



The Community College Survey of Student Engagement

2013 CCSSE Survey Report



Prepared by:

Camellia Inman, Coordinator
Evaluation & Assessment, Student Services

Carrie Bartek, Coordinator
Compliance, Assessment and Quality Improvement
Institutional Effectiveness, Accreditation, and Research

Andrea Lewton, Research Specialist
Institutional Effectiveness, Accreditation, and Research

Table of Contents

Introduction	3
2013 Student Respondent Profile	4
CCSSE Benchmarks of Effective Educational Practice	11
Select Findings	20
Promising Practices	30
Appendix A - CCSSE Participating Extra-Large Colleges through 2013	41
Appendix B - CCSSE Participating Colleges in North Carolina (38)	42
Appendix C - Statistically Significant Results	43
Appendix D – Extra-Large Colleges in the Comparison Group (Promising Practices)	45

The Community College Survey of Student Engagement (CCSSE)

2013 Survey Results Wake Technical Community College

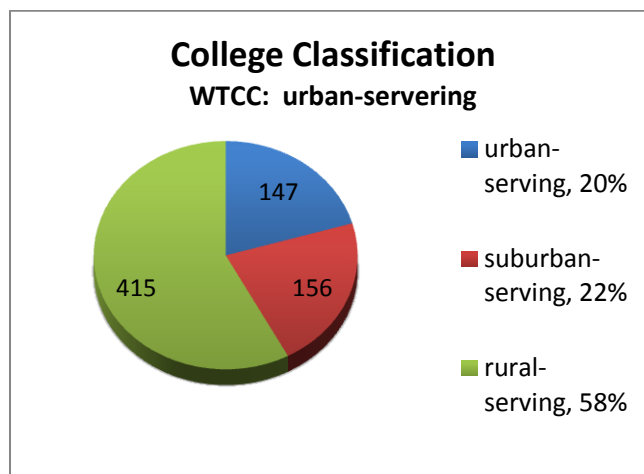
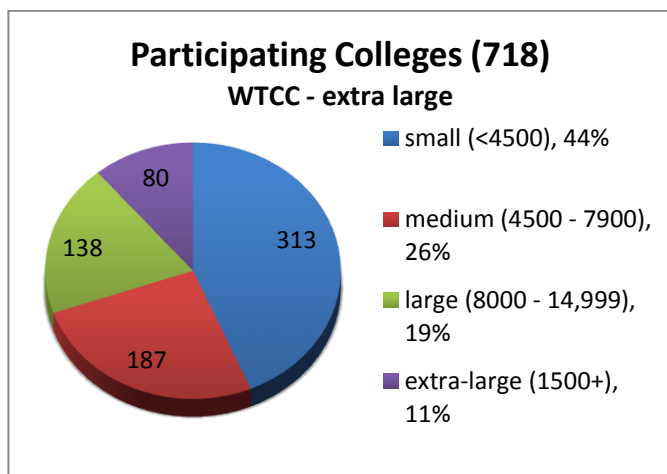
Introduction

The Community College Survey of Student Engagement (CCSSE), a product and service of the Center for Community College Student Engagement, provides information about effective educational practice in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. The Center'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 students invest in meaningful educational practices, is the underlying foundation for the Center's work. The CCSSE survey instrument is designed to capture student engagement as a measure of institutional quality.

CCSSE Member Colleges

CCSSE data analyses include a three-year cohort of participating colleges. As an extra-large college, Wake Technical Community College is compared against other extra-large institutions nationwide (see Appendix A). This approach increases the total number of institutions and students contributing to the national dataset; this in turn 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.

The 2013 CCSSE Cohort represents over 5,379,840 community college students from 718 community and technical colleges in 48 states and the District of Columbia, three Canadian provinces (Alberta, British Columbia, and Nova Scotia), plus Bermuda, Micronesia, and the Northern Marianas. Thirty-eight colleges in North Carolina have administered the survey within the past three years (Appendix B).



CCSSE Sampling

In CCSSE sampling procedures, students are sampled at the classroom level. The survey was administered in classes randomly selected from all of the courses offered by the institution during the spring academic term, excluding non-credit, dual-enrollment, distance learning, all but the highest level ESL courses, labs, individual instruction, and individual study or self-paced classes.

Of those students sampled at our institution, **1086** respondents submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of **91%**. The average sample sizes for each question answered on the 2013 survey follow:

WTCC 1,058 **Ex-Large Colleges 85,471** **2013 Cohort 443,227**

2013 Student Respondent Profile

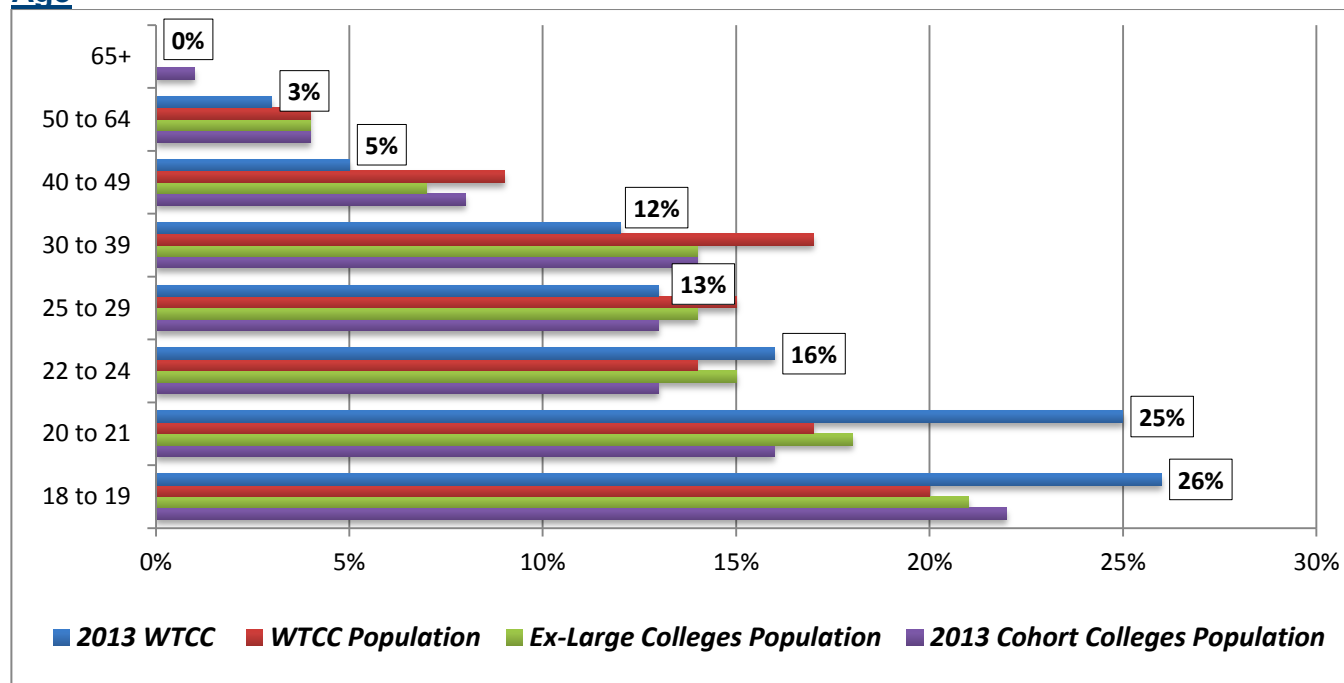
Please note that percentages may not add up to 100% in each category due to missing data and/or rounding.

Enrollment Status

33% of surveyed students report being less than full-time college students, compared to 28% of the 2013 CCSSE Cohort colleges’ student respondents; **67%** of the student respondents at our college report attending college full-time, while 72% of the 2013 CCSSE Cohort colleges’ student respondents attended full-time.

Population data¹ for all students at our college is **71%** less than full-time and **29%** full-time. 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/less than full-time variable so that reports will accurately reflect the underlying student population.

Age



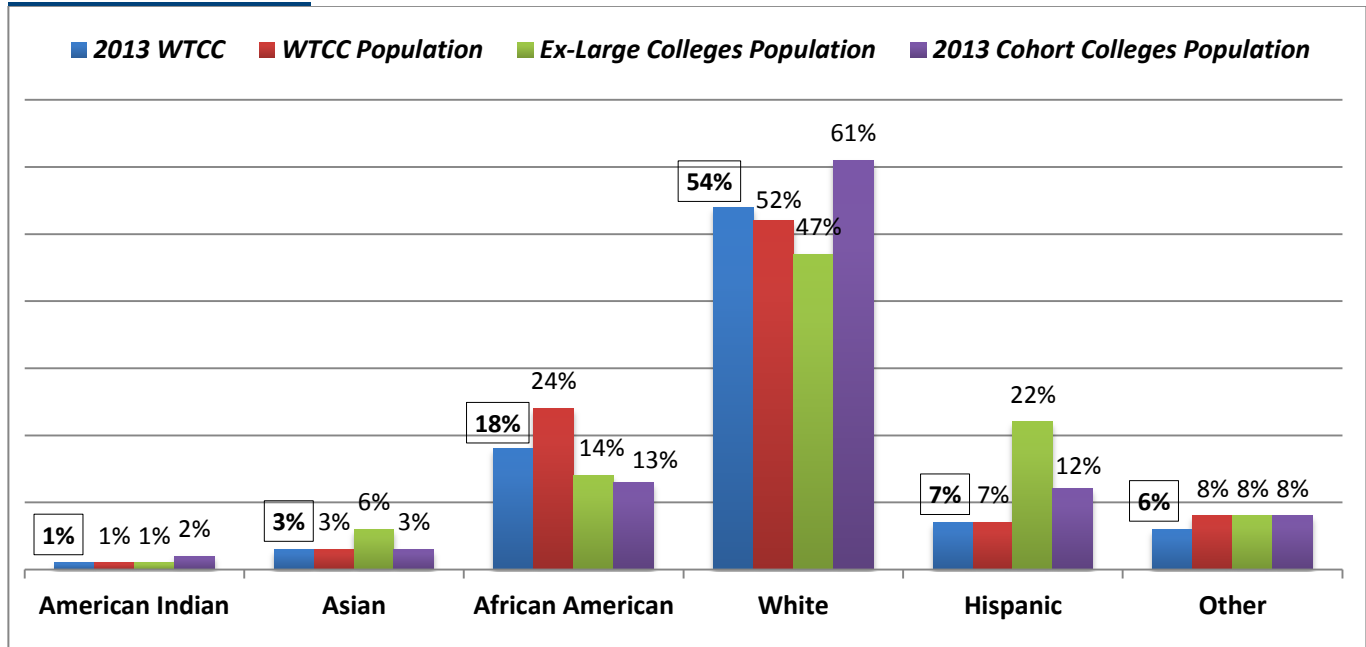
WTCC sample size = 1,072 students

¹ Population data are those reported for the most recent IPEDS enrollment report. Published by the Center for Community College Student Engagement
© 2013 Permission granted for unlimited copying with appropriate citation

Gender

49% of student respondents are male and **49%** are female, which is not comparable to the 2013 CCSSE Cohort, which is 42% male and 56% female.

Racial Identification



WTCC sample size = 1,058 students

International Students

8% of our students responded yes to the question, “Are you an international student or foreign national?” Our college has more international students than the 2013 CCSSE Cohort, of which 5% are international.

The results for the following student respondent categories are weighted according to the most recent IPEDS population data.

Limited English Speaking Students

At our college, **15.3%** of CCSSE respondents are non-native English speakers.

First-Generation Status

21.3% of student respondents 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.”

24.2% indicate that their mothers’ highest level of education is a high school diploma (with no college experience), and **25.1%** indicate that level for their fathers.

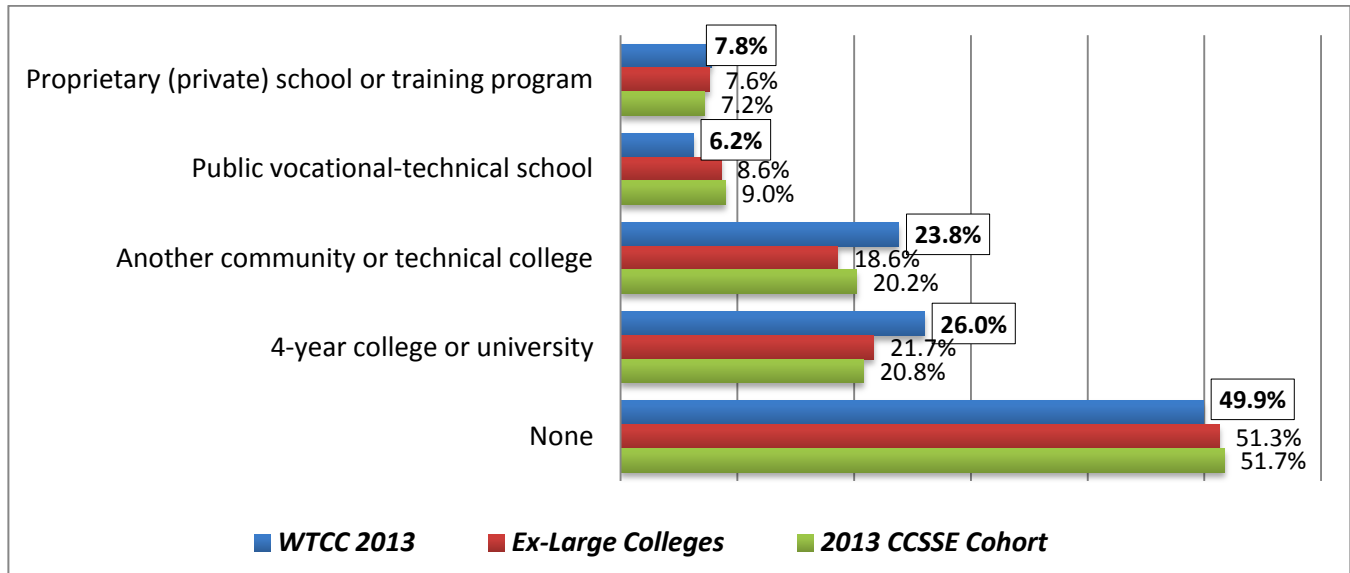
College-Sponsored Activities

89.9% of students respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intercollegiate or intramural sports, etc.) while **6.5%** typically spend only 1 to 5 hours per week participating in these activities.

Educational Attainment

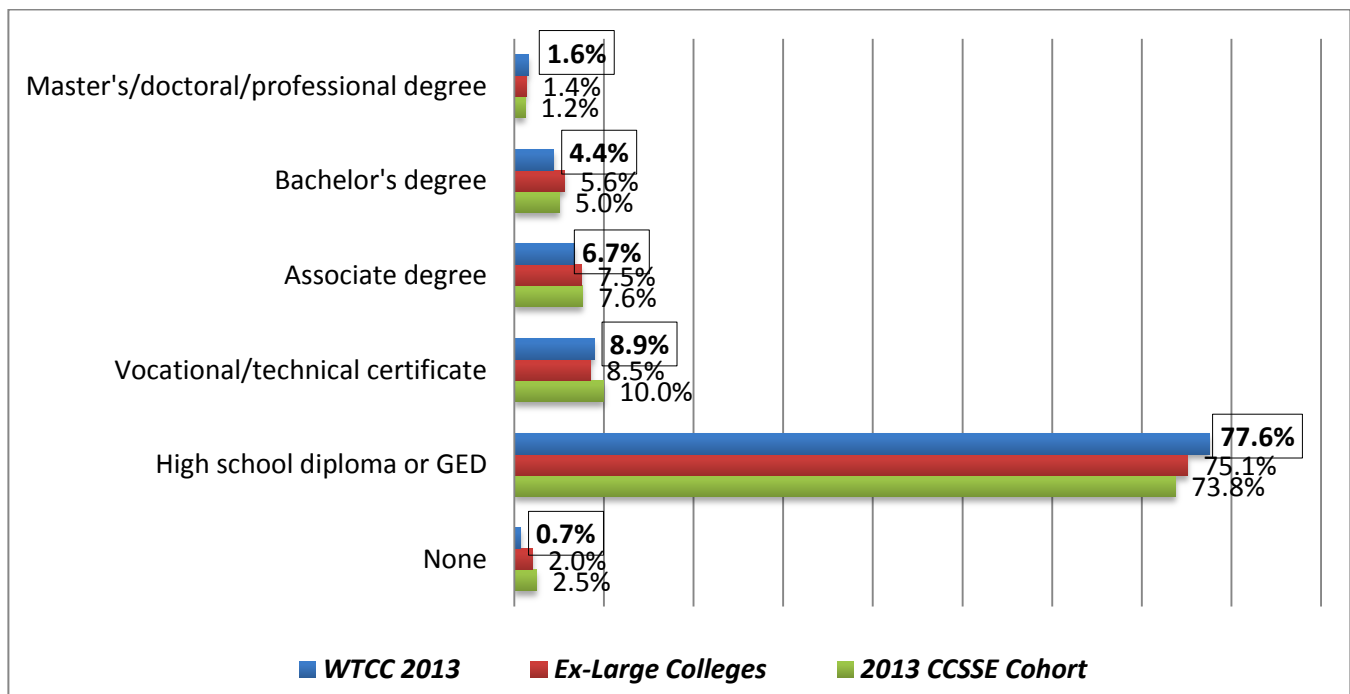
62.9% of respondents report starting their college careers at this community college. Approximately **77.6%** of students indicate that their highest level of educational attainment is a high school diploma or GED; **79.3%** have completed fewer than 30 credit hours of college-level work; **15.6%** report having either a certificate or an associate degree; **4.4%** have earned a bachelor's degree; and **1.6%** have earned an advanced degree.

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



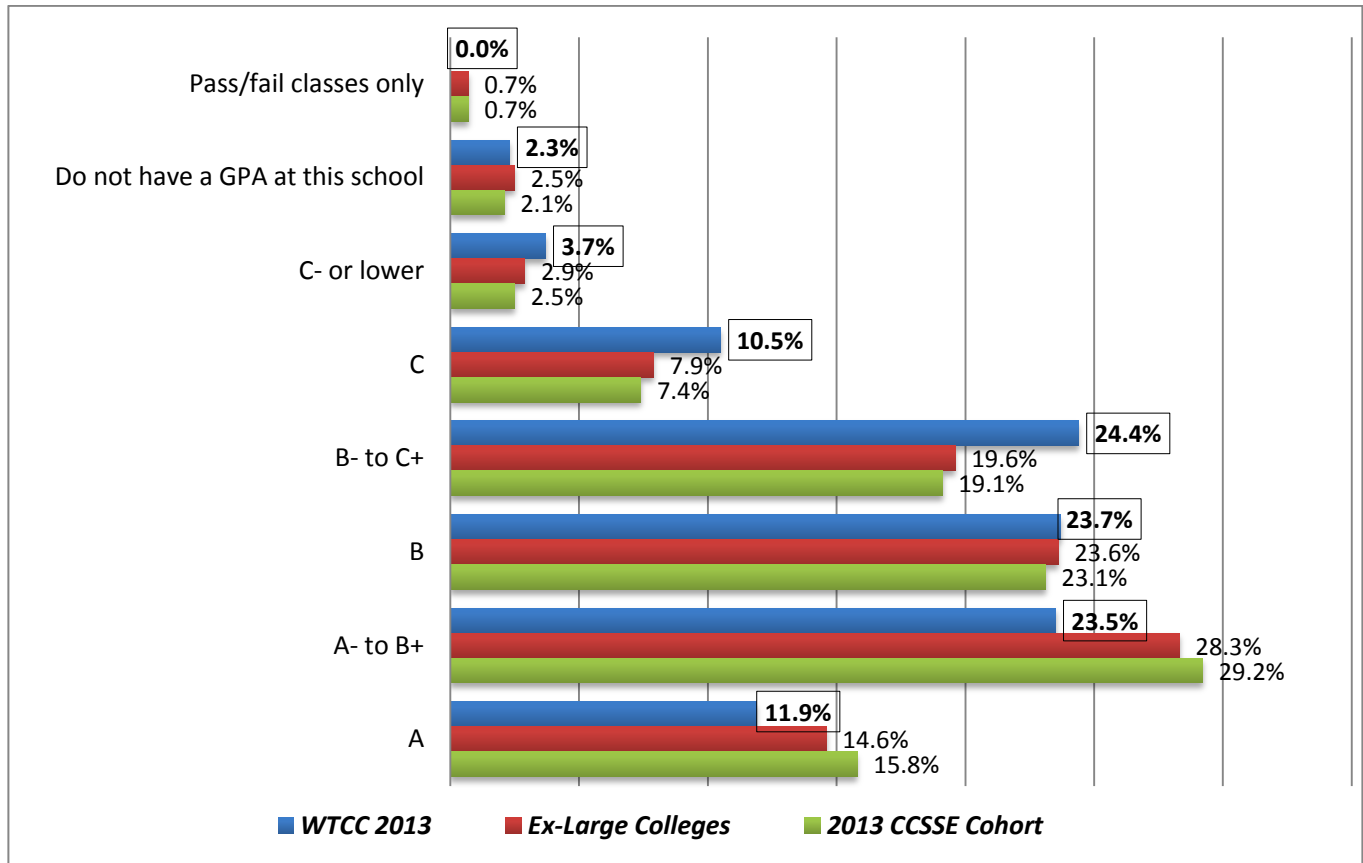
WTCC sample size = 1,086 students

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



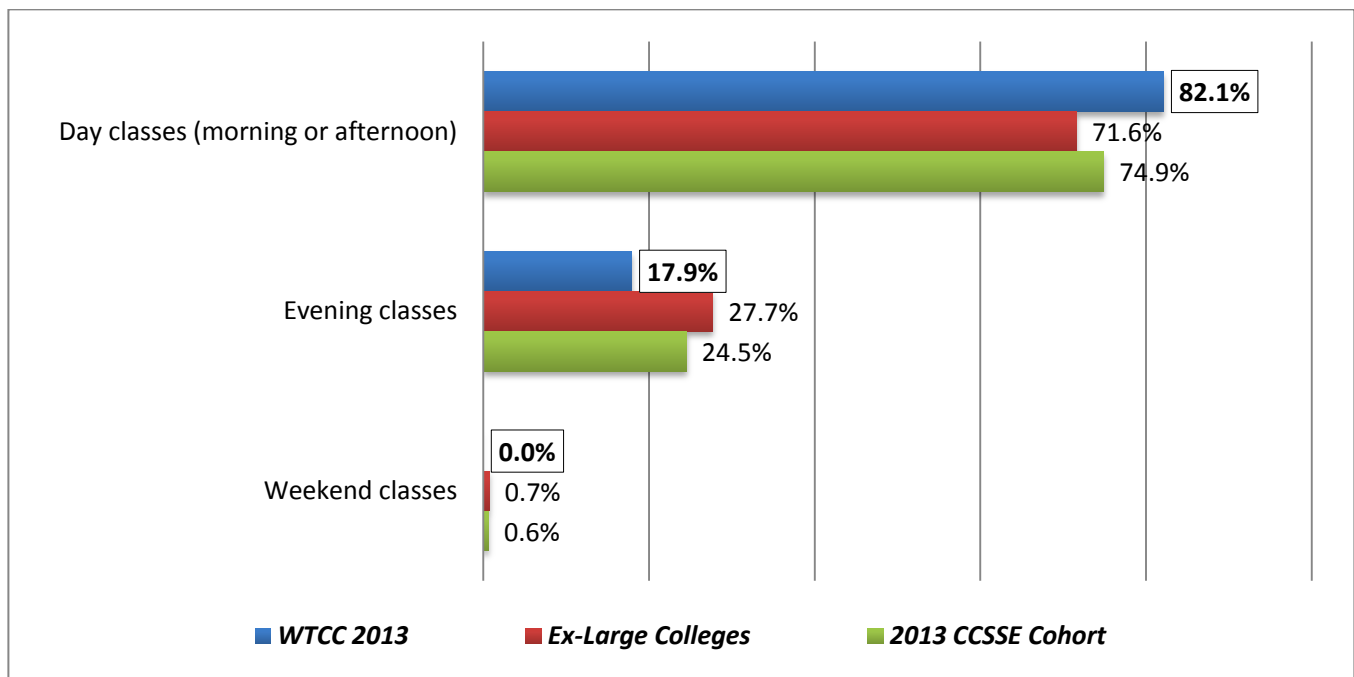
WTCC sample size = 1,074 students

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



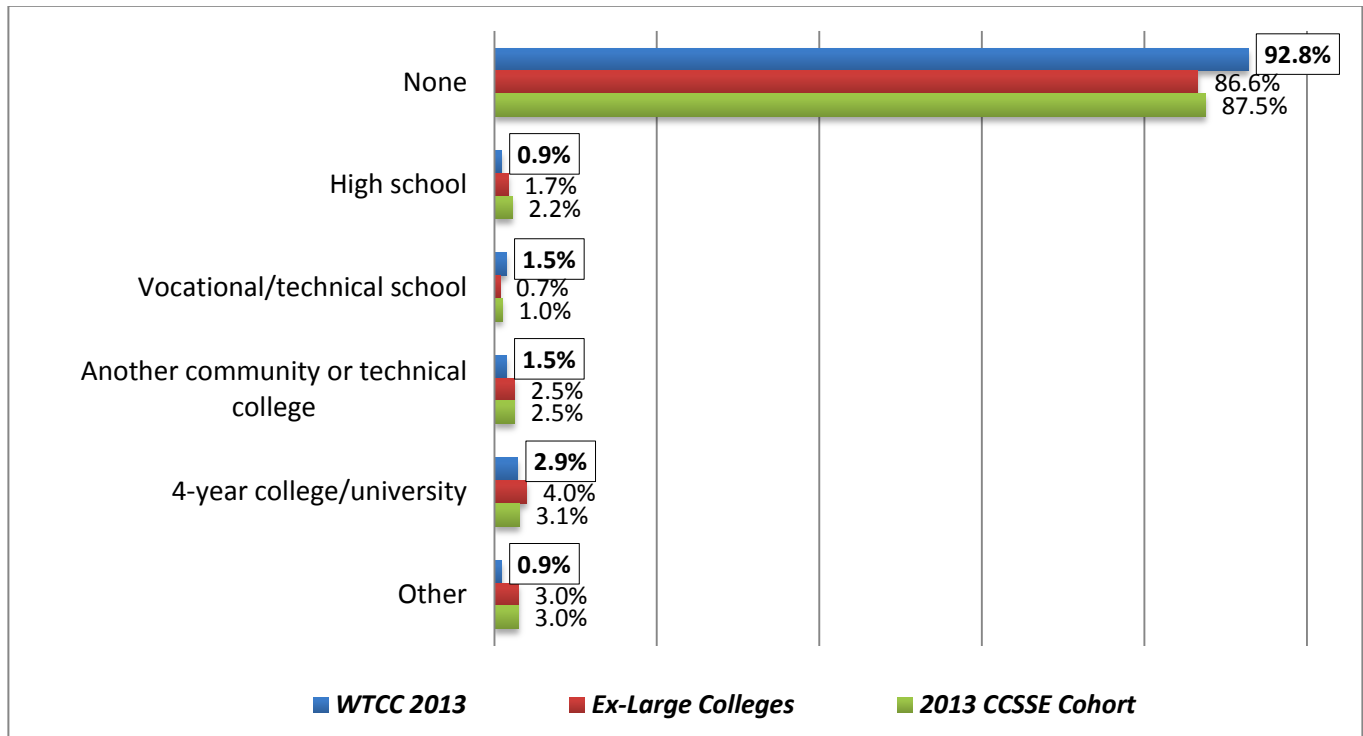
WTCC sample size = 1,072 students

22. When do you most frequently take classes at this college?



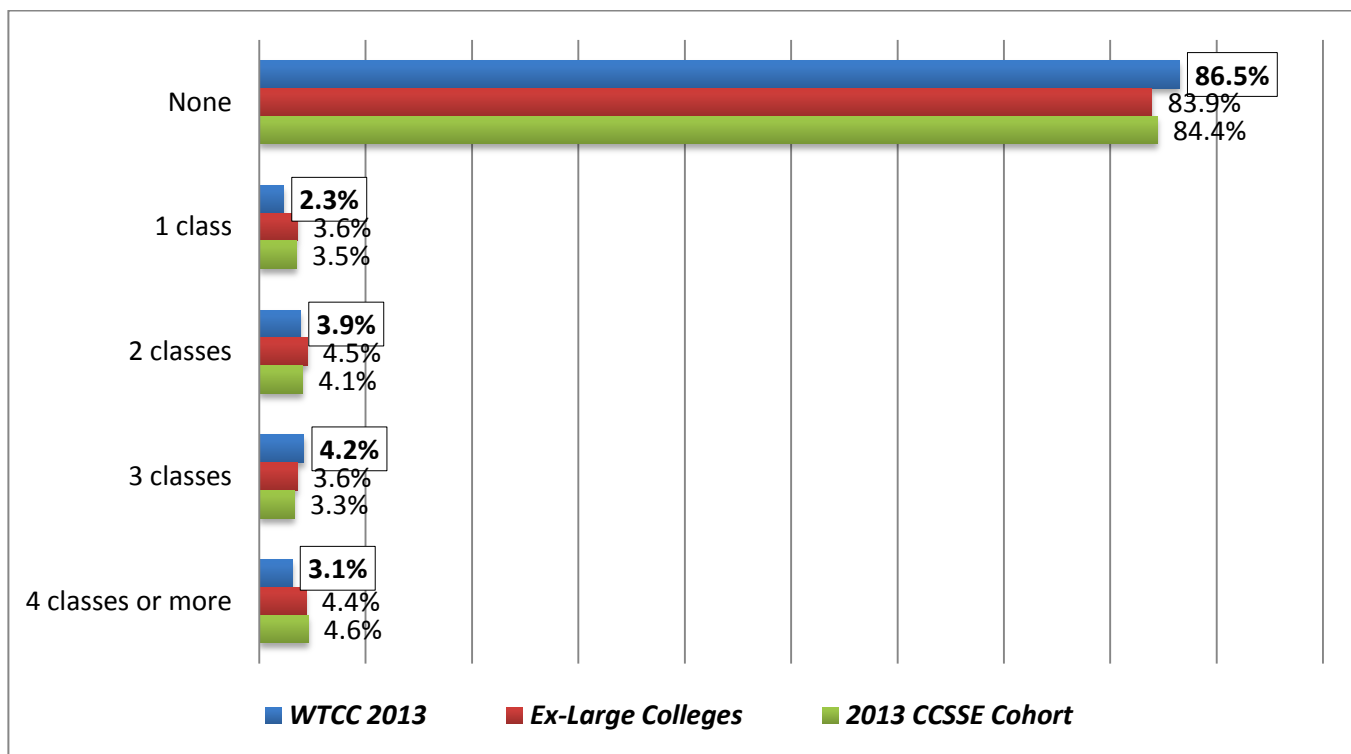
WTCC sample size = 1,068 students

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



WTCC sample size = 1,086 students

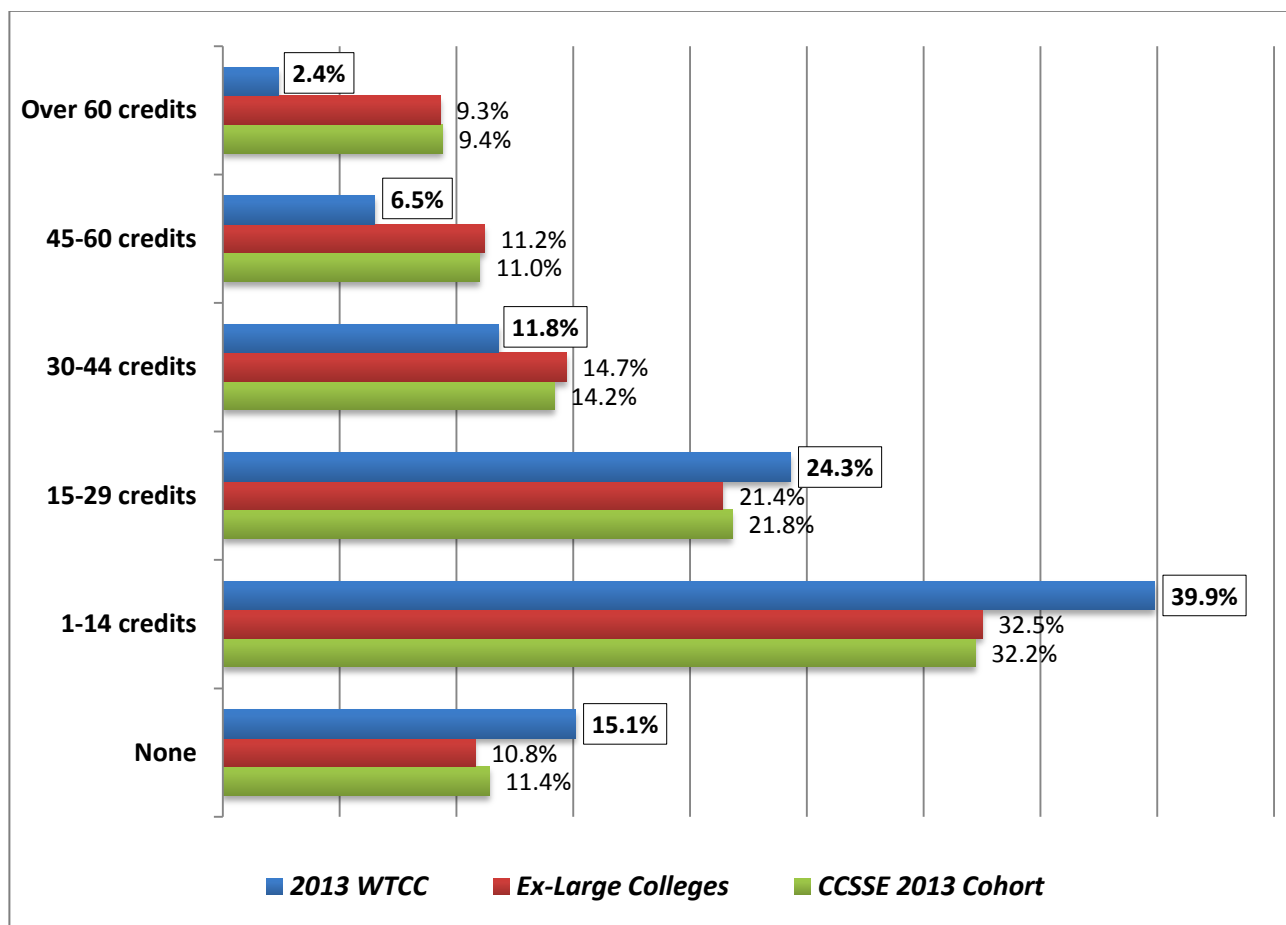
25. How many classes are you presently taking at other institutions?



WTCC sample size = 1,081 students

Total Credit Hours Earned

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



WTCC sample size = 1,076 students

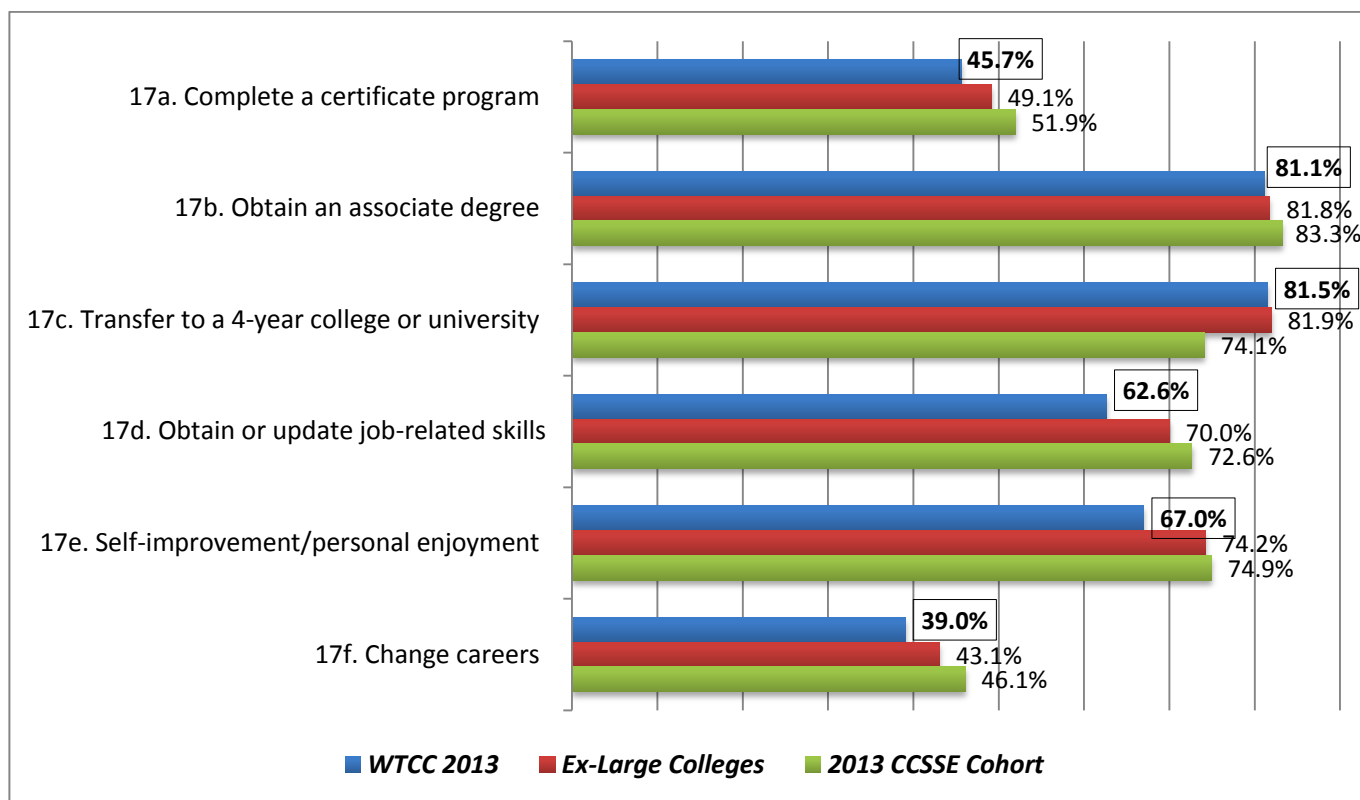
External Commitments

56.8% of student respondents work 21 or more hours per week; **34.2%** care for dependents at least six hours per week, with **17.4%** caring for dependents more than 30 hours per week; and **26.9%** spend at least six hours per week commuting to class.

Our students are faced with balancing responsibilities of school, family and work. **22.7%** of student respondents indicated that they have children who live with them and **16.9%** responded that they are married.

Goals

17. Indicate which of the following are your reasons/goals for attending this college. (Secondary Goal or Primary Goal)



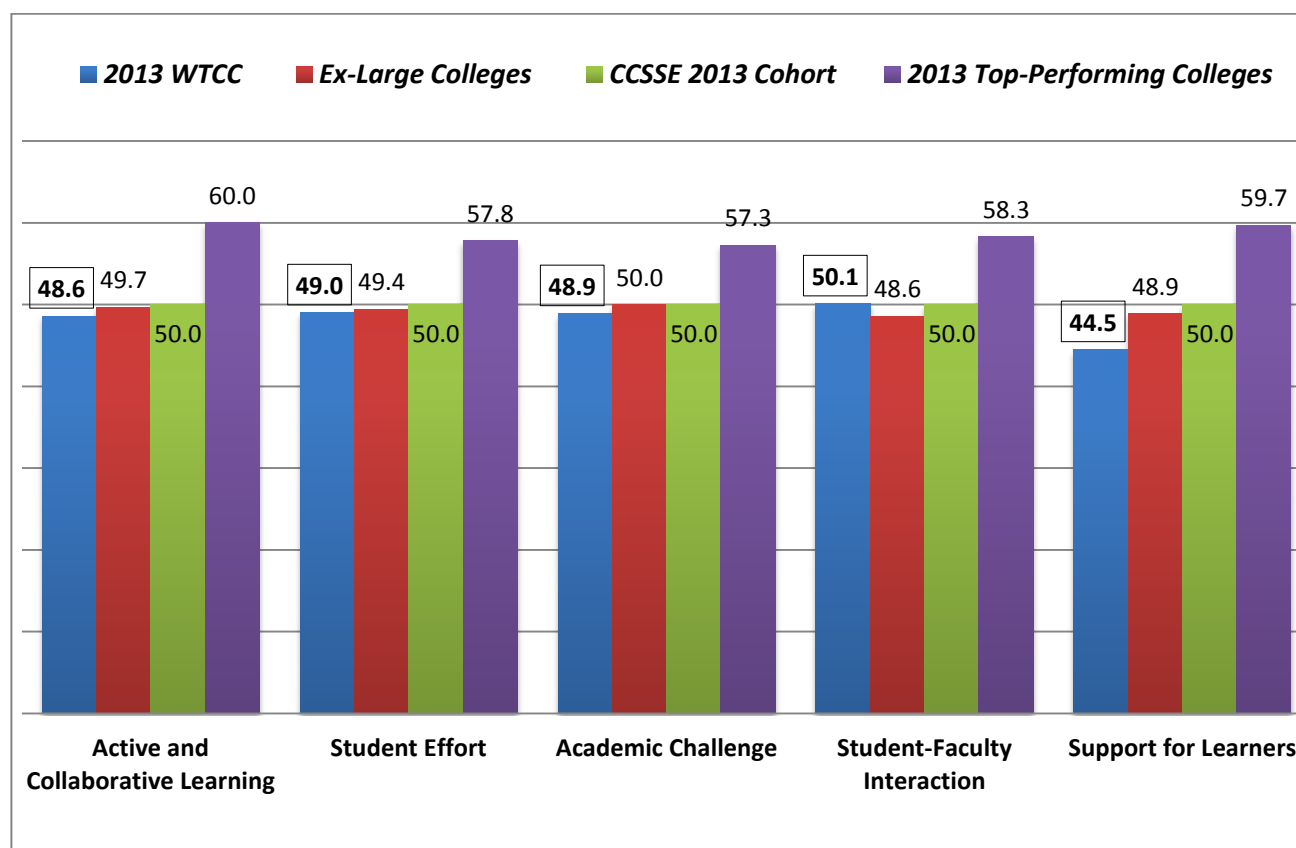
WTCC avg. sample size = 1,054 students

CCSSE Benchmarks of Effective Educational Practice

To assist colleges in their efforts to reach for excellence, the Center reports national benchmarks of effective educational practice in community colleges. Research shows that the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter—the more likely they are to learn and to achieve their academic goals.

CCSSE benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement—and that are positively related to student learning and persistence. Benchmarks are used to compare each institution's performance to that of similar institutions and with the CCSSE Cohort. Each individual benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are standardized so that the mean (the average of all participating students) always is 50 and the standard deviation is 25. 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.

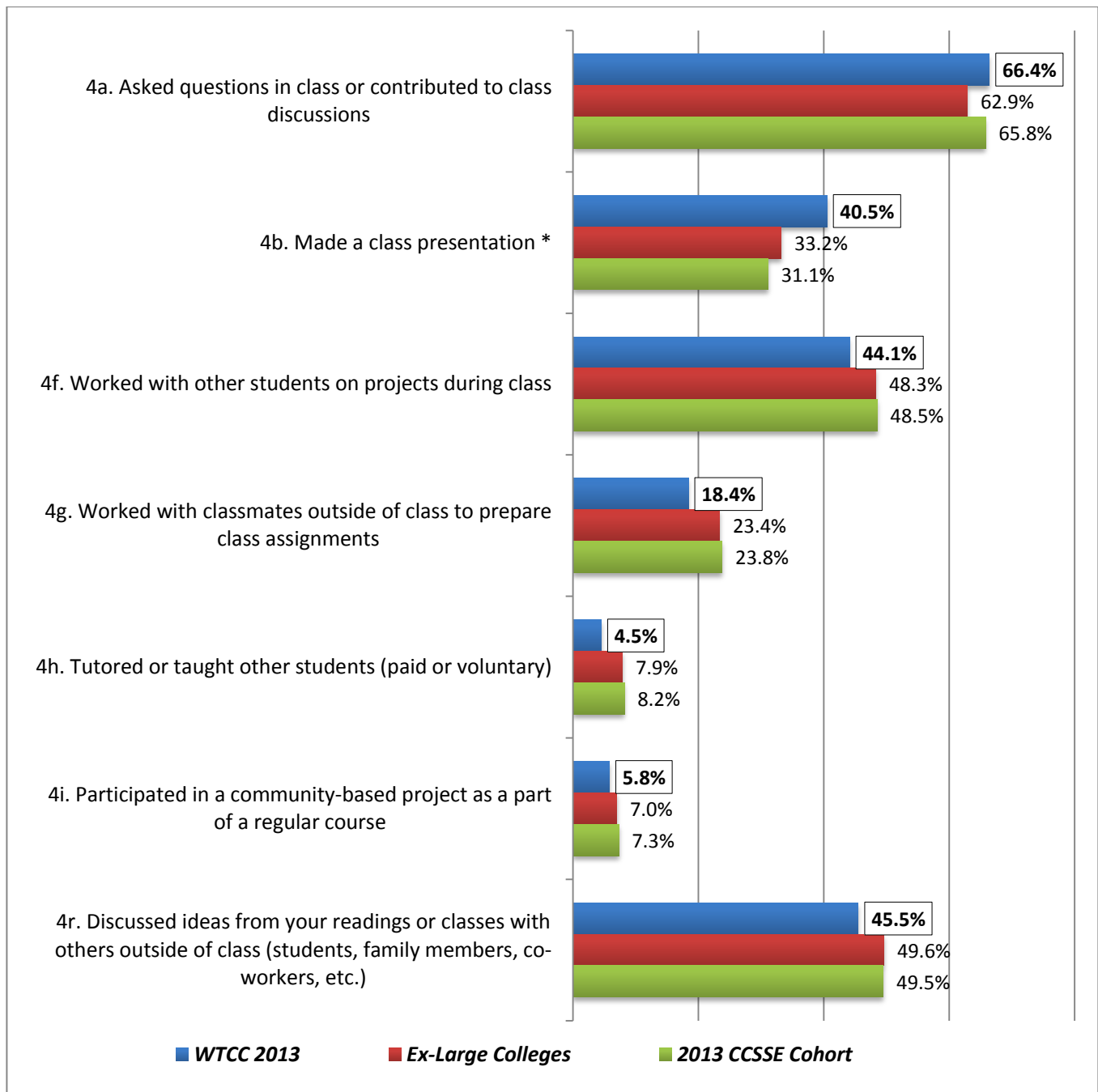
Benchmark Scores – Comparisons



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 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.

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



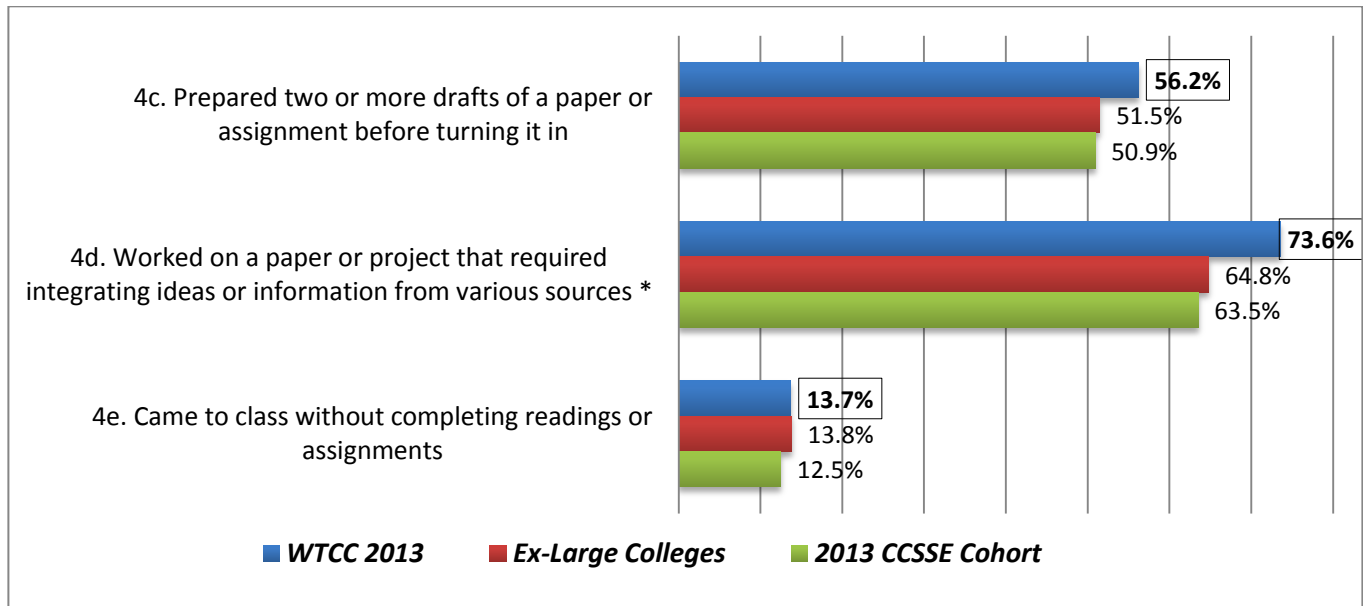
WTCC avg. sample size = 1,080 students

*Statistically significant (see Appendix C)

Student Effort

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.

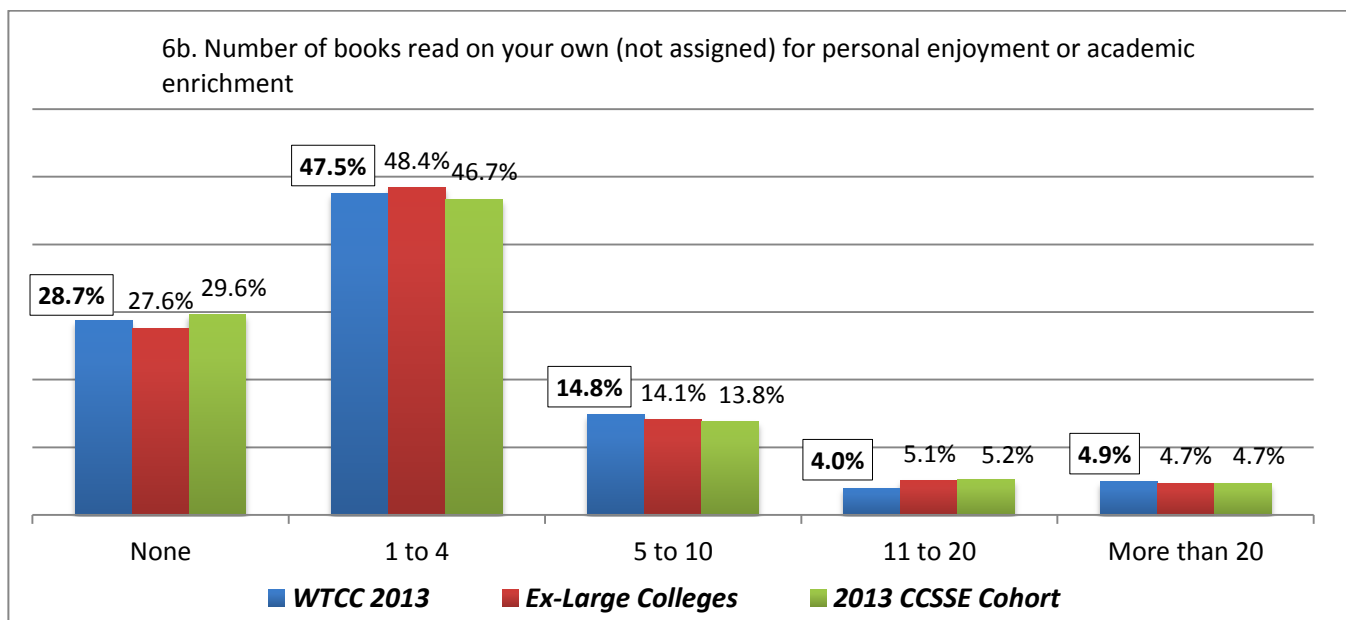
4. In your experiences at this college during the current school year, about how often have you done each of the following? (Often or Very Often)



WTCC avg. sample size = 1,078 students

*Statistically significant (see Appendix C)

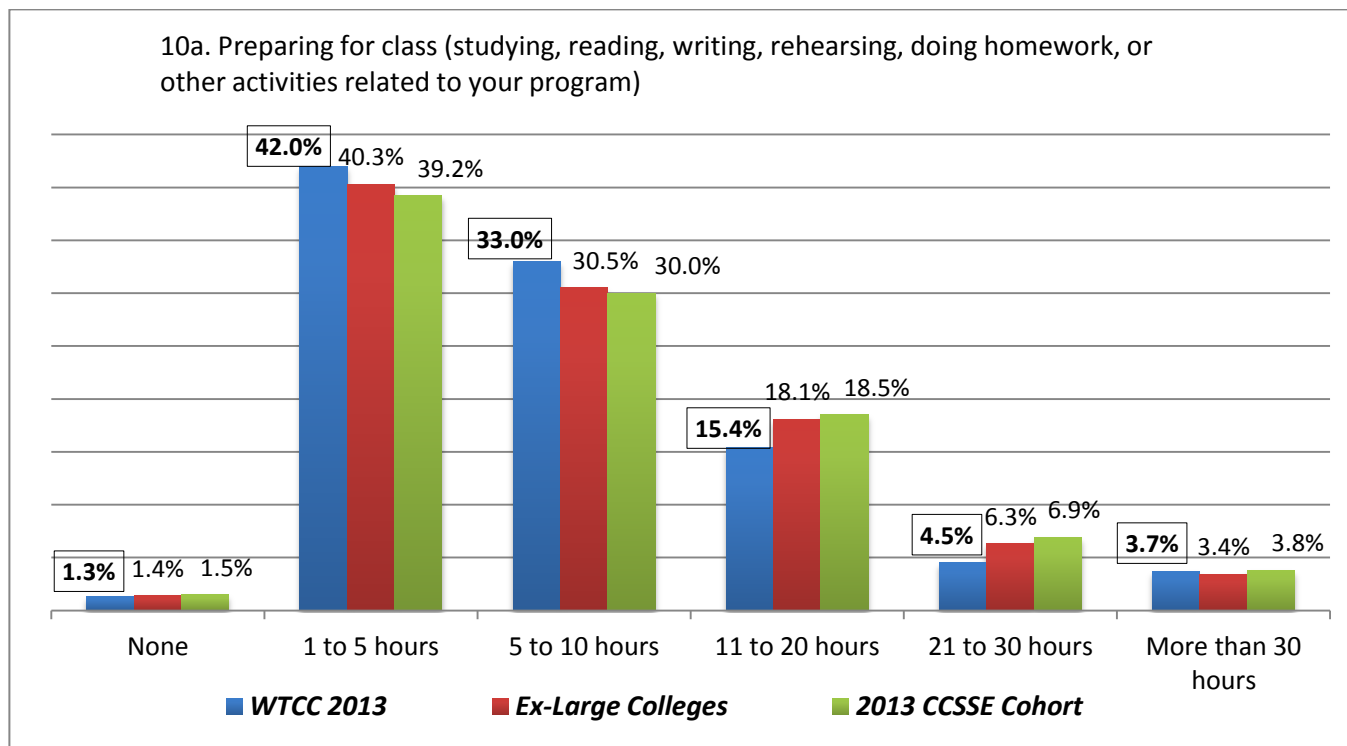
6. During the current school year, about how much reading and writing have you done at this college?



WTCC sample size = 1,074 students

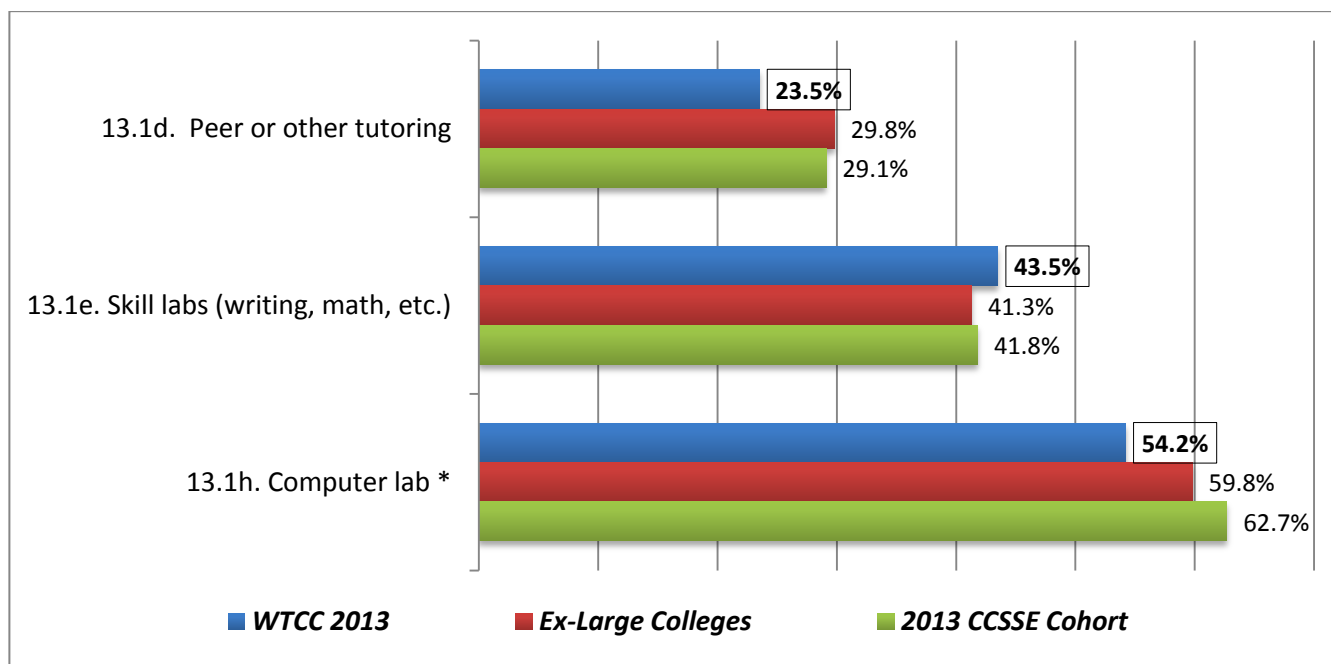
Student Effort (Continued)

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



WTCC sample size = 1,080 students

13. How often do you use the following services at this college? (Sometimes or Often)



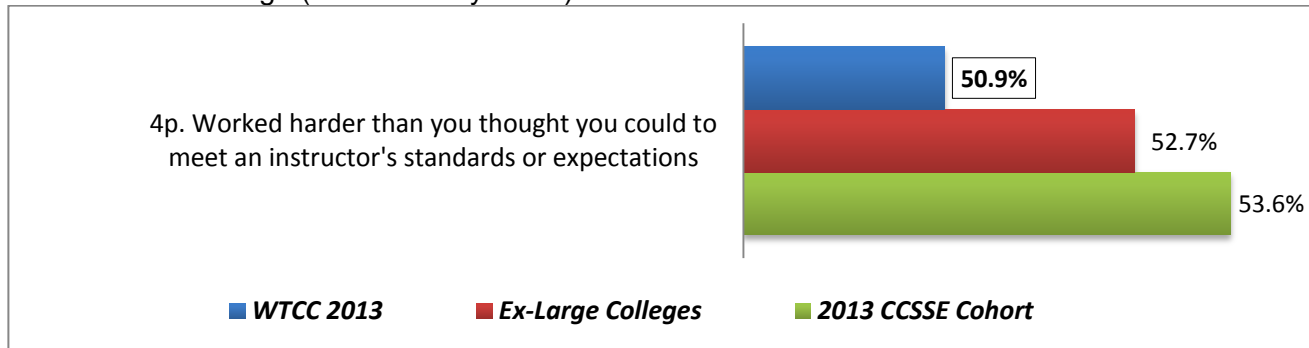
WTCC avg. sample size = 1,039 students

*Statistically significant (see Appendix C)

Academic Challenge

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.

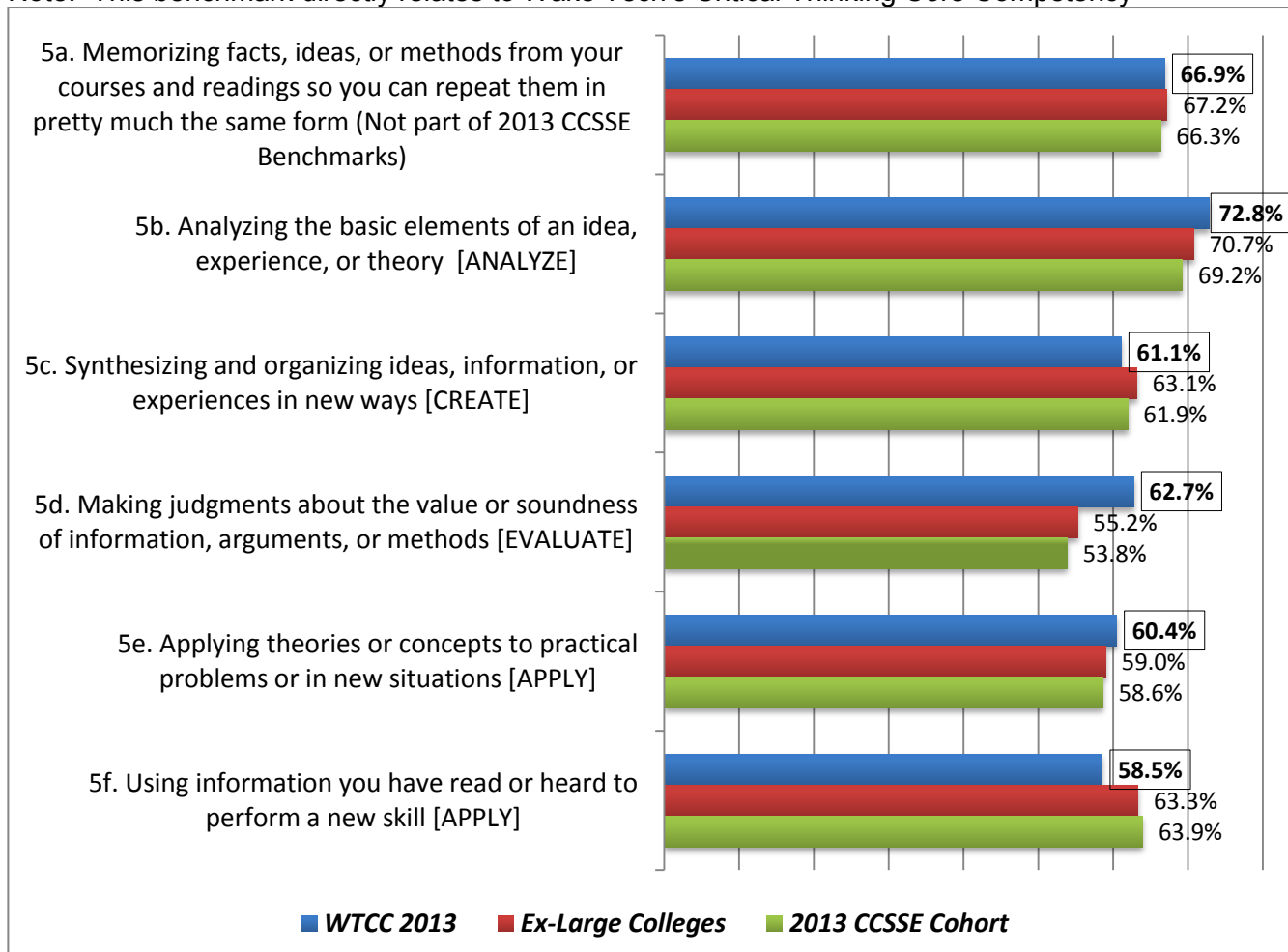
4. In your experiences at this college during the current school year, about how often have you done each of the following? (Often or Very Often)



WTCC sample size = 1,071 students

5. During the current school year, how much has your coursework at this college emphasized the following mental activities? (Quite a bit or Very much)

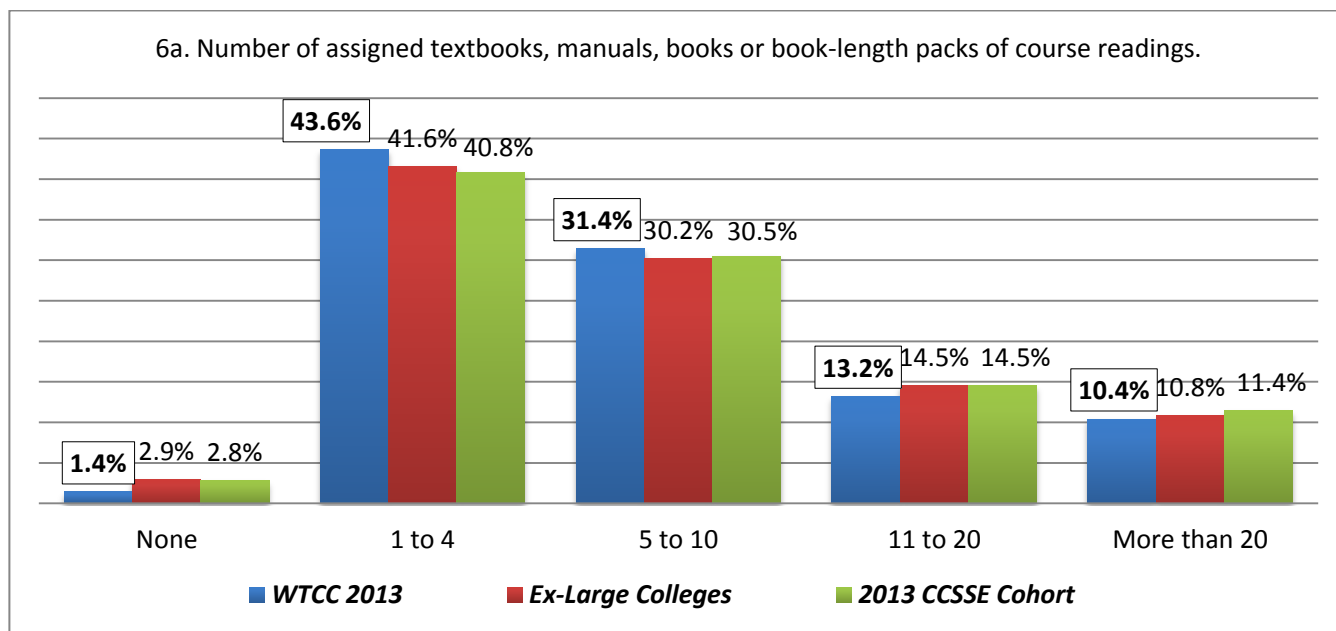
Note: This benchmark directly relates to Wake Tech's Critical Thinking Core Competency



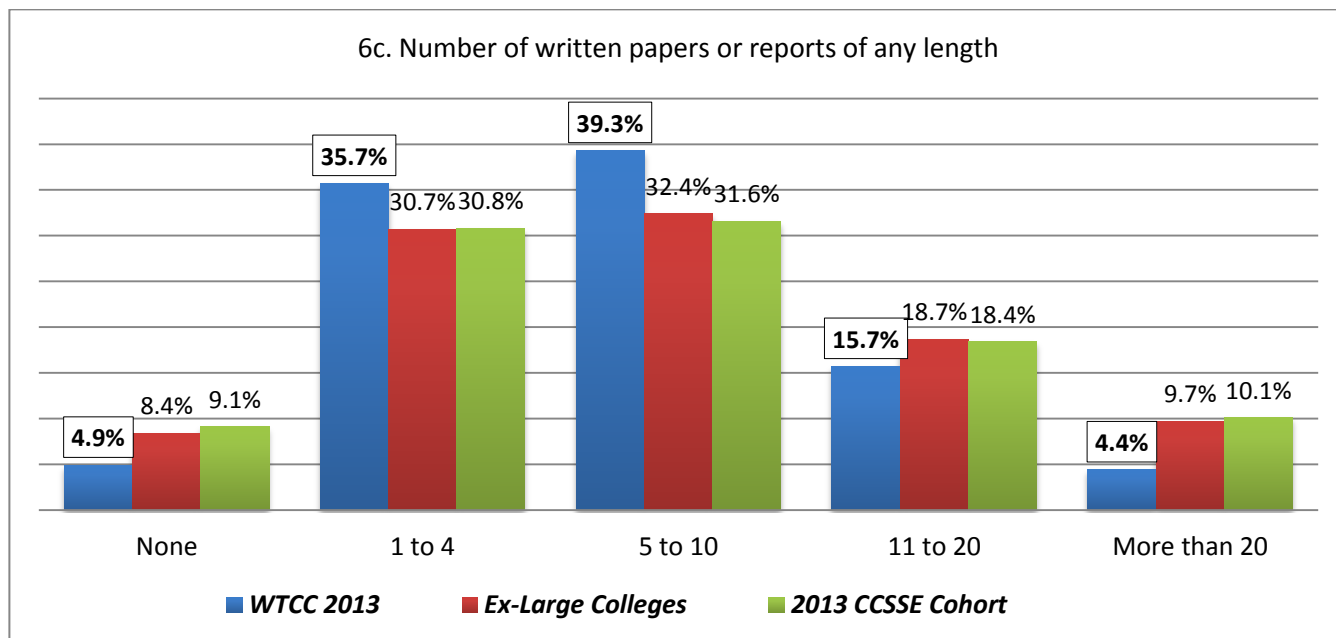
WTCC avg. sample size = 1,079 students

Academic Challenge (Continued)

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



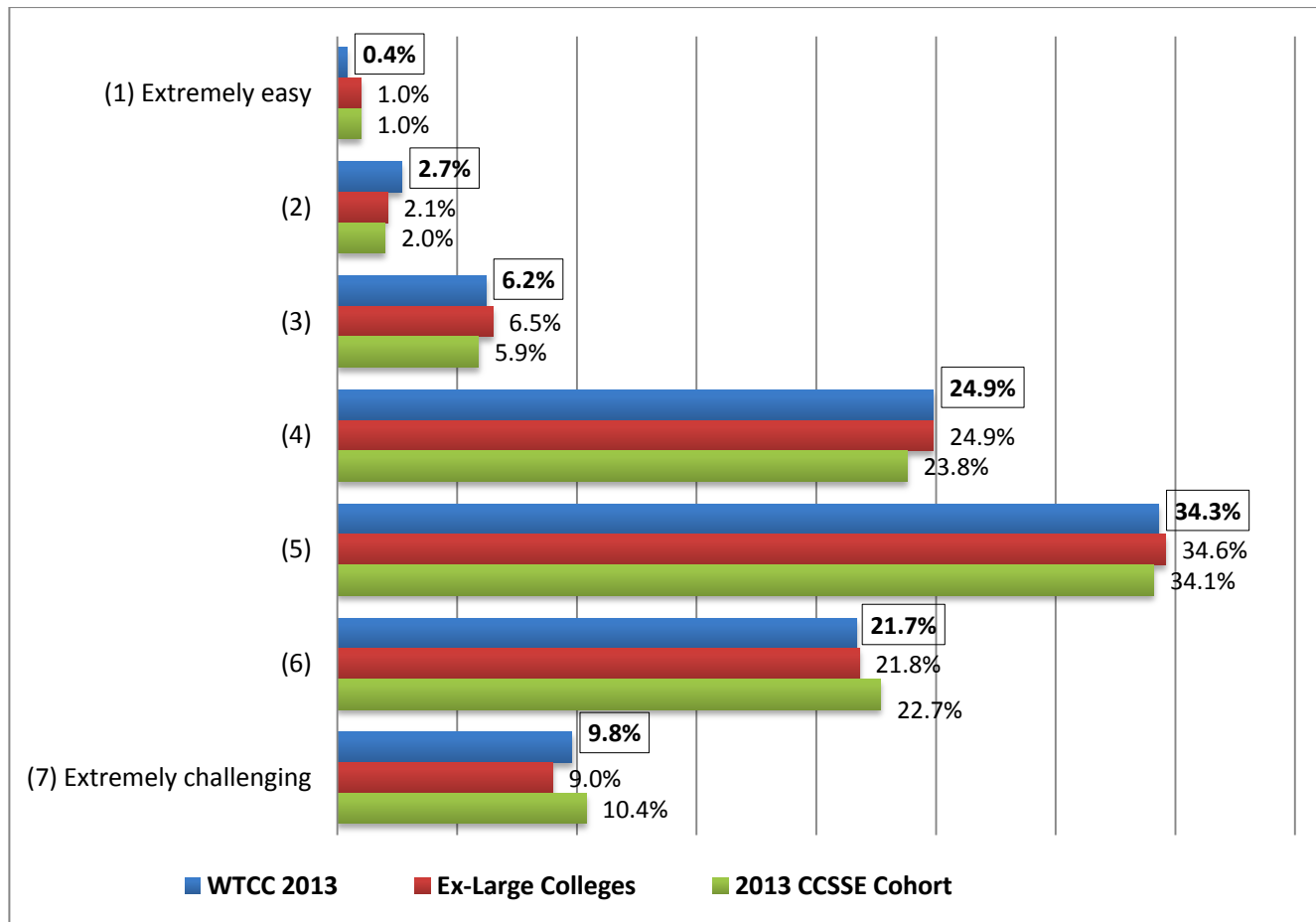
WTCC sample size = 1,078 students



WTCC sample size = 1,075 students

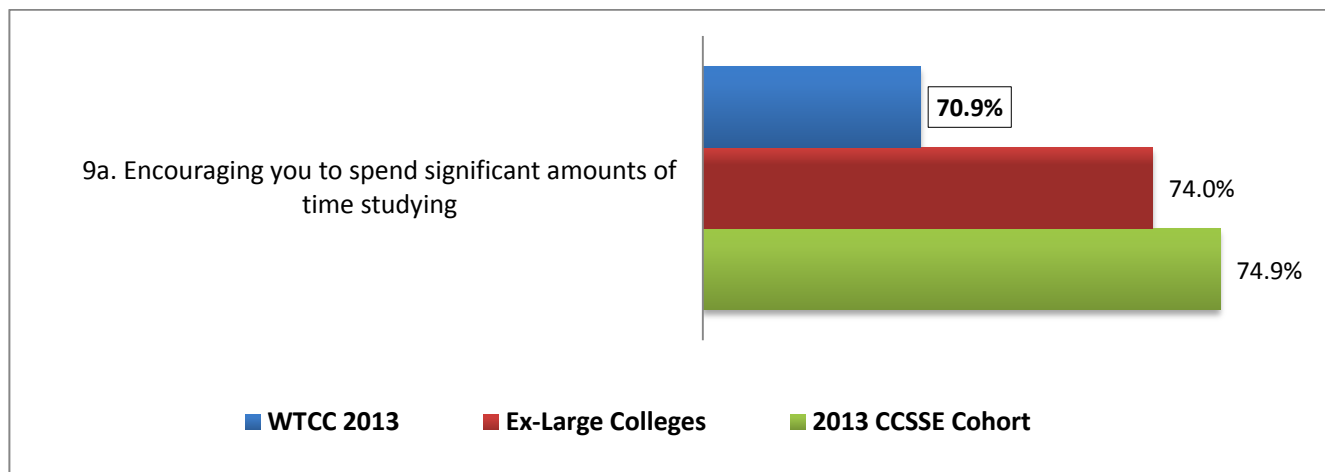
Academic Challenge (Continued)

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



WTCC sample size = 1,041 students

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

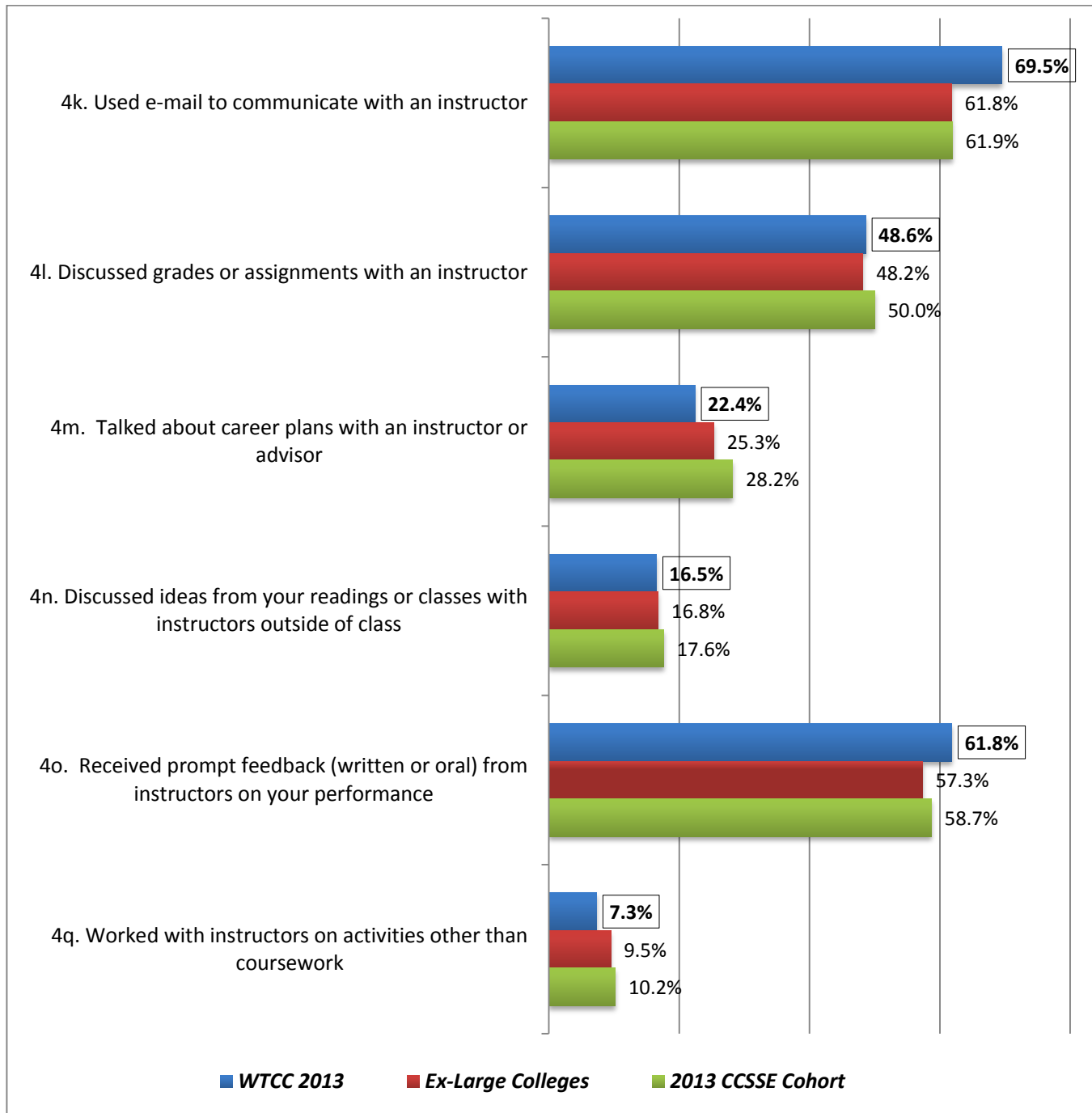


WTCC sample size = 1,079 students

Student-Faculty Interaction

In general, the more interaction students have with their teachers, the more likely they are to learn effectively and 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.

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

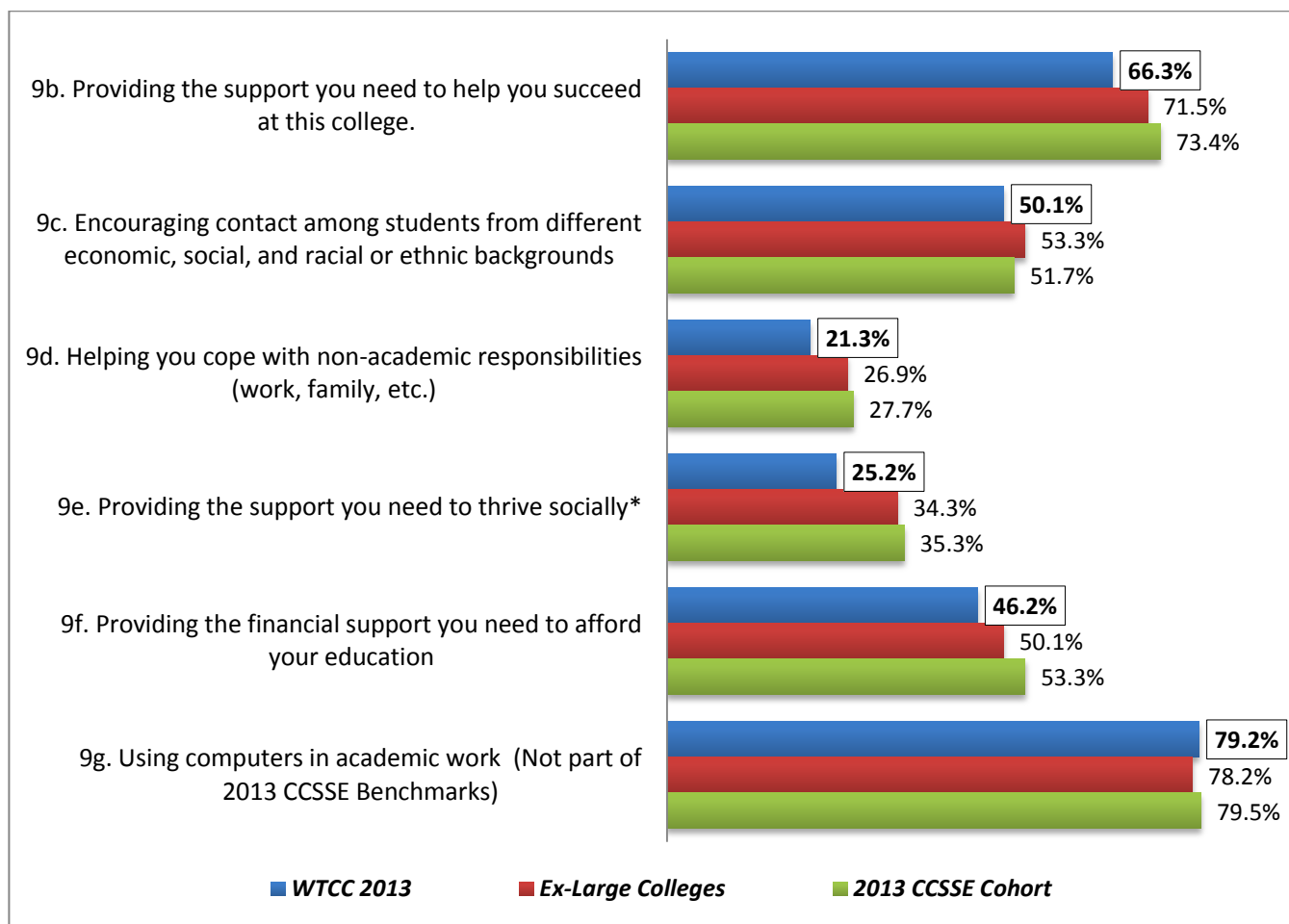


WTCC avg. sample size = 1,073 students

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 areas that may affect learning and retention.

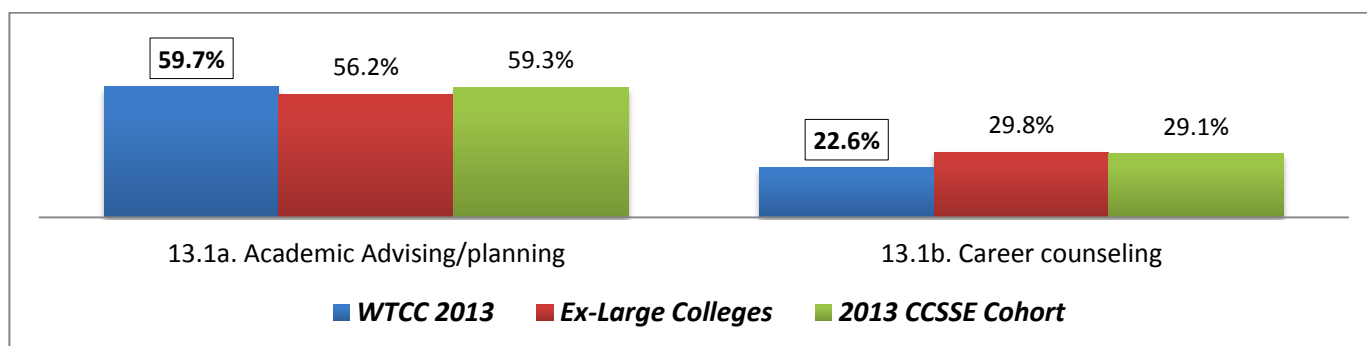
9. How much does this college emphasize each of the following? (Quite a bit or Very much)



WTCC avg. sample size = 1,074 students

*Statistically significant (see Appendix C)

13.1 How often do you use the following services at this college? (Sometimes or Often)

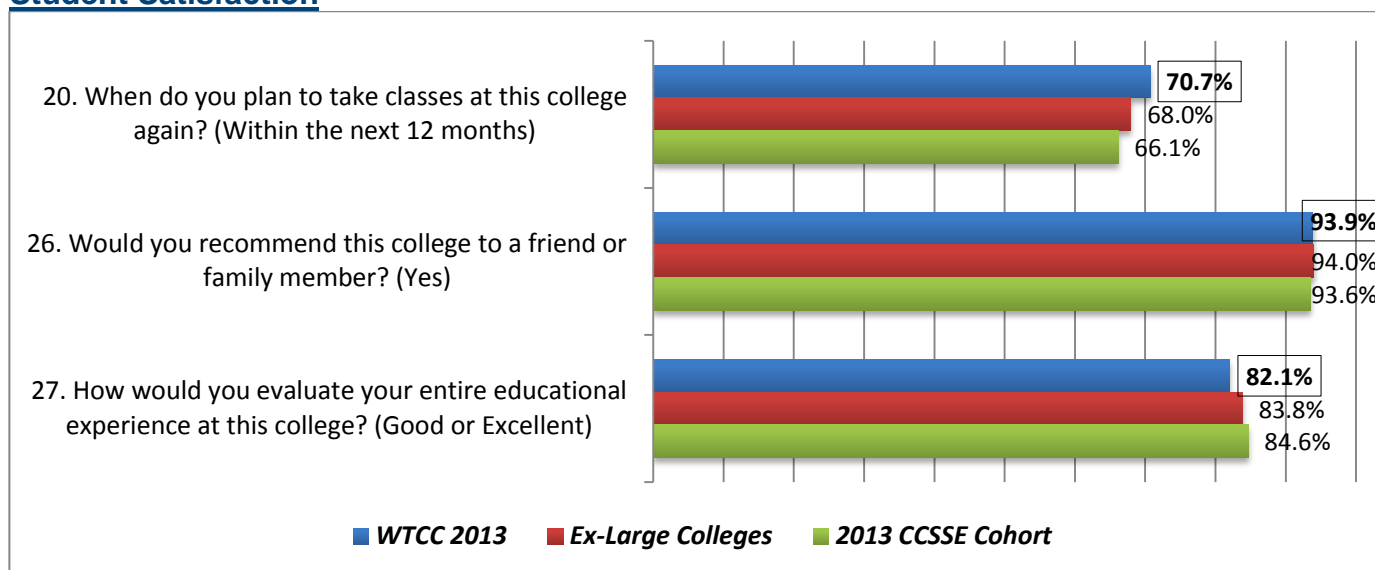


WTCC avg. sample size = 1,051 students

Select Findings

The following are selected findings that support Wake Tech's Student Success Goal and outcomes:

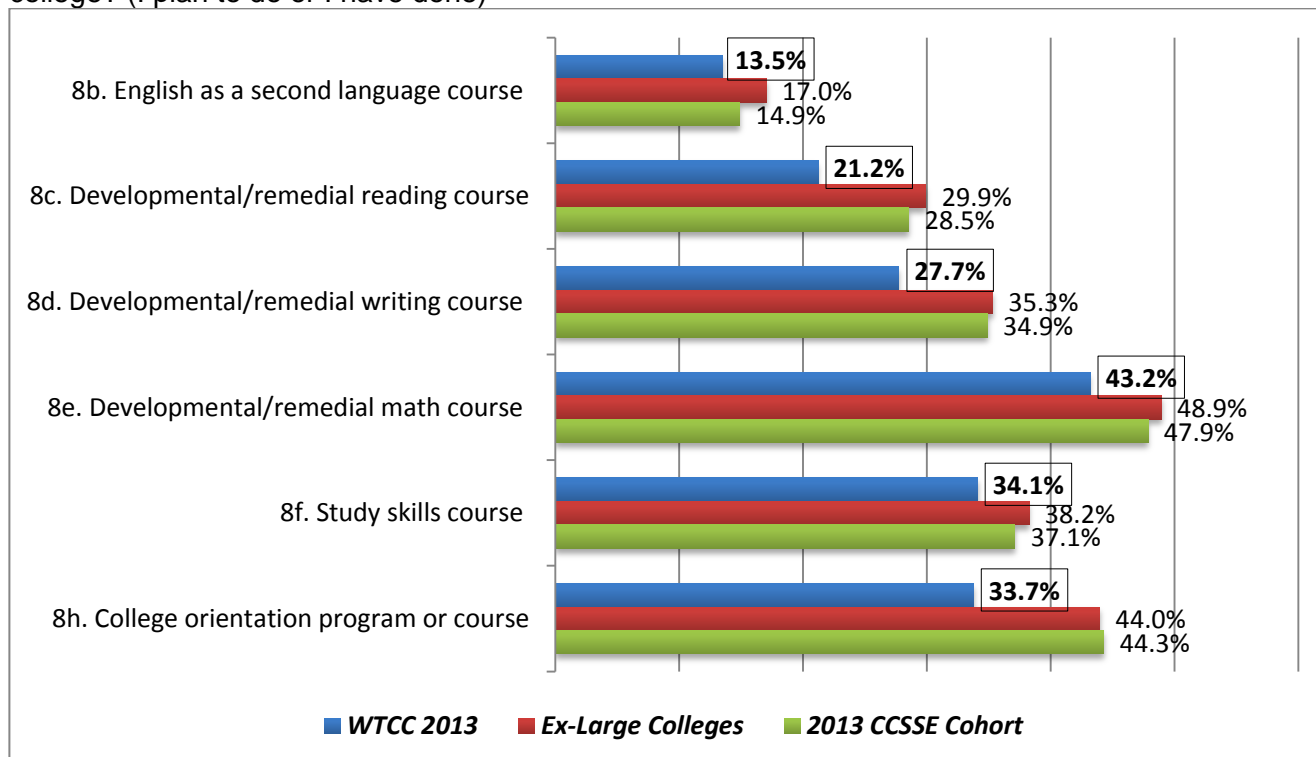
Student Satisfaction



WTCC avg. sample size = 1,079 students

Developmental Education, ESL, Study Skills, and Orientation Course

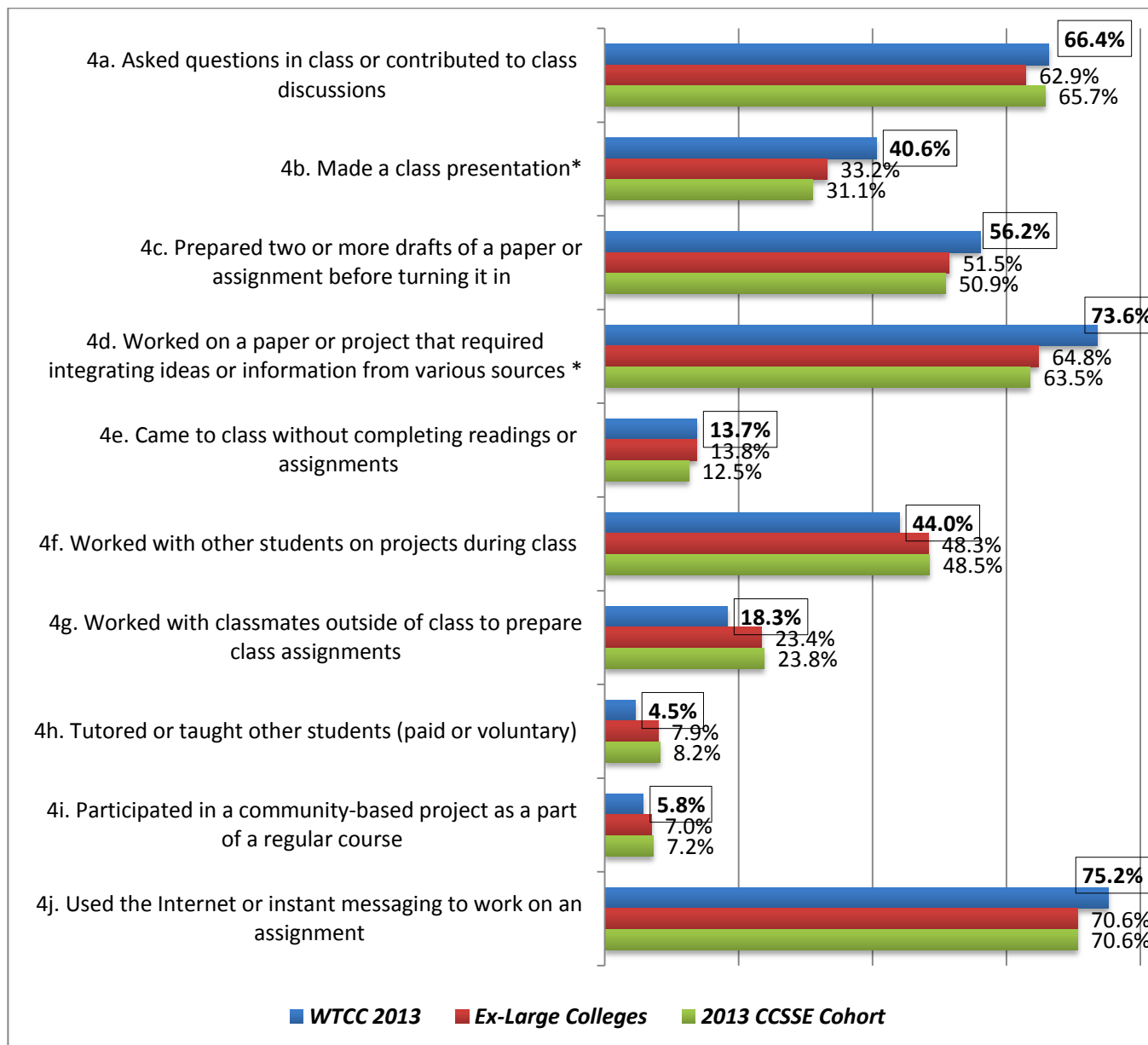
8. Which of the following have you done, are you doing, or do you plan to do while attending this college? (I plan to do or I have done)



WTCC avg. sample size = 1,063 students

Academic Experience

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

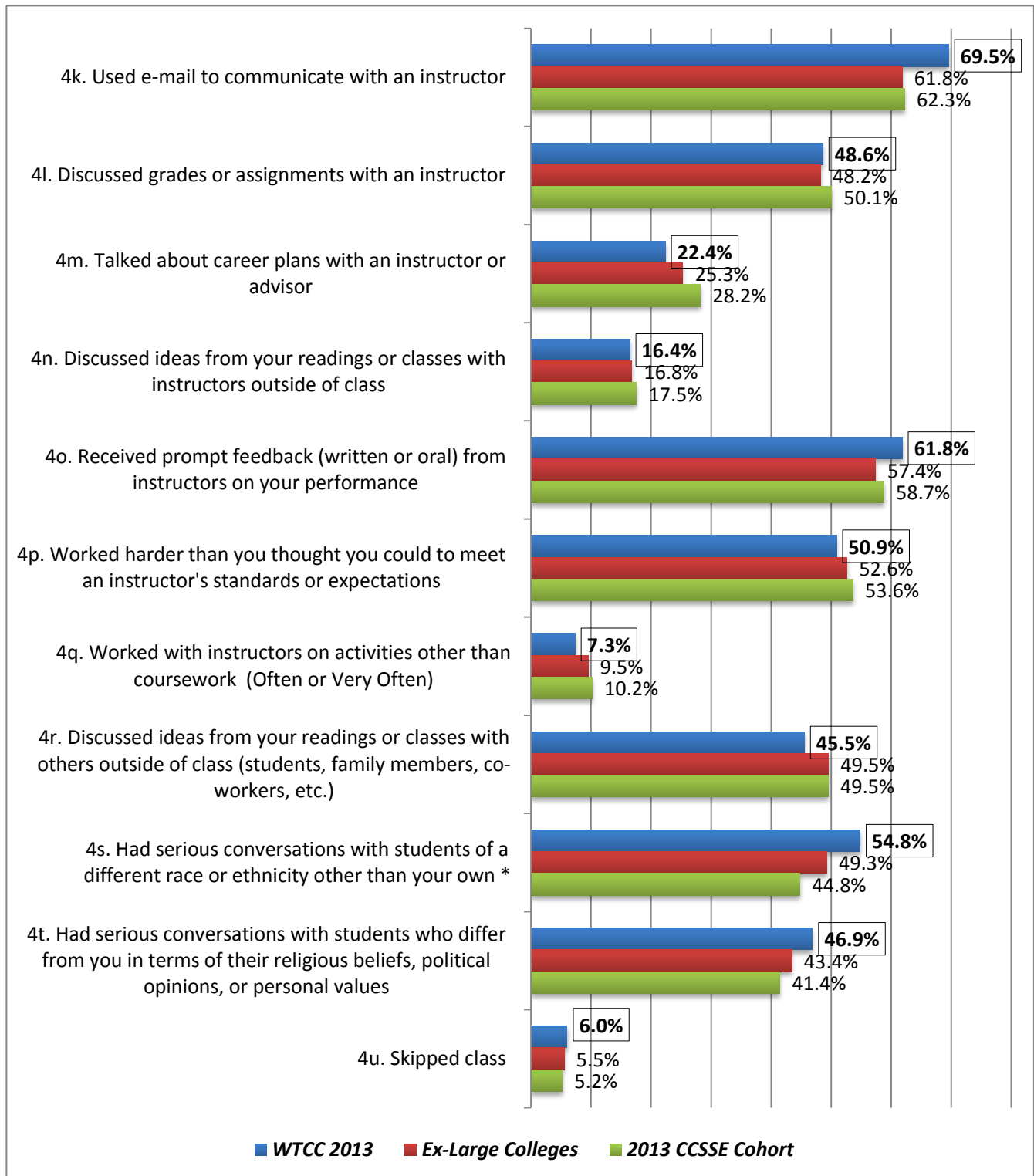


WTCC avg. sample size = 1,077 students

*Statistically significant (see Appendix C)

Academic Experience (Continued)

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

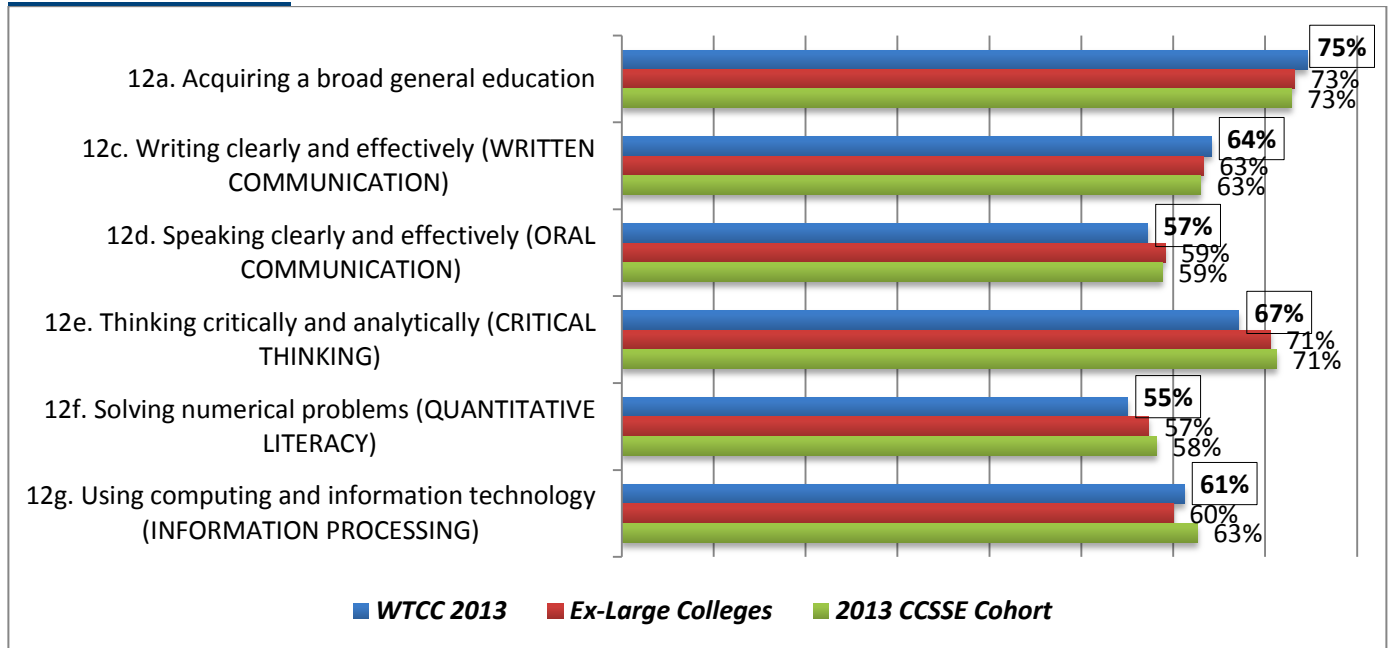


WTCC avg. sample size = 1,077 students

General Education and Workforce/Soft Skills

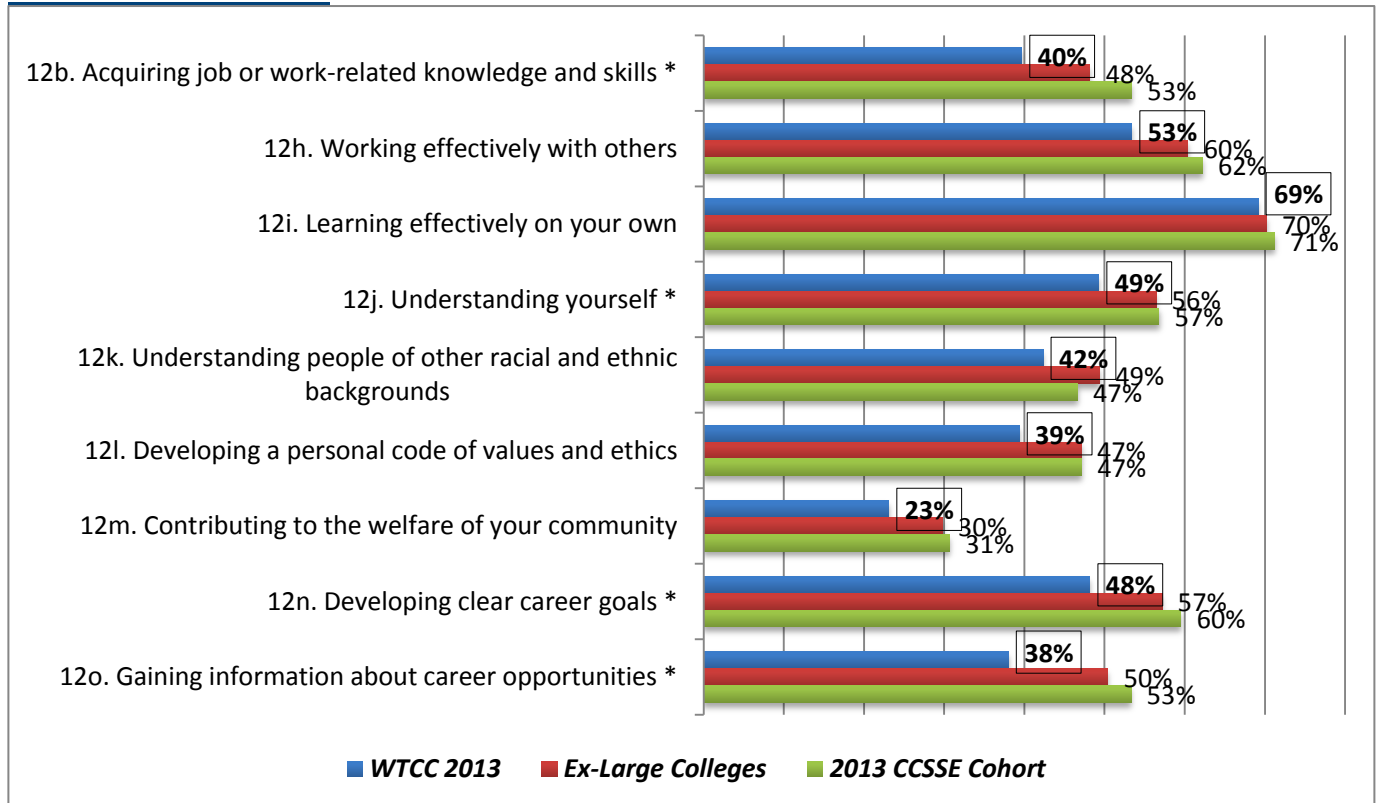
12. How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? (Quite a bit or very much)

General Education



WTCC avg. sample size = 1,069 Students

Workforce/Soft Skills

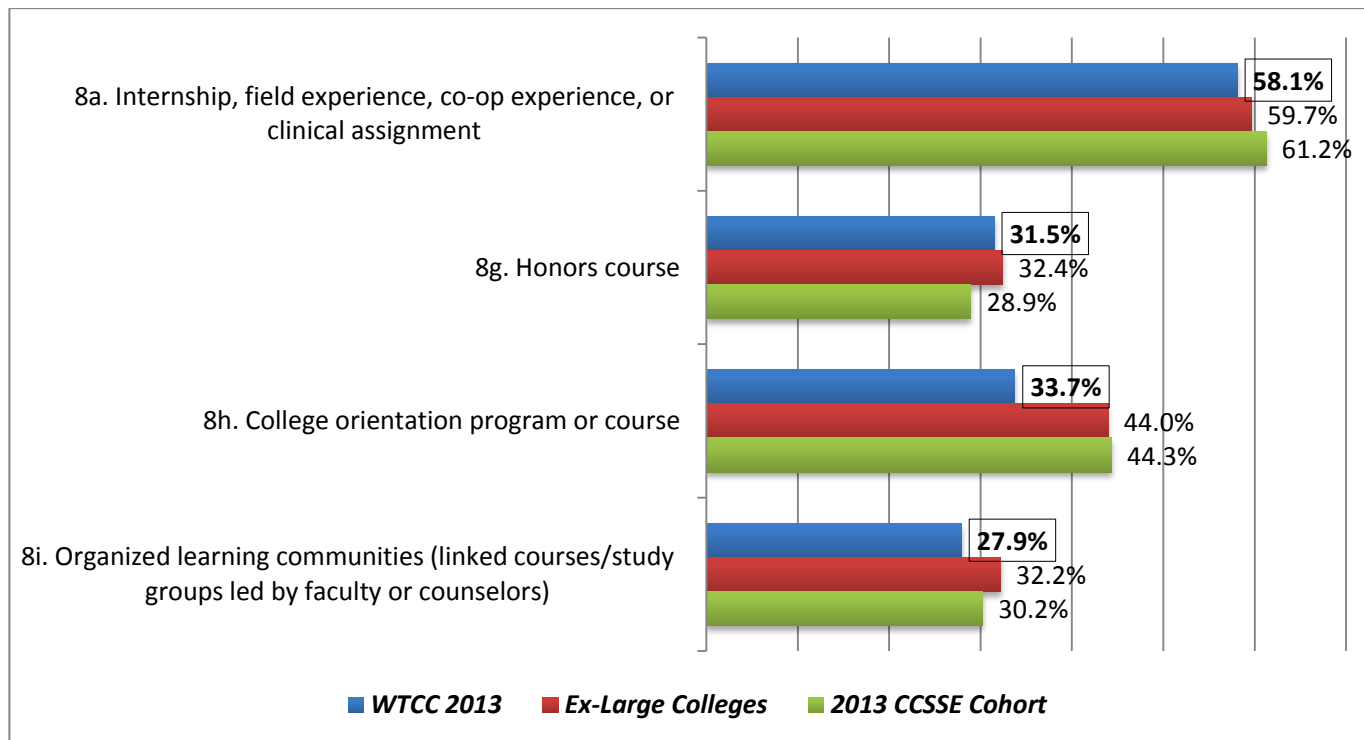


WTCC avg. sample size = 1068 students

*Statistically significant (see Appendix C)

Co-Curricular Experiences

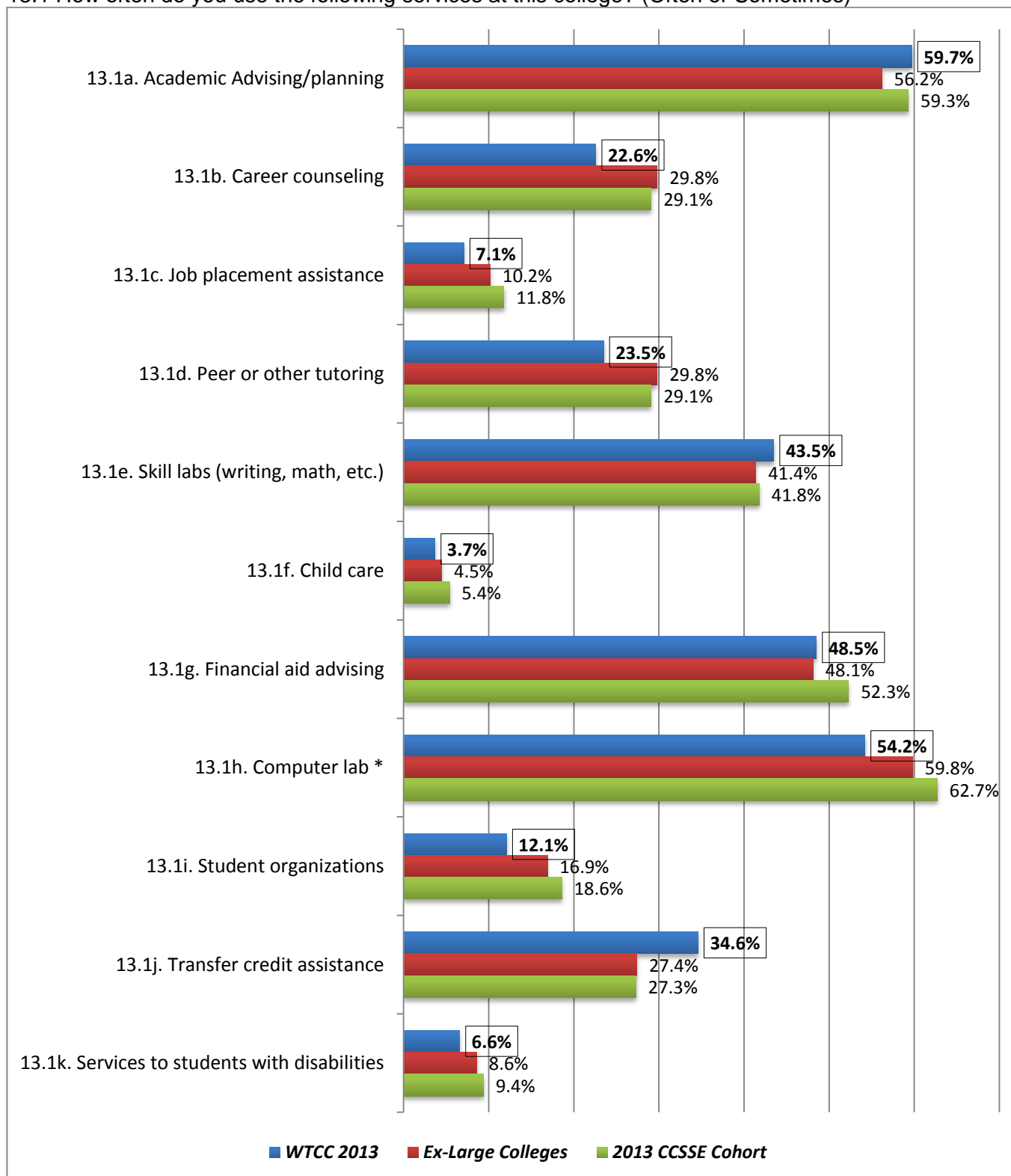
8. Which of the following have you done, are you doing, or do you plan to do while attending this college? (I plan to do or I have done)



WTCC avg. sample size = 1,064 students

Support Services - Use

13.1 How often do you use the following services at this college? (Often or Sometimes)

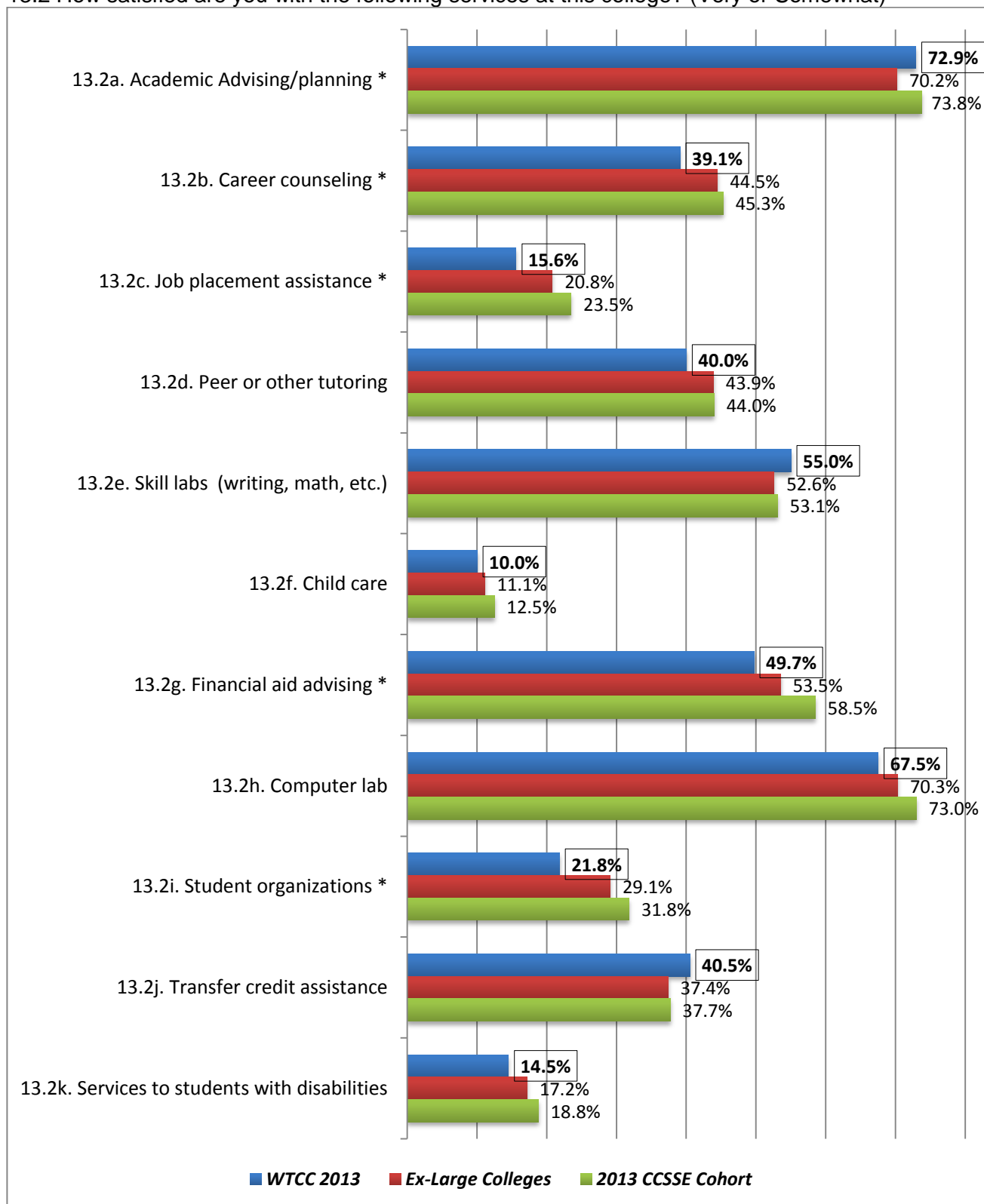


WTCC avg. sample size = 1,040 students

*Statistically significant (see Appendix C)

Support Services - Satisfied

13.2 How satisfied are you with the following services at this college? (Very or Somewhat)

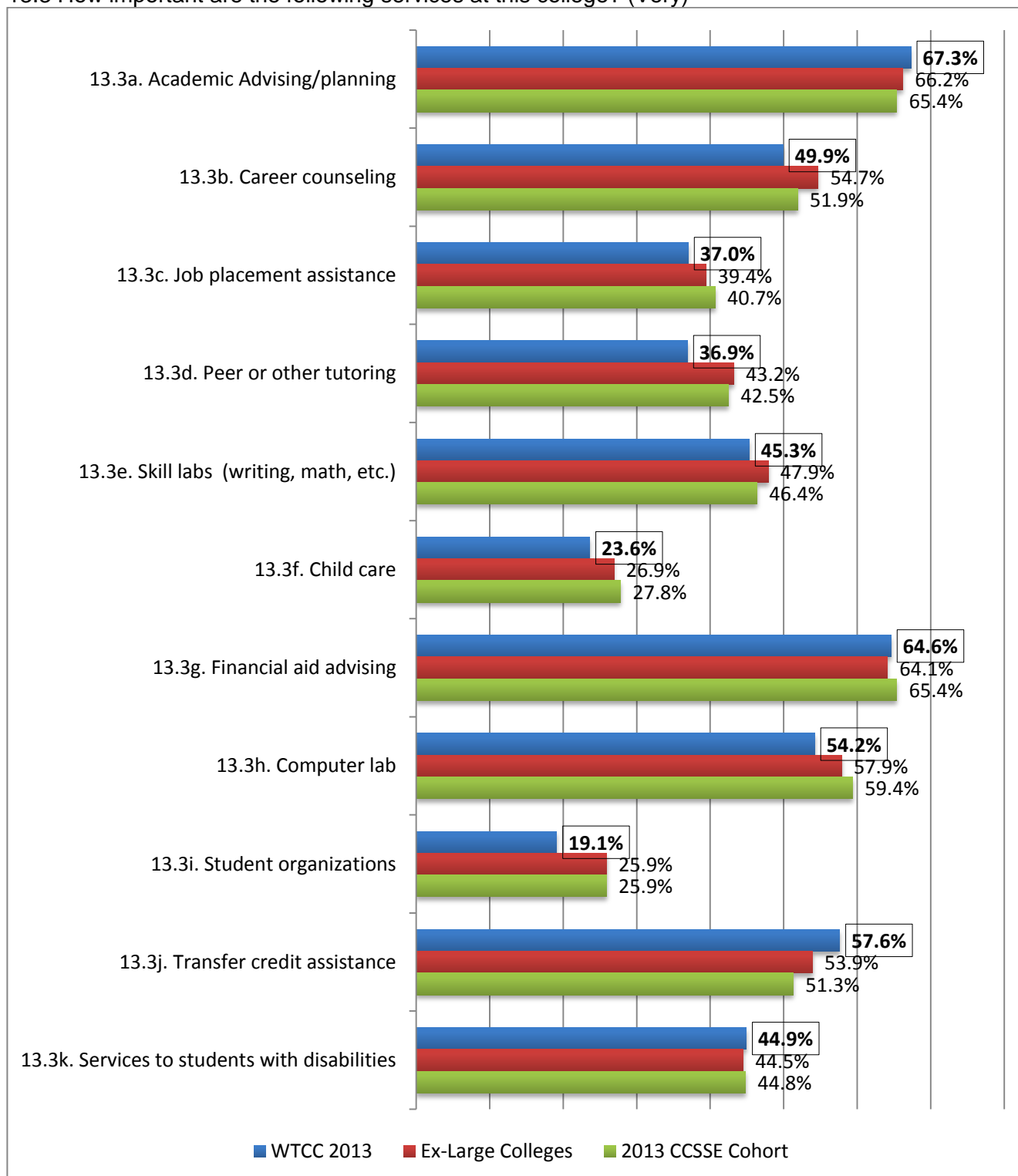


WTCC avg. sample size = 1,002 students

*Statistically significant (see Appendix C)

Support Services - Important

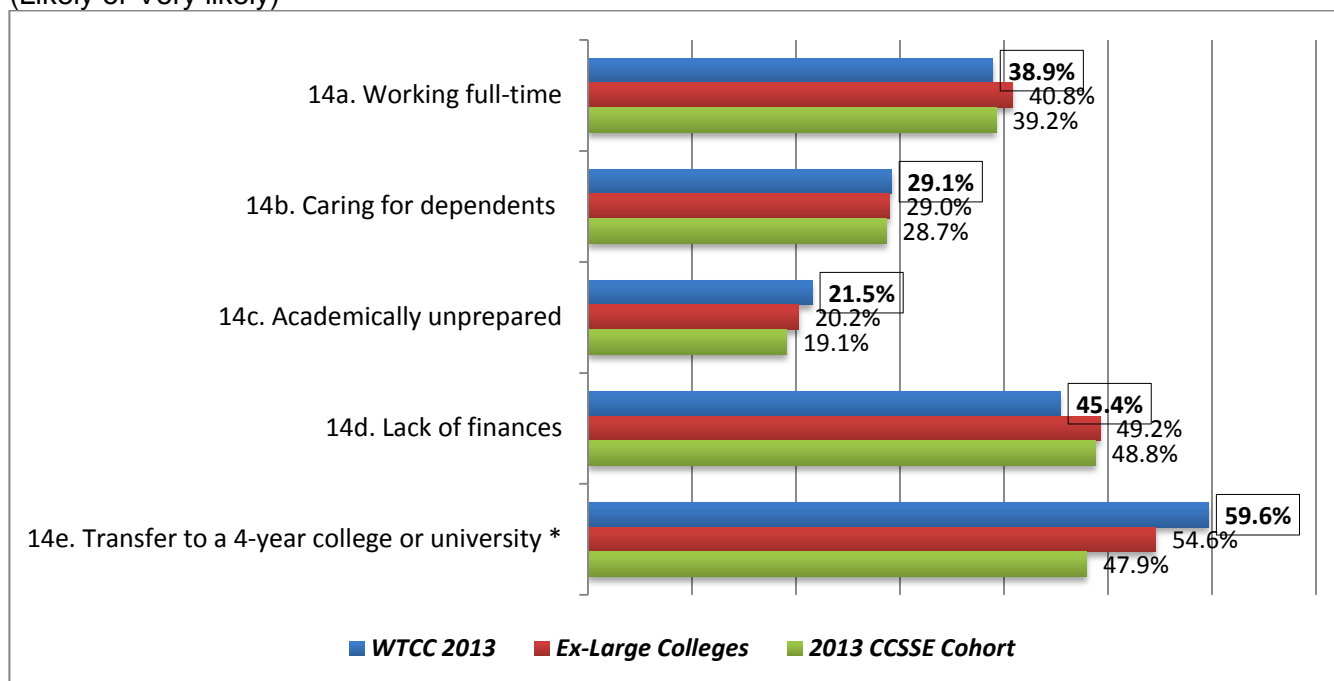
13.3 How important are the following services at this college? (Very)



WTCC avg. sample size = 994 students

Barriers to Persistence

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

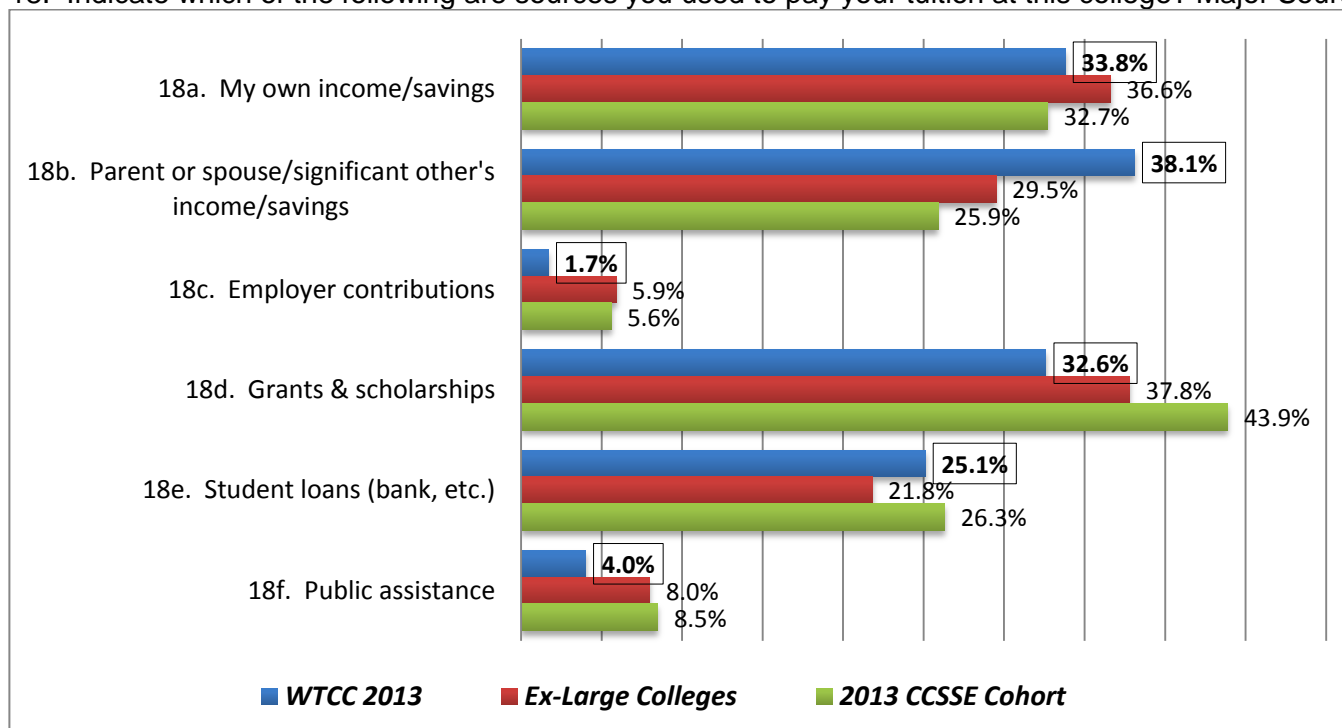


WTCC avg. sample size = 1,070 students

*Statistically significant (see Appendix C)

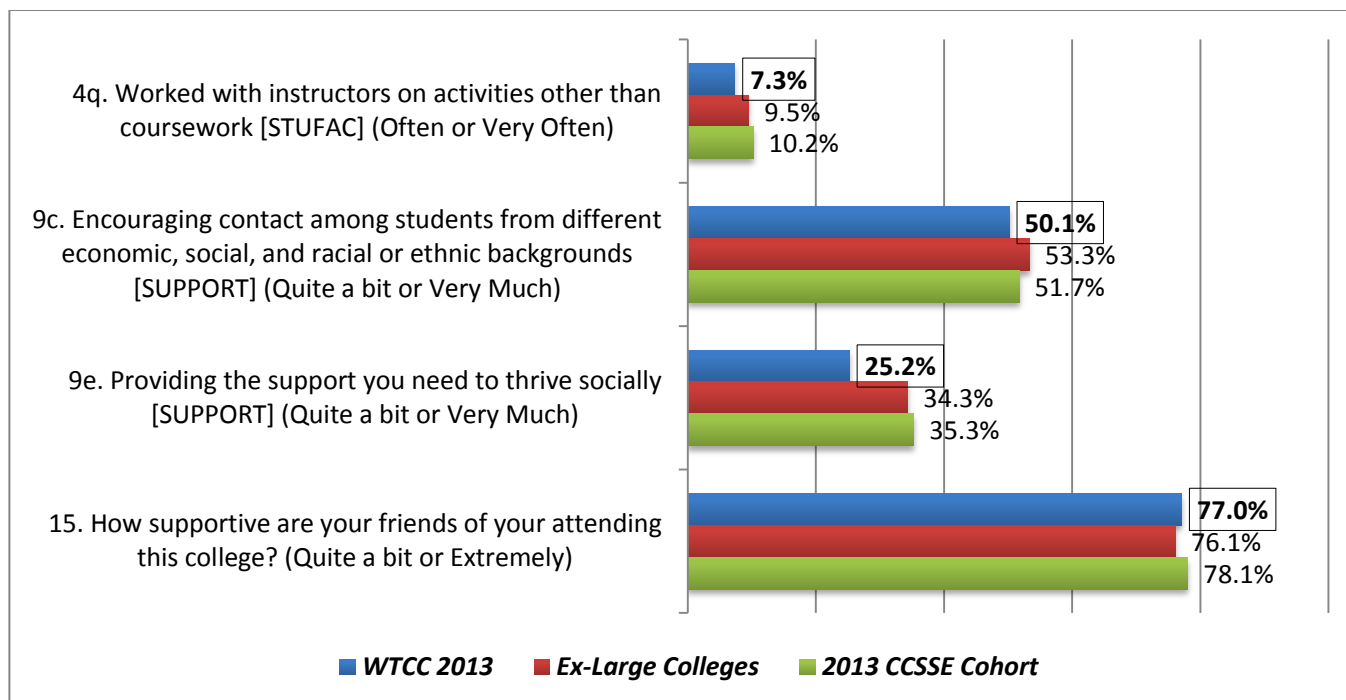
Sources Used to Pay Tuition

18. Indicate which of the following are sources you used to pay your tuition at this college? Major Source



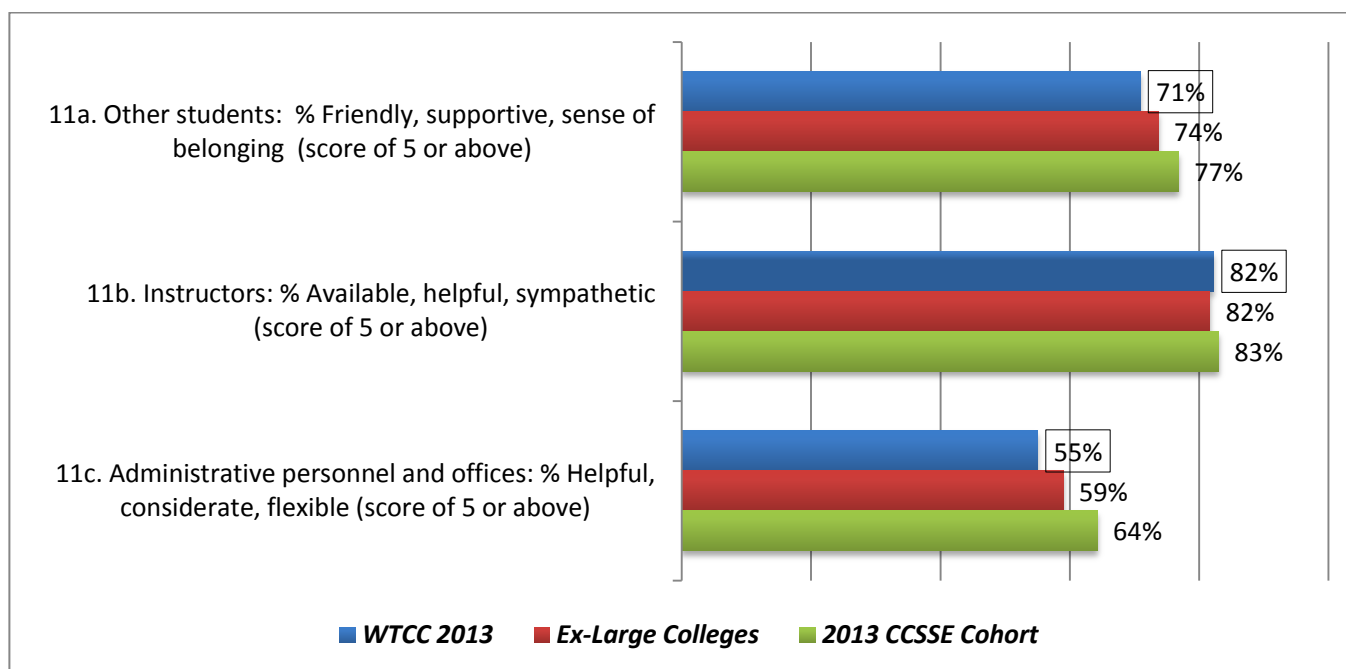
WTCC avg. sample size = 1,062 students

Relationships



WTCC avg. sample size = 1,071 students

11. Mark the number that best represents the quality of your relationships with people at this college (1 to 7 scale) 1=unfriendly, unsupportive, sense of alienation, 7=friendly, supportive, sense of belonging

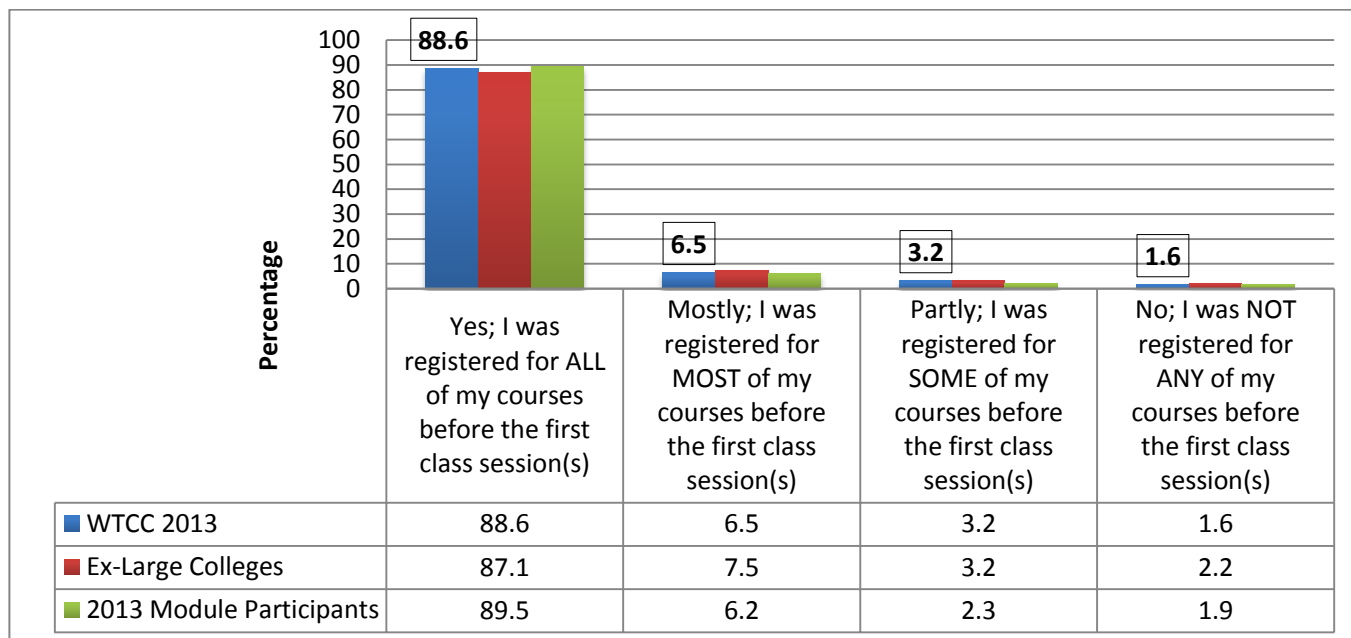


WTCC avg. sample size = 1,078 students

Promising Practices (Completed by 1,020 students)

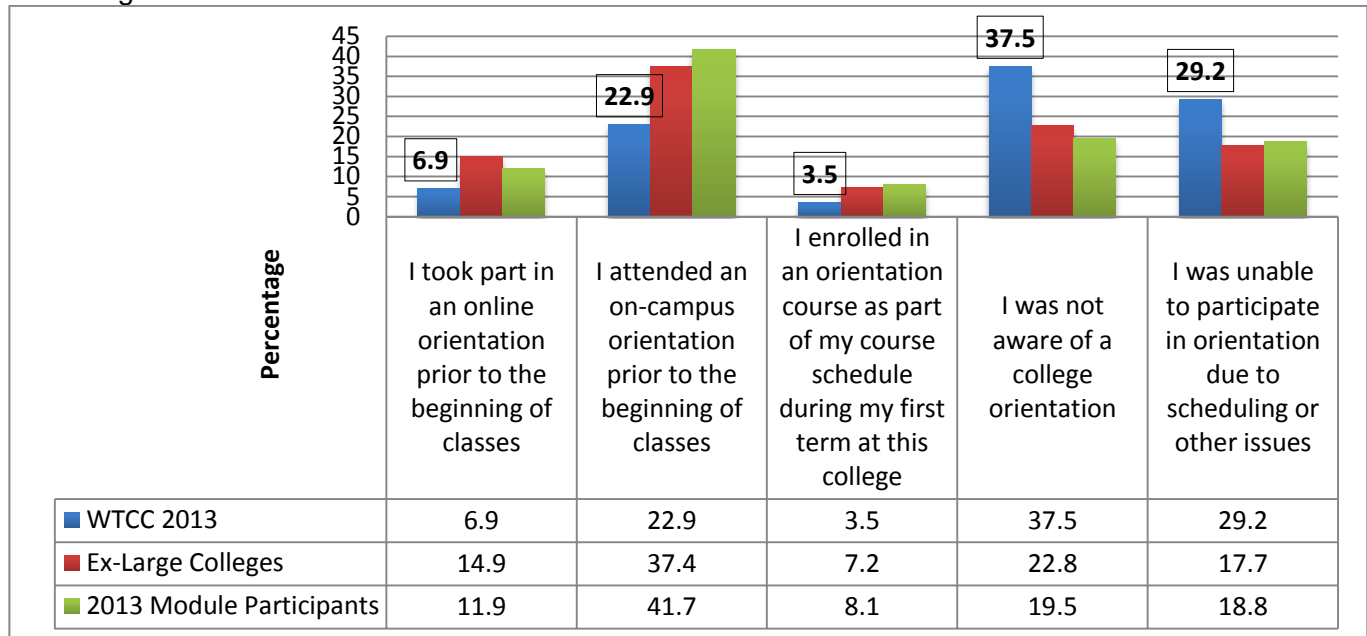
The Center adds special-focus items to CCSSE each year to augment the core survey, helping participating colleges (Appendix D) and the field at large to further explore fundamental areas of student engagement. The 2013 special-focus items continue to elicit new information about students' experiences associated with promising educational practices such as early registration, orientation, freshman seminars, organized learning communities, and student success courses.

1. During the current term at this college, I completed registration before the first class sessions.



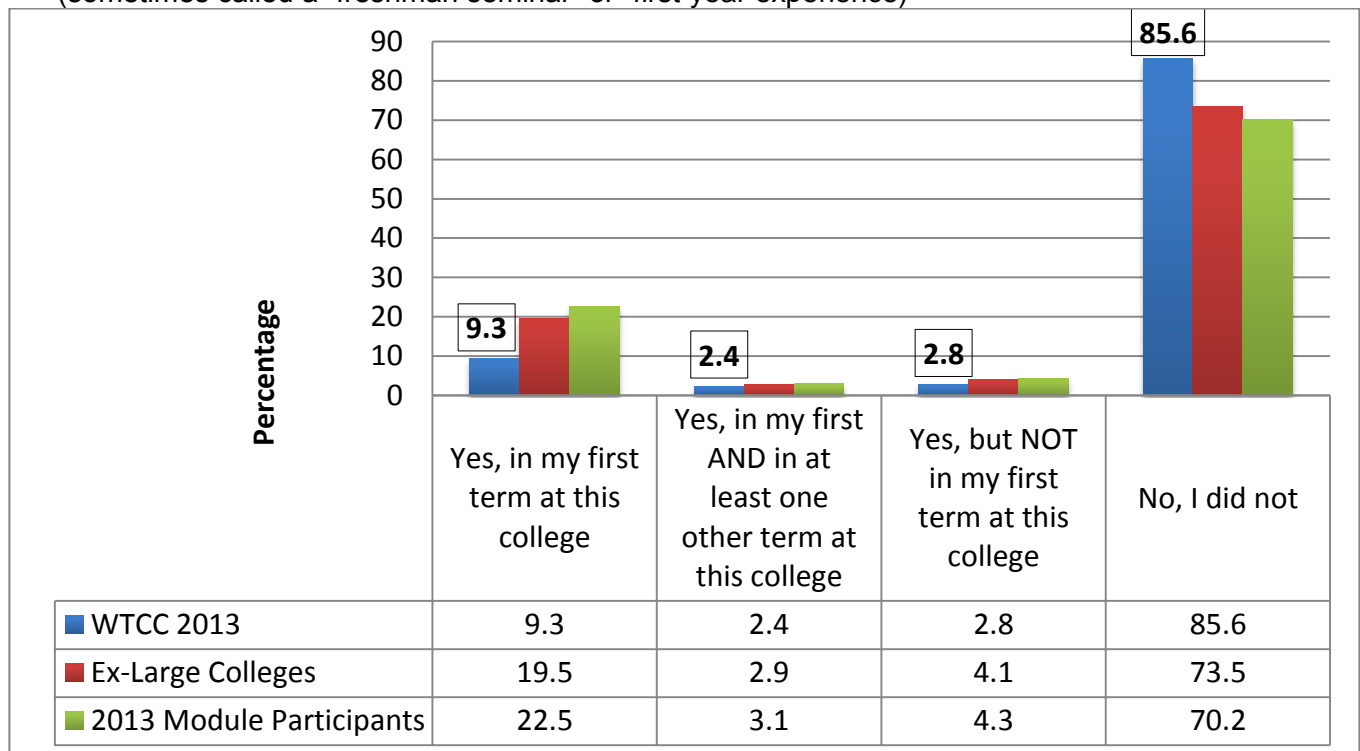
Sample size = 1,020 students

2. The ONE response that best describes my experience with orientation when I first came to this college is:



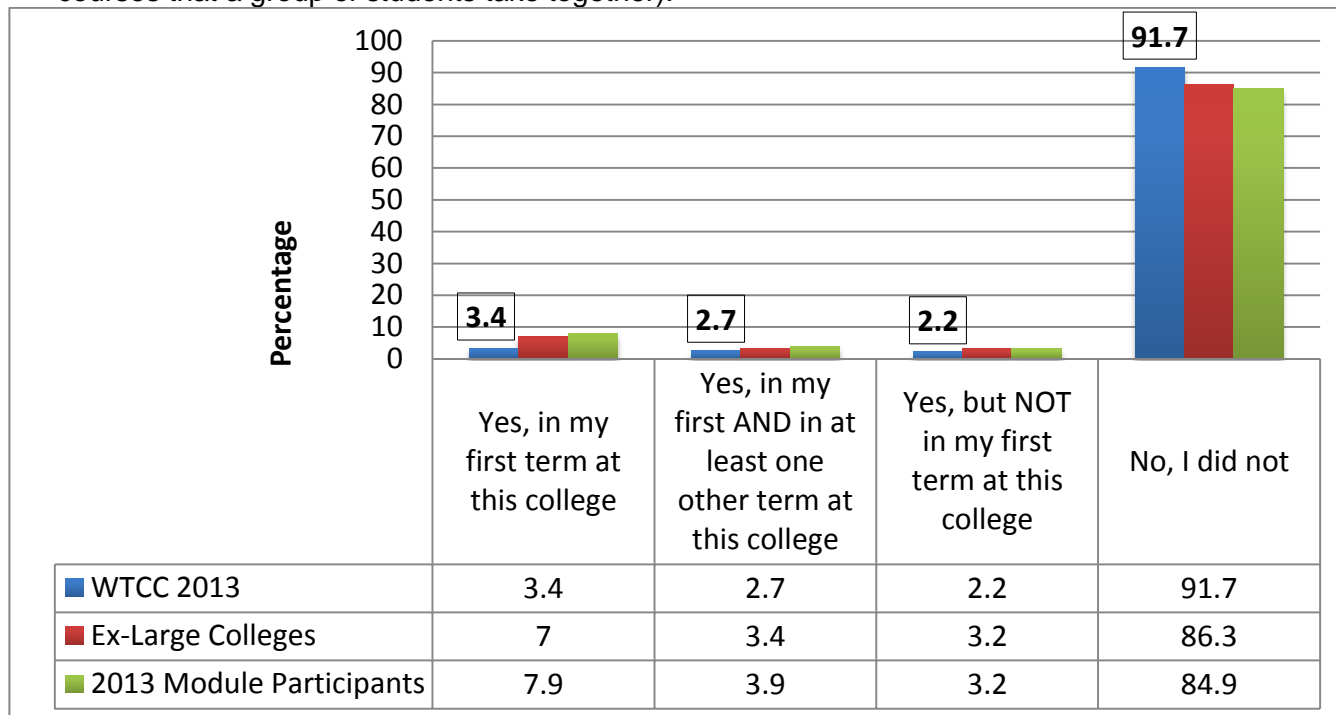
Sample size = 1,018 students

3. During my first term at this college, I participated in a structured experience for new students (sometimes called a “freshman seminar” or “first-year experience”)



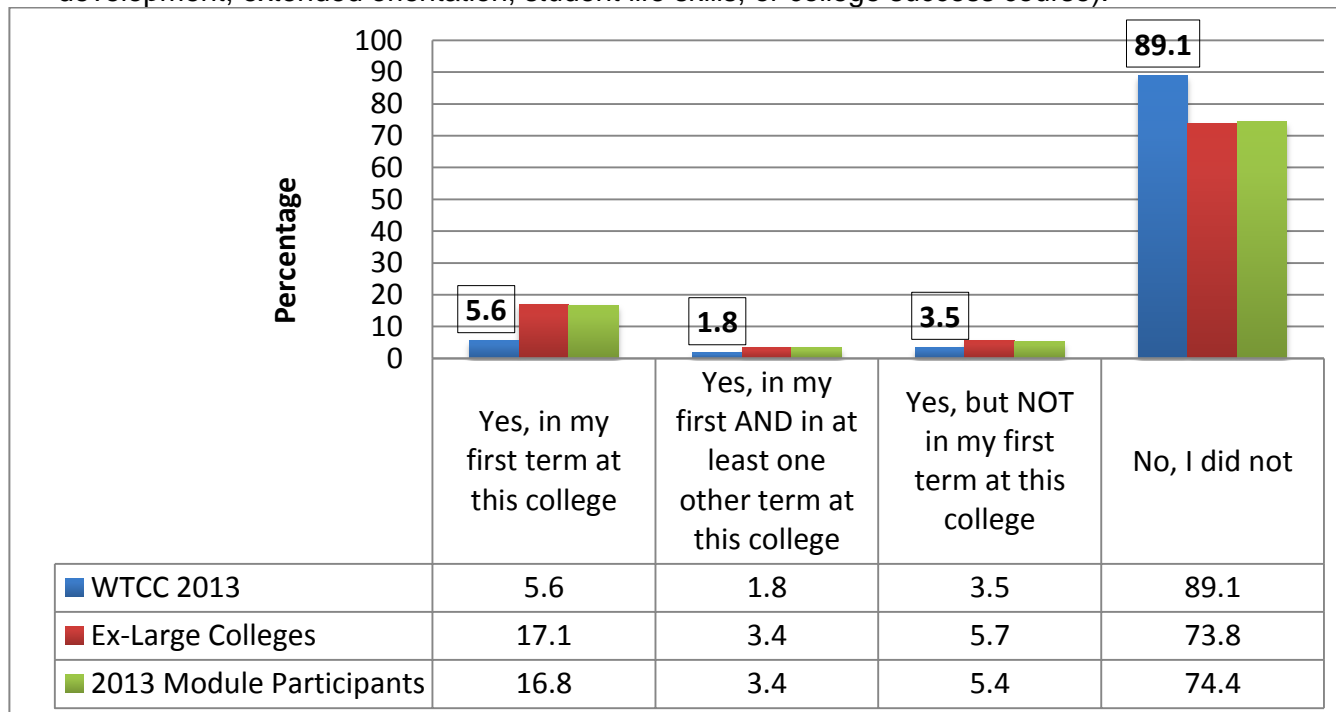
Sample size = 978 students

4. During my first term at this college, I enrolled in an organized “learning community” (two or more courses that a group of students take together).



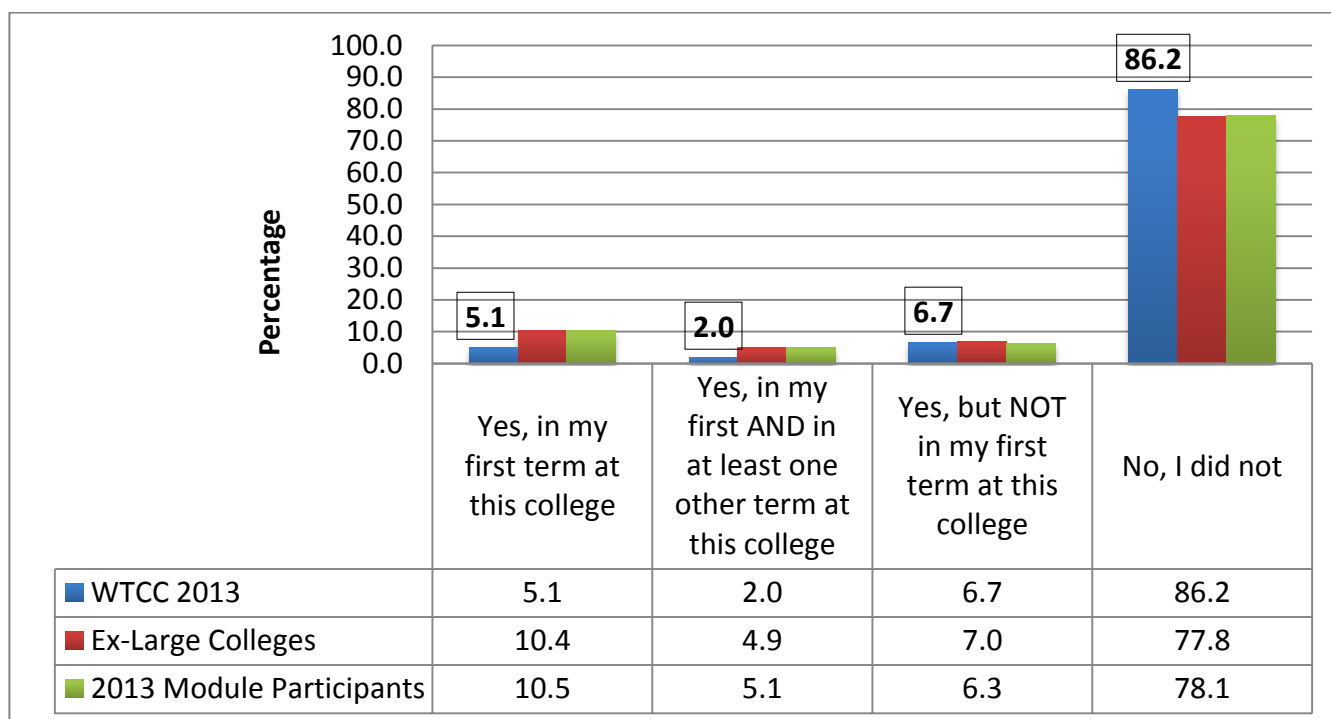
Sample size = 981 students

5. During my first term at this college, I enrolled in a student success course (such as a student development, extended orientation, student life skills, or college success course).



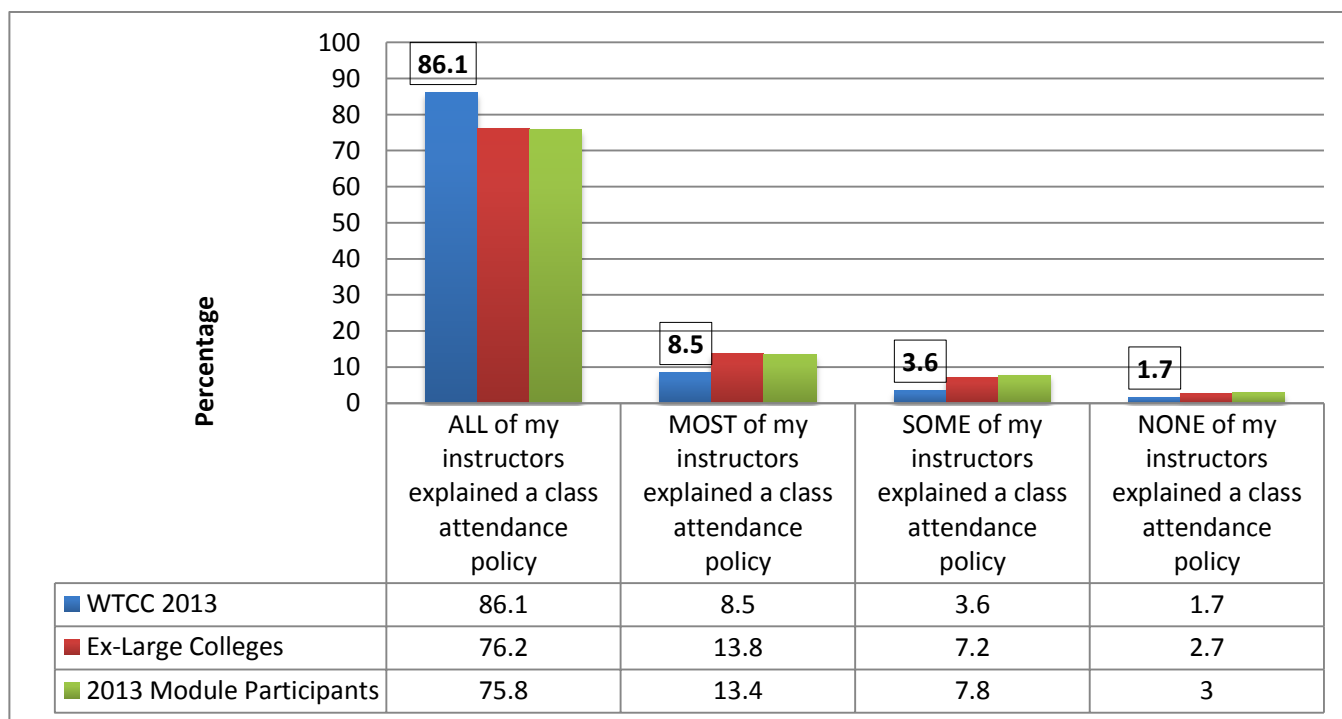
Sample size = 965 students

6. At this college, I participated in one or more accelerated courses/fast-track programs to help me move through developmental/basic skills/college prep requirements more quickly.



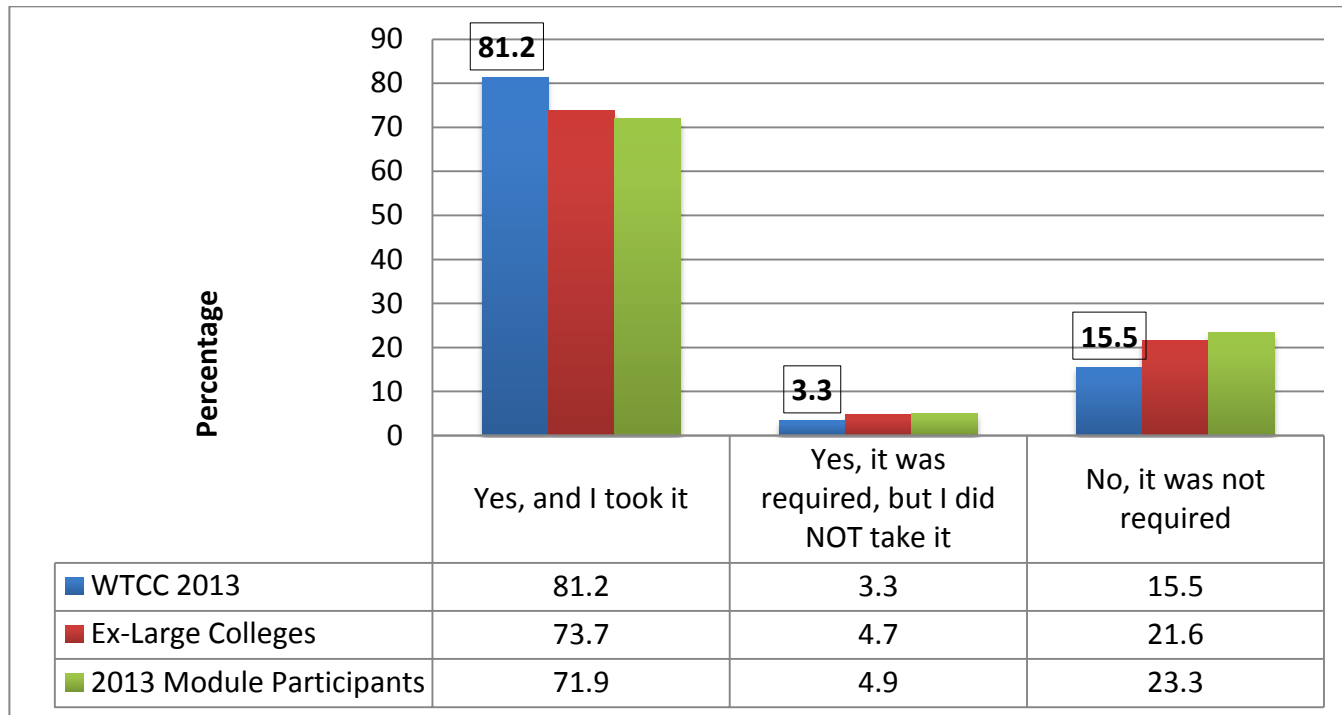
Sample size = 973 students

7. During the current term at this college, my instructors clearly explained a class attendance policy that specified how many classes I could miss without penalty.



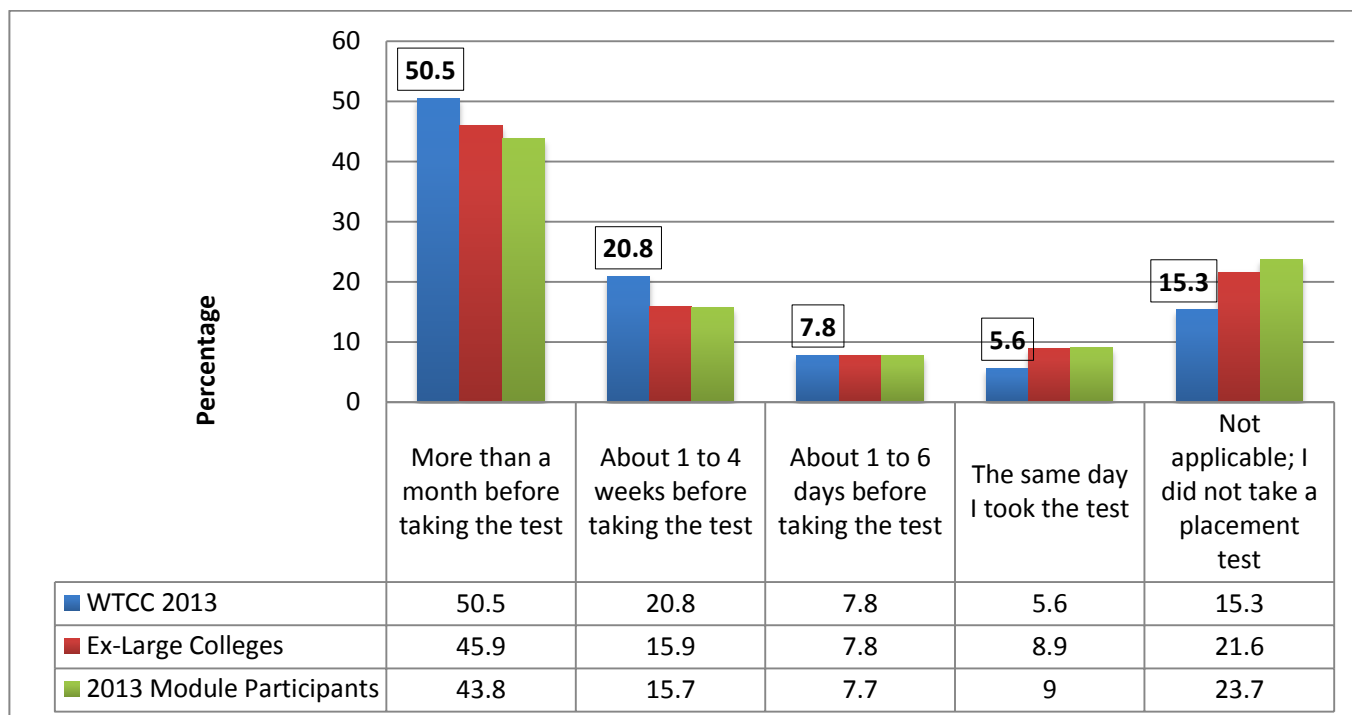
Sample size = 1,011 students

8. Before I could register for my first term at this college, I was REQUIRED to take a placement test (ACCUPLACER, ASSET, COMPASS, etc.) to assess my academic skills in reading, writing and/or math.



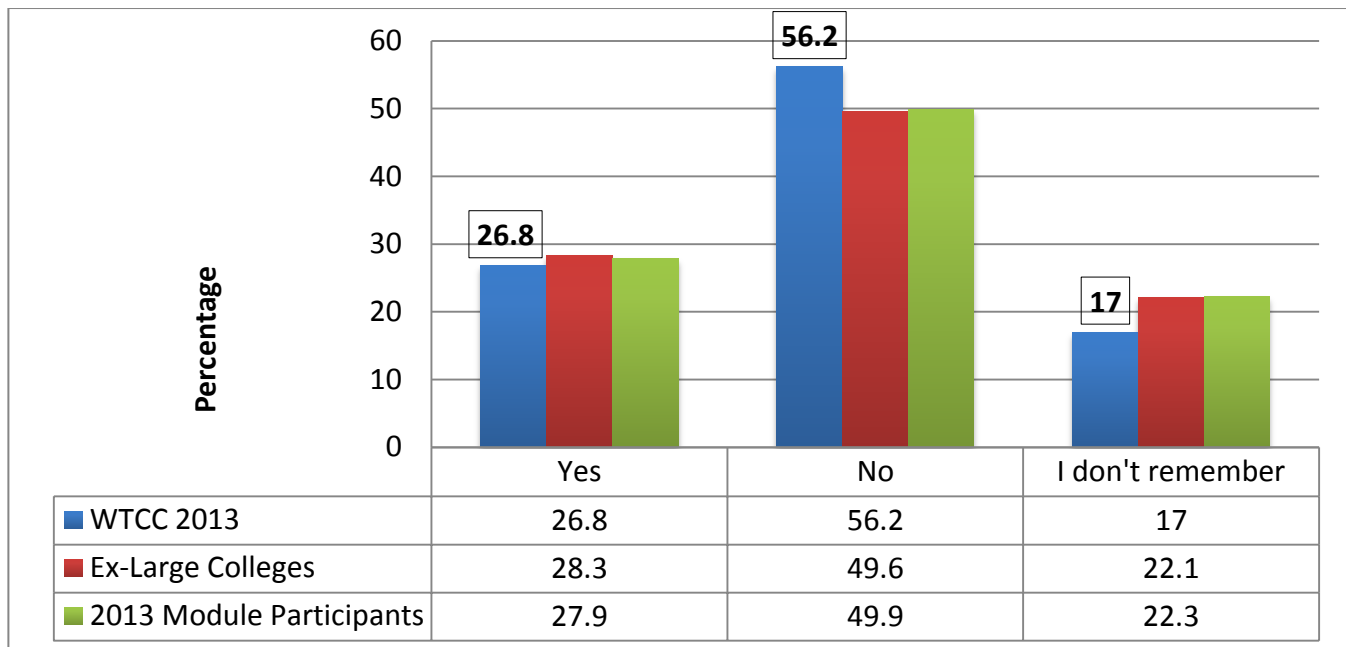
Sample size = 988 students

9. I became aware that I was required to take a placement test (ACCUPLACER, ASSET, COMPASS, etc.) at this college.



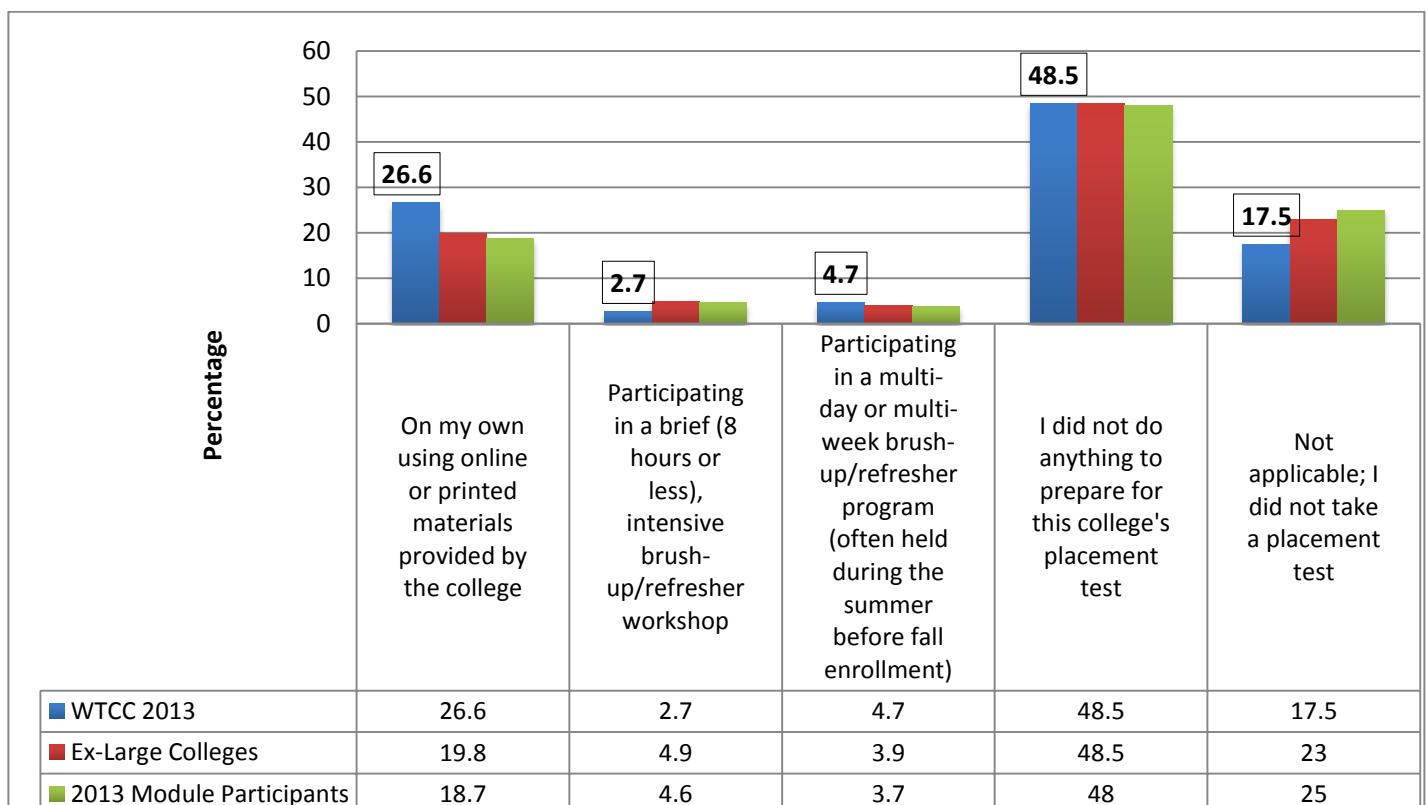
Sample size = 999 students

10. While I was in high school, besides taking the SAT or ACT, I completed this college's placement test (ACCUPLACER, ASSET, COMPASS, etc.) to assess my academic skills in reading, writing, and/or math.



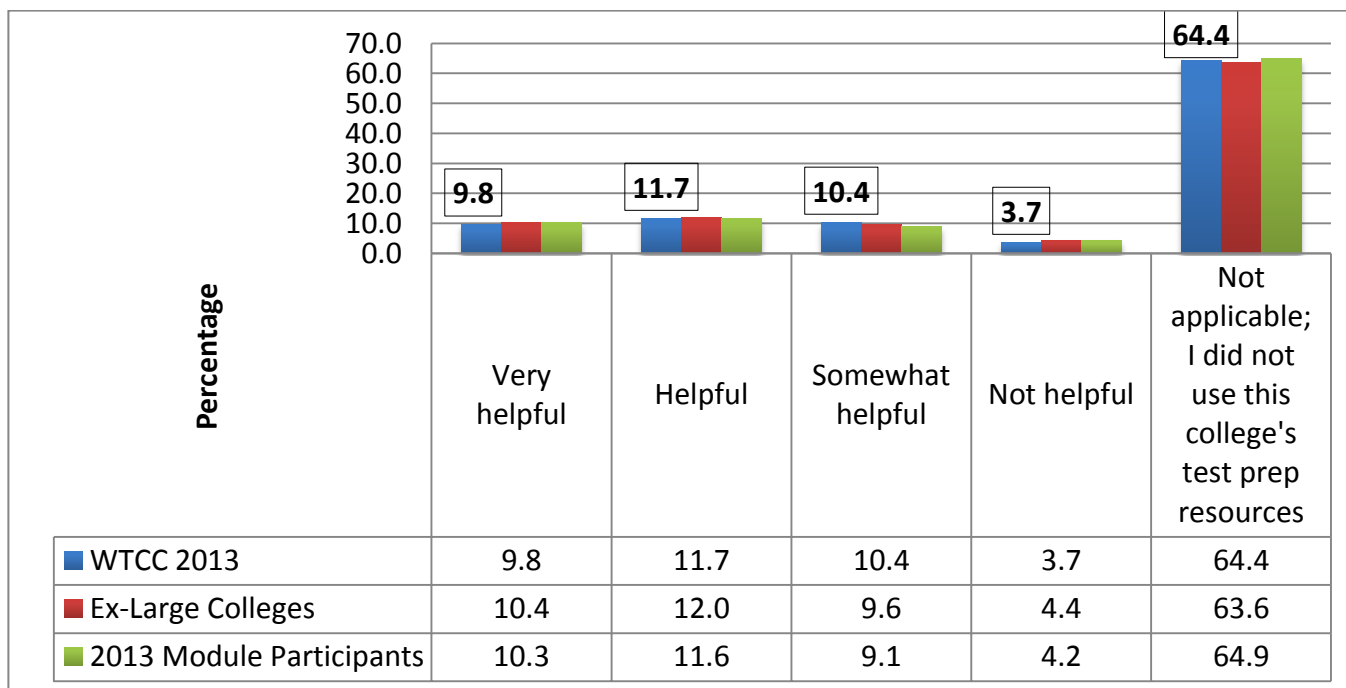
Sample size = 981 students

11. Before enrolling at this college, I prepared for this college's placement test (ACCUPLACER, ASSET, COMPASS, etc.) in the following way:



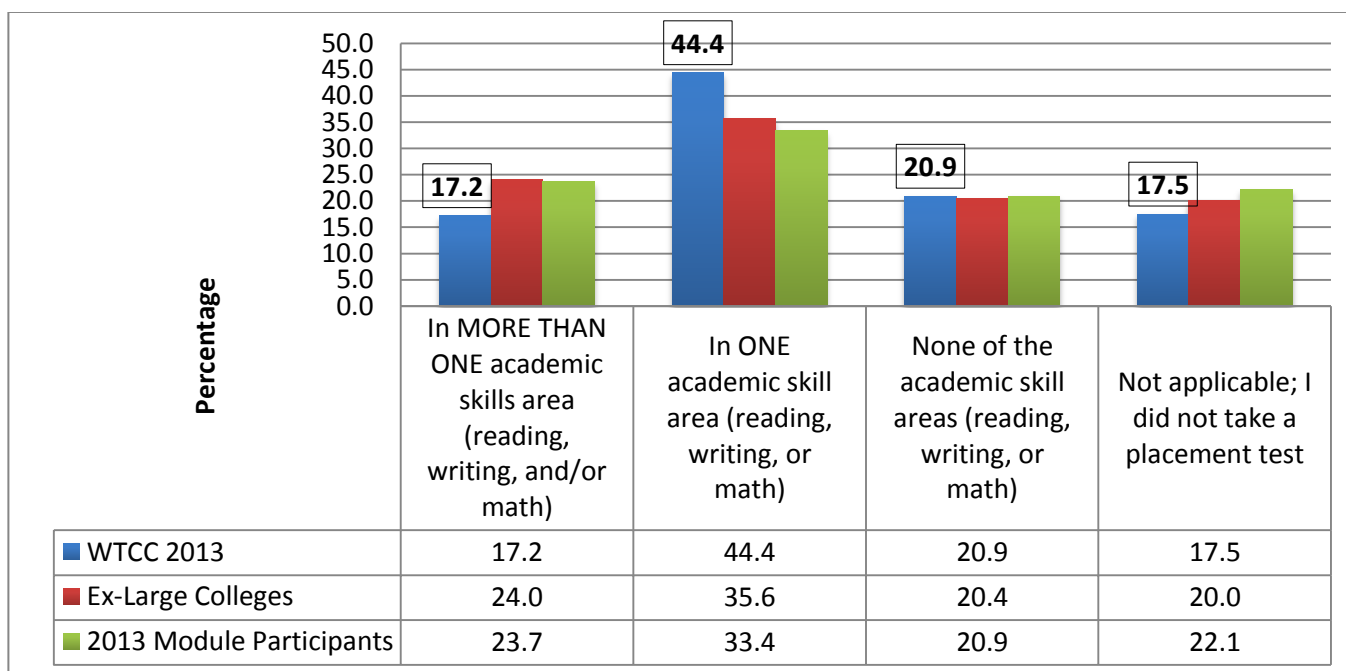
Sample size = 995 students

12. If I used resources from this college or one of the college's brush-up/refresher experiences to prepare for the placement test, I found it:



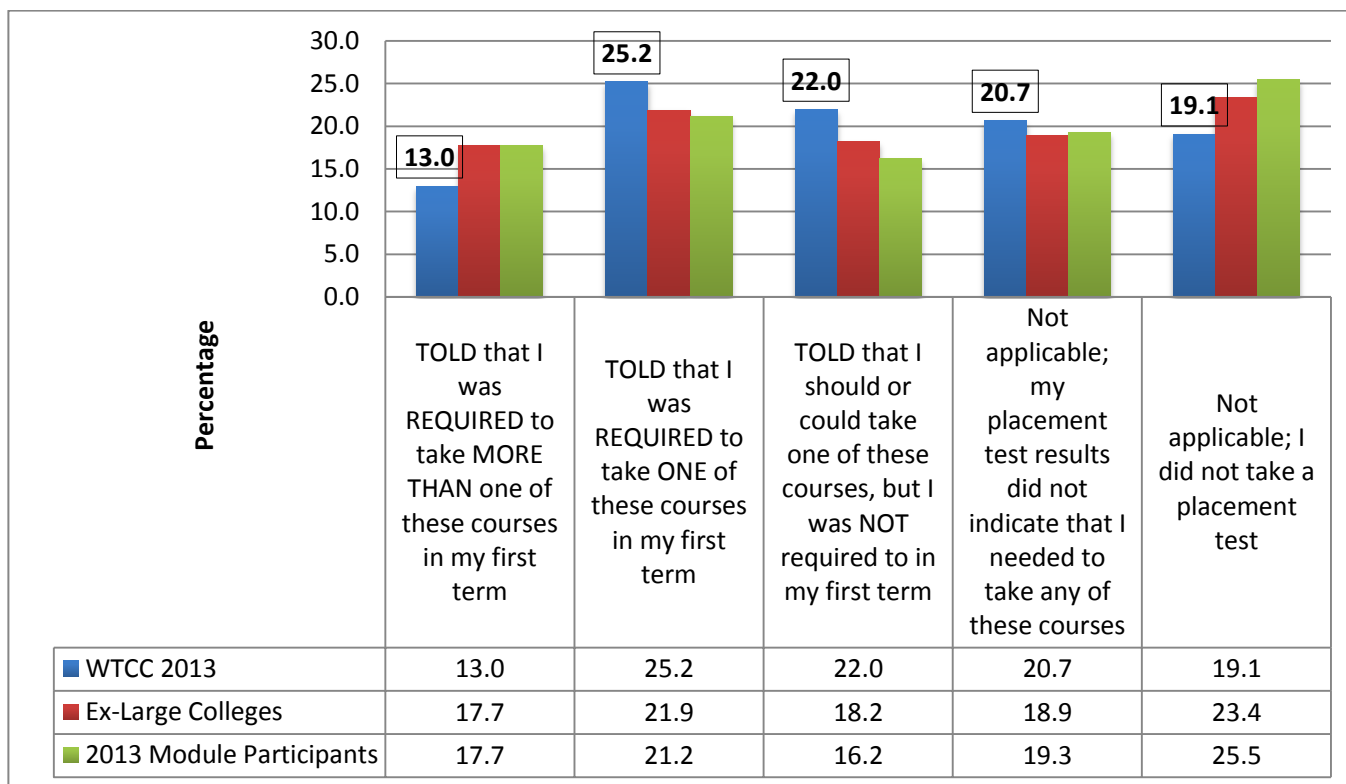
Sample size = 995 students

13. The results of the placement test I took at this college indicated that I needed to take a developmental/basic skills/college prep course...



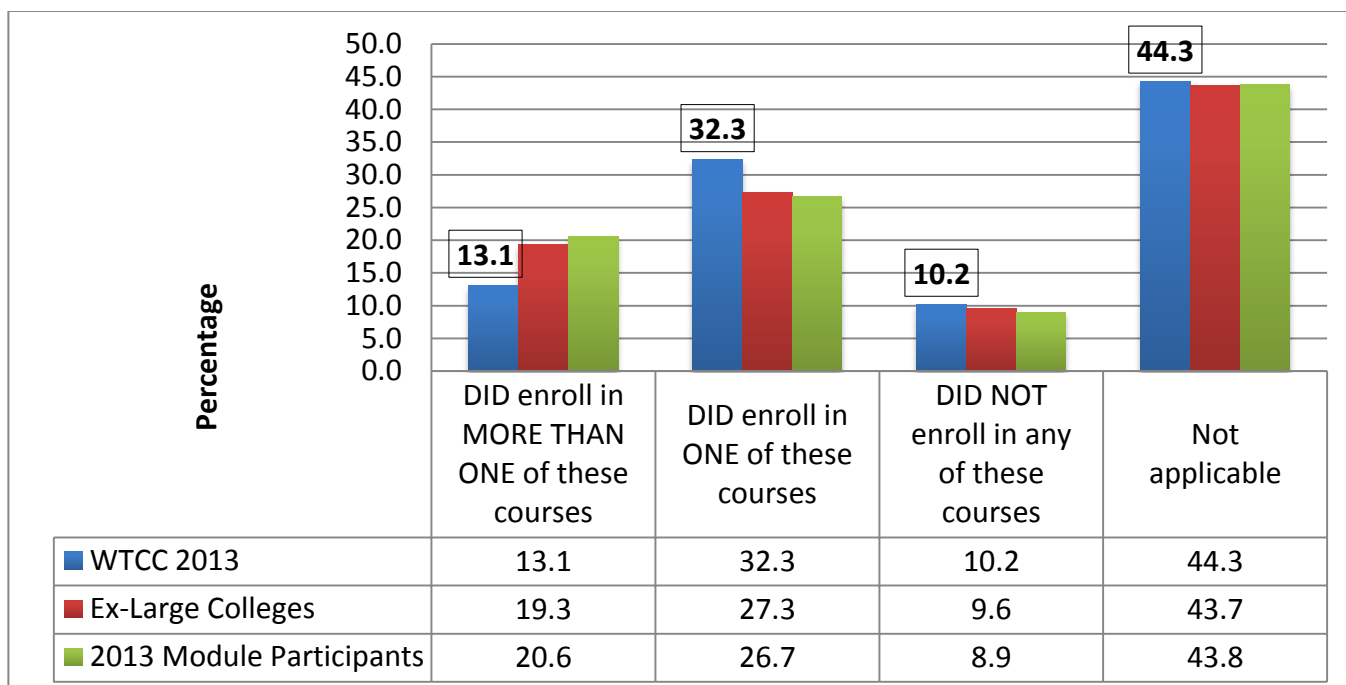
Sample size = 957 students

14. Because my placement test results indicated that I needed to take at least one developmental/basic skills/college prep course, I was:



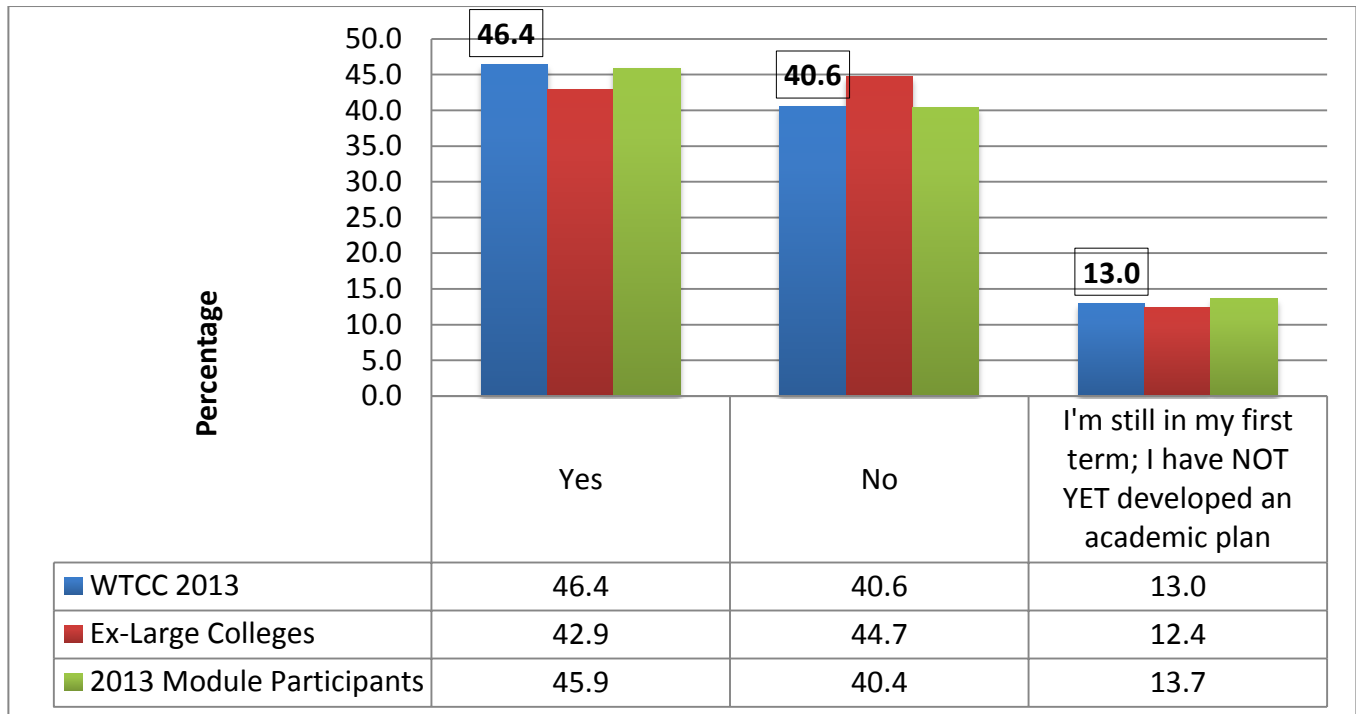
Sample size = 986 students

15. I was TOLD that I was REQUIRED to take a developmental/basic skills/college prep course in my first term, and I:



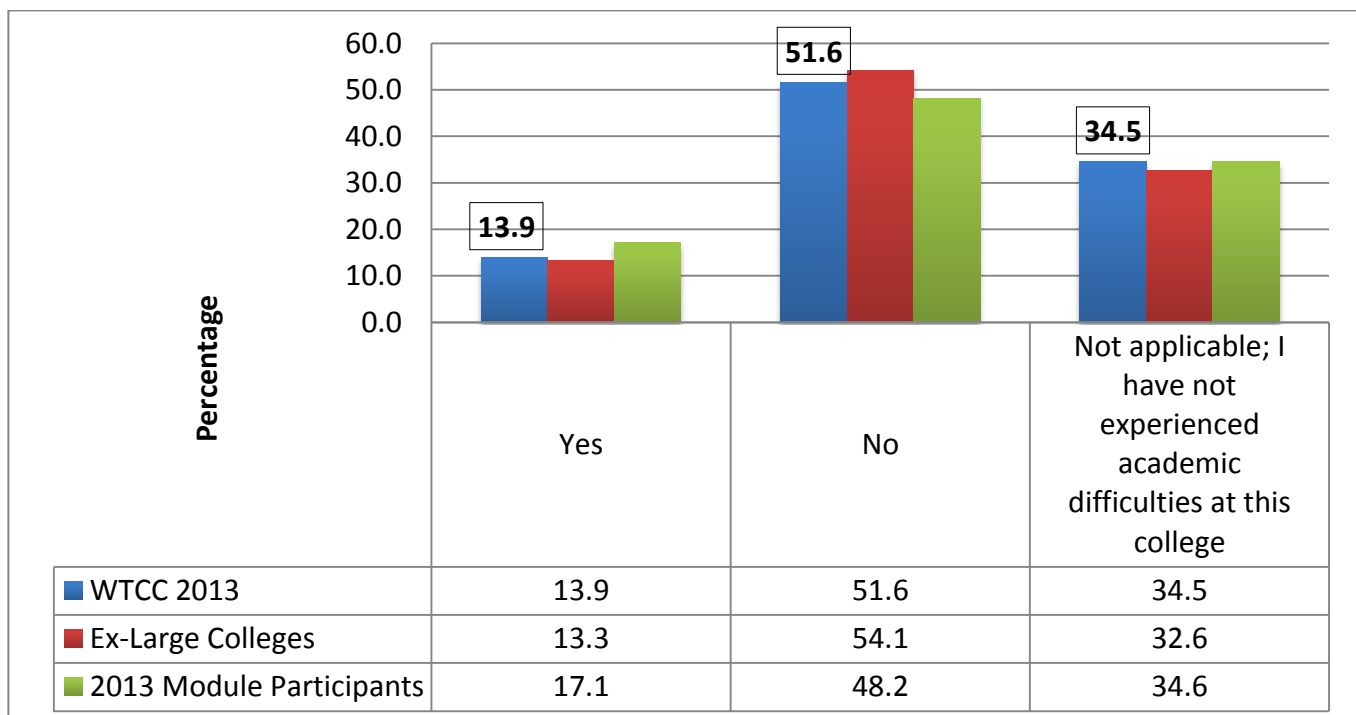
Sample size = 958 students

16. Before the end of my first term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university).



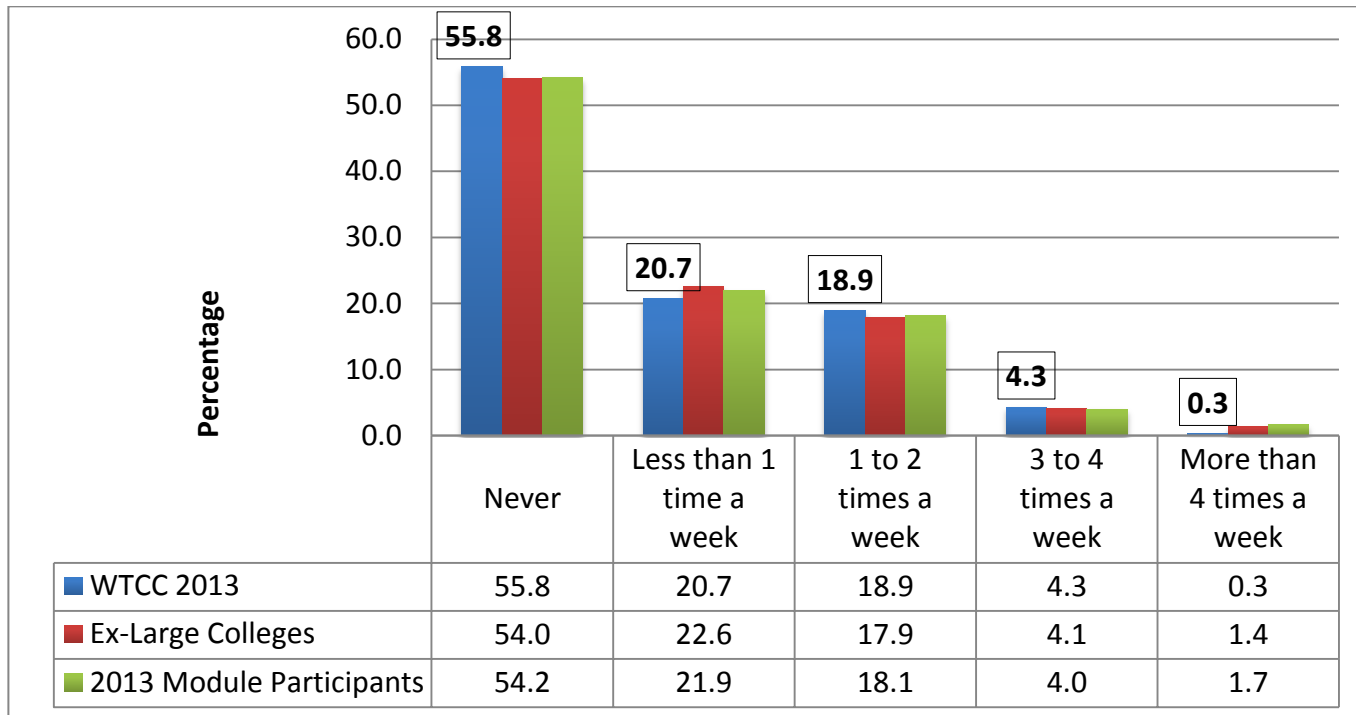
Sample size = 969 students

17. Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.



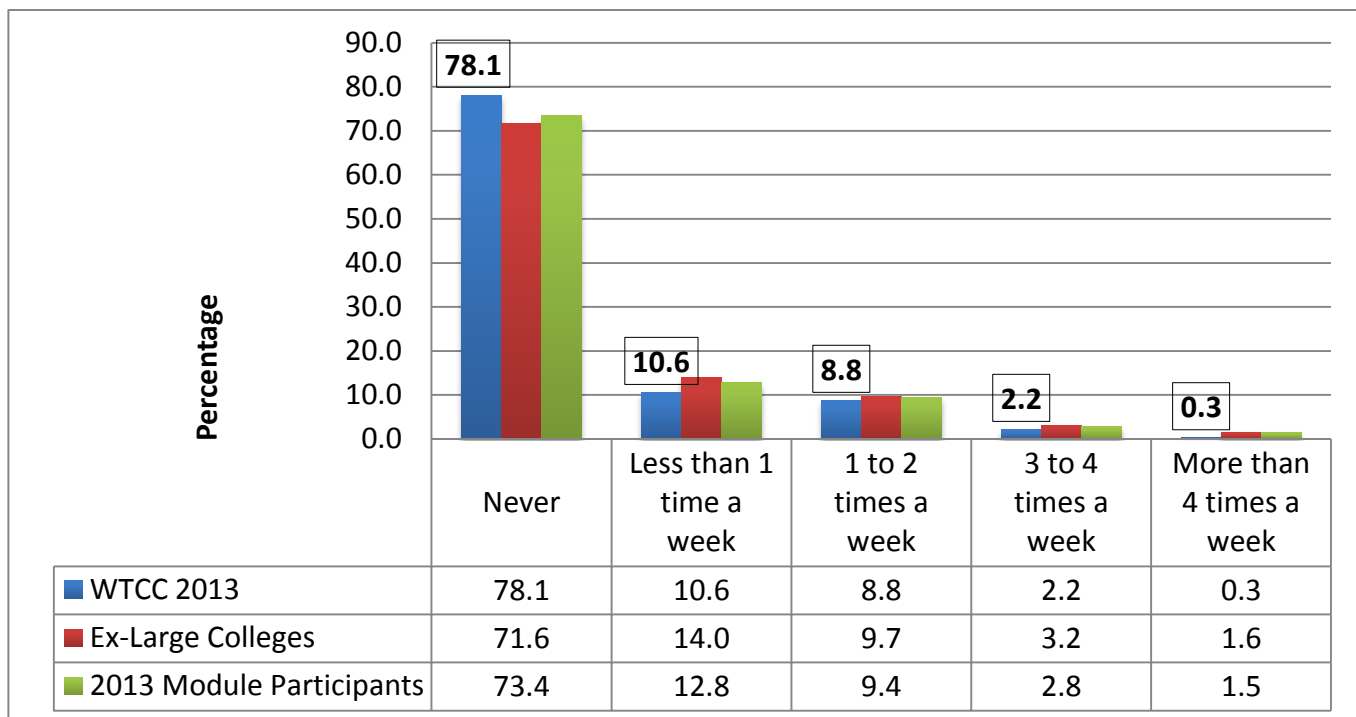
Sample size = 969 students

18. During the current academic year at this college, I participated in required group learning (experiences such as interacting with a specific group of students inside or outside the classroom, studying together, and/or doing group assignments or projects).



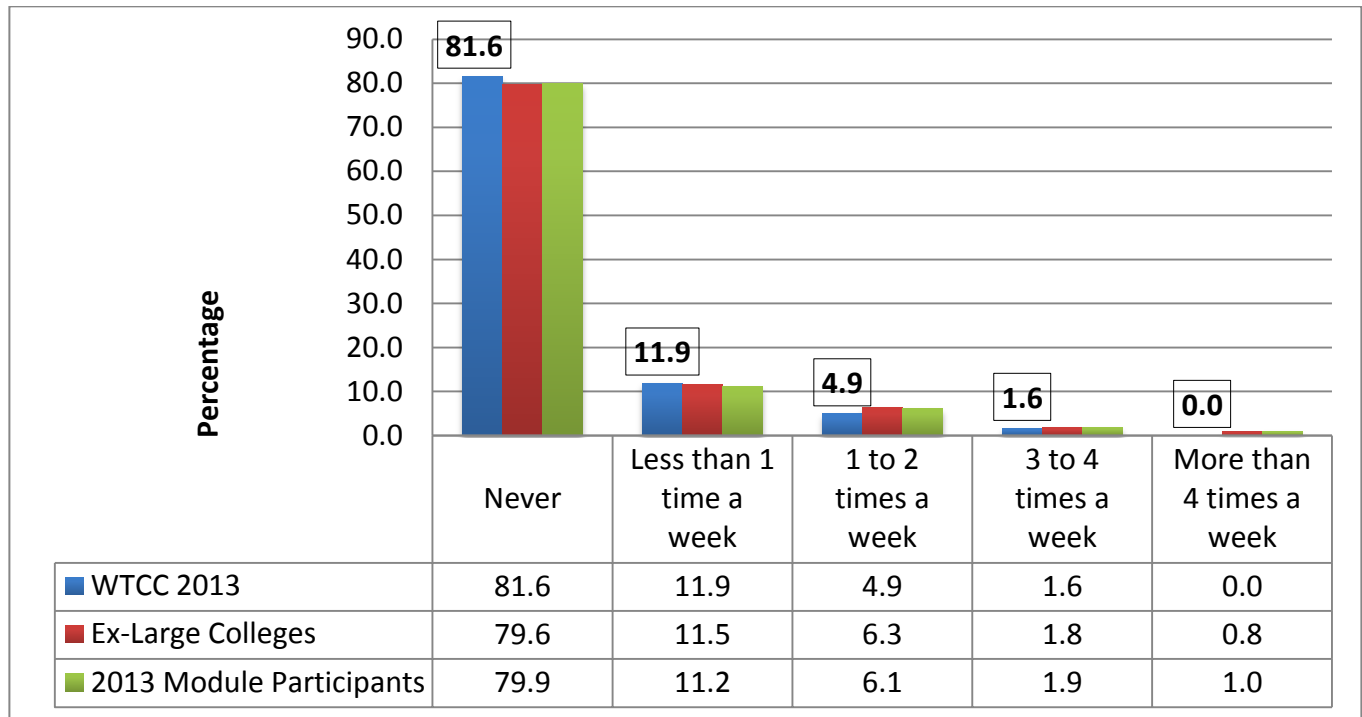
Sample size = 985 students

19. During the current academic year, I participated in tutoring provided by this college.



Sample size = 986 students

20. During the current academic year at this college, I participated in supplemental instruction/supplemental learning (extra class sessions with the instructor or an experienced student).



Sample size = 986 students

Appendix A - CCSSE Participating Extra-Large Colleges through 2013

Institution	City	State	Most Recent Year	Institution	City	State	Most Recent Year
Glendale Community College	Glendale	AZ	2011	Jefferson Community and Technical College	Louisville	KY	2013
Mesa Community College	Mesa	AZ	2011	Anne Arundel Community College	Arnold	MD	2012
Pima Community College	Tucson	AZ	2011	Community College of Baltimore County	Baltimore	MD	2012
American River College	Sacramento	CA	2013	Montgomery College	Rockville	MD	2012
Bakersfield College	Bakersfield	CA	2011	Grand Rapids Community College	Grand Rapids	MI	2013
Chaffey College	Rancho Cucamonga	CA	2013	Henry Ford Community College	Dearborn	MI	2011
De Anza College	Cupertino	CA	2012	Lansing Community College	Lansing	MI	2013
Foothill College	Los Altos Hills	CA	2012	Macomb Community College	Warren	MI	2013
Fresno City College	Fresno	CA	2011	Oakland Community College	Bloomfield Hills	MI	2012
Glendale Community College	Glendale	CA	2011	Ozarks Technical Community College	Springfield	MO	2013
Grossmont College	El Cajon	CA	2012	Wake Technical Community College	Raleigh	NC	2013
Modesto Junior College	Modesto	CA	2013	Metropolitan Community College	Omaha	NE	2013
Mt. San Antonio College	Walnut	CA	2011	Bergen Community College	Paramus	NJ	2012
Palomar College	San Marcos	CA	2011	College of Southern Nevada	Las Vegas	NV	2011
Pasadena City College	Pasadena	CA	2012	Kingsborough Community College	Brooklyn	NY	2011
Riverside City College	Riverside	CA	2013	LaGuardia Community College	Long Island City	NY	2012
Sacramento City College	Sacramento	CA	2012	Monroe Community College	Rochester	NY	2012
Santa Monica College	Santa Monica	CA	2012	Columbus State Community College	Columbus	OH	2013
Front Range Community College	Westminster	CO	2012	Owens Community College	Perrysburg	OH	2012
Broward College	Ft. Lauderdale	FL	2011	Sinclair Community College	Dayton	OH	2012
Daytona State College	Daytona Beach	FL	2013	Tulsa Community College	Tulsa	OK	2013
Edison State College	Fort Myers	FL	2013	Portland Community College - Sylvania	Portland	OR	2011
Florida State College at Jacksonville	Jacksonville	FL	2013	Community College of Allegheny County	Pittsburgh	PA	2013
Miami Dade College	Miami	FL	2012	Community College of Philadelphia	Philadelphia	PA	2013
Palm Beach State College	Lake Worth	FL	2011	Austin Community College	Austin	TX	2013
Santa Fe College	Gainesville	FL	2013	Blinn College	Brenham	TX	2012
Seminole State College of Florida	Sanford	FL	2013	El Paso Community College	El Paso	TX	2013
St. Petersburg College	St. Petersburg	FL	2013	Houston Community College	Houston	TX	2013
Valencia College	Orlando	FL	2013	Lone Star College - CyFair	Cypress	TX	2013
Georgia Perimeter College	Decatur	GA	2011	Lone Star College - North Harris	Houston	TX	2013
Des Moines Area Community College	Ankeny	IA	2012	Northwest Vista College	San Antonio	TX	2013
Kirkwood Community College	Cedar Rapids	IA	2013	Richland College	Dallas	TX	2012
College of DuPage	Glen Ellyn	IL	2012	San Antonio College	San Antonio	TX	2013
College of Lake County	Grayslake	IL	2012	South Texas College	McAllen	TX	2013
Harper College	Palatine	IL	2012	Tarrant County College District	Fort Worth	TX	2013
Moraine Valley Community College	Palos Hills	IL	2011	Salt Lake Community College	Salt Lake City	UT	2012
Triton College	River Grove	IL	2013	Northern Virginia Community College	Annandale	VA	2011
Ivy Tech Community College - Central Indiana	Indianapolis	IN	2011	Tidewater Community College	Norfolk	VA	2013
Vincennes University	Vincennes	IN	2013	Madison Area Technical College	Madison	WI	2013
Johnson County Community College	Overland Park	KS	2012	Milwaukee Area Technical College	Milwaukee	WI	2012

Appendix B - CCSSE Participating Colleges in North Carolina (38)

Institution	City	Most Recent Year
Alamance Community College	Graham	2012
Asheville-Buncombe Technical Community College	Asheville	2013
Caldwell Community College and Technical Institute	Hudson	2013
Cape Fear Community College	Wilmington	2011
Carolinas College of Health Sciences	Charlotte	2013
Carteret Community College	Morehead City	2011
Central Carolina Community College	Sanford	2013
Cleveland Community College	Shelby	2013
Coastal Carolina Community College	Jacksonville	2011
College of The Albemarle	Elizabeth City	2013
Craven Community College	New Bern	2012
Davidson County Community College	Lexington	2013
Fayetteville Technical Community College	Fayetteville	2012
Forsyth Technical Community College	Winston-Salem	2013
Gaston College	Dallas	2013
Guilford Technical Community College	Jamestown	2013
Halifax Community College	Weldon	2013
Isothermal Community College	Spindale	2012
James Sprunt Community College	Kenansville	2013
Louisburg College	Louisburg	2012
Martin Community College	Williamston	2011
Mayland Community College	Spruce Pine	2012
Pitt Community College	Winterville	2012
Roanoke-Chowan Community College	Ahoskie	2013
Robeson Community College	Lumberton	2013
Rowan-Cabarrus Community College	Salisbury	2012
South Piedmont Community College	Monroe	2012
Southeastern Community College	Whiteville	2013
Southwestern Community College	Sylva	2013
Surry Community College	Dobson	2012
Tri-County Community College	Murphy	2011
Vance-Granville Community College	Henderson	2012
Wake Technical Community College	Raleigh	2013
Wayne Community College	Goldsboro	2013
Western Piedmont Community College	Morganton	2013
Wilkes Community College	Wilkesboro	2012

Appendix C - Statistically Significant Results

Survey results indicating statistically significant difference in means.

2013 Means Report - Main Survey

Comparison Group: Extra-Large Colleges in the 2013 Cohort*
[Weighted]

Statistically significant difference in means.	WTCC		Ex-Large Colleges			2013 Cohort		
Item	N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**
4: In your experiences at this college during the current school year, about how often have you done each of the following?								
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often								
4b. Made a class presentation	1,081	2.36	88,256	2.17	0.21**	456,071	2.13	0.26**
4d. Worked on a paper or project that required integrating ideas or information from various sources	1,080	3.03	87,891	2.82	0.22**	454,741	2.8	0.25**
4s. Had serious conversations with students of a different race or ethnicity other than your own	1,079	2.64	87,891	2.52		454,562	2.43	0.21**
9: How much does this college emphasize each of the following?								
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much								
9e. Providing the support you need to thrive socially	1,069	1.97	86,376	2.18	-0.21**	447,699	2.21	-0.24**
11: Mark the number that best represents the quality of your relationships with people at this college.								
1 = Unfriendly, unsupportive, sense of alienation ... 7 = Friendly, supportive, sense of belonging								
11c. Administrative personnel and offices	1,077	4.61	86,911	4.79		450,643	4.99	-0.24**
12: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?								
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much								
12b. Acquiring job or work-related knowledge and skills	1,067	2.29	86,552	2.47		448,673	2.59	-0.30**
12j. Understanding yourself	1,065	2.46	86,484	2.66		448,100	2.67	-0.20**
12n. Developing clearer career goals	1,070	2.48	86,472	2.68		448,247	2.73	-0.24**
12o. Gaining information about career opportunities	1,071	2.27	86,606	2.53	-0.24**	448,910	2.59	-0.31**
13.1: How often do you use the following services at this college?								
1 = Rarely/Never, 2 = Sometimes, 3 = Often (Don't know/N.A. category not included in means calculations)								
13.1h. Computer lab	916	1.88	74,165	2.03		389,857	2.08	-0.25**

13.2: How satisfied are you with the following services at this college?

1 = Not at all, 2 = Somewhat, 3 = Very (N.A. category not included in means calculations)

13.2a. Academic advising/planning	922	2.09	69,915	2.17		370,777	2.24	-0.23**
13.2b. Career counseling	551	1.9	49,181	2.04		257,015	2.06	-0.23**
13.2c. Job placement assistance	320	1.61	29,430	1.77	-0.23**	165,888	1.83	-0.30**
13.2g. Financial aid advising	691	2.06	56,490	2.18		311,576	2.24	-0.26**
13.2i. Student organizations	348	1.87	33,390	1.99		187,207	2.02	-0.22**

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

1 = Not likely, 2 = Somewhat likely, 3 = Likely, 4 = Very likely

14e. Transfer to a 4-year college or university	1,068	2.76	86,128	2.62		447,110	2.44	0.26**
---	-------	------	--------	------	--	---------	------	--------

Item 23

0 = None, 1 = 1-14 credits, 2 = 15-29 credits, 3 = 30-44 credits, 4 = 45-60 credits, 5 = Over 60 credits

23. How many total credit hours have you earned at this college, not counting the courses you are currently taking this term?	1,074	1.62	86,090	2.11	-0.33**	445,390	2.09	-0.32**
--	-------	------	--------	------	---------	---------	------	---------

* The comparison group and cohort columns EXCLUDE your college.

** T-test: 2-tailed

If a row contains less than 50 respondents, interpret the comparison results cautiously.

The counts (N) displayed above are unweighted. For weighted counts, please see the Frequency Distribution.

Standards for Interpreting Mean Differences

When interpreting mean differences across comparison groups, the Center uses a combination of two measures: (1) a t-test with a very conservative alpha level of .001 or less is used to determine if the difference between two means is significant and not likely due to chance, and (2) an effect size of .20 (absolute value) or more using Cohen's d is used to show the magnitude of difference between the two means. If a comparison is significant at an alpha level of .001 or less and has an effect size of .20 or greater, then it is considered to be a statistically significant difference worthy of further investigation. Comparisons that meet these criteria are marked with a double-asterisk (**). For internal analysis of small groups, it may make sense for colleges to use a larger alpha level but typically not a larger effect size.

Appendix D – Extra-Large Colleges in the Comparison Group (Promising Practices)

Institution	State
American River College	CA
Grossmont College	CA
Modesto Junior College	CA
Pasadena City College	CA
Riverside City College	CA
Sacramento City College	CA
Edison State College	FL
Florida State College at Jacksonville	FL
Miami Dade College	FL
Santa Fe College	FL
Seminole State College of Florida	FL
Valencia College	FL
Des Moines Area Community College	IA
Kirkwood Community College	IA
College of DuPage	IL
Vincennes University	IN
Johnson County Community College	KS
Anne Arundel Community College	MD
Montgomery College	MD
The Community College of Baltimore County	MD
Lansing Community College	MI
Macomb Community College	MI
Oakland Community College	MI
Ozarks Technical Community College	MO
Metropolitan Community College	NE
Monroe Community College	NY
Owens Community College	OH
Sinclair Community College	OH
Community College of Allegheny County	PA
Community College of Philadelphia	PA
Austin Community College	TX
Blinn College	TX
Houston Community College	TX
Northwest Vista College	TX
Richland College	TX
San Antonio College	TX
South Texas College	TX
Tarrant County College District	TX
Salt Lake Community College	UT