7	23%	35	41%	42	37%
	Total	30	100%	85	100%	115	100%
How often do you refer students to <b>skill labs (writing, math, etc.)</b>	Don't know/N.A.	2	7%	2	2%	4	3%
	Rarely or never	12	40%	11	13%	23	20%
	Sometimes	6	20%	39	45%	45	39%
	Often	10	33%	34	40%	44	38%
	Total	30	100%	86	100%	116	100%
How often do you refer students to <b>child care</b>	Don't know/N.A.	7	23%	11	13%	18	16%
	Rarely or never	20	67%	44	52%	64	56%
	Sometimes	3	10%	26	31%	29	25%
	Often	0	0%	4	5%	4	3%
	Total	30	100%	85	100%	115	100%
How often do you refer students to <b>financial aid advising</b>	Don't know/N.A.	4	13%	6	7%	10	9%
	Rarely or never	19	63%	35	41%	54	47%
	Sometimes	6	20%	31	36%	37	32%
	Often	1	3%	14	16%	15	13%
	Total	30	100%	86	100%	116	100%
How often do you refer students to <b>computer labs</b>	Don't know/N.A.	1	3%	2	2%	3	3%
	Rarely or never	8	28%	7	8%	15	13%
	Sometimes	11	38%	34	40%	45	39%
	Often	9	31%	42	49%	51	45%
	Total	29	100%	85	100%	114	100%
How often do you refer students to <b>student organizations</b>	Don't know/N.A.	6	20%	5	6%	11	10%
	Rarely or never	20	67%	38	45%	58	50%
	Sometimes	4	13%	32	38%	36	31%
	Often	0	0%	10	12%	10	9%
	Total	30	100%	85	100%	115	100%
How often do you refer students to <b>transfer credit assistance</b>	Don't know/N.A.	5	17%	2	2%	7	6%
	Rarely or never	22	73%	32	37%	54	47%
	Sometimes	3	10%	38	44%	41	35%
	Often	0	0%	14	16%	14	12%
	Total	30	100%	86	100%	116	100%
How often do you refer students to <b>services to students with disabilities</b>	Don't know/N.A.	1	3%	1	1%	2	2%
	Rarely or never	14	47%	12	14%	26	22%
	Sometimes	12	40%	52	60%	64	55%
	Often	3	10%	21	24%	24	21%
	Total	30	100%	86	100%	116	100%
How important do you believe <b>academic advising/planning</b> is to students at this college	Not at all	0	0%	2	2%	2	2%
	Somewhat	9	30%	26	31%	35	31%
	Very	21	70%	56	67%	77	68%
	Total	30	100%	84	100%	114	100%

		All Students	
		Count	Percent
How often do you use <b>academic advising/planning</b>	Don't know/N.A.	94	9%
	Rarely or never	396	37%
	Sometimes	467	44%
	Often	111	10%
	Total	1068	100%
How often do you use <b>career counseling</b>	Don't know/N.A.	179	17%
	Rarely or never	495	46%
	Sometimes	320	30%
	Often	71	7%
	Total	1065	100%
How often do you use <b>job placement assistance</b>	Don't know/N.A.	471	44%
	Rarely or never	476	45%
	Sometimes	89	8%
	Often	24	2%
	Total	1061	100%
How often do you use <b>peer or other tutoring</b>	Don't know/N.A.	310	29%
	Rarely or never	479	45%
	Sometimes	205	20%
	Often	59	6%
	Total	1053	100%
How often do you use <b>skills labs (writing, math, etc.)</b>	Don't know/N.A.	257	24%
	Rarely or never	391	37%
	Sometimes	256	24%
	Often	158	15%
	Total	1061	100%
How often do you use <b>child care</b>	Don't know/N.A.	655	62%
	Rarely or never	373	35%
	Sometimes	21	2%
	Often	10	1%
	Total	1059	100%
How often do you use <b>financial aid advising</b>	Don't know/N.A.	242	23%
	Rarely or never	331	32%
	Sometimes	263	25%
	Often	216	21%
	Total	1052	100%
How often do you use <b>computer labs</b>	Don't know/N.A.	159	15%
	Rarely or never	253	24%
	Sometimes	319	30%
	Often	323	31%
	Total	1054	100%
How often do you use <b>student organizations</b>	Don't know/N.A.	434	41%
	Rarely or never	474	45%
	Sometimes	110	10%
	Often	36	3%
	Total	1053	100%
How often do you use <b>transfer credit assistance</b>	Don't know/N.A.	372	35%
	Rarely or never	407	38%
	Sometimes	218	21%
	Often	62	6%
	Total	1058	100%
How often do you use <b>services to students with disabilities</b>	Don't know/N.A.	629	59%
	Rarely or never	361	34%
	Sometimes	34	3%
	Often	40	4%
	Total	1063	100%
How important is <b>academic advising/planning</b> to you at this college	Not at all	92	9%
	Somewhat	281	27%
	Very	668	64%
	Total	1041	100%

**2007 CCFSSSE Student and Faculty Frequency Distributions**

Example College

**2007 CCFSSSE Faculty Responses**

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
How important do you believe <b>career counseling</b> is to students at this college	Not at all	1	3%	4	5%	5	4%
	Somewhat	12	40%	25	30%	37	32%
	Very	17	57%	55	65%	72	63%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>84</b>	<b>100%</b>	<b>114</b>	<b>100%</b>
How important do you believe <b>job placement assistance</b> is to students at this college	Not at all	1	3%	1	1%	2	2%
	Somewhat	15	50%	32	38%	47	41%
	Very	14	47%	52	61%	66	57%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>115</b>	<b>100%</b>
How important do you believe <b>peer and other tutoring</b> is to students at this college	Not at all	1	3%	1	1%	2	2%
	Somewhat	14	47%	25	29%	39	34%
	Very	15	50%	59	69%	74	64%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>115</b>	<b>100%</b>
How important do you believe <b>skills labs (writing, math, etc.)</b> are to students at this college	Not at all	1	3%	0	0%	1	1%
	Somewhat	8	27%	22	26%	30	26%
	Very	21	70%	63	74%	84	73%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>115</b>	<b>100%</b>
How important do you believe <b>child care</b> is to students at this college	Not at all	1	3%	1	1%	2	2%
	Somewhat	17	57%	32	38%	49	43%
	Very	12	40%	52	61%	64	56%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>115</b>	<b>100%</b>
How important do you believe <b>financial aid advising</b> is to students at this college	Not at all	0	0%	0	0%	0	0%
	Somewhat	8	27%	18	21%	26	23%
	Very	22	73%	67	79%	89	77%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>115</b>	<b>100%</b>
How important do you believe <b>computer labs</b> are to students at this college	Not at all	1	3%	0	0%	1	1%
	Somewhat	9	30%	16	19%	25	22%
	Very	20	67%	69	81%	89	77%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>115</b>	<b>100%</b>
How important do you believe <b>student organizations</b> are to students at this college	Not at all	5	17%	12	14%	17	15%
	Somewhat	20	67%	44	52%	64	56%
	Very	5	17%	28	33%	33	29%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>84</b>	<b>100%</b>	<b>114</b>	<b>100%</b>
How important do you believe <b>transfer credit assistance</b> is to students at this college	Not at all	1	3%	1	1%	2	2%
	Somewhat	11	37%	26	31%	37	32%
	Very	18	60%	58	68%	76	66%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>115</b>	<b>100%</b>
How important do you believe <b>services to students with disabilities</b> are to students at this college	Not at all	1	3%	0	0%	1	1%
	Somewhat	9	30%	28	34%	37	33%
	Very	20	67%	55	66%	75	66%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>83</b>	<b>100%</b>	<b>113</b>	<b>100%</b>
How likely is it that <b>working full-time</b> would cause students to withdraw from class or from this college	Not likely	1	3%	1	1%	2	2%
	Somewhat likely	9	30%	7	8%	16	14%
	Likely	5	17%	20	23%	25	22%
	Very likely	15	50%	58	67%	73	63%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>116</b>	<b>100%</b>
How likely is it that <b>caring for dependents</b> would cause students to withdraw from class or from this college	Not likely	1	3%	2	2%	3	3%
	Somewhat likely	13	45%	10	12%	23	20%
	Likely	8	28%	28	33%	36	31%
	Very likely	7	24%	46	53%	53	46%
	<b>Total</b>	<b>29</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>115</b>	<b>100%</b>
How likely is it that <b>being academically unprepared</b> would cause students to withdraw from class or from this college	Not likely	0	0%	1	1%	1	1%
	Somewhat likely	2	7%	11	13%	13	11%
	Likely	16	53%	23	27%	39	34%
	Very likely	12	40%	51	59%	63	54%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>116</b>	<b>100%</b>

**2007 CCSSE Student Responses**

		All Students	
		Count	Percent
How important is <b>career counseling</b> to you at this college	Not at all	147	14%
	Somewhat	258	25%
	Very	620	60%
	<b>Total</b>	<b>1025</b>	<b>100%</b>
How important is <b>job placement assistance</b> to you at this college	Not at all	379	37%
	Somewhat	275	27%
	Very	363	36%
	<b>Total</b>	<b>1018</b>	<b>100%</b>
How important is <b>peer and other tutoring</b> to you at this college	Not at all	272	27%
	Somewhat	294	29%
	Very	446	44%
	<b>Total</b>	<b>1012</b>	<b>100%</b>
How important are <b>skills labs (writing, math, etc.)</b> to you at this college	Not at all	219	22%
	Somewhat	276	27%
	Very	521	51%
	<b>Total</b>	<b>1016</b>	<b>100%</b>
How important is <b>child care</b> to you at this college	Not at all	544	54%
	Somewhat	156	15%
	Very	313	31%
	<b>Total</b>	<b>1013</b>	<b>100%</b>
How important is <b>financial aid advising</b> to you at this college	Not at all	186	18%
	Somewhat	123	12%
	Very	705	70%
	<b>Total</b>	<b>1014</b>	<b>100%</b>
How important are <b>computer labs</b> to you at this college	Not at all	132	13%
	Somewhat	234	23%
	Very	650	64%
	<b>Total</b>	<b>1016</b>	<b>100%</b>
How important are <b>student organizations</b> to you at this college	Not at all	392	39%
	Somewhat	377	38%
	Very	233	23%
	<b>Total</b>	<b>1002</b>	<b>100%</b>
How important is <b>transfer credit assistance</b> to you at this college	Not at all	254	25%
	Somewhat	194	19%
	Very	564	56%
	<b>Total</b>	<b>1012</b>	<b>100%</b>
How important are <b>services to students with disabilities</b> to you at this college	Not at all	402	40%
	Somewhat	131	13%
	Very	482	47%
	<b>Total</b>	<b>1015</b>	<b>100%</b>
How likely is it that <b>working full-time</b> would cause you to withdraw from class or from this college	Not likely	403	37%
	Somewhat likely	242	22%
	Likely	173	16%
	Very likely	261	24%
	<b>Total</b>	<b>1080</b>	<b>100%</b>
How likely is it that <b>caring for dependents</b> would cause you to withdraw from class or from this college	Not likely	525	49%
	Somewhat likely	233	22%
	Likely	170	16%
	Very likely	144	13%
	<b>Total</b>	<b>1073</b>	<b>100%</b>
How likely is it that <b>being academically unprepared</b> would cause you to withdraw from class or from this college	Not likely	543	51%
	Somewhat likely	296	28%
	Likely	155	15%
	Very likely	74	7%
	<b>Total</b>	<b>1069</b>	<b>100%</b>



**2007 CCFSSSE Student and Faculty Frequency Distributions**

Example College

**2007 CCFSSSE Faculty Responses**

**2007 CCSSE Student Responses**

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
How likely is it that <b>lacking finances</b> would cause students to withdraw from class or from this college	Not likely	0	0%	3	3%	3	3%
	Somewhat likely	8	27%	20	23%	28	24%
	Likely	15	50%	27	31%	42	36%
	Very likely	7	23%	36	42%	43	37%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>116</b>	<b>100%</b>
How likely is it that <b>transferring to a 4-year college or university</b> would cause students to withdraw from class or from this college	Not likely	5	17%	11	13%	16	14%
	Somewhat likely	12	40%	35	41%	47	41%
	Likely	12	40%	22	26%	34	29%
	Very likely	1	3%	18	21%	19	16%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>116</b>	<b>100%</b>

		All Students	
		Count	Percent
How likely is it that <b>lack of finances</b> would cause you to withdraw from class or from this college	Not likely	295	28%
	Somewhat likely	255	24%
	Likely	180	17%
	Very likely	338	32%
	<b>Total</b>	<b>1069</b>	<b>100%</b>
How likely is it that <b>transferring to a 4-year college or university</b> would cause you to withdraw from class or from this college	Not likely	253	23%
	Somewhat likely	155	14%
	Likely	229	21%
	Very likely	439	41%
	<b>Total</b>	<b>1076</b>	<b>100%</b>

2007 CCFSS Faculty Only Frequency Distributions

Example College

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
How many students are enrolled in your selected course section	Fewer than 10	2	7%	2	2%	4	3%
	10 to 19	11	37%	31	36%	42	36%
	20 to 29	13	43%	42	48%	55	47%
	30 to 39	4	13%	12	14%	16	14%
	40 to 69	0	0%	0	0%	0	0%
	70 or more	0	0%	0	0%	0	0%
Total		30	100%	87	100%	117	100%
Prior to the Spring semester, how many times have you taught your selected course?	None	6	20%	4	5%	10	9%
	1 to 3	7	23%	5	6%	12	10%
	4 to 6	2	7%	5	6%	7	6%
	7 to 9	3	10%	7	8%	10	9%
	10 to 15	3	10%	13	15%	16	14%
	16 to 20	2	7%	9	10%	11	9%
	21 or more	7	23%	44	51%	51	44%
Total		30	100%	87	100%	117	100%
How much do you incorporate the use of <b>academic advising/planning</b> into your selected course section	N.A.	4	13%	4	5%	8	7%
	Rarely or never	14	47%	31	36%	45	39%
	Sometimes	11	37%	34	40%	45	39%
	Often	1	3%	17	20%	18	16%
Total		30	100%	86	100%	116	100%
How much do you incorporate the use of <b>career counseling</b> into your course section	N.A.	4	14%	3	3%	7	6%
	Rarely or never	16	55%	35	41%	51	44%
	Sometimes	8	28%	35	41%	43	37%
	Often	1	3%	13	15%	14	12%
Total		29	100%	86	100%	115	100%
How much do you incorporate the use of <b>job placement assistance</b> into your selected course section	N.A.	7	23%	15	17%	22	19%
	Rarely or never	19	63%	48	56%	67	58%
	Sometimes	2	7%	20	23%	22	19%
	Often	2	7%	3	3%	5	4%
Total		30	100%	86	100%	116	100%
How much do you incorporate the use of <b>peer or other tutoring</b> into your course section	N.A.	2	7%	3	3%	5	4%
	Rarely or never	11	37%	25	29%	36	31%
	Sometimes	10	33%	32	37%	42	36%
	Often	7	23%	26	30%	33	28%
Total		30	100%	86	100%	116	100%
How much do you incorporate the use of <b>skills labs (writing, math, etc.)</b> into your selected course section	N.A.	3	11%	5	6%	8	7%
	Rarely or never	12	43%	31	36%	43	38%
	Sometimes	6	21%	26	30%	32	28%
	Often	7	25%	24	28%	31	27%
Total		28	100%	86	100%	114	100%

2007 CCFSSSE Faculty Only Frequency Distributions

Example College

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
How much do you incorporate the use of <b>child care</b> into your course section	N.A.	8	27%	22	26%	30	26%
	Rarely or never	20	67%	54	64%	74	65%
	Sometimes	2	7%	8	10%	10	9%
	Often	0	0%	0	0%	0	0%
	Total	30	100%	84	100%	114	100%
How much do you incorporate the use of <b>financial aid advising</b> into your selected course section	N.A.	8	27%	18	21%	26	22%
	Rarely or never	18	60%	46	53%	64	55%
	Sometimes	4	13%	19	22%	23	20%
	Often	0	0%	3	3%	3	3%
	Total	30	100%	86	100%	116	100%
How much do you incorporate the use of <b>computer labs</b> into your course section	N.A.	3	10%	6	7%	9	8%
	Rarely or never	7	23%	18	21%	25	22%
	Sometimes	10	33%	30	35%	40	34%
	Often	10	33%	32	37%	42	36%
	Total	30	100%	86	100%	116	100%
How much do you incorporate the use of <b>student organizations</b> into your selected course section	N.A.	7	24%	8	10%	15	13%
	Rarely or never	20	69%	45	54%	65	58%
	Sometimes	2	7%	25	30%	27	24%
	Often	0	0%	5	6%	5	4%
	Total	29	100%	83	100%	112	100%
How much do you incorporate the use of <b>transfer credit assistance</b> into your course section	N.A.	8	27%	6	7%	14	12%
	Rarely or never	19	63%	42	49%	61	53%
	Sometimes	3	10%	27	32%	30	26%
	Often	0	0%	10	12%	10	9%
	Total	30	100%	85	100%	115	100%
How much do you incorporate the use of <b>services to students with disabilities</b> into your selected course section	N.A.	2	7%	4	5%	6	5%
	Rarely or never	16	53%	18	21%	34	30%
	Sometimes	8	27%	48	56%	56	49%
	Often	4	13%	15	18%	19	17%
	Total	30	100%	85	100%	115	100%
How likely is it that <b>personal issues</b> would cause students to withdraw from class or from this college?	Not likely	0	0%	0	0%	0	0%
	Somewhat likely	6	21%	12	14%	18	16%
	Likely	16	55%	27	31%	43	37%
	Very likely	7	24%	47	55%	54	47%
	Total	29	100%	86	100%	115	100%
About how many hours do you spend in a typical 7-day week <b>teaching students in class</b>	None	0	0%	0	0%	0	0%
	1 to 4	10	33%	8	9%	18	15%
	5 to 8	6	20%	6	7%	12	10%
	9 to 12	10	33%	13	15%	23	20%
	13 to 16	3	10%	30	34%	33	28%
	17 to 20	0	0%	22	25%	22	19%
	21 to 30	0	0%	7	8%	7	6%
	31 or more	1	3%	1	1%	2	2%
	Total	30	100%	87	100%	117	100%

2007 CCFSSSE Faculty Only Frequency Distributions

Example College

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
About how many hours do you spend in a typical 7-day week <b>grading papers</b>	None	2	7%	0	0%	2	2%
	1 to 4	16	53%	22	25%	38	32%
	5 to 8	7	23%	21	24%	28	24%
	9 to 12	3	10%	19	22%	22	19%
	13 to 16	1	3%	13	15%	14	12%
	17 to 20	0	0%	6	7%	6	5%
	21 to 30	1	3%	5	6%	6	5%
	31 or more	0	0%	1	1%	1	1%
Total		30	100%	87	100%	117	100%
About how many hours do you spend in a typical 7-day week <b>giving other forms of written and oral feedback to students</b>	None	0	0%	1	1%	1	1%
	1 to 4	23	77%	36	41%	59	50%
	5 to 8	6	20%	19	22%	25	21%
	9 to 12	0	0%	16	18%	16	14%
	13 to 16	0	0%	6	7%	6	5%
	17 to 20	0	0%	7	8%	7	6%
	21 to 30	0	0%	2	2%	2	2%
	31 or more	1	3%	0	0%	1	1%
Total		30	100%	87	100%	117	100%
About how many hours do you spend in a typical 7-day week <b>preparing for class</b>	None	0	0%	0	0%	0	0%
	1 to 4	18	60%	20	23%	38	32%
	5 to 8	10	33%	35	40%	45	38%
	9 to 12	2	7%	14	16%	16	14%
	13 to 16	0	0%	10	11%	10	9%
	17 to 20	0	0%	7	8%	7	6%
	21 to 30	0	0%	0	0%	0	0%
	31 or more	0	0%	1	1%	1	1%
Total		30	100%	87	100%	117	100%
About how many hours do you spend in a typical 7-day week <b>reflecting and working on ways to improve my teaching</b>	None	0	0%	0	0%	0	0%
	1 to 4	24	80%	44	51%	68	59%
	5 to 8	4	13%	22	26%	26	22%
	9 to 12	2	7%	12	14%	14	12%
	13 to 16	0	0%	4	5%	4	3%
	17 to 20	0	0%	2	2%	2	2%
	21 to 30	0	0%	2	2%	2	2%
	31 or more	0	0%	0	0%	0	0%
Total		30	100%	86	100%	116	100%
About how many hours do you spend in a typical 7-day week <b>research and scholarly activities</b>	None	7	23%	11	13%	18	15%
	1 to 4	13	43%	43	49%	56	48%
	5 to 8	5	17%	16	18%	21	18%
	9 to 12	3	10%	8	9%	11	9%
	13 to 16	2	7%	4	5%	6	5%
	17 to 20	0	0%	3	3%	3	3%
	21 to 30	0	0%	1	1%	1	1%
	31 or more	0	0%	1	1%	1	1%
Total		30	100%	87	100%	117	100%

2007 CCFSSSE Faculty Only Frequency Distributions

Example College

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
About how many hours do you spend in a typical 7-day week <b>working with honors' projects</b>	None	28	93%	70	81%	98	84%
	1 to 4	2	7%	11	13%	13	11%
	5 to 8	0	0%	2	2%	2	2%
	9 to 12	0	0%	1	1%	1	1%
	13 to 16	0	0%	1	1%	1	1%
	17 to 20	0	0%	1	1%	1	1%
	21 to 30	0	0%	0	0%	0	0%
	31 or more	0	0%	0	0%	0	0%
	Total	30	100%	86	100%	116	100%
About how many hours do you spend in a typical 7-day week <b>advising students</b>	None	11	37%	10	11%	21	18%
	1 to 4	17	57%	57	66%	74	63%
	5 to 8	1	3%	11	13%	12	10%
	9 to 12	0	0%	6	7%	6	5%
	13 to 16	0	0%	2	2%	2	2%
	17 to 20	1	3%	1	1%	2	2%
	21 to 30	0	0%	0	0%	0	0%
	31 or more	0	0%	0	0%	0	0%
	Total	30	100%	87	100%	117	100%
About how many hours do you spend in a typical 7-day week <b>supervising internships or other field experiences</b>	None	27	93%	72	83%	99	85%
	1 to 4	2	7%	7	8%	9	8%
	5 to 8	0	0%	4	5%	4	3%
	9 to 12	0	0%	3	3%	3	3%
	13 to 16	0	0%	1	1%	1	1%
	17 to 20	0	0%	0	0%	0	0%
	21 to 30	0	0%	0	0%	0	0%
	31 or more	0	0%	0	0%	0	0%
	Total	29	100%	87	100%	116	100%
About how many hours do you spend in a typical 7-day week <b>working with students on activities other than course work</b>	None	28	93%	52	60%	80	68%
	1 to 4	2	7%	26	30%	28	24%
	5 to 8	0	0%	2	2%	2	2%
	9 to 12	0	0%	4	5%	4	3%
	13 to 16	0	0%	2	2%	2	2%
	17 to 20	0	0%	1	1%	1	1%
	21 to 30	0	0%	0	0%	0	0%
	31 or more	0	0%	0	0%	0	0%
	Total	30	100%	87	100%	117	100%
About how many hours do you spend in a typical 7-day week <b>involved in other interactions with students outside the classroom</b>	None	17	57%	24	28%	41	35%
	1 to 4	11	37%	53	61%	64	55%
	5 to 8	2	7%	8	9%	10	9%
	9 to 12	0	0%	1	1%	1	1%
	13 to 16	0	0%	1	1%	1	1%
	17 to 20	0	0%	0	0%	0	0%
	21 to 30	0	0%	0	0%	0	0%
	31 or more	0	0%	0	0%	0	0%
	Total	30	100%	87	100%	117	100%

2007 CCFSSSE Faculty Only Frequency Distributions

Example College

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
About how many hours do you spend in a typical 7-day week <b>conducting service activities</b>	None	25	83%	62	71%	87	74%
	1 to 4	5	17%	17	20%	22	19%
	5 to 8	0	0%	6	7%	6	5%
	9 to 12	0	0%	1	1%	1	1%
	13 to 16	0	0%	1	1%	1	1%
	17 to 20	0	0%	0	0%	0	0%
	21 to 30	0	0%	0	0%	0	0%
	31 or more	0	0%	0	0%	0	0%
	Total	30	100%	87	100%	117	100%
About how many hours do you spend in a typical 7-day week <b>coordination and/or administrative activities</b>	None	23	77%	30	35%	53	46%
	1 to 4	5	17%	29	34%	34	30%
	5 to 8	2	7%	13	15%	15	13%
	9 to 12	0	0%	6	7%	6	5%
	13 to 16	0	0%	2	2%	2	2%
	17 to 20	0	0%	2	2%	2	2%
	21 to 30	0	0%	0	0%	0	0%
	31 or more	0	0%	3	4%	3	3%
	Total	30	100%	85	100%	115	100%
About how many hours do you spend in a typical 7-day week <b>participating on college committees or task forces</b>	None	25	83%	12	14%	37	32%
	1 to 4	4	13%	56	64%	60	51%
	5 to 8	1	3%	11	13%	12	10%
	9 to 12	0	0%	1	1%	1	1%
	13 to 16	0	0%	6	7%	6	5%
	17 to 20	0	0%	0	0%	0	0%
	21 to 30	0	0%	1	1%	1	1%
	31 or more	0	0%	0	0%	0	0%
	Total	30	100%	87	100%	117	100%
About how many hours do you spend in a typical 7-day week <b>mentoring other faculty</b>	None	26	87%	33	38%	59	50%
	1 to 4	4	13%	49	56%	53	45%
	5 to 8	0	0%	3	3%	3	3%
	9 to 12	0	0%	0	0%	0	0%
	13 to 16	0	0%	1	1%	1	1%
	17 to 20	0	0%	0	0%	0	0%
	21 to 30	0	0%	0	0%	0	0%
	31 or more	0	0%	1	1%	1	1%
	Total	30	100%	87	100%	117	100%
In your selected course section, on average, what percent of class time is spent on <b>lecture</b>	0%	2	7%	1	1%	3	3%
	1 to 9%	2	7%	9	10%	11	9%
	10 to 19%	4	14%	14	16%	18	16%
	20 to 29%	1	3%	11	13%	12	10%
	30 to 39%	0	0%	4	5%	4	3%
	40 to 49%	6	21%	15	17%	21	18%
	50 to 74%	12	41%	25	29%	37	32%
	75 to 100%	2	7%	8	9%	10	9%
	Total	29	100%	87	100%	116	100%

2007 CCFSSSE Faculty Only Frequency Distributions

Example College

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
In your selected course section, on average, what percent of class time is spent on <b>teacher-led discussion</b>	0	3	11%	3	4%	6	5%
	1 to 9%	5	19%	24	29%	29	26%
	10 to 19%	11	41%	19	23%	30	27%
	20 to 29%	4	15%	16	19%	20	18%
	30 to 39%	1	4%	10	12%	11	10%
	40 to 49%	0	0%	4	5%	4	4%
	50 to 74%	3	11%	5	6%	8	7%
	75 to 100%	0	0%	3	4%	3	3%
	<b>Total</b>	<b>27</b>	<b>100%</b>	<b>84</b>	<b>100%</b>	<b>111</b>	<b>100%</b>
In your selected course section, on average, what percent of class time is spent on <b>teacher-student shared responsibility (seminar, discussion, etc.)</b>	0%	8	28%	23	27%	31	27%
	1 to 9%	11	38%	25	29%	36	32%
	10 to 19%	4	14%	12	14%	16	14%
	20 to 29%	3	10%	10	12%	13	11%
	30 to 39%	2	7%	5	6%	7	6%
	40 to 49%	0	0%	3	4%	3	3%
	50 to 74%	1	3%	6	7%	7	6%
	75 to 100%	0	0%	1	1%	1	1%
	<b>Total</b>	<b>29</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>114</b>	<b>100%</b>
In your selected course section, on average, what percent of class time is spent on <b>student computer use</b>	0	16	57%	40	46%	56	49%
	1 to 9%	2	7%	20	23%	22	19%
	10 to 19%	5	18%	4	5%	9	8%
	20 to 29%	1	4%	11	13%	12	10%
	30 to 39%	1	4%	5	6%	6	5%
	40 to 49%	1	4%	2	2%	3	3%
	50 to 74%	1	4%	3	3%	4	3%
	75 to 100%	1	4%	2	2%	3	3%
	<b>Total</b>	<b>28</b>	<b>100%</b>	<b>87</b>	<b>100%</b>	<b>115</b>	<b>100%</b>
In your selected course section, on average, what percent of class time is spent on <b>small group activities</b>	0%	11	38%	26	30%	37	32%
	1 to 9%	10	34%	27	31%	37	32%
	10 to 19%	3	10%	12	14%	15	13%
	20 to 29%	3	10%	9	10%	12	10%
	30 to 39%	2	7%	7	8%	9	8%
	40 to 49%	0	0%	2	2%	2	2%
	50 to 74%	0	0%	1	1%	1	1%
	75 to 100%	0	0%	2	2%	2	2%
	<b>Total</b>	<b>29</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>115</b>	<b>100%</b>
In your selected course section, on average, what percent of class time is spent on <b>student presentations</b>	0	17	61%	36	42%	53	47%
	1 to 9%	6	21%	28	33%	34	30%
	10 to 19%	3	11%	12	14%	15	13%
	20 to 29%	1	4%	4	5%	5	4%
	30 to 39%	1	4%	1	1%	2	2%
	40 to 49%	0	0%	1	1%	1	1%
	50 to 74%	0	0%	3	4%	3	3%
	75 to 100%	0	0%	0	0%	0	0%
	<b>Total</b>	<b>28</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>113</b>	<b>100%</b>

2007 CCFSSSE Faculty Only Frequency Distributions

Example College

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
In your selected course section, on average, what percent of class time is spent on <b>in-class writing</b>	0%	17	61%	41	48%	58	51%
	1 to 9%	4	14%	22	26%	26	23%
	10 to 19%	3	11%	11	13%	14	12%
	20 to 29%	2	7%	4	5%	6	5%
	30 to 39%	2	7%	4	5%	6	5%
	40 to 49%	0	0%	2	2%	2	2%
	50 to 74%	0	0%	1	1%	1	1%
	75 to 100%	0	0%	0	0%	0	0%
	<b>Total</b>	<b>28</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>113</b>	<b>100%</b>
In your selected course section, on average, what percent of class time is spent on <b>testing and evaluation</b>	0	1	3%	2	2%	3	3%
	1 to 9%	16	55%	45	53%	61	54%
	10 to 19%	11	38%	28	33%	39	34%
	20 to 29%	0	0%	5	6%	5	4%
	30 to 39%	1	3%	4	5%	5	4%
	40 to 49%	0	0%	0	0%	0	0%
	50 to 74%	0	0%	1	1%	1	1%
	75 to 100%	0	0%	0	0%	0	0%
	<b>Total</b>	<b>29</b>	<b>100%</b>	<b>85</b>	<b>100%</b>	<b>114</b>	<b>100%</b>
In your selected course section, on average, what percent of class time is spent on <b>performances in applied and fine arts (dance, drama, music)</b>	0%	27	93%	76	90%	103	91%
	1 to 9%	1	3%	1	1%	2	2%
	10 to 19%	0	0%	3	4%	3	3%
	20 to 29%	0	0%	1	1%	1	1%
	30 to 39%	0	0%	0	0%	0	0%
	40 to 49%	0	0%	0	0%	0	0%
	50 to 74%	1	3%	3	4%	4	4%
	75 to 100%	0	0%	0	0%	0	0%
	<b>Total</b>	<b>29</b>	<b>100%</b>	<b>84</b>	<b>100%</b>	<b>113</b>	<b>100%</b>
In your selected course section, on average, what percent of class time is spent on <b>experiential (labs, field work, art exhibits, clinical placements, internships)</b>	0	20	71%	58	67%	78	68%
	1 to 9%	4	14%	5	6%	9	8%
	10 to 19%	1	4%	8	9%	9	8%
	20 to 29%	2	7%	4	5%	6	5%
	30 to 39%	0	0%	2	2%	2	2%
	40 to 49%	1	4%	5	6%	6	5%
	50 to 74%	0	0%	3	3%	3	3%
	75 to 100%	0	0%	1	1%	1	1%
	<b>Total</b>	<b>28</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>114</b>	<b>100%</b>
In your selected course section, on average, what percent of class time is spent on <b>hands-on practice</b>	0%	10	36%	22	26%	32	28%
	1 to 9%	6	21%	23	27%	29	25%
	10 to 19%	6	21%	12	14%	18	16%
	20 to 29%	1	4%	5	6%	6	5%
	30 to 39%	1	4%	6	7%	7	6%
	40 to 49%	1	4%	6	7%	7	6%
	50 to 74%	2	7%	8	9%	10	9%
	75 to 100%	1	4%	4	5%	5	4%
	<b>Total</b>	<b>28</b>	<b>100%</b>	<b>86</b>	<b>100%</b>	<b>114</b>	<b>100%</b>



2007 CCFSSSE Faculty Only Frequency Distributions

Example College

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
During this term, does your institution consider you to be employed part-time or full-time	Part-time faculty	30	100%	0	0%	30	26%
	Full-time faculty	0	0%	87	100%	87	74%
	Total	30	100%	87	100%	117	100%
What is the total number of credit hours you are scheduled to teach during the current academic year (including summer sessions) at this college	1 to 3 hours	4	13%	1	1%	5	4%
	4 to 6 hours	6	20%	4	5%	10	9%
	7 to 9 hours	5	17%	1	1%	6	5%
	10 to 12 hours	5	17%	3	3%	8	7%
	13 to 15 hours	2	7%	9	10%	11	9%
	16 to 18 hours	5	17%	12	14%	17	15%
	19 to 21 hours	1	3%	1	1%	2	2%
	22 to 24 hours	0	0%	5	6%	5	4%
	25 to 27 hours	1	3%	4	5%	5	4%
	28 to 30 hours	1	3%	6	7%	7	6%
More than 30 hours	0	0%	41	47%	41	35%	
Total	30	100%	87	100%	117	100%	
During the current academic year, is <b>team teaching</b> part of your teaching role at this college	No	29	97%	79	91%	108	92%
	Yes	1	3%	8	9%	9	8%
	Total	30	100%	87	100%	117	100%
During the current academic year, are <b>linked courses</b> part of your teaching role at this college	No	27	90%	77	89%	104	89%
	Yes	3	10%	10	11%	13	11%
	Total	30	100%	87	100%	117	100%
During the current academic year, are <b>learning communities</b> part of your teaching role at this college	No	28	93%	72	83%	100	85%
	Yes	2	7%	15	17%	17	15%
	Total	30	100%	87	100%	117	100%
During the current academic year, are <b>capstone courses</b> part of your teaching role at this college	No	29	97%	75	86%	104	89%
	Yes	1	3%	12	14%	13	11%
	Total	30	100%	87	100%	117	100%
During the current academic year, is <b>academic advising</b> part of your teaching role at this college	No	28	93%	41	47%	69	59%
	Yes	2	7%	46	53%	48	41%
	Total	30	100%	87	100%	117	100%
During the current academic year, is <b>clinical and other field supervision of student work</b> part of your teaching role at this college	No	30	100%	79	91%	109	93%
	Yes	0	0%	8	9%	8	7%
	Total	30	100%	87	100%	117	100%
During the current academic year, are <b>distance learning courses</b> part of your teaching role at this college	No	24	80%	48	55%	72	62%
	Yes	6	20%	39	45%	45	38%
	Total	30	100%	87	100%	117	100%
During the current academic year, is <b>service learning (community service) incorporated into your course</b> part of your teaching role at this college	No	28	93%	74	85%	102	87%
	Yes	2	7%	13	15%	15	13%
	Total	30	100%	87	100%	117	100%
During the current academic year, are <b>independent studies</b> part of your teaching role at this college	No	26	87%	81	93%	107	91%
	Yes	4	13%	6	7%	10	9%
	Total	30	100%	87	100%	117	100%

2007 CCFSSSE Faculty Only Frequency Distributions

Example College

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
Which of the following best describes your academic rank, title, or current position (Mark only one)	Other	3	10%	1	1%	4	3%
	Lecturer	3	10%	0	0%	3	3%
	Instructor	22	73%	16	19%	38	33%
	Assistant Professor	1	3%	13	15%	14	12%
	Associate Professor	1	3%	22	26%	23	20%
	Professor	0	0%	34	40%	34	29%
	Total	30	100%	86	100%	116	100%
What is your current tenure status (Mark only one)	No tenure system at this institution	0	0%	0	0%	0	0%
	Not on tenure track, although this institution has a tenure system	30	100%	4	5%	34	29%
	On tenure track but not tenured	0	0%	12	14%	12	10%
	Tenured	0	0%	70	81%	70	60%
	Total	30	100%	86	100%	116	100%
How many years of teaching experience do you have in any college/university, not including graduate teaching assistant positions	40 years or more	0	0%	5	6%	5	4%
	30 to 39 years	2	7%	18	21%	20	17%
	20 to 29 years	2	7%	21	24%	23	20%
	10 to 19 years	9	30%	30	35%	39	34%
	5 to 9 years	8	27%	10	12%	18	16%
	1 to 4 years	5	17%	2	2%	7	6%
	First-year teacher	4	13%	0	0%	4	3%
	Total	30	100%	86	100%	116	100%
What is the highest degree you have earned	Other	1	3%	0	0%	1	1%
	Associate degree	0	0%	0	0%	0	0%
	Bachelor's degree	2	7%	3	3%	5	4%
	Master's degree	21	70%	59	69%	80	69%
	Doctoral degree (e.g., Ph.D., Ed.D.)	4	13%	21	24%	25	22%
	First professional degree (e.g. M.D., D.D.S., J.D., D.V.M.)	2	7%	3	3%	5	4%
	Total	30	100%	86	100%	116	100%
What is your age group	22 to 24	0	0%	0	0%	0	0%
	25 to 29	1	3%	0	0%	1	1%
	30 to 39	2	7%	10	12%	12	10%
	40 to 49	9	30%	19	22%	28	24%
	50 to 64	13	43%	51	59%	64	55%
	65 or more	5	17%	6	7%	11	9%
	Total	30	100%	86	100%	116	100%
What is your gender	Male	18	60%	40	47%	58	50%
	Female	12	40%	45	53%	57	50%
	Total	30	100%	85	100%	115	100%

2007 CCFSSSE Faculty Only Frequency Distributions

Example College

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
What is your citizenship status	United States citizen, native	29	97%	83	97%	112	97%
	United States citizen, naturalized	1	3%	3	3%	4	3%
	Permanent resident of the United States (immigrant visa)	0	0%	0	0%	0	0%
	Temporary resident of the United States (non-immigrant visa)	0	0%	0	0%	0	0%
	Total	30	100%	86	100%	116	100%
What is your racial or ethnic identification (Mark only one)	American Indian or Native American	0	0%	1	1%	1	1%
	Asian, Asian American, or Pacific Islander	1	3%	3	4%	4	4%
	Native Hawaiian	0	0%	0	0%	0	0%
	Black or African American, Non-Hispanic	0	0%	1	1%	1	1%
	White, Non-Hispanic	24	83%	62	74%	86	76%
	Hispanic, Latino, or Spanish	2	7%	15	18%	17	15%
	Other	2	7%	2	2%	4	4%
Total	29	100%	84	100%	113	100%	
Where are you employed outside of this college: <b>Self-employed</b>	No	22	73%	79	92%	101	87%
	Yes	8	27%	7	8%	15	13%
	Total	30	100%	86	100%	116	100%
Where are you employed outside of this college: <b>Other college(s) in teaching position</b>	No	23	77%	86	100%	109	94%
	Yes	7	23%	0	0%	7	6%
	Total	30	100%	86	100%	116	100%
Where are you employed outside of this college: <b>Other college(s) in non-teaching position</b>	No	29	97%	86	100%	115	99%
	Yes	1	3%	0	0%	1	1%
	Total	30	100%	86	100%	116	100%
Where are you employed outside of this college: <b>Full-time non-academic position</b>	No	26	87%	84	98%	110	95%
	Yes	4	13%	2	2%	6	5%
	Total	30	100%	86	100%	116	100%
Where are you employed outside of this college: <b>Part-time non-academic position</b>	No	29	97%	86	100%	115	99%
	Yes	1	3%	0	0%	1	1%
	Total	30	100%	86	100%	116	100%
Where are you employed outside of this college: <b>Work related to my teaching field at this college</b>	No	24	80%	83	97%	107	92%
	Yes	6	20%	3	3%	9	8%
	Total	30	100%	86	100%	116	100%
Where are you employed outside of this college: <b>Not employed elsewhere</b>	No	23	77%	14	16%	37	32%
	Yes	7	23%	72	84%	79	68%
	Total	30	100%	86	100%	116	100%

# **2007 CCFSSSE Cohort Student and Faculty Frequency Distributions**

There are two reports in this section. The first report summarizes the observed frequencies of occurrence (counts and percentages) of the values for generally equivalent items from *all faculty* (part-time, full-time, and all faculty) in the 2007 CCFSSSE Cohort, and *all student* data from 2007 CCSSE Cohort colleges that are also members of the 2007 CCFSSSE Cohort.

The second report summarizes the observed frequencies of occurrence (counts and percentages) from the 2007 CCFSSSE Cohort for all faculty survey items that do not appear on the student survey. Data are presented for part-time, full-time, and all faculty respondents.

2007 CCF SSE Student and Faculty Frequency Distributions

2007 CCF SSE Faculty Responses

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
How often do students in your selected course section ask questions in class or contribute to class discussions	Don't Know	2	0%	7	0%	9	0%
	Never	20	0%	28	0%	48	0%
	Sometimes	1502	18%	1898	15%	3400	17%
	Often	2935	35%	4124	34%	7059	34%
	Very Often	3847	46%	6196	51%	10043	49%
	Total	8306	100%	12253	100%	20559	100%
How often do students in your selected course section make a class presentation	Don't Know	29	0%	28	0%	57	0%
	Never	2889	35%	4072	33%	6961	34%
	Sometimes	3230	39%	4897	40%	8127	40%
	Often	1191	14%	1791	15%	2982	15%
	Very Often	932	11%	1424	12%	2356	12%
	Total	8271	100%	12212	100%	20483	100%
How often do students in your selected course section prepare two or more drafts of a paper or assignment before turning it in	Don't Know	922	11%	1012	8%	1934	10%
	Never	3323	41%	4914	40%	8237	41%
	Sometimes	2237	27%	3524	29%	5761	28%
	Often	948	12%	1465	12%	2413	12%
	Very Often	761	9%	1220	10%	1981	10%
	Total	8191	100%	12135	100%	20326	100%
How often do students in your selected course section work on a paper that requires integrating ideas or information from various sources	Don't Know	121	1%	96	1%	217	1%
	Never	1580	19%	2031	17%	3611	18%
	Sometimes	2432	30%	3509	29%	5941	29%
	Often	2170	26%	3281	27%	5451	27%
	Very Often	1921	23%	3256	27%	5177	25%
	Total	8224	100%	12173	100%	20397	100%
How often do students in your selected course section come to class without completing readings or assignments	Don't Know	300	4%	346	3%	646	3%
	Never	408	5%	394	3%	802	4%
	Sometimes	4910	59%	6686	55%	11596	57%
	Often	1889	23%	3293	27%	5182	25%
	Very Often	772	9%	1488	12%	2260	11%
	Total	8279	100%	12207	100%	20486	100%
How often do students in your selected course section work with other students on projects during class	Don't Know	112	1%	75	1%	187	1%
	Never	1212	15%	1486	12%	2698	13%
	Sometimes	2964	36%	4012	33%	6976	34%
	Often	2138	26%	3321	27%	5459	27%
	Very Often	1847	22%	3317	27%	5164	25%
	Total	8273	100%	12211	100%	20484	100%
How often do students in your selected course section work with classmates outside of class to prepare class assignments	Don't Know	1497	18%	1458	12%	2955	14%
	Never	1262	15%	1418	12%	2680	13%
	Sometimes	3505	42%	5292	43%	8797	43%
	Often	1460	18%	2730	22%	4190	20%
	Very Often	535	6%	1307	11%	1842	9%
	Total	8259	100%	12205	100%	20464	100%
How often do students in your selected course section tutor or teach other students (paid or voluntary)	Don't Know	3447	42%	3407	28%	6854	34%
	Never	1315	16%	1676	14%	2991	15%
	Sometimes	2571	31%	4770	39%	7341	36%
	Often	700	8%	1727	14%	2427	12%
	Very Often	219	3%	622	5%	841	4%
	Total	8252	100%	12202	100%	20454	100%
How often do students in your selected course section participate in a community-based project as a part of a regular course	Don't Know	2803	34%	2441	20%	5244	26%
	Never	4011	49%	6375	52%	10386	51%
	Sometimes	985	12%	2213	18%	3198	16%
	Often	245	3%	633	5%	878	4%
	Very Often	169	2%	483	4%	652	3%
	Total	8213	100%	12145	100%	20358	100%

2007 CCSSE Student Responses

		All Students	
		Count	Percent
In your experiences at this college during the current school year, about how often have you asked questions in class or contributed to class discussions	Never	3828	3%
	Sometimes	47281	34%
	Often	49083	35%
	Very Often	39818	28%
	Total	140010	100%
In your experience at this college during the current school year, about how often have you made a class presentation	Never	44150	32%
	Sometimes	55874	40%
	Often	28275	20%
	Very Often	11109	8%
	Total	139408	100%
In your experience at this college during the current school year, about how often have you prepared two or more drafts of a paper or assignment before turning it in	Never	29787	21%
	Sometimes	41242	30%
	Often	40889	29%
	Very Often	26955	19%
	Total	138913	100%
In your experience at this college during the current school year, about how often have you worked on a paper or project that required integrating ideas or information from various sources	Never	16242	12%
	Sometimes	40783	29%
	Often	50872	37%
	Very Often	31206	22%
	Total	139103	100%
In your experiences at this college during the current school year, about how often have you come to class without completing readings or assignments	Never	40308	29%
	Sometimes	77808	56%
	Often	15053	11%
	Very Often	5562	4%
	Total	138731	100%
In your experience at this college during the current school year, about how often have you worked with other students on projects during class	Never	18494	13%
	Sometimes	55768	40%
	Often	45296	33%
	Very Often	18897	14%
	Total	138455	100%
In your experience at this college during the current school year, about how often have you worked with classmates outside of class to prepare class assignments	Never	58219	42%
	Sometimes	51946	37%
	Often	20845	15%
	Very Often	7982	6%
	Total	138992	100%
In your experience at this college during the current school year, about how often have you tutored or taught other students (paid or voluntary)	Never	102107	73%
	Sometimes	26902	19%
	Often	6955	5%
	Very Often	3409	2%
	Total	139373	100%
In your experiences at this college during the current school year, about how often have you participated in a community-based project as a part of a regular course	Never	108820	78%
	Sometimes	21092	15%
	Often	6191	4%
	Very Often	2669	2%
	Total	138773	100%

2007 CCFSSSE Student and Faculty Frequency Distributions

2007 CCFSSSE Faculty Responses

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
How often do students in your selected course section use the internet or instant messaging to work on an assignment	Don't Know	1341	16%	1324	11%	2665	13%
	Never	782	9%	1130	9%	1912	9%
	Sometimes	2454	30%	3556	29%	6010	29%
	Often	1845	22%	2902	24%	4747	23%
	Very Often	1824	22%	3273	27%	5097	25%
	Total	8246	100%	12185	100%	20431	100%
How often do students in your selected course section use e-mail to communicate with you	Don't Know	9	0%	16	0%	25	0%
	Never	275	3%	377	3%	652	3%
	Sometimes	3049	37%	4676	38%	7725	38%
	Often	2732	33%	3859	32%	6591	32%
	Very Often	2224	27%	3288	27%	5512	27%
	Total	8289	100%	12216	100%	20505	100%
How often do students in your selected course section discuss grades or assignments with you	Don't Know	7	0%	8	0%	15	0%
	Never	46	1%	55	0%	101	0%
	Sometimes	2554	31%	3191	26%	5745	28%
	Often	3711	45%	5722	47%	9433	46%
	Very Often	1966	24%	3230	26%	5196	25%
	Total	8284	100%	12206	100%	20490	100%
How often do students in your selected course section talk about career plans with you	Don't Know	28	0%	13	0%	41	0%
	Never	695	8%	591	5%	1286	6%
	Sometimes	4756	58%	6266	51%	11022	54%
	Often	1939	23%	3403	28%	5342	26%
	Very Often	849	10%	1906	16%	2755	13%
	Total	8267	100%	12179	100%	20446	100%
How often do students in your selected course section discuss ideas from their readings or classes with you outside of class	Don't Know	56	1%	44	0%	100	0%
	Never	1145	14%	934	8%	2079	10%
	Sometimes	4835	59%	7204	59%	12039	59%
	Often	1589	19%	2908	24%	4497	22%
	Very Often	609	7%	1088	9%	1697	8%
	Total	8234	100%	12178	100%	20412	100%
How often do students in your selected course section receive prompt feedback (written or oral) from you about their performance	Don't Know	7	0%	9	0%	16	0%
	Never	23	0%	25	0%	48	0%
	Sometimes	619	7%	794	7%	1413	7%
	Often	3365	41%	4812	39%	8177	40%
	Very Often	4268	52%	6562	54%	10830	53%
	Total	8282	100%	12202	100%	20484	100%
How often do students in your selected course section work harder than they thought they could to meet your standards or expectations	Don't Know	674	8%	739	6%	1413	7%
	Never	106	1%	132	1%	238	1%
	Sometimes	2857	34%	3984	33%	6841	33%
	Often	3491	42%	5236	43%	8727	43%
	Very Often	1162	14%	2133	17%	3295	16%
	Total	8290	100%	12224	100%	20514	100%
How often do students in your selected course section work with you on activities other than coursework	Don't Know	158	2%	137	1%	295	1%
	Never	4562	55%	4221	35%	8783	43%
	Sometimes	2905	35%	6116	50%	9021	44%
	Often	499	6%	1327	11%	1826	9%
	Very Often	130	2%	394	3%	524	3%
	Total	8254	100%	12195	100%	20449	100%
How often do students in your selected course section discuss ideas from their readings or classes with others outside of class (students, family members, co-workers, etc.)	Don't Know	2944	36%	3667	30%	6611	32%
	Never	230	3%	262	2%	492	2%
	Sometimes	2960	36%	4466	37%	7426	36%
	Often	1654	20%	2922	24%	4576	22%
	Very Often	480	6%	880	7%	1360	7%
	Total	8268	100%	12197	100%	20465	100%
How often do students in your selected course section have serious conversations with students of a different race or ethnicity other than their own	Don't Know	3124	38%	4091	34%	7215	35%
	Never	317	4%	377	3%	694	3%
	Sometimes	1984	24%	3215	26%	5199	25%
	Often	1850	22%	2840	23%	4690	23%
	Very Often	987	12%	1660	14%	2647	13%
	Total	8262	100%	12183	100%	20445	100%

2007 CCSSE Student Responses

		All Students	
		Count	Percent
In your experience at this college during the current school year, about how often have you used the internet or instant messaging to work on an assignment	Never	17771	13%
	Sometimes	35252	25%
	Often	41856	30%
	Very Often	43918	32%
	Total	138798	100%
In your experience at this college during the current school year, about how often have you used e-mail to communicate with an instructor	Never	27110	20%
	Sometimes	49570	36%
	Often	36105	26%
	Very Often	26012	19%
	Total	138797	100%
In your experience at this college during the current school year, about how often have you discussed grades or assignments with an instructor	Never	13884	10%
	Sometimes	62365	45%
	Often	42793	31%
	Very Often	19837	14%
	Total	138879	100%
In your experiences at this college during the current school year, about how often have you talked about career plans with an instructor or advisor	Never	44233	32%
	Sometimes	61409	44%
	Often	23795	17%
	Very Often	9383	7%
	Total	138820	100%
In your experience at this college during the current school year, about how often have you discussed ideas from your readings or classes with instructors outside of class	Never	66101	48%
	Sometimes	51203	37%
	Often	15710	11%
	Very Often	5540	4%
	Total	138553	100%
In your experience at this college during the current school year, about how often have you received prompt feedback (written or oral) from instructors on your performance	Never	11292	8%
	Sometimes	49883	36%
	Often	53546	39%
	Very Often	23936	17%
	Total	138657	100%
In your experience at this college during the current school year, about how often have you worked harder than you thought you could to meet an instructor's standards or expectations	Never	15842	11%
	Sometimes	56162	40%
	Often	46916	34%
	Very Often	19973	14%
	Total	138894	100%
In your experiences at this college during the current school year, about how often have you worked with instructors on activities other than coursework	Never	98454	71%
	Sometimes	27541	20%
	Often	8599	6%
	Very Often	3112	2%
	Total	137706	100%
In your experience at this college during the current school year, about how often have you discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Never	17631	13%
	Sometimes	53242	38%
	Often	42872	31%
	Very Often	25541	18%
	Total	139286	100%
In your experience at this college during the current school year, about how often have you had serious conversations with students of a different race or ethnicity other than your own	Never	32978	24%
	Sometimes	47182	34%
	Often	33052	24%
	Very Often	25964	19%
	Total	139175	100%

2007 CCFSSSE Student and Faculty Frequency Distributions

2007 CCFSSSE Faculty Responses

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
How often do students in your selected course section have serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values	Don't Know	3661	44%	4865	40%	8526	42%
	Never	354	4%	397	3%	751	4%
	Sometimes	1889	23%	3116	26%	5005	25%
	Often	1536	19%	2455	20%	3991	20%
	Very Often	806	10%	1341	11%	2147	11%
	Total	8246	100%	12174	100%	20420	100%
How often do students in your selected course section skip class	Don't Know	331	4%	374	3%	705	3%
	Never	498	6%	960	8%	1458	7%
	Sometimes	6164	75%	9053	74%	15217	74%
	Often	988	12%	1414	12%	2402	12%
	Very Often	292	4%	392	3%	684	3%
	Total	8273	100%	12193	100%	20466	100%
During the current school year, how much does the coursework in your selected course section emphasize memorizing facts, ideas, or methods so the students can repeat them in pretty much the same form	Very Little	1767	21%	2712	22%	4479	22%
	Some	2905	35%	4218	35%	7123	35%
	Quite a bit	2316	28%	3421	28%	5737	28%
	Very Much	1302	16%	1868	15%	3170	15%
	Total	8290	100%	12219	100%	20509	100%
During the current school year, how much does the coursework in your selected course section emphasize analyzing the basic elements of an idea, experience, or theory	Very Little	277	3%	299	2%	576	3%
	Some	1424	17%	1856	15%	3280	16%
	Quite a bit	3887	47%	5727	47%	9614	47%
	Very Much	2684	32%	4321	35%	7005	34%
	Total	8272	100%	12203	100%	20475	100%
During the current school year, how much does the coursework in your selected course section emphasize synthesizing and organizing ideas, information, or experiences in new ways	Very Little	300	4%	358	3%	658	3%
	Some	1681	20%	2143	18%	3824	19%
	Quite a bit	3430	41%	5023	41%	8453	41%
	Very Much	2856	35%	4681	38%	7537	37%
	Total	8267	100%	12205	100%	20472	100%
During the current school year, how much does the coursework in your selected course section emphasize making judgments about the value or soundness of information, arguments, or methods	Very Little	793	10%	961	8%	1754	9%
	Some	2318	28%	3167	26%	5485	27%
	Quite a bit	2907	35%	4473	37%	7380	36%
	Very Much	2234	27%	3582	29%	5816	28%
	Total	8252	100%	12183	100%	20435	100%
During the current school year, how much does the coursework in your selected course section emphasize applying theories or concepts to practical problems or in new situations	Very Little	458	6%	471	4%	929	5%
	Some	1931	23%	2327	19%	4258	21%
	Quite a bit	3033	37%	4385	36%	7418	36%
	Very Much	2831	34%	5007	41%	7838	38%
	Total	8253	100%	12190	100%	20443	100%
During the current school year, how much does the coursework in your selected course section emphasize having students use information they have read or heard to perform a new skill	Very Little	740	9%	855	7%	1595	8%
	Some	2184	27%	2854	23%	5038	25%
	Quite a bit	2864	35%	4174	34%	7038	34%
	Very Much	2450	30%	4297	35%	6747	33%
	Total	8238	100%	12180	100%	20418	100%
In your selected course section, what is the number of assigned textbooks, manuals, books, or book-length packs of course readings that your students read	None	382	5%	513	4%	895	4%
	1	4343	53%	5663	47%	10006	49%
	2-3	2717	33%	4504	37%	7221	35%
	4-6	339	4%	725	6%	1064	5%
	More than 6	435	5%	749	6%	1184	6%
	Total	8216	100%	12154	100%	20370	100%
In your selected course section, what is the number of written papers or reports of any length that your students write	None	2009	25%	2808	23%	4817	24%
	1	1268	16%	1887	16%	3155	16%
	2 to 3	1813	22%	2869	24%	4682	23%
	4 to 6	1527	19%	2167	18%	3694	18%
	More than 6	1557	19%	2377	20%	3934	19%
	Total	8174	100%	12108	100%	20282	100%

2007 CCSSE Student Responses

		All Students	
		Count	Percent
In your experience at this college during the current school year, about how often have you had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	Never	32836	24%
	Sometimes	50373	36%
	Often	32725	24%
	Very Often	23074	17%
	Total	139007	100%
In your experience at this college during the current school year, about how often have you skipped class	Never	67655	49%
	Sometimes	62673	45%
	Often	6311	5%
	Very Often	2735	2%
	Total	139374	100%
During the current school year, how much has your coursework at this college emphasized memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	Very Little	10210	7%
	Some	40287	29%
	Quite a bit	54503	39%
	Very Much	34702	25%
	Total	139702	100%
During the current school year, how much has your coursework at this college emphasized analyzing the basic elements of an idea, experience, or theory	Very Little	7395	5%
	Some	40574	29%
	Quite a bit	59832	43%
	Very Much	31493	23%
	Total	139295	100%
During the current school year, how much has your coursework at this college emphasized synthesizing and organizing ideas, information, or experiences in new ways	Very Little	11070	8%
	Some	47174	34%
	Quite a bit	53297	38%
	Very Much	27100	20%
	Total	138642	100%
During the current school year, how much has your coursework at this college emphasized making judgments about the value or soundness of information, arguments, or methods	Very Little	17923	13%
	Some	50781	37%
	Quite a bit	47503	34%
	Very Much	22651	16%
	Total	138858	100%
During the current school year, how much has your coursework at this college emphasized applying theories or concepts to practical problems or in new situations	Very Little	14871	11%
	Some	48495	35%
	Quite a bit	49293	35%
	Very Much	26472	19%
	Total	139130	100%
During the current school year, how much has your coursework at this college emphasized using information you have read or heard to perform a new skill	Very Little	13233	9%
	Some	44201	32%
	Quite a bit	50053	36%
	Very Much	32104	23%
	Total	139592	100%
During the current school year, about what number of assigned textbooks, manuals, books, or book-length packs of course readings do you read	None	4161	3%
	1 to 4	59572	43%
	5 to 10	42354	31%
	11 to 20	18494	13%
	More than 20	13433	10%
	Total	138015	100%
During the current school year, about what number of written papers or reports of any length do you write	None	15051	11%
	1 to 4	44447	32%
	5 to 10	42678	31%
	11 to 20	23294	17%
	More than 20	12471	9%
	Total	137941	100%

2007 CCFSSSE Student and Faculty Frequency Distributions

2007 CCFSSSE Faculty Responses

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
Select the circle that best represents the extent to which your examinations of student performance (e.g. Exams, portfolio) challenge students to do their best work	Extremely Easy (1)	25	0%	31	0%	56	0%
	(2)	45	1%	59	0%	104	1%
	(3)	184	2%	203	2%	387	2%
	(4)	960	12%	1245	10%	2205	11%
	(5)	3163	39%	4179	34%	7342	36%
	(6)	3172	39%	5160	43%	8332	41%
	Extremely Challenging (7)	655	8%	1246	10%	1901	9%
	Total	8204	100%	12123	100%	20327	100%
How important is it to you that students participate in internships, field experience, co-op experience, or clinical assignment	Not important	1213	15%	1413	12%	2626	13%
	Somewhat important	2662	33%	3683	30%	6345	31%
	Very important	4248	52%	7024	58%	11272	56%
	Total	8123	100%	12120	100%	20243	100%
How important is it to you that students participate in English as a second language courses	Not important	1593	20%	2229	18%	3822	19%
	Somewhat important	2633	33%	3773	31%	6406	32%
	Very important	3857	48%	6069	50%	9926	49%
	Total	8083	100%	12071	100%	20154	100%
How important is it to you that students participate in developmental/remedial reading courses	Not important	745	9%	580	5%	1325	7%
	Somewhat important	2293	28%	2651	22%	4944	24%
	Very important	5056	62%	8867	73%	13923	69%
	Total	8094	100%	12098	100%	20192	100%
How important is it to you that students participate in developmental/remedial writing courses	Not important	701	9%	585	5%	1286	6%
	Somewhat important	2138	26%	2683	22%	4821	24%
	Very important	5258	65%	8822	73%	14080	70%
	Total	8097	100%	12090	100%	20187	100%
How important is it to you that students participate in developmental/remedial math courses	Not important	1129	14%	870	7%	1999	10%
	Somewhat important	2251	28%	2704	22%	4955	25%
	Very important	4697	58%	8525	70%	13222	66%
	Total	8077	100%	12099	100%	20176	100%
How important is it to you that students participate in study skills courses	Not important	424	5%	444	4%	868	4%
	Somewhat important	2535	31%	3668	30%	6203	31%
	Very important	5179	64%	8008	66%	13187	65%
	Total	8138	100%	12120	100%	20258	100%
How important is it to you that students participate in honors courses	Not important	1715	21%	2823	23%	4538	23%
	Somewhat important	3675	46%	5740	48%	9415	47%
	Very important	2663	33%	3452	29%	6115	30%
	Total	8053	100%	12015	100%	20068	100%
How important is it to you that students participate in a college orientation program or course	Not important	933	12%	1097	9%	2030	10%
	Somewhat important	3331	41%	4677	39%	8008	40%
	Very important	3811	47%	6308	52%	10119	50%
	Total	8075	100%	12082	100%	20157	100%
How important is it to you that students participate in organized learning communities	Not important	1464	18%	2298	19%	3762	19%
	Somewhat important	4123	51%	6295	52%	10418	52%
	Very important	2435	30%	3411	28%	5846	29%
	Total	8022	100%	12004	100%	20026	100%
How much does this college emphasize encouraging students to spend significant amounts of time studying	Very Little	432	5%	880	7%	1312	7%
	Some	2521	31%	3704	31%	6225	31%
	Quite a bit	3397	42%	4823	40%	8220	41%
	Very Much	1708	21%	2715	22%	4423	22%
	Total	8058	100%	12122	100%	20180	100%
How much does this college emphasize providing students the support they need to help them to succeed at this college	Very Little	132	2%	242	2%	374	2%
	Some	1103	14%	1879	15%	2982	15%
	Quite a bit	3237	40%	4609	38%	7846	39%
	Very Much	3657	45%	5420	45%	9077	45%
	Total	8129	100%	12150	100%	20279	100%
How much does this college emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very Little	506	6%	1062	9%	1568	8%
	Some	2219	28%	3794	31%	6013	30%
	Quite a bit	2844	36%	4024	33%	6868	34%
	Very Much	2396	30%	3193	26%	5589	28%
	Total	7965	100%	12073	100%	20038	100%

2007 CCSSE Student Responses

		All Students	
		Count	Percent
Mark the response 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 (1)	1302	1%
	(2)	2654	2%
	(3)	7683	6%
	(4)	31682	24%
	(5)	45039	34%
	(6)	30187	23%
	Extremely Challenging (7)	13610	10%
	Total	132157	100%
Student activities: Internship, field experience, co-op experience, or clinical assignment	I have not done, nor plan to do	59205	43%
	I plan to do	55452	40%
	I have done	22396	16%
	Total	137053	100%
Student activities: English as a second language course	I have not done, nor plan to do	117310	86%
	I plan to do	7498	5%
	I have done	12274	9%
	Total	137082	100%
Student activities: Developmental/remedial reading course	I have not done, nor plan to do	100371	73%
	I plan to do	11565	8%
	I have done	25209	18%
	Total	137145	100%
Student activities: Developmental/remedial writing course	I have not done, nor plan to do	93258	68%
	I plan to do	14421	11%
	I have done	29483	21%
	Total	137161	100%
Student activities: Developmental/remedial math course	I have not done, nor plan to do	73051	53%
	I plan to do	19240	14%
	I have done	44694	33%
	Total	136985	100%
Student activities: Study skills course	I have not done, nor plan to do	92054	67%
	I plan to do	24586	18%
	I have done	20384	15%
	Total	137024	100%
Student activities: Honors course	I have not done, nor plan to do	99527	73%
	I plan to do	30425	22%
	I have done	6605	5%
	Total	136557	100%
Student activities: College orientation program or course	I have not done, nor plan to do	83796	61%
	I plan to do	18368	13%
	I have done	34769	25%
	Total	136933	100%
Student activities: Organized learning communities	I have not done, nor plan to do	101066	74%
	I plan to do	24879	18%
	I have done	11405	8%
	Total	137350	100%
How much does this college emphasize encouraging you to spend significant amounts of time studying	Very Little	6404	5%
	Some	33706	24%
	Quite a bit	59413	43%
	Very Much	38539	28%
	Total	138062	100%
How much does this college emphasize providing the support you need to help you succeed at this college	Very Little	7204	5%
	Some	33510	24%
	Quite a bit	58604	43%
	Very Much	38524	28%
	Total	137842	100%
How much does this college emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very Little	26463	19%
	Some	46239	34%
	Quite a bit	39898	29%
	Very Much	24893	18%
	Total	137492	100%



2007 CCFSSSE Student and Faculty Frequency Distributions

2007 CCFSSSE Faculty Responses

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
How much does this college emphasize helping students cope with their non-academic responsibilities (work, family, etc.)	Very Little	846	11%	1520	13%	2366	12%
	Some	3099	39%	4703	39%	7802	39%
	Quite a bit	2594	33%	3799	31%	6393	32%
	Very Much	1386	17%	2044	17%	3430	17%
	Total	7925	100%	12066	100%	19991	100%
How much does this college emphasize providing students the support they need to thrive socially	Very Little	910	12%	1839	15%	2749	14%
	Some	3346	43%	5303	44%	8649	43%
	Quite a bit	2450	31%	3401	28%	5851	29%
	Very Much	1153	15%	1484	12%	2637	13%
	Total	7859	100%	12027	100%	19886	100%
How much does this college emphasize providing the financial support students need to afford their education	Very Little	239	3%	344	3%	583	3%
	Some	1896	24%	2695	22%	4591	23%
	Quite a bit	3524	45%	5497	46%	9021	45%
	Very Much	2240	28%	3506	29%	5746	29%
	Total	7899	100%	12042	100%	19941	100%
How much does this college emphasize using computers in academic work	Very Little	142	2%	153	1%	295	1%
	Some	927	12%	1201	10%	2128	11%
	Quite a bit	2877	36%	4275	35%	7152	35%
	Very Much	4097	51%	6479	54%	10576	52%
	Total	8043	100%	12108	100%	20151	100%
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to their programs)	None	44	1%	64	1%	108	1%
	1 to 5	3909	49%	5392	45%	9301	47%
	6 to 10	2834	36%	4403	37%	7237	36%
	11 to 20	987	12%	1778	15%	2765	14%
	21 to 30	151	2%	291	2%	442	2%
	More than 30	25	0%	66	1%	91	0%
	Total	7950	100%	11994	100%	19944	100%
	Total	7950	100%	11994	100%	19944	100%
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week working for pay	None	39	0%	77	1%	116	1%
	1 to 5	100	1%	159	1%	259	1%
	6 to 10	337	4%	497	4%	834	4%
	11 to 20	1705	22%	2769	23%	4474	22%
	21 to 30	3128	40%	5428	45%	8556	43%
	More than 30	2596	33%	3064	26%	5660	28%
	Total	7905	100%	11994	100%	19899	100%
	Total	7905	100%	11994	100%	19899	100%
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	None	1454	19%	2206	19%	3660	19%
	1 to 5	5419	70%	8564	72%	13983	71%
	6 to 10	655	8%	853	7%	1508	8%
	11 to 20	155	2%	232	2%	387	2%
	21 to 30	35	0%	38	0%	73	0%
	More than 30	7	0%	26	0%	33	0%
Total	7725	100%	11919	100%	19644	100%	
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week providing care for dependents living with them (parents, children, spouse, etc.)	None	234	3%	292	2%	526	3%
	1 to 5	1134	15%	1607	14%	2741	14%
	6 to 10	1442	19%	2157	18%	3599	18%
	11 to 20	1898	25%	2895	25%	4793	25%
	21 to 30	1344	17%	2299	20%	3643	19%
	More than 30	1654	21%	2539	22%	4193	22%
	Total	7706	100%	11789	100%	19495	100%
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week commuting to and from class.	None	101	1%	171	1%	272	1%
	1 to 5	5106	65%	7135	60%	12241	62%
	6 to 10	2008	26%	3596	30%	5604	28%
	11 to 20	477	6%	750	6%	1227	6%
	21 to 30	77	1%	170	1%	247	1%
	More than 30	95	1%	120	1%	215	1%
	Total	7864	100%	11942	100%	19806	100%

2007 CCSSE Student Responses

		All Students	
		Count	Percent
How much does this college emphasize helping you cope with your non-academic responsibilities (work, family, etc.)	Very Little	57750	42%
	Some	45644	33%
	Quite a bit	22851	17%
	Very Much	11173	8%
	Total	137417	100%
How much does this college emphasize providing the support you need to thrive socially	Very Little	40956	30%
	Some	54513	40%
	Quite a bit	29125	21%
	Very Much	12133	9%
	Total	136726	100%
How much does this college emphasize providing the financial support you need to afford your education	Very Little	38897	28%
	Some	37107	27%
	Quite a bit	32299	24%
	Very Much	28608	21%
	Total	136910	100%
How much does this college emphasize using computers in academic work	Very Little	9887	7%
	Some	25830	19%
	Quite a bit	45514	33%
	Very Much	56497	41%
	Total	137728	100%
About how many hours do you spend in a typical 7 - day week preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your programs)	None	2547	2%
	1 to 5	62175	45%
	6 to 10	40139	29%
	11 to 20	22165	16%
	21 to 30	7160	5%
	More than 30	3657	3%
	Total	137843	100%
About how many hours do you spend in a typical 7 - day week working for pay	None	26828	20%
	1 to 5	6736	5%
	6 to 10	7999	6%
	11 to 20	16051	12%
	21 to 30	23802	17%
	More than 30	55905	41%
	Total	137321	100%
About how many hours do you spend in a typical 7 - day week participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	None	113445	82%
	1 to 5	17252	13%
	6 to 10	3415	2%
	11 to 20	1834	1%
	21 to 30	683	0%
	More than 30	910	1%
Total	137540	100%	
About how many hours do you spend in a typical 7 - day week providing care for dependents living with you (parents, children, spouse, etc.)	None	60877	44%
	1 to 5	21068	15%
	6 to 10	10602	8%
	11 to 20	8018	6%
	21 to 30	5482	4%
	More than 30	31253	23%
	Total	137301	100%
About how many hours do you spend in a typical 7 - day week commuting to and from class.	None	10233	7%
	1 to 5	94502	69%
	6 to 10	21486	16%
	11 to 20	6659	5%
	21 to 30	1814	1%
	More than 30	2684	2%
	Total	137379	100%

2007 CCFSSSE Student and Faculty Frequency Distributions

2007 CCFSSSE Faculty Responses

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
Select the circle that best represents the quality of student relationships with <b>other students</b>	Unfriendly, unsupportive, sense of alienation (1)	8	0%	5	0%	13	0%
	(2)	35	0%	65	1%	100	0%
	(3)	179	2%	305	3%	484	2%
	(4)	957	12%	1556	13%	2513	13%
	(5)	2565	32%	3927	33%	6492	32%
	(6)	2787	35%	4308	36%	7095	35%
	Friendly, supportive, sense of belonging (7)	1513	19%	1871	16%	3384	17%
<b>Total</b>	<b>8044</b>	<b>100%</b>	<b>12037</b>	<b>100%</b>	<b>20081</b>	<b>100%</b>	
Select the circle that best represents the quality of student relationships with <b>instructors</b>	Unavailable, unhelpful, unsympathetic (1)	6	0%	10	0%	16	0%
	(2)	24	0%	30	0%	54	0%
	(3)	93	1%	145	1%	238	1%
	(4)	537	7%	735	6%	1272	6%
	(5)	1876	23%	2815	23%	4691	23%
	(6)	3504	43%	5607	47%	9111	45%
	Available, helpful, sympathetic (7)	2032	25%	2710	22%	4742	24%
<b>Total</b>	<b>8072</b>	<b>100%</b>	<b>12052</b>	<b>100%</b>	<b>20124</b>	<b>100%</b>	
Select the circle that best represents the quality of student relationships with <b>administrative personnel and offices</b>	Unhelpful, inconsiderate, rigid (1)	70	1%	196	2%	266	1%
	(2)	197	2%	584	5%	781	4%
	(3)	462	6%	1169	10%	1631	8%
	(4)	1232	15%	2207	18%	3439	17%
	(5)	2022	25%	3240	27%	5262	26%
	(6)	2461	31%	3148	26%	5609	28%
	Helpful, considerate, flexible (7)	1509	19%	1456	12%	2965	15%
<b>Total</b>	<b>7953</b>	<b>100%</b>	<b>12000</b>	<b>100%</b>	<b>19953</b>	<b>100%</b>	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>acquiring a broad general education</b>	None	29	0%	45	0%	74	0%
	Very little	228	3%	514	4%	742	4%
	Some	1643	20%	2766	23%	4409	22%
	Quite a bit	3421	42%	4859	40%	8280	41%
	Very much	2783	34%	3873	32%	6656	33%
<b>Total</b>	<b>8104</b>	<b>100%</b>	<b>12057</b>	<b>100%</b>	<b>20161</b>	<b>100%</b>	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>acquiring job or work-related knowledge and skills</b>	None	66	1%	76	1%	142	1%
	Very little	428	5%	518	4%	946	5%
	Some	1928	24%	2554	21%	4482	22%
	Quite a bit	2799	35%	3789	31%	6588	33%
	Very much	2875	36%	5132	43%	8007	40%
<b>Total</b>	<b>8096</b>	<b>100%</b>	<b>12069</b>	<b>100%</b>	<b>20165</b>	<b>100%</b>	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>writing clearly and effectively</b>	None	334	4%	328	3%	662	3%
	Very little	1122	14%	1583	13%	2705	13%
	Some	2484	31%	3920	33%	6404	32%
	Quite a bit	2266	28%	3482	29%	5748	29%
	Very much	1882	23%	2745	23%	4627	23%
<b>Total</b>	<b>8088</b>	<b>100%</b>	<b>12058</b>	<b>100%</b>	<b>20146</b>	<b>100%</b>	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>speaking clearly and effectively</b>	None	224	3%	255	2%	479	2%
	Very little	990	12%	1502	12%	2492	12%
	Some	2682	33%	4113	34%	6795	34%
	Quite a bit	2607	32%	3748	31%	6355	32%
	Very much	1585	20%	2425	20%	4010	20%
<b>Total</b>	<b>8088</b>	<b>100%</b>	<b>12043</b>	<b>100%</b>	<b>20131</b>	<b>100%</b>	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>thinking critically and analytically</b>	None	33	0%	27	0%	60	0%
	Very little	185	2%	247	2%	432	2%
	Some	1199	15%	1368	11%	2567	13%
	Quite a bit	2891	36%	4064	34%	6955	35%
	Very much	3794	47%	6350	53%	10144	50%
<b>Total</b>	<b>8102</b>	<b>100%</b>	<b>12056</b>	<b>100%</b>	<b>20158</b>	<b>100%</b>	

2007 CCSSE Student Responses

		All Students	
		Count	Percent
Mark the number that best represents the quality of your relationships with <b>other students</b> at this college	Unfriendly, unsupportive, sense of alienation (1)	1312	1%
	(2)	2865	2%
	(3)	6409	5%
	(4)	21826	16%
	(5)	30880	22%
	(6)	38215	28%
	Friendly, supportive, sense of belonging (7)	36407	26%
<b>Total</b>	<b>137914</b>	<b>100%</b>	
Mark the number that best represents the quality of your relationships with <b>instructors</b> at this college	Unavailable, unhelpful, unsympathetic (1)	875	1%
	(2)	1974	1%
	(3)	5117	4%
	(4)	16450	12%
	(5)	29219	21%
	(6)	43570	32%
	Available, helpful, sympathetic (7)	40791	30%
<b>Total</b>	<b>137996</b>	<b>100%</b>	
Mark the number that best represents the quality of your relationships with <b>administrative personnel and offices</b> at this college	Unhelpful, inconsiderate, rigid (1)	4643	3%
	(2)	6897	5%
	(3)	11964	9%
	(4)	28081	20%
	(5)	30960	22%
	(6)	30304	22%
	Helpful, considerate, flexible (7)	24786	18%
<b>Total</b>	<b>137635</b>	<b>100%</b>	
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>acquiring a broad general education</b>	Very little	7879	6%
	Some	32459	24%
	Quite a bit	58186	42%
	Very much	39088	28%
	<b>Total</b>	<b>137612</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>acquiring job or work-related knowledge and skills</b>	Very little	25854	19%
	Some	41190	30%
	Quite a bit	41356	30%
	Very much	29001	21%
	<b>Total</b>	<b>137401</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>writing clearly and effectively</b>	Very little	16047	12%
	Some	40101	29%
	Quite a bit	52169	38%
	Very much	29038	21%
	<b>Total</b>	<b>137354</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>speaking clearly and effectively</b>	Very little	19997	15%
	Some	42250	31%
	Quite a bit	48668	35%
	Very much	26426	19%
	<b>Total</b>	<b>137341</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>thinking critically and analytically</b>	Very little	9435	7%
	Some	36130	26%
	Quite a bit	57155	42%
	Very much	34607	25%
	<b>Total</b>	<b>137328</b>	<b>100%</b>

**2007 CCFSSSE Student and Faculty Frequency Distributions**

**2007 CCFSSSE Faculty Responses**

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>solving numerical problems</b>	None	2308	29%	2754	23%	5062	25%
	Very little	1928	24%	2682	22%	4610	23%
	Some	1521	19%	2413	20%	3934	20%
	Quite a bit	838	10%	1626	13%	2464	12%
	Very much	1484	18%	2593	21%	4077	20%
	<b>Total</b>	<b>8079</b>	<b>100%</b>	<b>12068</b>	<b>100%</b>	<b>20147</b>	<b>100%</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>using computing and information technology</b>	None	519	6%	511	4%	1030	5%
	Very little	963	12%	1172	10%	2135	11%
	Some	2538	31%	3460	29%	5998	30%
	Quite a bit	2076	26%	3377	28%	5453	27%
	Very much	2002	25%	3550	29%	5552	28%
	<b>Total</b>	<b>8098</b>	<b>100%</b>	<b>12070</b>	<b>100%</b>	<b>20168</b>	<b>100%</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>working effectively with others</b>	None	129	2%	103	1%	232	1%
	Very little	580	7%	737	6%	1317	7%
	Some	2465	30%	3210	27%	5675	28%
	Quite a bit	2739	34%	4008	33%	6747	33%
	Very much	2193	27%	4015	33%	6208	31%
	<b>Total</b>	<b>8106</b>	<b>100%</b>	<b>12073</b>	<b>100%</b>	<b>20179</b>	<b>100%</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>learning effectively on their own</b>	None	12	0%	23	0%	35	0%
	Very little	124	2%	186	2%	310	2%
	Some	1404	17%	1997	17%	3401	17%
	Quite a bit	3845	47%	5787	48%	9632	48%
	Very much	2723	34%	4086	34%	6809	34%
	<b>Total</b>	<b>8108</b>	<b>100%</b>	<b>12079</b>	<b>100%</b>	<b>20187</b>	<b>100%</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>understanding themselves</b>	None	182	2%	278	2%	460	2%
	Very little	682	8%	1218	10%	1900	9%
	Some	2432	30%	3759	31%	6191	31%
	Quite a bit	2661	33%	3894	32%	6555	33%
	Very much	2078	26%	2842	24%	4920	25%
	<b>Total</b>	<b>8035</b>	<b>100%</b>	<b>11991</b>	<b>100%</b>	<b>20026</b>	<b>100%</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>understanding people of other racial and ethnic backgrounds</b>	None	579	7%	831	7%	1410	7%
	Very little	1241	15%	1991	17%	3232	16%
	Some	2485	31%	3853	32%	6338	32%
	Quite a bit	2134	27%	3155	26%	5289	26%
	Very much	1612	20%	2214	18%	3826	19%
	<b>Total</b>	<b>8051</b>	<b>100%</b>	<b>12044</b>	<b>100%</b>	<b>20095</b>	<b>100%</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>developing a personal code of values and ethics</b>	None	291	4%	390	3%	681	3%
	Very little	827	10%	1245	10%	2072	10%
	Some	2811	35%	4099	34%	6910	34%
	Quite a bit	2461	31%	3788	31%	6249	31%
	Very much	1658	21%	2522	21%	4180	21%
	<b>Total</b>	<b>8048</b>	<b>100%</b>	<b>12044</b>	<b>100%</b>	<b>20092</b>	<b>100%</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>contributing to the welfare of their community</b>	None	674	8%	935	8%	1609	8%
	Very little	1759	22%	2678	22%	4437	22%
	Some	2926	37%	4279	36%	7205	36%
	Quite a bit	1661	21%	2521	21%	4182	21%
	Very much	967	12%	1577	13%	2544	13%
	<b>Total</b>	<b>7987</b>	<b>100%</b>	<b>11990</b>	<b>100%</b>	<b>19977</b>	<b>100%</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>developing clearer career goals</b>	None	273	3%	372	3%	645	3%
	Very little	1026	13%	1492	12%	2518	13%
	Some	2945	37%	3941	33%	6886	34%
	Quite a bit	2395	30%	3633	30%	6028	30%
	Very much	1419	18%	2606	22%	4025	20%
	<b>Total</b>	<b>8058</b>	<b>100%</b>	<b>12044</b>	<b>100%</b>	<b>20102</b>	<b>100%</b>
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in <b>gaining information about career opportunities</b>	None	537	7%	753	6%	1290	6%
	Very little	1535	19%	2251	19%	3786	19%
	Some	2785	35%	3764	31%	6549	33%
	Quite a bit	1940	24%	2917	24%	4857	24%
	Very much	1228	15%	2327	19%	3555	18%
	<b>Total</b>	<b>8025</b>	<b>100%</b>	<b>12012</b>	<b>100%</b>	<b>20037</b>	<b>100%</b>

**2007 CCSSE Student Responses**

		All Students	
		Count	Percent
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>solving numerical problems</b>	Very little	22710	17%
	Some	40656	30%
	Quite a bit	46308	34%
	Very much	27512	20%
	<b>Total</b>	<b>137186</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>using computing and information technology</b>	Very little	19709	14%
	Some	37938	28%
	Quite a bit	44528	32%
	Very much	35067	26%
	<b>Total</b>	<b>137242</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>working effectively with others</b>	Very little	13367	10%
	Some	44225	32%
	Quite a bit	49976	36%
	Very much	29686	22%
	<b>Total</b>	<b>137254</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>learning effectively on your own</b>	Very little	9637	7%
	Some	34913	25%
	Quite a bit	55521	40%
	Very much	37246	27%
	<b>Total</b>	<b>137318</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>understanding yourself</b>	Very little	23321	17%
	Some	41098	30%
	Quite a bit	43267	32%
	Very much	29475	21%
	<b>Total</b>	<b>137161</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>understanding people of other racial and ethnic backgrounds</b>	Very little	31932	23%
	Some	46760	34%
	Quite a bit	36235	26%
	Very much	22144	16%
	<b>Total</b>	<b>137071</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>developing a personal code of values and ethics</b>	Very little	33609	25%
	Some	45854	33%
	Quite a bit	35980	26%
	Very much	21612	16%
	<b>Total</b>	<b>137054</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>contributing to the welfare of your community</b>	Very little	51913	38%
	Some	48016	35%
	Quite a bit	24542	18%
	Very much	12336	9%
	<b>Total</b>	<b>136807</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>developing clearer career goals</b>	Very little	22154	16%
	Some	39566	29%
	Quite a bit	43995	32%
	Very much	31523	23%
	<b>Total</b>	<b>137238</b>	<b>100%</b>
How much has your experience at this college contributed to your knowledge, skills, and personal development in <b>gaining information about career opportunities</b>	Very little	27183	20%
	Some	41571	30%
	Quite a bit	39937	29%
	Very much	28755	21%
	<b>Total</b>	<b>137446</b>	<b>100%</b>

2007 CCFSSSE Student and Faculty Frequency Distributions

2007 CCFSSSE Faculty Responses

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
How often do you refer students to <b>academic advising/planning</b>	Don't know/N.A.	391	5%	158	1%	549	3%
	Rarely or never	2201	27%	1796	15%	3997	20%
	Sometimes	3991	49%	5860	49%	9851	49%
	Often	1535	19%	4263	35%	5798	29%
	<b>Total</b>	<b>8118</b>	<b>100%</b>	<b>12077</b>	<b>100%</b>	<b>20195</b>	<b>100%</b>
How often do you refer students to <b>career counseling</b>	Don't know/N.A.	582	7%	343	3%	925	5%
	Rarely or never	3577	44%	4081	34%	7658	38%
	Sometimes	3054	38%	5743	48%	8797	44%
	Often	892	11%	1896	16%	2788	14%
	<b>Total</b>	<b>8105</b>	<b>100%</b>	<b>12063</b>	<b>100%</b>	<b>20168</b>	<b>100%</b>
How often do you refer students to <b>job placement assistance</b>	Don't know/N.A.	902	11%	683	6%	1585	8%
	Rarely or never	4506	56%	5755	48%	10261	51%
	Sometimes	2101	26%	4188	35%	6289	31%
	Often	565	7%	1426	12%	1991	10%
	<b>Total</b>	<b>8074</b>	<b>100%</b>	<b>12052</b>	<b>100%</b>	<b>20126</b>	<b>100%</b>
How often do you refer students to <b>peer or other tutoring</b>	Don't know/N.A.	366	5%	160	1%	526	3%
	Rarely or never	1867	23%	1636	14%	3503	17%
	Sometimes	3294	41%	5381	45%	8675	43%
	Often	2583	32%	4883	40%	7466	37%
	<b>Total</b>	<b>8110</b>	<b>100%</b>	<b>12060</b>	<b>100%</b>	<b>20170</b>	<b>100%</b>
How often do you refer students to <b>skill labs (writing, math, etc.)</b>	Don't know/N.A.	561	7%	435	4%	996	5%
	Rarely or never	2408	30%	2604	22%	5012	25%
	Sometimes	2669	33%	4690	39%	7359	37%
	Often	2459	30%	4335	36%	6794	34%
	<b>Total</b>	<b>8097</b>	<b>100%</b>	<b>12064</b>	<b>100%</b>	<b>20161</b>	<b>100%</b>
How often do you refer students to <b>child care</b>	Don't know/N.A.	1759	22%	2103	17%	3862	19%
	Rarely or never	5304	66%	7481	62%	12785	64%
	Sometimes	882	11%	2162	18%	3044	15%
	Often	120	1%	289	2%	409	2%
	<b>Total</b>	<b>8065</b>	<b>100%</b>	<b>12035</b>	<b>100%</b>	<b>20100</b>	<b>100%</b>
How often do you refer students to <b>financial aid advising</b>	Don't know/N.A.	982	12%	517	4%	1499	7%
	Rarely or never	3724	46%	3327	28%	7051	35%
	Sometimes	2643	33%	5710	47%	8353	41%
	Often	731	9%	2500	21%	3231	16%
	<b>Total</b>	<b>8080</b>	<b>100%</b>	<b>12054</b>	<b>100%</b>	<b>20134</b>	<b>100%</b>
How often do you refer students to <b>computer labs</b>	Don't know/N.A.	551	7%	314	3%	865	4%
	Rarely or never	2044	25%	1959	16%	4003	20%
	Sometimes	2890	36%	4750	39%	7640	38%
	Often	2604	32%	5032	42%	7636	38%
	<b>Total</b>	<b>8089</b>	<b>100%</b>	<b>12055</b>	<b>100%</b>	<b>20144</b>	<b>100%</b>
How often do you refer students to <b>student organizations</b>	Don't know/N.A.	1132	14%	644	5%	1776	9%
	Rarely or never	4559	57%	4985	41%	9544	48%
	Sometimes	1955	24%	4841	40%	6796	34%
	Often	410	5%	1560	13%	1970	10%
	<b>Total</b>	<b>8056</b>	<b>100%</b>	<b>12030</b>	<b>100%</b>	<b>20086</b>	<b>100%</b>
How often do you refer students to <b>transfer credit assistance</b>	Don't know/N.A.	1175	15%	755	6%	1930	10%
	Rarely or never	4062	50%	4093	34%	8155	41%
	Sometimes	2232	28%	5342	44%	7574	38%
	Often	587	7%	1837	15%	2424	12%
	<b>Total</b>	<b>8056</b>	<b>100%</b>	<b>12027</b>	<b>100%</b>	<b>20083</b>	<b>100%</b>
How often do you refer students to <b>services to students with disabilities</b>	Don't know/N.A.	764	9%	464	4%	1228	6%
	Rarely or never	2749	34%	2830	24%	5579	28%
	Sometimes	3411	42%	6496	54%	9907	49%
	Often	1147	14%	2242	19%	3389	17%
	<b>Total</b>	<b>8071</b>	<b>100%</b>	<b>12032</b>	<b>100%</b>	<b>20103</b>	<b>100%</b>
How important do you believe <b>academic advising/planning</b> is to students at this college	Not at all	51	1%	72	1%	123	1%
	Somewhat	1226	15%	1636	14%	2862	14%
	Very	6778	84%	10339	86%	17117	85%
	<b>Total</b>	<b>8055</b>	<b>100%</b>	<b>12047</b>	<b>100%</b>	<b>20102</b>	<b>100%</b>

2007 CCSSE Student Responses

		All Students	
		Count	Percent
How often do you use <b>academic advising/planning</b>	Don't know/N.A.	13011	10%
	Rarely or never	49040	36%
	Sometimes	57472	42%
	Often	16568	12%
	<b>Total</b>	<b>136092</b>	<b>100%</b>
How often do you use <b>career counseling</b>	Don't know/N.A.	28312	21%
	Rarely or never	68130	50%
	Sometimes	31725	23%
	Often	7407	5%
	<b>Total</b>	<b>135575</b>	<b>100%</b>
How often do you use <b>job placement assistance</b>	Don't know/N.A.	56867	42%
	Rarely or never	62636	47%
	Sometimes	11806	9%
	Often	3346	2%
	<b>Total</b>	<b>134656</b>	<b>100%</b>
How often do you use <b>peer or other tutoring</b>	Don't know/N.A.	38488	29%
	Rarely or never	61382	46%
	Sometimes	24955	19%
	Often	9611	7%
	<b>Total</b>	<b>134437</b>	<b>100%</b>
How often do you use <b>skills labs (writing, math, etc.)</b>	Don't know/N.A.	32177	24%
	Rarely or never	49358	37%
	Sometimes	32751	24%
	Often	19803	15%
	<b>Total</b>	<b>134089</b>	<b>100%</b>
How often do you use <b>child care</b>	Don't know/N.A.	77971	58%
	Rarely or never	49490	37%
	Sometimes	3676	3%
	Often	2953	2%
	<b>Total</b>	<b>134089</b>	<b>100%</b>
How often do you use <b>financial aid advising</b>	Don't know/N.A.	32646	24%
	Rarely or never	43749	33%
	Sometimes	35147	26%
	Often	22669	17%
	<b>Total</b>	<b>134211</b>	<b>100%</b>
How often do you use <b>computer labs</b>	Don't know/N.A.	19232	14%
	Rarely or never	32538	24%
	Sometimes	40526	30%
	Often	42019	31%
	<b>Total</b>	<b>134316</b>	<b>100%</b>
How often do you use <b>student organizations</b>	Don't know/N.A.	53454	40%
	Rarely or never	58784	44%
	Sometimes	15217	11%
	Often	6016	5%
	<b>Total</b>	<b>133472</b>	<b>100%</b>
How often do you use <b>transfer credit assistance</b>	Don't know/N.A.	48668	36%
	Rarely or never	48948	36%
	Sometimes	27529	20%
	Often	9469	7%
	<b>Total</b>	<b>134614</b>	<b>100%</b>
How often do you use <b>services to students with disabilities</b>	Don't know/N.A.	80196	60%
	Rarely or never	43580	32%
	Sometimes	6347	5%
	Often	4651	3%
	<b>Total</b>	<b>134774</b>	<b>100%</b>
How important is <b>academic advising/planning</b> to you at this college	Not at all	13980	11%
	Somewhat	37065	28%
	Very	80766	61%
	<b>Total</b>	<b>131811</b>	<b>100%</b>

**2007 CCFSSSE Student and Faculty Frequency Distributions**

**2007 CCFSSSE Faculty Responses**

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
How important do you believe <b>career counseling</b> is to students at this college	Not at all	83	1%	148	1%	231	1%
	Somewhat	1861	23%	3275	27%	5136	26%
	Very	6099	76%	8608	72%	14707	73%
	Total	8043	100%	12031	100%	20074	100%
How important do you believe <b>job placement assistance</b> is to students at this college	Not at all	146	2%	355	3%	501	2%
	Somewhat	2361	29%	4151	35%	6512	32%
	Very	5523	69%	7505	62%	13028	65%
	Total	8030	100%	12011	100%	20041	100%
How important do you believe <b>peer and other tutoring</b> is to students at this college	Not at all	114	1%	150	1%	264	1%
	Somewhat	2372	30%	3085	26%	5457	27%
	Very	5549	69%	8779	73%	14328	71%
	Total	8035	100%	12014	100%	20049	100%
How important do you believe <b>skills labs (writing, math, etc.)</b> are to students at this college	Not at all	89	1%	146	1%	235	1%
	Somewhat	1703	21%	2469	21%	4172	21%
	Very	6239	78%	9409	78%	15648	78%
	Total	8031	100%	12024	100%	20055	100%
How important do you believe <b>child care</b> is to students at this college	Not at all	547	7%	767	6%	1314	7%
	Somewhat	3745	47%	4985	42%	8730	44%
	Very	3709	46%	6230	52%	9939	50%
	Total	8001	100%	11982	100%	19983	100%
How important do you believe <b>financial aid advising</b> is to students at this college	Not at all	78	1%	69	1%	147	1%
	Somewhat	1571	20%	1890	16%	3461	17%
	Very	6376	79%	10062	84%	16438	82%
	Total	8025	100%	12021	100%	20046	100%
How important do you believe <b>computer labs</b> are to students at this college	Not at all	66	1%	77	1%	143	1%
	Somewhat	1811	23%	2506	21%	4317	22%
	Very	6153	77%	9428	78%	15581	78%
	Total	8030	100%	12011	100%	20041	100%
How important do you believe <b>student organizations</b> are to students at this college	Not at all	744	9%	1042	9%	1786	9%
	Somewhat	4781	60%	6818	57%	11599	58%
	Very	2480	31%	4134	34%	6614	33%
	Total	8005	100%	11994	100%	19999	100%
How important do you believe <b>transfer credit assistance</b> is to students at this college	Not at all	181	2%	259	2%	440	2%
	Somewhat	2666	33%	3824	32%	6490	32%
	Very	5150	64%	7894	66%	13044	65%
	Total	7997	100%	11977	100%	19974	100%
How important do you believe <b>services to students with disabilities</b> are to students at this college	Not at all	130	2%	208	2%	338	2%
	Somewhat	2305	29%	3380	28%	5685	29%
	Very	5543	69%	8360	70%	13903	70%
	Total	7978	100%	11948	100%	19926	100%
How likely is it that <b>working full-time</b> would cause students to withdraw from class or from this college	Not likely	183	2%	237	2%	420	2%
	Somewhat likely	1372	17%	1633	14%	3005	15%
	Likely	2726	34%	3836	32%	6562	33%
	Very likely	3819	47%	6371	53%	10190	51%
	Total	8100	100%	12077	100%	20177	100%
How likely is it that <b>caring for dependents</b> would cause students to withdraw from class or from this college	Not likely	267	3%	350	3%	617	3%
	Somewhat likely	2088	26%	2649	22%	4737	24%
	Likely	3107	38%	4690	39%	7797	39%
	Very likely	2621	32%	4374	36%	6995	35%
	Total	8083	100%	12063	100%	20146	100%
How likely is it that <b>being academically unprepared</b> would cause students to withdraw from class or from this college	Not likely	251	3%	251	2%	502	2%
	Somewhat likely	1745	22%	2018	17%	3763	19%
	Likely	2875	35%	4120	34%	6995	35%
	Very likely	3228	40%	5681	47%	8909	44%
	Total	8099	100%	12070	100%	20169	100%

**2007 CCSSE Student Responses**

		All Students	
		Count	Percent
How important is <b>career counseling</b> to you at this college	Not at all	27451	21%
	Somewhat	37455	29%
	Very	65335	50%
	Total	130241	100%
How important is <b>job placement assistance</b> to you at this college	Not at all	45593	35%
	Somewhat	36762	29%
	Very	46184	36%
	Total	128539	100%
How important is <b>peer and other tutoring</b> to you at this college	Not at all	38128	30%
	Somewhat	40055	31%
	Very	50302	39%
	Total	128484	100%
How important are <b>skills labs (writing, math, etc.)</b> to you at this college	Not at all	32084	25%
	Somewhat	40096	31%
	Very	55845	44%
	Total	128024	100%
How important is <b>child care</b> to you at this college	Not at all	68961	54%
	Somewhat	23189	18%
	Very	35104	28%
	Total	127254	100%
How important is <b>financial aid advising</b> to you at this college	Not at all	28879	22%
	Somewhat	22475	17%
	Very	77094	60%
	Total	128449	100%
How important are <b>computer labs</b> to you at this college	Not at all	20623	16%
	Somewhat	32440	25%
	Very	75805	59%
	Total	128868	100%
How important are <b>student organizations</b> to you at this college	Not at all	52486	41%
	Somewhat	44279	35%
	Very	30077	24%
	Total	126842	100%
How important is <b>transfer credit assistance</b> to you at this college	Not at all	35700	28%
	Somewhat	27759	22%
	Very	64910	51%
	Total	128368	100%
How important are <b>services to students with disabilities</b> to you at this college	Not at all	52352	41%
	Somewhat	19544	15%
	Very	55836	44%
	Total	127732	100%
How likely is it that <b>working full-time</b> would cause you to withdraw from class or from this college	Not likely	55827	41%
	Somewhat likely	28898	21%
	Likely	24345	19%
	Very likely	28285	21%
	Total	137355	100%
How likely is it that <b>caring for dependents</b> would cause you to withdraw from class or from this college	Not likely	67474	49%
	Somewhat likely	30595	22%
	Likely	21586	16%
	Very likely	17429	13%
	Total	137084	100%
How likely is it that <b>being academically unprepared</b> would cause you to withdraw from class or from this college	Not likely	78788	58%
	Somewhat likely	32026	23%
	Likely	16555	12%
	Very likely	9169	7%
	Total	136538	100%

**2007 CCFSSSE Student and Faculty Frequency Distributions**

**2007 CCFSSSE Faculty Responses**

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
How likely is it that <b>lacking finances</b> would cause students to withdraw from class or from this college	Not likely	532	7%	444	4%	976	5%
	Somewhat likely	2226	28%	2627	22%	4853	24%
	Likely	2805	35%	4217	35%	7022	35%
	Very likely	2495	31%	4771	40%	7266	36%
	<b>Total</b>	<b>8058</b>	<b>100%</b>	<b>12059</b>	<b>100%</b>	<b>20117</b>	<b>100%</b>
How likely is it that <b>transferring to a 4-year college or university</b> would cause students to withdraw from class or from this college	Not likely	1365	17%	2356	20%	3721	19%
	Somewhat likely	2811	35%	4301	36%	7112	35%
	Likely	2570	32%	3496	29%	6066	30%
	Very likely	1304	16%	1879	16%	3183	16%
	<b>Total</b>	<b>8050</b>	<b>100%</b>	<b>12032</b>	<b>100%</b>	<b>20082</b>	<b>100%</b>

**2007 CCSSE Student Responses**

		All Students	
		Count	Percent
How likely is it that <b>lack of finances</b> would cause you to withdraw from class or from this college	Not likely	44973	33%
	Somewhat likely	31208	23%
	Likely	25356	19%
	Very likely	35355	26%
	<b>Total</b>	<b>136893</b>	<b>100%</b>
How likely is it that <b>transferring to a 4-year college or university</b> would cause you to withdraw from class or from this college	Not likely	45456	33%
	Somewhat likely	23575	17%
	Likely	24444	18%
	Very likely	43570	32%
	<b>Total</b>	<b>137045</b>	

2007 CCFSSSE Faculty Only Frequency Distributions

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
How many students are enrolled in your selected course section	Fewer than 10	968	12%	1346	11%	2314	11%
	10 to 19	3314	40%	4414	36%	7728	38%
	20 to 29	2975	36%	4347	36%	7322	36%
	30 to 39	773	9%	1398	11%	2171	11%
	40 to 69	200	2%	505	4%	705	3%
	70 or more	24	0%	176	1%	200	1%
	Total	8254	100%	12186	100%	20440	100%
Prior to the Spring semester, how many times have you taught your selected course?	None	1254	15%	719	6%	1973	10%
	1 to 3	2184	26%	1801	15%	3985	19%
	4 to 6	1320	16%	1553	13%	2873	14%
	7 to 9	780	9%	1202	10%	1982	10%
	10 to 15	966	12%	1784	15%	2750	13%
	16 to 20	576	7%	1395	11%	1971	10%
	21 or more	1225	15%	3792	31%	5017	24%
	Total	8305	100%	12246	100%	20551	100%
How much do you incorporate the use of <b>academic advising/planning</b> into your selected course section	N.A.	862	11%	835	7%	1697	8%
	Rarely or never	3378	42%	3853	32%	7231	36%
	Sometimes	2736	34%	4447	37%	7183	36%
	Often	1090	14%	2909	24%	3999	20%
	Total	8066	100%	12044	100%	20110	100%
How much do you incorporate the use of <b>career counseling</b> into your course section	N.A.	1016	13%	1040	9%	2056	10%
	Rarely or never	3678	46%	4699	39%	8377	42%
	Sometimes	2445	30%	4112	34%	6557	33%
	Often	916	11%	2172	18%	3088	15%
	Total	8055	100%	12023	100%	20078	100%
How much do you incorporate the use of <b>job placement assistance</b> into your selected course section	N.A.	1347	17%	1484	12%	2831	14%
	Rarely or never	4604	57%	6235	52%	10839	54%
	Sometimes	1568	20%	2898	24%	4466	22%
	Often	516	6%	1390	12%	1906	10%
	Total	8035	100%	12007	100%	20042	100%
How much do you incorporate the use of <b>peer or other tutoring</b> into your course section	N.A.	600	7%	507	4%	1107	6%
	Rarely or never	2433	30%	2866	24%	5299	26%
	Sometimes	3019	38%	5088	42%	8107	40%
	Often	1995	25%	3553	30%	5548	28%
	Total	8047	100%	12014	100%	20061	100%
How much do you incorporate the use of <b>skills labs (writing, math, etc.)</b> into your selected course section	N.A.	805	10%	819	7%	1624	8%
	Rarely or never	2861	36%	3795	32%	6656	33%
	Sometimes	2414	30%	4163	35%	6577	33%
	Often	1948	24%	3229	27%	5177	26%
	Total	8028	100%	12006	100%	20034	100%

2007 CCFSSSE Faculty Only Frequency Distributions

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
How much do you incorporate the use of <b>child care</b> into your course section	N.A.	2255	28%	3031	25%	5286	26%
	Rarely or never	5152	64%	7624	64%	12776	64%
	Sometimes	529	7%	1169	10%	1698	8%
	Often	79	1%	166	1%	245	1%
	Total	8015	100%	11990	100%	20005	100%
How much do you incorporate the use of <b>financial aid advising</b> into your selected course section	N.A.	1679	21%	1788	15%	3467	17%
	Rarely or never	4579	57%	6039	50%	10618	53%
	Sometimes	1402	18%	3163	26%	4565	23%
	Often	350	4%	1002	8%	1352	7%
	Total	8010	100%	11992	100%	20002	100%
How much do you incorporate the use of <b>computer labs</b> into your course section	N.A.	771	10%	650	5%	1421	7%
	Rarely or never	2353	29%	2616	22%	4969	25%
	Sometimes	2491	31%	4274	36%	6765	34%
	Often	2431	30%	4468	37%	6899	34%
	Total	8046	100%	12008	100%	20054	100%
How much do you incorporate the use of <b>student organizations</b> into your selected course section	N.A.	1542	19%	1432	12%	2974	15%
	Rarely or never	4706	59%	5956	50%	10662	53%
	Sometimes	1422	18%	3510	29%	4932	25%
	Often	318	4%	1070	9%	1388	7%
	Total	7988	100%	11968	100%	19956	100%
How much do you incorporate the use of <b>transfer credit assistance</b> into your course section	N.A.	1622	20%	1639	14%	3261	16%
	Rarely or never	4596	58%	5823	49%	10419	52%
	Sometimes	1435	18%	3399	28%	4834	24%
	Often	335	4%	1104	9%	1439	7%
	Total	7988	100%	11965	100%	19953	100%
How much do you incorporate the use of <b>services to students with disabilities</b> into your selected course section	N.A.	972	12%	953	8%	1925	10%
	Rarely or never	3121	39%	3896	33%	7017	35%
	Sometimes	2867	36%	5232	44%	8099	41%
	Often	1030	13%	1874	16%	2904	15%
	Total	7990	100%	11955	100%	19945	100%
How likely is it that <b>personal issues</b> would cause students to withdraw from class or from this college?	Not likely	95	1%	72	1%	167	1%
	Somewhat likely	1874	23%	2032	17%	3906	19%
	Likely	3155	39%	4401	37%	7556	38%
	Very likely	2940	36%	5517	46%	8457	42%
	Total	8064	100%	12022	100%	20086	100%
About how many hours do you spend in a typical 7-day week <b>teaching students in class</b>	None	9	0%	7	0%	16	0%
	1 to 4	2800	35%	841	7%	3641	18%
	5 to 8	2722	34%	1258	10%	3980	20%
	9 to 12	1440	18%	1745	15%	3185	16%
	13 to 16	554	7%	3679	31%	4233	21%
	17 to 20	276	3%	2580	21%	2856	14%
	21 to 30	197	2%	1601	13%	1798	9%
	31 or more	111	1%	303	3%	414	2%
	Total	8109	100%	12014	100%	20123	100%



2007 CCFSSSE Faculty Only Frequency Distributions

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
About how many hours do you spend in a typical 7-day week <b>grading papers</b>	None	211	3%	117	1%	328	2%
	1 to 4	5007	62%	3948	33%	8955	45%
	5 to 8	1853	23%	4088	34%	5941	30%
	9 to 12	576	7%	1997	17%	2573	13%
	13 to 16	220	3%	861	7%	1081	5%
	17 to 20	131	2%	545	5%	676	3%
	21 to 30	61	1%	280	2%	341	2%
	31 or more	29	0%	162	1%	191	1%
	Total	8088	100%	11998	100%	20086	100%
About how many hours do you spend in a typical 7-day week <b>giving other forms of written and oral feedback to students</b>	None	286	4%	205	2%	491	2%
	1 to 4	6241	77%	6536	55%	12777	64%
	5 to 8	1080	13%	3272	27%	4352	22%
	9 to 12	266	3%	1088	9%	1354	7%
	13 to 16	93	1%	445	4%	538	3%
	17 to 20	43	1%	216	2%	259	1%
	21 to 30	32	0%	120	1%	152	1%
	31 or more	17	0%	75	1%	92	0%
	Total	8058	100%	11957	100%	20015	100%
About how many hours do you spend in a typical 7-day week <b>preparing for class</b>	None	20	0%	10	0%	30	0%
	1 to 4	3550	44%	2651	22%	6201	31%
	5 to 8	2908	36%	4991	42%	7899	39%
	9 to 12	1031	13%	2543	21%	3574	18%
	13 to 16	315	4%	989	8%	1304	6%
	17 to 20	169	2%	501	4%	670	3%
	21 to 30	63	1%	179	1%	242	1%
	31 or more	37	0%	119	1%	156	1%
	Total	8093	100%	11983	100%	20076	100%
About how many hours do you spend in a typical 7-day week <b>reflecting and working on ways to improve my teaching</b>	None	130	2%	116	1%	246	1%
	1 to 4	5671	70%	7052	59%	12723	63%
	5 to 8	1462	18%	3033	25%	4495	22%
	9 to 12	455	6%	981	8%	1436	7%
	13 to 16	159	2%	354	3%	513	3%
	17 to 20	97	1%	194	2%	291	1%
	21 to 30	33	0%	86	1%	119	1%
	31 or more	69	1%	154	1%	223	1%
	Total	8076	100%	11970	100%	20046	100%
About how many hours do you spend in a typical 7-day week <b>research and scholarly activities</b>	None	1796	22%	2059	17%	3855	19%
	1 to 4	3854	48%	6417	54%	10271	51%
	5 to 8	1290	16%	2022	17%	3312	17%
	9 to 12	523	6%	772	6%	1295	6%
	13 to 16	230	3%	342	3%	572	3%
	17 to 20	163	2%	180	2%	343	2%
	21 to 30	91	1%	73	1%	164	1%
	31 or more	104	1%	79	1%	183	1%
	Total	8051	100%	11944	100%	19995	100%

2007 CCFSSSE Faculty Only Frequency Distributions

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
About how many hours do you spend in a typical 7-day week <b>working with honors' projects</b>	None	7295	91%	9933	83%	17228	86%
	1 to 4	582	7%	1576	13%	2158	11%
	5 to 8	83	1%	244	2%	327	2%
	9 to 12	26	0%	78	1%	104	1%
	13 to 16	18	0%	43	0%	61	0%
	17 to 20	5	0%	22	0%	27	0%
	21 to 30	5	0%	5	0%	10	0%
	31 or more	9	0%	15	0%	24	0%
	Total	8023	100%	11916	100%	19939	100%
About how many hours do you spend in a typical 7-day week <b>advising students</b>	None	3175	39%	1440	12%	4615	23%
	1 to 4	4194	52%	7330	61%	11524	58%
	5 to 8	423	5%	2091	17%	2514	13%
	9 to 12	109	1%	575	5%	684	3%
	13 to 16	60	1%	214	2%	274	1%
	17 to 20	39	0%	125	1%	164	1%
	21 to 30	20	0%	88	1%	108	1%
	31 or more	40	0%	92	1%	132	1%
	Total	8060	100%	11955	100%	20015	100%
About how many hours do you spend in a typical 7-day week <b>supervising internships or other field experiences</b>	None	7139	89%	8443	71%	15582	78%
	1 to 4	552	7%	2003	17%	2555	13%
	5 to 8	162	2%	647	5%	809	4%
	9 to 12	60	1%	368	3%	428	2%
	13 to 16	34	0%	221	2%	255	1%
	17 to 20	22	0%	107	1%	129	1%
	21 to 30	16	0%	64	1%	80	0%
	31 or more	23	0%	35	0%	58	0%
	Total	8008	100%	11888	100%	19896	100%
About how many hours do you spend in a typical 7-day week <b>working with students on activities other than course work</b>	None	6599	82%	5696	48%	12295	62%
	1 to 4	1153	14%	4823	40%	5976	30%
	5 to 8	157	2%	896	8%	1053	5%
	9 to 12	50	1%	260	2%	310	2%
	13 to 16	24	0%	106	1%	130	1%
	17 to 20	23	0%	71	1%	94	0%
	21 to 30	16	0%	38	0%	54	0%
	31 or more	15	0%	43	0%	58	0%
	Total	8037	100%	11933	100%	19970	100%
About how many hours do you spend in a typical 7-day week <b>involved in other interactions with students outside the classroom</b>	None	4063	50%	2571	22%	6634	33%
	1 to 4	3412	42%	7235	61%	10647	53%
	5 to 8	337	4%	1443	12%	1780	9%
	9 to 12	74	1%	363	3%	437	2%
	13 to 16	46	1%	145	1%	191	1%
	17 to 20	44	1%	77	1%	121	1%
	21 to 30	32	0%	48	0%	80	0%
	31 or more	48	1%	74	1%	122	1%
	Total	8056	100%	11956	100%	20012	100%

2007 CCFSSSE Faculty Only Frequency Distributions

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
About how many hours do you spend in a typical 7-day week <b>conducting service activities</b>	None	6638	83%	6612	56%	13250	67%
	1 to 4	1015	13%	4093	35%	5108	26%
	5 to 8	201	3%	747	6%	948	5%
	9 to 12	62	1%	186	2%	248	1%
	13 to 16	28	0%	89	1%	117	1%
	17 to 20	20	0%	39	0%	59	0%
	21 to 30	13	0%	25	0%	38	0%
	31 or more	21	0%	32	0%	53	0%
	Total	7998	100%	11823	100%	19821	100%
About how many hours do you spend in a typical 7-day week <b>coordination and/or administrative activities</b>	None	5601	70%	3320	28%	8921	45%
	1 to 4	1853	23%	4475	38%	6328	32%
	5 to 8	231	3%	1988	17%	2219	11%
	9 to 12	95	1%	935	8%	1030	5%
	13 to 16	40	0%	432	4%	472	2%
	17 to 20	50	1%	294	2%	344	2%
	21 to 30	32	0%	216	2%	248	1%
	31 or more	112	1%	214	2%	326	2%
	Total	8014	100%	11874	100%	19888	100%
About how many hours do you spend in a typical 7-day week <b>participating on college committees or task forces</b>	None	6314	79%	1305	11%	7619	38%
	1 to 4	1365	17%	7697	64%	9062	45%
	5 to 8	218	3%	2035	17%	2253	11%
	9 to 12	64	1%	529	4%	593	3%
	13 to 16	21	0%	193	2%	214	1%
	17 to 20	16	0%	121	1%	137	1%
	21 to 30	12	0%	43	0%	55	0%
	31 or more	12	0%	37	0%	49	0%
	Total	8022	100%	11960	100%	19982	100%
About how many hours do you spend in a typical 7-day week <b>mentoring other faculty</b>	None	6829	85%	5183	44%	12012	60%
	1 to 4	1027	13%	5658	48%	6685	34%
	5 to 8	89	1%	714	6%	803	4%
	9 to 12	16	0%	190	2%	206	1%
	13 to 16	11	0%	70	1%	81	0%
	17 to 20	5	0%	39	0%	44	0%
	21 to 30	5	0%	22	0%	27	0%
	31 or more	7	0%	31	0%	38	0%
	Total	7989	100%	11907	100%	19896	100%
In your selected course section, on average, what percent of class time is spent on <b>lecture</b>	0%	161	2%	297	2%	458	2%
	1 to 9%	985	12%	1592	13%	2577	13%
	10 to 19%	1126	14%	1772	15%	2898	15%
	20 to 29%	1064	13%	1529	13%	2593	13%
	30 to 39%	968	12%	1450	12%	2418	12%
	40 to 49%	1163	14%	1640	14%	2803	14%
	50 to 74%	1791	22%	2596	22%	4387	22%
75 to 100%	777	10%	1039	9%	1816	9%	
	Total	8035	100%	11915	100%	19950	100%

2007 CCFSSSE Faculty Only Frequency Distributions

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
In your selected course section, on average, what percent of class time is spent on <b>teacher-led discussion</b>	0	310	4%	466	4%	776	4%
	1 to 9%	1657	21%	2801	24%	4458	23%
	10 to 19%	1930	24%	3006	26%	4936	25%
	20 to 29%	1485	19%	2169	18%	3654	19%
	30 to 39%	850	11%	1225	10%	2075	11%
	40 to 49%	675	9%	867	7%	1542	8%
	50 to 74%	714	9%	900	8%	1614	8%
	75 to 100%	296	4%	343	3%	639	3%
	Total	7917	100%	11777	100%	19694	100%
In your selected course section, on average, what percent of class time is spent on <b>teacher-student shared responsibility (seminar, discussion, etc.)</b>	0%	1881	24%	2885	25%	4766	25%
	1 to 9%	1924	25%	3175	28%	5099	27%
	10 to 19%	1385	18%	2188	19%	3573	19%
	20 to 29%	1012	13%	1372	12%	2384	12%
	30 to 39%	513	7%	689	6%	1202	6%
	40 to 49%	417	5%	487	4%	904	5%
	50 to 74%	422	5%	461	4%	883	5%
	75 to 100%	163	2%	191	2%	354	2%
	Total	7717	100%	11448	100%	19165	100%
In your selected course section, on average, what percent of class time is spent on <b>student computer use</b>	0	4348	55%	5409	46%	9757	50%
	1 to 9%	1531	19%	3020	26%	4551	23%
	10 to 19%	640	8%	1166	10%	1806	9%
	20 to 29%	354	4%	603	5%	957	5%
	30 to 39%	218	3%	403	3%	621	3%
	40 to 49%	213	3%	316	3%	529	3%
	50 to 74%	276	3%	434	4%	710	4%
	75 to 100%	350	4%	412	4%	762	4%
	Total	7930	100%	11763	100%	19693	100%
In your selected course section, on average, what percent of class time is spent on <b>small group activities</b>	0%	1885	24%	2266	19%	4151	21%
	1 to 9%	2365	30%	3933	33%	6298	32%
	10 to 19%	1618	20%	2570	22%	4188	21%
	20 to 29%	921	12%	1343	11%	2264	11%
	30 to 39%	475	6%	682	6%	1157	6%
	40 to 49%	320	4%	418	4%	738	4%
	50 to 74%	270	3%	430	4%	700	4%
	75 to 100%	94	1%	170	1%	264	1%
	Total	7948	100%	11812	100%	19760	100%
In your selected course section, on average, what percent of class time is spent on <b>student presentations</b>	0	3126	39%	4669	40%	7795	40%
	1 to 9%	2675	34%	4312	37%	6987	35%
	10 to 19%	1102	14%	1528	13%	2630	13%
	20 to 29%	436	6%	592	5%	1028	5%
	30 to 39%	233	3%	253	2%	486	2%
	40 to 49%	144	2%	172	1%	316	2%
	50 to 74%	136	2%	164	1%	300	2%
	75 to 100%	63	1%	98	1%	161	1%
	Total	7915	100%	11788	100%	19703	100%

2007 CCFSSSE Faculty Only Frequency Distributions

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
In your selected course section, on average, what percent of class time is spent on <b>in-class writing</b>	0%	4059	52%	5742	49%	9801	50%
	1 to 9%	2085	26%	3802	32%	5887	30%
	10 to 19%	811	10%	1200	10%	2011	10%
	20 to 29%	385	5%	431	4%	816	4%
	30 to 39%	218	3%	225	2%	443	2%
	40 to 49%	129	2%	145	1%	274	1%
	50 to 74%	130	2%	123	1%	253	1%
	75 to 100%	59	1%	65	1%	124	1%
	<b>Total</b>	<b>7876</b>	<b>100%</b>	<b>11733</b>	<b>100%</b>	<b>19609</b>	<b>100%</b>
In your selected course section, on average, what percent of class time is spent on <b>testing and evaluation</b>	0	447	6%	599	5%	1046	5%
	1 to 9%	3469	44%	5707	48%	9176	46%
	10 to 19%	2501	31%	3655	31%	6156	31%
	20 to 29%	869	11%	1051	9%	1920	10%
	30 to 39%	300	4%	405	3%	705	4%
	40 to 49%	163	2%	168	1%	331	2%
	50 to 74%	143	2%	154	1%	297	1%
	75 to 100%	81	1%	104	1%	185	1%
	<b>Total</b>	<b>7973</b>	<b>100%</b>	<b>11843</b>	<b>100%</b>	<b>19816</b>	<b>100%</b>
In your selected course section, on average, what percent of class time is spent on <b>performances in applied and fine arts (dance, drama, music)</b>	0%	7143	91%	10654	91%	17797	91%
	1 to 9%	294	4%	447	4%	741	4%
	10 to 19%	98	1%	144	1%	242	1%
	20 to 29%	61	1%	91	1%	152	1%
	30 to 39%	50	1%	77	1%	127	1%
	40 to 49%	35	0%	50	0%	85	0%
	50 to 74%	57	1%	90	1%	147	1%
	75 to 100%	91	1%	102	1%	193	1%
	<b>Total</b>	<b>7829</b>	<b>100%</b>	<b>11655</b>	<b>100%</b>	<b>19484</b>	<b>100%</b>
In your selected course section, on average, what percent of class time is spent on <b>experiential (labs, field work, art exhibits, clinical placements, internships)</b>	0	5641	72%	7028	60%	12669	65%
	1 to 9%	795	10%	1448	12%	2243	11%
	10 to 19%	400	5%	778	7%	1178	6%
	20 to 29%	319	4%	688	6%	1007	5%
	30 to 39%	194	2%	478	4%	672	3%
	40 to 49%	183	2%	487	4%	670	3%
	50 to 74%	233	3%	561	5%	794	4%
	75 to 100%	104	1%	246	2%	350	2%
	<b>Total</b>	<b>7869</b>	<b>100%</b>	<b>11714</b>	<b>100%</b>	<b>19583</b>	<b>100%</b>
In your selected course section, on average, what percent of class time is spent on <b>hands-on practice</b>	0%	2406	30%	2930	25%	5336	27%
	1 to 9%	1465	19%	2261	19%	3726	19%
	10 to 19%	1133	14%	1783	15%	2916	15%
	20 to 29%	793	10%	1223	10%	2016	10%
	30 to 39%	417	5%	797	7%	1214	6%
	40 to 49%	402	5%	770	7%	1172	6%
	50 to 74%	636	8%	1145	10%	1781	9%
	75 to 100%	648	8%	854	7%	1502	8%
	<b>Total</b>	<b>7900</b>	<b>100%</b>	<b>11763</b>	<b>100%</b>	<b>19663</b>	<b>100%</b>

2007 CCFSSSE Faculty Only Frequency Distributions

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
During this term, does your institution consider you to be employed part-time or full-time	Part-time faculty	8323	100%	0	0%	8323	40%
	Full-time faculty	0	0%	12263	100%	12263	60%
	Total	8323	100%	12263	100%	20586	100%
What is the total number of credit hours you are scheduled to teach during the current academic year (including summer sessions) at this college	1 to 3 hours	1066	13%	190	2%	1256	6%
	4 to 6 hours	1669	21%	278	2%	1947	10%
	7 to 9 hours	1212	15%	340	3%	1552	8%
	10 to 12 hours	1133	14%	547	5%	1680	8%
	13 to 15 hours	687	9%	1217	10%	1904	10%
	16 to 18 hours	651	8%	1033	9%	1684	8%
	19 to 21 hours	444	6%	653	5%	1097	5%
	22 to 24 hours	394	5%	678	6%	1072	5%
	25 to 27 hours	228	3%	505	4%	733	4%
	28 to 30 hours	198	2%	1305	11%	1503	8%
More than 30 hours	382	5%	5224	44%	5606	28%	
Total	8064	100%	11970	100%	20034	100%	
During the current academic year, is <b>team teaching</b> part of your teaching role at this college	No	7442	91%	9934	82%	17376	86%
	Yes	722	9%	2149	18%	2871	14%
	Total	8164	100%	12083	100%	20247	100%
During the current academic year, are <b>linked courses</b> part of your teaching role at this college	No	7480	92%	10550	87%	18030	89%
	Yes	684	8%	1533	13%	2217	11%
	Total	8164	100%	12083	100%	20247	100%
During the current academic year, are <b>learning communities</b> part of your teaching role at this college	No	7629	93%	10673	88%	18302	90%
	Yes	535	7%	1410	12%	1945	10%
	Total	8164	100%	12083	100%	20247	100%
During the current academic year, are <b>capstone courses</b> part of your teaching role at this college	No	7903	97%	10128	84%	18031	89%
	Yes	261	3%	1955	16%	2216	11%
	Total	8164	100%	12083	100%	20247	100%
During the current academic year, is <b>academic advising</b> part of your teaching role at this college	No	7452	91%	4758	39%	12210	60%
	Yes	712	9%	7325	61%	8037	40%
	Total	8164	100%	12083	100%	20247	100%
During the current academic year, is <b>clinical and other field supervision of student work</b> part of your teaching role at this college	No	7750	95%	9436	78%	17186	85%
	Yes	414	5%	2647	22%	3061	15%
	Total	8164	100%	12083	100%	20247	100%
During the current academic year, are <b>distance learning courses</b> part of your teaching role at this college	No	7364	90%	8083	67%	15447	76%
	Yes	800	10%	4000	33%	4800	24%
	Total	8164	100%	12083	100%	20247	100%
During the current academic year, is <b>service learning (community service) incorporated into your course</b> part of your teaching role at this college	No	7803	96%	10316	85%	18119	89%
	Yes	361	4%	1767	15%	2128	11%
	Total	8164	100%	12083	100%	20247	100%
During the current academic year, are <b>independent studies</b> part of your teaching role at this college	No	7484	92%	9560	79%	17044	84%
	Yes	680	8%	2523	21%	3203	16%
	Total	8164	100%	12083	100%	20247	100%

2007 CCFSSSE Faculty Only Frequency Distributions

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
Which of the following best describes your academic rank, title, or current position (Mark only one)	Other	722	9%	401	3%	1123	6%
	Lecturer	458	6%	72	1%	530	3%
	Instructor	5688	71%	4389	37%	10077	51%
	Assistant Professor	249	3%	1656	14%	1905	10%
	Associate Professor	333	4%	1845	15%	2178	11%
	Professor	532	7%	3545	30%	4077	20%
	Total	7982	100%	11908	100%	19890	100%
What is your current tenure status (Mark only one)	No tenure system at this institution	2253	30%	3868	33%	6121	32%
	Not on tenure track, although this institution has a tenure system	4949	66%	949	8%	5898	30%
	On tenure track but not tenured	119	2%	1918	16%	2037	11%
	Tenured	201	3%	5085	43%	5286	27%
	Total	7522	100%	11820	100%	19342	100%
How many years of teaching experience do you have in any college/university, not including graduate teaching assistant positions	40 years or more	92	1%	124	1%	216	1%
	30 to 39 years	328	4%	1110	9%	1438	7%
	20 to 29 years	685	9%	2373	20%	3058	15%
	10 to 19 years	1682	21%	3916	33%	5598	28%
	5 to 9 years	2103	26%	2633	22%	4736	24%
	1 to 4 years	2351	29%	1486	12%	3837	19%
	First-year teacher	762	10%	278	2%	1040	5%
	Total	8003	100%	11920	100%	19923	100%
What is the highest degree you have earned	Other	158	2%	186	2%	344	2%
	Associate degree	242	3%	444	4%	686	3%
	Bachelor's degree	1162	15%	1002	8%	2164	11%
	Master's degree	5238	65%	7886	66%	13124	66%
	Doctoral degree (e.g., Ph.D., Ed.D.)	917	11%	2111	18%	3028	15%
	First professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	288	4%	283	2%	571	3%
	Total	8005	100%	11912	100%	19917	100%
What is your age group	22 to 24	49	1%	18	0%	67	0%
	25 to 29	489	6%	338	3%	827	4%
	30 to 39	1453	18%	2037	17%	3490	18%
	40 to 49	1772	22%	3263	28%	5035	25%
	50 to 64	3544	44%	5782	49%	9326	47%
	65 or more	677	8%	426	4%	1103	6%
	Total	7984	100%	11864	100%	19848	100%
What is your gender	Male	3572	45%	5343	45%	8915	45%
	Female	4378	55%	6481	55%	10859	55%
	Total	7950	100%	11824	100%	19774	100%

2007 CCFSSSE Faculty Only Frequency Distributions

		Part-Time Faculty		Full-Time Faculty		All Faculty	
		Count	Percent	Count	Percent	Count	Percent
What is your citizenship status	United States citizen, native	7215	90%	10887	92%	18102	91%
	United States citizen, naturalized	553	7%	714	6%	1267	6%
	Permanent resident of the United States (immigrant visa)	187	2%	216	2%	403	2%
	Temporary resident of the United States (non-immigrant visa)	24	0%	42	0%	66	0%
	Total	7979	100%	11859	100%	19838	100%
What is your racial or ethnic identification (Mark only one)	American Indian or Native American	71	1%	102	1%	173	1%
	Asian, Asian American, or Pacific Islander	274	3%	355	3%	629	3%
	Native Hawaiian	7	0%	10	0%	17	0%
	Black or African American, Non-Hispanic	459	6%	620	5%	1079	5%
	White, Non-Hispanic	6441	82%	9620	82%	16061	82%
	Hispanic, Latino, or Spanish	420	5%	700	6%	1120	6%
	Other	217	3%	329	3%	546	3%
Total	7889	100%	11736	100%	19625	100%	
Where are you employed outside of this college: <b>Self-employed</b>	No	6644	82%	10804	90%	17448	87%
	Yes	1466	18%	1225	10%	2691	13%
	Total	8110	100%	12029	100%	20139	100%
Where are you employed outside of this college: <b>Other college(s) in teaching position</b>	No	6534	81%	11249	94%	17783	88%
	Yes	1576	19%	780	6%	2356	12%
	Total	8110	100%	12029	100%	20139	100%
Where are you employed outside of this college: <b>Other college(s) in non-teaching position</b>	No	7840	97%	11966	99%	19806	98%
	Yes	270	3%	63	1%	333	2%
	Total	8110	100%	12029	100%	20139	100%
Where are you employed outside of this college: <b>Full-time non-academic position</b>	No	6789	84%	11883	99%	18672	93%
	Yes	1321	16%	146	1%	1467	7%
	Total	8110	100%	12029	100%	20139	100%
Where are you employed outside of this college: <b>Part-time non-academic position</b>	No	7499	92%	11576	96%	19075	95%
	Yes	611	8%	453	4%	1064	5%
	Total	8110	100%	12029	100%	20139	100%
Where are you employed outside of this college: <b>Work related to my teaching field at this college</b>	No	6654	82%	11049	92%	17703	88%
	Yes	1456	18%	980	8%	2436	12%
	Total	8110	100%	12029	100%	20139	100%
Where are you employed outside of this college: <b>Not employed elsewhere</b>	No	5850	72%	3388	28%	9238	46%
	Yes	2260	28%	8641	72%	10901	54%
	Total	8110	100%	12029	100%	20139	100%



# 2007 CCFSSSE Codebook

The data dictionary for the Community College Faculty Survey of Student Engagement (CCFSSE) begins on the next page. It provides information on the structure, contents, and layout of the CCFSSSE dataset.

**Please note: Some items in the codebook are not included in the data file to protect the individual identities of the participating faculty members. These include items 20, 21, 22, 24, 25, 26, and 27.**

## CCFSSE 2007 Codebook

**Note: Some items in this codebook are not included in your data file to protect the individual identities of the faculty members. (These include items 20, 21, 22,24,25,26, & 27)**

### Section 1: CCFSSSE Items with related CCSSE items

4) How often do students in your selected course section do the following?

**0=Don't know**  
**1=Never**  
**2=Sometimes**  
**3=Often**  
**4=Very often**

Item #	Variable Name	Item Description/Variable Label
4a	FCLQUEST	Ask questions in class or contribute to class discussions
4b	FCLPRESEN	Make a class presentation
4c	FREWROPAP	Prepare two or more drafts of a paper or assignment before turning it in
4d	FINTEGRAT	Work on a paper that requires integrating ideas or information from various sources
4e	FCLUNPREP	Come to class without completing readings or assignments
4f	FCLASSGRP	Work with other students on projects during class
4g	FOCCGRP	Work with classmates outside of class to prepare class assignments
4h	FTUTOR	Tutor or teach other students (paid or voluntary)
4i	FCOMMPROJ	Participate in a community-based project as a part of a regular course
4j	FINTERNET	Use the internet or instant messaging to work on an assignment
4k	FEMAIL	Use e-mail to communicate with you
4l	FFACGRADE	Discuss grades or assignments with you
4m	FFACPLANS	Talk about career plans with you
4n	FFACIDEAS	Discuss ideas from their readings or classes with you outside of class
4o	FFACFEED	Receive prompt feedback (written or oral) from you about their performance
4p	FWORKHARD	Work harder than they thought they could to meet your standards or expectations
4q	FFACOTH	Work with you on activities other than coursework
4r	FOOCIDEAS	Discuss ideas from their readings or classes with others outside of class (students, family members, co-workers, etc.)
4s	FDIVRSTUD	Have serious conversations with students of a different race or ethnicity other than their own
4t	FDIFFSTUD	Have serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values
4u	FSKIPCLAS	Skip class

5) During the current school year, how much does the coursework in your selected course section emphasize the following mental activities?

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

Item #	Variable Name	Item Description/Variable Label
5a	FMEMORIZE	Memorizing facts, ideas, or methods so the students can repeat them in pretty much the same form
5b	FANALYZE	Analyzing the basic elements of an idea, experience, or theory
5c	FSYNTHESZ	Synthesizing and organizing ideas, information, or experiences in new ways
5d	FEVALUATE	Making judgments about the value or soundness of information, arguments, or methods
5e	FAPPLYING	Applying theories or concepts to practical problems or in new situations
5f	FPERFORM	Having students use information they have read or heard to perform a new skill

6) In your selected course section, about how much reading and writing do your students do?

- 1=None**  
**2=1**  
**3=2 to 3**  
**4=4 to 6**  
**5=More than 6**

Item #	Variable Name	Item Description/Variable Label
6a	FREADASGN	Number of assigned textbooks, manuals, books, or book-length packs of course readings
6b	FWRITEANY	Number of written papers or reports of any length

Item #	Variable Name	Item Description/Variable Label	Response Value
7	FEXAMS	Select the circle that best represents the extent to which your examinations of student performance (e.g. Exams, portfolio) challenge students to do their best work	Responses range from 1 to 7, with scale anchors described: (1) Extremely easy (7) Extremely challenging

8) How important is it to you that students at this college participate in the following when appropriate?

**1=Not important**  
**2=Somewhat important**  
**3=Very important**

Item #	Variable Name	Item Description/Variable Label
8a	FINTERN	Internships, field experience, co-op experience, or clinical assignment
8b	FESL	English as a second language courses
8c	FDEVREAD	Developmental/remedial reading courses
8d	FDEVWRITE	Developmental/remedial writing courses
8e	FDEVMATH	Developmental/remedial math courses
8f	FSTUDSKIL	Study skills courses
8g	FHONORS	Honors courses
8h	FORIEN	College orientation program or course
8i	FLRNCOMM	Organized learning communities (linked courses/study groups led by faculty or counselors)

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

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

Item #	Variable Name	Item Description/Variable Label
9a	FENVSCHOL	Encouraging students to spend significant amounts of time studying
9b	FENVSUPRT	Providing students the support they need to help them to succeed at this college
9c	FENVDIVRS	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
9d	FENVNACAD	Helping students cope with their non-academic responsibilities (work, family, etc.)
9e	FENVSOCAL	Providing students the support they need to thrive socially
9f	FFINSUPP	Providing the financial support students need to afford their education
9g	FENVCOMP	Using computers in academic work

10) About how many hours do you think full and part-time students at this college spend in a typical 7-day week doing each of the following?

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

Item #	Variable Name	Item Description/Variable Label
10a	FACADPR01	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to their programs)
10b	FPAYWORK	Working for pay
10c	FCOCURR01	Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)
10d	FCAREDE01	Providing care for dependents living with them (parents, children, spouse, etc.)
10e	FCOMMUTE	Commuting to and from class.

11) Select the circle that best represents the quality of student relationships with:

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

12) To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in the following areas?

- 0=None**
- 1=Very little**
- 2=Some**
- 3=Quite a bit**
- 4=Very much**

Item #	Variable Name	Item Description/Variable Label
12a	FGNGENLED	Acquiring a broad general education
12b	FGNWORK	Acquiring job or work-related knowledge and skills
12c	FGNWRITE	Writing clearly and effectively
12d	FGNSPEAK	Speaking clearly and effectively
12e	FGNANALY	Thinking critically and analytically
12f	FGNSOLVE	Solving numerical problems
12g	FGNCMPTS	Using computing and information technology
12h	FGNOTHERS	Working effectively with others
12i	FGNINQ	Learning effectively on their own
12j	FGNSELF	Understanding themselves
12k	FGNDIVERS	Understanding people of other racial and ethnic backgrounds
12l	FGNETHICS	Developing a personal code of values and ethics
12m	FGNCOMMUN	Contributing to the welfare of their community
12n	FCARGOAL	Developing clearer career goals
12o	FGAINCAR	Gaining information about career opportunities

13.1) How often do you refer students to the following services?

- 0=Don't know/N.A.**
- 1=Rarely or never**
- 2=Sometimes**
- 3=Often**

Item #	Variable Name	Item Description/Variable Label
13a1	FUSEACAD	Academic advising/planning
13b1	FUSECACOU	Career counseling
13c1	FUSEJOBPL	Job placement assistance
13d1	FUSETUTOR	Peer or other tutoring
13e1	FUSELAB	Skill labs (writing, math, etc.)
13f1	FUSECHLD	Child care
13g1	FUSEFAADV	Financial aid advising
13h1	FUSECOMLB	Computer lab
13i1	FUSESTORG	Student organizations
13j1	FUSETRCRD	Transfer credit assistance
13k1	FUSEDISAB	Services to students with disabilities

13.3) How important do you believe the services are to students at this college.

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

Item #	Variable Name	Item Description/Variable Label
13a3	FIMPACAD	Academic advising/planning
13b3	FIMPCACOU	Career counseling
13c3	FIMPJOBPL	Job placement assistance
13d3	FIMPTUTOR	Peer or other tutoring
13e3	FIMPLAB	Skill labs (writing, math, etc.)
13f3	FIMPCHLD	Child care
13g3	FIMPFAADV	Financial aid advising
13h3	FIMPCOMLB	Computer lab
13i3	FIMPSTORG	Student organizations
13j3	FIMPTRCRD	Transfer credit assistance
13k3	FIMPDISAB	Services to students with disabilities

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

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

Item #	Variable Name	Item Description/Variable Label
14a	FWRKFULL	Working full-time
14b	FCAREDEP	Caring for dependents
14c	FACADUNP	Being academically unprepared
14d	FLACKFIN	Lacking finances
14e	FTRANSFER	Transferring to a 4-year college or university

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## Section 2: CCFSSSE Items without related CCSSE items

Item #	Variable Name	Item Description/Variable Label	Response Value
1	FNUMSTU	How many students are enrolled in your <u>selected course section</u> ?	1=Fewer than 10 2=10 to 19 3=20 to 29 4=30 to 39 5=40 to 69 6=70 or more

2) Using the list provided, please enter the code that best corresponds to the general area of your selected course.

Variable: FMAJOR

Response Value	Description
01	Agriculture
02	Architecture & Related Programs (city/urban, community/regional planning, etc.)
03	Biological Sciences/Life Sciences (biology, biochemistry, botany, zoology, etc.)
04	Business Management & Administrative Services (accounting, business admin., marketing, management, real estate, etc.)
05	Communications (advertising, journalism, television/radio, etc.)
06	Computer & Information Sciences
07	Conservation & Renewable Natural Resources (fishing, forestry, wildlife, etc.)
08	Construction Trades (masonry, carpentry, plumbing & pipe fitters, etc.)
09	Education
10	Engineering
11	English Language & Literature/Letters (composition, creative writing, etc.)
12	Foreign Languages & Literatures (French, Spanish, etc.)
13	Health Professions & Related Sciences (nursing, physical therapy, dental, EMT, veterinary, etc.)
14	Law & Legal Studies
15	Liberal Arts & Sciences, General Studies & Humanities
16	Library Science
17	Mathematics
18	Mechanics & Repairers (A/C, heating & refrigeration, electrical/electronic equipment, etc.)
19	Military Technologies
20	Multi/Interdisciplinary Studies (international relations, ecology, environmental studies, etc.)
21	Parks, Recreation, Leisure & Fitness Studies
22	Personal & Miscellaneous Services (gaming & sports, cosmetic, culinary, etc.)
23	Physical Sciences (astronomy, chemistry, geology, physics, etc.)
24	Precision Production Trades (drafting, graphic, precious metal worker, etc.)
25	Protective Services (criminal justice & corrections, fire protection, etc.)
26	Psychology
27	Public Administration & Services (public policy, social work, etc.)
28	Science Technologies (biological technology, nuclear & industrial radiological technology, etc.)
29	Social Sciences & History (anthropology, archeology, economics, geography, history, political science, sociology, etc.)
30	Theology Studies & Religious Vocations (philosophy, ministry, etc.)
31	Transportation & Materials Moving Workers (air, vehicle, & water workers, etc.)
32	Visual & Performing Arts (art, music, theater, dance, etc.)
33	Vocational Home Economics (child care/guidance worker & manager, clothing, apparel, & textile worker, housekeeping, etc.)
34	Other
35	Developmental Math
36	Developmental Reading
37	Developmental Writing
38	Other Developmental



Item #	Variable Name	Item Description/Variable Label	Response Value
3	FTIMES	Prior to the Spring semester, how many times have you taught your <u>selected course</u> ?	1=None 2=1 to 3 3=4 to 6 4=7 to 9 5=10 to 15 6=16 to 20 7=21 or more

13.2) How much do you incorporate the use of these services into your selected course section?

- 0=N.A.**  
**1=Rarely or Never**  
**2=Sometimes**  
**3=Often**

Item #	Variable Name	Item Description/Variable Label
13a2	FSATACAD	Academic advising/planning
13b2	FSATCACOU	Career counseling
13c2	FSATJOBPL	Job placement assistance
13d2	FSATTUTOR	Peer or other tutoring
13e2	FSATLAB	Skill labs (writing, math, etc.)
13f2	FSATCHLD	Child care
13g2	FSATFAADV	Financial aid advising
13h2	FSATCOMLB	Computer lab
13i2	FSATSTORG	Student organizations
13j2	FSATTRCRD	Transfer credit assistance
13k2	FSATDISAB	Services to students with disabilities

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

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

Item #	Variable Name	Item Description/Variable Label
14f	FPERSON	Personal issues

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

**0=None**      **4=13 to 16**  
**1=1 to 4**     **5=17 to 20**  
**2=5 to 8**     **6=21 to 30**  
**3=9 to 12**    **7=31+**

Item #	Variable Name	Item Description/Variable Label
15a	FTEACH	Teaching students in class
15b	FGRADE	Grading papers
15c	FFEEBACK	Giving other forms of written and oral feedback to students
15d	FPREP	Preparing for class
15e	FREFLECT	Reflecting and working on ways to improve my teaching
15f	FRESEARCH	Research and scholarly activities
15g	FWORKHON	Working with honors' projects
15h	FADVISE	Advising students
15i	FSUPERV	Supervising internships or other field experiences
15j	FWORKSTA	Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc.)
15k	FOUTCLAS	Other interactions with students outside the classroom
15l	FCONDUCT	Conducting service activities
15m	FCOORD	Coordination and/or administrative activities
15n	FTASK	Participating on college committees or task forces
15o	FMENT	Mentoring other faculty

16) In your selected course section, on average, what percent of class time is spent on the following?

**0=0%**  
**1=1 to 9%**  
**2=10 to 19%**  
**3=20 to 29%**  
**4=30 to 39%**  
**5=40 to 49%**  
**6=50 to 74%**  
**7=75 to 100%**

Item #	Variable Name	Item Description/Variable Label
16a	FLECTURE	Lecture
16b	FTEACHDIS	Teacher-led discussion
16c	FTEACHSTU	Teacher-student shared responsibility (seminar, discussion, etc.)
16d	FSTUCOM	Student computer use
16e	FSMGROUP	Small group activities
16f	FSTUPRES	Student presentations
16g	FCLASWRIT	In-class writing
16h	FTESTEVAL	Testing and evaluation
16i	FPERART	Performances in applied and fine arts (dance, drama, music)
16j	FEXPERI	Experiential (labs, field work, art exhibits, clinical placements, internships)
16k	FHANDS	Hands-on practice

Item #	Variable Name	Item Description/Variable Label	Response Value
17	FENROLL	During this term, does your institution consider you to be employed part-time or full-time?	1=Part-time faculty 2=Full-time faculty

Item #	Variable Name	Item Description/Variable Label	Response Value
18	FSECTIONS	What is the total number of credit hours you are scheduled to teach during the current academic year (including summer sessions) <u>at this college?</u>	1=1 to 3 hours 2=4 to 6 hours 3=7 to 9 hours 4=10 to 12 hours 5=13 to 15 hours 6=16 to 18 hours 7=19 to 21 hours 8=22 to 24 hours 9=25 to 27 hours 10=28 to 30 hours 11=More than 30 hours

19) During the current academic year, which of the following are part of your teaching role at this college?

This question asks faculty to select all options that apply. To permit multiple responses, the question is represented in the codebook by nine separate items the faculty member 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	FTEAMTEC	Team teaching
19b	FLINKED	Linked courses
19c	FLEARNCOMM	Learning community
19d	FCAPSTONE	Capstone course (culminating a program or integrating a series of courses)
19e	FACAADV	Academic advising
19f	FCLINIC	Clinical or other field supervision of student work
19g	FDISTANC	Distance learning course
19h	FSERVIC	Service learning (community service) incorporated into course(s)
19i	FINDSTUDY	Independent study

Item #	Variable Name	Item Description/Variable Label	Response Value
20	FACADRANK	Which of the following best describes your academic rank, title, or current position?	1=Other 2=Lecturer 3=Instructor 4=Assistant Professor 5=Associate Professor 6=Professor

Item #	Variable Name	Item Description/Variable Label	Response Value
21	FTENURE	What is your current tenure status?	1=No tenure system at this institution 2=Not on tenure track, although this institution has a tenure system 3=On tenure track but not tenured 4=Tenured

Item #	Variable Name	Item Description/Variable Label	Response Value
22	FYEARS	How many years of teaching experience do you have in any college/university, not including graduate teaching assistant positions?	1=40 years or more 2=30 to 39 years 3=20 to 29 years 4=10 to 19 years 5=5 to 9 years 6=1 to 4 years 7=First-year teacher

Item #	Variable Name	Item Description/Variable Label	Response Value
23	FDEGREE	What is the highest degree you have earned?	1=Other 2=Associate degree 3=Bachelor's degree 4=Master's degree 5=Doctoral degree (e.g., Ph.D., Ed.D.) 6=First professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)

Item #	Variable Name	Item Description/Variable Label	Response Value
24	FACAGE	What is your age group?	1=22 to 24 2=25 to 29 3=30 to 39 4=40 to 49 5=50 to 64 6=65 or more

Item #	Variable Name	Item Description/Variable Label	Response Value
25	FSEX	What is your gender?	1=Male 2=Female

Item #	Variable Name	Item Description/Variable Label	Response Value
26	FINTERNAT	What is your citizenship status?	1=United States citizen, native 2=United States citizen, naturalized 3=Permanent resident of the United States (immigrant visa) 4=Temporary resident of the United States (non-immigrant visa)

Item #	Variable Name	Item Description/Variable Label	Response Value
27	FRERACE	What is your racial or ethnic identification? <i>(Mark only one)</i>	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

28) Where are you employed outside of this college?

This question asks faculty to select all options that apply. To permit multiple responses, the question is represented in the codebook by seven separate items the faculty member 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
28a	FSELFEM	Self-employed
28b	FOTCOLTP	Other college(s) in teaching position
28c	FOTCOLNT	Other college(s) in non-teaching position
28d	FFTNAP	Full-time non-academic position
28e	FPTNAP	Part-time non-academic position
28f	FWORKTEA	Work related to my teaching field at this college
28g	FNOTEMP	Not employed elsewhere

29) Using the list provided, please enter the code that best corresponds to your teaching area.

Variable: FTEACAREA

Response Value	Description
01	Agriculture
02	Architecture & Related Programs (city/urban, community/regional planning, etc.)
03	Biological Sciences/Life Sciences (biology, biochemistry, botany, zoology, etc.)
04	Business Management & Administrative Services (accounting, business admin., marketing, management, real estate, etc.)
05	Communications (advertising, journalism, television/radio, etc.)
06	Computer & Information Sciences
07	Conservation & Renewable Natural Resources (fishing, forestry, wildlife, etc.)
08	Construction Trades (masonry, carpentry, plumbing & pipe fitters, etc.)
09	Education
10	Engineering
11	English Language & Literature/Letters (composition, creative writing, etc.)
12	Foreign Languages & Literatures (French, Spanish, etc.)
13	Health Professions & Related Sciences (nursing, physical therapy, dental, EMT, veterinary, etc.)
14	Law & Legal Studies
15	Liberal Arts & Sciences, General Studies & Humanities
16	Library Science
17	Mathematics
18	Mechanics & Repairers (A/C, heating & refrigeration, electrical/electronic equipment, etc.)
19	Military Technologies
20	Multi/Interdisciplinary Studies (international relations, ecology, environmental studies, etc.)
21	Parks, Recreation, Leisure & Fitness Studies
22	Personal & Miscellaneous Services (gaming & sports, cosmetic, culinary, etc.)
23	Physical Sciences (astronomy, chemistry, geology, physics, etc.)
24	Precision Production Trades (drafting, graphic, precious metal worker, etc.)
25	Protective Services (criminal justice & corrections, fire protection, etc.)
26	Psychology
27	Public Administration & Services (public policy, social work, etc.)
28	Science Technologies (biological technology, nuclear & industrial radiological technology, etc.)
29	Social Sciences & History (anthropology, archeology, economics, geography, history, political science, sociology, etc.)
30	Theology Studies & Religious Vocations (philosophy, ministry, etc.)
31	Transportation & Materials Moving Workers (air, vehicle, & water workers, etc.)
32	Visual & Performing Arts (art, music, theater, dance, etc.)
33	Vocational Home Economics (child care/guidance worker & manager, clothing, apparel, & textile worker, housekeeping, etc.)
34	Other
35	Developmental Math
36	Developmental Reading
37	Developmental Writing
38	Other Developmental

★ **2007 CCSSE Cohort**

*An alphabetical list of all institutions that have participated in CCSSE in 2005, 2006, or 2007. Only a college's most recent year of participation is reflected.*

★ **2007 CCSSE Cohort: Comparison Groups**

*An alphabetical list of 2007 CCSSE Cohort institutions grouped by size classification (small, medium, large, or extra-large).*

★ **2007 Consortia**

*A list of all institutions participating in CCSSE 2007 consortia. Institutions are able to participate in more than one consortium; therefore, an institution's name may appear more than once.*

★ **Table 2: Percent of Target**

*A series of tables that provide data on survey completion counts and rates for 2007 CCSSE Cohort institutions as well as breakouts for institutions in each size category – small, medium, large, and extra-large.*

★ **Table 3: Respondents to Underlying Population by College Size**

*A table that highlights data about respondent and population characteristics by institution size and overall, similar to data presented in Table 1. The specific characteristics examined include gender, race/ethnicity, age, and enrollment status.*

★ **Table 4: Underlying Populations Percentages (Gender, Race/Ethnicity, Enrollment Status)**

*A table displaying college-level population characteristics by institution size (i.e., small, medium, large, and extra-large).*

★ **Table 5: Underlying Populations Percentages (Age)**

*A table displaying college-level population characteristics by institution size (i.e., small, medium, large, and extra-large).*

★ **Table 6: Survey Completion Rates**

*A table providing data on (1) overall survey completion rates; (2) average survey completion rates; and (3) the percentage of sampled classes for the 2007 CCSSE Cohort colleges as well as breakouts for colleges in each size category – small, medium, large, and extra-large.*

★ **National Advisory Board**

*A list of members of CCSSE's National Advisory Board (NAB).*

★ **CCSSE Staff**

*A list of CCSSE staff members.*

★ **CCSSE Brochure and sample copy of *The Community College Student Report (CCSR)***

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# 2007 CCSSE Cohort

Institution	City	State	Year of most recent CCSSE participation
Abraham Baldwin Agricultural College	Tifton	GA	2006
Aiken Technical College	Graniteville	SC	2007
Alabama Southern Community College	Monroeville	AL	2007
Alexandria Technical College	Alexandria	LA	2007
Allegany College of Maryland	Cumberland	MD	2006
Alpena Community College	Alpena	MI	2007
Alvin Community College	Alvin	TX	2007
American River College	Sacramento	CA	2007
Angelina College	Lufkin	TX	2007
Anne Arundel Community College	Arnold	MD	2006
Anoka-Ramsey Community College	Coon Rapids	MN	2006
Asheville-Buncombe Technical Community College	Asheville	NC	2007
Ashland Community and Technical College	Ashland	KY	2007
Asnuntuck Community College	Enfield	CT	2006
Atlanta Metropolitan College	Atlanta	GA	2006
Atlanta Technical College	Atlanta	GA	2006
Austin Community College	Austin	TX	2007
Bainbridge College	Bainbridge	GA	2006
Baltimore City Community College	Baltimore	MD	2006
Barton County Community College	Great Bend	KS	2006
Baton Rouge Community College	Baton Rouge	LA	2007
Belmont Technical College	St. Clairsville	OH	2006
Berkshire Community College	Pittsfield	MA	2007
Big Bend Community College	Moses Lake	WA	2007
Big Sandy Community and Technical College	Prestonsburg	KY	2007
Bismarck State College	Bismarck	ND	2007
Black Hawk College	Moline	IL	2006
Blinn College	Brenham	TX	2006
Blue Ridge Community College	Weyers Cave	VA	2006
Bluegrass Community and Technical College	Lexington	KY	2006
Borough of Manhattan Community College	New York	NY	2007
Bossier Parish Community College	Bossier City	LA	2007
Bowling Green Technical College	Bowling Green	KY	2007
Brazosport College	Lake Jackson	TX	2007
Brevard Community College	Cocoa	FL	2007
Bristol Community College	Fall River	MA	2007
Brookdale Community College	Lincroft	NJ	2007
Brookhaven College	Farmers Branch	TX	2006
Broward Community College	Fort Lauderdale	FL	2007
Bucks County Community College	Newtown	PA	2006
Bunker Hill Community College	Boston	MA	2007
Burlington County College	Pemberton	NJ	2007
Butler County Community College (KS)	El Dorado	KS	2006



<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCSSE participation</b>
Butler County Community College (PA)	Butler	PA	2006
Caldwell Community College and Technical Institute	Hudson	NC	2007
Cape Cod Community College	West Barnstable	MA	2007
Cape Fear Community College	Wilmington	NC	2006
Capital Community College	Hartford	CT	2006
Caritas Laboure College	Boston	MA	2007
Carolinas College of Health Sciences	Charlotte	NC	2007
Carroll Community College	Westminster	MD	2006
Carteret Community College	Morehead City	NC	2006
Cascadia Community College	Bothell	WA	2006
Casper College	Casper	WY	2007
Cecil Community College	North East	MD	2006
Cedar Valley College	Lancaster	TX	2006
Central Arizona College	Coolidge	AZ	2006
Central Community College	Grand Island	NE	2007
Central Florida Community College	Ocala	FL	2007
Central Lakes College	Brainerd	MN	2006
Central Maine Community College	Auburn	ME	2007
Central Virginia Community College	Lynchburg	VA	2006
Central Wyoming College	Riverton	WY	2007
Centralia College	Centralia	WA	2006
Century College	White Bear Lake	MN	2007
Chandler-Gilbert Community College	Chandler	AZ	2007
Chattahoochee Technical College	Marietta	GA	2006
Chattanooga State Technical Community College	Chattanooga	TN	2007
Chesapeake College	Wye Mills	MD	2006
Chipola College	Marianna	FL	2007
Citrus College	Glendora	CA	2006
City College of San Francisco	San Francisco	CA	2007
Clarendon College	Clarendon	TX	2006
Cleveland Community College	Shelby	NC	2007
Cleveland State Community College	Cleveland	TN	2007
Clovis Community College	Clovis	NM	2006
Coastal Bend College	Beeville	TX	2006
Coastal Carolina Community College	Jacksonville	NC	2007
Coastal Georgia Community College	Brunswick	GA	2006
Cochise College	Sierra Vista	AZ	2007
College of Alameda	Alameda	CA	2007
College of DuPage	Glen Ellyn	IL	2006
College of Lake County	Grayslake	IL	2007
College of Southern Idaho	Twin Falls	ID	2007
College of Southern Maryland	La Plata	MD	2006
College of the Mainland	Texas City	TX	2006
College of the Marshall Islands	Majuro	MH	2007
College of the Redwoods	Eureka	CA	2006
College of the Siskiyous	Weed	CA	2006
Colorado Mountain College	Glenwood Springs	CO	2007
Columbia State Community College	Columbia	TN	2006
Community College of Allegheny County	Pittsburgh	PA	2007
Community College of Denver	Denver	CO	2006
Community College of Philadelphia	Philadelphia	PA	2007
Community College of Rhode Island	Warwick	RI	2006
Community College of Southern Nevada	Las Vegas	NV	2006

<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCSSE participation</b>
Corning Community College	Corning	NY	2007
Cumberland County College	Vineland	NJ	2007
Cuyahoga Community College	Cleveland	OH	2006
CyFair College	Cypress	TX	2007
Dabney S. Lancaster Community College	Clifton Forge	VA	2006
Danville Area Community College	Danville	IL	2006
Danville Community College	Danville	VA	2007
Darton College	Albany	GA	2006
Daytona Beach Community College	Daytona Beach	FL	2007
De Anza College	Cupertino	CA	2007
Del Mar College	Corpus Christi	TX	2007
Delaware Technical & Community College - Owens Campus	Dover	DE	2007
Delaware Technical & Community College - Stanton-Wilmington	Dover	DE	2007
Delaware Technical & Community College - Terry Campus	Dover	DE	2007
Delgado Community College	New Orleans	LA	2007
Delta College	University Center	MI	2007
Dofia Ana Community College	Las Cruces	NM	2007
Douglas College	Coquitlam	BC	2007
Durham Technical Community College	Durham	NC	2006
Dyersburg State Community College	Dyersburg	TN	2006
East Georgia College	Swainsboro	GA	2007
Eastern New Mexico University - Roswell	Roswell	NM	2006
Eastern Shore Community College	Melfa	VA	2006
Eastern West Virginia Community & Technical College	Moorefield	WV	2006
Eastern Wyoming College	Torrington	WY	2007
Eastfield College	Mesquite	TX	2007
Edison College	Fort Myers	FL	2007
Edison State Community College	Piqua	OH	2007
El Centro College	Dallas	TX	2007
El Paso Community College	El Paso	TX	2007
Elizabethtown Community and Technical College	Elizabethtown	KY	2007
Ellsworth Community College	Marshalltown	IA	2007
Essex County College	Newark	NJ	2006
Estrella Mountain Community College	Avondale	AZ	2006
Everett Community College	Everett	WA	2006
Fairmont State Community and Technical College	Fairmont	WV	2006
Florida Community College at Jacksonville	Jacksonville	FL	2007
Florida Keys Community College	Key West	FL	2007
Fond du Lac Tribal and Community College	Cloquet	MN	2007
Frank Phillips College	Borger	TX	2007
Frederick Community College	Frederick	MD	2006
Gainesville College	Oakwood	GA	2006
Galveston College	Galveston	TX	2006
Garrett College	McHenry	MD	2006
Gateway Community and Technical College	Ft. Mitchell	KY	2007
Gateway Community College	New Haven	CT	2006
Genesee Community College	Batavia	NY	2007
George C Wallace State Community College	Hanceville	AL	2006
Georgia Highlands College	Rome	GA	2006
Georgia Military College	Milledgeville	GA	2007

<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCSSE participation</b>
Georgia Perimeter College	Decatur	GA	2006
Germanna Community College	Locust Grove	VA	2006
Glendale Community College	Glendale	CA	2007
Gloucester County College	Sewell	NJ	2007
Gordon College	Barnesville	GA	2006
Grand Rapids Community College	Grand Rapids	MI	2007
Grays Harbor College	Aberdeen	WA	2006
Grayson County College	Denison	TX	2006
Greenfield Community College	Greenfield	MA	2007
Greenville Technical College	Greenville	SC	2007
Guilford Technical Community College	Jamestown	NC	2007
Gulf Coast Community College	Panama City	FL	2007
Hagerstown Community College	Hagerstown	MD	2006
Harford Community College	Bel Air	MD	2006
Harold Washington College	Chicago	IL	2006
Harper College	Palatine	IL	2006
Hawaii Community College	Hilo	HI	2006
Hawkeye Community College	Waterloo	IA	2006
Hazard Community and Technical College	Hazard	KY	2006
Heartland Community College	Normal	IL	2007
Henderson Community College	Henderson	KY	2006
Hesston College	Hesston	KS	2007
Hibbing Community College	Hibbing	MN	2007
Hillsborough Community College	Tampa	FL	2007
Holyoke Community College	Holyoke	MA	2007
Honolulu Community College	Honolulu	HI	2006
Hopkinsville Community College	Hopkinsville	KY	2007
Housatonic Community College	Bridgeport	CT	2006
Houston Community College System	Houston	TX	2007
Howard College	Big Spring	TX	2006
Howard Community College	Columbia	MD	2006
Hudson Valley Community College	Troy	NY	2007
Hutchinson Community College	Hutchinson	KS	2006
Illinois Central College	East Peoria	IL	2006
Illinois Valley Community College	Oglesby	IL	2006
Indian River Community College	Fort Pierce	FL	2007
Isothermal Community College	Spindale	NC	2007
Itasca Community College	Grand Rapids	MN	2007
Itawamba Community College	Fulton	MS	2006
Ivy Tech Community College - Anderson	Muncie	IN	2006
Ivy Tech Community College - Bloomington	Bloomington	IN	2006
Ivy Tech Community College - Central Indiana	Indianapolis	IN	2007
Ivy Tech Community College - Columbus	Columbus	IN	2006
Ivy Tech Community College - East Chicago	Gary	IN	2006
Ivy Tech Community College - Elkhart	South Bend	IN	2006
Ivy Tech Community College - Evansville	Evansville	IN	2006
Ivy Tech Community College - Fort Wayne	Fort Wayne	IN	2006
Ivy Tech Community College - Gary	Gary	IN	2006
Ivy Tech Community College - Kokomo	Kokomo	IN	2006
Ivy Tech Community College - Lafayette	Lafayette	IN	2006
Ivy Tech Community College - Lawrenceburg	Lawrenceburg	IN	2006
Ivy Tech Community College - Logansport	Kokomo	IN	2006
Ivy Tech Community College - Madison	Lawrenceburg	IN	2006

<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCSSE participation</b>
Ivy Tech Community College - Marion	Muncie	IN	2006
Ivy Tech Community College - Michigan City	Gary	IN	2006
Ivy Tech Community College - Muncie	Muncie	IN	2006
Ivy Tech Community College - Sellersburg	Sellersburg	IN	2006
Ivy Tech Community College - South Bend	South Bend	IN	2006
Ivy Tech Community College - Terre Haute	Terre Haute	IN	2006
Ivy Tech Community College - Valparaiso	Gary	IN	2006
Ivy Tech Community College - Warsaw	South Bend	IN	2006
Ivy Tech Community College - Whitewater	Richmond	IN	2006
J. Sargeant Reynolds Community College	Richmond	VA	2006
Jackson Community College	Jackson	MI	2006
Jackson State Community College	Jackson	TN	2006
James A. Rhodes State College	Lima	OH	2007
Jefferson Community and Technical College	Louisville	KY	2007
Jefferson Community College	Steubenville	OH	2006
John Tyler Community College	Chester	VA	2006
Johnson County Community College	Overland Park	KS	2007
Joliet Jr College	Joliet	IL	2007
Kankakee Community College	Kankakee	IL	2007
Kansas City Kansas Community College	Kansas City	KS	2007
Kapiolani Community College	Honolulu	HI	2006
Kauai Community College	Lihue	HI	2006
Kenai Peninsula College-UAA	Soldotna	AK	2007
Kennebec Valley Community College	Fairfield	ME	2007
Kilgore College	Kilgore	TX	2006
Kingsborough Community College	Brooklyn	NY	2006
Kingwood College	Houston	TX	2007
Kirkwood Community College	Cedar Rapids	IA	2007
Kirtland Community College	Roscommon	MI	2007
Kodiak College, University of Alaska Anchorage	Kodiak	AK	2007
Kuskokwim Campus, University of Alaska Fairbanks	Bethel	AK	2007
L. E. Fletcher Technical Community College	Houma	LA	2007
LaGuardia Community College	Long Island City	NY	2007
Lake City Community College	Lake City	FL	2007
Lake Region State College	Devils Lake	ND	2007
Lake Superior College	Duluth	MN	2007
Lake-Sumter Community College	Leesburg	FL	2007
Lamar Institute of Technology	Beaumont	TX	2006
Lamar State College - Orange	Orange	TX	2007
Lane Community College	Eugene	OR	2005
Laney College	Oakland	CA	2007
Laramie County Community College	Cheyenne	WY	2007
Lee College	Baytown	TX	2007
Leech Lake Tribal College	Cass Lake	MN	2007
Leeward Community College	Pearl City	HI	2006
Lehigh Carbon Community College	Schnecksville	PA	2006
Lincoln Land Community College	Springfield	IL	2005
Linn-Benton Community College	Albany	OR	2006
Lorain County Community College	Elyria	OH	2006
Lord Fairfax Community College	Middletown	VA	2005
Louisburg College	Louisburg	NC	2007
Louisiana Delta Community College	Monroe	LA	2007
Louisiana Technical College - Region 2	Baton Rouge	LA	2007

<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCSSE participation</b>
Louisiana Technical College - Region 3	Morgan City	LA	2007
Louisiana Technical College - Region 4	Lafayette	LA	2007
Louisiana Technical College - Region 6	Alexandria	LA	2007
Louisiana Technical College - Region 7	Minden	LA	2007
Louisiana Technical College - Region 8	West Monroe	LA	2007
Louisiana Technical College - Region 9	Bogalusa	LA	2007
Lower Columbia College	Longview	WA	2007
Macomb Community College	Warren	MI	2007
Madisonville Community College	Madisonville	KY	2007
Malcolm X College	Chicago	IL	2006
Manatee Community College	Bradenton	FL	2007
Manchester Community College	Manchester	CT	2006
Marshall Community and Technical College	Huntington	WV	2005
Marshalltown Community College	Marshalltown	IA	2007
Martin Community College	Williamston	NC	2006
Massachusetts Bay Community College	Wellesley Hills	MA	2007
Massasoit Community College	Brockton	MA	2007
Maui Community College	Kahului	HI	2006
Mayland Community College	Spruce Pine	NC	2007
Maysville Community and Technical College	Maysville	KY	2007
McHenry County College	Crystal Lake	IL	2007
Merced College	Merced	CA	2007
Mercer County Community College	West Windsor	NJ	2005
Mercy College of Health Sciences	Des Moines	IA	2006
Mesabi Range Community and Technical College	Virginia	MN	2007
Metropolitan Community College	Omaha	NE	2005
Metropolitan Community College - Kansas City	Kansas City	MO	2007
Miami Dade College	Miami	FL	2007
Mid Michigan Community College	Harrison	MI	2007
Middle Georgia College	Cochran	GA	2007
Middlesex Community College	Lowell	MA	2007
Middlesex Community College	Middletown	CT	2006
Middlesex County College	Edison	NJ	2006
Midlands Technical College	Columbia	SC	2007
Mid-South Community College	West Memphis	AR	2005
Minneapolis Community and Technical College	Minneapolis	MN	2007
Minot State University-Bottineau	Bottineau	ND	2007
MiraCosta College	Oceanside	CA	2007
Modesto Junior College	Modesto	CA	2006
Montana State University Billings	Billings	MT	2007
Montgomery College	Conroe	TX	2007
Montgomery College	Rockville	MD	2006
Montgomery County Community College	Blue Bell	PA	2007
Moraine Valley Community College	Palos Hills	IL	2005
Motlow State Community College	Tullahoma	TN	2007
Mount Wachusett Community College	Gardner	MA	2007
Mountain Empire Community College	Big Stone Gap	VA	2005
Mountain View College	Dallas	TX	2005
Mt. Hood Community College	Gresham	OR	2005
Mt. San Antonio College	Walnut	CA	2007
Nashville State Technical Community College	Nashville	TN	2006
Naugatuck Valley Community College	Waterbury	CT	2006
Navarro College	Corsicana	TX	2006



<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCSSE participation</b>
New Hampshire Technical Institute	Concord	NH	2006
New Mexico Junior College	Hobbs	NM	2007
New Mexico Military Institute	Roswell	NM	2006
New Mexico State University - Grants	Grants	NM	2006
New Mexico State University at Alamogordo	Alamogordo	NM	2006
New River Community and Technical College	Beckley	WV	2005
New River Community College	Dublin	VA	2005
NH Community Technical College - Berlin	Berlin	NH	2006
NH Community Technical College - Claremont	Claremont	NH	2006
NH Community Technical College - Laconia	Laconia	NH	2006
NH Community Technical College - Manchester	Manchester	NH	2006
NH Community Technical College - Nashua	Nashua	NH	2006
NH Community Technical College - Stratham	Stratham	NH	2006
North Arkansas College	Harrison	AR	2007
North Central Missouri College	Trenton	MO	2007
North Central State College	Mansfield	OH	2006
North Dakota State College of Science	Wahpeton	ND	2007
North Florida Community College	Madison	FL	2007
North Harris College	Houston	TX	2007
North Hennepin Community College	Brooklyn Park	MN	2007
North Iowa Area Community College	Mason City	IA	2006
North Lake College	Irving	TX	2006
North Shore Community College	Danvers	MA	2007
Northampton Community College	Bethlehem	PA	2007
Northeast Iowa Community College	Calmar	IA	2006
Northeast Lakeview College	San Antonio	TX	2007
Northeast Mississippi Community College	Booneville	MS	2007
Northeast State Technical Community College	Blountville	TN	2006
Northeast Texas Community College	Mt Pleasant	TX	2007
Northern Essex Community College	Haverhill	MA	2007
Northern Maine Community College	Presque Isle	ME	2007
Northern New Mexico Community College	Espanola	NM	2006
Northern Oklahoma College	Tonkawa	OK	2007
Northern Virginia Community College	Annandale	VA	2005
NorthWest Arkansas Community College	Bentonville	AR	2007
Northwest College	Powell	WY	2007
Northwest Indian College	Bellingham	WA	2005
Northwest Iowa Community College	Sheldon	IA	2007
Northwest Vista College	San Antonio	TX	2007
Northwestern Connecticut Community College	Winsted	CT	2006
Norwalk Community College	Norwalk	CT	2006
Nunez Community College	Chalmette	LA	2007
Oakland Community College	Bloomfield Hills	MI	2005
Oakton Community College	Des Plaines	IL	2006
Ocean County College	Toms River	NJ	2006
Okaloosa-Walton College	Niceville	FL	2007
Oklahoma City Community College	Oklahoma City	OK	2007
Olympic College	Bremerton	WA	2007
Onondaga Community College	Syracuse	NY	2007
Oregon Coast Community College	Newport	OR	2006
Ouachita Technical College	Malvern	AR	2007
Owensboro Community and Technical College	Owensboro	KY	2007
Palm Beach Community College	Lake Worth	FL	2007

<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCSSE participation</b>
Palo Alto College	San Antonio	TX	2007
Palomar College	San Marcos	CA	2007
Panola College	Carthage	TX	2006
Paradise Valley Community College	Phoenix	AZ	2007
Paris Junior College	Paris	TX	2006
Parkland College	Champaign	IL	2007
Pasadena City College	Pasadena	CA	2007
Pasco-Hernando Community College	New Port Richey	FL	2007
Patrick Henry Community College	Martinsville	VA	2005
Paul D. Camp Community College	Franklin	VA	2005
Pellissippi State Technical Community College	Knoxville	TN	2006
Pensacola Junior College	Pensacola	FL	2007
Phoenix College	Phoenix	AZ	2006
Piedmont Virginia Community College	Charlottesville	VA	2007
Pitt Community College	Winterville	NC	2006
Polk Community College	Winter Haven	FL	2007
Prairie State College	Chicago Heights	IL	2006
Prince George's Community College	Largo	MD	2006
Prince William Sound Community College	Valdez	AK	2007
Pueblo Community College	Pueblo	CO	2007
Queensborough Community College	Bayside	NY	2007
Quinebaug Valley Community College	Danielson	CT	2006
Quinsigamond Community College	Worcester	MA	2007
Rainy River Community College	International Falls	MN	2007
Ranger College	Ranger	TX	2006
Rappahannock Community College	Glenns	VA	2005
Raritan Valley Community College	Somerville	NJ	2005
Reading Area Community College	Reading	PA	2007
Red Rocks Community College	Lakewood	CO	2005
Redlands Community College	El Reno	OK	2007
Rend Lake College	Ina	IL	2007
Richard J. Daley College	Chicago	IL	2007
Richland College	Dallas	TX	2006
River Parishes Community College	Sorrento	LA	2007
Riverland Community College	Austin	MN	2007
Roane State Community College	Harriman	TN	2006
Rochester Community and Technical College	Rochester	MN	2007
Rowan-Cabarrus Community College	Salisbury	NC	2006
Roxbury Community College	Roxbury	MA	2007
Salem Community College	Carneys Point	NJ	2007
Salish Kootenai College	Pablo	MT	2007
Salt Lake Community College	Salt Lake City	UT	2006
San Antonio College	San Antonio	TX	2007
San Diego Mesa College	San Diego	CA	2007
San Jacinto College - Central Campus	Pasadena	TX	2007
San Jacinto College - North Campus	Pasadena	TX	2007
San Jacinto College - South Campus	Pasadena	TX	2007
San Juan College	Farmington	NM	2006
Santa Ana College	Santa Ana	CA	2007
Santa Fe Community College (FL)	Gainesville	FL	2007
Santa Fe Community College (NM)	Santa Fe	NM	2007
Schoolcraft College	Livonia	MI	2007
Scottsdale Community College	Scottsdale	AZ	2005

<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCSSE participation</b>
Seminole Community College	Sanford	FL	2007
Shelton State Community College	Tuscaloosa	AL	2007
Sheridan College	Sheridan	WY	2007
Sinclair Community College	Dayton	OH	2007
Skagit Valley College	Mount Vernon	WA	2007
Somerset Community College	Somerset	KY	2006
South Florida Community College	Avon Park	FL	2007
South Georgia College	Douglas	GA	2007
South Louisiana Community College	Lafayette	LA	2007
South Mountain Community College	Phoenix	AZ	2007
South Piedmont Community College	Polkton	NC	2005
South Puget Sound Community College	Olympia	WA	2005
South Seattle Community College	Seattle	WA	2007
South Suburban College	South Holland	IL	2007
South Texas College	McAllen	TX	2007
Southeast Kentucky Community and Technical College	Cumberland	KY	2006
Southeastern Community College (IA)	West Burlington	IA	2007
Southeastern Community College (NC)	Whiteville	NC	2007
Southeastern Technical College	Vidalia	GA	2007
Southern Maine Community College	South Portland	ME	2006
Southern University at Shreveport	Shreveport	LA	2005
Southern West Virginia Community and Technical College	Mount Gay	WV	2005
Southside Virginia Community College	Alberta	VA	2005
Southwest Tennessee Community College	Memphis	TN	2007
Southwest Texas Junior College	Uvalde	TX	2006
Southwest Virginia Community College	Richlands	VA	2005
Southwestern Community College	Sylva	NC	2005
Southwestern Illinois College	Belleville	IL	2005
Southwestern Indian Polytechnic Institute	Albuquerque	NM	2006
Southwestern Oregon Community College	Coos Bay	OR	2007
SOWELA Technical Community College	Lake Charles	LA	2007
Spokane Community College	Spokane	WA	2005
Spoon River College	Canton	IL	2007
Springfield Technical Community College	Springfield	MA	2007
St. Charles Community College	St. Peters	MO	2006
St. Johns River Community College	Palatka	FL	2007
St. Louis Community College - Meramec	St. Louis	MO	2006
St. Louis Community College at Forest Park	St. Louis	MO	2006
St. Louis Community College- Florissant Valley	St. Louis	MO	2006
St. Petersburg College	St. Petersburg	FL	2007
St. Philip's College	San Antonio	TX	2007
Stark State College of Technology	North Canton	OH	2005
Surry Community College	Dobson	NC	2007
Tacoma Community College	Tacoma	WA	2005
Taft College	Taft	CA	2007
Tallahassee Community College	Tallahassee	FL	2007
Tanana Valley Campus, University of Alaska Fairbanks	Fairbanks	AK	2007
Technical College of the Lowcountry	Beaufort	SC	2007
Temple College	Temple	TX	2007
Texas State Technical College Harlingen	Harlingen	TX	2005
Texas State Technical College Marshall	Marshall	TX	2007
Texas State Technical College Waco	Waco	TX	2006
Texas State Technical College West Texas	Sweetwater	TX	2006



<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCSSE participation</b>
The Community and Technical College at WVU Tech	Montgomery	WV	2005
The Community and Technical College of Shepherd	Martinsburg	WV	2005
The Community College of Baltimore County	Baltimore	MD	2006
The Victoria College	Victoria	TX	2007
Thomas Nelson Community College	Hampton	VA	2007
Three Rivers Community College	Norwich	CT	2006
Tidewater Community College	Norfolk	VA	2005
Tomball College	Tomball	TX	2007
Tompkins Cortland Community College	Dryden	NY	2007
Tri-County Community College	Murphy	NC	2005
Tri-County Technical College	Pendleton	SC	2007
Trinity Valley Community College	Athens	TX	2007
Triton College	River Grove	IL	2006
Truckee Meadows Community College	Reno	NV	2005
Truman College	Chicago	IL	2007
Tunxis Community College	Farmington	CT	2006
University of Alaska Matanuska Susitna College	Palmer	AK	2007
University of Alaska Southeast Ketchikan campus	Juneau	AK	2007
University of Arkansas Community College at Batesville	Batesville	AR	2007
University of Arkansas Community College at Hope	Hope	AR	2005
University of Cincinnati Clermont College	Batavia	OH	2006
University of New Mexico - Gallup	Gallup	NM	2006
University of New Mexico - Taos Branch	Taos	NM	2006
University of New Mexico - Valencia Campus	Los Lunas	NM	2006
University of Wisconsin Colleges	Madison	WI	2005
Valencia Community College	Orlando	FL	2007
Vermilion Community College	Ely	MN	2007
Vernon College	Vernon	TX	2007
Victor Valley College	Victorville	CA	2007
Vincennes University	Vincennes	IN	2007
Virginia Highlands Community College	Abingdon	VA	2005
Virginia Western Community College	Roanoke	VA	2005
Volunteer State Community College	Gallatin	TN	2007
Walters State Community College	Morristown	TN	2006
Warren County Community College	Washington	NJ	2005
Washington State Community College	Marietta	OH	2007
Waycross College	Waycross	GA	2005
Wayne Community College	Goldsboro	NC	2007
Weatherford College	Weatherford	TX	2007
Wenatchee Valley College	Wenatchee	WA	2007
West Hills Community College District	Coalinga	CA	2007
West Kentucky Community and Technical College	Paducah	KY	2007
West Virginia Northern Community College	Wheeling	WV	2005
West Virginia State Community and Technical College	Institute	WV	2007
West Virginia University at Parkersburg	Parkersburg	WV	2005
Westchester Community College	Valhalla	NY	2005
Western Iowa Tech Community College	Sioux City	IA	2005
Western Nebraska Community College	Scottsbluff	NE	2007
Western Piedmont Community College	Morganton	NC	2005
Western Texas College	Snyder	TX	2006
Western Wyoming Community College	Rock Springs	WY	2007
Westmoreland County Community College	Youngwood	PA	2007
Wharton County Junior College	Wharton	TX	2007

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<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCSSE participation</b>
Wilbur Wright College	Chicago	IL	2007
Williston State College	Williston	ND	2007
Windward Community College	Kaneohe	HI	2006
Wisconsin Indianhead Technical College	Shell Lake	WI	2005
Wor-Wic Community College	Salisbury	MD	2006
Wytheville Community College	Wytheville	VA	2005
York Technical College	Rock Hill	SC	2007
Zane State College	Zanesville	OH	2005



# 2007 CCSSE Cohort Comparison Groups

## Comparison Groups—Small Colleges

Institution	City	State	Year of most recent CCSSE participation
Abraham Baldwin Agricultural College	Tifton	GA	2005
Aiken Technical College	Graniteville	SC	2007
Alabama Southern Community College	Monroeville	AL	2007
Alexandria Technical College	Alexandria	MN	2007
Allegany College of Maryland	Cumberland	MD	2006
Alpena Community College	Alpena	MI	2007
Alvin Community College	Alvin	TX	2007
Ashland Community and Technical College	Ashland	KY	2007
Asnuntuck Community College	Enfield	CT	2006
Atlanta Metropolitan College	Atlanta	GA	2005
Atlanta Technical College	Atlanta	GA	2006
Bainbridge College	Bainbridge	GA	2005
Barton County Community College	Great Bend	KS	2006
Belmont Technical College	St. Clairsville	OH	2006
Berkshire Community College	Pittsfield	MA	2007
Big Bend Community College	Moses Lake	WA	2007
Bismarck State College	Bismarck	ND	2007
Blue Ridge Community College	Weyers Cave	VA	2005
Bowling Green Technical College	Bowling Green	KY	2007
Brazosport College	Lake Jackson	TX	2007
Butler County Community College (PA)	Butler	PA	2006
Caldwell Community College and Technical Institute	Hudson	NC	2007
Cape Cod Community College	West Barnstable	MA	2007
Capital Community College	Hartford	CT	2006
Caritas Laboure College	Boston	MA	2007
Carolinas College of Health Sciences	Charlotte	NC	2007
Carroll Community College	Westminster	MD	2006
Carteret Community College	Morehead City	NC	2006
Cascadia Community College	Bothell	WA	2006
Casper College	Casper	WY	2007
Cecil Community College	North East	MD	2006
Cedar Valley College	Lancaster	TX	2006
Central Lakes College	Brainerd	MN	2006
Central Maine Community College	Auburn	ME	2007
Central Wyoming College	Riverton	WY	2007
Centralia College	Centralia	WA	2006
Chattahoochee Technical College	Marietta	GA	2005
Chesapeake College	Wye Mills	MD	2006
Chipola College	Marianna	FL	2007
Clarendon College	Clarendon	TX	2006
Cleveland Community College	Shelby	NC	2007
Cleveland State Community College	Cleveland	TN	2007
Clovis Community College	Clovis	NM	2006

## Comparison Groups—Small Colleges (continued)

Institution	City	State	Year of most recent CCSSE participation
Coastal Bend College	Beeville	TX	2006
Coastal Carolina Community College	Jacksonville	NC	2007
Coastal Georgia Community College	Brunswick	GA	2005
College of the Mainland	Texas City	TX	2006
College of the Marshall Islands	Majuro	MH	2007
College of the Siskiyous	Weed	CA	2006
Cumberland County College	Vineland	NJ	2007
Dabney S. Lancaster Community College	Clifton Forge	VA	2005
Danville Area Community College	Danville	IL	2006
Danville Community College	Danville	VA	2007
Darton College	Albany	GA	2005
Delaware Technical & Community College - Owens Campus	Dover	DE	2007
Delaware Technical & Community College - Terry Campus	Dover	DE	2007
Dyersburg State Community College	Dyersburg	TN	2006
East Georgia College	Swainsboro	GA	2007
Eastern New Mexico University - Roswell	Roswell	NM	2006
Eastern Shore Community College	Melfa	VA	2005
Eastern West Virginia Community & Technical College	Moorefield	WV	2005
Eastern Wyoming College	Torrington	WY	2007
Edison State Community College	Piqua	OH	2007
Ellsworth Community College	Marshalltown	IA	2007
Fairmont State Community and Technical College	Fairmont	WV	2005
Florida Keys Community College	Key West	FL	2007
Fond du Lac Tribal and Community College	Cloquet	MN	2007
Frank Phillips College	Borger	TX	2007
Galveston College	Galveston	TX	2006
Garrett College	McHenry	MD	2006
Gateway Community and Technical College	Ft. Mitchell	KY	2007
Georgia Highlands College	Rome	GA	2005
Gordon College	Barnesville	GA	2005
Grays Harbor College	Aberdeen	WA	2005
Grayson County College	Denison	TX	2006
Greenfield Community College	Greenfield	MA	2007
Hagerstown Community College	Hagerstown	MD	2006
Hawaii Community College	Hilo	HI	2006
Hazard Community and Technical College	Hazard	KY	2006
Henderson Community College	Henderson	KY	2006
Hesston College	Hesston	KS	2007
Hibbing Community College	Hibbing	MN	2007
Honolulu Community College	Honolulu	HI	2006
Hopkinsville Community College	Hopkinsville	KY	2007
Howard College	Big Spring	TX	2006
Illinois Valley Community College	Oglesby	IL	2006
Isothermal Community College	Spindale	NC	2007
Itasca Community College	Grand Rapids	MN	2007
Ivy Tech Community College - Bloomington	Bloomington	IN	2005
Ivy Tech Community College - Columbus	Columbus	IN	2005
Ivy Tech Community College - Elkhart	South Bend	IN	2005
Ivy Tech Community College - Evansville	Evansville	IN	2005
Ivy Tech Community College - Kokomo	Kokomo	IN	2005
Ivy Tech Community College - Lawrenceburg	Lawrenceburg	IN	2005

## Comparison Groups—Small Colleges (continued)

Institution	City	State	Year of most recent CCSSE participation
Ivy Tech Community College - Logansport	Kokomo	IN	2005
Ivy Tech Community College - Madison	Lawrenceburg	IN	2005
Ivy Tech Community College - Sellersburg	Sellersburg	IN	2005
Ivy Tech Community College - South Bend	South Bend	IN	2005
Ivy Tech Community College - Terre Haute	Terre Haute	IN	2005
Ivy Tech Community College - Warsaw	South Bend	IN	2005
Ivy Tech Community College - Whitewater	Richmond	IN	2005
Jackson State Community College	Jackson	TN	2006
James A. Rhodes State College	Lima	OH	2007
Jefferson Community College	Steubenville	OH	2006
Kankakee Community College	Kankakee	IL	2007
Kauai Community College	Lihue	HI	2006
Kenai Peninsula College-UAA	Soldotna	AK	2007
Kennebec Valley Community College	Fairfield	ME	2007
Kirtland Community College	Roscommon	MI	2007
Kodiak College, University of Alaska Anchorage	Kodiak	AK	2007
Kuskokwim Campus, University of Alaska Fairbanks	Bethel	AK	2007
L. E. Fletcher Technical Community College	Houma	LA	2007
Lake City Community College	Lake City	FL	2007
Lake Region State College	Devils Lake	ND	2007
Lake-Sumter Community College	Leesburg	FL	2007
Lamar Institute of Technology	Beaumont	TX	2006
Lamar State College - Orange	Orange	TX	2007
Laramie County Community College	Cheyenne	WY	2007
Leech Lake Tribal College	Cass Lake	MN	2007
Louisburg College	Louisburg	NC	2007
Louisiana Delta Community College	Monroe	LA	2007
Louisiana Technical College - Region 2	Baton Rouge	LA	2007
Louisiana Technical College - Region 3	Morgan City	LA	2007
Louisiana Technical College - Region 4	Lafayette	LA	2007
Louisiana Technical College - Region 6	Alexandria	LA	2007
Louisiana Technical College - Region 7	Minden	LA	2007
Louisiana Technical College - Region 8	West Monroe	LA	2007
Louisiana Technical College - Region 9	Bogalusa	LA	2007
Lower Columbia College	Longview	WA	2007
Madisonville Community College	Madisonville	KY	2007
Marshall Community and Technical College	Huntington	WV	2005
Marshalltown Community College	Marshalltown	IA	2007
Martin Community College	Williamston	NC	2006
Maui Community College	Kahului	HI	2006
Mayland Community College	Spruce Pine	NC	2007
Maysville Community & Technical College	Maysville	KY	2007
Mercy College of Health Sciences	Des Moines	IA	2006
Mesabi Range Community and Technical College	Virginia	MN	2007
Mid Michigan Community College	Harrison	MI	2007
Mid-South Community College	West Memphis	AR	2005
Middle Georgia College	Cochran	GA	2007
Middlesex Community College	Middletown	CT	2006
Minot State University-Bottineau	Bottineau	ND	2007
Montana State University Billings	Billings	MT	2007
Motlow State Community College	Tullahoma	TN	2007
Mount Wachusett Community College	Gardner	MA	2007
Mountain Empire Community College	Big Stone Gap	VA	2005

## Comparison Groups—Small Colleges (continued)

Institution	City	State	Year of most recent CCSSE participation
New Hampshire Technical Institute	Concord	NH	2006
New Mexico Junior College	Hobbs	NM	2007
New Mexico Military Institute	Roswell	NM	2006
New Mexico State University - Grants	Grants	NM	2006
New Mexico State University at Alamogordo	Alamogordo	NM	2006
New River Community and Technical College	Beckley	WV	2005
New River Community College	Dublin	VA	2005
NH Community Technical College - Berlin	Berlin	NH	2006
NH Community Technical College - Claremont	Claremont	NH	2006
NH Community Technical College - Laconia	Laconia	NH	2006
NH Community Technical College - Manchester	Manchester	NH	2006
NH Community Technical College - Nashua	Nashua	NH	2006
NH Community Technical College - Stratham	Stratham	NH	2006
North Arkansas College	Harrison	AR	2007
North Central Missouri College	Trenton	MO	2007
North Central State College	Mansfield	OH	2006
North Dakota State College of Science	Wahpeton	ND	2007
North Florida Community College	Madison	FL	2007
North Iowa Area Community College	Mason City	IA	2006
Northeast Lakeview College	San Antonio	TX	2007
Northeast Mississippi Community College	Booneville	MS	2007
Northeast Texas Community College	Mt Pleasant	TX	2007
Northern Maine Community College	Presque Isle	ME	2007
Northern New Mexico Community College	Espanola	NM	2006
Northwest College	Powell	WY	2007
Northwest Indian College	Bellingham	WA	2005
Northwest Iowa Community College	Sheldon	IA	2007
Northwestern Connecticut Community College	Winsted	CT	2006
Nunez Community College	Chalmette	LA	2007
Oregon Coast Community College	Newport	OR	2006
Ouachita Technical College	Malvern	AR	2007
Panola College	Carthage	TX	2006
Paris Junior College	Paris	TX	2006
Patrick Henry Community College	Martinsville	VA	2005
Paul D. Camp Community College	Franklin	VA	2005
Piedmont Virginia Community College	Charlottesville	VA	2007
Prince William Sound Community College	Valdez	AK	2007
Quinebaug Valley Community College	Danielson	CT	2006
Rainy River Community College	International Falls	MN	2007
Ranger College	Ranger	TX	2006
Rappahannock Community College	Glenns	VA	2005
Reading Area Community College	Reading	PA	2007
Redlands Community College	El Reno	OK	2007
River Parishes Community College	Sorrento	LA	2007
Riverland Community College	Austin	MN	2007
Roxbury Community College	Roxbury	MA	2007
Salem Community College	Carneys Point	NJ	2007
Salish Kootenai College	Pablo	MT	2007
Santa Fe Community College (NM)	Santa Fe	NM	2007
Sheridan College	Sheridan	WY	2007
South Florida Community College	Avon Park	FL	2007
South Georgia College	Douglas	GA	2007
South Louisiana Community College	Lafayette	LA	2007



## Comparison Groups—Small Colleges (continued)

Institution	City	State	Year of most recent CCSSE participation
South Mountain Community College	Phoenix	AZ	2007
South Piedmont Community College	Polkton	NC	2005
Southeastern Community College (IA)	West Burlington	IA	2007
Southeastern Community College (NC)	Whiteville	NC	2007
Southeastern Technical College	Vidalia	GA	2007
Southern Maine Community College	South Portland	ME	2006
Southern University at Shreveport	Shreveport	LA	2005
Southern West Virginia Community and Technical College	Mount Gay	WV	2005
Southwest Texas Junior College	Uvalde	TX	2006
Southwest Virginia Community College	Richlands	VA	2005
Southwestern Community College	Sylva	NC	2005
Southwestern Indian Polytechnic Institute	Albuquerque	NM	2006
Southwestern Oregon Community College	Coos Bay	OR	2007
SOWELA Technical Community College	Lake Charles	LA	2007
Spoon River College	Canton	IL	2007
Surry Community College	Dobson	NC	2007
Tanana Valley Campus, University of Alaska Fairbanks	Fairbanks	AK	2007
Technical College of the Lowcountry	Beaufort	SC	2007
Temple College	Temple	TX	2007
Texas State Technical College Harlingen	Harlingen	TX	2005
Texas State Technical College Marshall	Marshall	TX	2007
Texas State Technical College Waco	Waco	TX	2006
Texas State Technical College West Texas	Sweetwater	TX	2006
The Community and Technical College at WVU Tech	Montgomery	WV	2005
The Community and Technical College of Shepherd	Martinsburg	WV	2005
The Victoria College	Victoria	TX	2007
Three Rivers Community College	Norwich	CT	2006
Tompkins Cortland Community College	Dryden	NY	2007
Tri-County Community College	Murphy	NC	2005
Tunxis Community College	Farmington	CT	2006
University of Alaska Matanuska Susitna College	Palmer	AK	2007
University of Alaska Southeast Ketchikan campus	Juneau	AK	2007
University of Arkansas Community College at Batesville	Batesville	AR	2007
University of Arkansas Community College at Hope	Hope	AR	2005
University of Cincinnati Clermont College	Batavia	OH	2006
University of New Mexico - Gallup	Gallup	NM	2006
University of New Mexico - Taos Branch	Taos	NM	2006
University of New Mexico - Valencia Campus	Los Lunas	NM	2006
Vermilion Community College	Ely	MN	2007
Vernon College	Vernon	TX	2007
Virginia Highlands Community College	Abingdon	VA	2005
Warren County Community College	Washington	NJ	2005
Washington State Community College	Marietta	OH	2007
Waycross College	Waycross	GA	2005
Wayne Community College	Goldensboro	NC	2007
Wenatchee Valley College	Wenatchee	WA	2007
West Virginia Northern Community College	Wheeling	WV	2005
West Virginia State Community and Technical College	Institute	WV	2007
West Virginia University at Parkersburg	Parkersburg	WV	2005
Western Nebraska Community College	Scottsbluff	NE	2007
Western Piedmont Community College	Morganton	NC	2005

## Comparison Groups—Small Colleges (continued)

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<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCSSE participation</b>
Western Texas College	Snyder	TX	2006
Western Wyoming Community College	Rock Springs	WY	2007
Williston State College	Williston	ND	2007
Windward Community College	Kaneohe	HI	2006
Wisconsin Indianhead Technical College	Shell Lake	WI	2005
Wor-Wic Community College	Salisbury	MD	2006
Wytheville Community College	Wytheville	VA	2005
York Technical College	Rock Hill	SC	2007
Zane State College	Zanesville	OH	2005



## Comparison Groups—Medium Colleges

Institution	City	State	Year of most recent CCSSE participation
Angelina College	Lufkin	TX	2007
Anoka-Ramsey Community College	Coon Rapids	MN	2006
Asheville-Buncombe Technical Community College	Asheville	NC	2007
Baltimore City Community College	Baltimore	MD	2006
Baton Rouge Community College	Baton Rouge	LA	2007
Big Sandy Community and Technical College	Prestonsburg	KY	2007
Black Hawk College	Moline	IL	2006
Bossier Parish Community College	Bossier City	LA	2007
Bristol Community College	Fall River	MA	2007
Bunker Hill Community College	Boston	MA	2007
Burlington County College	Pemberton	NJ	2007
Cape Fear Community College	Wilmington	NC	2005
Central Arizona College	Coolidge	AZ	2006
Central Community College	Grand Island	NE	2007
Central Florida Community College	Ocala	FL	2007
Central Virginia Community College	Lynchburg	VA	2005
Chattanooga State Technical Community College	Chattanooga	TN	2007
Cochise College	Sierra Vista	AZ	2007
College of Alameda	Alameda	CA	2007
College of Southern Idaho	Twin Falls	ID	2007
College of Southern Maryland	La Plata	MD	2006
College of the Redwoods	Eureka	CA	2006
Colorado Mountain College	Glenwood Springs	CO	2007
Columbia State Community College	Columbia	TN	2006
Corning Community College	Corning	NY	2007
Delaware Technical & Community College - Stanton-Wilmington	Dover	DE	2007
Doña Ana Community College	Las Cruces	NM	2007
Durham Technical Community College	Durham	NC	2005
El Centro College	Dallas	TX	2007
Elizabethtown Community & Technical College	Elizabethtown	KY	2007
Estrella Mountain Community College	Avondale	AZ	2006
Everett Community College	Everett	WA	2006
Frederick Community College	Frederick	MD	2006
Gainesville College	Oakwood	GA	2005
Gateway Community College	New Haven	CT	2006
Genesee Community College	Batavia	NY	2007
George C Wallace State Community College	Hanceville	AL	2005
Georgia Military College	Milledgeville	GA	2007
Germanna Community College	Locust Grove	VA	2005
Gloucester County College	Sewell	NJ	2007
Gulf Coast Community College	Panama City	FL	2007
Harford Community College	Bel Air	MD	2006
Hawkeye Community College	Waterloo	IA	2005
Heartland Community College	Normal	IL	2007
Holyoke Community College	Holyoke	MA	2007
Housatonic Community College	Bridgeport	CT	2006
Howard Community College	Columbia	MD	2006
Hutchinson Community College	Hutchinson	KS	2006
Itawamba Community College	Fulton	MS	2006
Ivy Tech Community College - Anderson	Muncie	IN	2005
Ivy Tech Community College - East Chicago	Gary	IN	2005

## Comparison Groups—Medium College (continued)

Institution	City	State	Year of most recent CCSSE participation
Ivy Tech Community College - Fort Wayne	Fort Wayne	IN	2005
Ivy Tech Community College - Gary	Gary	IN	2005
Ivy Tech Community College - Lafayette	Lafayette	IN	2005
Ivy Tech Community College - Marion	Muncie	IN	2005
Ivy Tech Community College - Michigan City	Gary	IN	2005
Ivy Tech Community College - Muncie	Muncie	IN	2005
Ivy Tech Community College - Valparaiso	Gary	IN	2005
Jackson Community College	Jackson	MI	2006
John Tyler Community College	Chester	VA	2005
Kansas City Kansas Community College	Kansas City	KS	2007
Kapiolani Community College	Honolulu	HI	2006
Kilgore College	Kilgore	TX	2006
Kingwood College	Houston	TX	2007
Lake Superior College	Duluth	MN	2007
Lee College	Baytown	TX	2007
Leeward Community College	Pearl City	HI	2006
Lehigh Carbon Community College	Schnecksville	PA	2006
Lincoln Land Community College	Springfield	IL	2005
Linn-Benton Community College	Albany	OR	2006
Lord Fairfax Community College	Middletown	VA	2005
Malcolm X College	Chicago	IL	2006
Manchester Community College	Manchester	CT	2006
Massachusetts Bay Community College	Wellesley Hills	MA	2007
Massasoit Community College	Brockton	MA	2007
McHenry County College	Crystal Lake	IL	2007
Minneapolis Community and Technical College	Minneapolis	MN	2007
Mountain View College	Dallas	TX	2005
Nashville State Technical Community College	Nashville	TN	2006
Naugatuck Valley Community College	Waterbury	CT	2006
Navarro College	Corsicana	TX	2006
North Hennepin Community College	Brooklyn Park	MN	2007
North Shore Community College	Danvers	MA	2007
Northampton Community College	Bethlehem	PA	2007
Northeast Iowa Community College	Calmar	IA	2006
Northeast State Technical Community College	Blountville	TN	2006
Northern Essex Community College	Haverhill	MA	2007
Northern Oklahoma College	Tonkawa	OK	2007
NorthWest Arkansas Community College	Bentonville	AR	2007
Norwalk Community College	Norwalk	CT	2006
Okaloosa-Walton College	Niceville	FL	2007
Olympic College	Bremerton	WA	2007
Owensboro Community and Technical College	Owensboro	KY	2007
Palo Alto College	San Antonio	TX	2007
Pasco-Hernando Community College	New Port Richey	FL	2007
Pellissippi State Technical Community College	Knoxville	TN	2006
Pitt Community College	Winterville	NC	2006
Polk Community College	Winter Haven	FL	2007
Prairie State College	Chicago Heights	IL	2006
Pueblo Community College	Pueblo	CO	2007
Quinsigamond Community College	Worcester	MA	2007
Raritan Valley Community College	Somerville	NJ	2005
Red Rocks Community College	Lakewood	CO	2005
Rend Lake College	Ina	IL	2007

## Comparison Groups—Medium Colleges (continued)

Institution	City	State	Year of most recent CCSSE participation
Roane State Community College	Harriman	TN	2006
Rochester Community and Technical College	Rochester	MN	2007
Rowan-Cabarrus Community College	Salisbury	NC	2006
San Jacinto College - North Campus	Pasadena	TX	2007
San Juan College	Farmington	NM	2006
Shelton State Community College	Tuscaloosa	AL	2007
Skagit Valley College	Mount Vernon	WA	2007
Somerset Community College	Somerset	KY	2006
South Puget Sound Community College	Olympia	WA	2005
South Seattle Community College	Seattle	WA	2007
South Suburban College	South Holland	IL	2007
Southeast Kentucky Community & Technical College	Cumberland	KY	2006
Southside Virginia Community College	Alberta	VA	2005
Spokane Community College	Spokane	WA	2005
Springfield Technical Community College	Springfield	MA	2007
St. Charles Community College	St. Peters	MO	2006
St. Johns River Community College	Palatka	FL	2007
St. Louis Community College at Forest Park	St. Louis	MO	2006
St. Louis Community College- Florissant Valley	St. Louis	MO	2006
Stark State College of Technology	North Canton	OH	2005
Tacoma Community College	Tacoma	WA	2005
Tomball College	Tomball	TX	2007
Tri-County Technical College	Pendleton	SC	2007
Trinity Valley Community College	Athens	TX	2007
Volunteer State Community College	Gallatin	TN	2007
Walters State Community College	Morristown	TN	2006
Weatherford College	Weatherford	TX	2007
West Hills Community College District	Coalinga	CA	2007
West Kentucky Community and Technical College	Paducah	KY	2007
Western Iowa Tech Community College	Sioux City	IA	2005
Westmoreland County Community College	Youngwood	PA	2007
Wharton County Junior College	Wharton	TX	2007

## Comparison Groups—Large Colleges

Institution	City	State	Year of most recent CCSSE participation
Anne Arundel Community College	Arnold	MD	2006
Blinn College	Brenham	TX	2006
Bluegrass Community and Technical College	Lexington	KY	2006
Brevard Community College	Cocoa	FL	2007
Brookdale Community College	Lincroft	NJ	2007
Brookhaven College	Farmers Branch	TX	2006
Bucks County Community College	Newtown	PA	2006
Butler County Community College (KS)	El Dorado	KS	2006
Century College	White Bear Lake	MN	2007
Chandler-Gilbert Community College	Chandler	AZ	2007
Citrus College	Glendora	CA	2006
College of Lake County	Grayslake	IL	2007
Community College of Denver	Denver	CO	2005
CyFair College	Cypress	TX	2007
Daytona Beach Community College	Daytona Beach	FL	2007
Del Mar College	Corpus Christi	TX	2007
Delgado Community College	New Orleans	LA	2007
Delta College	University Center	MI	2007
Douglas College	Coquitlam	BC	2007
Eastfield College	Mesquite	TX	2007
Edison College	Fort Myers	FL	2007
Essex County College	Newark	NJ	2006
Grand Rapids Community College	Grand Rapids	MI	2007
Greenville Technical College	Greenville	SC	2007
Guilford Technical Community College	Jamestown	NC	2007
Harold Washington College	Chicago	IL	2005
Hudson Valley Community College	Troy	NY	2007
Illinois Central College	East Peoria	IL	2006
Indian River Community College	Fort Pierce	FL	2007
Ivy Tech Community College - Central Indiana	Indianapolis	IN	2007
J. Sargeant Reynolds Community College	Richmond	VA	2005
Jefferson Community and Technical College	Louisville	KY	2007
Joliet Jr College	Joliet	IL	2007
Kingsborough Community College	Brooklyn	NY	2005
LaGuardia Community College	Long Island City	NY	2007
Lane Community College	Eugene	OR	2005
Laney College	Oakland	CA	2007
Lorain County Community College	Elyria	OH	2006
Manatee Community College	Bradenton	FL	2007
Merced College	Merced	CA	2007
Mercer County Community College	West Windsor	NJ	2005
Metropolitan Community College	Omaha	NE	2005
Middlesex Community College	Lowell	MA	2007
Middlesex County College	Edison	NJ	2006
Midlands Technical College	Columbia	SC	2007
MiraCosta College	Oceanside	CA	2007
Montgomery College	Conroe	TX	2007
Montgomery County Community College	Blue Bell	PA	2007
Mt. Hood Community College	Gresham	OR	2005
North Harris College	Houston	TX	2007
North Lake College	Irving	TX	2006
Northwest Vista College	San Antonio	TX	2007

## Comparison Groups—Large Colleges

Institution	City	State	Year of most recent CCSSE participation
Oakton Community College	Des Plaines	IL	2006
Ocean County College	Toms River	NJ	2006
Oklahoma City Community College	Oklahoma City	OK	2007
Onondaga Community College	Syracuse	NY	2007
Paradise Valley Community College	Phoenix	AZ	2007
Parkland College	Champaign	IL	2007
Pensacola Junior College	Pensacola	FL	2007
Phoenix College	Phoenix	AZ	2006
Prince George's Community College	Largo	MD	2006
Queensborough Community College	Bayside	NY	2007
Richard J. Daley College	Chicago	IL	2007
Richland College	Dallas	TX	2006
San Jacinto College - Central Campus	Pasadena	TX	2007
San Jacinto College - South Campus	Pasadena	TX	2007
Schoolcraft College	Livonia	MI	2007
Scottsdale Community College	Scottsdale	AZ	2005
Seminole Community College	Sanford	FL	2007
Southwest Tennessee Community College	Memphis	TN	2007
St. Louis Community College - Meramec	St. Louis	MO	2006
St. Philip's College	San Antonio	TX	2007
Taft College	Taft	CA	2007
Tallahassee Community College	Tallahassee	FL	2007
Thomas Nelson Community College	Hampton	VA	2007
Truckee Meadows Community College	Reno	NV	2005
Truman College	Chicago	IL	2007
University of Wisconsin Colleges	Madison	WI	2005
Victor Valley College	Victorville	CA	2007
Vincennes University	Vincennes	IN	2007
Virginia Western Community College	Roanoke	VA	2005
Westchester Community College	Valhalla	NY	2005
Wilbur Wright College	Chicago	IL	2007

## Comparison Groups—Extra-Large Colleges

Institution	City	State	Year of most recent CCSSE participation
American River College	Sacramento	CA	2007
Austin Community College	Austin	TX	2007
Borough of Manhattan Community College	New York	NY	2007
Broward Community College	Fort Lauderdale	FL	2007
City College of San Francisco	San Francisco	CA	2007
College of DuPage	Glen Ellyn	IL	2006
Community College of Allegheny County	Pittsburgh	PA	2007
Community College of Philadelphia	Philadelphia	PA	2007
Community College of Rhode Island	Warwick	RI	2005
Community College of Southern Nevada	Las Vegas	NV	2006
Cuyahoga Community College	Cleveland	OH	2006
De Anza College	Cupertino	CA	2007
El Paso Community College	El Paso	TX	2007
Florida Community College at Jacksonville	Jacksonville	FL	2007
Georgia Perimeter College	Decatur	GA	2005
Glendale Community College	Glendale	CA	2007
Harper College	Palatine	IL	2006
Hillsborough Community College	Tampa	FL	2007
Houston Community College System	Houston	TX	2007
Johnson County Community College	Overland Park	KS	2007
Kirkwood Community College	Cedar Rapids	IA	2007
Macomb Community College	Warren	MI	2007
Metropolitan Community College - Kansas City	Kansas City	MO	2007
Miami Dade College	Miami	FL	2007
Modesto Junior College	Modesto	CA	2006
Montgomery College	Rockville	MD	2006
Moraine Valley Community College	Palos Hills	IL	2005
Mt. San Antonio College	Walnut	CA	2007
Northern Virginia Community College	Annandale	VA	2005
Oakland Community College	Bloomfield Hills	MI	2005
Palm Beach Community College	Lake Worth	FL	2007
Palomar College	San Marcos	CA	2007
Pasadena City College	Pasadena	CA	2007
Salt Lake Community College	Salt Lake City	UT	2006
San Antonio College	San Antonio	TX	2007
San Diego Mesa College	San Diego	CA	2007
Santa Ana College	Santa Ana	CA	2007
Santa Fe Community College (FL)	Gainesville	FL	2007
Sinclair Community College	Dayton	OH	2007
South Texas College	McAllen	TX	2007
Southwestern Illinois College	Belleville	IL	2005
St. Petersburg College	St. Petersburg	FL	2007
The Community College of Baltimore County	Baltimore	MD	2006
Tidewater Community College	Norfolk	VA	2005
Triton College	River Grove	IL	2006
Valencia Community College	Orlando	FL	2007



## **Alamo Community College District**

Northeast Lakeview College  
Northwest Vista College  
Palo Alto College  
San Antonio College  
St. Philip's College

## **Achieving the Dream**

Alvin Community College  
Brazosport College  
Community College of Allegheny County  
Community College of Philadelphia  
Danville Community College  
Dona Ana Community College  
El Paso Community College  
Guilford Technical Community College  
Hillsborough Community College  
Montgomery County Community College  
Northampton Community College  
Northwest Vista College  
San Jacinto College - Central Campus  
San Jacinto College - North Campus  
San Jacinto College - South Campus  
Santa Fe Community College (NM)  
Sinclair Community College  
South Texas College  
St. Philip's College  
Wayne Community College  
Westmoreland County Community College  
Wharton County Junior College

## **Alaska**

Kenai Peninsula College-UAA  
Kodiak College, University of Alaska Anchorage  
Kuskokwim Campus, University of Alaska Fairbanks  
Prince William Sound Community College  
Tanana Valley Campus, University of Alaska Fairbanks  
University of Alaska Matanuska Susitna College  
University of Alaska Southeast Ketchikan Campus

## **Florida**

Brevard Community College  
Broward Community College  
Central Florida Community College  
Chipola College  
Daytona Beach Community College  
Edison 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 College  
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

## **Hispanic Student Success**

Austin Community College  
Bunker Hill Community College  
Del Mar College  
Doña Ana Community College  
Eastfield College  
El Centro College  
El Paso Community College  
Glendale Community College  
Mt. San Antonio College  
Northwest Vista College  
South Mountain Community College  
South Texas College  
The Victoria College  
West Hills Community College District  
Wilbur Wright College

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## Illinois

College of Lake County  
Heartland Community College  
Joliet Jr College  
McHenry County College  
Parkland College  
Rend Lake College  
South Suburban College  
Spoon River College  
Truman College  
Wilbur Wright College

## Kentucky

Ashland Community and Technical College  
Big Sandy Community and Technical College  
Bowling Green Technical College  
Elizabethtown Community and Technical College  
Gateway Community and Technical College  
Hopkinsville Community College  
Jefferson Community and Technical College  
Madisonville Community College  
Maysville Community and Technical College  
Owensboro Community and Technical College  
West Kentucky Community and Technical College

## Louisiana

Baton Rouge Community College  
Bossier Parish Community College  
Delgado Community College  
L. E. Fletcher Technical Community College  
Louisiana Delta Community College  
Louisiana Technical College - Region 2  
Louisiana Technical College - Region 3  
Louisiana Technical College - Region 4  
Louisiana Technical College - Region 6  
Louisiana Technical College - Region 7  
Louisiana Technical College - Region 8  
Louisiana Technical College - Region 9  
Nunez Community College  
River Parishes Community College  
South Louisiana Community College  
SOWELA Technical Community College

## Massachusetts

Berkshire Community College  
Bristol Community College  
Bunker Hill Community College  
Cape Cod Community College  
Greenfield Community College  
Holyoke Community College  
Massachusetts Bay Community College  
Massasoit Community College  
Middlesex Community College  
Mount Wachusett Community College  
North Shore Community College  
Northern Essex Community College  
Quinsigamond Community College  
Roxbury Community College  
Springfield Technical Community College

## Minnesota

Alexandria Technical College  
Century College  
Lake Superior College  
Minneapolis Community and Technical College  
North Hennepin Community College  
Riverland Community College  
Rochester Community and Technical College

## North Harris Montgomery Community College District

CyFair College  
Kingwood College  
Montgomery College  
North Harris College  
Tomball College

## North Dakota

Bismarck State College  
Lake Region State College  
Minot State University-Bottineau  
North Dakota State College of Science  
Williston State College

## Northeast Minnesota

Fond du Lac Tribal and Community College  
Hibbing Community College  
Itasca Community College  
Mesabi Range Community and Technical College  
Rainy River Community College  
Vermilion Community College

## Northwest

Big Bend Community College  
Douglas College  
Lower Columbia College  
Olympic College  
Skagit Valley College  
South Seattle Community College  
Wenatchee Valley College

## South Carolina

Aiken Technical College  
Greenville Technical College  
Midlands Technical College  
Technical College of the Lowcountry  
Tri-County Technical College  
York Technical College

## SSPIRE

American River College  
College of Alameda  
De Anza College  
Merced College  
Mt. San Antonio College  
Pasadena City College  
Santa Ana College  
Taft College



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Victor Valley College

## **Tennessee**

Chattanooga State Technical Community College

Cleveland State Community College

Motlow State Community College

Southwest Tennessee Community College

Volunteer State Community College

## **Texas Small Colleges**

Angelina College

El Centro College

Frank Phillips College

Lamar State College - Orange

Northeast Texas Community College

Temple College

Texas State Technical College Marshall

The Victoria College

Trinity Valley Community College

Vernon College

## **Wyoming**

Casper College

Central Wyoming College

Eastern Wyoming College

Laramie County Community College

Northwest College

Sheridan College

Western Wyoming Community College

# Percent of Target

Table 2, beginning on the next page, provides data on survey completion counts and rates for 2007 *CCSSE* Cohort colleges (colleges that participated in *CCSSE* from 2005 through 2007) as well as breakouts for colleges in each size category - small, medium, large, and extra-large.

Each participating college has a target sample size, the third column in the table that is based on most current total enrollment as reported by IPEDS: 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 invalid. The final column details the most current year of *CCSSE* participation for the college.



# Table 2 2007 CCSSE Cohort: Percent of Target

Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
<b>2007 CCSSE Cohort Colleges</b>		<b>79%</b>	<b>310,013</b>	<b>392,241</b>
<b>All Small CCSSE Colleges</b>		<b>76%</b>	<b>105,787</b>	<b>138,941</b>
Abraham Baldwin Agricultural College	2005	95%	568	600
Aiken Technical College	2007	82%	492	600
Alabama Southern Community College	2007	68%	278	409
Alexandria Technical College	2007	96%	575	600
Allegany College of Maryland	2006	99%	594	600
Alpena Community College	2007	62%	373	600
Alvin Community College	2007	79%	471	600
Ashland Community and Technical College	2007	79%	472	600
Asnuntuck Community College	2006	79%	475	600
Atlanta Metropolitan College	2005	72%	431	600
Atlanta Technical College	2006	80%	480	600
Bainbridge College	2005	54%	321	600
Barton County Community College	2006	79%	472	600
Belmont Technical College	2006	73%	438	600
Berkshire Community College	2007	73%	440	600
Big Bend Community College	2007	78%	469	600
Bismarck State College	2007	90%	540	600
Blue Ridge Community College	2005	93%	556	600
Bowling Green Technical College	2007	66%	397	600
Brazosport College	2007	69%	416	600
Butler County Community College (PA)	2006	97%	580	600
Caldwell Community College and Technical Institute	2007	85%	508	600
Cape Cod Community College	2007	101%	606	600
Capital Community College	2006	86%	514	600
Caritas Laboure College	2007	81%	273	336
Carolinas College of Health Sciences	2007	87%	229	263
Carroll Community College	2006	86%	518	600
Carteret Community College	2006	85%	507	600
Cascadia Community College	2006	82%	491	600
Casper College	2007	74%	444	600
Cecil Community College	2006	78%	470	600
Cedar Valley College	2006	75%	450	600
Central Lakes College	2006	88%	525	600
Central Maine Community College	2007	87%	521	600
Central Wyoming College	2007	51%	305	600
Centralia College	2006	73%	438	600
Chattahoochee Technical College	2005	90%	537	600
Chesapeake College	2006	69%	415	600
Chipola College	2007	88%	525	600

<b>Institution</b>	<b>Year of most recent CCSSE Participation</b>	<b>Percent of Target</b>	<b>Adjusted Survey Count</b>	<b>Targeted Number of Surveys</b>
Clarendon College	2006	58%	218	378
Cleveland Community College	2007	77%	459	600
Cleveland State Community College	2007	86%	516	600
Clovis Community College	2006	94%	564	600
Coastal Bend College	2006	81%	484	600
Coastal Carolina Community College	2007	105%	627	600
Coastal Georgia Community College	2005	79%	472	600
College of the Mainland	2006	74%	441	600
College of the Marshall Islands	2007	81%	244	301
College of the Siskiyous	2006	66%	395	600
Cumberland County College	2007	82%	494	600
Dabney S. Lancaster Community College	2005	53%	226	424
Danville Area Community College	2006	85%	510	600
Danville Community College	2007	72%	429	600
Darton College	2005	74%	446	600
Delaware Technical & Community College - Owens Campus	2007	83%	496	600
Delaware Technical & Community College - Terry Campus	2007	76%	456	600
Dyersburg State Community College	2006	80%	480	600
East Georgia College	2007	83%	356	429
Eastern New Mexico University - Roswell	2006	70%	420	600
Eastern Shore Community College	2005	82%	281	344
Eastern West Virginia Community & Technical College	2005	26%	104	406
Eastern Wyoming College	2007	64%	267	415
Edison State Community College	2007	84%	503	600
Ellsworth Community College	2007	65%	232	355
Fairmont State Community and Technical College	2005	92%	550	600
Florida Keys Community College	2007	69%	273	396
Fond du Lac Tribal and Community College	2007	63%	227	360
Frank Phillips College	2007	51%	209	408
Galveston College	2006	66%	396	600
Garrett College	2006	72%	219	304
Gateway Community and Technical College	2007	73%	437	600
Georgia Highlands College	2005	92%	551	600
Gordon College	2005	91%	548	600
Grays Harbor College	2005	75%	451	600
Grayson County College	2006	101%	604	600
Greenfield Community College	2007	78%	469	600
Hagerstown Community College	2006	97%	579	600
Hawaii Community College	2006	88%	525	600
Hazard Community and Technical College	2006	42%	250	600
Henderson Community College	2006	76%	455	600
Hesston College	2007	92%	244	266
Hibbing Community College	2007	54%	227	417
Honolulu Community College	2006	69%	413	600
Hopkinsville Community College	2007	76%	456	600
Howard College	2006	84%	505	600
Illinois Valley Community College	2006	108%	646	600
Isothermal Community College	2007	75%	447	600
Itasca Community College	2007	65%	261	400
Ivy Tech Community College - Bloomington	2005	63%	376	600
Ivy Tech Community College - Columbus	2005	80%	480	600

<b>Institution</b>	<b>Year of most recent CCSSE Participation</b>	<b>Percent of Target</b>	<b>Adjusted Survey Count</b>	<b>Targeted Number of Surveys</b>
Ivy Tech Community College - Elkhart	2005	48%	286	600
Ivy Tech Community College - Evansville	2005	85%	511	600
Ivy Tech Community College - Kokomo	2005	79%	474	600
Ivy Tech Community College - Lawrenceburg	2005	72%	434	600
Ivy Tech Community College - Logansport	2005	72%	432	600
Ivy Tech Community College - Madison	2005	52%	309	600
Ivy Tech Community College - Sellersburg	2005	88%	530	600
Ivy Tech Community College - South Bend	2005	69%	415	600
Ivy Tech Community College - Terre Haute	2005	66%	397	600
Ivy Tech Community College - Warsaw	2005	38%	228	600
Ivy Tech Community College - Whitewater	2005	63%	377	600
Jackson State Community College	2006	95%	571	600
James A. Rhodes State College	2007	79%	471	600
Jefferson Community College	2006	73%	439	600
Kankakee Community College	2007	81%	488	600
Kauai Community College	2006	63%	246	391
Kenai Peninsula College-UAA	2007	52%	310	600
Kennebec Valley Community College	2007	87%	520	600
Kirtland Community College	2007	77%	461	600
Kodiak College, University of Alaska Anchorage	2007	66%	165	249
Kuskokwim Campus, University of Alaska Fairbanks	2007	17%	42	250
L. E. Fletcher Technical Community College	2007	71%	283	397
Lake City Community College	2007	73%	436	600
Lake Region State College	2007	53%	228	427
Lake-Sumter Community College	2007	99%	594	600
Lamar Institute of Technology	2006	93%	557	600
Lamar State College - Orange	2007	72%	430	600
Laramie County Community College	2007	84%	503	600
Leech Lake Tribal College	2007	34%	65	189
Louisburg College	2007	84%	276	330
Louisiana Delta Community College	2007	60%	232	388
Louisiana Technical College - Region 2	2007	55%	194	352
Louisiana Technical College - Region 3	2007	40%	242	600
Louisiana Technical College - Region 4	2007	88%	526	600
Louisiana Technical College - Region 6	2007	78%	305	392
Louisiana Technical College - Region 7	2007	81%	339	420
Louisiana Technical College - Region 8	2007	75%	281	377
Louisiana Technical College - Region 9	2007	38%	134	352
Lower Columbia College	2007	81%	486	600
Madisonville Community College	2007	87%	520	600
Marshall Community and Technical College	2005	87%	520	600
Marshalltown Community College	2007	61%	364	600
Martin Community College	2006	77%	281	365
Maui Community College	2006	88%	526	600
Mayland Community College	2007	77%	331	429
Maysville Community & Technical College	2007	78%	466	600
Mercy College of Health Sciences	2006	88%	276	314
Mesabi Range Community and Technical College	2007	69%	295	428
Mid Michigan Community College	2007	89%	536	600
Mid-South Community College	2005	81%	322	396
Middle Georgia College	2007	87%	523	600
Middlesex Community College	2006	72%	432	600
Minot State University-Bottineau	2007	51%	142	280

<b>Institution</b>	<b>Year of most recent CCSSE Participation</b>	<b>Percent of Target</b>	<b>Adjusted Survey Count</b>	<b>Targeted Number of Surveys</b>
Montana State University Billings	2007	61%	231	381
Motlow State Community College	2007	89%	536	600
Mount Wachusett Community College	2007	96%	578	600
Mountain Empire Community College	2005	79%	473	600
NH Community Technical College - Berlin	2006	88%	317	362
NH Community Technical College - Claremont	2006	85%	306	359
NH Community Technical College - Laconia	2006	92%	360	393
NH Community Technical College - Manchester	2006	85%	508	600
NH Community Technical College - Nashua	2006	84%	504	600
NH Community Technical College - Stratham	2006	85%	361	423
New Hampshire Technical Institute	2006	103%	620	600
New Mexico Junior College	2007	73%	438	600
New Mexico Military Institute	2006	100%	250	251
New Mexico State University - Grants	2006	55%	176	321
New Mexico State University at Alamogordo	2006	75%	451	600
New River Community College	2005	103%	617	600
New River Community and Technical College	2005	57%	341	600
North Arkansas College	2007	73%	438	600
North Central Missouri College	2007	74%	308	415
North Central State College	2006	89%	536	600
North Dakota State College of Science	2007	100%	602	600
North Florida Community College	2007	71%	288	406
North Iowa Area Community College	2006	97%	581	600
Northeast Lakeview College	2007	94%	562	600
Northeast Mississippi Community College	2007	114%	686	600
Northeast Texas Community College	2007	67%	399	600
Northern Maine Community College	2007	82%	299	364
Northern New Mexico Community College	2006	73%	436	600
Northwest College	2007	78%	465	600
Northwest Indian College	2005	40%	124	311
Northwest Iowa Community College	2007	76%	293	386
Northwestern Connecticut Community College	2006	75%	449	600
Nunez Community College	2007	76%	249	327
Oregon Coast Community College	2006	57%	174	307
Ouachita Technical College	2007	64%	385	600
Panola College	2006	78%	469	600
Paris Junior College	2006	87%	520	600
Patrick Henry Community College	2005	90%	539	600
Paul D. Camp Community College	2005	47%	282	600
Piedmont Virginia Community College	2007	83%	495	600
Prince William Sound Community College	2007	15%	51	347
Quinebaug Valley Community College	2006	77%	464	600
Rainy River Community College	2007	37%	91	244
Ranger College	2006	69%	250	362
Rappahannock Community College	2005	68%	407	600
Reading Area Community College	2007	76%	456	600
Redlands Community College	2007	74%	441	600
River Parishes Community College	2007	70%	268	383
Riverland Community College	2007	55%	328	600
Roxbury Community College	2007	72%	431	600
SOWELA Technical Community College	2007	46%	276	600
Salem Community College	2007	85%	344	406
Salish Kootenai College	2007	66%	259	394



<b>Institution</b>	<b>Year of most recent CCSSE Participation</b>	<b>Percent of Target</b>	<b>Adjusted Survey Count</b>	<b>Targeted Number of Surveys</b>
Santa Fe Community College (NM)	2007	70%	422	600
Sheridan College	2007	83%	495	600
South Florida Community College	2007	84%	504	600
South Georgia College	2007	85%	510	600
South Louisiana Community College	2007	70%	420	600
South Mountain Community College	2007	66%	397	600
South Piedmont Community College	2005	63%	380	600
Southeastern Community College (IA)	2007	87%	521	600
Southeastern Community College (NC)	2007	68%	405	600
Southeastern Technical College	2007	91%	340	373
Southern Maine Community College	2006	112%	673	600
Southern University at Shreveport	2005	31%	186	600
Southern West Virginia Community and Technical College	2005	79%	472	600
Southwest Texas Junior College	2006	82%	489	600
Southwest Virginia Community College	2005	81%	483	600
Southwestern Community College	2005	71%	424	600
Southwestern Indian Polytechnic Institute	2006	62%	210	338
Southwestern Oregon Community College	2007	74%	445	600
Spoon River College	2007	83%	495	600
Surry Community College	2007	88%	530	600
Tanana Valley Campus, University of Alaska Fairbanks	2007	56%	334	600
Technical College of the Lowcountry	2007	70%	418	600
Temple College	2007	62%	372	600
Texas State Technical College Harlingen	2005	78%	469	600
Texas State Technical College Marshall	2007	69%	200	291
Texas State Technical College Waco	2006	80%	477	600
Texas State Technical College West Texas	2006	66%	393	600
The Community and Technical College at WVU Tech	2005	80%	241	300
The Community and Technical College of Shepherd	2005	65%	277	427
The Victoria College	2007	81%	487	600
Three Rivers Community College	2006	90%	539	600
Tompkins Cortland Community College	2007	93%	559	600
Tri-County Community College	2005	71%	281	396
Tunxis Community College	2006	87%	519	600
University of Alaska Matanuska Susitna College	2007	72%	300	415
University of Alaska Southeast Ketchikan Campus	2007	10%	61	600
University of Arkansas Community College at Batesville	2007	84%	352	420
University of Arkansas Community College at Hope	2005	69%	274	396
University of Cincinnati Clermont College	2006	72%	434	600
University of New Mexico - Gallup	2006	84%	506	600
University of New Mexico - Taos Branch	2006	70%	267	384
University of New Mexico - Valencia Campus	2006	83%	365	441
Vermilion Community College	2007	63%	212	338
Vernon College	2007	79%	473	600
Virginia Highlands Community College	2005	81%	485	600
Warren County Community College	2005	76%	301	396
Washington State Community College	2007	76%	457	600
Waycross College	2005	91%	346	379
Wayne Community College	2007	76%	455	600
Wenatchee Valley College	2007	77%	464	600
West Virginia Northern Community College	2005	71%	424	600

<b>Institution</b>	<b>Year of most recent CCSSE Participation</b>	<b>Percent of Target</b>	<b>Adjusted Survey Count</b>	<b>Targeted Number of Surveys</b>
West Virginia State Community and Technical College	2007	73%	435	600
West Virginia University at Parkersburg	2005	91%	548	600
Western Nebraska Community College	2007	76%	458	600
Western Piedmont Community College	2005	86%	518	600
Western Texas College	2006	46%	278	600
Western Wyoming Community College	2007	80%	481	600
Williston State College	2007	57%	208	368
Windward Community College	2006	67%	399	600
Wisconsin Indianhead Technical College	2005	68%	409	600
Wor-Wic Community College	2006	87%	521	600
Wytheville Community College	2005	77%	459	600
York Technical College	2007	85%	512	600
Zane State College	2005	87%	523	600



Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
<b>2007 CCSSE Cohort Colleges</b>		<b>79%</b>	<b>310,013</b>	<b>392,241</b>
<b>All Medium CCSSE Colleges</b>		<b>76%</b>	<b>86,636</b>	<b>108,800</b>
Angelina College	2007	84%	673	800
Anoka-Ramsey Community College	2006	85%	679	800
Asheville-Buncombe Technical Community College	2007	89%	708	800
Baltimore City Community College	2006	57%	452	800
Baton Rouge Community College	2007	74%	591	800
Big Sandy Community and Technical College	2007	54%	430	800
Black Hawk College	2006	95%	756	800
Bossier Parish Community College	2007	85%	676	800
Bristol Community College	2007	105%	842	800
Bunker Hill Community College	2007	26%	205	800
Burlington County College	2007	93%	743	800
Cape Fear Community College	2005	93%	745	800
Central Arizona College	2006	61%	488	800
Central Community College	2007	56%	445	800
Central Florida Community College	2007	78%	622	800
Central Virginia Community College	2005	77%	617	800
Chattanooga State Technical Community College	2007	70%	559	800
Cochise College	2007	66%	525	800
College of Alameda	2007	57%	456	800
College of Southern Idaho	2007	95%	757	800
College of Southern Maryland	2006	93%	741	800
College of the Redwoods	2006	67%	533	800
Colorado Mountain College	2007	62%	492	800
Columbia State Community College	2006	99%	794	800
Corning Community College	2007	78%	624	800
Delaware Technical & Community College - Stanton-Wilmington	2007	97%	773	800
Dona Ana Community College	2007	88%	704	800
Durham Technical Community College	2005	85%	679	800
El Centro College	2007	81%	647	800
Elizabethtown Community & Technical College	2007	84%	675	800
Estrella Mountain Community College	2006	84%	672	800
Everett Community College	2006	70%	558	800
Frederick Community College	2006	103%	824	800
Gainesville College	2005	96%	766	800
Gateway Community College	2006	88%	704	800
Genesee Community College	2007	91%	724	800
George C Wallace State Community College	2005	100%	797	800
Georgia Military College	2007	95%	758	800
Germanna Community College	2005	85%	679	800
Gloucester County College	2007	76%	604	800
Gulf Coast Community College	2007	81%	648	800
Harford Community College	2006	92%	736	800
Hawkeye Community College	2005	89%	708	800
Heartland Community College	2007	62%	494	800
Holyoke Community College	2007	80%	639	800
Housatonic Community College	2006	86%	686	800
Howard Community College	2006	84%	672	800
Hutchinson Community College	2006	94%	751	800

<b>Institution</b>	<b>Year of most recent CCSSE Participation</b>	<b>Percent of Target</b>	<b>Adjusted Survey Count</b>	<b>Targeted Number of Surveys</b>
Itawamba Community College	2006	99%	793	800
Ivy Tech Community College - Anderson	2005	53%	421	800
Ivy Tech Community College - East Chicago	2005	39%	315	800
Ivy Tech Community College - Fort Wayne	2005	74%	594	800
Ivy Tech Community College - Gary	2005	44%	351	800
Ivy Tech Community College - Lafayette	2005	54%	433	800
Ivy Tech Community College - Marion	2005	46%	365	800
Ivy Tech Community College - Michigan City	2005	38%	300	800
Ivy Tech Community College - Muncie	2005	58%	462	800
Ivy Tech Community College - Valparaiso	2005	57%	458	800
Jackson Community College	2006	89%	712	800
John Tyler Community College	2005	88%	703	800
Kansas City Kansas Community College	2007	88%	706	800
Kapiolani Community College	2006	80%	638	800
Kilgore College	2006	88%	704	800
Kingwood College	2007	88%	702	800
Lake Superior College	2007	88%	702	800
Lee College	2007	85%	679	800
Leeward Community College	2006	72%	579	800
Lehigh Carbon Community College	2006	87%	693	800
Lincoln Land Community College	2005	93%	740	800
Linn-Benton Community College	2006	73%	585	800
Lord Fairfax Community College	2005	96%	770	800
Malcolm X College	2006	82%	652	800
Manchester Community College	2006	73%	581	800
Massachusetts Bay Community College	2007	73%	587	800
Massasoit Community College	2007	75%	602	800
McHenry County College	2007	103%	827	800
Minneapolis Community and Technical College	2007	76%	606	800
Mountain View College	2005	62%	496	800
Nashville State Technical Community College	2006	94%	753	800
Naugatuck Valley Community College	2006	86%	689	800
Navarro College	2006	95%	759	800
North Hennepin Community College	2007	90%	716	800
North Shore Community College	2007	75%	596	800
NorthWest Arkansas Community College	2007	81%	645	800
Northampton Community College	2007	93%	740	800
Northeast Iowa Community College	2006	85%	683	800
Northeast State Technical Community College	2006	88%	704	800
Northern Essex Community College	2007	68%	542	800
Northern Oklahoma College	2007	48%	383	800
Norwalk Community College	2006	87%	692	800
Okaloosa-Walton College	2007	81%	651	800
Olympic College	2007	90%	720	800
Owensboro Community and Technical College	2007	75%	602	800
Palo Alto College	2007	80%	636	800
Pasco-Hernando Community College	2007	44%	349	800
Pellissippi State Technical Community College	2006	95%	757	800
Pitt Community College	2006	99%	795	800
Polk Community College	2007	83%	664	800
Prairie State College	2006	83%	661	800
Pueblo Community College	2007	77%	613	800
Quinsigamond Community College	2007	75%	598	800

<b>Institution</b>	<b>Year of most recent CCSSE Participation</b>	<b>Percent of Target</b>	<b>Adjusted Survey Count</b>	<b>Targeted Number of Surveys</b>
Raritan Valley Community College	2005	75%	602	800
Red Rocks Community College	2005	75%	596	800
Rend Lake College	2007	84%	668	800
Roane State Community College	2006	81%	647	800
Rochester Community and Technical College	2007	84%	675	800
Rowan-Cabarrus Community College	2006	95%	762	800
San Jacinto College - North Campus	2007	66%	524	800
San Juan College	2006	73%	581	800
Shelton State Community College	2007	85%	676	800
Skagit Valley College	2007	65%	520	800
Somerset Community College	2006	95%	758	800
South Puget Sound Community College	2005	88%	704	800
South Seattle Community College	2007	63%	506	800
South Suburban College	2007	68%	546	800
Southeast Kentucky Community & Technical College	2006	86%	689	800
Southside Virginia Community College	2005	78%	620	800
Spokane Community College	2005	91%	730	800
Springfield Technical Community College	2007	83%	666	800
St. Charles Community College	2006	92%	736	800
St. Johns River Community College	2007	90%	717	800
St. Louis Community College at Forest Park	2006	65%	518	800
St. Louis Community College- Florissant Valley	2006	81%	650	800
Stark State College of Technology	2005	98%	787	800
Tacoma Community College	2005	89%	708	800
Tomball College	2007	85%	682	800
Tri-County Technical College	2007	79%	628	800
Trinity Valley Community College	2007	76%	611	800
Volunteer State Community College	2007	90%	720	800
Walters State Community College	2006	100%	802	800
Weatherford College	2007	72%	572	800
West Hills Community College District	2007	70%	562	800
West Kentucky Community and Technical College	2007	77%	612	800
Western Iowa Tech Community College	2005	79%	633	800
Westmoreland County Community College	2007	93%	746	800
Wharton County Junior College	2007	91%	727	800

Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
<b>2007 CCSSE Cohort Colleges</b>		<b>79%</b>	<b>310,013</b>	<b>392,241</b>
<b>All Large CCSSE Colleges</b>		<b>82%</b>	<b>68,500</b>	<b>83,000</b>
Anne Arundel Community College	2006	92%	918	1000
Blinn College	2006	87%	866	1000
Bluegrass Community and Technical College	2006	76%	757	1000
Brevard Community College	2007	102%	1024	1000
Brookdale Community College	2007	75%	751	1000
Brookhaven College	2006	102%	1024	1000
Bucks County Community College	2006	63%	632	1000
Butler County Community College (KS)	2006	67%	665	1000
Century College	2007	103%	1031	1000
Chandler-Gilbert Community College	2007	108%	1081	1000
Citrus College	2006	83%	829	1000
College of Lake County	2007	58%	575	1000
Community College of Denver	2005	79%	785	1000
CyFair College	2007	81%	812	1000
Daytona Beach Community College	2007	71%	707	1000
Del Mar College	2007	98%	976	1000
Delgado Community College	2007	84%	841	1000
Delta College	2007	101%	1005	1000
Douglas College	2007	68%	675	1000
Eastfield College	2007	78%	775	1000
Edison College	2007	82%	821	1000
Essex County College	2006	82%	816	1000
Grand Rapids Community College	2007	88%	875	1000
Greenville Technical College	2007	91%	913	1000
Guilford Technical Community College	2007	87%	866	1000
Harold Washington College	2005	68%	679	1000
Hudson Valley Community College	2007	72%	721	1000
Illinois Central College	2006	89%	885	1000
Indian River Community College	2007	80%	799	1000
Ivy Tech Community College - Central Indiana	2007	59%	592	1000
J. Sargeant Reynolds Community College	2005	88%	877	1000
Jefferson Community and Technical College	2007	91%	906	1000
Joliet Jr College	2007	65%	651	1000
Kingsborough Community College	2005	72%	716	1000
LaGuardia Community College	2007	73%	732	1000
Lane Community College	2005	85%	853	1000
Laney College	2007	44%	439	1000
Lorain County Community College	2006	91%	908	1000
Manatee Community College	2007	98%	979	1000
Merced College	2007	90%	897	1000
Mercer County Community College	2005	101%	1008	1000
Metropolitan Community College	2005	102%	1015	1000
Middlesex Community College	2007	87%	873	1000
Middlesex County College	2006	83%	829	1000
Midlands Technical College	2007	98%	984	1000
MiraCosta College	2007	95%	952	1000
Montgomery College	2007	53%	527	1000
Montgomery County Community College	2007	88%	880	1000
Mt. Hood Community College	2005	80%	797	1000

<b>Institution</b>	<b>Year of most recent CCSSE Participation</b>	<b>Percent of Target</b>	<b>Adjusted Survey Count</b>	<b>Targeted Number of Surveys</b>
North Harris College	2007	78%	775	1000
North Lake College	2006	74%	738	1000
Northwest Vista College	2007	85%	850	1000
Oakton Community College	2006	78%	776	1000
Ocean County College	2006	76%	764	1000
Oklahoma City Community College	2007	101%	1014	1000
Onondaga Community College	2007	80%	802	1000
Paradise Valley Community College	2007	87%	868	1000
Parkland College	2007	86%	862	1000
Pensacola Junior College	2007	91%	912	1000
Phoenix College	2006	65%	653	1000
Prince George's Community College	2006	94%	939	1000
Queensborough Community College	2007	86%	857	1000
Richard J. Daley College	2007	64%	644	1000
Richland College	2006	83%	828	1000
San Jacinto College - Central Campus	2007	83%	829	1000
San Jacinto College - South Campus	2007	72%	723	1000
Schoolcraft College	2007	86%	860	1000
Scottsdale Community College	2005	92%	917	1000
Seminole Community College	2007	80%	800	1000
Southwest Tennessee Community College	2007	70%	700	1000
St. Louis Community College - Meramec	2006	82%	822	1000
St. Philip's College	2007	81%	807	1000
Taft College	2007	42%	418	1000
Tallahassee Community College	2007	89%	885	1000
Thomas Nelson Community College	2007	78%	779	1000
Truckee Meadows Community College	2005	100%	995	1000
Truman College	2007	91%	914	1000
University of Wisconsin Colleges	2005	95%	952	1000
Victor Valley College	2007	53%	525	1000
Vincennes University	2007	99%	989	1000
Virginia Western Community College	2005	96%	955	1000
Westchester Community College	2005	97%	971	1000
Wilbur Wright College	2007	86%	858	1000



Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
<b>2007 CCSSE Cohort Colleges</b>		<b>79%</b>	<b>310,013</b>	<b>392,241</b>
<b>All Extra Large CCSSE Colleges</b>		<b>79%</b>	<b>49,090</b>	<b>61,500</b>
American River College	2007	67%	1006	1500
Austin Community College	2007	62%	930	1500
Borough of Manhattan Community College	2007	36%	429	1200
Broward Community College	2007	81%	1208	1500
City College of San Francisco	2007	79%	1179	1500
College of DuPage	2006	84%	1265	1500
Community College of Allegheny County	2007	78%	932	1200
Community College of Philadelphia	2007	70%	845	1200
Community College of Rhode Island	2005	74%	887	1200
Community College of Southern Nevada	2006	60%	903	1500
Cuyahoga Community College	2006	73%	1101	1500
De Anza College	2007	91%	1097	1200
El Paso Community College	2007	77%	1152	1500
Florida Community College at Jacksonville	2007	84%	1259	1500
Georgia Perimeter College	2005	94%	1124	1200
Glendale Community College	2007	93%	1119	1200
Harper College	2006	83%	1001	1200
Hillsborough Community College	2007	73%	875	1200
Houston Community College System	2007	72%	1084	1500
Johnson County Community College	2007	71%	847	1200
Kirkwood Community College	2007	80%	961	1200
Macomb Community College	2007	87%	1047	1200
Metropolitan Community College - Kansas City	2007	73%	881	1200
Miami Dade College	2007	73%	1099	1500
Modesto Junior College	2006	75%	897	1200
Montgomery College	2006	63%	761	1200
Moraine Valley Community College	2005	99%	1186	1200
Mt. San Antonio College	2007	73%	1099	1500
Northern Virginia Community College	2005	90%	1351	1500
Oakland Community College	2005	73%	1100	1500
Palm Beach Community College	2007	101%	1206	1200
Palomar College	2007	85%	1268	1500
Pasadena City College	2007	82%	1223	1500
Salt Lake Community College	2006	75%	1124	1500
San Antonio College	2007	100%	1198	1200
San Diego Mesa College	2007	84%	1007	1200
Santa Ana College	2007	74%	1109	1500
Santa Fe Community College (FL)	2007	79%	953	1200
Sinclair Community College	2007	77%	923	1200
South Texas College	2007	85%	1024	1200
Southwestern Illinois College	2005	97%	1159	1200
St. Petersburg College	2007	98%	1470	1500
The Community College of Baltimore County	2006	75%	900	1200
Tidewater Community College	2005	89%	1337	1500
Triton College	2006	86%	1031	1200
Valencia Community College	2007	102%	1533	1500

# 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 2007 Small College Respondents while the second presents the population data for the same size group – 2007 *CCSSE* Cohort Small Colleges (small colleges that participated in *CCSSE* from 2005 through 2007). 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 2007 *CCSSE* respondents and then population data for 2007 *CCSSE* Cohort colleges.

**Table 3**  
**2007 CCSSE Cohort Respondents to the Underlying Population Comparisons by College Size**

	2007 Cohort Small College Respondents	2007 Cohort Small College Population	2007 Cohort Medium College Respondents	2007 Cohort Medium College Population	2007 Cohort Large College Respondents	2007 Cohort Large College Population	2007 Cohort ExLarge College Respondents	2007 Cohort ExLarge College Population	2007 Cohort College Respondents	2007 Cohort College Population
<b>Gender</b>										
Male	38%	40%	40%	39%	42%	42%	42%	43%	40%	41%
Female	62%	60%	60%	61%	58%	58%	58%	57%	60%	59%
<b>Race/Ethnicity</b>										
American Indian or other Native American	3%	2%	2%	1%	1%	1%	1%	1%	2%	1%
Asian, Asian American or Pacific Islander	2%	3%	3%	4%	5%	5%	8%	9%	4%	6%
Black or African American, Non-Hispanic	10%	11%	11%	13%	12%	15%	11%	14%	11%	14%
White, Non-Hispanic	72%	72%	68%	67%	57%	57%	48%	47%	64%	59%
Hispanic, Latino, Spanish	6%	7%	8%	9%	12%	15%	18%	21%	10%	14%
Other	3%	4%	3%	5%	4%	4%	5%	5%	4%	5%
International Student or Foreign National	4%	1%	5%	1%	9%	2%	10%	3%	6%	2%
<b>Student Age</b>										
18 to 19	28%	25%	29%	24%	29%	24%	27%	20%	28%	23%
20 to 21	22%	17%	24%	18%	26%	19%	25%	19%	24%	18%
22 to 24	13%	13%	13%	14%	15%	16%	16%	16%	14%	15%
25 to 29	12%	13%	12%	13%	12%	14%	13%	15%	12%	14%
30 to 39	13%	16%	12%	16%	11%	14%	11%	15%	12%	15%
40 to 49	8%	10%	7%	10%	5%	9%	6%	9%	7%	9%
50 to 64	3%	5%	3%	4%	2%	4%	2%	4%	3%	4%
65 and over	<1%	1%	<1%	1%	<1%	1%	<1%	1%	<1%	1%
<b>Enrollment Status</b>										
Full-Time	72%	43%	70%	39%	67%	36%	63%	34%	69%	37%
Part-Time	28%	57%	30%	61%	33%	64%	37%	66%	31%	63%

**Notes:**

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

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



# Underlying Population Percentages

Tables 4 and 5, beginning on the following page, examine college-level population characteristics by institution size (i.e., small, medium, large, and extra-large). The characteristics are the same as those examined in Tables 1 and 3: gender, race/ethnicity, age, and enrollment status.

This table differs from Tables 1 and 3 in that the characteristics, which had previously been rows, are now columns, and the college-level data are rows. There are a series of tables, for each size category, with population data presented for each college falling into that grouping.

**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 2007 CCSSE Cohort Colleges	41%	59%	1%	6%	14%	59%	14%	5%	2%	37%	63%
All Small Colleges	40%	60%	2%	3%	11%	72%	7%	4%	1%	43%	57%
Abraham Baldwin Agricultural College	42%	58%	<1%	1%	17%	79%	3%	0%	1%	65%	35%
Aiken Technical College	35%	65%	1%	1%	34%	60%	2%	2%	<1%	46%	54%
Alabama Southern Community College	34%	66%	<1%	<1%	39%	60%	<1%	<1%	0%	67%	33%
Alexandria Technical College	57%	43%	1%	1%	<1%	87%	1%	11%	0%	75%	25%
Allegany College of Maryland	31%	69%	<1%	1%	6%	91%	1%	1%	0%	57%	43%
Alpena Community College	42%	58%	<1%	1%	1%	97%	<1%	<1%	<1%	51%	49%
Alvin Community College	45%	55%	<1%	2%	8%	68%	21%	1%	0%	30%	70%
Ashland Community and Technical College	43%	57%	<1%	<1%	1%	80%	<1%	18%	<1%	48%	52%
Asnuntuck Community College	41%	59%	<1%	2%	5%	88%	3%	1%	<1%	35%	65%
Atlanta Metropolitan College	36%	64%	<1%	1%	95%	1%	1%	0%	3%	50%	50%
Atlanta Technical College	40%	60%	<1%	2%	88%	7%	1%	2%	0%	44%	56%
Bainbridge College	30%	70%	<1%	3%	51%	46%	1%	0%	0%	39%	61%
Barton County Community College	48%	52%	1%	2%	11%	79%	6%	0%	1%	25%	75%
Belmont Technical College	39%	61%	<1%	<1%	3%	95%	<1%	<1%	<1%	66%	34%
Berkshire Community College	37%	63%	1%	1%	3%	84%	4%	5%	2%	40%	60%
Big Bend Community College	43%	57%	1%	2%	1%	71%	21%	3%	<1%	66%	34%
Bismarck State College	51%	49%	3%	<1%	1%	94%	1%	<1%	<1%	64%	36%
Blue Ridge Community College	42%	58%	<1%	2%	4%	92%	2%	0%	<1%	40%	60%
Bowling Green Technical College	65%	35%	<1%	1%	5%	79%	1%	14%	<1%	25%	75%
Brazosport College	45%	55%	<1%	1%	8%	67%	24%	0%	<1%	24%	76%
Butler County Community College (PA)	40%	60%	<1%	1%	2%	92%	1%	4%	<1%	52%	48%
Caldwell Community College and Technical Institute	44%	56%	<1%	1%	4%	91%	1%	2%	0%	34%	66%
Cape Cod Community College	36%	64%	1%	1%	6%	76%	2%	12%	1%	32%	68%
Capital Community College	28%	72%	<1%	4%	38%	26%	25%	6%	1%	26%	74%
Caritas Laboure College	9%	91%	<1%	3%	30%	52%	5%	9%	2%	10%	90%
Carolinas College of Health Sciences	13%	87%	<1%	1%	17%	70%	3%	9%	0%	29%	71%
Carroll Community College	36%	64%	<1%	2%	3%	91%	2%	2%	0%	43%	57%
Carteret Community College	32%	68%	<1%	1%	9%	84%	2%	4%	0%	25%	75%
Cascadia Community College	51%	49%	<1%	6%	1%	73%	5%	14%	<1%	50%	50%
Casper College	40%	60%	1%	<1%	1%	95%	3%	0%	1%	46%	54%
Cecil Community College	35%	65%	<1%	1%	7%	87%	2%	2%	<1%	36%	64%
Cedar Valley College	36%	64%	<1%	1%	56%	28%	12%	2%	<1%	36%	64%
Central Lakes College	43%	57%	1%	1%	1%	96%	1%	<1%	<1%	64%	36%
Central Maine Community College	47%	53%	1%	1%	2%	67%	1%	28%	<1%	42%	58%
Central Wyoming College	35%	65%	15%	1%	0%	77%	4%	2%	1%	42%	58%
Centralia College	51%	49%	2%	2%	5%	81%	4%	5%	<1%	34%	66%
Chattahoochee Technical College	46%	54%	<1%	2%	33%	53%	4%	5%	2%	36%	64%
Chesapeake College	31%	69%	<1%	1%	18%	79%	1%	<1%	<1%	34%	66%
Chipola College	40%	60%	1%	1%	19%	78%	2%	<1%	0%	44%	56%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 2007 CCSSE Cohort Colleges	41%	59%	1%	6%	14%	59%	14%	5%	2%	37%	63%
All Small Colleges	40%	60%	2%	3%	11%	72%	7%	4%	1%	43%	57%
Clarendon College	54%	46%	1%	1%	12%	69%	17%	<1%	<1%	37%	63%
Cleveland Community College	33%	67%	<1%	1%	22%	75%	1%	1%	<1%	41%	59%
Cleveland State Community College	39%	61%	1%	1%	5%	90%	2%	1%	1%	52%	48%
Clovis Community College	35%	65%	1%	1%	5%	63%	29%	2%	<1%	17%	83%
Coastal Bend College	39%	61%	<1%	1%	3%	31%	64%	<1%	1%	41%	59%
Coastal Carolina Community College	35%	65%	1%	3%	19%	67%	9%	<1%	1%	50%	50%
Coastal Georgia Community College	31%	69%	<1%	1%	30%	66%	2%	0%	<1%	33%	67%
College of the Mainland	41%	59%	1%	2%	16%	59%	20%	2%	<1%	35%	65%
College of the Marshall Islands	53%	47%	0%	100%	0%	0%	0%	0%	0%	78%	22%
College of the Siskiyous	44%	56%	4%	3%	3%	74%	8%	8%	<1%	35%	65%
Cumberland County College	36%	64%	2%	1%	18%	61%	17%	1%	<1%	53%	47%
Dabney S. Lancaster Community College	38%	62%	<1%	<1%	5%	93%	1%	0%	0%	28%	72%
Danville Area Community College	36%	64%	<1%	1%	10%	86%	3%	0%	<1%	44%	56%
Danville Community College	39%	61%	<1%	<1%	35%	63%	<1%	0%	<1%	35%	65%
Darton College	29%	71%	<1%	1%	46%	51%	1%	0%	1%	46%	54%
Delaware Technical & Community College - Owens Campus	33%	67%	<1%	1%	14%	75%	3%	2%	5%	41%	59%
Delaware Technical & Community College - Terry Campus	29%	71%	<1%	2%	24%	67%	3%	2%	1%	34%	66%
Dyersburg State Community College	29%	71%	<1%	<1%	19%	78%	2%	0%	0%	58%	42%
East Georgia College	42%	58%	<1%	1%	33%	65%	1%	0%	<1%	74%	26%
Eastern New Mexico University - Roswell	46%	54%	4%	1%	2%	48%	41%	5%	<1%	37%	63%
Eastern Shore Community College	30%	70%	<1%	1%	37%	61%	2%	0%	0%	29%	71%
Eastern West Virginia Community & Technical College	33%	67%	1%	<1%	2%	97%	<1%	0%	0%	8%	92%
Eastern Wyoming College	33%	67%	<1%	<1%	1%	94%	5%	0%	<1%	39%	61%
Edison State Community College	36%	64%	<1%	1%	2%	92%	1%	4%	0%	36%	64%
Ellsworth Community College	46%	54%	<1%	1%	7%	89%	2%	<1%	<1%	66%	34%
Fairmont State Community and Technical College	44%	56%	<1%	1%	6%	91%	1%	1%	0%	56%	44%
Florida Keys Community College	41%	59%	<1%	1%	9%	73%	13%	2%	1%	21%	79%
Fond du Lac Tribal and Community College	39%	61%	15%	1%	1%	79%	1%	3%	<1%	40%	60%
Frank Phillips College	42%	58%	<1%	<1%	2%	79%	16%	<1%	1%	47%	53%
Galveston College	35%	65%	<1%	3%	19%	52%	24%	<1%	1%	38%	62%
Garrett College	47%	53%	<1%	0%	7%	87%	1%	1%	3%	65%	35%
Gateway Community and Technical College	52%	48%	<1%	1%	5%	80%	1%	12%	<1%	24%	76%
Georgia Highlands College	35%	65%	<1%	2%	11%	84%	3%	0%	1%	54%	46%
Gordon College	36%	64%	<1%	1%	32%	64%	2%	0%	1%	67%	33%
Grays Harbor College	45%	55%	3%	2%	3%	81%	4%	6%	<1%	46%	54%
Grayson County College	39%	61%	2%	1%	6%	84%	5%	0%	2%	47%	53%
Greenfield Community College	37%	63%	<1%	3%	2%	83%	3%	9%	<1%	45%	55%
Hagerstown Community College	37%	63%	<1%	1%	7%	87%	2%	2%	0%	34%	66%
Hawaii Community College	36%	64%	1%	67%	1%	24%	2%	3%	2%	46%	54%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 2007 CCSSE Cohort Colleges	41%	59%	1%	6%	14%	59%	14%	5%	2%	37%	63%
All Small Colleges	40%	60%	2%	3%	11%	72%	7%	4%	1%	43%	57%
Hazard Community and Technical College	40%	60%	<1%	<1%	1%	89%	<1%	9%	0%	47%	53%
Henderson Community College	39%	61%	<1%	<1%	6%	77%	1%	15%	<1%	33%	67%
Hesston College	50%	50%	1%	1%	6%	79%	3%	1%	9%	87%	13%
Hibbing Community College	47%	53%	2%	1%	5%	83%	<1%	8%	<1%	69%	31%
Honolulu Community College	53%	47%	<1%	80%	2%	13%	2%	3%	1%	37%	63%
Hopkinsville Community College	30%	70%	<1%	1%	21%	53%	3%	21%	0%	43%	57%
Howard College	38%	62%	1%	1%	5%	61%	31%	1%	<1%	38%	62%
Illinois Valley Community College	44%	56%	<1%	1%	3%	85%	6%	5%	0%	45%	55%
Isothermal Community College	35%	65%	1%	<1%	16%	80%	2%	1%	1%	46%	54%
Itasca Community College	52%	48%	4%	1%	2%	86%	1%	6%	2%	73%	27%
Ivy Tech Community College - Bloomington	39%	61%	<1%	1%	3%	91%	1%	4%	<1%	48%	52%
Ivy Tech Community College - Columbus	29%	71%	<1%	1%	2%	90%	1%	6%	<1%	38%	63%
Ivy Tech Community College - Elkhart	44%	56%	<1%	1%	12%	77%	5%	5%	1%	26%	74%
Ivy Tech Community College - Evansville	47%	53%	<1%	<1%	7%	89%	1%	2%	<1%	34%	66%
Ivy Tech Community College - Kokomo	36%	64%	1%	<1%	3%	90%	2%	3%	<1%	35%	65%
Ivy Tech Community College - Lawrenceburg	28%	72%	<1%	1%	1%	96%	1%	1%	<1%	38%	62%
Ivy Tech Community College - Logansport	36%	64%	1%	<1%	3%	90%	2%	3%	<1%	35%	65%
Ivy Tech Community College - Madison	28%	72%	<1%	1%	1%	96%	1%	1%	<1%	38%	62%
Ivy Tech Community College - Sellersburg	49%	51%	1%	<1%	4%	90%	1%	4%	<1%	29%	71%
Ivy Tech Community College - South Bend	44%	56%	<1%	1%	12%	77%	5%	5%	1%	26%	74%
Ivy Tech Community College - Terre Haute	43%	57%	1%	<1%	3%	93%	<1%	3%	<1%	44%	56%
Ivy Tech Community College - Warsaw	44%	56%	<1%	1%	12%	77%	5%	5%	1%	26%	74%
Ivy Tech Community College - Whitewater	26%	74%	<1%	<1%	5%	92%	1%	2%	<1%	33%	67%
Jackson State Community College	35%	65%	<1%	<1%	18%	79%	1%	1%	<1%	53%	47%
James A. Rhodes State College	29%	71%	<1%	<1%	8%	88%	1%	2%	0%	52%	48%
Jefferson Community College	38%	62%	<1%	1%	5%	85%	1%	8%	0%	54%	46%
Kankakee Community College	36%	64%	<1%	1%	13%	81%	4%	0%	<1%	38%	62%
Kauai Community College	37%	63%	1%	67%	1%	28%	2%	1%	1%	38%	62%
Kenai Peninsula College-UAA	41%	59%	7%	1%	1%	76%	2%	10%	2%	29%	71%
Kennebec Valley Community College	31%	69%	1%	<1%	<1%	75%	1%	23%	0%	29%	71%
Kirtland Community College	37%	63%	2%	<1%	1%	92%	1%	4%	<1%	38%	62%
Kodiak College, University of Alaska Anchorage	29%	71%	11%	8%	1%	68%	4%	4%	2%	12%	88%
Kuskokwim Campus, University of Alaska Fairbanks	24%	76%	69%	1%	<1%	21%	2%	5%	1%	22%	78%
L. E. Fletcher Technical Community College	47%	53%	5%	1%	23%	68%	2%	1%	0%	35%	65%
Lake City Community College	35%	65%	<1%	2%	11%	85%	2%	<1%	1%	44%	56%
Lake Region State College	42%	58%	4%	1%	2%	91%	1%	<1%	1%	28%	72%
Lake-Sumter Community College	33%	67%	<1%	2%	10%	77%	9%	1%	1%	36%	64%
Lamar Institute of Technology	54%	46%	1%	2%	33%	53%	8%	4%	<1%	50%	50%
Lamar State College - Orange	28%	72%	1%	1%	19%	76%	3%	<1%	0%	43%	57%

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	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 2007 CCSSE Cohort Colleges	41%	59%	1%	6%	14%	59%	14%	5%	2%	37%	63%
All Small Colleges	40%	60%	2%	3%	11%	72%	7%	4%	1%	43%	57%
Laramie County Community College	39%	61%	1%	1%	2%	88%	7%	1%	<1%	38%	62%
Leech Lake Tribal College	40%	60%	94%	0%	0%	6%	0%	0%	0%	71%	29%
Louisburg College	72%	28%	1%	1%	58%	31%	8%	0%	1%	98%	2%
Louisiana Delta Community College	40%	60%	1%	1%	24%	73%	1%	1%	0%	44%	56%
Louisiana Technical College - Region 2	54%	46%	<1%	1%	53%	39%	2%	4%	1%	60%	40%
Louisiana Technical College - Region 3	73%	27%	1%	1%	25%	71%	2%	<1%	0%	34%	66%
Louisiana Technical College - Region 4	48%	52%	1%	1%	36%	61%	1%	<1%	0%	67%	33%
Louisiana Technical College - Region 6	49%	51%	1%	1%	35%	59%	1%	3%	0%	54%	46%
Louisiana Technical College - Region 7	50%	50%	2%	1%	40%	56%	1%	<1%	0%	54%	46%
Louisiana Technical College - Region 8	38%	62%	<1%	<1%	42%	56%	1%	<1%	0%	55%	45%
Louisiana Technical College - Region 9	63%	37%	1%	1%	24%	63%	1%	11%	0%	39%	61%
Lower Columbia College	36%	64%	1%	2%	1%	81%	3%	13%	<1%	57%	43%
Madisonville Community College	42%	58%	<1%	<1%	5%	92%	1%	2%	0%	39%	61%
Marshall Community and Technical College	62%	38%	<1%	1%	6%	78%	1%	14%	<1%	50%	50%
Marshalltown Community College	37%	63%	3%	2%	3%	83%	6%	2%	<1%	49%	51%
Martin Community College	23%	77%	<1%	<1%	56%	40%	<1%	3%	<1%	47%	53%
Maui Community College	33%	67%	<1%	61%	<1%	30%	2%	3%	3%	40%	60%
Mayland Community College	50%	50%	1%	<1%	6%	91%	1%	<1%	<1%	37%	63%
Maysville Community & Technical College	49%	51%	<1%	<1%	2%	81%	<1%	16%	0%	34%	66%
Mercy College of Health Sciences	9%	91%	<1%	2%	1%	92%	1%	4%	0%	63%	37%
Mesabi Range Community and Technical College	50%	50%	1%	1%	4%	88%	<1%	5%	<1%	55%	45%
Mid Michigan Community College	38%	62%	2%	1%	2%	91%	2%	2%	<1%	46%	54%
Middle Georgia College	41%	59%	<1%	1%	34%	63%	1%	0%	<1%	68%	32%
Middlesex Community College	35%	65%	<1%	3%	7%	76%	8%	4%	<1%	38%	62%
Mid-South Community College	35%	65%	<1%	1%	46%	51%	1%	0%	<1%	31%	69%
Minot State University-Bottineau	39%	61%	7%	1%	2%	86%	1%	<1%	3%	60%	40%
Montana State University Billings	45%	55%	6%	1%	1%	83%	3%	5%	<1%	63%	37%
Motlow State Community College	36%	64%	<1%	1%	7%	88%	1%	2%	<1%	59%	41%
Mount Wachusett Community College	33%	67%	<1%	2%	4%	75%	8%	9%	1%	47%	53%
Mountain Empire Community College	35%	65%	<1%	<1%	2%	98%	<1%	0%	<1%	39%	61%
New Hampshire Technical Institute	41%	59%	<1%	1%	2%	84%	1%	12%	0%	47%	53%
New Mexico Junior College	41%	59%	1%	1%	5%	49%	39%	6%	0%	45%	55%
New Mexico Military Institute	84%	16%	3%	9%	15%	48%	20%	<1%	4%	100%	0%
New Mexico State University - Grants	30%	70%	41%	<1%	1%	15%	32%	11%	0%	48%	52%
New Mexico State University at Alamogordo	34%	66%	4%	3%	5%	40%	26%	20%	2%	37%	63%
New River Community and Technical College	33%	67%	1%	<1%	8%	91%	1%	0%	<1%	57%	43%
New River Community College	46%	54%	<1%	2%	5%	91%	1%	1%	<1%	43%	57%
NH Community Technical College - Berlin	43%	57%	<1%	<1%	<1%	79%	<1%	20%	0%	36%	64%
NH Community Technical College - Claremont	39%	61%	<1%	2%	1%	79%	3%	16%	0%	28%	72%

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	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 2007 CCSSE Cohort Colleges	41%	59%	1%	6%	14%	59%	14%	5%	2%	37%	63%
All Small Colleges	40%	60%	2%	3%	11%	72%	7%	4%	1%	43%	57%
NH Community Technical College - Laconia	43%	57%	<1%	<1%	<1%	79%	<1%	20%	0%	36%	64%
NH Community Technical College - Manchester	44%	56%	<1%	2%	1%	72%	2%	23%	0%	17%	83%
NH Community Technical College - Nashua	39%	61%	<1%	2%	1%	79%	3%	16%	0%	28%	72%
NH Community Technical College - Stratham	44%	56%	<1%	2%	1%	72%	2%	23%	0%	17%	83%
North Arkansas College	38%	62%	1%	1%	1%	94%	3%	1%	0%	52%	48%
North Central Missouri College	29%	71%	1%	<1%	2%	96%	1%	0%	<1%	52%	48%
North Central State College	34%	66%	<1%	1%	5%	88%	1%	5%	0%	34%	66%
North Dakota State College of Science	61%	39%	2%	1%	2%	95%	1%	0%	<1%	75%	25%
North Florida Community College	32%	68%	<1%	1%	21%	75%	2%	<1%	<1%	46%	54%
North Iowa Area Community College	44%	56%	<1%	1%	3%	92%	2%	<1%	1%	54%	46%
Northeast Lakeview College	37%	63%	1%	3%	10%	54%	32%	0%	1%	43%	57%
Northeast Mississippi Community College	42%	58%	<1%	<1%	19%	79%	1%	1%	<1%	85%	15%
Northeast Texas Community College	39%	61%	1%	1%	9%	74%	15%	0%	2%	36%	64%
Northern Maine Community College	47%	53%	4%	<1%	1%	86%	1%	5%	4%	66%	34%
Northern New Mexico Community College	36%	64%	6%	1%	1%	20%	72%	<1%	<1%	34%	66%
Northwest College	37%	63%	1%	2%	<1%	92%	5%	<1%	<1%	64%	36%
Northwest Indian College	33%	67%	78%	1%	1%	16%	1%	3%	0%	50%	50%
Northwest Iowa Community College	47%	53%	<1%	<1%	<1%	92%	1%	6%	<1%	48%	52%
Northwestern Connecticut Community College	32%	68%	<1%	2%	2%	88%	3%	5%	<1%	34%	66%
Nunez Community College	30%	70%	1%	2%	31%	61%	3%	2%	<1%	56%	44%
Oregon Coast Community College	36%	64%	4%	3%	1%	90%	3%	<1%	0%	12%	88%
Ouachita Technical College	49%	51%	1%	1%	12%	85%	1%	0%	<1%	35%	65%
Panola College	34%	66%	1%	1%	17%	77%	4%	0%	1%	49%	51%
Paris Junior College	36%	64%	2%	1%	11%	81%	6%	0%	<1%	45%	55%
Patrick Henry Community College	34%	66%	1%	<1%	22%	76%	1%	0%	0%	35%	65%
Paul D. Camp Community College	34%	66%	<1%	1%	37%	61%	1%	0%	0%	24%	76%
Piedmont Virginia Community College	41%	59%	<1%	3%	13%	82%	2%	0%	<1%	26%	74%
Prince William Sound Community College	43%	57%	14%	4%	1%	66%	2%	12%	1%	12%	88%
Quinebaug Valley Community College	32%	68%	1%	1%	2%	82%	9%	4%	<1%	38%	62%
Rainy River Community College	48%	52%	2%	1%	25%	65%	1%	3%	3%	75%	25%
Ranger College	53%	47%	2%	<1%	16%	65%	15%	1%	1%	73%	27%
Rappahannock Community College	37%	63%	1%	1%	18%	80%	1%	0%	0%	24%	76%
Reading Area Community College	35%	65%	1%	2%	10%	66%	14%	6%	1%	41%	59%
Redlands Community College	32%	68%	8%	2%	7%	80%	3%	0%	1%	45%	55%
River Parishes Community College	34%	66%	<1%	1%	26%	68%	1%	5%	0%	41%	59%
Riverland Community College	48%	52%	<1%	1%	2%	91%	3%	<1%	2%	42%	58%
Roxbury Community College	32%	68%	<1%	2%	49%	5%	13%	29%	3%	41%	59%
Salem Community College	36%	64%	1%	<1%	19%	62%	3%	9%	5%	48%	52%
Salish Kootenai College	36%	64%	81%	<1%	<1%	17%	1%	0%	0%	60%	40%

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	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 2007 CCSSE Cohort Colleges	41%	59%	1%	6%	14%	59%	14%	5%	2%	37%	63%
All Small Colleges	40%	60%	2%	3%	11%	72%	7%	4%	1%	43%	57%
Santa Fe Community College (NM)	38%	62%	3%	2%	1%	46%	38%	10%	<1%	25%	75%
Sheridan College	44%	56%	1%	1%	1%	95%	3%	0%	<1%	37%	63%
South Florida Community College	40%	60%	<1%	2%	11%	67%	17%	1%	1%	33%	67%
South Georgia College	36%	64%	<1%	1%	25%	71%	2%	0%	1%	69%	31%
South Louisiana Community College	45%	55%	1%	1%	27%	70%	1%	<1%	<1%	43%	57%
South Mountain Community College	35%	65%	4%	2%	14%	29%	38%	11%	1%	21%	79%
South Piedmont Community College	34%	66%	1%	1%	35%	59%	2%	2%	1%	34%	66%
Southeastern Community College (IA)	37%	63%	<1%	1%	3%	89%	3%	3%	1%	60%	40%
Southeastern Community College (NC)	34%	66%	6%	<1%	31%	60%	1%	1%	<1%	56%	44%
Southeastern Technical College	27%	73%	<1%	<1%	29%	68%	2%	<1%	0%	46%	54%
Southern Maine Community College	51%	49%	1%	1%	2%	81%	1%	12%	<1%	51%	49%
Southern University at Shreveport	25%	75%	<1%	<1%	81%	17%	1%	1%	<1%	63%	37%
Southern West Virginia Community and Technical College	31%	69%	<1%	<1%	1%	98%	<1%	0%	0%	55%	45%
Southwest Texas Junior College	39%	61%	<1%	1%	2%	15%	80%	1%	<1%	44%	56%
Southwest Virginia Community College	41%	59%	<1%	<1%	2%	97%	<1%	0%	0%	41%	59%
Southwestern Community College	36%	64%	9%	<1%	1%	86%	1%	2%	1%	44%	56%
Southwestern Indian Polytechnic Institute	44%	56%	100%	0%	0%	0%	0%	0%	0%	76%	24%
Southwestern Oregon Community College	42%	58%	4%	2%	2%	71%	3%	18%	1%	49%	51%
SOWELA Technical Community College	61%	39%	1%	1%	21%	73%	1%	3%	0%	60%	40%
Spoon River College	45%	55%	1%	1%	5%	92%	1%	0%	<1%	45%	55%
Surry Community College	39%	61%	<1%	<1%	4%	92%	2%	1%	1%	47%	53%
Tanana Valley Campus, University of Alaska Fairbanks	40%	60%	12%	3%	4%	66%	3%	8%	4%	50%	50%
Technical College of the Lowcountry	28%	72%	<1%	1%	46%	46%	4%	2%	<1%	33%	67%
Temple College	34%	66%	1%	2%	14%	69%	15%	<1%	<1%	35%	65%
Texas State Technical College Harlingen	49%	51%	<1%	<1%	1%	9%	89%	0%	1%	38%	62%
Texas State Technical College Marshall	70%	30%	1%	1%	26%	67%	6%	0%	<1%	54%	46%
Texas State Technical College Waco	77%	23%	<1%	1%	16%	64%	16%	0%	2%	67%	33%
Texas State Technical College West Texas	54%	46%	<1%	1%	8%	67%	23%	0%	<1%	50%	50%
The Community and Technical College at WVU Tech	52%	48%	<1%	1%	6%	92%	1%	0%	<1%	67%	33%
The Community and Technical College of Shepherd	40%	60%	1%	1%	8%	88%	2%	1%	<1%	25%	75%
The Victoria College	34%	66%	<1%	1%	5%	61%	32%	<1%	<1%	39%	61%
Three Rivers Community College	38%	62%	1%	3%	7%	74%	7%	6%	1%	32%	68%
Tompkins Cortland Community College	40%	60%	<1%	2%	6%	87%	3%	0%	3%	68%	32%
Tri-County Community College	32%	68%	2%	<1%	1%	94%	1%	2%	0%	40%	60%
Tunxis Community College	39%	61%	<1%	3%	6%	78%	9%	3%	1%	38%	62%
University of Alaska Matanuska Susitna College	32%	68%	6%	2%	2%	82%	3%	5%	1%	40%	60%
University of Alaska Southeast Ketchikan campus	37%	63%	17%	4%	<1%	62%	3%	11%	2%	31%	69%
University of Arkansas Community College at Batesville	33%	67%	1%	1%	3%	94%	2%	0%	0%	55%	45%
University of Arkansas Community College at Hope	31%	69%	1%	1%	31%	64%	2%	1%	<1%	53%	47%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 2007 CCSSE Cohort Colleges	41%	59%	1%	6%	14%	59%	14%	5%	2%	37%	63%
All Small Colleges	40%	60%	2%	3%	11%	72%	7%	4%	1%	43%	57%
University of Cincinnati Clermont College	37%	63%	<1%	1%	2%	82%	1%	13%	<1%	61%	39%
University of New Mexico - Gallup	32%	68%	79%	1%	1%	9%	9%	1%	<1%	40%	60%
University of New Mexico - Taos Branch	32%	68%	6%	1%	1%	32%	54%	7%	0%	23%	77%
University of New Mexico - Valencia Campus	30%	70%	4%	1%	1%	32%	58%	4%	1%	45%	55%
Vermilion Community College	66%	34%	1%	1%	9%	86%	3%	0%	0%	69%	31%
Vernon College	35%	65%	1%	1%	8%	76%	14%	<1%	<1%	36%	64%
Virginia Highlands Community College	44%	56%	<1%	<1%	2%	97%	1%	0%	<1%	41%	59%
Warren County Community College	36%	64%	<1%	1%	3%	68%	3%	21%	4%	38%	62%
Washington State Community College	36%	64%	1%	<1%	1%	94%	1%	3%	<1%	59%	41%
Waycross College	26%	74%	<1%	1%	21%	77%	1%	0%	0%	42%	58%
Wayne Community College	35%	65%	1%	2%	31%	60%	3%	3%	<1%	51%	49%
Wenatchee Valley College	37%	63%	3%	1%	<1%	76%	15%	5%	<1%	63%	37%
West Virginia Northern Community College	31%	69%	<1%	<1%	3%	96%	<1%	0%	<1%	50%	50%
West Virginia State Community and Technical College	36%	64%	<1%	1%	17%	79%	1%	3%	0%	62%	38%
West Virginia University at Parkersburg	36%	64%	<1%	1%	1%	97%	1%	1%	0%	58%	42%
Western Nebraska Community College	41%	59%	1%	1%	1%	72%	10%	13%	2%	38%	62%
Western Piedmont Community College	36%	64%	<1%	6%	8%	83%	1%	2%	<1%	32%	68%
Western Texas College	52%	48%	<1%	1%	6%	71%	21%	0%	1%	26%	74%
Western Wyoming Community College	48%	52%	1%	<1%	1%	89%	7%	0%	1%	33%	67%
Williston State College	27%	73%	5%	<1%	1%	89%	2%	0%	3%	59%	41%
Windward Community College	37%	63%	1%	69%	1%	26%	2%	1%	<1%	43%	57%
Wisconsin Indianhead Technical College	39%	61%	3%	1%	<1%	92%	1%	4%	0%	44%	56%
Wor-Wic Community College	33%	67%	<1%	2%	25%	68%	2%	3%	0%	32%	68%
Wytheville Community College	34%	66%	<1%	<1%	2%	96%	1%	0%	0%	31%	69%
York Technical College	36%	64%	2%	1%	24%	71%	1%	1%	<1%	49%	51%
Zane State College	38%	62%	1%	<1%	3%	91%	<1%	5%	0%	64%	36%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.



	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 2007 CCSSE Cohort Colleges	41%	59%	1%	6%	14%	59%	14%	5%	2%	37%	63%
All Medium Colleges	39%	61%	1%	4%	13%	67%	9%	5%	1%	39%	61%
Angelina College	37%	63%	<1%	1%	14%	75%	10%	<1%	<1%	37%	63%
Anoka-Ramsey Community College	35%	65%	1%	3%	3%	83%	1%	8%	<1%	42%	58%
Asheville-Buncombe Technical Community College	43%	57%	1%	1%	5%	88%	2%	3%	<1%	39%	61%
Baltimore City Community College	27%	73%	<1%	2%	81%	9%	1%	7%	0%	37%	63%
Baton Rouge Community College	44%	56%	1%	2%	37%	57%	2%	1%	<1%	55%	45%
Big Sandy Community and Technical College	45%	55%	<1%	<1%	2%	82%	<1%	16%	0%	40%	60%
Black Hawk College	39%	61%	<1%	1%	8%	81%	9%	0%	0%	46%	54%
Bossier Parish Community College	35%	65%	<1%	1%	27%	65%	2%	5%	<1%	46%	46%
Bristol Community College	37%	63%	1%	2%	5%	78%	3%	11%	<1%	45%	55%
Bunker Hill Community College	40%	60%	1%	14%	27%	37%	14%	3%	5%	30%	70%
Burlington County College	39%	61%	<1%	4%	21%	63%	6%	6%	1%	49%	51%
Cape Fear Community College	45%	55%	1%	1%	14%	79%	2%	3%	0%	42%	58%
Central Arizona College	40%	60%	6%	1%	5%	53%	32%	2%	1%	30%	70%
Central Community College	40%	60%	<1%	1%	1%	87%	7%	4%	<1%	33%	67%
Central Florida Community College	34%	66%	1%	2%	11%	78%	7%	1%	1%	41%	59%
Central Virginia Community College	45%	55%	<1%	1%	15%	82%	1%	0%	<1%	21%	79%
Chattanooga State Technical Community College	38%	62%	<1%	2%	17%	79%	2%	1%	0%	45%	55%
Cochise College	40%	60%	1%	3%	5%	52%	33%	5%	1%	31%	69%
College of Alameda	46%	54%	<1%	37%	25%	16%	12%	8%	2%	21%	79%
College of Southern Idaho	35%	65%	1%	1%	<1%	83%	7%	4%	3%	42%	58%
College of Southern Maryland	34%	66%	1%	3%	19%	69%	3%	5%	<1%	34%	66%
College of the Redwoods	42%	58%	6%	3%	2%	71%	7%	11%	<1%	40%	60%
Colorado Mountain College	43%	57%	1%	1%	1%	76%	10%	11%	<1%	26%	74%
Columbia State Community College	35%	65%	<1%	1%	7%	88%	2%	1%	<1%	50%	50%
Corning Community College	43%	57%	1%	1%	2%	60%	1%	35%	<1%	50%	50%
Delaware Technical & Community College - Stanton-Wilmington	37%	63%	<1%	3%	23%	62%	5%	5%	2%	37%	63%
Dona Ana Community College	42%	58%	2%	1%	3%	20%	64%	10%	1%	34%	66%
Durham Technical Community College	36%	64%	<1%	2%	40%	42%	3%	2%	9%	26%	74%
EI Centro College	30%	70%	<1%	4%	35%	27%	28%	3%	2%	25%	75%
Elizabethtown Community & Technical College	41%	59%	<1%	2%	8%	86%	2%	2%	<1%	48%	52%
Estrella Mountain Community College	38%	62%	1%	3%	6%	40%	31%	18%	1%	21%	79%
Everett Community College	37%	63%	2%	5%	2%	60%	3%	27%	1%	46%	54%
Frederick Community College	38%	62%	1%	3%	9%	81%	4%	2%	0%	38%	62%
Gainesville College	46%	54%	<1%	2%	4%	88%	4%	0%	2%	59%	41%
Gateway Community College	37%	63%	<1%	3%	25%	52%	13%	6%	1%	32%	68%
Genesee Community College	35%	65%	1%	<1%	3%	94%	1%	<1%	2%	48%	52%
George C Wallace State Community College	36%	64%	1%	<1%	5%	92%	1%	1%	0%	59%	41%
Georgia Military College	40%	60%	<1%	1%	39%	52%	3%	3%	<1%	63%	37%
Germanna Community College	35%	65%	1%	3%	12%	80%	4%	0%	0%	31%	69%

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	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 continued</b>											
All 2007 CCSSE Cohort Colleges	41%	59%	1%	6%	14%	59%	14%	5%	2%	37%	63%
All Medium Colleges	39%	61%	1%	4%	13%	67%	9%	5%	1%	39%	61%
Gloucester County College	41%	59%	<1%	2%	9%	74%	2%	11%	<1%	53%	47%
Gulf Coast Community College	41%	59%	1%	2%	11%	80%	3%	2%	1%	35%	65%
Harford Community College	38%	62%	<1%	3%	10%	81%	2%	3%	<1%	40%	60%
Hawkeye Community College	44%	56%	<1%	1%	8%	87%	2%	2%	0%	52%	48%
Heartland Community College	43%	57%	<1%	2%	9%	85%	3%	0%	<1%	41%	59%
Holyoke Community College	35%	65%	1%	2%	6%	74%	13%	3%	<1%	49%	51%
Housatonic Community College	32%	68%	<1%	2%	29%	41%	21%	6%	1%	33%	67%
Howard Community College	41%	59%	1%	9%	20%	56%	4%	6%	6%	39%	61%
Hutchinson Community College	43%	57%	1%	1%	5%	85%	5%	3%	<1%	40%	60%
Itawamba Community College	36%	64%	<1%	<1%	29%	68%	1%	2%	0%	72%	28%
Ivy Tech Community College - Anderson	35%	65%	<1%	<1%	7%	88%	1%	3%	<1%	45%	55%
Ivy Tech Community College - East Chicago	34%	66%	<1%	1%	29%	59%	9%	3%	<1%	32%	68%
Ivy Tech Community College - Fort Wayne	40%	60%	<1%	1%	11%	80%	2%	4%	<1%	37%	63%
Ivy Tech Community College - Gary	34%	66%	<1%	1%	29%	59%	9%	3%	<1%	32%	68%
Ivy Tech Community College - Lafayette	49%	51%	<1%	1%	3%	85%	3%	8%	<1%	41%	59%
Ivy Tech Community College - Marion	35%	65%	<1%	<1%	7%	88%	1%	3%	<1%	45%	55%
Ivy Tech Community College - Michigan City	34%	66%	<1%	1%	29%	59%	9%	3%	<1%	32%	68%
Ivy Tech Community College - Muncie	35%	65%	<1%	<1%	7%	88%	1%	3%	<1%	45%	55%
Ivy Tech Community College - Valparaiso	34%	66%	<1%	1%	29%	59%	9%	3%	<1%	32%	68%
Jackson Community College	36%	64%	1%	1%	5%	85%	4%	5%	<1%	36%	64%
John Tyler Community College	37%	63%	<1%	3%	25%	69%	3%	0%	<1%	25%	75%
Kansas City Kansas Community College	35%	65%	1%	2%	23%	61%	6%	7%	1%	36%	64%
Kapiolani Community College	42%	58%	<1%	74%	1%	15%	2%	2%	7%	36%	64%
Kilgore College	37%	63%	<1%	<1%	15%	77%	5%	<1%	3%	54%	46%
Kingwood College	40%	60%	<1%	6%	11%	55%	19%	4%	4%	18%	82%
Lake Superior College	44%	56%	2%	1%	2%	87%	1%	7%	<1%	46%	54%
Lee College	41%	59%	<1%	1%	17%	54%	25%	1%	2%	39%	61%
Leeward Community College	40%	60%	1%	77%	2%	14%	2%	4%	1%	42%	58%
Lehigh Carbon Community College	38%	62%	<1%	2%	5%	81%	8%	4%	1%	39%	61%
Lincoln Land Community College	41%	59%	<1%	1%	7%	89%	2%	0%	<1%	39%	61%
Linn-Benton Community College	46%	54%	2%	3%	1%	84%	3%	6%	<1%	53%	47%
Lord Fairfax Community College	38%	62%	<1%	1%	5%	91%	2%	0%	<1%	28%	72%
Malcolm X College	35%	65%	<1%	5%	58%	7%	29%	0%	0%	39%	61%
Manchester Community College	44%	56%	<1%	4%	12%	69%	10%	5%	1%	44%	56%
Massachusetts Bay Community College	42%	58%	<1%	4%	11%	72%	7%	4%	2%	43%	57%
Massasoit Community College	43%	57%	1%	2%	16%	70%	3%	9%	<1%	48%	52%
McHenry County College	42%	58%	<1%	2%	1%	89%	7%	0%	2%	38%	62%
Minneapolis Community and Technical College	44%	56%	3%	6%	28%	51%	4%	5%	3%	42%	58%
Mountain View College	41%	59%	1%	3%	29%	20%	44%	2%	1%	28%	72%

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	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 continued</b>											
All 2007 CCSSE Cohort Colleges	41%	59%	1%	6%	14%	59%	14%	5%	2%	37%	63%
All Medium Colleges	39%	61%	1%	4%	13%	67%	9%	5%	1%	39%	61%
Nashville State Technical Community College	42%	58%	<1%	4%	27%	60%	2%	6%	0%	35%	65%
Naugatuck Valley Community College	40%	60%	<1%	3%	8%	70%	11%	8%	<1%	39%	61%
Navarro College	38%	62%	1%	1%	20%	65%	11%	0%	3%	52%	48%
North Hennepin Community College	39%	61%	1%	8%	15%	68%	1%	6%	1%	37%	63%
North Shore Community College	37%	63%	<1%	3%	8%	70%	12%	6%	<1%	42%	58%
Northampton Community College	39%	61%	<1%	2%	5%	78%	9%	4%	1%	44%	56%
Northeast Iowa Community College	38%	62%	<1%	1%	1%	90%	1%	8%	<1%	38%	62%
Northeast State Technical Community College	47%	53%	<1%	1%	3%	89%	1%	6%	0%	54%	46%
Northern Essex Community College	35%	65%	<1%	2%	2%	66%	20%	9%	1%	36%	64%
Northern Oklahoma College	41%	59%	8%	1%	5%	82%	4%	0%	1%	57%	43%
NorthWest Arkansas Community College	40%	60%	2%	3%	1%	83%	8%	3%	0%	35%	65%
Norwalk Community College	37%	63%	<1%	5%	18%	48%	18%	6%	4%	33%	67%
Okaloosa-Walton College	40%	60%	1%	4%	10%	77%	5%	2%	<1%	36%	64%
Olympic College	45%	55%	2%	7%	2%	74%	4%	10%	<1%	49%	51%
Owensboro Community and Technical College	47%	53%	<1%	<1%	3%	90%	1%	7%	0%	32%	68%
Palo Alto College	36%	64%	<1%	1%	2%	35%	62%	<1%	<1%	41%	59%
Pasco-Hernando Community College	34%	66%	1%	2%	4%	84%	8%	1%	1%	36%	64%
Pellissippi State Technical Community College	46%	54%	1%	2%	7%	87%	2%	2%	1%	51%	49%
Pitt Community College	40%	60%	<1%	1%	32%	61%	2%	3%	<1%	56%	44%
Polk Community College	33%	67%	<1%	2%	13%	72%	8%	<1%	4%	29%	71%
Prairie State College	38%	62%	1%	1%	47%	39%	10%	3%	<1%	34%	66%
Pueblo Community College	36%	64%	3%	1%	2%	58%	34%	2%	<1%	38%	62%
Quinsigamond Community College	40%	60%	<1%	3%	8%	72%	9%	7%	<1%	46%	54%
Raritan Valley Community College	42%	58%	<1%	7%	8%	63%	9%	7%	6%	41%	59%
Red Rocks Community College	49%	51%	1%	2%	2%	81%	10%	2%	1%	33%	67%
Rend Lake College	47%	53%	<1%	1%	7%	90%	2%	0%	<1%	33%	67%
Roane State Community College	32%	68%	<1%	1%	2%	94%	1%	1%	<1%	56%	44%
Rochester Community and Technical College	37%	63%	<1%	4%	6%	82%	2%	5%	1%	56%	44%
Rowan-Cabarrus Community College	32%	68%	1%	2%	20%	74%	3%	1%	0%	48%	52%
San Jacinto College - North Campus	37%	63%	<1%	3%	22%	29%	43%	<1%	3%	37%	63%
San Juan College	40%	60%	32%	1%	1%	52%	12%	3%	<1%	51%	49%
Shelton State Community College	47%	53%	<1%	1%	29%	66%	1%	2%	0%	58%	42%
Skagit Valley College	35%	65%	1%	5%	2%	80%	6%	4%	2%	44%	56%
Somerset Community College	42%	58%	<1%	<1%	1%	94%	<1%	4%	<1%	46%	54%
South Puget Sound Community College	39%	61%	1%	5%	2%	64%	4%	22%	1%	48%	52%
South Seattle Community College	64%	36%	1%	12%	8%	57%	4%	14%	3%	26%	74%
South Suburban College	29%	71%	<1%	1%	63%	28%	7%	0%	<1%	33%	67%
Southeast Kentucky Community & Technical College	55%	45%	<1%	<1%	2%	86%	<1%	12%	<1%	36%	64%
Southside Virginia Community College	37%	63%	<1%	1%	37%	61%	1%	0%	<1%	31%	69%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 continued</b>											
All 2007 CCSSE Cohort Colleges	41%	59%	1%	6%	14%	59%	14%	5%	2%	37%	63%
All Medium Colleges	39%	61%	1%	4%	13%	67%	9%	5%	1%	39%	61%
Spokane Community College	46%	54%	2%	2%	2%	82%	3%	7%	<1%	71%	29%
Springfield Technical Community College	42%	58%	<1%	2%	14%	60%	15%	7%	1%	46%	54%
St. Charles Community College	39%	61%	<1%	2%	4%	92%	2%	0%	<1%	49%	51%
St. Johns River Community College	37%	63%	1%	2%	9%	77%	5%	6%	<1%	32%	68%
St. Louis Community College at Forest Park	35%	65%	<1%	3%	44%	38%	2%	10%	2%	33%	67%
St. Louis Community College- Florissant Valley	34%	66%	<1%	1%	48%	41%	1%	7%	1%	39%	61%
Stark State College of Technology	42%	58%	1%	1%	10%	84%	1%	3%	<1%	33%	67%
Tacoma Community College	34%	66%	2%	7%	10%	61%	5%	13%	3%	55%	45%
Tomball College	40%	60%	<1%	6%	11%	55%	19%	4%	4%	18%	82%
Tri-County Technical College	40%	60%	<1%	1%	15%	80%	1%	1%	1%	53%	47%
Trinity Valley Community College	42%	58%	<1%	<1%	13%	79%	7%	0%	<1%	42%	58%
Volunteer State Community College	37%	63%	<1%	1%	9%	86%	2%	1%	<1%	49%	51%
Walters State Community College	37%	63%	<1%	1%	4%	93%	1%	0%	<1%	51%	49%
Weatherford College	42%	58%	1%	1%	2%	81%	8%	6%	1%	50%	50%
West Hills Community College District	39%	61%	1%	7%	7%	35%	43%	5%	1%	45%	55%
West Kentucky Community and Technical College	49%	51%	<1%	1%	7%	82%	1%	10%	0%	38%	62%
Western Iowa Tech Community College	44%	56%	2%	2%	2%	77%	6%	11%	<1%	39%	61%
Westmoreland County Community College	36%	64%	<1%	1%	2%	89%	1%	7%	0%	43%	57%
Wharton County Junior College	42%	58%	<1%	4%	9%	59%	24%	1%	4%	44%	56%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 2007 CCSSE Cohort Colleges	41%	59%	1%	6%	14%	59%	14%	5%	2%	37%	63%
All Large Colleges	42%	58%	1%	5%	15%	57%	15%	4%	2%	36%	64%
Anne Arundel Community College	38%	62%	1%	4%	14%	65%	3%	14%	1%	33%	67%
Blinn College	48%	52%	<1%	1%	8%	78%	11%	0%	1%	52%	48%
Bluegrass Community and Technical College	43%	57%	<1%	1%	10%	76%	2%	9%	<1%	60%	40%
Brevard Community College	39%	61%	1%	3%	9%	80%	7%	<1%	1%	37%	63%
Brookdale Community College	44%	56%	<1%	4%	11%	73%	8%	3%	1%	54%	46%
Brookhaven College	42%	58%	1%	12%	14%	45%	24%	3%	2%	27%	73%
Bucks County Community College	42%	58%	<1%	2%	3%	81%	2%	6%	6%	42%	58%
Butler County Community College (KS)	40%	60%	1%	3%	9%	73%	5%	5%	3%	41%	59%
Century College	42%	58%	1%	10%	8%	75%	2%	3%	1%	47%	53%
Chandler-Gilbert Community College	44%	56%	2%	4%	3%	66%	15%	9%	1%	27%	73%
Citrus College	44%	56%	1%	10%	6%	31%	42%	7%	4%	42%	58%
College of Lake County	43%	57%	<1%	6%	8%	60%	23%	0%	2%	29%	71%
Community College of Denver	37%	63%	2%	6%	15%	44%	26%	2%	6%	23%	77%
CyFair College	40%	60%	<1%	6%	11%	55%	19%	4%	4%	18%	82%
Daytona Beach Community College	37%	63%	<1%	2%	12%	75%	7%	2%	1%	49%	51%
Del Mar College	39%	61%	<1%	2%	3%	36%	56%	4%	0%	31%	69%
Delgado Community College	30%	70%	1%	2%	42%	37%	4%	11%	4%	44%	56%
Delta College	44%	56%	1%	1%	7%	83%	4%	4%	1%	38%	62%
Douglas College	37%	63%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	40%	60%
Eastfield College	39%	61%	1%	4%	22%	47%	23%	2%	<1%	28%	72%
Edison College	38%	62%	<1%	2%	10%	71%	13%	1%	3%	39%	61%
Essex County College	37%	63%	<1%	3%	50%	11%	18%	10%	8%	54%	46%
Grand Rapids Community College	49%	51%	1%	2%	10%	79%	6%	2%	1%	44%	56%
Greenville Technical College	39%	61%	<1%	2%	22%	70%	3%	3%	<1%	40%	60%
Guilford Technical Community College	42%	58%	<1%	2%	35%	56%	2%	2%	2%	37%	63%
Harold Washington College	43%	57%	1%	13%	42%	25%	20%	0%	0%	44%	56%
Hudson Valley Community College	51%	49%	<1%	2%	8%	86%	3%	0%	1%	55%	45%
Illinois Central College	44%	56%	<1%	2%	10%	85%	2%	0%	1%	40%	60%
Indian River Community College	38%	62%	<1%	1%	13%	74%	9%	1%	1%	28%	72%
Ivy Tech Community College - Central Indiana	42%	58%	<1%	1%	22%	70%	2%	4%	1%	34%	66%
J. Sargeant Reynolds Community College	39%	61%	1%	4%	31%	62%	2%	0%	<1%	25%	75%
Jefferson Community and Technical College	47%	53%	<1%	1%	16%	60%	2%	20%	<1%	33%	67%
Joliet Jr College	41%	59%	<1%	3%	11%	72%	14%	0%	<1%	38%	62%
Kingsborough Community College	41%	59%	<1%	11%	30%	39%	14%	0%	7%	52%	48%
LaGuardia Community College	36%	64%	<1%	14%	20%	16%	35%	0%	15%	55%	45%
Lane Community College	44%	56%	3%	3%	1%	77%	4%	11%	1%	49%	51%
Laney College	42%	58%	1%	32%	29%	15%	12%	9%	3%	22%	78%
Lorain County Community College	34%	66%	1%	1%	8%	82%	6%	2%	1%	38%	62%
Manatee Community College	38%	62%	<1%	2%	10%	77%	7%	2%	2%	39%	61%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 2007 CCSSE Cohort Colleges	41%	59%	1%	6%	14%	59%	14%	5%	2%	37%	63%
All Large Colleges	42%	58%	1%	5%	15%	57%	15%	4%	2%	36%	64%
Merced College	38%	62%	1%	12%	6%	35%	39%	6%	1%	34%	66%
Mercer County Community College	43%	57%	<1%	5%	24%	48%	8%	10%	5%	38%	62%
Metropolitan Community College	44%	56%	1%	3%	11%	79%	5%	<1%	1%	38%	62%
Middlesex Community College	40%	60%	<1%	9%	5%	74%	9%	1%	1%	43%	57%
Middlesex Community College	45%	55%	<1%	14%	9%	39%	16%	19%	3%	50%	50%
Midlands Technical College	37%	63%	1%	2%	36%	55%	2%	4%	<1%	44%	56%
MiraCosta College	42%	58%	1%	8%	4%	56%	21%	8%	2%	32%	68%
Montgomery College	40%	60%	<1%	6%	11%	55%	19%	4%	4%	18%	82%
Montgomery County Community College	43%	57%	<1%	7%	10%	69%	3%	10%	2%	44%	56%
Mt. Hood Community College	42%	58%	1%	6%	3%	79%	6%	5%	<1%	38%	62%
North Harris College	40%	60%	<1%	6%	11%	55%	19%	4%	4%	18%	82%
North Lake College	46%	54%	<1%	11%	15%	42%	22%	2%	7%	32%	68%
Northwest Vista College	43%	57%	<1%	3%	5%	48%	43%	0%	<1%	38%	62%
Oakton Community College	44%	56%	<1%	17%	5%	71%	7%	0%	0%	29%	71%
Ocean County College	41%	59%	<1%	2%	4%	82%	6%	5%	<1%	48%	52%
Oklahoma City Community College	43%	57%	6%	4%	9%	71%	6%	0%	4%	38%	62%
Onondaga Community College	47%	53%	1%	2%	8%	68%	2%	20%	<1%	56%	44%
Paradise Valley Community College	40%	60%	1%	3%	2%	67%	10%	16%	1%	27%	73%
Parkland College	46%	54%	1%	4%	13%	75%	3%	0%	4%	47%	53%
Pensacola Junior College	39%	61%	1%	4%	13%	77%	3%	<1%	<1%	40%	60%
Phoenix College	38%	62%	4%	2%	8%	35%	32%	18%	1%	24%	76%
Prince George's Community College	35%	65%	<1%	4%	7%	9%	4%	1%	4%	25%	75%
Queensborough Community College	41%	59%	<1%	19%	25%	25%	21%	0%	10%	49%	51%
Richard J. Daley College	37%	63%	<1%	1%	22%	11%	66%	0%	0%	35%	65%
Richland College	45%	55%	<1%	13%	19%	42%	18%	4%	5%	31%	69%
San Jacinto College - Central Campus	43%	57%	<1%	5%	6%	52%	34%	<1%	3%	35%	65%
San Jacinto College - South Campus	43%	57%	<1%	9%	10%	47%	26%	1%	6%	38%	62%
Schoolcraft College	43%	57%	1%	2%	8%	79%	2%	7%	1%	36%	64%
Scottsdale Community College	45%	55%	4%	3%	3%	70%	10%	9%	2%	30%	70%
Seminole Community College	39%	61%	<1%	3%	12%	63%	13%	4%	5%	36%	64%
Southwest Tennessee Community College	35%	65%	1%	1%	59%	36%	2%	1%	1%	49%	51%
St. Louis Community College - Meramec	42%	58%	<1%	3%	4%	81%	2%	9%	1%	46%	54%
St. Philip's College	42%	58%	1%	2%	16%	33%	48%	<1%	<1%	43%	57%
Taft College	78%	22%	1%	3%	7%	42%	43%	3%	<1%	9%	91%
Tallahassee Community College	44%	56%	<1%	2%	33%	56%	6%	3%	1%	51%	49%
Thomas Nelson Community College	41%	59%	1%	4%	31%	61%	4%	0%	<1%	31%	69%
Truckee Meadows Community College	44%	56%	2%	6%	3%	70%	12%	6%	1%	25%	75%
Truman College	45%	55%	<1%	11%	16%	21%	51%	0%	0%	18%	82%
University of Wisconsin Colleges	45%	55%	1%	3%	1%	93%	2%	0%	<1%	66%	34%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 continued</b>											
All 2007 CCSSE Cohort Colleges	41%	59%	1%	6%	14%	59%	14%	5%	2%	37%	63%
All Large Colleges	42%	58%	1%	5%	15%	57%	15%	4%	2%	36%	64%
Victor Valley College	39%	61%	1%	4%	13%	51%	27%	4%	<1%	36%	64%
Vincennes University	57%	43%	<1%	1%	7%	81%	2%	8%	1%	52%	48%
Virginia Western Community College	42%	58%	<1%	2%	9%	88%	1%	0%	<1%	24%	76%
Westchester Community College	44%	56%	1%	5%	19%	52%	18%	4%	2%	47%	53%
Wilbur Wright College	42%	58%	1%	7%	8%	35%	49%	0%	0%	26%	74%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 2007 CCSSE Cohort Colleges	41%	59%	1%	6%	14%	59%	14%	5%	2%	37%	63%
All Extra Large Colleges	43%	57%	1%	9%	14%	47%	21%	5%	3%	34%	66%
American River College	49%	51%	1%	11%	9%	51%	13%	14%	<1%	27%	73%
Austin Community College	43%	57%	1%	5%	7%	60%	23%	2%	2%	28%	72%
Borough of Manhattan Community College	37%	63%	<1%	10%	36%	13%	29%	0%	11%	58%	42%
Broward Community College	38%	62%	<1%	3%	27%	32%	23%	5%	9%	32%	68%
City College of San Francisco	42%	58%	<1%	40%	9%	23%	16%	9%	2%	20%	80%
College of DuPage	45%	55%	<1%	12%	6%	67%	14%	1%	0%	32%	68%
Community College of Allegheny County	43%	57%	1%	1%	14%	72%	1%	11%	1%	41%	59%
Community College of Philadelphia	33%	67%	1%	8%	51%	32%	6%	<1%	2%	30%	70%
Community College of Rhode Island	37%	63%	1%	3%	8%	65%	10%	14%	<1%	36%	64%
Community College of Southern Nevada	45%	55%	1%	12%	10%	48%	18%	11%	<1%	24%	76%
Cuyahoga Community College	36%	64%	<1%	2%	30%	59%	3%	4%	2%	42%	58%
De Anza College	48%	52%	1%	37%	5%	25%	14%	13%	5%	40%	60%
El Paso Community College	39%	61%	<1%	1%	3%	8%	85%	0%	3%	40%	60%
Florida Community College at Jacksonville	37%	63%	<1%	4%	23%	60%	5%	6%	2%	30%	70%
Georgia Perimeter College	38%	62%	<1%	9%	36%	46%	4%	0%	4%	45%	55%
Glendale Community College	41%	59%	<1%	15%	3%	52%	24%	3%	3%	31%	69%
Harper College	43%	57%	<1%	12%	4%	60%	14%	8%	1%	41%	59%
Hillsborough Community College	39%	61%	<1%	4%	19%	55%	20%	1%	2%	32%	68%
Houston Community College System	42%	58%	<1%	12%	25%	23%	27%	3%	8%	31%	69%
Johnson County Community College	46%	54%	1%	4%	5%	72%	4%	13%	1%	36%	64%
Kirkwood Community College	46%	54%	1%	1%	4%	82%	2%	9%	1%	56%	44%
Macomb Community College	48%	52%	<1%	4%	5%	79%	1%	9%	1%	37%	63%
Metropolitan Community College - Kansas City	39%	61%	<1%	2%	11%	76%	3%	8%	<1%	38%	62%
Miami Dade College	38%	62%	<1%	1%	21%	9%	64%	1%	3%	35%	65%
Modesto Junior College	40%	60%	1%	9%	3%	47%	29%	11%	<1%	37%	63%
Montgomery College	45%	55%	<1%	13%	26%	39%	13%	<1%	8%	38%	62%
Moraine Valley Community College	42%	58%	<1%	2%	9%	76%	11%	0%	1%	42%	58%
Mt. San Antonio College	45%	55%	<1%	25%	6%	22%	42%	4%	1%	32%	68%
Northern Virginia Community College	46%	54%	1%	14%	15%	56%	12%	0%	2%	34%	66%
Oakland Community College	42%	58%	1%	3%	13%	64%	2%	8%	9%	32%	68%
Palm Beach Community College	38%	62%	<1%	3%	22%	54%	15%	3%	3%	31%	69%
Palomar College	51%	49%	1%	9%	3%	57%	22%	6%	1%	32%	68%
Pasadena City College	44%	56%	1%	30%	6%	17%	34%	10%	3%	29%	71%
Salt Lake Community College	51%	49%	1%	4%	1%	79%	7%	6%	1%	34%	66%
San Antonio College	40%	60%	1%	2%	4%	46%	45%	0%	1%	38%	62%
San Diego Mesa College	46%	54%	1%	21%	6%	41%	17%	12%	1%	27%	73%
Santa Ana College	58%	42%	1%	11%	3%	28%	43%	12%	1%	14%	86%
Santa Fe Community College (FL)	46%	54%	<1%	3%	13%	71%	8%	2%	3%	54%	46%
Sinclair Community College	43%	57%	<1%	2%	15%	73%	1%	8%	1%	39%	61%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.



	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 2007 CCSSE Cohort Colleges	41%	59%	1%	6%	14%	59%	14%	5%	2%	37%	63%
All Extra Large Colleges	43%	57%	1%	9%	14%	47%	21%	5%	3%	34%	66%
South Texas College	41%	59%	<1%	1%	<1%	3%	95%	0%	<1%	38%	62%
Southwestern Illinois College	43%	57%	1%	2%	18%	77%	3%	0%	<1%	37%	63%
St. Petersburg College	37%	63%	1%	3%	11%	76%	5%	3%	2%	32%	68%
The Community College of Baltimore County	37%	63%	<1%	4%	30%	57%	2%	5%	2%	36%	64%
Tidewater Community College	39%	61%	1%	5%	30%	59%	4%	0%	<1%	33%	67%
Triton College	44%	56%	<1%	4%	16%	52%	26%	1%	<1%	24%	76%
Valencia Community College	42%	58%	<1%	5%	15%	48%	22%	7%	2%	40%	60%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

**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 2007 CCSSE Cohort Colleges</b>	<b>23%</b>	<b>18%</b>	<b>15%</b>	<b>14%</b>	<b>15%</b>	<b>9%</b>	<b>4%</b>	<b>1%</b>
<b>All Small Colleges</b>	<b>25%</b>	<b>17%</b>	<b>13%</b>	<b>13%</b>	<b>16%</b>	<b>10%</b>	<b>5%</b>	<b>1%</b>
Abraham Baldwin Agricultural College	44%	21%	10%	8%	11%	5%	1%	<1%
Aiken Technical College	22%	22%	15%	14%	15%	8%	3%	<1%
Alabama Southern Community College	43%	21%	8%	8%	12%	5%	1%	<1%
Alexandria Technical College	45%	20%	11%	7%	8%	7%	3%	<1%
Allegany College of Maryland	33%	20%	12%	11%	12%	9%	2%	<1%
Alpena Community College	27%	23%	13%	11%	13%	8%	4%	<1%
Alvin Community College	26%	16%	15%	14%	16%	9%	3%	<1%
Ashland Community and Technical College	21%	18%	13%	15%	19%	10%	4%	1%
Asnuntuck Community College	24%	15%	11%	10%	14%	16%	7%	1%
Atlanta Metropolitan College	19%	21%	16%	18%	18%	6%	3%	<1%
Atlanta Technical College	10%	13%	15%	18%	22%	11%	7%	4%
Bainbridge College	24%	13%	14%	14%	20%	11%	4%	<1%
Barton County Community College	24%	17%	15%	14%	16%	9%	4%	1%
Belmont Technical College	22%	18%	14%	15%	17%	10%	4%	0%
Berkshire Community College	26%	17%	13%	12%	15%	12%	5%	<1%
Big Bend Community College	29%	15%	12%	12%	18%	9%	5%	<1%
Bismarck State College	28%	22%	14%	12%	12%	9%	3%	<1%
Blue Ridge Community College	28%	23%	15%	11%	12%	8%	4%	<1%
Bowling Green Technical College	15%	11%	11%	14%	22%	16%	9%	3%
Brazosport College	27%	17%	15%	14%	16%	7%	2%	<1%
Butler County Community College (PA)	30%	18%	13%	10%	14%	10%	4%	<1%
Caldwell Community College and Technical Institute	21%	17%	13%	12%	19%	11%	6%	1%
Cape Cod Community College	20%	19%	15%	13%	13%	12%	5%	1%
Capital Community College	14%	13%	13%	16%	24%	14%	4%	1%
Caritas Laboure College	5%	9%	16%	23%	29%	14%	4%	0%
Carolinas College of Health Sciences	12%	15%	20%	21%	25%	6%	<1%	0%
Carroll Community College	35%	21%	13%	8%	12%	9%	3%	<1%
Carteret Community College	21%	16%	16%	14%	15%	12%	6%	<1%
Cascadia Community College	35%	23%	15%	9%	7%	6%	4%	1%
Casper College	22%	18%	14%	12%	14%	10%	8%	1%
Cecil Community College	34%	18%	11%	11%	13%	10%	3%	<1%
Cedar Valley College	25%	16%	15%	13%	18%	9%	4%	1%
Central Lakes College	37%	18%	11%	10%	11%	9%	4%	1%
Central Maine Community College	28%	18%	11%	11%	16%	11%	5%	<1%
Central Wyoming College	25%	14%	10%	14%	15%	12%	8%	2%
Centralia College	18%	11%	10%	14%	19%	13%	10%	5%
Chattahoochee Technical College	21%	20%	15%	13%	17%	11%	3%	<1%
Chesapeake College	30%	17%	12%	11%	15%	11%	4%	<1%
Chipola College	36%	20%	10%	11%	12%	7%	3%	<1%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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>								
<b>All 2007 CCSSE Cohort Colleges</b>	<b>23%</b>	<b>18%</b>	<b>15%</b>	<b>14%</b>	<b>15%</b>	<b>9%</b>	<b>4%</b>	<b>1%</b>
All Small Colleges	25%	17%	13%	13%	16%	10%	5%	1%
Clarendon College	40%	16%	13%	15%	12%	3%	1%	0%
Cleveland Community College	19%	12%	10%	12%	24%	15%	7%	<1%
Cleveland State Community College	24%	19%	12%	12%	18%	11%	3%	<1%
Clovis Community College	12%	12%	13%	14%	16%	15%	11%	7%
Coastal Bend College	33%	16%	12%	12%	15%	9%	3%	<1%
Coastal Carolina Community College	20%	18%	17%	17%	17%	8%	3%	<1%
Coastal Georgia Community College	24%	17%	12%	14%	19%	10%	3%	<1%
College of the Mainland	20%	18%	19%	17%	16%	7%	3%	<1%
College of the Marshall Islands	20%	29%	22%	12%	12%	5%	1%	0%
College of the Siskiyous	20%	12%	9%	10%	14%	14%	16%	5%
Cumberland County College	27%	19%	14%	12%	14%	9%	3%	1%
Dabney S. Lancaster Community College	30%	15%	10%	8%	17%	13%	6%	<1%
Danville Area Community College	28%	14%	11%	13%	16%	11%	6%	<1%
Danville Community College	25%	12%	9%	10%	17%	15%	11%	<1%
Darton College	23%	17%	14%	15%	17%	8%	3%	3%
Delaware Technical & Community College - Owens Campus	24%	16%	13%	13%	18%	11%	5%	<1%
Delaware Technical & Community College - Terry Campus	19%	13%	14%	14%	20%	14%	6%	<1%
Dyersburg State Community College	24%	18%	13%	14%	17%	10%	3%	<1%
East Georgia College	49%	24%	10%	7%	8%	3%	1%	0%
Eastern New Mexico University - Roswell	15%	12%	12%	15%	20%	16%	9%	1%
Eastern Shore Community College	30%	13%	10%	11%	16%	13%	7%	<1%
Eastern West Virginia Community & Technical College	23%	7%	7%	13%	23%	18%	9%	<1%
Eastern Wyoming College	31%	15%	9%	10%	13%	13%	8%	1%
Edison State Community College	23%	15%	11%	13%	20%	12%	5%	<1%
Ellsworth Community College	45%	25%	9%	6%	6%	5%	3%	<1%
Fairmont State Community and Technical College	27%	17%	16%	12%	15%	9%	3%	<1%
Florida Keys Community College	17%	15%	12%	13%	17%	15%	10%	1%
Fond du Lac Tribal and Community College	27%	16%	15%	14%	13%	11%	4%	<1%
Frank Phillips College	42%	18%	9%	11%	11%	6%	2%	0%
Galveston College	21%	17%	15%	15%	17%	10%	4%	1%
Garrett College	38%	20%	12%	9%	10%	8%	2%	1%
Gateway Community and Technical College	18%	15%	13%	14%	18%	14%	8%	1%
Georgia Highlands College	35%	22%	14%	10%	12%	6%	1%	0%
Gordon College	47%	24%	9%	6%	8%	4%	1%	<1%
Grays Harbor College	18%	11%	8%	10%	17%	13%	13%	9%
Grayson County College	29%	16%	13%	12%	15%	10%	4%	<1%
Greenfield Community College	21%	18%	15%	14%	14%	12%	5%	<1%
Hagerstown Community College	31%	16%	11%	11%	15%	10%	4%	1%
Hawaii Community College	27%	18%	13%	13%	12%	10%	5%	1%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 2007 CCSSE Cohort Colleges	23%	18%	15%	14%	15%	9%	4%	1%
All Small Colleges	25%	17%	13%	13%	16%	10%	5%	1%
Hazard Community and Technical College	24%	17%	13%	11%	18%	11%	5%	1%
Henderson Community College	16%	12%	12%	12%	19%	16%	12%	1%
Hesston College	61%	15%	8%	5%	6%	4%	1%	0%
Hibbing Community College	31%	19%	14%	11%	12%	9%	3%	0%
Honolulu Community College	25%	18%	17%	16%	14%	7%	3%	<1%
Hopkinsville Community College	18%	14%	13%	18%	22%	10%	3%	3%
Howard College	27%	18%	14%	14%	15%	8%	2%	<1%
Illinois Valley Community College	29%	16%	12%	12%	14%	10%	5%	1%
Isothermal Community College	21%	12%	8%	12%	22%	16%	9%	<1%
Itasca Community College	46%	19%	8%	7%	10%	7%	3%	<1%
Ivy Tech Community College - Bloomington	19%	18%	16%	15%	18%	11%	4%	<1%
Ivy Tech Community College - Columbus	15%	15%	13%	17%	22%	13%	5%	<1%
Ivy Tech Community College - Elkhart	11%	14%	15%	21%	21%	12%	6%	<1%
Ivy Tech Community College - Evansville	14%	17%	18%	17%	19%	10%	4%	<1%
Ivy Tech Community College - Kokomo	14%	14%	13%	18%	22%	13%	6%	1%
Ivy Tech Community College - Lawrenceburg	19%	14%	13%	17%	19%	13%	4%	<1%
Ivy Tech Community College - Logansport	14%	14%	13%	18%	22%	13%	6%	1%
Ivy Tech Community College - Madison	19%	14%	13%	17%	19%	13%	4%	<1%
Ivy Tech Community College - Sellersburg	12%	15%	17%	20%	22%	10%	3%	<1%
Ivy Tech Community College - South Bend	11%	14%	15%	21%	21%	12%	6%	<1%
Ivy Tech Community College - Terre Haute	19%	16%	15%	17%	20%	10%	3%	<1%
Ivy Tech Community College - Warsaw	11%	14%	15%	21%	21%	12%	6%	<1%
Ivy Tech Community College - Whitewater	15%	11%	14%	17%	27%	11%	5%	<1%
Jackson State Community College	25%	20%	15%	13%	16%	9%	3%	<1%
James A. Rhodes State College	20%	18%	15%	17%	19%	9%	2%	<1%
Jefferson Community College	23%	20%	14%	13%	16%	10%	5%	<1%
Kankakee Community College	25%	16%	12%	12%	16%	11%	7%	1%
Kauai Community College	30%	18%	12%	11%	12%	8%	8%	1%
Kenai Peninsula College-UAA	14%	11%	11%	12%	17%	16%	16%	3%
Kennebec Valley Community College	12%	14%	12%	15%	21%	18%	9%	<1%
Kirtland Community College	23%	15%	12%	14%	17%	14%	4%	<1%
Kodiak College, University of Alaska Anchorage	10%	8%	7%	12%	19%	19%	21%	4%
Kuskokwim Campus, University of Alaska Fairbanks	11%	13%	11%	17%	17%	19%	12%	1%
L. E. Fletcher Technical Community College	20%	22%	16%	14%	14%	10%	4%	0%
Lake City Community College	29%	20%	15%	12%	14%	7%	3%	<1%
Lake Region State College	30%	18%	15%	11%	13%	10%	4%	<1%
Lake-Sumter Community College	33%	20%	11%	10%	14%	9%	3%	<1%
Lamar Institute of Technology	23%	19%	18%	16%	15%	7%	2%	<1%
Lamar State College - Orange	26%	17%	16%	14%	17%	9%	3%	<1%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 2007 CCSSE Cohort Colleges	23%	18%	15%	14%	15%	9%	4%	1%
All Small Colleges	25%	17%	13%	13%	16%	10%	5%	1%
Laramie County Community College	26%	17%	15%	13%	14%	9%	5%	1%
Leech Lake Tribal College	2%	8%	12%	17%	32%	22%	4%	2%
Louisburg College	75%	22%	3%	<1%	<1%	0%	0%	0%
Louisiana Delta Community College	14%	22%	24%	14%	13%	9%	3%	<1%
Louisiana Technical College - Region 2	14%	14%	11%	25%	20%	11%	5%	<1%
Louisiana Technical College - Region 3	18%	18%	11%	22%	18%	9%	4%	<1%
Louisiana Technical College - Region 4	26%	23%	13%	18%	12%	5%	2%	<1%
Louisiana Technical College - Region 6	18%	14%	12%	24%	18%	9%	4%	<1%
Louisiana Technical College - Region 7	18%	14%	11%	23%	20%	9%	4%	<1%
Louisiana Technical College - Region 8	17%	14%	12%	25%	19%	8%	4%	<1%
Louisiana Technical College - Region 9	24%	16%	14%	21%	13%	8%	3%	<1%
Lower Columbia College	26%	11%	10%	13%	17%	9%	8%	6%
Madisonville Community College	21%	15%	12%	15%	19%	12%	6%	<1%
Marshall Community and Technical College	17%	14%	11%	12%	25%	16%	7%	0%
Marshalltown Community College	35%	20%	11%	12%	12%	7%	3%	<1%
Martin Community College	17%	14%	9%	16%	20%	15%	8%	<1%
Maui Community College	25%	18%	14%	13%	15%	10%	6%	<1%
Mayland Community College	20%	14%	10%	14%	21%	13%	7%	<1%
Maysville Community & Technical College	21%	10%	10%	14%	22%	14%	8%	1%
Mercy College of Health Sciences	12%	25%	19%	23%	12%	6%	3%	0%
Mesabi Range Community and Technical College	37%	16%	12%	13%	12%	6%	3%	<1%
Mid Michigan Community College	26%	24%	17%	11%	11%	7%	2%	<1%
Middle Georgia College	45%	21%	9%	9%	11%	4%	1%	<1%
Middlesex Community College	25%	17%	13%	13%	15%	11%	5%	1%
Mid-South Community College	22%	14%	13%	13%	19%	13%	5%	1%
Minot State University-Bottineau	28%	21%	12%	12%	12%	9%	6%	0%
Montana State University Billings	27%	19%	14%	15%	14%	9%	3%	<1%
Motlow State Community College	36%	20%	12%	11%	13%	7%	2%	<1%
Mount Wachusett Community College	23%	19%	14%	12%	16%	12%	5%	<1%
Mountain Empire Community College	28%	14%	10%	12%	16%	11%	8%	1%
New Hampshire Technical Institute	32%	19%	11%	11%	13%	10%	3%	0%
New Mexico Junior College	34%	17%	12%	12%	14%	7%	4%	<1%
New Mexico Military Institute	76%	22%	2%	0%	0%	0%	0%	0%
New Mexico State University - Grants	17%	10%	13%	16%	21%	15%	8%	1%
New Mexico State University at Alamogordo	18%	12%	15%	16%	19%	13%	6%	2%
New River Community and Technical College	20%	16%	13%	17%	19%	11%	4%	<1%
New River Community College	22%	21%	17%	11%	16%	8%	4%	<1%
NH Community Technical College - Berlin	24%	16%	9%	10%	18%	14%	8%	1%
NH Community Technical College - Claremont	23%	17%	11%	12%	18%	14%	5%	0%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 2007 CCSSE Cohort Colleges	23%	18%	15%	14%	15%	9%	4%	1%
All Small Colleges	25%	17%	13%	13%	16%	10%	5%	1%
NH Community Technical College - Laconia	24%	16%	9%	10%	18%	14%	8%	1%
NH Community Technical College - Manchester	26%	18%	13%	11%	15%	12%	4%	<1%
NH Community Technical College - Nashua	23%	17%	11%	12%	18%	14%	5%	0%
NH Community Technical College - Stratham	26%	18%	13%	11%	15%	12%	4%	<1%
North Arkansas College	30%	14%	9%	12%	17%	12%	5%	1%
North Central Missouri College	37%	14%	7%	13%	15%	11%	3%	<1%
North Central State College	17%	17%	15%	17%	18%	11%	4%	<1%
North Dakota State College of Science	40%	27%	11%	7%	6%	6%	3%	<1%
North Florida Community College	35%	17%	10%	9%	12%	10%	6%	1%
North Iowa Area Community College	39%	22%	10%	8%	8%	7%	4%	2%
Northeast Lakeview College	21%	20%	17%	17%	14%	8%	2%	<1%
Northeast Mississippi Community College	51%	18%	10%	7%	8%	5%	1%	<1%
Northeast Texas Community College	31%	22%	12%	10%	14%	7%	4%	1%
Northern Maine Community College	17%	21%	15%	12%	19%	12%	3%	<1%
Northern New Mexico Community College	14%	9%	10%	12%	20%	17%	15%	3%
Northwest College	28%	26%	13%	9%	10%	8%	6%	1%
Northwest Indian College	8%	11%	9%	13%	25%	16%	14%	3%
Northwest Iowa Community College	42%	22%	12%	8%	9%	5%	2%	<1%
Northwestern Connecticut Community College	24%	16%	12%	10%	12%	11%	7%	8%
Nunez Community College	14%	15%	17%	17%	20%	10%	6%	1%
Oregon Coast Community College	17%	13%	13%	12%	17%	15%	11%	2%
Ouachita Technical College	26%	16%	11%	14%	20%	10%	2%	<1%
Panola College	21%	28%	16%	12%	14%	7%	2%	<1%
Paris Junior College	35%	17%	12%	10%	14%	9%	3%	<1%
Patrick Henry Community College	22%	10%	10%	12%	19%	16%	9%	1%
Paul D. Camp Community College	23%	15%	12%	12%	17%	13%	6%	1%
Piedmont Virginia Community College	25%	17%	14%	13%	14%	10%	6%	1%
Prince William Sound Community College	10%	5%	7%	9%	23%	20%	25%	2%
Quinebaug Valley Community College	25%	18%	13%	11%	14%	13%	6%	1%
Rainy River Community College	42%	16%	7%	6%	8%	6%	4%	10%
Ranger College	57%	21%	5%	7%	6%	3%	2%	<1%
Rappahannock Community College	32%	15%	10%	10%	15%	12%	5%	1%
Reading Area Community College	22%	16%	14%	14%	18%	12%	3%	<1%
Redlands Community College	25%	18%	12%	13%	16%	12%	4%	1%
River Parishes Community College	34%	20%	14%	11%	11%	7%	3%	0%
Riverland Community College	25%	14%	11%	12%	16%	13%	8%	2%
Roxbury Community College	10%	13%	15%	19%	24%	14%	3%	2%
Salem Community College	23%	17%	12%	14%	17%	12%	5%	<1%
Salish Kootenai College	12%	16%	16%	17%	19%	11%	8%	1%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 2007 CCSSE Cohort Colleges	23%	18%	15%	14%	15%	9%	4%	1%
All Small Colleges	25%	17%	13%	13%	16%	10%	5%	1%
Santa Fe Community College (NM)	12%	10%	10%	14%	19%	16%	15%	4%
Sheridan College	28%	18%	11%	12%	12%	10%	7%	2%
South Florida Community College	37%	20%	11%	9%	12%	8%	4%	<1%
South Georgia College	44%	22%	10%	8%	10%	5%	1%	0%
South Louisiana Community College	29%	21%	17%	12%	11%	8%	3%	<1%
South Mountain Community College	19%	12%	11%	12%	18%	15%	11%	2%
South Piedmont Community College	16%	10%	11%	14%	24%	17%	7%	<1%
Southeastern Community College (IA)	28%	21%	12%	12%	14%	9%	4%	<1%
Southeastern Community College (NC)	26%	16%	13%	14%	16%	9%	4%	1%
Southeastern Technical College	15%	15%	16%	17%	20%	13%	4%	<1%
Southern Maine Community College	23%	23%	15%	14%	13%	9%	4%	<1%
Southern University at Shreveport	15%	16%	16%	18%	19%	11%	5%	<1%
Southern West Virginia Community and Technical College	28%	21%	13%	12%	15%	7%	3%	<1%
Southwest Texas Junior College	28%	19%	14%	15%	15%	6%	2%	<1%
Southwest Virginia Community College	22%	12%	11%	11%	19%	12%	9%	2%
Southwestern Community College	22%	16%	13%	15%	18%	11%	5%	<1%
Southwestern Indian Polytechnic Institute	18%	18%	18%	16%	14%	10%	5%	0%
Southwestern Oregon Community College	33%	13%	10%	13%	13%	11%	6%	1%
SOWELA Technical Community College	20%	23%	19%	14%	14%	7%	3%	<1%
Spoon River College	29%	19%	13%	12%	14%	9%	4%	<1%
Surry Community College	32%	15%	10%	11%	16%	11%	4%	1%
Tanana Valley Campus, University of Alaska Fairbanks	20%	16%	15%	15%	15%	11%	8%	1%
Technical College of the Lowcountry	15%	15%	16%	18%	20%	11%	4%	1%
Temple College	30%	17%	14%	13%	14%	9%	3%	<1%
Texas State Technical College Harlingen	28%	19%	16%	14%	14%	5%	3%	<1%
Texas State Technical College Marshall	24%	23%	16%	17%	12%	7%	2%	0%
Texas State Technical College Waco	32%	23%	16%	13%	10%	4%	2%	<1%
Texas State Technical College West Texas	27%	15%	14%	15%	14%	10%	4%	<1%
The Community and Technical College at WVU Tech	19%	21%	17%	14%	17%	8%	3%	0%
The Community and Technical College of Shepherd	10%	8%	8%	10%	22%	24%	18%	1%
The Victoria College	29%	17%	16%	14%	14%	7%	2%	<1%
Three Rivers Community College	24%	15%	13%	15%	17%	12%	4%	<1%
Tompkins Cortland Community College	30%	22%	12%	12%	12%	8%	3%	<1%
Tri-County Community College	23%	14%	11%	15%	16%	13%	8%	1%
Tunxis Community College	24%	18%	15%	14%	15%	10%	4%	1%
University of Alaska Matanuska Susitna College	17%	15%	12%	12%	18%	14%	10%	1%
University of Alaska Southeast Ketchikan campus	12%	10%	12%	15%	21%	17%	12%	1%
University of Arkansas Community College at Batesville	21%	14%	13%	16%	21%	11%	4%	0%
University of Arkansas Community College at Hope	27%	14%	14%	14%	16%	11%	4%	0%

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	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>								
<b>All 2007 CCSSE Cohort Colleges</b>	<b>23%</b>	<b>18%</b>	<b>15%</b>	<b>14%</b>	<b>15%</b>	<b>9%</b>	<b>4%</b>	<b>1%</b>
<b>All Small Colleges</b>	<b>25%</b>	<b>17%</b>	<b>13%</b>	<b>13%</b>	<b>16%</b>	<b>10%</b>	<b>5%</b>	<b>1%</b>
University of Cincinnati Clermont College	26%	20%	15%	14%	14%	8%	3%	<1%
University of New Mexico - Gallup	20%	14%	11%	14%	19%	14%	8%	1%
University of New Mexico - Taos Branch	14%	9%	8%	13%	17%	18%	19%	2%
University of New Mexico - Valencia Campus	22%	17%	13%	13%	14%	13%	7%	1%
Vermilion Community College	53%	23%	10%	4%	5%	3%	2%	1%
Vernon College	16%	22%	16%	16%	19%	8%	3%	<1%
Virginia Highlands Community College	28%	17%	12%	12%	16%	9%	5%	<1%
Warren County Community College	29%	17%	12%	11%	15%	12%	4%	<1%
Washington State Community College	25%	16%	13%	15%	16%	10%	4%	1%
Waycross College	31%	17%	10%	13%	21%	7%	1%	<1%
Wayne Community College	24%	17%	13%	14%	17%	10%	4%	<1%
Wenatchee Valley College	27%	15%	13%	12%	15%	11%	6%	2%
West Virginia Northern Community College	18%	14%	13%	16%	21%	12%	5%	1%
West Virginia State Community and Technical College	17%	17%	16%	15%	19%	10%	5%	<1%
West Virginia University at Parkersburg	21%	17%	15%	16%	17%	10%	4%	<1%
Western Nebraska Community College	27%	13%	12%	13%	13%	13%	9%	1%
Western Piedmont Community College	18%	13%	12%	15%	22%	14%	6%	<1%
Western Texas College	29%	14%	15%	13%	16%	9%	3%	<1%
Western Wyoming Community College	22%	14%	11%	13%	15%	14%	8%	2%
Williston State College	28%	18%	13%	12%	15%	10%	3%	0%
Windward Community College	30%	21%	15%	11%	11%	7%	5%	1%
Wisconsin Indianhead Technical College	22%	14%	12%	13%	18%	15%	6%	1%
Wor-Wic Community College	25%	16%	15%	14%	16%	10%	4%	<1%
Wytheville Community College	25%	14%	9%	11%	18%	13%	9%	1%
York Technical College	27%	18%	13%	12%	17%	9%	3%	<1%
Zane State College	20%	21%	15%	15%	17%	9%	3%	<1%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.



	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>								
<b>All 2007 CCSSE Cohort Colleges</b>	<b>23%</b>	<b>18%</b>	<b>15%</b>	<b>14%</b>	<b>15%</b>	<b>9%</b>	<b>4%</b>	<b>1%</b>
<b>All Medium Colleges</b>	<b>24%</b>	<b>18%</b>	<b>14%</b>	<b>13%</b>	<b>16%</b>	<b>10%</b>	<b>4%</b>	<b>1%</b>
Angelina College	22%	25%	17%	14%	14%	7%	3%	<1%
Anoka-Ramsey Community College	36%	19%	12%	11%	12%	7%	2%	<1%
Asheville-Buncombe Technical Community College	20%	15%	13%	16%	18%	11%	6%	<1%
Baltimore City Community College	16%	12%	13%	17%	20%	14%	6%	2%
Baton Rouge Community College	31%	23%	18%	12%	11%	4%	1%	<1%
Big Sandy Community and Technical College	26%	17%	12%	12%	17%	10%	5%	1%
Black Hawk College	28%	16%	12%	14%	15%	10%	4%	<1%
Bossier Parish Community College	25%	20%	15%	15%	15%	7%	3%	<1%
Bristol Community College	29%	19%	13%	12%	15%	9%	3%	<1%
Bunker Hill Community College	14%	16%	19%	18%	20%	10%	3%	<1%
Burlington County College	29%	21%	13%	11%	12%	10%	4%	<1%
Cape Fear Community College	26%	22%	16%	13%	11%	7%	3%	<1%
Central Arizona College	18%	10%	10%	12%	20%	16%	10%	3%
Central Community College	24%	16%	11%	12%	16%	13%	8%	1%
Central Florida Community College	28%	20%	14%	12%	14%	10%	4%	<1%
Central Virginia Community College	24%	14%	12%	11%	17%	13%	7%	1%
Chattanooga State Technical Community College	19%	17%	15%	15%	17%	10%	5%	1%
Cochise College	22%	14%	12%	15%	16%	13%	8%	2%
College of Alameda	18%	17%	16%	15%	16%	9%	7%	1%
College of Southern Idaho	21%	16%	11%	12%	13%	10%	9%	9%
College of Southern Maryland	32%	19%	12%	10%	14%	11%	3%	<1%
College of the Redwoods	21%	16%	14%	15%	13%	11%	8%	1%
Colorado Mountain College	20%	13%	11%	13%	15%	13%	11%	2%
Columbia State Community College	26%	20%	15%	13%	15%	8%	3%	<1%
Corning Community College	35%	18%	11%	10%	13%	9%	3%	<1%
Delaware Technical & Community College - Stanton-Wilmington	22%	18%	15%	14%	16%	11%	4%	<1%
Dona Ana Community College	29%	18%	14%	13%	13%	8%	4%	<1%
Durham Technical Community College	10%	11%	14%	18%	26%	15%	6%	<1%
El Centro College	18%	14%	15%	17%	21%	11%	4%	<1%
Elizabethtown Community & Technical College	22%	17%	12%	13%	18%	13%	5%	<1%
Estrella Mountain Community College	25%	13%	12%	13%	18%	11%	6%	1%
Everett Community College	28%	16%	12%	12%	17%	10%	5%	<1%
Frederick Community College	24%	13%	11%	13%	19%	14%	5%	1%
Gainesville College	42%	27%	13%	7%	6%	3%	1%	<1%
Gateway Community College	20%	15%	14%	15%	18%	12%	5%	1%
Genesee Community College	36%	18%	11%	9%	13%	9%	3%	<1%
George C Wallace State Community College	28%	20%	11%	13%	15%	8%	3%	1%
Georgia Military College	26%	21%	14%	13%	15%	8%	2%	<1%
Germanna Community College	32%	18%	13%	11%	14%	9%	2%	<1%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 continued</b>								
All 2007 CCSSE Cohort Colleges	23%	18%	15%	14%	15%	9%	4%	1%
All Medium Colleges	24%	18%	14%	13%	16%	10%	4%	1%
Gloucester County College	31%	22%	13%	11%	12%	8%	3%	<1%
Gulf Coast Community College	22%	19%	15%	14%	16%	9%	3%	<1%
Harford Community College	35%	17%	11%	11%	13%	9%	3%	2%
Hawkeye Community College	33%	23%	15%	13%	10%	4%	2%	<1%
Heartland Community College	22%	22%	17%	14%	14%	8%	3%	<1%
Holyoke Community College	28%	21%	13%	12%	14%	9%	3%	<1%
Housatonic Community College	22%	17%	14%	14%	17%	10%	4%	2%
Howard Community College	27%	17%	13%	12%	13%	9%	5%	4%
Hutchinson Community College	31%	17%	10%	11%	14%	10%	6%	1%
Itawamba Community College	35%	18%	12%	13%	14%	6%	2%	<1%
Ivy Tech Community College - Anderson	17%	17%	14%	15%	19%	12%	6%	<1%
Ivy Tech Community College - East Chicago	10%	13%	15%	18%	23%	13%	6%	1%
Ivy Tech Community College - Fort Wayne	14%	16%	14%	17%	21%	12%	5%	<1%
Ivy Tech Community College - Gary	10%	13%	15%	18%	23%	13%	6%	1%
Ivy Tech Community College - Lafayette	19%	20%	17%	16%	16%	9%	3%	<1%
Ivy Tech Community College - Marion	17%	17%	14%	15%	19%	12%	6%	<1%
Ivy Tech Community College - Michigan City	10%	13%	15%	18%	23%	13%	6%	1%
Ivy Tech Community College - Muncie	17%	17%	14%	15%	19%	12%	6%	<1%
Ivy Tech Community College - Valparaiso	10%	13%	15%	18%	23%	13%	6%	1%
Jackson Community College	24%	18%	13%	14%	18%	10%	4%	<1%
John Tyler Community College	23%	17%	13%	13%	18%	12%	4%	<1%
Kansas City Kansas Community College	19%	13%	15%	15%	18%	11%	6%	2%
Kapiolani Community College	23%	23%	20%	15%	12%	5%	2%	<1%
Kilgore College	20%	24%	16%	15%	15%	8%	3%	<1%
Kingwood College	29%	20%	16%	13%	13%	7%	2%	<1%
Lake Superior College	23%	21%	18%	15%	12%	8%	3%	<1%
Lee College	12%	21%	16%	17%	19%	10%	4%	<1%
Leeward Community College	32%	21%	16%	11%	11%	6%	3%	<1%
Lehigh Carbon Community College	26%	19%	13%	12%	14%	12%	5%	<1%
Lincoln Land Community College	27%	17%	14%	13%	14%	9%	5%	1%
Linn-Benton Community College	27%	21%	14%	12%	13%	8%	4%	<1%
Lord Fairfax Community College	33%	17%	12%	10%	13%	11%	5%	<1%
Malcolm X College	13%	12%	14%	17%	22%	13%	7%	1%
Manchester Community College	31%	19%	13%	11%	12%	9%	4%	<1%
Massachusetts Bay Community College	22%	19%	16%	13%	15%	11%	3%	<1%
Massasoit Community College	27%	20%	14%	10%	14%	10%	4%	1%
McHenry County College	32%	19%	11%	9%	12%	11%	5%	1%
Minneapolis Community and Technical College	13%	15%	20%	22%	18%	8%	3%	<1%
Mountain View College	27%	18%	16%	14%	15%	7%	3%	1%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 continued</b>								
All 2007 CCSSE Cohort Colleges	23%	18%	15%	14%	15%	9%	4%	1%
All Medium Colleges	24%	18%	14%	13%	16%	10%	4%	1%
Nashville State Technical Community College	7%	15%	18%	20%	22%	12%	6%	<1%
Naugatuck Valley Community College	26%	18%	14%	12%	15%	10%	4%	1%
Navarro College	37%	17%	12%	11%	13%	7%	2%	<1%
North Hennepin Community College	23%	17%	16%	15%	18%	8%	3%	<1%
North Shore Community College	24%	18%	14%	13%	15%	11%	5%	1%
Northampton Community College	28%	18%	12%	12%	15%	11%	4%	<1%
Northeast Iowa Community College	36%	18%	12%	11%	11%	9%	3%	<1%
Northeast State Technical Community College	23%	19%	13%	12%	20%	10%	3%	<1%
Northern Essex Community College	18%	19%	15%	13%	16%	13%	5%	<1%
Northern Oklahoma College	31%	22%	15%	11%	11%	6%	2%	<1%
NorthWest Arkansas Community College	25%	20%	17%	15%	14%	6%	2%	<1%
Norwalk Community College	20%	16%	14%	13%	15%	11%	6%	5%
Okaloosa-Walton College	22%	20%	17%	15%	13%	10%	3%	<1%
Olympic College	22%	14%	14%	15%	17%	13%	5%	<1%
Owensboro Community and Technical College	24%	16%	12%	12%	17%	12%	6%	1%
Palo Alto College	25%	20%	17%	14%	15%	7%	2%	<1%
Pasco-Hernando Community College	27%	18%	13%	12%	16%	9%	3%	<1%
Pellissippi State Technical Community College	23%	22%	19%	14%	13%	7%	2%	<1%
Pitt Community College	26%	19%	15%	13%	14%	9%	4%	<1%
Polk Community College	27%	20%	13%	13%	14%	9%	4%	<1%
Prairie State College	21%	16%	13%	14%	17%	12%	7%	1%
Pueblo Community College	16%	13%	13%	18%	21%	13%	6%	<1%
Quinsigamond Community College	27%	20%	14%	12%	15%	10%	2%	<1%
Raritan Valley Community College	24%	21%	15%	11%	12%	10%	5%	<1%
Red Rocks Community College	20%	15%	14%	13%	18%	13%	7%	1%
Rend Lake College	27%	11%	8%	12%	15%	11%	11%	4%
Roane State Community College	25%	18%	13%	14%	17%	9%	3%	<1%
Rochester Community and Technical College	31%	19%	15%	13%	13%	8%	2%	<1%
Rowan-Cabarrus Community College	23%	15%	12%	12%	18%	13%	7%	<1%
San Jacinto College - North Campus	12%	27%	21%	16%	14%	7%	3%	0%
San Juan College	17%	15%	15%	15%	18%	13%	6%	1%
Shelton State Community College	29%	25%	15%	11%	12%	6%	2%	<1%
Skagit Valley College	21%	14%	11%	12%	15%	10%	9%	8%
Somerset Community College	23%	15%	13%	14%	18%	12%	6%	1%
South Puget Sound Community College	25%	17%	13%	13%	17%	10%	4%	<1%
South Seattle Community College	9%	9%	11%	16%	25%	18%	10%	1%
South Suburban College	18%	14%	12%	14%	20%	14%	8%	1%
Southeast Kentucky Community & Technical College	23%	15%	10%	11%	15%	14%	11%	2%
Southside Virginia Community College	21%	13%	12%	11%	18%	15%	10%	1%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 continued</b>								
<b>All 2007 CCSSE Cohort Colleges</b>	<b>23%</b>	<b>18%</b>	<b>15%</b>	<b>14%</b>	<b>15%</b>	<b>9%</b>	<b>4%</b>	<b>1%</b>
<b>All Medium Colleges</b>	<b>24%</b>	<b>18%</b>	<b>14%</b>	<b>13%</b>	<b>16%</b>	<b>10%</b>	<b>4%</b>	<b>1%</b>
Spokane Community College	18%	15%	16%	18%	18%	10%	5%	<1%
Springfield Technical Community College	20%	18%	15%	14%	18%	11%	4%	1%
St. Charles Community College	35%	21%	13%	9%	11%	8%	2%	<1%
St. Johns River Community College	30%	20%	13%	11%	14%	9%	3%	<1%
St. Louis Community College at Forest Park	14%	16%	17%	18%	19%	10%	5%	<1%
St. Louis Community College- Florissant Valley	20%	20%	15%	14%	16%	10%	4%	<1%
Stark State College of Technology	13%	18%	16%	17%	19%	12%	5%	<1%
Tacoma Community College	22%	16%	14%	15%	17%	11%	4%	<1%
Tomball College	29%	20%	16%	13%	13%	7%	2%	<1%
Tri-County Technical College	30%	20%	13%	12%	14%	7%	3%	<1%
Trinity Valley Community College	25%	17%	11%	13%	19%	10%	3%	<1%
Volunteer State Community College	26%	19%	15%	13%	16%	8%	3%	<1%
Walters State Community College	30%	17%	11%	12%	19%	8%	3%	1%
Weatherford College	40%	19%	10%	9%	12%	7%	2%	<1%
West Hills Community College District	27%	18%	15%	14%	15%	7%	3%	2%
West Kentucky Community and Technical College	21%	13%	10%	12%	18%	14%	10%	2%
Western Iowa Tech Community College	28%	16%	13%	14%	16%	9%	3%	<1%
Westmoreland County Community College	21%	20%	14%	12%	15%	12%	6%	<1%
Wharton County Junior College	35%	25%	15%	10%	8%	5%	2%	<1%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 2007 CCSSE Cohort Colleges	23%	18%	15%	14%	15%	9%	4%	1%
All Large Colleges	24%	19%	16%	14%	14%	9%	4%	1%
Anne Arundel Community College	29%	18%	13%	11%	13%	9%	5%	2%
Blinn College	41%	29%	15%	7%	5%	2%	1%	<1%
Bluegrass Community and Technical College	22%	25%	18%	14%	12%	6%	2%	<1%
Brevard Community College	27%	20%	14%	11%	13%	10%	4%	<1%
Brookdale Community College	32%	22%	13%	9%	10%	8%	4%	2%
Brookhaven College	18%	17%	18%	18%	15%	7%	3%	4%
Bucks County Community College	29%	21%	14%	10%	11%	10%	4%	<1%
Butler County Community College (KS)	29%	18%	14%	13%	14%	9%	4%	<1%
Century College	29%	21%	16%	13%	12%	7%	2%	<1%
Chandler-Gilbert Community College	31%	18%	14%	11%	14%	8%	4%	1%
Citrus College	32%	22%	16%	11%	10%	6%	3%	1%
College of Lake County	21%	16%	13%	13%	17%	13%	6%	1%
Community College of Denver	22%	16%	16%	18%	16%	9%	3%	<1%
CyFair College	29%	20%	16%	13%	13%	7%	2%	<1%
Daytona Beach Community College	23%	19%	14%	13%	15%	10%	5%	<1%
Del Mar College	20%	20%	17%	17%	16%	8%	3%	<1%
Delgado Community College	14%	18%	19%	18%	19%	9%	3%	<1%
Delta College	29%	21%	15%	12%	13%	8%	3%	<1%
Douglas College	22%	27%	22%	13%	10%	3%	2%	<1%
Eastfield College	23%	18%	16%	14%	16%	9%	3%	<1%
Edison College	27%	20%	14%	12%	14%	9%	3%	<1%
Essex County College	21%	18%	15%	15%	17%	10%	4%	<1%
Grand Rapids Community College	25%	25%	18%	12%	11%	6%	2%	<1%
Greenville Technical College	21%	14%	13%	16%	20%	11%	5%	<1%
Guilford Technical Community College	21%	18%	16%	15%	17%	9%	3%	<1%
Harold Washington College	16%	17%	18%	16%	16%	10%	6%	1%
Hudson Valley Community College	34%	21%	14%	11%	10%	7%	3%	<1%
Illinois Central College	26%	18%	12%	14%	15%	10%	5%	1%
Indian River Community College	23%	16%	12%	11%	15%	13%	9%	2%
Ivy Tech Community College - Central Indiana	15%	15%	16%	19%	21%	10%	3%	<1%
J. Sargeant Reynolds Community College	20%	16%	15%	15%	17%	11%	5%	<1%
Jefferson Community and Technical College	21%	17%	16%	15%	18%	10%	4%	1%
Joliet Jr College	28%	17%	11%	11%	16%	11%	5%	1%
Kingsborough Community College	26%	23%	18%	11%	10%	5%	3%	4%
LaGuardia Community College	20%	20%	20%	18%	14%	6%	2%	<1%
Lane Community College	20%	19%	16%	15%	14%	9%	6%	<1%
Laney College	12%	13%	15%	17%	20%	12%	8%	2%
Lorain County Community College	20%	18%	15%	15%	18%	10%	3%	<1%
Manatee Community College	25%	20%	15%	13%	13%	9%	4%	<1%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 continued</b>								
<b>All 2007 CCSSE Cohort Colleges</b>	<b>23%</b>	<b>18%</b>	<b>15%</b>	<b>14%</b>	<b>15%</b>	<b>9%</b>	<b>4%</b>	<b>1%</b>
<b>All Large Colleges</b>	<b>24%</b>	<b>19%</b>	<b>16%</b>	<b>14%</b>	<b>14%</b>	<b>9%</b>	<b>4%</b>	<b>1%</b>
Merced College	27%	22%	14%	11%	12%	9%	5%	<1%
Mercer County Community College	23%	19%	16%	13%	14%	10%	4%	1%
Metropolitan Community College	18%	17%	17%	16%	16%	11%	5%	<1%
Middlesex Community College	28%	21%	14%	11%	13%	9%	3%	<1%
Middlesex County College	28%	24%	17%	12%	11%	7%	2%	<1%
Midlands Technical College	24%	18%	16%	15%	15%	8%	3%	<1%
MiraCosta College	24%	18%	16%	13%	12%	9%	6%	1%
Montgomery College	29%	20%	16%	13%	13%	7%	2%	<1%
Montgomery County Community College	26%	20%	15%	12%	13%	9%	4%	1%
Mt. Hood Community College	30%	15%	14%	14%	14%	8%	4%	<1%
North Harris College	29%	20%	16%	13%	13%	7%	2%	<1%
North Lake College	20%	18%	18%	17%	16%	7%	3%	1%
Northwest Vista College	28%	25%	18%	13%	11%	5%	1%	<1%
Oakton Community College	21%	17%	15%	13%	12%	12%	8%	2%
Ocean County College	33%	24%	13%	9%	10%	7%	2%	<1%
Oklahoma City Community College	18%	21%	20%	17%	14%	7%	2%	<1%
Onondaga Community College	28%	21%	15%	11%	12%	8%	3%	<1%
Paradise Valley Community College	24%	16%	14%	12%	14%	12%	8%	1%
Parkland College	27%	22%	14%	13%	13%	7%	4%	1%
Pensacola Junior College	27%	19%	14%	14%	14%	8%	3%	<1%
Phoenix College	17%	14%	14%	16%	18%	12%	8%	2%
Prince George's Community College	20%	16%	14%	14%	18%	12%	5%	2%
Queensborough Community College	29%	23%	17%	12%	11%	6%	2%	1%
Richard J. Daley College	14%	15%	15%	19%	23%	10%	4%	<1%
Richland College	21%	18%	17%	15%	15%	7%	3%	4%
San Jacinto College - Central Campus	11%	27%	22%	17%	14%	6%	2%	<1%
San Jacinto College - South Campus	11%	27%	22%	17%	14%	6%	2%	<1%
Schoolcraft College	28%	19%	15%	12%	13%	9%	4%	<1%
Scottsdale Community College	22%	19%	16%	13%	12%	9%	7%	2%
Seminole Community College	21%	21%	17%	14%	15%	9%	4%	<1%
Southwest Tennessee Community College	18%	18%	16%	16%	19%	9%	4%	<1%
St. Louis Community College - Meramec	26%	25%	15%	11%	10%	8%	5%	<1%
St. Philip's College	16%	16%	16%	18%	20%	10%	4%	<1%
Taft College	10%	9%	12%	16%	24%	18%	10%	1%
Tallahassee Community College	29%	28%	17%	11%	9%	4%	2%	<1%
Thomas Nelson Community College	20%	18%	16%	15%	16%	11%	4%	<1%
Truckee Meadows Community College	19%	20%	18%	14%	14%	9%	5%	2%
Truman College	8%	11%	15%	21%	25%	12%	7%	3%
University of Wisconsin Colleges	47%	21%	11%	8%	7%	4%	1%	<1%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 2007 CCSSE Cohort Colleges	23%	18%	15%	14%	15%	9%	4%	1%
All Large Colleges	24%	19%	16%	14%	14%	9%	4%	1%
Victor Valley College	25%	17%	14%	12%	15%	11%	5%	1%
Vincennes University	35%	21%	12%	11%	12%	7%	2%	<1%
Virginia Western Community College	22%	14%	12%	12%	19%	12%	8%	<1%
Westchester Community College	24%	21%	15%	12%	12%	9%	6%	2%
Wilbur Wright College	17%	17%	16%	16%	17%	10%	6%	1%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

	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 2007 CCSSE Cohort Colleges	23%	18%	15%	14%	15%	9%	4%	1%
All Extra Large Colleges	20%	19%	16%	15%	15%	9%	4%	1%
American River College	16%	14%	15%	15%	19%	13%	7%	1%
Austin Community College	21%	20%	18%	17%	15%	7%	3%	<1%
Borough of Manhattan Community College	19%	20%	21%	18%	14%	6%	2%	<1%
Broward Community College	22%	21%	18%	14%	15%	8%	2%	<1%
City College of San Francisco	10%	11%	12%	15%	20%	13%	11%	8%
College of DuPage	24%	17%	12%	12%	14%	11%	7%	3%
Community College of Allegheny County	19%	19%	15%	14%	16%	11%	5%	1%
Community College of Philadelphia	9%	19%	18%	18%	19%	11%	5%	1%
Community College of Rhode Island	24%	18%	14%	13%	16%	11%	4%	<1%
Community College of Southern Nevada	9%	17%	18%	18%	20%	11%	5%	1%
Cuyahoga Community College	17%	15%	15%	15%	19%	12%	5%	<1%
De Anza College	25%	19%	16%	13%	13%	8%	4%	2%
El Paso Community College	22%	21%	17%	14%	15%	8%	3%	<1%
Florida Community College at Jacksonville	19%	19%	16%	16%	17%	9%	4%	<1%
Georgia Perimeter College	23%	23%	18%	15%	14%	5%	1%	<1%
Glendale Community College	23%	18%	14%	12%	15%	11%	6%	2%
Harper College	27%	19%	14%	12%	14%	10%	4%	<1%
Hillsborough Community College	24%	21%	18%	15%	14%	7%	2%	<1%
Houston Community College System	8%	19%	22%	20%	18%	9%	3%	<1%
Johnson County Community College	25%	18%	16%	14%	12%	8%	5%	1%
Kirkwood Community College	33%	23%	14%	12%	10%	6%	2%	<1%
Macomb Community College	28%	21%	15%	11%	13%	8%	3%	<1%
Metropolitan Community College - Kansas City	24%	21%	14%	14%	15%	9%	4%	1%
Miami Dade College	20%	21%	17%	14%	16%	9%	3%	<1%
Modesto Junior College	29%	19%	15%	11%	12%	9%	4%	1%
Montgomery College	24%	20%	16%	13%	13%	7%	4%	2%
Moraine Valley Community College	29%	20%	14%	11%	12%	10%	4%	<1%
Mt. San Antonio College	25%	20%	16%	12%	11%	7%	5%	2%
Northern Virginia Community College	20%	18%	16%	15%	16%	10%	5%	<1%
Oakland Community College	21%	20%	16%	14%	15%	9%	4%	1%
Palm Beach Community College	24%	24%	18%	12%	12%	7%	3%	<1%
Palomar College	25%	19%	16%	12%	11%	9%	6%	2%
Pasadena City College	26%	20%	17%	12%	13%	7%	4%	1%
Salt Lake Community College	18%	18%	24%	19%	12%	6%	2%	<1%
San Antonio College	19%	20%	18%	17%	15%	7%	3%	<1%
San Diego Mesa College	22%	21%	20%	16%	11%	6%	3%	<1%
Santa Ana College	13%	11%	12%	14%	22%	17%	9%	2%
Santa Fe Community College (FL)	29%	26%	18%	12%	9%	5%	2%	<1%
Sinclair Community College	18%	17%	16%	15%	18%	11%	5%	<1%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.



	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 2007 CCSSE Cohort Colleges	23%	18%	15%	14%	15%	9%	4%	1%
All Extra Large Colleges	20%	19%	16%	15%	15%	9%	4%	1%
South Texas College	25%	20%	18%	15%	15%	5%	1%	<1%
Southwestern Illinois College	22%	17%	14%	14%	15%	11%	5%	1%
St. Petersburg College	17%	17%	16%	16%	18%	11%	4%	1%
The Community College of Baltimore County	24%	16%	14%	14%	16%	9%	4%	3%
Tidewater Community College	19%	16%	16%	16%	18%	11%	4%	<1%
Triton College	14%	16%	15%	18%	19%	11%	6%	1%
Valencia Community College	27%	25%	18%	13%	10%	5%	2%	<1%

Note: All population percentages acquired from the 2005 IPEDS dataset, if available.

# Survey Completion Rates

Table 6, beginning on the next page, provides data on 1) overall survey completion rates, 2) within class completion rates, and 3) the percent of sampled classes for 2007 *CCSSE* Cohort colleges (colleges that participated in *CCSSE* from 2005 through 2007) 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. Within class 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**  
**2007 CCSSE Colleges: Completion Rates**

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2007 CCSSE Colleges</b>	<b>51%</b>	<b>59%</b>	<b>87%</b>
<b>All Small CCSSE Colleges</b>	<b>50%</b>	<b>57%</b>	<b>87%</b>
Abraham Baldwin Agricultural College	63%	66%	98%
Aiken Technical College	55%	61%	94%
Alabama Southern Community College	46%	49%	91%
Alexandria Technical College	64%	71%	91%
Allegheny College of Maryland	65%	71%	98%
Alpena Community College	39%	58%	68%
Alvin Community College	48%	51%	97%
Ashland Community and Technical College	51%	53%	100%
Asnuntuck Community College	49%	53%	96%
Atlanta Metropolitan College	49%	53%	93%
Atlanta Technical College	53%	57%	92%
Bainbridge College	36%	53%	67%
Barton County Community College	57%	65%	95%
Belmont Technical College	53%	57%	89%
Berkshire Community College	46%	64%	80%
Big Bend Community College	49%	56%	89%
Bismarck State College	55%	65%	81%
Blue Ridge Community College	61%	62%	100%
Bowling Green Technical College	46%	57%	82%
Brazosport College	49%	55%	96%
Butler County Community College (PA)	62%	65%	96%
Caldwell Community College and Technical Institute	54%	57%	95%
Cape Cod Community College	65%	66%	98%
Capital Community College	56%	57%	100%
Caritas Laboure College	48%	57%	82%
Carolinas College of Health Sciences	48%	57%	84%
Carroll Community College	60%	64%	96%
Carteret Community College	57%	62%	92%
Cascadia Community College	53%	55%	95%
Casper College	53%	63%	89%
Cecil Community College	51%	53%	97%
Cedar Valley College	52%	58%	92%
Central Lakes College	60%	74%	87%
Central Maine Community College	59%	66%	95%
Central Wyoming College	38%	50%	83%
Centralia College	46%	55%	80%
Chattahoochee Technical College	58%	62%	100%
Chesapeake College	46%	54%	87%
Chipola College	52%	66%	88%
Clarendon College	42%	44%	92%
Cleveland Community College	45%	49%	91%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2007 CCSSE Colleges</b>	<b>51%</b>	<b>59%</b>	<b>87%</b>
<b>All Small CCSSE Colleges</b>	<b>50%</b>	<b>57%</b>	<b>87%</b>
Cleveland State Community College	53%	57%	98%
Clovis Community College	56%	61%	92%
Coastal Bend College	50%	55%	97%
Coastal Carolina Community College	69%	70%	100%
Coastal Georgia Community College	46%	53%	87%
College of the Mainland	46%	52%	92%
College of the Marshall Islands	64%	65%	100%
College of the Siskiyous	43%	51%	80%
Cumberland County College	53%	61%	87%
Dabney S. Lancaster Community College	36%	66%	47%
Danville Area Community College	51%	64%	79%
Danville Community College	46%	61%	83%
Darton College	51%	56%	91%
Delaware Technical & Community College - Owens Campus	59%	65%	95%
Delaware Technical & Community College - Terry Campus	50%	53%	90%
Dyersburg State Community College	52%	56%	92%
East Georgia College	51%	52%	100%
Eastern New Mexico University - Roswell	50%	59%	90%
Eastern Shore Community College	51%	54%	89%
Eastern West Virginia Community & Technical College	26%	26%	100%
Eastern Wyoming College	41%	52%	75%
Edison State Community College	53%	57%	96%
Ellsworth Community College	43%	53%	78%
Fairmont State Community and Technical College	61%	63%	95%
Florida Keys Community College	45%	54%	85%
Fond du Lac Tribal and Community College	39%	53%	67%
Frank Phillips College	36%	58%	62%
Galveston College	39%	42%	94%
Garrett College	45%	57%	86%
Gateway Community and Technical College	51%	57%	95%
Georgia Highlands College	58%	61%	95%
Gordon College	57%	59%	97%
Grays Harbor College	61%	64%	98%
Grayson County College	58%	57%	100%
Greenfield Community College	49%	54%	91%
Hagerstown Community College	60%	61%	93%
Hawaii Community College	54%	65%	86%
Hazard Community and Technical College	28%	56%	54%
Henderson Community College	50%	52%	97%
Hesston College	50%	58%	83%
Hibbing Community College	41%	70%	56%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2007 CCSSE Colleges</b>	<b>51%</b>	<b>59%</b>	<b>87%</b>
<b>All Small CCSSE Colleges</b>	<b>50%</b>	<b>57%</b>	<b>87%</b>
Honolulu Community College	46%	65%	78%
Hopkinsville Community College	53%	56%	96%
Howard College	45%	59%	92%
Illinois Valley Community College	68%	71%	100%
Isothermal Community College	49%	54%	97%
Itasca Community College	41%	54%	75%
Ivy Tech Community College - Bloomington	42%	54%	85%
Ivy Tech Community College - Columbus	49%	59%	80%
Ivy Tech Community College - Elkhart	32%	41%	78%
Ivy Tech Community College - Evansville	53%	59%	91%
Ivy Tech Community College - Kokomo	55%	60%	96%
Ivy Tech Community College - Lawrenceburg	58%	60%	97%
Ivy Tech Community College - Logansport	47%	51%	97%
Ivy Tech Community College - Madison	34%	42%	81%
Ivy Tech Community College - Sellersburg	59%	59%	98%
Ivy Tech Community College - South Bend	43%	51%	87%
Ivy Tech Community College - Terre Haute	42%	49%	89%
Ivy Tech Community College - Warsaw	27%	45%	63%
Ivy Tech Community College - Whitewater	44%	57%	82%
Jackson State Community College	62%	64%	98%
James A. Rhodes State College	53%	70%	79%
Jefferson Community College	50%	54%	96%
Kankakee Community College	54%	60%	91%
Kauai Community College	43%	58%	76%
Kenai Peninsula College-UAA	33%	48%	66%
Kennebec Valley Community College	55%	62%	88%
Kirtland Community College	48%	50%	93%
Kodiak College, University of Alaska Anchorage	44%	53%	92%
Kuskokwim Campus, University of Alaska Fairbanks	28%	60%	43%
L. E. Fletcher Technical Community College	45%	47%	95%
Lake City Community College	59%	59%	94%
Lake Region State College	33%	52%	53%
Lake-Sumter Community College	62%	65%	96%
Lamar Institute of Technology	55%	59%	94%
Lamar State College - Orange	48%	51%	94%
Laramie County Community College	53%	55%	100%
Leech Lake Tribal College	22%	47%	52%
Louisburg College	58%	61%	100%
Louisiana Delta Community College	40%	50%	85%
Louisiana Technical College - Region 2	38%	58%	67%
Louisiana Technical College - Region 3	39%	55%	76%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2007 CCSSE Colleges</b>	<b>51%</b>	<b>59%</b>	<b>87%</b>
<b>All Small CCSSE Colleges</b>	<b>50%</b>	<b>57%</b>	<b>87%</b>
Louisiana Technical College - Region 4	53%	69%	95%
Louisiana Technical College - Region 6	50%	55%	92%
Louisiana Technical College - Region 7	56%	65%	88%
Louisiana Technical College - Region 8	47%	54%	94%
Louisiana Technical College - Region 9	24%	65%	38%
Lower Columbia College	50%	64%	81%
Madisonville Community College	49%	57%	86%
Marshall Community and Technical College	58%	58%	98%
Marshalltown Community College	39%	48%	81%
Martin Community College	48%	51%	98%
Maui Community College	56%	59%	100%
Mayland Community College	51%	63%	82%
Maysville Community & Technical College	48%	48%	97%
Mercy College of Health Sciences	53%	68%	76%
Mesabi Range Community and Technical College	42%	52%	89%
Mid Michigan Community College	51%	56%	98%
Mid-South Community College	54%	56%	97%
Middle Georgia College	55%	58%	98%
Middlesex Community College	54%	62%	90%
Minot State University-Bottineau	45%	69%	79%
Montana State University Billings	40%	62%	66%
Motlow State Community College	62%	64%	93%
Mount Wachusett Community College	65%	73%	93%
Mountain Empire Community College	48%	53%	95%
NH Community Technical College - Berlin	46%	55%	74%
NH Community Technical College - Claremont	55%	58%	92%
NH Community Technical College - Laconia	55%	58%	96%
NH Community Technical College - Manchester	50%	61%	82%
NH Community Technical College - Nashua	51%	55%	95%
NH Community Technical College - Stratham	59%	75%	84%
New Hampshire Technical Institute	66%	70%	93%
New Mexico Junior College	48%	49%	92%
New Mexico Military Institute	56%	57%	100%
New Mexico State University - Grants	36%	47%	74%
New Mexico State University at Alamogordo	47%	53%	85%
New River Community College	63%	64%	98%
New River Community and Technical College	41%	62%	70%
North Arkansas College	44%	60%	71%
North Central Missouri College	46%	59%	72%
North Central State College	58%	61%	93%
North Dakota State College of Science	66%	85%	87%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2007 CCSSE Colleges</b>	<b>51%</b>	<b>59%</b>	<b>87%</b>
<b>All Small CCSSE Colleges</b>	<b>50%</b>	<b>57%</b>	<b>87%</b>
North Florida Community College	48%	54%	89%
North Iowa Area Community College	63%	66%	93%
Northeast Lakeview College	55%	55%	100%
Northeast Mississippi Community College	76%	75%	100%
Northeast Texas Community College	44%	51%	82%
Northern Maine Community College	48%	54%	91%
Northern New Mexico Community College	45%	51%	92%
Northwest College	50%	58%	93%
Northwest Indian College	25%	46%	63%
Northwest Iowa Community College	43%	71%	69%
Northwestern Connecticut Community College	47%	57%	81%
Nunez Community College	49%	53%	92%
Oregon Coast Community College	34%	46%	83%
Ouachita Technical College	43%	49%	84%
Panola College	45%	56%	89%
Paris Junior College	53%	62%	75%
Patrick Henry Community College	55%	60%	85%
Paul D. Camp Community College	30%	46%	57%
Piedmont Virginia Community College	55%	57%	98%
Prince William Sound Community College	16%	45%	40%
Quinebaug Valley Community College	50%	50%	100%
Rainy River Community College	24%	36%	65%
Ranger College	44%	51%	87%
Rappahannock Community College	42%	58%	78%
Reading Area Community College	48%	57%	85%
Redlands Community College	43%	48%	93%
River Parishes Community College	49%	49%	97%
Riverland Community College	34%	57%	65%
Roxbury Community College	47%	64%	83%
SOWELA Technical Community College	31%	42%	78%
Salem Community College	50%	51%	97%
Salish Kootenai College	44%	67%	89%
Santa Fe Community College (NM)	44%	54%	88%
Sheridan College	49%	57%	83%
South Florida Community College	56%	64%	92%
South Georgia College	56%	60%	95%
South Louisiana Community College	45%	49%	98%
South Mountain Community College	49%	59%	77%
South Piedmont Community College	42%	53%	82%
Southeastern Community College (IA)	58%	69%	82%
Southeastern Community College (NC)	50%	56%	85%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2007 CCSSE Colleges</b>	<b>51%</b>	<b>59%</b>	<b>87%</b>
<b>All Small CCSSE Colleges</b>	<b>50%</b>	<b>57%</b>	<b>87%</b>
Southeastern Technical College	58%	68%	86%
Southern Maine Community College	68%	70%	100%
Southern University at Shreveport	24%	44%	57%
Southern West Virginia Community and Technical College	49%	54%	95%
Southwest Texas Junior College	56%	58%	96%
Southwest Virginia Community College	52%	61%	94%
Southwestern Community College	46%	53%	86%
Southwestern Indian Polytechnic Institute	35%	39%	97%
Southwestern Oregon Community College	54%	57%	95%
Spoon River College	56%	61%	90%
Surry Community College	58%	63%	91%
Tanana Valley Campus, University of Alaska Fairbanks	33%	55%	61%
Technical College of the Lowcountry	44%	54%	85%
Temple College	45%	54%	85%
Texas State Technical College Harlingen	51%	52%	100%
Texas State Technical College Marshall	47%	57%	86%
Texas State Technical College Waco	52%	57%	96%
Texas State Technical College West Texas	46%	54%	82%
The Community and Technical College at WVU Tech	52%	66%	84%
The Community and Technical College of Shepherd	41%	42%	95%
The Victoria College	49%	52%	96%
Three Rivers Community College	57%	68%	82%
Tompkins Cortland Community College	57%	60%	96%
Tri-County Community College	54%	63%	85%
Tunxis Community College	58%	60%	98%
University of Alaska Matanuska Susitna College	48%	55%	84%
University of Alaska Southeast Ketchikan Campus	34%	50%	64%
University of Arkansas Community College at Batesville	54%	57%	98%
University of Arkansas Community College at Hope	47%	53%	88%
University of Cincinnati Clermont College	45%	54%	78%
University of New Mexico - Gallup	53%	62%	89%
University of New Mexico - Taos Branch	45%	48%	93%
University of New Mexico - Valencia Campus	48%	52%	92%
Vermilion Community College	43%	63%	96%
Vernon College	51%	63%	92%
Virginia Highlands Community College	51%	54%	95%
Warren County Community College	49%	53%	93%
Washington State Community College	54%	57%	95%
Waycross College	55%	55%	96%
Wayne Community College	51%	55%	89%
Wenatchee Valley College	45%	54%	84%



	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2007 CCSSE Colleges</b>	<b>51%</b>	<b>59%</b>	<b>87%</b>
<b>All Small CCSSE Colleges</b>	<b>50%</b>	<b>57%</b>	<b>87%</b>
West Virginia Northern Community College	49%	53%	94%
West Virginia State Community and Technical College	51%	60%	94%
West Virginia University at Parkersburg	59%	63%	96%
Western Nebraska Community College	57%	64%	91%
Western Piedmont Community College	57%	59%	95%
Western Texas College	31%	46%	68%
Western Wyoming Community College	51%	56%	97%
Williston State College	40%	58%	67%
Windward Community College	43%	59%	75%
Wisconsin Indianhead Technical College	45%	61%	81%
Wor-Wic Community College	57%	58%	100%
Wytheville Community College	47%	56%	88%
York Technical College	60%	61%	100%
Zane State College	52%	53%	98%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2007 CCSSE Colleges</b>	<b>51%</b>	<b>59%</b>	<b>87%</b>
<b>All Medium CCSSE Colleges</b>	<b>51%</b>	<b>60%</b>	<b>87%</b>
Angelina College	55%	60%	96%
Anoka-Ramsey Community College	55%	58%	93%
Asheville-Buncombe Technical Community College	56%	59%	95%
Baltimore City Community College	38%	61%	63%
Baton Rouge Community College	48%	52%	98%
Big Sandy Community and Technical College	34%	50%	67%
Black Hawk College	63%	67%	96%
Bossier Parish Community College	56%	56%	100%
Bristol Community College	68%	72%	95%
Bunker Hill Community College	17%	60%	28%
Burlington County College	61%	65%	94%
Cape Fear Community College	60%	62%	97%
Central Arizona College	42%	60%	77%
Central Community College	34%	55%	65%
Central Florida Community College	48%	52%	91%
Central Virginia Community College	51%	64%	75%
Chattanooga State Technical Community College	48%	55%	95%
Cochise College	46%	62%	75%
College of Alameda	39%	43%	91%
College of Southern Idaho	59%	65%	98%
College of Southern Maryland	60%	65%	92%
College of the Redwoods	43%	61%	78%
Colorado Mountain College	40%	54%	76%
Columbia State Community College	63%	65%	100%
Corning Community College	52%	60%	86%
Delaware Technical & Community College - Stanton-Wilmington	62%	62%	98%
Dona Ana Community College	59%	60%	100%
Durham Technical Community College	54%	57%	97%
El Centro College	50%	58%	85%
Elizabethtown Community & Technical College	57%	61%	97%
Estrella Mountain Community College	54%	65%	88%
Everett Community College	43%	53%	85%
Frederick Community College	62%	66%	92%
Gainesville College	57%	58%	98%
Gateway Community College	53%	56%	97%
Genesee Community College	65%	66%	100%
George C Wallace State Community College	60%	63%	89%
Germanna Community College	53%	54%	100%
Gloucester County College	50%	60%	81%
Gulf Coast Community College	55%	61%	95%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2007 CCSSE Colleges</b>	<b>51%</b>	<b>59%</b>	<b>87%</b>
<b>All Medium CCSSE Colleges</b>	<b>51%</b>	<b>60%</b>	<b>87%</b>
Harford Community College	59%	62%	95%
Hawkeye Community College	53%	59%	89%
Heartland Community College	40%	55%	75%
Holyoke Community College	50%	61%	81%
Housatonic Community College	56%	56%	98%
Howard Community College	53%	59%	89%
Hutchinson Community College	60%	59%	96%
Itawamba Community College	69%	72%	100%
Ivy Tech Community College - Anderson	37%	47%	81%
Ivy Tech Community College - East Chicago	32%	53%	68%
Ivy Tech Community College - Fort Wayne	54%	62%	91%
Ivy Tech Community College - Gary	32%	51%	70%
Ivy Tech Community College - Lafayette	35%	59%	63%
Ivy Tech Community College - Marion	30%	47%	66%
Ivy Tech Community College - Michigan City	28%	38%	77%
Ivy Tech Community College - Muncie	37%	54%	68%
Ivy Tech Community College - Valparaiso	37%	50%	83%
Jackson Community College	57%	69%	88%
John Tyler Community College	52%	61%	95%
Kansas City Kansas Community College	57%	60%	94%
Kapiolani Community College	48%	58%	85%
Kilgore College	56%	68%	89%
Kingwood College	56%	59%	98%
Lake Superior College	55%	61%	88%
Lee College	58%	62%	95%
Leeward Community College	47%	58%	80%
Lehigh Carbon Community College	53%	64%	83%
Lincoln Land Community College	56%	60%	86%
Linn-Benton Community College	46%	57%	82%
Lord Fairfax Community College	58%	58%	96%
Malcolm X College	58%	60%	98%
Manchester Community College	49%	56%	87%
Massachusetts Bay Community College	47%	53%	85%
Massasoit Community College	53%	59%	91%
McHenry County College	66%	71%	97%
Minneapolis Community and Technical College	54%	61%	84%
Mountain View College	37%	57%	66%
Nashville State Technical Community College	59%	63%	99%
Naugatuck Valley Community College	56%	62%	92%
Navarro College	58%	66%	99%
North Hennepin Community College	57%	60%	98%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2007 CCSSE Colleges</b>	<b>51%</b>	<b>59%</b>	<b>87%</b>
<b>All Medium CCSSE Colleges</b>	<b>51%</b>	<b>60%</b>	<b>87%</b>
North Shore Community College	48%	57%	85%
NorthWest Arkansas Community College	53%	67%	94%
Northampton Community College	60%	67%	90%
Northeast Iowa Community College	53%	58%	93%
Northeast State Technical Community College	61%	63%	98%
Northern Essex Community College	44%	60%	73%
Northern Oklahoma College	30%	63%	53%
Norwalk Community College	54%	62%	87%
Okaloosa-Walton College	56%	62%	92%
Olympic College	56%	64%	90%
Owensboro Community and Technical College	54%	60%	90%
Palo Alto College	48%	57%	82%
Pasco-Hernando Community College	26%	51%	54%
Pellissippi State Technical Community College	60%	63%	95%
Pitt Community College	60%	64%	95%
Polk Community College	53%	51%	100%
Prairie State College	52%	59%	92%
Pueblo Community College	45%	50%	85%
Quinsigamond Community College	48%	59%	81%
Raritan Valley Community College	53%	57%	91%
Red Rocks Community College	45%	68%	68%
Rend Lake College	58%	65%	91%
Roane State Community College	58%	58%	100%
Rochester Community and Technical College	48%	65%	76%
Rowan-Cabarrus Community College	57%	60%	99%
San Jacinto College - North Campus	43%	50%	87%
San Juan College	45%	52%	86%
Shelton State Community College	58%	62%	94%
Skagit Valley College	42%	59%	70%
Somerset Community College	59%	63%	97%
South Puget Sound Community College	59%	63%	94%
South Seattle Community College	39%	59%	59%
South Suburban College	41%	58%	74%
Southeast Kentucky Community & Technical College	58%	60%	93%
Southside Virginia Community College	49%	56%	83%
Spokane Community College	60%	75%	83%
Springfield Technical Community College	58%	63%	96%
St. Charles Community College	62%	63%	98%
St. Johns River Community College	57%	64%	88%
St. Louis Community College at Forest Park	44%	62%	71%
St. Louis Community College- Florissant Valley	54%	66%	84%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2007 CCSSE Colleges</b>	<b>51%</b>	<b>59%</b>	<b>87%</b>
<b>All Medium CCSSE Colleges</b>	<b>51%</b>	<b>60%</b>	<b>87%</b>
Stark State College of Technology	62%	66%	96%
Tacoma Community College	52%	57%	96%
Tomball College	55%	55%	98%
Tri-County Technical College	51%	59%	91%
Trinity Valley Community College	52%	54%	100%
Volunteer State Community College	60%	63%	98%
Walters State Community College	62%	64%	97%
Weatherford College	48%	48%	97%
West Hills Community College District	43%	58%	87%
West Kentucky Community and Technical College	49%	52%	93%
Western Iowa Tech Community College	47%	50%	97%
Westmoreland County Community College	59%	69%	100%
Wharton County Junior College	58%	67%	86%

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<b>All 2007 CCSSE Colleges</b>	<b>51%</b>	<b>59%</b>	<b>87%</b>
<b>All Large CCSSE Colleges</b>	<b>53%</b>	<b>61%</b>	<b>88%</b>
Anne Arundel Community College	54%	58%	96%
Blinn College	55%	56%	98%
Bluegrass Community and Technical College	50%	56%	88%
Brevard Community College	67%	69%	99%
Brookdale Community College	48%	57%	82%
Brookhaven College	66%	72%	94%
Bucks County Community College	41%	63%	65%
Butler County Community College (KS)	48%	65%	70%
Century College	66%	67%	98%
Chandler-Gilbert Community College	65%	66%	100%
Citrus College	58%	63%	91%
College of Lake County	37%	64%	62%
Community College of Denver	51%	54%	94%
CyFair College	55%	65%	85%
Daytona Beach Community College	48%	55%	88%
Del Mar College	57%	59%	93%
Delgado Community College	57%	62%	96%
Delta College	68%	76%	92%
Douglas College	45%	76%	60%
Eastfield College	49%	53%	96%
Edison College	55%	60%	92%
Essex County College	52%	54%	100%
Grand Rapids Community College	57%	63%	91%
Greenville Technical College	56%	57%	100%
Guilford Technical Community College	58%	61%	96%
Harold Washington College	46%	51%	93%
Hudson Valley Community College	49%	61%	78%
Illinois Central College	54%	66%	85%
Indian River Community College	47%	55%	91%
Ivy Tech Community College - Central Indiana	43%	47%	97%
J. Sargeant Reynolds Community College	55%	57%	96%
Jefferson Community and Technical College	55%	60%	97%
Joliet Jr College	41%	62%	64%
Kingsborough Community College	47%	72%	69%
LaGuardia Community College	49%	59%	83%
Lane Community College	49%	62%	81%
Laney College	27%	56%	52%
Lorain County Community College	59%	65%	94%
Manatee Community College	65%	70%	94%
Merced College	57%	60%	95%
Mercer County Community College	60%	64%	99%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2007 CCSSE Colleges</b>	<b>51%</b>	<b>59%</b>	<b>87%</b>
<b>All Large CCSSE Colleges</b>	<b>53%</b>	<b>61%</b>	<b>88%</b>
Metropolitan Community College	71%	74%	96%
Middlesex Community College	57%	66%	89%
Middlesex County College	54%	60%	93%
Midlands Technical College	65%	66%	100%
MiraCosta College	61%	73%	88%
Montgomery College	34%	52%	70%
Montgomery County Community College	56%	62%	90%
Mt. Hood Community College	52%	72%	73%
North Harris College	46%	63%	80%
North Lake College	51%	60%	91%
Northwest Vista College	56%	61%	90%
Oakton Community College	51%	63%	85%
Ocean County College	51%	64%	79%
Oklahoma City Community College	66%	69%	93%
Onondaga Community College	49%	59%	85%
Paradise Valley Community College	60%	64%	91%
Parkland College	53%	68%	77%
Pensacola Junior College	56%	65%	91%
Phoenix College	43%	51%	88%
Prince George's Community College	60%	62%	99%
Queensborough Community College	53%	64%	87%
Richard J. Daley College	42%	44%	99%
Richland College	59%	59%	100%
San Jacinto College - Central Campus	52%	55%	94%
San Jacinto College - South Campus	48%	56%	88%
Schoolcraft College	57%	61%	93%
Scottsdale Community College	55%	61%	89%
Seminole Community College	49%	57%	84%
Southwest Tennessee Community College	43%	52%	84%
St. Louis Community College - Meramec	52%	64%	80%
St. Philip's College	54%	59%	94%
Taft College	30%	45%	70%
Tallahassee Community College	52%	53%	100%
Thomas Nelson Community College	50%	59%	85%
Truckee Meadows Community College	62%	66%	99%
Truman College	58%	62%	94%
University of Wisconsin Colleges	60%	67%	90%
Victor Valley College	31%	41%	77%
Vincennes University	67%	73%	95%
Virginia Western Community College	60%	62%	97%
Westchester Community College	64%	71%	91%
Wilbur Wright College	55%	57%	98%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2007 CCSSE Colleges</b>	<b>51%</b>	<b>59%</b>	<b>87%</b>
<b>All Extra Large CCSSE Colleges</b>	<b>52%</b>	<b>61%</b>	<b>86%</b>
American River College	44%	52%	86%
Austin Community College	42%	56%	72%
Borough of Manhattan Community College	23%	63%	36%
Broward Community College	54%	58%	95%
City College of San Francisco	49%	58%	83%
College of DuPage	55%	67%	83%
Community College of Allegheny County	50%	65%	77%
Community College of Philadelphia	49%	58%	88%
Community College of Rhode Island	46%	54%	85%
Community College of Southern Nevada	39%	54%	72%
Cuyahoga Community College	49%	55%	88%
De Anza College	55%	71%	79%
El Paso Community College	51%	59%	89%
Florida Community College at Jacksonville	54%	59%	91%
Georgia Perimeter College	60%	62%	100%
Glendale Community College	61%	67%	95%
Harper College	52%	56%	94%
Hillsborough Community College	50%	53%	92%
Houston Community College System	52%	60%	85%
Johnson County Community College	46%	60%	78%
Kirkwood Community College	50%	59%	83%
Macomb Community College	61%	66%	97%
Metropolitan Community College - Kansas City	50%	62%	84%
Miami Dade College	46%	53%	87%
Modesto Junior College	42%	57%	86%
Montgomery College	41%	70%	60%
Moraine Valley Community College	63%	65%	98%
Mt. San Antonio College	50%	58%	84%
Northern Virginia Community College	60%	60%	100%
Oakland Community College	48%	60%	83%
Palm Beach Community College	63%	65%	99%
Palomar College	54%	60%	91%
Pasadena City College	51%	60%	84%
Salt Lake Community College	52%	62%	86%
San Antonio College	61%	62%	100%
San Diego Mesa College	49%	60%	83%
Santa Ana College	52%	73%	67%
Santa Fe Community College (FL)	52%	59%	92%
Sinclair Community College	50%	68%	75%
South Texas College	53%	61%	89%
Southwestern Illinois College	61%	63%	96%
St. Petersburg College	61%	61%	98%
The Community College of Baltimore County	49%	61%	81%
Tidewater Community College	58%	60%	98%
Triton College	54%	63%	82%
Valencia Community College	64%	65%	98%





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# The Community College Student Report

Instructions: It is essential that you use a No. 2 pencil to complete this survey. Mark your answers as shown in the following example:  Correct Mark  Incorrect Marks

1. Did you begin college at this college or elsewhere?  Started here  Started elsewhere

2. Thinking about this current academic term, how would you characterize your enrollment at this college?  Full-time  Less than full-time

3. Have you taken this survey in another class this term?  Yes  No

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Tutored or taught other students (paid or voluntary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Participated in a community-based project as a part of a regular course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Used the Internet or instant messaging to work on an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Used e-mail to communicate with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Discussed grades or assignments with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Talked about career plans with an instructor or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Discussed ideas from your readings or classes with instructors outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Received prompt feedback (written or oral) from instructors on your performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Worked with instructors on activities other than coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Had serious conversations with students of a different race or ethnicity other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Skipped class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Analyzing the basic elements of an idea, experience, or theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Synthesizing and organizing ideas, information, or experiences in new ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Making judgments about the value or soundness of information, arguments, or methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Using information you have read or heard to perform a new skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PLEASE DO NOT MARK IN THIS AREA



SERIAL #

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

	None	1 to 4	5 to 10	11 to 20	More than 20
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Number of written papers or reports of any length	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Mark the response 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

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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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. English as a second language course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Developmental/remedial reading course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Developmental/remedial writing course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Developmental/remedial math course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Study skills course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Honors course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. College orientation program or course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Providing the support you need to help you succeed at this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Providing the support you need to thrive socially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Providing the financial support you need to afford your education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Using computers in academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Working for pay	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Providing care for dependents living with you (parents, children, spouse, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Commuting to and from classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

**b. Instructors**

Available, helpful, sympathetic ⑦ ⑥ ⑤ ④ ③ ② ① Unavailable, unhelpful, unsympathetic

**c. Administrative Personnel & Offices**

Helpful, considerate, flexible ⑦ ⑥ ⑤ ④ ③ ② ① Unhelpful, inconsiderate, rigid

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Acquiring job or work-related knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Writing clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Speaking clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Thinking critically and analytically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Solving numerical problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Using computing and information technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Working effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Learning effectively on your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Understanding yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Understanding people of other racial and ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Developing a personal code of values and ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Contributing to the welfare of your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Developing clearer career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Gaining information about career opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SERIAL #



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	Sometimes	Rarely/ Never	Don't know/ N.A.	Very	Somewhat	Not at all	N.A.	Very	Somewhat	Not at all
a. Academic advising/planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Career counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Job placement assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Peer or other tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Skill labs (writing, math, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Financial aid advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Computer lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Student organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Transfer credit assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Services to students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	Somewhat likely	Not likely
a. Working full-time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Caring for dependents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Academically unprepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Lack of finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Transfer to a 4-year college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Extremely
- Quite a bit
- Somewhat
- Not very

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

- Extremely
- Quite a bit
- Somewhat
- 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Obtain an associate degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Transfer to a 4-year college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Obtain or update job-related skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Self-improvement/personal enjoyment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Change careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SERIAL #



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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Parent or spouse/significant other's income/savings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Employer contributions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Grants and scholarships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Student loans (bank, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Public assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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*)

- Proprietary (private) school or training program
- Public vocational-technical school
- Another community or technical college
- 4-year college or university
- None

SAMPLE

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

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

SAMPLE

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

- A
- A- to B+
- B
- B- to C+
- C
- C- or lower
- Do not have a GPA at this school
- Pass/fail classes only

SAMPLE

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

- Day classes (morning or afternoon)
- Evening classes
- Weekend classes

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

- None
- 1-14 credits
- 15-29 credits
- 30-44 credits
- 45-60 credits
- Over 60 credits

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

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

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

- None
- 1 class
- 2 classes
- 3 classes
- 4 classes or more

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

- Yes
- No

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

- Excellent
- Good
- Fair
- Poor

28. Do you have children who live with you?

- Yes
- No

29. Mark your age group.

- Under 18
- 18 to 19
- 20 to 21
- 22 to 24
- 25 to 29
- 30 to 39
- 40 to 49
- 50 to 64
- 65+

30. Your sex:

- Male
- Female

31. Are you married?

- Yes
- No

32. Is English your native (first) language?

- Yes
- No



33. Are you an international student or foreign national?

- Yes     No

34. What is your racial identification? (Mark *only one*)

- American Indian or other Native American
- Asian, Asian American or Pacific Islander
- Native Hawaiian
- Black or African American, Non-Hispanic
- White, Non-Hispanic
- Hispanic, Latino, Spanish
- Other

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

- None
- High school diploma or GED
- Vocational/technical certificate
- Associate degree
- Bachelor's degree
- Master's/doctoral/professional degree

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

	Father	Mother
a. Not a high school graduate	<input type="radio"/>	<input type="radio"/>
b. High school diploma or GED	<input type="radio"/>	<input type="radio"/>
c. Some college, did not complete degree	<input type="radio"/>	<input type="radio"/>
d. Associate degree	<input type="radio"/>	<input type="radio"/>
e. Bachelor's degree	<input type="radio"/>	<input type="radio"/>
f. Master's degree/1st professional	<input type="radio"/>	<input type="radio"/>
g. Doctorate degree	<input type="radio"/>	<input type="radio"/>
h. Unknown	<input type="radio"/>	<input type="radio"/>

37. Using the list provided, please fill in the bubbles that correspond to the code indicating your program or major. Using the first column, indicate the first number in the program code, using the second column, indicate the second number in the program code.

0	0
1	1
2	2
3	3
4	
5	
6	
7	
8	
9	

