

Community College Success Measure (CCSM)



Palomar College Report

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About the Community College Equity Assessment Lab (CCEAL)

Mission

Our mission is to conduct research to inform practice that will enhance access, achievement, and success among underserved students in postsecondary education. Using the Community College Success Measure (CCSM), we partner with community colleges across the nation to examine factors that influence student success for underserved students in postsecondary education.

Objectives

- To serve as a clearinghouse for federal, state, and institutional data on student outcomes;
- To conduct and disseminate empirical research on the experiences of students of color in the community college; and
- To facilitate institutional capacity to serve historically underserved students by supporting efforts to integrate assessment, evaluation, and sustainability planning into student success efforts

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Community College Success Measure (CCSM)

About the CCSM

The CCSM is a survey designed by the CCEAL/M2C3 as a comprehensive assessment tool for evaluating student success in community colleges, with a focus on students who have been historically underserved in postsecondary education. Information derived from the CCSM can be used for:

- Establishing benchmarks for key indicators of student success,
- Monitoring the experiences and performance of minority students, and
- Identifying issues in need of enhanced attention.

The CCSM was developed to examine predictors of community college student success. The CCSM's items and scales are specifically designed to measure experiences and factors directly impacting the success of community college students of color. These factors include: non-cognitive outcomes (e.g. locus of control, utility, academic self-efficacy), environmental factors (e.g. finances, family responsibilities), campus ethos (e.g. campus climate, perceptions of care), and identity (e.g. gender and race/ethnicity).

CCSM Methodology

Students were asked to participate in an anonymous survey to assess their experiences. Responses were collected from students via hardcopy surveys that were administered to randomly selected course sections during regularly scheduled classes.

The CCSM is comprised of 32 topical areas with multiple sub-questions. Background and environmental factor results are reported in the form of response percentages for each racial/ethnic group by gender. For the campus ethos domain, non-cognitive domain, and student outcomes, findings are categorized into three levels: acceptable, needs attention, or immediate concern. These classifications are derived from threshold scores established from inquiry across 60 community colleges using data derived from 12,000 students. Thresholds termed 'acceptable' represent instances where less than 20% of respondents indicate a level of 'disagreement' or frequency of 'never'. Respondents who report greater than 20% are termed 'needs attention,' while those indicating 30% or above are termed 'immediate concern'.

Data was collected from a random sample of 1,159 credit-seeking students who were enrolled at Palomar College during the Fall 2016 term. The demographic breakdown of the sample was as follows:

White Men: 11%	Latino Men: 25%
White Women: 11%	Latino Women: 24%
African American Men: 3.5%	Multiethnic Men: 3%
African American Women: 2.5%	Multiethnic Women: 3%
Asian Men: 5%	Other Men: 2%
Asian Women: 7%	Other Women: 3%

Given the small number of men and women who identified as Multiethnic and Other, as well as the small number of women who identified as African American, we were unable to present results for these populations.

For the Campus Ethos, Non-Cognitive Domain, Student Outcomes, and Background Factors tables included in this report, data for White students includes only responses from low-income participants. This provides a stronger comparison to students from historically underserved racial backgrounds.

Campus Ethos Domain

Campus Ethos refers to students' perceptions of the campus climate and culture of the institution. Data collected includes: sense of belonging, personal relationship with faculty, access and efficacy of campus resources, and the presence of validating agents.

In the table below, findings for each item are presented as one of three levels (Acceptable, Needs Attention, or Immediate Concern). The levels were developed to call attention to particular findings for each racial/ethnic group. **“Acceptable”** indicates that less than 20% of students from a particular ethnic group disagreed with the item or marked ‘never’ while **“Needs Attention”** indicates that between 20-30% of students disagreed with the item or marked ‘never’, and **“Immediate Concern”** indicates that over 30% of students disagreed with the item or marked ‘never’.

Notable Findings:

- A lower percentage of Asian men perceived that faculty were interested in them compared to men from other racial/ethnic groups.
- Men and women across all racial/ethnic groups demonstrated high perceptions of sense of belonging with faculty.
- Men and women across all racial/ethnic groups demonstrated low perceptions of personal relationships with faculty.
- African American men demonstrated lower perceptions that faculty know their name compared to students from other racial/ethnic groups.
- Men and women across all racial/ethnic groups demonstrated low perceptions of staff validation.
- Men and women across all racial/ethnic groups demonstrated high perceptions of welcomeness to engage inside class.
- African American men demonstrated lower perceptions that career counseling and transfer services staff cared about them compared to students from other racial/ethnic groups.
- Men and women across all racial/ethnic groups demonstrated high perceptions that advising and tutoring staff cared about them.
- Men and women across all racial/ethnic groups demonstrated high perceptions that campus services are easy to access.

Campus Ethos Domain		White		Asian		African American		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women
Faculty Racial Bias	Appreciates me compared to other racial groups	Acceptable	--	Acceptable	--	Acceptable	--	Acceptable	--
	Interested in me compared to other racial groups	Acceptable	--	Needs Attention	--	Acceptable	--	Acceptable	--
	Pays attention to me compared to other groups	Acceptable	--	Acceptable	--	Acceptable	--	Acceptable	--

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Campus Ethos Domain (cont.)		White		Asian		African American		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women
Sense of Belonging with Faculty	Cares about my perspective in class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable
	Values interacting with me	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable
	Values my presence	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable
	Cares about my success	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable
	Believes I belong here	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable
Personal Relationship with Faculty	Knows my name	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	--	Acceptable	Acceptable
	Knows about my academic goals	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	--	Immediate Concern	Immediate Concern
	Knows about my career goals	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	--	Immediate Concern	Immediate Concern
	Knows about my life aspirations	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	--	Immediate Concern	Immediate Concern
	Knows important information about my life	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	--	Immediate Concern	Immediate Concern
Validation from Faculty	I have the ability to do the work	Acceptable	Needs Attention	Needs Attention	Acceptable	Acceptable	--	Needs Attention	Needs Attention
	I can succeed in college	Acceptable	Needs Attention	Acceptable	Needs Attention	Acceptable	--	Needs Attention	Immediate Concern
	I belong at this institution	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention	--	Immediate Concern	Immediate Concern

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Campus Ethos Domain (cont.)		White		Asian		African American		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women
Validation from Staff	I have the ability to do the work	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	--	Immediate Concern	Immediate Concern
	I can succeed in college	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	--	Immediate Concern	Immediate Concern
	I belong at this institution	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	--	Immediate Concern	Immediate Concern
Welcomeness to Engage Inside Class	Ask questions in class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable
	Respond to questions during class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable
	Participates in class discussions	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable
	Inquires about class progress	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable
	Talk before and after class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable
	Visit them during office hours	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable
Welcomeness to Engage Outside of Class	Say "hello" outside of class	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable
	Talk about academic matters	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable
	Talk about non-academic matters	Needs Attention	Needs Attention	Immediate Concern	Immediate Concern	Needs Attention	--	Immediate Concern	Immediate Concern
	Encouraged to ask for academic support	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Needs Attention

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Campus Ethos Domain (cont.)		White		Asian		African American		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women
Service Care	Advising	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable
	Career counseling	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	--	Acceptable	Acceptable
	Transfer services	Acceptable	Acceptable	Acceptable	Acceptable	Needs Attention	--	Acceptable	Acceptable
	School Library	Acceptable	Needs Attention	Acceptable	Acceptable	Needs Attention	--	Acceptable	Acceptable
	Computer Lab	Acceptable	Needs Attention	Acceptable	Acceptable	Needs Attention	--	Needs Attention	Acceptable
	Tutoring	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable
	Cafeteria/Food Service	Immediate Concern	Immediate Concern	Needs Attention	Immediate Concern	Immediate Concern	--	Immediate Concern	Immediate Concern
	Maintenance/Janitorial Staff	Immediate Concern	Immediate Concern	Needs Attention	Needs Attention	Immediate Concern	--	Needs Attention	Needs Attention
Service Access	Easy to access	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable
	Know where to go for help	Acceptable	Needs Attention	Acceptable	Acceptable	Acceptable	--	Acceptable	Needs Attention
	Available when I need them	Acceptable	Needs Attention	Acceptable	Needs Attention	Acceptable	--	Acceptable	Acceptable
Service Efficacy	Provide me with the help I need	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable
	Accurate information	Acceptable	Acceptable	Acceptable	Needs Attention	Acceptable	--	Acceptable	Acceptable
	Critical to my success	Needs Attention	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable

Non-Cognitive Domain

Non-cognitive outcomes capture students' affective perceptions and responses to their educational experiences. Items include: intrinsic interest, academic self-efficacy, degree utility, locus of control, action control, masculine identities, and racial/ethnic affinity.

In the table below, findings for each item are presented as one of three levels (Acceptable, Needs Attention, or Immediate Concern). The levels were developed to call attention to particular findings for each racial/ethnic group. **“Acceptable”** indicates that less than 20% of students from a particular ethnic group somewhat agreed or disagreed with the item, or marked ‘never’ while **“Needs Attention”** indicates that between 20-30% of students somewhat agreed or disagreed with the item, or marked ‘never’, and **“Immediate Concern”** indicates that over 30% of students somewhat agreed or disagreed with the item, or marked ‘never’.

Notable Findings:

- Men across all racial/ethnic groups demonstrated low levels of comfort asking for, accepting, and following through on help.
- Men across all racial/ethnic groups demonstrated low levels of perception that studying, being on campus, and being a college student are compatible with their role as provider.
- Men across all racial/ethnic groups demonstrated high levels of perception that school is a gender neutral domain.
- African American men and Latino men and women demonstrated higher perceptions of racial affinity compared to students from other racial/ethnic groups.
- Across all racial/ethnic groups, women demonstrated higher perceptions of action control, particularly in regards to putting forth their best effort, and feeling driven to be successful.
- Asian men demonstrated lower perceptions of intrinsic interest compared to men and women from other racial/ethnic groups.

Non-Cognitive Domain		White		Asian		African American		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women
Help-Seeking	Asking for help	Needs Attention	-	Needs Attention	-	Needs Attention	-	Immediate Concern	-
	Accepting help	Needs Attention	-	Needs Attention	-	Immediate Concern	-	Needs Attention	-
	Following through with offered help	Needs Attention	-	Immediate Concern	-	Immediate Concern	-	Needs Attention	-

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Non-Cognitive Domain (cont.)		White		Asian		African American		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women
Breadwinner Orientation	Studying for classes is compatible with role	Immediate Concern	-	Immediate Concern	-	Immediate Concern	-	Immediate Concern	-
	Going to classes is compatible with role	Immediate Concern	-	Immediate Concern	-	Immediate Concern	-	Immediate Concern	-
	Being on campus is compatible with role	Immediate Concern	-	Immediate Concern	-	Immediate Concern	-	Immediate Concern	-
	Being a college student is compatible with role	Immediate Concern	-	Immediate Concern	-	Immediate Concern	-	Immediate Concern	-
School as a Gender Neutral Domain	School is structured to serve both men and women	Acceptable	-	Acceptable	-	Acceptable	-	Acceptable	-
	School is equally important for both	Acceptable	-	Acceptable	-	Acceptable	-	Acceptable	-
	Men and women are equally capable	Acceptable	-	Acceptable	-	Acceptable	-	Acceptable	-
Racial Affinity	Race is important to me	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention	--	Needs Attention	Needs Attention
	Proud of my heritage	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Acceptable	--	Acceptable	Acceptable
	Essential aspect of who I am	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention	--	Needs Attention	Acceptable
	Strong connection to my community	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	--	Immediate Concern	Immediate Concern

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Non-Cognitive Domain (cont.)		White		Asian		African American		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women
Action Control	Completely focused on school	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	--	Immediate Concern	Immediate Concern
	Work as hard as I can	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention	Immediate Concern	--	Immediate Concern	Needs Attention
	Put forth my best effort	Immediate Concern	Needs Attention	Immediate Concern	Needs Attention	Immediate Concern	--	Immediate Concern	Needs Attention
	Driven to be successful	Needs Attention	Acceptable	Immediate Concern	Acceptable	Immediate Concern	--	Needs Attention	Acceptable
Self-Efficacy	Ability to excel	Needs Attention	Acceptable	Needs Attention	Needs Attention	Acceptable	--	Acceptable	Acceptable
	Understand difficult concepts	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	--	Immediate Concern	Immediate Concern
	Master the material in class	Immediate Concern	Needs Attention	Immediate Concern	Immediate Concern	Needs Attention	--	Needs Attention	Immediate Concern
	Confident in abilities	Needs Attention	Immediate Concern	Immediate Concern	Needs Attention	Needs Attention	--	Needs Attention	Immediate Concern
Degree Utility	Personal goals	Needs Attention	Needs Attention	Immediate Concern	Needs Attention	Immediate Concern	--	Needs Attention	Acceptable
	Financial security	Needs Attention	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	--	Needs Attention	Needs Attention
	Job opportunities	Acceptable	Acceptable	Acceptable	Needs Attention	Needs Attention	--	Acceptable	Acceptable
	Better life	Needs Attention	Acceptable	Acceptable	Needs Attention	Needs Attention	--	Acceptable	Acceptable

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Non-Cognitive Domain (cont.)		White		Asian		African American		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women
Locus of Control	I will get good grades	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	--	Acceptable	Acceptable
	I have full control	Acceptable	Acceptable	Needs Attention	Needs Attention	Needs Attention	--	Acceptable	Acceptable
	I have the power	Acceptable	Acceptable	Needs Attention	Needs Attention	Acceptable	--	Acceptable	Acceptable
	Success in my own hands	Acceptable	Acceptable	Needs Attention	Needs Attention	Needs Attention	--	Acceptable	Acceptable
Intrinsic Interest	Enjoy learning	Needs Attention	Acceptable	Immediate Concern	Needs Attention	Needs Attention	--	Acceptable	Acceptable
	Class is interesting	Immediate Concern	Needs Attention	Immediate Concern	Needs Attention	Needs Attention	--	Needs Attention	Acceptable
	Want to learn as much as I can	Needs Attention	Acceptable	Immediate Concern	Acceptable	Needs Attention	--	Acceptable	Acceptable
	Absorbed in coursework	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	--	Immediate Concern	Immediate Concern

Student Outcomes

Student Outcomes demonstrate students' levels of academic integration and engagement, including: faculty-student engagement, usage of student services, transfer readiness, and persistence.

In the table below, findings for each item are presented as one of three levels (Acceptable, Needs Attention, or Immediate Concern). The levels were developed to call attention to particular findings for each racial/ethnic group. **“Acceptable”** indicates that less than 20% of students from a particular ethnic group disagreed with the item or marked ‘never’ while **“Needs Attention”** indicates that between 20-30% of students disagreed with the item or marked ‘never’, and **“Immediate Concern”** indicates that over 30% of students disagreed with the item or marked ‘never’.

Notable Findings:

- Men and women across all racial/ethnic groups reported low usage of campus services.
- Men and women across all racial/ethnic groups reported low levels of engagement with faculty, particularly in regards to talking about academic and non-academic matters outside of class.
- White men and women and African American men had higher percentages of students who indicated they are on track to transfer to a four-year institution compared to Asian and Latino men and women.
- A low percentage of men and women across all racial/ethnic groups reported they are absolutely returning to campus next semester.

Student Outcomes		White		Asian		African American		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women
Service Use	Advising	Needs Attention	Immediate Concern	Needs Attention	Needs Attention	Needs Attention	--	Immediate Concern	Needs Attention
	Career counseling	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	--	Immediate Concern	Immediate Concern
	Transfer services	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	--	Immediate Concern	Immediate Concern
	School Library	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention	Immediate Concern	--	Immediate Concern	Needs Attention
	Computer Lab	Immediate Concern	Immediate Concern	Immediate Concern	Needs Attention	Immediate Concern	--	Immediate Concern	Immediate Concern
	Tutoring	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	--	Immediate Concern	Immediate Concern

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Student Outcomes (cont.)		White		Asian		African American		Latino	
		Men	Women	Men	Women	Men	Women	Men	Women
Faculty Student Engagement	Talk about academic matters in class	Acceptable	Needs Attention	Needs Attention	Needs Attention	Immediate Concern	--	Immediate Concern	Immediate Concern
	Talk about academic matters outside class	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	--	Immediate Concern	Immediate Concern
	Talk about non-academic matters outside class	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	--	Immediate Concern	Immediate Concern
	Talks about course grades	Immediate Concern	Immediate Concern	Needs Attention	Immediate Concern	Immediate Concern	--	Immediate Concern	Immediate Concern
Outcome Measures	Transfer Readiness	Acceptable	Acceptable	Immediate Concern	Needs Attention	Acceptable	--	Needs Attention	Needs Attention
	Anticipated Persistence	Needs Attention	Immediate Concern	Immediate Concern	Immediate Concern	Immediate Concern	--	Immediate Concern	Needs Attention

Highlights for Faculty Members

The table below summarizes findings from the CCSM that are most relevant to faculty members. The CCSM asks respondents to report their experiences with and perceptions of faculty members. Below, we summarize responses that are correlates of students' engagement with faculty. Engagement with faculty refers to frequency of interactions with faculty in educationally meaningful ways.

Top Faculty Factors Contributing to Faculty-Student Engagement

	White		Asian		African American		Latino	
	Men	Women	Men	Women	Men	Women	Men	Women
Racial Bias		-		-		-	√√√	-
Belonging		√√√				-	√√√	√√√
Personal Relationships	√	√√√			√√	-	√√√	√√√
Validation	√	√√	√√	√√√	√	-	√√√	√√√
Welcomeness (inside)		√				-	√√	√
Welcomeness (outside)		√√√				-	√√√	√√

Note: √ Important √√ Very Important √√√ Extremely Important

Racial Bias refers to students' perceptions of the degree to which faculty members equally appreciate and pay attention to them compared to students from other racial/ethnic groups. Racial bias was a correlate of engagement for Latino men.

Belonging refers to students' perceptions of whether or not faculty members value and care about them. Perceiving that faculty members valued them was a correlate of engagement for White women and Latino men and women.

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Personal Relationships refers to students' perceptions of the degree to which faculty members know them as a person and form a relationship. Personal relationships was a correlate of engagement with faculty for White men and women, African American men, and Latino men and women.

Faculty Validation indicates respondents' perceptions of the degree to which they receive positive validation from faculty. Three items in the CCSM were used to assess validation from faculty, including the number of faculty who communicate that students belong and have the ability to succeed. Faculty validation was a correlate of engagement with faculty for men and women across all racial/ethnic groups.

Faculty Welcomeness (Inside) reflects the degree to which students believe that faculty members welcome their engagement inside of the classroom. Faculty welcomeness inside the classroom was correlated with engagement with faculty for White women and Latino men and women.

Faculty Welcomeness (Outside) reflects the degree to which students believe that faculty members welcome their engagement outside of the classroom. Items in the CCSM assessing faculty welcomeness outside the classroom include feeling welcome to say hello, talk with faculty about non-academic matters, and ask for academic support. Faculty welcomeness outside of the classroom was correlated with engagement with faculty for White women and Latino men and women.

Highlights for Retention/Success Program Advisors

The table below summarizes findings from the CCSM that are relevant to retention/success program advisors. The CCSM asks respondents to report experiences and perceptions that are useful for informing retention activities. The table below summarizes responses that positively contribute to students' focus/effort in college. Focus/effort refers to students' directed attention to their studies, coursework, or related academic matters.

Top Retention Factors Contributing to Effort/Focus

	White		Asian		African American		Latino	
	Men	Women	Men	Women	Men	Women	Men	Women
Breadwinner Orientation	√√	-	√	-	√	-	√√√	-
Help-Seeking	√√	-	√√√	-		-	√√√	-
School as a Gender Neutral Domain	√√√	-	√√	-		-	√√	-
Self-efficacy	√√√	√√√	√√	√√√	√	-	√√√	√√√
Degree utility	√√√	√√√	√√√	√√√	√√√	-	√√√	√√√
Locus of Control	√√√	√√√	√√	√√√		-	√√√	√√√
Intrinsic Interest	√√√	√√√	√√√	√√√	√√	-	√√√	√√√
Racial Affinity				√√√		-	√√	

Note: √ Important √√ Very Important √√√ Extremely Important

Breadwinner Orientation refers to students' perceptions of their role as providers, and the level to which going to class, studying, and being on campus is compatible with that role. Breadwinner orientation was a correlate of focus/effort for White, Asian, African American, and Latino men.

Help-Seeking Behavior refers to students' dispositions toward seeking help from support services and faculty. Three items in the CCSM were used to assess help-seeking behaviors, including comfort asking for help, utilizing support services, and following through on help offered. Help-seeking behavior was a correlate of focus/effort for White, Asian, and Latino men.

School as a Gender Neutral Domain refers to students' perceptions regarding whether or not school and academic endeavors are equally suited for women and men. School as a gender neutral domain was a correlate of focus/effort for White, Asian, and Latino men.

Self-Efficacy reflects students' confidence in completing academic coursework successfully. Four items in the CCSM were used to assess self-efficacy, including students' belief in their ability to excel in class, and understand difficult concepts. Self-efficacy was a correlate of focus/effort for men and women from all racial/ethnic groups.

Degree Utility refers to students' perceptions of the worthwhileness of their collegiate endeavors. Degree Utility was a strong correlate of focus/effort for men and women from all racial/ethnic groups.

Locus of Control reflects students' perceived level of control over their academic futures. Locus of control was a correlate of focus/effort for men and women from all racial/ethnic groups, with the exception of African American men.

Intrinsic Interest refers to students' authentic interest in academic matters. Four items in the CCSM were used to assess intrinsic interest, including enjoyment of learning and getting totally absorbed in coursework. Authentic interest in academic matters was a strong correlate of focus/effort for men and women from all racial/ethnic groups.

Racial Affinity refers to students' perceived connection and positive feelings toward their racial/ethnic community. Racial affinity was a correlate of focus/effort for Asian women and Latino men.

Highlights for Student Support Staff

The table below summarizes findings from the CCSM that are relevant to student services staff. The CCSM asks respondents to report their experiences with and perceptions of staff. Below, we summarize responses that contribute to students' service use in college. Service use refers to students' self-reported use of various campus services (e.g. advising, library, tutoring, etc.).

Top Student Services Factors Contributing to Service Use

	White		Asian		African American		Latino	
	Men	Women	Men	Women	Men	Women	Men	Women
Access to Services						-	√	√√√
Efficacy of Services		√				-	√	√√
Staff Validation				√√		-	√√√	√
Staff Care		√√				-	√√√	√√

Note: √ Important √√ Very Important √√√ Extremely Important

Access to Services refers to student perceptions of having adequate access to campus services. Access to services was a correlate of students' service use for Latino men and women.

Efficacy of Services indicates the perceived efficacy of campus services in addressing student needs. Three items in the CCSM were used to assess service efficacy, including whether or not services provide needed help and accurate information. Service efficacy was a correlate of students' service use for White women and Latino men and women.

Staff Validation indicates respondents' perceptions of the degree to which they receive positive validation from staff. Staff validation was a strong correlate of service use Asian women and Latino men and women.

Staff Care reflects students' perceptions of whether or not school professionals in service areas (e.g. tutoring, academic advising, library) care about their success. Staff care was a correlate of service use for White women and Latino men and women.

Background Factors

Background factors refer to pre-college academic performance and demographic characteristics. Examples of background factors collected include: high school GPA, racial/ethnic identification, age, income, parents' level of education, educational aspirations, students' level of education, military affiliation, and enrollment intensity. The tables below depict response percentages by racial/ethnic group and gender.

Notable Findings

- Over 70% of men and women from all racial/ethnic groups were between the ages of 18-24 years old.
- African American men were more likely to have served in the military than their peers from other racial/ethnic groups.
- Across all racial/ethnic groups, women were more likely than men to have a high school GPA of a 3.0 or higher.
- Over 70% of men and women from all racial/ethnic groups indicated that receiving a bachelor's degree or higher was their primary degree goal.
- Latino women were less likely than men and women from other racial/ethnic groups to have a college GPA of a 3.0 or higher.

Men				
Respondent Age	White	Asian	African American	Latino
Under 18				0.3%
18-24	81.0%	85.5%	70.6%	83.8%
25-31	14.9%	9.7%	11.8%	12.1%
32-38	3.3%	1.6%	5.9%	1.4%
39-45		1.6%	2.9%	1.7%
46-52	0.8%		5.9%	0.7%
53-59		1.6%		
67 or older			2.9%	

Women				
Respondent Age	White	Asian	African American	Latino
Under 18			-	0.7%
18-24	82.5%	73.5%	-	83.2%
25-31	10.0%	14.5%	-	9.9%
32-38	3.3%	7.2%	-	4.4%
39-45	2.5%	3.6%	-	1.5%
46-52		1.2%	-	
53-59	1.7%		-	
60-66			-	0.4%

Community College Success Measure

	Men			
Military Affiliation	White	Asian	African American	Latino
None	79.0%	91.9%	67.6%	88.2%
Veteran	10.9%	3.2%	20.6%	3.5%
Active Duty	7.6%	4.8%	11.8%	6.9%
Reserve	2.5%			1.4%

	Women			
Military Affiliation	White	Asian	African American	Latino
None	97.5%	97.6%	-	97.8%
Veteran	1.7%	2.4%	-	1.1%
Active Duty	0.8%		-	1.1%
Reserve			-	

	Men			
Sexual Orientation	White	Asian	African American	Latino
Heterosexual	93.3%	90.3%	94.1%	95.1%
Gay/Lesbian	3.4%	3.2%		3.5%
Bisexual	0.8%		2.9%	0.7%
Pansexual			2.9%	
Non-conforming	2.5%	6.5%		0.7%

	Women			
Sexual Orientation	White	Asian	African American	Latino
Heterosexual	87.4%	93.9%	-	91.5%
Gay/Lesbian	3.4%	2.4%	-	0.7%
Bisexual	6.7%	1.2%	-	5.2%
Pansexual	1.7%	1.2%	-	1.1%
Non-conforming	0.8%	1.2%	-	1.5%

Community College Success Measure

Men				
Annual Income	White	Asian	African American	Latino
Under \$10,000	57.0%	32.3%	29.4%	27.2%
\$10,001-20,000	43.0%	9.7%	14.7%	25.5%
\$20,001-30,000		17.7%	20.6%	19.7%
\$30,001-40,000		8.1%	11.8%	6.6%
\$40,001-50,000		6.5%	11.8%	9.0%
\$50,001-60,000		4.8%	2.9%	3.4%
\$60,001-70,000		3.2%	2.9%	1.4%
\$70,001-80,000		1.6%	2.9%	1.4%
\$80,001-90,000		1.6%	2.9%	2.4%
\$90,001-100,000		1.6%		1.0%
\$100,001-110,000		3.2%		0.7%
\$110,001 or more		9.7%		1.7%

Women				
Annual Income	White	Asian	African American	Latino
Under \$10,000	65.8%	42.2%	-	32.5%
\$10,001-20,000	34.2%	13.3%	-	22.6%
\$20,001-30,000		4.8%	-	16.8%
\$30,001-40,000		7.2%	-	13.5%
\$40,001-50,000		6.0%	-	5.1%
\$50,001-60,000		3.6%	-	2.6%
\$60,001-70,000		4.8%	-	1.5%
\$70,001-80,000		1.2%	-	1.1%
\$80,001-90,000		2.4%	-	0.4%
\$90,001-100,000		4.8%	-	1.5%
\$100,001-110,000		7.2%	-	0.4%
\$110,001 or more		2.4%	-	2.2%

Men				
High School GPA	White	Asian	African American	Latino
0.5 to 0.9 (F to D)			2.9%	
1.0 to 1.4 (D to C-)				1.4%
1.5 to 1.9 (C- to C)	3.3%	3.2%	2.9%	3.4%
2.0 to 2.4 (C to B-)	16.5%	12.9%	20.6%	27.6%
2.5 to 2.9 (B- to B)	24.0%	30.6%	50.0%	31.7%
3.0 to 3.4 (B to A-)	33.1%	30.6%	14.7%	26.9%
3.5 to 4.0 (A- to A)	23.1%	22.6%	8.8%	9.0%

Community College Success Measure

	Women			
High School GPA	White	Asian	African American	Latino
0.5 to 0.9 (F to D)			-	0.4%
1.0 to 1.4 (D to C-)	0.8%		-	0.4%
1.5 to 1.9 (C- to C)		1.2%	-	2.9%
2.0 to 2.4 (C to B-)	10.8%	7.2%	-	16.8%
2.5 to 2.9 (B- to B)	24.2%	15.7%	-	23.7%
3.0 to 3.4 (B to A-)	35.8%	41.0%	-	38.7%
3.5 to 4.0 (A- to A)	28.3%	34.9%	-	17.2%

	Men			
Highest Degree Completed	White	Asian	African American	Latino
Junior high	0.8%			
GED	1.7%		8.8%	1.4%
High school	84.3%	80.6%	76.5%	90.0%
Certificate	6.6%	9.7%	8.8%	5.5%
Associates	2.5%	4.8%	5.9%	2.1%
Bachelors	4.1%	4.8%		0.7%
Masters or Professional				0.3%
Doctorate				

	Women			
Highest Degree Completed	White	Asian	African American	Latino
Junior high			-	
GED	1.7%	1.2%	-	0.7%
High school	80.0%	65.1%	-	85.4%
Certificate	5.0%	13.3%	-	4.4%
Associates	6.7%	12.0%	-	8.0%
Bachelors	6.7%	8.4%	-	1.1%
Masters or Professional			-	0.4%
Doctorate			-	

Community College Success Measure

Highest Degree Expected	Men			
	White	Asian	African American	Latino
Junior high				
GED			2.9%	0.3%
High school		1.6%		
Certificate	5.8%	6.5%		4.5%
Associates	16.5%	9.7%	20.6%	22.4%
Bachelors	49.6%	50.0%	41.2%	47.9%
Masters or Professional	23.1%	24.2%	20.6%	22.1%
Doctorate	5.0%	8.1%	14.7%	2.8%

Highest Degree Expected	Women			
	White	Asian	African American	Latino
Junior high		1.2%	-	
GED			-	
High school			-	0.4%
Certificate	3.3%		-	0.7%
Associates	17.5%	15.7%	-	17.5%
Bachelors	40.8%	50.6%	-	46.0%
Masters or Professional	31.7%	28.9%	-	25.5%
Doctorate	6.7%	3.6%	-	9.9%

Father's Highest Degree	Men			
	White	Asian	African American	Latino
Junior high	0.8%	6.5%	5.9%	15.5%
GED	3.3%		2.9%	4.1%
High school	38.8%	19.4%	26.5%	19.3%
Certificate	5.8%	6.5%	5.9%	3.8%
Associates	15.7%	9.7%	17.6%	9.7%
Bachelors	20.7%	33.9%	5.9%	7.6%
Masters or Professional	7.4%	9.7%	8.8%	2.4%
Doctorate		1.6%	2.9%	1.0%
Unknown	7.4%	12.9%	23.5%	36.6%

Community College Success Measure

Father's Highest Degree	Women			
	White	Asian	African American	Latino
Junior high	5.8%	6.0%	-	19.3%
GED	5.0%	3.6%	-	0.7%
High school	30.0%	22.9%	-	22.3%
Certificate	8.3%	3.6%	-	6.2%
Associates	10.0%	15.7%	-	6.9%
Bachelors	21.7%	24.1%	-	5.5%
Masters or Professional	9.2%	4.8%	-	2.9%
Doctorate	2.5%	1.2%	-	0.4%
Unknown	7.5%	18.1%	-	35.8%

Mother's Highest Degree	Men			
	White	Asian	African American	Latino
Junior high	4.1%	4.8%	5.9%	14.8%
GED	1.7%	1.6%	2.9%	6.6%
High school	23.1%	21.0%	20.6%	17.9%
Certificate	12.4%	6.5%	5.9%	5.5%
Associates	18.2%	14.5%	11.8%	9.7%
Bachelors	22.3%	29.0%	20.6%	7.6%
Masters or Professional	11.6%	8.1%	17.6%	2.1%
Doctorate	1.7%	1.6%		0.3%
Unknown	5.0%	12.9%	14.7%	35.5%

Mother's Highest Degree	Women			
	White	Asian	African American	Latino
Junior high	5.0%	4.8%	-	21.5%
GED	3.3%	2.4%	-	3.6%
High school	31.7%	21.7%	-	20.8%
Certificate	10.0%	9.6%	-	6.6%
Associates	13.3%	22.9%	-	10.9%
Bachelors	16.7%	19.3%	-	5.5%
Masters or Professional	13.3%	3.6%	-	1.1%
Doctorate	0.8%		-	
Unknown	5.8%	15.7%	-	29.9%

Community College Success Measure

Primary educational goal	Men			
	White	Asian	African American	Latino
Transfer to a four year institution	71.1%	71.0%	67.6%	66.9%
Associate's degree	16.5%	16.1%	20.6%	21.0%
Certificate	4.1%	1.6%		3.8%
License certificate	2.5%	1.6%		1.4%
Personal enjoyment or enrichment	0.8%		2.9%	2.1%
Update job skills	0.8%			1.0%
Prepare for a new career	4.1%	9.7%	8.8%	3.8%

Primary educational goal	Women			
	White	Asian	African American	Latino
Transfer to a four year institution	75.8%	71.1%	-	73.7%
Associate's degree	15.0%	14.5%	-	17.9%
Certificate	1.7%	1.2%	-	1.1%
License certificate	0.8%	7.2%	-	3.3%
Personal enjoyment or enrichment	1.7%		-	0.7%
Update job skills	0.8%	1.2%	-	0.4%
Prepare for a new career	4.2%	4.8%	-	2.9%

Enrollment Intensity	Men			
	White	Asian	African American	Latino
1-5 credits	12.4%	4.8%	14.7%	15.5%
6-11 credits	29.8%	27.4%	26.5%	36.6%
12-15 credits	47.1%	59.7%	47.1%	42.8%
16 or more credits	10.7%	8.1%	11.8%	5.2%

Enrollment Intensity	Women			
	White	Asian	African American	Latino
1-5 credits	11.7%	8.4%	-	13.5%
6-11 credits	30.0%	34.9%	-	34.7%
12-15 credits	50.0%	42.2%	-	45.3%
16 or more credits	8.3%	14.5%	-	6.6%

Community College Success Measure

Men				
	White	Asian	African American	Latino
College GPA				
NO GPA	0.8%	1.6%		1.7%
.5 to .9 (F to D-)				1.4%
1.0 to 1.4 (D to C-)	0.8%	1.6%		1.7%
1.50 to 1.9 (C- to C)	1.7%			1.4%
2.0 to 2.4 (C to B-)	0.8%	4.8%	2.9%	3.4%
2.5 to 2.9 (B- to B)	14.0%	14.5%	23.5%	27.6%
3.0 to 3.4 (B to A-)	27.3%	27.4%	35.3%	38.3%
3.5 to 4.0 (A- to A)	35.5%	32.3%	23.5%	18.6%

Women				
	White	Asian	African American	Latino
College GPA				
NO GPA		1.2%	-	
.5 to .9 (F to D-)	0.8%		-	
1.0 to 1.4 (D to C-)			-	0.4%
1.50 to 1.9 (C- to C)	0.8%	1.2%	-	3.3%
2.0 to 2.4 (C to B-)	8.3%	9.6%	-	17.2%
2.5 to 2.9 (B- to B)	30.8%	24.1%	-	39.8%
3.0 to 3.4 (B to A-)	35.0%	42.2%	-	29.9%
3.5 to 4.0 (A- to A)	24.2%	21.7%	-	9.5%

Environmental Domain and Outcomes

Environmental domain refers to factors external to the institution that have an impact on students' success in college. Data collected includes: number of dependents supported, stressful life events, employment status, and the amount of time spent caring for others. Outcomes demonstrate students' levels of academic integration and engagement, including: time spent studying, credits earned.

Notable Findings

- Asian men and women were less likely to work off campus compared to men and women from other racial/ethnic groups.
- A higher percentage of African American men identified as varsity athletes compared to men and women from other racial/ethnic groups.
- Over 25% of men and women from each racial/ethnic group reported struggling with stable places to live. 46% of Asian women, 44% of white women, and 41% of African American men reported struggling with this issue.
- 19% of White men, 15% of Asian men, and 12% of Asian women reported struggling with hunger.
- Between 24% and 33% of men and women from each racial/ethnic group reported struggling with stable employment.

Men				
Number of Dependents	White	Asian	African American	Latino
None	89.3%	79.0%	52.9%	66.6%
One	6.6%	8.1%	17.6%	15.5%
Two	2.5%	6.5%	17.6%	6.6%
Three	0.8%		2.9%	6.2%
Four	0.8%	4.8%	5.9%	2.4%
Five plus		1.6%	2.9%	2.8%

Women				
Number of Dependents	White	Asian	African American	Latino
None			-	0.4%
One	82.5%	66.3%	-	69.3%
Two	11.7%	12.0%	-	13.9%
Three	4.2%	14.5%	-	9.5%
Four	0.8%	3.6%	-	4.0%
Five plus			-	1.5%

Community College Success Measure

Working off Campus (hours per week)	Men			
	White	Asian	African American	Latino
None	27.3%	50.0%	38.2%	20.3%
1-5	9.1%	4.8%	2.9%	6.2%
6-10	5.8%	6.5%	5.9%	6.6%
11-15	9.9%	9.7%	14.7%	7.6%
16-20	9.9%	4.8%	5.9%	10.3%
21-25	9.1%	9.7%	2.9%	7.9%
26-30	9.1%	3.2%	2.9%	8.6%
31-35	5.0%	6.5%	5.9%	8.3%
36-40	5.8%	1.6%	2.9%	10.3%
41 or more	9.1%	3.2%	17.6%	13.8%

Working off Campus (hours per week)	Women			
	White	Asian	African American	Latino
None	18.3%	44.6%	-	33.2%
1-5	5.0%	8.4%	-	5.8%
6-10	5.0%	8.4%	-	5.1%
11-15	13.3%	8.4%	-	8.0%
16-20	17.5%	7.2%	-	6.9%
21-25	13.3%	10.8%	-	12.4%
26-30	10.0%	2.4%	-	8.4%
31-35	6.7%	6.0%	-	4.7%
36-40	5.8%	2.4%	-	10.2%
41 or more	5.0%	1.2%	-	5.1%

Caring for others (hours per week)	Men			
	White	Asian	African American	Latino
None	43.8%	43.5%	38.2%	35.2%
1-5	27.3%	22.6%	17.6%	27.2%
6-10	15.7%	17.7%	8.8%	15.5%
11-15	3.3%	6.5%	17.6%	3.4%
16-20	1.7%			5.5%
21-25	1.7%		11.8%	2.4%
26-30	1.7%			1.7%
31-35	1.7%	1.6%		0.7%
36-40	0.8%			3.1%
41 or more	2.5%	8.1%	5.9%	5.2%

Community College Success Measure

		Women			
Caring for others (hours per week)		White	Asian	African American	Latino
None		24.2%	27.7%	-	27.4%
1-5		25.8%	16.9%	-	27.4%
6-10		17.5%	14.5%	-	10.6%
11-15		11.7%	9.6%	-	7.3%
16-20		3.3%	7.2%	-	9.1%
21-25		5.0%	3.6%	-	4.4%
26-30		1.7%		-	2.9%
31-35		2.5%	4.8%	-	1.1%
36-40		3.3%	3.6%	-	2.9%
41 or more		5.0%	12.0%	-	6.9%

		Men			
Commuting (hours per week)		White	Asian	African American	Latino
None		9.1%	14.5%	14.7%	15.2%
1-5		55.4%	56.5%	47.1%	58.3%
6-10		26.4%	22.6%	17.6%	17.2%
11-15		5.0%	3.2%	8.8%	4.1%
16-20		2.5%	1.6%	2.9%	0.7%
21-25		0.8%			1.7%
26-30				5.9%	1.0%
31-35			1.6%		
36-40					
41 or more		0.8%		2.9%	1.7%

		Women			
Commuting (hours per week)		White	Asian	African American	Latino
None		8.3%	14.5%	-	18.2%
1-5		60.0%	50.6%	-	48.9%
6-10		21.7%	12.0%	-	19.0%
11-15		2.5%	12.0%	-	4.7%
16-20		4.2%	2.4%	-	3.3%
21-25		0.8%	3.6%	-	1.8%
26-30		0.8%	1.2%	-	
31-35			1.2%	-	0.4%
36-40			1.2%	-	1.8%
41 or more		1.7%	1.2%	-	1.8%

		Men			
Varsity Sports		White	Asian	African American	Latino
Not an athlete		89.1%	95.1%	82.8%	97.5%
Yes, I am an athlete		10.9%	4.9%	17.2%	2.5%

Community College Success Measure

		Women			
		White	Asian	African American	Latino
Varsity Sports	Not an athlete	95.8%	98.8%	-	97.4%
	Yes, I am an athlete	4.2%	1.2%	-	2.6%

		Men			
		White	Asian	African American	Latino
Studying (hours per week)	None	9.9%	6.5%	14.7%	6.2%
	1-5	39.7%	25.8%	38.2%	50.0%
	6-10	26.4%	24.2%	29.4%	25.5%
	11-15	7.4%	22.6%	5.9%	10.0%
	16-20	8.3%	6.5%	8.8%	3.4%
	21-25	2.5%	4.8%		2.4%
	26-30	0.8%	1.6%		0.7%
	31-35	1.7%	4.8%		0.3%
	36-40	1.7%			0.7%
	41 or more	1.7%	3.2%	2.9%	0.7%

		Women			
		White	Asian	African American	Latino
Studying (hours per week)	None	11.7%	1.2%	-	8.4%
	1-5	37.5%	32.5%	-	45.6%
	6-10	24.2%	25.3%	-	19.3%
	11-15	11.7%	10.8%	-	11.7%
	16-20	6.7%	12.0%	-	6.9%
	21-25	2.5%	6.0%	-	3.3%
	26-30	1.7%	2.4%	-	2.6%
	31-35	1.7%	3.6%	-	0.4%
	36-40	2.5%	3.6%	-	0.7%
	41 or more		2.4%	-	1.1%

		Men			
		White	Asian	African American	Latino
Credits Earned	None yet	24.0%	27.4%	23.5%	27.2%
	1 to 14 credits	14.9%	16.1%	11.8%	22.4%
	15 to 29 credits	19.8%	29.0%	20.6%	22.8%
	30 to 44 credits	14.0%	12.9%	23.5%	12.8%
	45 to 60 credits	14.0%	6.5%	11.8%	9.0%
	61 credits or more	13.2%	8.1%	8.8%	5.9%

Community College Success Measure

Women				
	White	Asian	African American	Latino
Credits Earned				
None yet	18.3%	20.5%	-	24.8%
1 to 14 credits	12.5%	9.6%	-	17.5%
15 to 29 credits	10.0%	15.7%	-	22.6%
30 to 44 credits	24.2%	18.1%	-	14.6%
45 to 60 credits	16.7%	13.3%	-	8.4%
61 credits or more	18.3%	22.9%	-	12.0%

Men				
	White	Asian	African American	Latino
Issues w/ Stable Place of Living				
Yes	38.8%	32.3%	41.2%	28.3%
No	61.2%	67.7%	58.8%	71.7%
<i>If yes, how stressful?</i>				
Not stressful	21.3%	15.0%	14.3%	31.7%
Somewhat stressful	29.8%	40.0%	14.3%	29.3%
Stressful	31.9%	35.0%	28.6%	20.7%
Very stressful	17.0%	10.0%	42.9%	18.3%

Women				
	White	Asian	African American	Latino
Issues w/ Stable Place of Living				
Yes	43.3%	45.8%	-	38.7%
No	56.7%	54.2%	-	61.3%
<i>If yes, how stressful?</i>				
Not stressful	11.5%	13.2%	-	24.5%
Somewhat stressful	19.2%	39.5%	-	31.1%
Stressful	42.3%	28.9%	-	22.6%
Very stressful	26.9%	18.4%	-	21.7%

Men				
	White	Asian	African American	Latino
Hunger				
Yes	19.0%	14.5%	8.8%	8.3%
No	81.0%	85.5%	91.2%	91.7%
<i>If yes, how stressful?</i>				
Not stressful	21.7%	33.3%		12.5%
Somewhat stressful	30.4%	22.2%		54.2%
Stressful	26.1%	33.3%		20.8%
Very stressful	21.7%	11.1%	100.0%	12.5%

Community College Success Measure

		Women			
		White	Asian	African American	Latino
Hunger	Yes	10.0%	12.0%	-	6.9%
	No	90.0%	88.0%	-	93.1%
		<i>If yes, how stressful?</i>			
	Not stressful		10.0%	-	5.3%
	Somewhat stressful	41.7%	40.0%	-	47.4%
	Stressful	25.0%	30.0%	-	26.3%
	Very stressful	33.3%	20.0%	-	21.1%

		Men			
		White	Asian	African American	Latino
Issues w/ transportation to and from campus	Yes	31.4%	32.3%	41.2%	34.8%
	No	68.6%	67.7%	58.8%	65.2%
		<i>If yes, how stressful?</i>			
	Not stressful	31.6%	25.0%	21.4%	18.8%
	Somewhat stressful	31.6%	30.0%	28.6%	41.6%
	Stressful	21.1%	35.0%	21.4%	29.7%
	Very stressful	15.8%	10.0%	28.6%	9.9%

		Women			
		White	Asian	African American	Latino
Issues w/ transportation to and from campus	Yes	45.0%	37.3%	-	40.1%
	No	55.0%	62.7%	-	59.9%
		<i>If yes, how stressful?</i>			
	Not stressful	13.0%	22.6%	-	14.5%
	Somewhat stressful	53.7%	41.9%	-	48.2%
	Stressful	14.8%	12.9%	-	25.5%
	Very stressful	18.5%	22.6%	-	11.8%

		Men			
		White	Asian	African American	Women
Legal Concerns	Yes	10.7%	8.1%	20.6%	10.7%
	No	89.3%	91.9%	79.4%	89.3%
		<i>If yes, how stressful?</i>			
	Not stressful	23.1%	40.0%	14.3%	12.9%
	Somewhat stressful	15.4%		14.3%	19.4%
	Stressful	15.4%	60.0%		29.0%
	Very stressful	46.2%		71.4%	38.7%

Community College Success Measure

		Women			
		White	Asian	African American	Women
Legal Concerns	Yes	9.2%	12.0%	-	9.9%
	No	90.8%	88.0%	-	90.1%
		<i>If yes, how stressful?</i>			
	Not stressful	9.1%		-	11.1%
	Somewhat stressful	27.3%	30.0%	-	14.8%
	Stressful	18.2%	10.0%	-	40.7%
	Very stressful	45.5%	60.0%	-	33.3%

		Men			
		White	Asian	African American	Latino
Relationship Challenges	Yes	47.9%	29.0%	35.3%	27.2%
	No	52.1%	71.0%	64.7%	72.8%
		<i>If yes, how stressful?</i>			
	Not stressful	5.2%	16.7%	8.3%	2.5%
	Somewhat stressful	29.3%	22.2%	25.0%	30.4%
	Stressful	34.5%	33.3%	25.0%	41.8%
	Very stressful	31.0%	27.8%	41.7%	25.3%

		Women			
		White	Asian	African American	Latino
Relationship Challenges	Yes	53.3%	45.8%	-	33.9%
	No	46.7%	54.2%	-	66.1%
		<i>If yes, how stressful?</i>			
	Not stressful	3.1%	5.3%	-	4.3%
	Somewhat stressful	34.4%	31.6%	-	37.6%
	Stressful	26.6%	31.6%	-	30.1%
	Very stressful	35.9%	31.6%	-	28.0%

		Men			
		White	Asian	African American	Latino
Issues w/ stable employment	Yes	30.6%	30.6%	32.4%	24.1%
	No	69.4%	69.4%	67.6%	75.9%
		<i>If yes, how stressful?</i>			
	Not stressful	18.9%	21.1%	9.1%	17.1%
	Somewhat stressful	21.6%	36.8%	9.1%	35.7%
	Stressful	27.0%	31.6%	45.5%	18.6%
	Very stressful	32.4%	10.5%	36.4%	28.6%

Community College Success Measure

		Women			
		White	Asian	African American	Latino
Issues w/ stable employment	Yes	31.7%	27.7%	-	28.8%
	No	68.3%	72.3%	-	71.2%
		<i>If yes, how stressful?</i>			
	Not stressful	21.1%	4.3%	-	21.5%
	Somewhat stressful	26.3%	56.5%	-	31.6%
	Stressful	21.1%	8.7%	-	24.1%
	Very stressful	31.6%	30.4%	-	22.8%

		Men			
		White	Asian	African American	Latino
Health Concerns	Yes	25.6%	29.0%	26.5%	15.9%
	No	74.4%	71.0%	73.5%	84.1%
		<i>If yes, how stressful?</i>			
	Not stressful	16.1%	27.8%	-	8.7%
	Somewhat stressful	35.5%	33.3%	22.2%	32.6%
	Stressful	32.3%	27.8%	33.3%	30.4%
	Very stressful	16.1%	11.1%	44.4%	28.3%

		Women			
		White	Asian	African American	Latino
Health Concerns	Yes	35.8%	36.1%	-	28.8%
	No	64.2%	63.9%	-	71.2%
		<i>If yes, how stressful?</i>			
	Not stressful	-	6.7%	-	1.3%
	Somewhat stressful	18.6%	36.7%	-	32.9%
	Stressful	41.9%	30.0%	-	38.0%
	Very stressful	39.5%	26.7%	-	27.8%