

CCSSE 2009

Institutional Report

Overview



2009 Institutional Report

Overview of National 2009 CCSSE Cohort Survey Results

Introduction

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

CCSSE again this year has used a three-year cohort of participating colleges (2007 through 2009) in all of its data analyses, including the computation of benchmark scores. This cohort is referred to as the **2009 CCSSE Cohort** throughout all reports and documentation.¹

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

This overview encompasses four key sections and is organized to provide a general understanding of findings from the 2009 CCSSE Cohort. First, 2009 CCSSE Cohort colleges and student respondents are highlighted as well as data concerning the 2009 CCSSE Consortia. Second, CCSSE institutions and their students are compared to all U.S. public community colleges. In the third section, selected findings are showcased. In the fourth section, information is provided to help college leaders understand and use their CCSSE results.

CCSSE Member Colleges

The 2009 CCSSE Cohort is comprised of a total of 663 institutions across 48 states, plus British Columbia, Nova Scotia, Ontario, and the Marshall Islands. Three hundred thirty-one of these member colleges are classified as small (< 4,500), 162 as medium (4,500-7,999), 112 as large (8,000-14,999), and 58 as extra-large (15,000 + credit students) institutions.² One hundred twenty-five of the Cohort member colleges are classified as urban-serving, 142 as suburban-serving, and 396 as rural-serving.³

CCSSE Consortia

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

2009 CCSSE membership includes statewide participation in Maine, North Dakota, Tennessee, and Wyoming; and state-based participation in Arkansas, Illinois, Iowa, Kentucky, Massachusetts, Minnesota, Nebraska, New York, South Carolina, Texas, and Wisconsin. System and district-based consortia include Alamo Community College District (TX), Eastern Iowa Community College District (IA), Lone Star Community College District (TX), Maricopa Community College District (AZ), San Jacinto College District (TX), and St. Louis Community College District (MO).

The Arkansas, Eastern Iowa, Hispanic Student Success (HSS), Iowa, Illinois, Kentucky, Lone Star, Maine, Maricopa, Massachusetts, Minnesota, New York, San Jacinto, South Carolina, Student Support Partnership Integrating Resources and Education (SSPIRE), Texas Small Colleges, Wisconsin, and Wyoming consortia added questions to the CCSSE survey for purposes of statewide assessment, to respond to accrediting agencies, and/or for internal review.

This is the fifth year for the Achieving the Dream Consortium. The Achieving the Dream Consortium comprises 34 colleges from nine states that are part of a

¹For returning participants, the college's most recent year of participation is included in data analyses. For example, if a college participated in 2007 and 2008, only the 2008 data would be used in the three-year cohort.

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

³These designations are based on the Carnegie Foundation Classification of Institutions of Higher Education.

national initiative focused on improving success rates for community college students, particularly those whom traditionally have been underserved in American higher education.

The HSS Consortium is a group of colleges that are designated by the federal government as Hispanic-Serving Institutions (those with at least 25% Hispanic full-time equivalent enrollment, and of that Hispanic student enrollment at least 50% are low income) and/or hold current membership in the Hispanic Association of Colleges and Universities (HACU). In its sixth year, the HSS Consortium brings together 18 institutions across five states to build collaborative and networking relationships and to highlight promising practices through publications and at national and regional community college conferences. This consortium also adds questions to the *Community College Student Report* and will use *CCSSE* data and comparative reports to make informed decisions about how to improve these unique institutions.

This is the sixth year for the Texas Small Colleges Consortium. These 11 Texas small community colleges have joined *CCSSE* to gain valuable information about the engagement, learning, and retention of the students they serve—and to build institutional capacity for collecting, understanding, and using data about educational practices and student success. With support from the Houston Endowment Inc., all of the institutions have gathered and reviewed baseline data in a previous survey year, sought to implement necessary changes for improvement in the following year, and have administered one follow-up survey.

Launched in 2006, the SSPIRE Initiative is supported by the James Irvine Foundation and includes nine California community colleges. SSPIRE colleges work to raise academic achievement, rates of persistence, and degree-completion among primarily young, low-income, under-prepared, and traditionally underserved students. The SSPIRE Consortium provides opportunities for colleges to review *CCSSE* and the Community College Faculty Survey of Student Engagement (*CCFSSE*) results, discuss those results and needs for improvement during specialized *CCSSE* Workshops, and implement improvement initiatives that focus on SSPIRE goals.

Student Respondents

Credit classes are randomly selected—stratified by time of day (morning, afternoon, and evening)—from institutional class data files to participate in the survey. Of students sampled in the 2009 *CCSSE* Cohort, 400,886 submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 79%. Percent of target rate is the ratio of the adjusted

number of completed surveys to target sample sizes. The adjusted survey count is the number of usable surveys that were filled out properly and did not fall into any of the exclusionary categories.⁴

To compare the characteristics of student respondents to the characteristics of the underlying student population for each participating college, *CCSSE* uses the data reported by each institution in its most recent IPEDS Enrollment Report for the following variables: gender, race and ethnicity, student age, and enrollment status (part- or full-time). The IPEDS data are also aggregated so that 2009 *CCSSE* Cohort population characteristics can be compared to the survey respondent population characteristics.

Gender

Of the 393,828 student respondents who answered this item, 41% are male and 59% are female. This mirrors the full population of 2009 *CCSSE* Cohort community college students, comprised of 42% males and 58% females.

Age

2009 *CCSSE* Cohort student respondents range in age from 18 to 65+. Approximately 91% are between 18 and 39; 68% are 18 to 24, while 23% are 25 to 39.

Racial Identification

Sixty-five percent of student respondents identify themselves as White/non-Hispanic, 12% as Hispanic/Latino/Spanish, 12% as Black or African American, and 5% as Asian. Two percent of the student respondents are Native American. Four percent marked “other” when responding to the question, “What is your racial identification?”

International Students

Responses to the question, “Are you an international student or foreign national?” reflect variations related to college size. Four percent of small college respondents indicate that they are international students, while 6% of medium-size college respondents indicate the same. In large institutions, 8% of students who completed the survey indicated international/foreign status. Extra-large institutions have the highest representation of international students at 9%.

Enrollment Status

Seventy-one percent of the student respondents report attending college full-time, while 40% of the 2009 *CCSSE* Cohort colleges’ total student population attended full-time. Only 29% of the surveyed students report being part-time college students, compared to 60% as reported to IPEDS. This inverse representation is a result of the sampling technique and the in-class administration process. For this reason, survey results are either weighted or disaggregated on the full-time/part-time variable so that reports will

⁴ See exclusionary rules on Page 3.

accurately reflect the underlying student population.

Limited English Speaking Students

Students with limited English speaking skills, or those whose native language is not English, comprise a significant proportion of students in community colleges. Among CCSSE participants, small institutions include 6% non-native English speakers, while 11% of medium institutions' students are non-native English speakers. Comparatively, large numbers of non-native English speaking students attend large (17% of enrollees) and extra-large (23%) institutions.

First-Generation Status

Thirty-three percent of students indicate that neither parent has earned a degree higher than a high school diploma nor has college experience; accordingly, these students are considered "first-generation" status. Of these first generation students who provided responses for mothers' **and** fathers' education level, 66% percent indicate that their mothers' highest level of education is a high school diploma, and 60% indicate that level for their fathers.

Educational Attainment

Sixty-eight percent of the respondents report starting their college careers at the community college where they completed the survey. Seventy-three percent of students indicate that their highest level of educational attainment is a high school diploma or GED; 18% report either a certificate or an associate degree; 5% have earned a bachelor's degree; and 1% have earned an advanced degree.

Credit Hours Earned

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

Grades

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

External Commitments

Fifty-three percent of students work 21 or more hours per week; 24% of students care for dependents between 1 and 10 hours per week; and 69% of students spend between 1 and 5 hours per week commuting to and from class.

Excluded Respondents

The total counts of respondents in an institution's raw data file will differ from the numbers reported in the institutional reports due to intentional exclusion of certain surveys. Exclusions serve the purpose of ensuring that all institutional reports are based on the same sampling

methods and that results are therefore comparable across institutions. Respondents may be excluded from institutional reports for the following reasons:

- ★ The respondent did not indicate whether he or she was enrolled part- or full-time at the institution. *Because all results are either weighted or broken down by enrollment status, this is essential information for reporting.*
- ★ The survey is invalid.⁵
- ★ The student reported his or her age as under 18.
- ★ The student indicated that he or she had taken the survey in a previous class or did not respond to the item.
- ★ Oversampled respondents are not included. These are surveys that individual institutions paid an additional fee to acquire. Because there are no requirements stipulating how these students are sampled, these data are not included in the standard institutional report.

Respondents Included in the College's Raw Data File

Raw data files contain responses from all students who completed the CCSR, including oversampled respondents, with the exception of invalid surveys and those completed by students under the age of 18.

⁵If a student does not answer any of the 21 sub-items on item 4, answers "Very Often" to all 21 items, or answers "Never" to all, the survey is excluded.

Representation

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

Table 1 provides information about the representation of the 2009 CCSSE Cohort member colleges as compared to community and technical colleges across the nation.⁶ CCSSE uses the most recent IPEDS enrollment data for comparisons in this table.

Table 1: Colleges by Size and Urbanicity

	2009 CCSSE Cohort Member Colleges	National Population ⁷	2009 CCSSE Cohort Proportion of National Population
By Size			
# of Institutions	652	1,075	61%
Small (up to 4,499)	323	590	55%
Medium (4,500-7,999)	162	223	73%
Large (8,000-14,999)	110	166	66%
Extra-Large (15,000+)	57	96	59%
By Urbanicity			
# of Institutions	652	1,078	60%
Urban-serving	121	185	65%
Suburban-serving	140	225	62%
Rural-serving	391	668	59%

⁶ Hospital-based institutions, private institutions, and institutions located outside the 50 states are not included in representation charts.

⁷ Includes all colleges in the target population that have valid IPEDS data.

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

Table 2 shows the number of credit-enrolled students from CCSSE member colleges as compared to the number across the nation by size and urbanicity.⁸ Overall, CCSSE's 2009 Cohort survey respondents represent a total credit enrollment of 4,317,841 students across 663 CCSSE member colleges. CCSSE's entire college membership represents approximately 60% of the nation's community colleges (1,078 accredited, public associate degree-granting institutions) and 65% of the national student population (6,662,460 credit students).

Table 2: Enrollments by Size and Urbanicity

	Students Enrolled in 2009 CCSSE Cohort Member Colleges	National Student Population in Community Colleges	Proportion of Students Enrolled in 2009 CCSSE Cohort Member Colleges
	Credit Enrollment	Credit Enrollment	
	4,317,841 CCSSE students	6,662,460 national population	65%
By Size			
Small (up to 4,499)	768,223	1,315,640	58%
Medium (4,500-7,999)	967,978	1,345,311	72%
Large (8,000-14,999)	1,218,014	1,805,067	67%
Extra-Large (15,000+)	1,363,626	2,196,442	62%
By Urbanicity			
Urban-serving	1,465,161	2,242,758	65%
Suburban-serving	1,302,026	2,030,360	64%
Rural-serving	1,550,654	2,389,342	65%

⁸ Hospital-based institutions, private institutions, and institutions located outside the 50 states are not included in representation charts.

CCSSE Student Respondents across Member Institutions

Table 3 shows a comparison of the adjusted number of CCSSE cohort survey respondents displayed alongside the total student enrollment at participating colleges. The column labeled “2009 CCSSE Cohort Member Colleges’ Adjusted Respondents” shows the number of usable surveys (those not affected by CCSSE’s exclusionary rules). The column labeled “2009 CCSSE Cohort Member Colleges’ Enrollments” reflects institutions’ populations as reported to IPEDS for the most recent enrollment reports.

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

Table 3: Adjusted Respondents by Size and Urbanicity

	2009 CCSSE Cohort Member Colleges’ Adjusted Respondents ⁹	2009 CCSSE Cohort Member Colleges’ Enrollments
	<i>Respondents</i>	<i>Credit Enrollments</i>
	400,886 students (100%)	4,358,519 students (100%)
By Size		
Small (up to 4,499)	136,334 (34%)	774,185 (18%)
Medium (4,500-7,999)	107,957 (27%)	967,978 (22%)
Large (8,000-14,999)	92,143 (23%)	1,235,675 (28%)
Extra-Large (15,000+)	64,452 (16%)	1,380,681 (32%)
By Urbanicity		
Urban-serving	93,539 (23%)	1,488,461 (34%)
Suburban-serving	102,718 (26%)	1,307,791 (30%)
Rural-serving	204,629 (51%)	1,562,267 (36%)

⁹ Minus exclusions (see exclusionary rules on Page 3).

Selected Findings

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

This section on Selected Findings from the 2009 CCSSE Cohort data is organized in terms of seven key topics: Educational Goals, Time on Task, Relationships, Academic Experience, Barriers to Persistence, Student Satisfaction, and Student and Academic Support Services.

Educational Goals

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

Table 4: Educational Goals

As seen in Table 4, students identify various educational goals. Sixty percent of student respondents identify obtaining an associate degree as a primary goal. Fifty-one percent are interested in transferring to a 4-year college or university, while 42% are primarily interested in obtaining or updating job-related skills. Thirty percent aspire to complete a certification program, while 29% of respondents seek to change careers.

	Primary Goal	Secondary Goal	Not a Goal
Complete a certification program	30%	19%	50%
Obtain an associate degree	60%	21%	20%
Transfer to a 4-year college or university	51%	22%	27%
Obtain or update job-related skills	42%	27%	30%
Self-improvement/personal enjoyment	40%	35%	26%
Change careers	29%	16%	55%

Time on Task

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

As Table 5 below illustrates, part-time students spend more time working for pay, more than 21 hours per week, than their full-time counterparts (63% vs. 41%). They also spend less time preparing for class than full-time students; 6% of part-time students spend at least 21 hours per week preparing for class, as opposed to 13% of full-time students.

Table 5: Time on Task

	Part-Time			Full-Time		
	5 hours or fewer	6-20 hours	21 hours or more	5 hours or fewer	6-20 hours	21 hours or more
Preparing for class	49%	45%	6%	37%	51%	13%
Working for pay	22%	15%	63%	34%	24%	41%
Participating in college-sponsored activities	96%	3%	<1%	92%	6%	2%

Although there are significant differences in the ways part-time and full-time students spend their time, these findings highlight the competing priorities facing all students attending community colleges. Finally, there is minimal participation in college-sponsored activities among all students.

Relationships

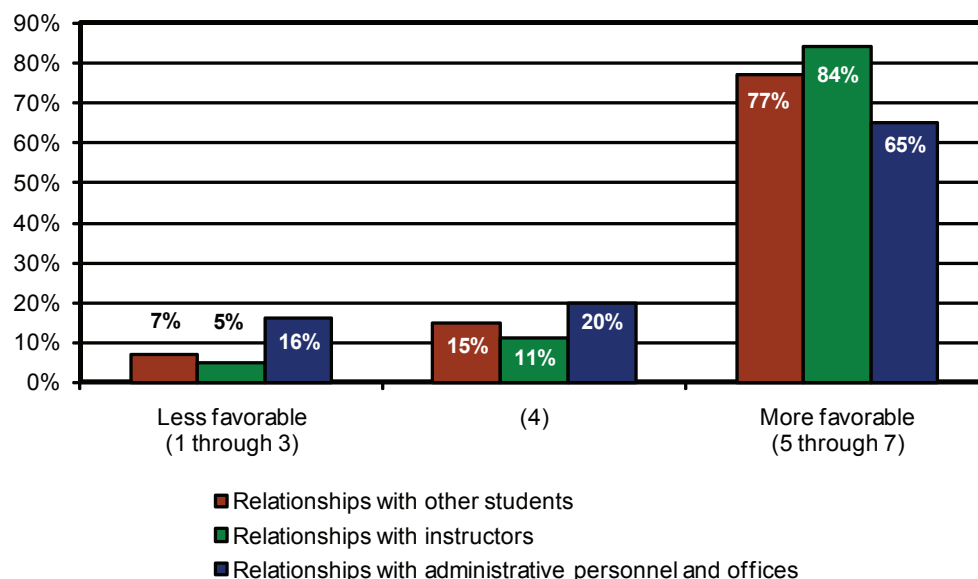
Many educators believe in the power of their individual connections to students – a belief that is supported by higher education research as well. In point of fact, the level of student-faculty interaction is one of the most powerful predictors of student persistence in college. And, in numerous focus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

Various items on the survey can address the level and extent of students' relational experience while attending the college. Item 4q on the survey asks students to indicate how often they worked with instructors on activities other than coursework. Nearly three-fourths (71%) indicated they "Never" engaged in such activities. When asked how much their college encouraged contact among students from different economic, social, and racial or ethnic backgrounds, 48% stated that this occurred "Quite

a bit/Very much." Over two-thirds (68%) indicated that their college provided "Some/Very little" of the support needed to thrive socially while only 10% indicated this occurred "Very much." Finally, 78% of their friends are "Quite a bit/Extremely" supportive of their attending the college while 87% of their families were supportive of this decision.

Figure 1 highlights results from item 11 on the survey, which asks specifically about students' relationships with other students, instructors, and administrative personnel and offices at the college. Overall, students gave high ratings to their relationships. Regarding relationships with other students, respondents judged the quality of their relationships quite favorably with the highest rating of 5-7 given by 77%. An even higher percentage (84%) gave favorable ratings to the quality of their relationships with instructors, while relationships with administrative personnel and offices were given a slightly less favorable rating (65%).

Figure 1: Relationships



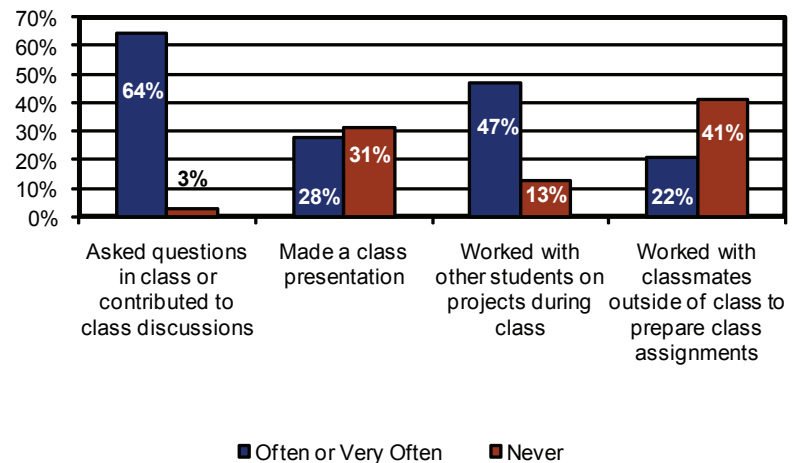
Academic Experience

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

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

While some students are highly involved in their academic experience (those who marked *Often* or *Very Often*), others are less engaged, as illustrated by their responses of *Never*, as displayed in Figure 2.

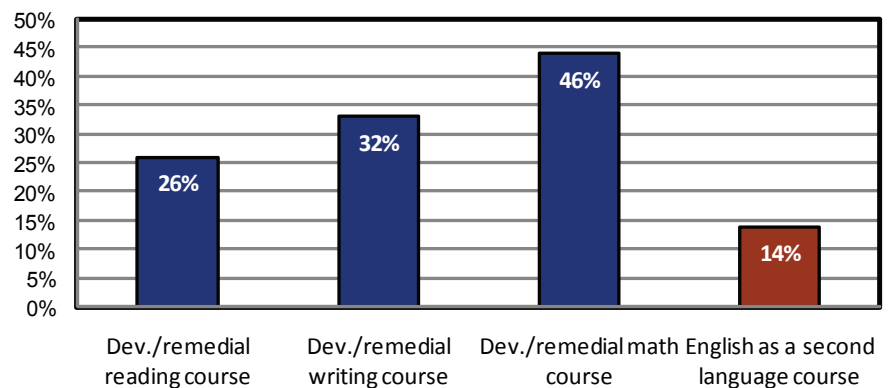
Figure 2: Academic Experience



Developmental Education and ESL

Community colleges have quite diverse student populations, and in order to adequately serve student needs, the institutions offer a variety of courses and special programs. Item 8 on the CCSR asks students to identify which course paths they are following. As shown in Figure 3, large percentages of students either have taken or plan to enroll in developmental reading, writing, and/or math courses, while a smaller percentage plan on taking an ESL course.

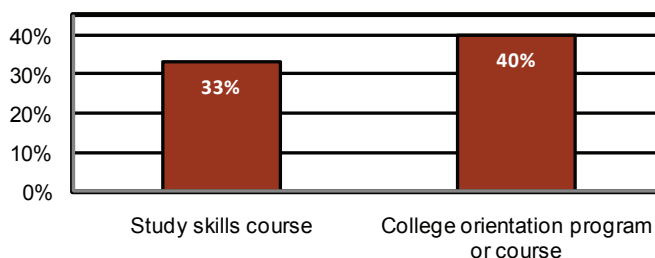
Figure 3: Developmental Education and ESL (Have Done or Plan to Do)



Study Skills and Orientation Courses

A third of students have taken or will enroll in a study skills course, and 40% have taken or will enroll in an orientation course, as highlighted in Figure 4.

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



Curricular Experience

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

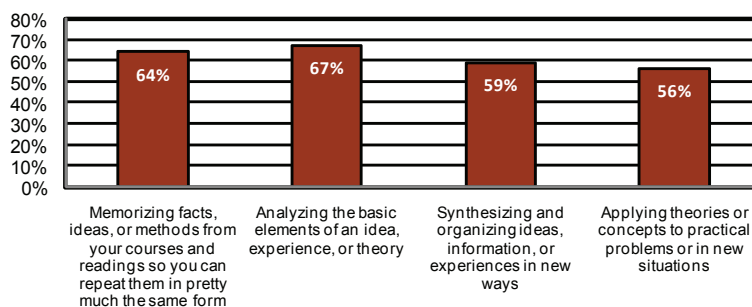
Table 6: Curricular Experiences

	Have done or Plan to do
Internship, field experience, co-op experience, or clinical assignment	59%
Honors course	27%
Organized learning communities (linked courses/study groups led by faculty or counselors)	28%

Student Learning

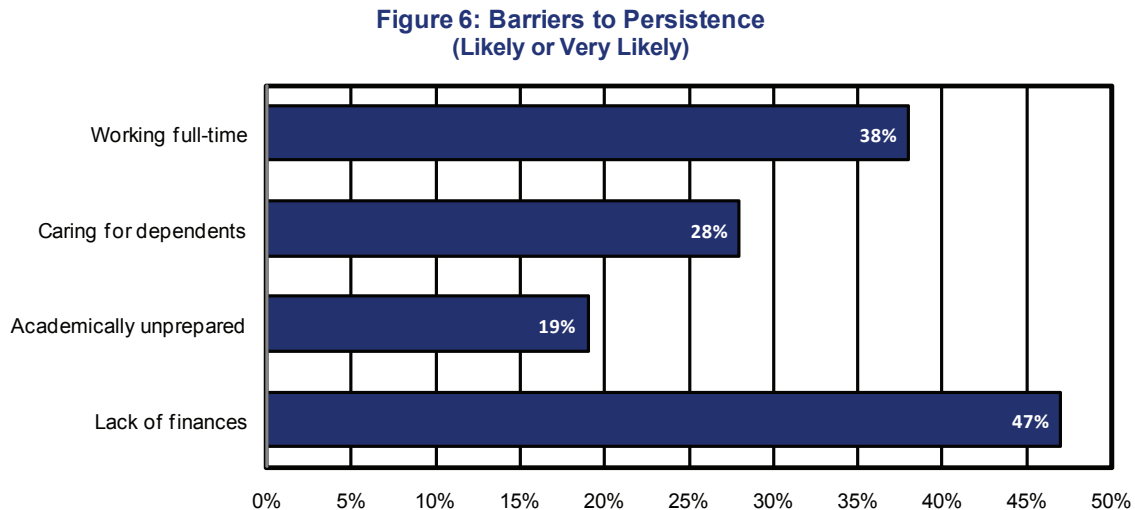
Student respondents indicate how much their coursework emphasizes intellectual processes such as memorization, the application of theories and concepts to practical problems, analysis, synthesis and organization, making value judgments, and using learned information to perform new skills. Figure 5 illustrates students' perceptions of the extent to which their respective colleges promote these cognitive activities.

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



Barriers to Persistence

CCSSE also asks students to indicate the issues that would require them to withdraw from college. That is, what keeps students from achieving their educational goals? The percentage of students who report that the various factors would result in their withdrawing from class or from college is highlighted in Figure 6. Again, students could mark more than one factor; therefore, percentages will not sum to 100%.



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

Student Satisfaction

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

Another measure of student satisfaction is the percent of returning or successful students. Sixty-six percent of the students indicate that they plan to enroll in their college within the next 12 months, while 12% report that they have accomplished their goals and will not be returning. On the other hand, 22% report they are uncertain or have no plans to return.

Student and Academic Support Services

Often surveys ask a combination of questions relating to satisfaction, use, or importance levels of services, but rarely are surveys designed in a way that asks students to link all three, as does *CCSSE*. Table 7 above displays use, satisfaction, and importance of a number of key academic and student support services. The first column reports the percentage of students who say that they used the service either *Sometimes* or *Often*; the second column shows the percentage of students who report they are *Somewhat* or *Very Satisfied* with the service; and the third column reports the percentage of students who rate the service as *Somewhat* or *Very Important*.

Accordingly, students are most likely to use, express satisfaction with, and rate as important the following services: academic advising and planning and computer labs. While almost half of students report child care as important, only 5% use child care services, and only 12% are satisfied with this service. Similarly, 66% of respondents rate job placement assistance as important, but only 12% use this service, and only 23% are satisfied with it.

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

	Use (Sometimes/Often)	Satisfaction (Very/Somewhat)	Importance (Very/Somewhat)
Academic Advising/planning	56%	72%	90%
Career Counseling	28%	45%	79%
Job placement assistance	12%	23%	66%
Peer or other tutoring	25%	40%	70%
Skills labs (writing, math, etc.)	39%	51%	75%
Child care	5%	12%	45%
Financial aid advising	45%	52%	79%
Computer lab	63%	73%	85%
Student Organizations	17%	29%	59%
Transfer credit assistance	28%	38%	73%
Services to students with disabilities	9%	18%	60%
Note: The services highlighted in bright blue in each column are the three highest ratings in that area while the services highlighted in orange are among the lowest rated in each area.			

Participation in Selected Activities

The first 21 engagement items on the *CCSR* ask students to indicate how often they have engaged in particular activities during the current academic year. For purposes of analysis, *CCSSE* collapsed the response categories *Often* and *Very Often* to report substantial levels of engagement; the criterion for inclusion was that half of **all** students had to report participating in the activity. This information is highlighted in Table 8 (see Page 13).

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

Table 8: Percentage of Students Who Reported Participating Often or Very Often in Selected Activities by Enrollment Status

Most Frequent Student Activity Items	All	Part-Time	Full-Time
Asked questions in class or contributed to class discussions	64%	63%	67%
Used the Internet or instant messaging to work on an assignment	65%	60%	71%
Worked on a paper or project that required integrating ideas or information from various sources	60%	54%	69%
Received prompt feedback (written or oral) from instructors on your performance	56%	56%	58%

In comparison, it is also important to note what students are not doing in college as frequently as one might expect. To report the least frequent activities, *CCSSE* uses the *Never* response category. Table 9 consists of items where 30% or more of **all** students report never engaging in that particular activity.

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

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

Least Frequent Student Activity Items	All	Part-Time	Full-Time
Participated in a community-based project as a part of a regular course	77%	82%	72%
Tutored or taught other students (paid or voluntary)	73%	77%	67%
Worked with instructors on activities other than coursework	71%	76%	64%
Discussed ideas from your readings or classes with instructors outside of class	46%	52%	40%
Worked with classmates outside of class to prepare class assignments	41%	47%	31%
Made a class presentation	31%	39%	20%
Talked about career plans with an instructor or advisor	30%	36%	23%

2009 Special-Focus Questions: Social Networking

CCSSE has established a regular feature that allows participating colleges and national researchers to delve more deeply into areas of student experience and institutional performance that are fundamental to student success. The five 2009 “Special-Focus Questions” elicited new information about students’ use of social networking tools—telecommunication and Internet communication applications such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, and the like—to connect with other students, faculty members, and their colleges.

Results from these responses are provided in the Frequency Distributions section of your Institutional Report and will be highlighted in CCSSE’s 2009 National Report. In future years, the special-focus questions will be determined by college interests and national trends.

Table 10: 2009 CCSSE Special-Focus Questions

Question	Response Options
1. How often do you use SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc. for any purpose? (Do not include email such as Hotmail, Gmail, etc.)	A Multiple times per day B Multiple times per week C Multiple times per month D Multiple times per year E Never
2. How often do you use SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc. to communicate with other students, instructors, or college staff about coursework at this college? (Do not include email such as Hotmail, Gmail, etc.)	A Multiple times per day B Multiple times per week C Multiple times per month D Multiple times per year E Never
3. How often do you use college COURSE MANAGEMENT systems such as Angel, Blackboard/WebCT/Vista, Desire2Learn, Epsilen, Moodle, etc. to communicate with students, instructors, or staff about coursework at this college	A Multiple times per day B Multiple times per week C Multiple times per month D Multiple times per year E Never
4. How often does this college communicate with you about services (such as financial aid, advisors or counselors, library, college book store, tutoring, etc.) using SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc.? (Do not include email such as Hotmail, Gmail, etc.)	A Multiple times per day B Multiple times per week C Multiple times per month D Multiple times per year E Never
5. How connected do you feel to this college when using SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc.? (Do not include email such as Hotmail, Gmail, etc.)	A Much less connected because of social networking tools B Somewhat less connected because of social networking tools C Neutral/no effect because of social networking tools D Somewhat more connected because of social networking tools E Much more connected because of social networking tools

Social Networking Results

Use of social networking tools has increased dramatically in recent years. Once the provenance of “Generation X,” these services now allow students of all ages to communicate in previously impossible ways, connecting them quickly with the individuals, organizations, and information they care about. The mass adoption of social networking tools holds both promises and challenges for the field of higher education; institutions must learn to think differently about facilitating teaching and learning, supporting students, and making connections inside and outside the classroom.

The three pie charts to the right illustrate the promises and challenges institutions face in the arena of social networking tools. As shown in Figure 7, 55% of all 2009 CCSSE respondents report using social networking tools multiple times a day. In fact, only 12% of all student respondents report never using social networking tools; however, as Figure 8 displays, 34% of respondents describe never using Course Management Systems to communicate with others at the college about their coursework.

Figure 9 reveals that use of social networking tools doesn’t necessarily correlate with a strong feeling of connection to the college. While over half of all respondents indicate that they use social networking tools, 50% of respondents report feeling neutral when asked if they feel more connected to their college because of their use of social networking tools.

As illustrated by Table 11 on the next page, nontraditional-age students (those students who are 25 and older) are less likely to use social networking tools in general: 41% of nontraditional-age students, as compared to 64% of traditional-age students, report using the tools multiple times per day. A gap also emerges when nontraditional-age students report how often they use social networking tools to communicate with others at the college about their coursework. In fact, 49% of these students, as opposed to 27% of traditional-age students, report never using social networking tools to communicate with others about their coursework at the college. Further, traditional-age students are more likely to receive communication about student support services from their college via social networking tools.

Figure 7: 2009 Special-Focus Question Item 1

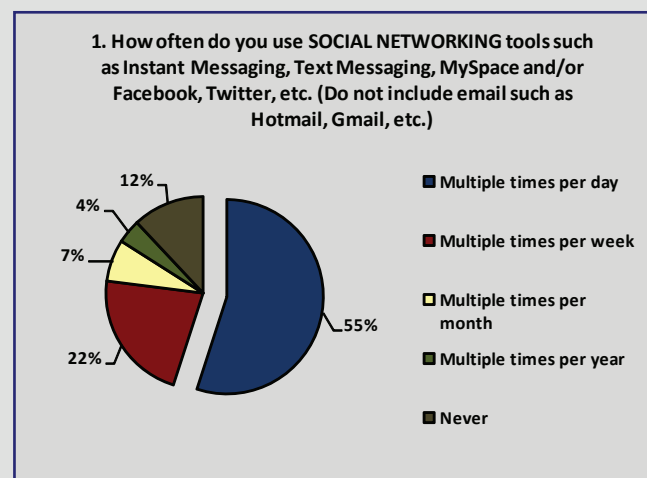


Figure 8: 2009 Special-Focus Question Item 3

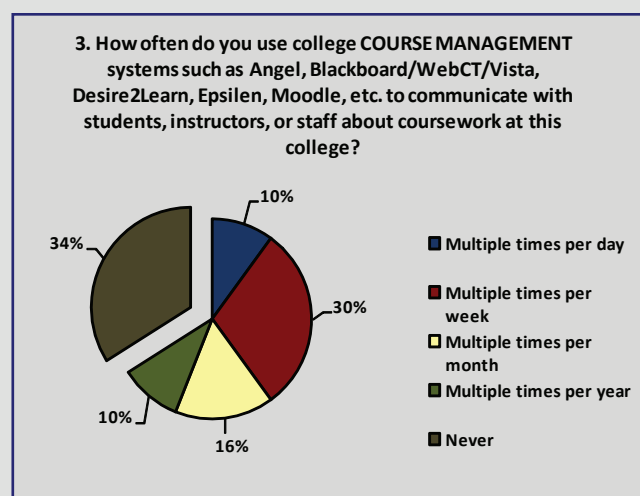


Figure 9: 2009 Special-Focus Question Item 5

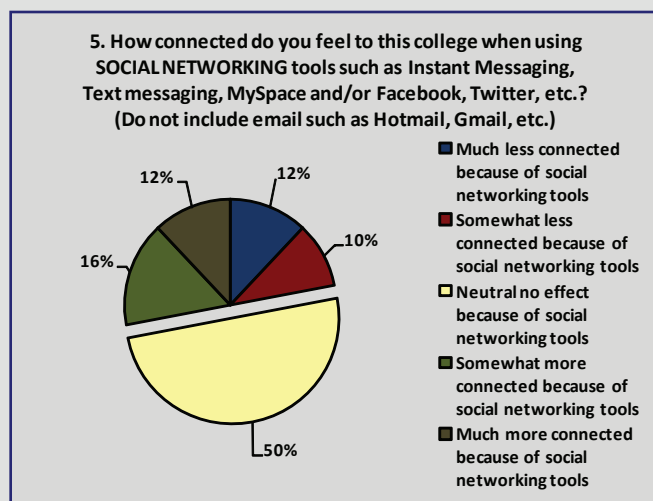


Table 11: Selected Special-Focus Question Frequencies

How often do you use SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc. for any purpose? (Do not include email such as Hotmail, Gmail, etc.)			
	Traditional-Age	Nontraditional-Age	All Students
Multiple times per day	64%	41%	55%
Multiple times per week	22%	22%	22%
Multiple times per month	6%	9%	7%
Multiple times per year	2%	6%	4%
Never	5%	22%	12%
How often do you use SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc. to communicate with other students, instructors, or college staff about coursework at this college? (Do not include email such as Hotmail, Gmail, etc.)			
	Traditional-Age	Nontraditional-Age	All Students
Multiple times per day	18%	9%	14%
Multiple times per week	24%	16%	21%
Multiple times per month	21%	15%	18%
Multiple times per year	10%	10%	10%
Never	27%	49%	36%
How often does this college communicate with you about services (such as financial aid, advisors or counselors, library, college book store, tutoring, etc.) using SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc. ? (Do not include email such as Hotmail, Gmail, etc.)			
	Traditional-Age	Nontraditional-Age	All Students
Multiple times per day	4%	3%	4%
Multiple times per week	12%	9%	11%
Multiple times per month	22%	16%	20%
Multiple times per year	19%	19%	19%
Never	43%	53%	47%

CCSSE in Action: Understanding Survey Results

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

CCSSE Benchmarks¹⁰

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

As a reminder, the benchmark results highlight data from the 2009 CCSSE Cohort, which includes 663 institutions and 400,886 student respondents. The larger number of institutions and students contributing to the national dataset increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

Enrollment Status

Enrollment status (part-time versus full-time) receives special attention in CCSSE reports; all results are either presented separately for part-time and full-time students or are weighted by enrollment status. In the CCSSE sampling procedure, students are reached via the selection of classes. Accordingly, full-time students, who by definition are enrolled in more classes than part-time students, are more likely to be sampled. As a result, though 60% of the students enrolled at the participating institutions are part-time students, the proportion in the CCSSE sample is nearly opposite. In the data analysis process, therefore, CCSSE assigns weights to responses based on respondents' enrollment status, thereby producing more accurate measures of student engagement.

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

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

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

Effect Size as a Measure of Notable Differences

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

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

Statistical Significance Meets Practical Significance

In addition to focusing on items meeting the criteria highlighted above, look for patterns in students' responses. For example, are students consistently above or below the mean of the comparison group in certain areas of engagement? Are the differences explainable in terms of a college's mission, the nature of the undergraduate program, or certain students' characteristics? Also, do not rely exclusively on statistical significance tests to identify

¹⁰ Please see the Benchmark Overview for specific information regarding calculations of benchmark scores.

areas that warrant attention. A consistent pattern of scoring above the mean, even though all the items may not reach statistical significance, may indicate the institution is doing the right things in terms of good educational practice. At the same time, some institutions have very high expectations for student engagement and may fall short of their own aspirations even though comparisons with other institutions are favorable. And in some cases, of course, it may be that the national mean is itself unacceptably low.

CCSSE Consortia Results

CCSSE consortium colleges that added questions to the survey instrument will find their corresponding frequency results behind the Frequency Distributions tab.¹¹ In addition to a college's comparison to its consortium group and the 2009 CCSSE Cohort, a consortium college also will receive a comparison to other colleges in its size category.

Oversampling

CCSSE's sample sizes are determined by institutional size, as reported in IPEDS. Colleges may elect to oversample in order to examine results for specific groups (such as students enrolled in developmental courses or students attending particular campus sites) or in order to increase overall sample size. The oversample data set is included on CCSSE's Web site for download.

Student Identifier Data

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

¹¹ See Pages 1-2 for information about CCSSE consortia.

Fast Facts

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

- ★ Paper administration, in-class completion time ranges from 35 to 50 minutes

CCSSE Participants

- ★ 400,886 students from 663 institutions in 48 states, plus British Columbia, Nova Scotia, Ontario, and the Marshall Islands have completed the *CCSR* between 2007 and 2009.

2009 CCSSE Cohort Respondents

Gender: Male student respondents – 41%

Female student respondents – 59%

Race/Ethnicity

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

Enrollment Status: Part-time – 29%

Full-time – 71%

2009 CCSSE Consortia

- ★ Statewide and state-based consortia include Arkansas, Illinois, Iowa, Kentucky, Maine, Massachusetts, Minnesota, Nebraska, North Dakota, South Carolina, Tennessee, Texas, New York, Wisconsin, and Wyoming.
- ★ System and district-based consortia include Alamo Community College District (TX), Eastern Iowa Community College District (IA), Lone Star Community College District (TX), Maricopa Community College District (AZ), San Jacinto College District (TX), and St. Louis Community College District (MO).
- ★ Hispanic Student Success Consortium: 18 colleges
- ★ Achieving the Dream Consortium: 34 colleges
- ★ Texas Small Colleges Consortium: 11 small colleges across Texas
- ★ SSPIRE Consortium: 9 colleges across California

CCSSE Benchmarks of Effective Educational Practice

- ★ Active and Collaborative Learning (items: 4a, 4b, 4f, 4g, 4h, 4i, and 4r)
- ★ Student Effort (items: 4c, 4d, 4e, 6b, 10a, 13d1, 13e1, and 13h1)
- ★ Academic Challenge (items: 4p, 5b, 5c, 5d, 5e, 5f, 6a, 6c, 7, and 9a)
- ★ Student-Faculty Interaction (items: 4k, 4l, 4m, 4n, 4o, and 4q)
- ★ Support for Learners (items: 9b, 9c, 9d, 9e, 9f, 13a1, and 13b1)

Validity and Reliability

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

Future Plans

- ★ Release of new CCSSE Key Findings report customized for each participating college—2009-2010
 - ★ Second National Administration of *Survey of Entering Student Engagement (SENSE)*—fall 2010 (registration deadline April 1, 2010)
 - ★ Focus group research on entering student experiences in community colleges and on high school students' expectations and aspirations about college—continuing fall 2009 through 2011
 - ★ CCSSE 2010 special-focus items on high-impact educational experiences (included in spring 2010 survey administration)
 - ★ Development of *Survey of Online Student Engagement* underway (pilot administration expected in 2010)
-

Benchmark

2009 Institutional Report

Benchmarks of Effective Educational Practice

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

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

CCSSE's Benchmarks

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

As before, CCSSE has used this year a 3-year cohort of participating colleges (2007 through 2009) in all of its data analyses, including the computation of

benchmark scores.¹ This cohort is referred to as the 2009 CCSSE Cohort throughout all reports and documentation.

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

The benchmarks are briefly described below.

Active and Collaborative Learning

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaboration with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, community, and their personal lives. The seven survey items that contribute to this benchmark are these:

During the current school year, how often have you

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

¹For returning participants, the college's most recent year of participation is included in data analyses. For example, if a college participated in 2008 and 2009, only the 2009 data would be used in the 3-year cohort.

Student Effort

Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process. Associated with this benchmark are eight survey items indicating student behavior in these terms:

During the current school year, how often have you

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

During the current school year

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

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten items from The Community College Student Report correspond to components of academic challenge including the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance. Specifically, Academic Challenge includes the following items:

During the current school year, how often have you

- ★ Worked harder than you thought you could to meet an instructor's standards or expectations

How much does your coursework at this college emphasize

- ★ Analyzing the basic elements of an idea, experience, or theory
- ★ Synthesizing and organizing ideas, information, or experiences in new ways

- ★ Making judgments about the value or soundness of information, arguments, or methods
- ★ Applying theories or concepts to practical problems or in new situations
- ★ Using information you have read or heard to perform a new skill

During the current school year

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

How much does this college emphasize

- ★ Encouraging you to spend significant amounts of time studying

Student-Faculty Interaction

The more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning. The six items used in this benchmark are about students' experience in these areas:

During the current school year, how often have you

- ★ Used email to communicate with an instructor
- ★ Discussed grades or assignments with an instructor
- ★ Talked about career plans with an instructor or advisor
- ★ Discussed ideas from your readings or classes with instructors outside of class
- ★ Received prompt feedback (written or oral) from instructors on your performance
- ★ Worked with instructors on activities other than coursework

Support for Learners

Students perform better and are more satisfied at colleges that are committed to their success and

cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other issues that may affect both learning and retention. The seven survey items contributing to this benchmark include the following:

How much does this college emphasize

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

During the current school year, how often have you

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

Understanding and Using Benchmarks

What are benchmark scores?

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

In order to create the benchmark scores, the survey items associated with each benchmark are first rescaled so that all items are on the same scale (0 to 1). Next, the benchmark scores are computed by averaging the scores of the related survey items. Finally, the scores are standardized around the mean of the 3-year cohort so that respondents' scores have a mean of 50, weighted by full- and part-time attendance status, and a standard deviation of 25.

Benchmark scores are then computed by averaging the scores on the associated items.

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

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

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

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

What can a college do with the benchmarks?

There are a number of ways college leaders might choose to use the benchmark scores and the comparison information provided in this report.

Examples are provided below:

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

For example, suppose that you have a college mission statement that expresses a commitment to faculty involvement with students. But, you note that the college's student-faculty interaction benchmark score is lower than those for the comparison group and for the 2009 *CCSSE* Cohort. Therefore, you decide that this is the area you want to target for improvement. To help you understand more precisely what the differences are, *CCSSE* suggests that you drill down to the item level, look at the percentage of students responding in each category, and compare the responses to those in your comparison groups. This will allow you to identify the specific items that are problem areas, and then target these areas, creating appropriate initiatives to build student-faculty interaction.

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

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

Institutional comparisons — Until recently, community and technical colleges have had little opportunity to make valid and appropriate cross-institutional comparisons, particularly with regard to important dimensions of teaching and learning. Many national surveys do not employ strict sampling

protocols, thus making comparisons less meaningful and potentially inappropriate. *CCSSE* employs a strict sampling protocol which allows for appropriate cross-institutional comparisons. *CCSSE* controls the sample selection, thereby ensuring that all class sections have equal chances of being selected. What this means is that no college has the opportunity to skew the results by sampling only highly engaging classes, and therefore, every college is on the same playing field.

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

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

POLICY STATEMENT ON RESPONSIBLE USES OF CCSSE DATA

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

★ *CCSSE* supports uses of survey data for benchmarking effective educational practices, for targeting and monitoring progress in quality improvement, and for public reporting in ways that serve to increase understanding of collegiate quality and to support institutional efforts to improve undergraduate student learning and retention. *CCSSE* especially supports public reporting of student engagement results in ways that enable thoughtful, responsible institutional comparisons while encouraging and celebrating institutional diversity.

★ *CCSSE* does not support the use of student

engagement survey results for the purpose of ranking community and technical colleges. Such uses would obscure complex dimensions of institutional performance and student behavior.

- ★ Because of differences in institutional focus, student characteristics, and resources, comparisons of survey results from two single institutions serve little constructive purpose and may in fact be wholly inappropriate. *CCSSE's* data search tools therefore provide group comparisons, using aggregated data from at least three institutions.
- ★ Appropriate interpretation of survey data will take into account the institutional context (mission, size, urbanicity, program mix, and so on) as well as the characteristics of a particular institution's student population—for example, the proportions of full- vs. part-time students, traditional college-age vs. non-traditional-age students, students who are academically under-prepared as they enter the institution, and students with various educational goals.

Means

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

Harper College, Illinois Consortium

			Your College	Other Consortium Colleges			2009 CCSSE Cohort		
Item	Variable	Class	Mean	Mean	Sig [*]	Effect Size	Mean	Sig [*]	Effect Size
			All Students N = 1001	All Other Consortium N = 11650			All Other Colleges N = 399885		

COLLEGE ACTIVITIES

Academic, Intellectual and Social Experiences

4. In your experiences <u>at this college</u> during the current school year, about how often have you done each of the following?			1=Never, 2=Sometimes, 3=Often, 4=Very often						
a. Asked questions in class or contributed to class discussions	CLQUEST	All Students	2.85	2.92			2.91		
b. Made a class presentation	CLPRESEN	All Students	2.06	2.04			2.05		
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	All Students	2.40	2.43			2.47		
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	All Students	2.65	2.68			2.72		
e. Came to class without completing readings or assignments	CLUNPREP	All Students	1.88	1.82			1.86		
f. Worked with other students on projects during class	CLASSGRP	All Students	2.40	2.50			2.47		
g. Worked with classmates outside of class to prepare class assignments	OCCGRP	All Students	1.73	1.78			1.87		
h. Tutored or taught other students (paid or voluntary)	TUTOR	All Students	1.32	1.35			1.37		
i. Participated in a community-based project as a part of a regular course	COMMPROJ	All Students	1.26	1.27			1.31		
j. Used the Internet or instant messaging to work on an assignment	INTERNET	All Students	2.76	2.81			2.87		
k. Used email to communicate with an instructor	EMAIL	All Students	2.59	2.55			2.59		
l. Discussed grades or assignments with an instructor	FACGRADE	All Students	2.46	2.49			2.52		
m. Talked about career plans with an instructor or advisor	FACPLANS	All Students	2.01	2.00			2.03		

Community College Survey of Student Engagement

Means Summary Report: All Students

			Your College	Other Consortium Colleges			2009 CCSSE Cohort		
Item	Variable	Class	Mean	Mean	Sig [*]	Effect Size	Mean	Sig [*]	Effect Size

COLLEGE ACTIVITIES

Academic, Intellectual, and Social Experiences continued

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

n. Discussed ideas from your readings or classes with instructors outside of class	FACIDEAS	All Students	1.66	1.72		1.74
o. Received prompt feedback (written or oral) from instructors on your performance	FACFEED	All Students	2.60	2.66		2.66
p. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	All Students	2.49	2.52		2.54
q. Worked with instructors on activities other than coursework	FACOTH	All Students	1.36	1.43		1.41
r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	All Students	2.43	2.52		2.56
s. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	All Students	2.40	2.41		2.38
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	All Students	2.35	2.32		2.34
u. Skipped class	SKIPCLAS	All Students	1.62	1.54		1.56

Character of Mental Activities

5. During the current school year, how much has your coursework <u>at this college</u> emphasized the following mental activities?						
1=Very little, 2=Some, 3=Quite a bit, 4=Very much						
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	All Students	2.78	2.79		2.82
b. Analyzing the basic elements of an idea, experience, or theory	ANALYZE	All Students	2.91	2.87		2.85
c. Synthesizing and organizing ideas, information, or experiences in new ways	SYNTHESZ	All Students	2.76	2.73		2.72
d. Making judgments about the value or soundness of information, arguments, or methods	EVALUATE	All Students	2.57	2.56		2.56
e. Applying theories or concepts to practical problems or in new situations	APPLYING	All Students	2.65	2.66		2.66
f. Using information you have read or heard to perform a new skill.	PERFORM	All Students	2.72	2.75		2.76

Community College Survey of Student Engagement

Means Summary Report: All Students

			Your College		Other Consortium Colleges		2009 CCSSE Cohort		
Item	Variable	Class	Mean	Mean	Sig [*]	Effect Size	Mean	Sig [*]	Effect Size

COLLEGE ACTIVITIES

Reading and Writing

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

6. During the current school year, about how much reading and writing have you done <u>at this college</u> ?									
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	READASGN	All Students	2.91	2.84			2.86		
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	All Students	2.06	2.15			2.09		
c. Number of written papers or reports of any length	WRITEANY	All Students	2.84	2.82			2.83		

Nature of Exams

1=Extremely easy to 7=Extremely challenging

7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	EXAMS	All Students	4.88	4.92			4.99		
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OPINIONS ABOUT YOUR SCHOOL

Institutional Emphasis

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

9. How much does <u>this college</u> emphasize each of the following?									
a. Encouraging you to spend significant amounts of time studying	ENVSCHOL	All Students	3.02	2.93			2.97		
b. Providing the support you need to help you succeed at this college	ENVSUPRT	All Students	3.05	2.95			2.97		
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	All Students	2.55	2.54			2.49		
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	All Students	1.91	1.95			1.94		
e. Providing the support you need to thrive socially	ENVSOCAL	All Students	2.13	2.13			2.14		
f. Providing the financial support you need to afford your education	FINSUPP	All Students	2.21	2.37			2.43		
g. Using computers in academic work	ENVCOMP	All Students	3.11	3.08			3.12		

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

			Your College		Other Consortium Colleges		2009 CCSSE Cohort		
Item	Variable	Class	Mean	Mean	Sig [*]	Effect Size	Mean	Sig [*]	Effect Size

WEEKLY ACTIVITIES

10. About how many hours do you spend in a typical 7 - day week doing each of the following?									
0=None, 1=1-5 hours/week, 2=6-10 hours/week, 3=11-20 hours/week, 4=21-30 hours/week, 5=More than 30 hours/week									
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	ACADPR01	All Students	1.93	1.83					1.92
b. Working for pay	PAYWORK	All Students	3.21	3.19					3.08
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	COCURR01	All Students	0.18	0.26					0.28
d. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	All Students	1.39	1.80	*	-0.21			1.78
e. Commuting to and from classes	COMMUTE	All Students	1.18	1.26					1.31

Quality of Relationships

11. Mark the box that best represents the quality of your relationships with people <u>at this college</u> .									
1=Unfriendly, unsupportive, sense of alienation to 7=Friendly, supportive, sense of belonging									
a. Relationships with other students	ENVSTU	All Students	5.30	5.45					5.49
1=Unavailable, unhelpful, unsympathetic to 7=Available, helpful, sympathetic									
b. Relationships with instructors	ENVFAC	All Students	5.57	5.68					5.68
1=Unhelpful, inconsiderate, rigid to 7=Helpful, considerate, flexible									
c. Relationships with administrative personnel and offices	ENVADM	All Students	4.96	4.90					5.00

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

			Your College	Other Consortium Colleges		2009 CCSSE Cohort			
Item	Variable	Class	Mean	Mean	Sig [*]	Effect Size	Mean	Sig [*]	Effect Size
EDUCATIONAL AND PERSONAL GROWTH									
Knowledge, Skills & Personal Development									
12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?									
1=Very little, 2=Some, 3=Quite a bit, 4=Very much									
a. Acquiring a broad general education	NGENLED	All Students	2.98	2.94			2.95		
b. Acquiring job or work-related knowledge and skills	GNWORK	All Students	2.46	2.55			2.58		
c. Writing clearly and effectively	GNWRITE	All Students	2.71	2.69			2.70		
d. Speaking clearly and effectively	GNSPEAK	All Students	2.64	2.62			2.61		
e. Thinking critically and analytically	GNANALY	All Students	2.88	2.86			2.89		
f. Solving numerical problems	GNSOLVE	All Students	2.56	2.50			2.60		
g. Using computing and information technology	GNCMPTS	All Students	2.61	2.65			2.73		
h. Working effectively with others	GNOTHERS	All Students	2.68	2.71			2.73		
i. Learning effectively on your own	GNINQ	All Students	2.87	2.89			2.91		
j. Understanding yourself	GNSELF	All Students	2.64	2.59			2.60		
k. Understanding people of other racial and ethnic backgrounds	GNDIVERS	All Students	2.44	2.43			2.37		
l. Developing a personal code of values and ethics	GNETHICS	All Students	2.41	2.37			2.36		
m. Contributing to the welfare of your community	GNCOMMUN	All Students	1.93	1.98			2.01		
n. Developing clearer career goals	CARGOAL	All Students	2.66	2.63			2.67		
o. Gaining information about career opportunities	GAINCAR	All Students	2.50	2.52			2.55		

* T-tests: 2-tailed

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

			Your College		Other Consortium Colleges		2009 CCSSE Cohort		
Item	Variable	Class	Mean	Mean	Sig [*]	Effect Size	Mean	Sig [*]	Effect Size
STUDENT SERVICES									
13.1 How often do you use the following services? 0=Don't know/N.A, 1=Rarely/never, 2=Sometimes, 3=Often									
a. Frequency: Academic advising/planning	USEACAD	All Students	1.71	1.71			1.76		
b. Frequency: Career counseling	USECACOU	All Students	1.48	1.46			1.43		
c. Frequency: Job placement assistance	USEJOBPL	All Students	1.17	1.24			1.24		
d. Frequency: Peer or other tutoring	USETUTOR	All Students	1.49	1.43			1.46		
e. Frequency: Skill labs (writing, math, etc.)	USELAB	All Students	1.63	1.64			1.71		
f. Frequency: Child care	USECHLD	All Students	1.12	1.16			1.18		
g. Frequency: Financial aid advising	USEFAADV	All Students	1.65	1.75			1.81	*	-0.21
h. Frequency: Computer lab	USECOMLB	All Students	2.10	2.10			2.10		
i. Frequency: Student organizations	USESTORG	All Students	1.32	1.35			1.35		
j. Frequency: Transfer credit assistance	USETRCRD	All Students	1.54	1.53			1.54		
k. Frequency: Services to students with disabilities	USEDISAB	All Students	1.27	1.25			1.29		

* T-tests: 2-tailed

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

			Your College		Other Consortium Colleges			2009 CCSSE Cohort		
Item	Variable	Class	Mean		Mean	Sig [*]	Effect Size	Mean	Sig [*]	Effect Size

STUDENT SERVICES

13.2 How satisfied are you with the services?			0=N.A., 1=Not at all, 2=Somewhat, 3=Very							
a. Satisfaction: Academic advising/planning	SATACAD	All Students	2.26		2.16			2.23		
b. Satisfaction: Career counseling	SATCACOU	All Students	2.17		2.02	*	0.22	2.06		
c. Satisfaction: Job placement assistance	SATJOBPL	All Students	1.81		1.78			1.83		
d. Satisfaction: Peer or other tutoring	SATTUTOR	All Students	2.22		2.10			2.15		
e. Satisfaction: Skill labs (writing, math, etc.)	SATLAB	All Students	2.35		2.19	*	0.24	2.26		
f. Satisfaction: Child care	SATCHLD	All Students	1.78		1.75			1.77		
g. Satisfaction: Financial aid advising	SATFAADV	All Students	1.97		2.15	*	-0.24	2.20	*	-0.32
h. Satisfaction: Computer lab	SATCOMLB	All Students	2.54		2.47			2.49		
i. Satisfaction: Student organizations	SATSTORG	All Students	2.01		1.95			1.98		
j. Satisfaction: Transfer credit assistance	SATTRCRD	All Students	2.19		2.04	*	0.21	2.07		
k. Satisfaction: Services to students with disabilities	SATDISAB	All Students	2.08		1.96			2.02		

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

			Your College	Other Consortium Colleges			2009 CCSSE Cohort		
Item	Variable	Class	Mean	Mean	Sig [*]	Effect Size	Mean	Sig [*]	Effect Size

STUDENT SERVICES

13.3 How important are the services to you?			1=Not at all, 2=Somewhat, 3=Very							
a. Importance: Academic advising/planning	IMPACAD	All Students	2.52		2.48			2.52		
b. Importance: Career counseling	IMPCACOU	All Students	2.35		2.27			2.29		
c. Importance: Job placement assistance	IMPJOBPL	All Students	1.92		2.02			2.04		
d. Importance: Peer or other tutoring	IMPTUTOR	All Students	2.06		2.06			2.10		
e. Importance: Skill labs (writing, math, etc.)	IMPLAB	All Students	2.12		2.13			2.19		
f. Importance: Child care	IMPCHLD	All Students	1.61		1.72			1.73		
g. Importance: Financial aid advising	IMPFAADV	All Students	2.23		2.33			2.40	*	-0.21
h. Importance: Computer lab	IMPCOMLB	All Students	2.42		2.43			2.44		
i. Importance: Student organizations	IMPSTORG	All Students	1.77		1.81			1.83		
j. Importance: Transfer credit assistance	IMPTRCRD	All Students	2.30		2.25			2.24		
k. Importance: Services to students with disabilities	IMPDISAB	All Students	1.94		1.98			2.03		

* T-tests: 2-tailed

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

			Your College	Other Consortium Colleges		2009 CCSSE Cohort			
Item	Variable	Class	Mean	Mean	Sig [*]	Effect Size	Mean	Sig [*]	Effect Size
COLLEGE EXPERIENCES									
14. How likely is it that the following issues would cause you to withdraw from class or <u>from this college</u> ? <i>1=Not likely, 2=Somewhat likely, 3=Likely, 4=Very likely</i>									
a. Working full-time	WRKFULL	All Students	2.22	2.21			2.16		
b. Caring for dependents	CAREDEP	All Students	1.89	1.94			1.92		
c. Academically unprepared	ACADUNP	All Students	1.72	1.67			1.67		
d. Lack of finances	LACKFIN	All Students	2.35	2.45			2.43		
e. Transfer to a 4-year college or university	TRANSFER	All Students	2.66	2.46			2.44		
<i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>									
15. How supportive are your friends of your attending this college?	FRNDSUPP	All Students	3.19	3.14			3.24		
<i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>									
16. How supportive is your immediate family of your attending this college?	FAMSUPP	All Students	3.52	3.44			3.51		
<i>0=None, 1=1-14 credits, 2=15-29 credits, 3=30-44 credits, 4=45-60 credits, 5= over 60 credits</i>									
23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	TOTCHRS	All Students	1.84	1.90			2.02		
<i>1=None, 2=1 class, 3=2 classes, 4=3 classes, 5=4 classes or more</i>									
25. How many classes are you presently taking at OTHER institutions?	OTHINST	All Students	1.37	1.36			1.41		
<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>									
27. How would you evaluate your entire educational experience at this college?	ENTIREXP	All Students	3.18	3.12			3.16		

First Look

Harper College: First Look

Above the Mean

STUDENT SERVICES	Part-Time	Full-Time
13e2. Satisfaction: Skill labs (writing, math, etc.)	*	
13j2. Satisfaction: Transfer credit assistance	*	

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

Below the Mean

WEEKLY ACTIVITIES	Part-Time	Full-Time
10d. Providing care for dependents living with you (parents, children, spouse, etc.)		*

STUDENT SERVICES	Part-Time	Full-Time
13g2. Satisfaction: Financial aid advising		*
13c3. Importance: Job placement assistance		*
13f3. Importance: Child care		*

Frequency Distributions

2009 Frequency Distributions

Harper College, Illinois Consortium

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
1. Did you begin college at this college or elsewhere?	Started here	175	64.3	2136	60.4	72405	62.9	562	77.4	6127	75.7	212753	74.9	698	70.0	7738	66.6	272759	68.3
	Started elsewhere	97	35.7	1403	39.6	42696	37.1	164	22.6	1969	24.3	71428	25.1	300	30.0	3888	33.4	126432	31.7
	Total	272	100.0	3539	100.0	115101	100.0	726	100.0	8096	100.0	284181	100.0	998	100.0	11626	100.0	399192	100.0
4a. Asked questions in class or contributed to class discussions	Never	9	3.3	101	2.8	3444	3.0	16	2.2	163	2.0	5742	2.0	28	2.8	297	2.6	10301	2.6
	Sometimes	103	37.7	1207	34.0	39141	34.0	239	32.8	2594	32.1	88229	31.0	357	35.6	3867	33.2	130858	32.8
	Often	89	32.6	1177	33.2	39942	34.7	281	38.6	2955	36.6	102846	36.2	352	35.2	3994	34.3	141283	35.4
	Very often	72	26.4	1060	29.9	32635	28.3	192	26.4	2372	29.3	87389	30.7	264	26.4	3474	29.9	116895	29.3
	Total	273	100.0	3545	100.0	115162	100.0	728	100.0	8084	100.0	284206	100.0	1001	100.0	11632	100.0	399338	100.0
4b. Made a class presentation	Never	98	35.9	1380	39.1	44248	38.6	149	20.6	1533	19.0	56894	20.1	293	29.3	3736	32.2	122989	30.9
	Sometimes	113	41.4	1314	37.2	43684	38.1	329	45.4	3558	44.2	127452	45.0	431	43.1	4599	39.7	163188	41.0
	Often	45	16.5	572	16.2	19396	16.9	183	25.2	2136	26.5	70927	25.0	202	20.3	2273	19.6	80655	20.3
	Very often	17	6.2	265	7.5	7308	6.4	64	8.8	825	10.2	27935	9.9	73	7.4	978	8.4	30881	7.8
	Total	273	100.0	3531	100.0	114636	100.0	725	100.0	8052	100.0	283208	100.0	999	100.0	11586	100.0	397713	100.0
4c. Prepared two or more drafts of a paper or assignment before turning it in	Never	61	22.5	891	25.4	29201	25.6	130	18.0	1211	15.1	42725	15.1	204	20.6	2549	22.1	84513	21.3
	Sometimes	102	37.6	1097	31.2	33692	29.5	245	33.9	2407	30.0	86293	30.6	358	36.0	3554	30.8	118983	30.0
	Often	68	25.1	950	27.0	31926	27.9	208	28.8	2589	32.2	89361	31.7	265	26.7	3314	28.7	116782	29.5
	Very often	40	14.8	576	16.4	19415	17.0	140	19.4	1826	22.7	63935	22.6	166	16.8	2121	18.4	76083	19.2
	Total	271	100.0	3514	100.0	114234	100.0	723	100.0	8033	100.0	282314	100.0	994	100.0	11537	100.0	396361	100.0
4d. Worked on a paper or project that required integrating ideas or information from various sources	Never	45	16.5	565	16.1	17710	15.5	44	6.1	420	5.2	14575	5.2	120	12.0	1428	12.4	44336	11.2
	Sometimes	88	32.4	1086	30.9	34822	30.5	202	27.9	2071	25.7	73237	25.9	303	30.4	3362	29.1	113794	28.7
	Often	94	34.6	1181	33.6	39602	34.7	301	41.6	3265	40.6	114829	40.6	375	37.6	4167	36.1	147371	37.2
	Very often	45	16.5	678	19.3	22105	19.3	177	24.4	2291	28.5	80027	28.3	199	20.0	2582	22.4	91106	23.0
	Total	272	100.0	3510	100.0	114239	100.0	724	100.0	8047	100.0	282668	100.0	997	100.0	11539	100.0	396607	100.0
4e. Came to class without completing readings or assignments	Never	96	35.8	1364	38.9	40767	35.7	151	20.9	2096	26.1	72031	25.6	290	29.4	3986	34.6	124825	31.5
	Sometimes	135	50.4	1763	50.2	59630	52.3	463	64.2	4622	57.6	165398	58.7	556	56.4	6063	52.6	217420	54.9
	Often	32	11.9	278	7.9	10018	8.8	80	11.1	935	11.6	32350	11.5	114	11.6	1066	9.2	39188	9.9
	Very often	5	1.9	104	3.0	3685	3.2	27	3.7	374	4.7	12021	4.3	26	2.7	411	3.6	14334	3.6
	Total	268	100.0	3509	100.0	114100	100.0	721	100.0	8027	100.0	281800	100.0	986	100.0	11525	100.0	395767	100.0
4f. Worked with other students on projects during class	Never	47	17.3	524	14.9	19065	16.7	65	9.0	610	7.6	23870	8.5	137	13.8	1439	12.5	52114	13.2
	Sometimes	114	42.1	1336	38.1	45695	40.1	326	45.2	3296	41.2	114524	40.7	431	43.4	4513	39.2	159709	40.4
	Often	80	29.5	1138	32.4	34397	30.2	258	35.8	2946	36.9	101503	36.1	320	32.2	3907	33.9	129302	32.7
	Very often	30	11.1	510	14.5	14796	13.0	72	10.0	1141	14.3	41413	14.7	105	10.6	1651	14.3	54117	13.7
	Total	271	100.0	3508	100.0	113953	100.0	721	100.0	7993	100.0	281310	100.0	993	100.0	11509	100.0	395243	100.0
4g. Worked with classmates outside of class to prepare class assignments	Never	144	52.7	1725	49.0	54271	47.5	291	40.2	2852	35.5	88435	31.3	473	47.4	5145	44.5	160885	40.6
	Sometimes	88	32.2	1264	35.9	39294	34.4	309	42.7	3335	41.5	117727	41.7	367	36.7	4358	37.7	148657	37.5
	Often	30	11.0	400	11.4	15007	13.1	91	12.6	1330	16.6	54512	19.3	117	11.7	1520	13.2	62633	15.8
	Very often	11	4.0	128	3.6	5721	5.0	33	4.6	519	6.5	21525	7.6	43	4.3	526	4.6	24265	6.1
	Total	273	100.0	3517	100.0	114293	100.0	724	100.0	8036	100.0	282199	100.0	999	100.0	11550	100.0	396441	100.0
4h. Tutored or taught other students (paid or voluntary)	Never	213	78.6	2719	77.2	88196	77.0	524	72.0	5599	69.5	190109	67.2	755	75.7	8624	74.5	289739	72.9
	Sometimes	44	16.2	580	16.5	19460	17.0	142	19.5	1705	21.2	65001	23.0	176	17.7	2091	18.1	77415	19.5
	Often	11	4.1	154	4.4	4604	4.0	47	6.5	526	6.5	18288	6.5	51	5.1	592	5.1	20080	5.1
	Very often	3	1.1	71	2.0	2300	2.0	15	2.1	226	2.8	9497	3.4	15	1.5	265	2.3	10155	2.6
	Total	271	100.0	3524	100.0	114560	100.0	728	100.0	8056	100.0	282895	100.0	997	100.0	11572	100.0	397388	100.0
4i. Participated in a community-based project as a part of a regular course	Never	229	84.5	2910	82.9	93365	81.9	565	78.0	5962	74.3	202110	71.7	813	81.7	9223	80.0	306540	77.5
	Sometimes	30	11.1	439	12.5	14775	13.0	105	14.5	1425	17.8	55026	19.5	125	12.6	1648	14.3	62712	15.8
	Often	8	3.0	121	3.4	4157	3.6	42	5.8	418	5.2	17043	6.0	42	4.2	467	4.0	18486	4.7
	Very often	4	1.5	41	1.2	1740	1.5	12	1.7	214	2.7	7565	2.7	15	1.6	192	1.7	7923	2.0
	Total	271	100.0	3511	100.0	114037	100.0	724	100.0	8019	100.0	281744	100.0	994	100.0	11530	100.0	395661	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)						
		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	
4j.	Used the Internet or instant messaging to work on an assignment	Never	42	15.4	526	15.0	16097	14.1	49	6.8	517	6.4	18680	6.6	117	11.7	1410	12.2	43373	11.0
		Sometimes	75	27.6	998	28.5	30169	26.5	213	29.4	1818	22.6	61966	22.0	283	28.4	3050	26.5	97446	24.6
		Often	86	31.6	965	27.5	33902	29.7	242	33.4	2620	32.6	90864	32.2	323	32.4	3350	29.1	122143	30.9
		Very often	69	25.4	1014	28.9	33883	29.7	221	30.5	3084	38.4	110286	39.1	275	27.6	3709	32.2	132740	33.5
Total		272	100.0	3503	100.0	114051	100.0	725	100.0	8039	100.0	281796	100.0	997	100.0	11519	100.0	395701	100.0	
4k.	Used email to communicate with an instructor	Never	48	17.8	663	18.9	20822	18.2	46	6.4	598	7.4	25820	9.2	127	12.9	1759	15.2	57572	14.5
		Sometimes	98	36.4	1285	36.6	41483	36.4	247	34.2	2551	31.7	87860	31.1	351	35.5	4026	34.9	134913	34.1
		Often	74	27.5	954	27.2	30444	26.7	258	35.7	2704	33.6	90532	32.1	307	31.1	3368	29.2	114664	29.0
		Very often	49	18.2	611	17.4	21357	18.7	171	23.7	2191	27.2	77931	27.6	204	20.6	2392	20.7	88847	22.4
Total		269	100.0	3513	100.0	114106	100.0	722	100.0	8044	100.0	282143	100.0	989	100.0	11545	100.0	395996	100.0	
4l.	Discussed grades or assignments with an instructor	Never	36	13.3	394	11.2	13068	11.4	50	6.9	563	7.0	18986	6.7	105	10.6	1120	9.7	37188	9.4
		Sometimes	137	50.7	1681	47.6	52981	46.4	306	42.3	3343	41.5	115926	41.1	467	47.1	5277	45.6	175270	44.2
		Often	66	24.4	1019	28.9	33124	29.0	244	33.7	2715	33.7	95558	33.8	282	28.5	3526	30.4	123104	31.1
		Very often	31	11.5	435	12.3	15022	13.2	123	17.0	1429	17.8	51895	18.4	138	13.9	1658	14.3	60778	15.3
Total		270	100.0	3529	100.0	114195	100.0	723	100.0	8050	100.0	282365	100.0	992	100.0	11581	100.0	396341	100.0	
4m.	Talked about career plans with an instructor or advisor	Never	98	36.0	1234	35.0	40575	35.6	186	25.6	2003	25.0	64935	23.0	315	31.5	3616	31.3	118912	30.0
		Sometimes	111	40.8	1566	44.5	49829	43.7	341	47.0	3649	45.5	128242	45.5	434	43.5	5183	44.9	176593	44.6
		Often	45	16.5	521	14.8	17119	15.0	143	19.7	1631	20.3	60883	21.6	179	17.9	1943	16.8	70655	17.8
		Very often	18	6.6	200	5.7	6611	5.8	56	7.7	743	9.3	27857	9.9	71	7.1	808	7.0	29797	7.5
Total		272	100.0	3521	100.0	114134	100.0	726	100.0	8026	100.0	281917	100.0	998	100.0	11551	100.0	395957	100.0	
4n.	Discussed ideas from your readings or classes with instructors outside of class	Never	152	55.9	1802	51.5	58721	51.6	338	46.6	3308	41.3	112171	39.8	517	51.9	5543	48.2	183707	46.5
		Sometimes	85	31.3	1174	33.6	39717	34.9	276	38.1	3240	40.4	115847	41.1	341	34.2	4108	35.8	148749	37.6
		Often	25	9.2	382	10.9	11408	10.0	84	11.6	1046	13.1	38878	13.8	102	10.2	1333	11.6	46072	11.7
		Very often	10	3.7	138	3.9	3988	3.5	27	3.7	418	5.2	14772	5.2	37	3.7	507	4.4	16677	4.2
Total		272	100.0	3496	100.0	113834	100.0	725	100.0	8012	100.0	281668	100.0	997	100.0	11491	100.0	395205	100.0	
4o.	Received prompt feedback (written or oral) from instructors on your performance	Never	37	13.8	320	9.1	10369	9.1	58	8.0	499	6.2	17633	6.3	112	11.2	950	8.2	31251	7.9
		Sometimes	82	30.5	1222	34.8	40170	35.2	281	38.7	2849	35.5	101291	35.9	338	34.0	4033	35.0	140884	35.6
		Often	101	37.5	1343	38.3	43517	38.2	290	39.9	3230	40.2	113379	40.2	383	38.6	4490	39.0	154477	39.0
		Very often	49	18.2	623	17.8	19986	17.5	98	13.5	1451	18.1	49607	17.6	160	16.2	2050	17.8	69163	17.5
Total		269	100.0	3508	100.0	114042	100.0	727	100.0	8029	100.0	281910	100.0	992	100.0	11523	100.0	395776	100.0	
4p.	Worked harder than you thought you could to meet an instructors standards or expectations	Never	35	13.0	445	12.7	14366	12.6	68	9.4	684	8.5	23950	8.5	113	11.4	1298	11.3	43016	10.9
		Sometimes	119	44.1	1396	39.9	45950	40.3	292	40.3	3165	39.4	107667	38.1	421	42.5	4585	39.8	156333	39.5
		Often	75	27.8	1166	33.3	37786	33.1	272	37.6	2876	35.8	102704	36.4	318	32.0	3933	34.1	136537	34.5
		Very often	41	15.2	496	14.2	16019	14.0	92	12.7	1308	16.3	47903	17.0	140	14.1	1704	14.8	60220	15.2
Total		270	100.0	3503	100.0	114121	100.0	724	100.0	8033	100.0	282224	100.0	992	100.0	11520	100.0	396106	100.0	
4q.	Worked with instructors on activities other than coursework	Never	209	78.6	2501	71.8	85536	75.6	489	68.3	5067	63.4	178851	63.9	726	74.1	7892	68.9	277039	70.5
		Sometimes	39	14.7	699	20.1	19520	17.3	154	21.5	1993	24.9	69631	24.9	173	17.6	2506	21.9	80899	20.6
		Often	13	4.9	206	5.9	6009	5.3	63	8.8	671	8.4	22939	8.2	64	6.6	760	6.6	25709	6.5
		Very often	5	1.9	75	2.2	2092	1.8	10	1.4	259	3.2	8634	3.1	16	1.7	289	2.5	9255	2.4
Total		266	100.0	3481	100.0	113157	100.0	716	100.0	7990	100.0	280055	100.0	979	100.0	11447	100.0	392903	100.0	
4r.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	Never	40	14.8	515	14.7	15538	13.6	118	16.3	938	11.6	28749	10.2	153	15.4	1597	13.8	48251	12.1
		Sometimes	113	41.7	1353	38.5	43944	38.4	307	42.3	3223	40.0	106489	37.6	418	42.0	4479	38.8	151687	38.2
		Often	70	25.8	1029	29.3	34520	30.2	207	28.6	2412	29.9	90684	32.1	269	27.0	3400	29.4	122851	30.9
		Very often	48	17.7	617	17.6	20488	17.9	93	12.8	1489	18.5	56961	20.1	155	15.6	2076	18.0	74454	18.7
Total		271	100.0	3514	100.0	114490	100.0	725	100.0	8062	100.0	282883	100.0	995	100.0	11552	100.0	397243	100.0	
4s.	Had serious conversations with students of a different race or ethnicity other than your own	Never	78	28.7	860	24.4	29540	25.8	131	18.0	1597	19.8	55552	19.6	240	24.1	2695	23.3	93590	23.6
		Sometimes	80	29.4	1136	32.2	38989	34.1	246	33.8	2580	32.0	93458	33.0	313	31.3	3727	32.2	133991	33.7
		Often	67	24.6	869	24.7	26240	22.9	192	26.4	2069	25.7	71807	25.4	254	25.4	2878	24.9	94486	23.8
		Very often	47	17.3	660	18.7	19603	17.1	158	21.7	1812	22.5	62091	21.9	192	19.2	2274	19.6	74957	18.9
Total		272	100.0	3525	100.0	114372	100.0	727	100.0	8058	100.0	282908	100.0	998	100.0	11575	100.0	397024	100.0	
4t.	Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	Never	84	31.0	989	28.1	30890	27.0	116	16.0	1535	19.0	51231	18.1	244	24.5	2903	25.1	92514	23.3
		Sometimes	88	32.5	1232	35.0	41591	36.4	256	35.3	2729	33.8	98499	34.9	335	33.7	4027	34.8	142459	35.9
		Often	54	19.9	779	22.1	24909	21.8	220	30.3	2160	26.8	74982	26.5	243	24.4	2727	23.6	94201	23.8
		Very often	45	16.6	522	14.8	16853	14.8	133	18.3	1643	20.4	57918	20.5	173	17.4	1918	16.6	67437	17.0
Total		271	100.0	3522	100.0	114243	100.0	725	100.0	8067	100.0	282630	100.0	995	100.0	11575	100.0	396611	100.0	
4u.	Skipped class	Never	153	56.7	2049	58.1	65617	57.2	245	33.7	3400	42.1	122374	43.2	464	46.7	6085	52.5	203678	51.2
		Sometimes	104	38.5	1342	38.0	43814	38.2	414	56.9	4053	50.2	140395	49.6	462	46.5	4899	42.3	171334	43.1
		Often	9	3.3	96	2.7	3679	3.2	53	7.3	442	5.5	14608	5.2	50	5.1	431	3.7	16185	4.1
		Very often	4	1.5	41	1.2	1526	1.3	15	2.1	182	2.3	5913	2.1	17	1.7	176	1.5	6573	1.7
Total		270	100.0	3528	100.0	114636	100.0	727	100.0	8077	100.0	283290	100.0	994	100.0	11592	100.0	397769	100.0	

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)						
		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	
5a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	Very little	37	13.6	325	9.2	9880	8.6	36	5.0	453	5.6	15335	5.4	98	9.9	912	7.8	28767	7.2
		Some	72	26.5	1063	30.0	33914	29.5	200	27.5	2253	27.9	77788	27.4	269	26.9	3426	29.5	114454	28.7
		Quite a bit	99	36.4	1296	36.6	43004	37.4	299	41.2	3268	40.4	115459	40.7	384	38.5	4420	38.0	154797	38.8
		Very much	64	23.5	855	24.2	28092	24.5	191	26.3	2107	26.1	75197	26.5	247	24.7	2860	24.6	100554	25.2
		Total	272	100.0	3539	100.0	114890	100.0	726	100.0	8081	100.0	283779	100.0	998	100.0	11619	100.0	398572	100.0
5b.	Analyzing the basic elements of an idea, experience, or theory	Very little	18	6.6	209	5.9	6719	5.9	29	4.0	279	3.5	10347	3.7	55	5.5	612	5.3	19675	5.0
		Some	73	26.9	969	27.4	33610	29.4	183	25.3	2100	26.0	75599	26.7	261	26.2	3131	27.0	112939	28.4
		Quite a bit	99	36.5	1522	43.1	48323	42.2	317	43.8	3544	43.9	125636	44.4	394	39.7	5011	43.2	171370	43.1
		Very much	81	29.9	832	23.6	25821	22.6	195	26.9	2145	26.6	71512	25.3	285	28.6	2844	24.5	93367	23.5
		Total	271	100.0	3532	100.0	114473	100.0	724	100.0	8068	100.0	283094	100.0	994	100.0	11597	100.0	397351	100.0
5c.	Synthesizing and organizing ideas, information, or experiences in new ways	Very little	15	5.5	319	9.1	9970	8.7	36	5.0	438	5.5	16013	5.7	53	5.3	923	8.0	29587	7.5
		Some	99	36.5	1141	32.5	39183	34.4	241	33.3	2477	30.9	89882	31.9	349	35.1	3709	32.2	132497	33.5
		Quite a bit	99	36.5	1332	37.9	42808	37.6	293	40.5	3279	40.8	113418	40.2	380	38.2	4469	38.8	152993	38.7
		Very much	58	21.4	720	20.5	22032	19.3	154	21.3	1835	22.9	62652	22.2	212	21.4	2432	21.1	80636	20.4
		Total	271	100.0	3512	100.0	113993	100.0	724	100.0	8029	100.0	281965	100.0	994	100.0	11533	100.0	395714	100.0
5d.	Making judgments about the value or soundness of information, arguments, or methods	Very little	35	13.0	518	14.7	17048	14.9	59	8.2	696	8.7	25311	9.0	108	10.9	1478	12.8	49199	12.4
		Some	108	40.1	1280	36.4	42582	37.3	248	34.3	2689	33.5	98594	34.9	372	37.6	4089	35.4	144437	36.5
		Quite a bit	85	31.6	1160	33.0	36809	32.3	278	38.5	3045	37.9	103846	36.8	342	34.6	3988	34.5	135286	34.1
		Very much	41	15.2	559	15.9	17688	15.5	137	19.0	1606	20.0	54530	19.3	167	16.9	1995	17.3	67285	17.0
		Total	269	100.0	3517	100.0	114127	100.0	722	100.0	8036	100.0	282281	100.0	989	100.0	11550	100.0	396207	100.0
5e.	Applying theories or concepts to practical problems or in new situations	Very little	37	13.7	406	11.5	13554	11.9	59	8.2	577	7.2	21183	7.5	112	11.3	1180	10.2	39699	10.0
		Some	85	31.4	1202	34.1	40559	35.5	232	32.1	2587	32.1	91275	32.3	315	31.7	3875	33.5	135846	34.2
		Quite a bit	99	36.5	1242	35.3	39413	34.5	293	40.5	3108	38.6	106354	37.6	380	38.3	4210	36.4	142103	35.8
		Very much	50	18.5	671	19.1	20847	18.2	139	19.2	1787	22.2	63884	22.6	187	18.8	2305	19.9	79269	20.0
		Total	271	100.0	3521	100.0	114373	100.0	723	100.0	8059	100.0	282696	100.0	994	100.0	11570	100.0	396917	100.0
5f.	Using information you have read or heard to perform a new skill	Very little	31	11.4	335	9.5	12049	10.5	55	7.6	614	7.6	19331	6.8	97	9.8	1050	9.0	35439	8.9
		Some	85	31.3	1122	31.7	36473	31.8	226	31.2	2358	29.2	80854	28.5	311	31.2	3584	30.9	121438	30.5
		Quite a bit	88	32.4	1256	35.5	40160	35.0	303	41.9	3056	37.8	106250	37.5	363	36.5	4222	36.4	143611	36.1
		Very much	68	25.0	822	23.3	26084	22.7	140	19.3	2047	25.3	77142	27.2	225	22.6	2752	23.7	97717	24.5
		Total	272	100.0	3535	100.0	114766	100.0	724	100.0	8075	100.0	283577	100.0	997	100.0	11608	100.0	398205	100.0
6a.	Number of assigned textbooks, manuals, books, or book-length packs of course readings	None	5	1.9	122	3.5	4406	3.9	11	1.5	170	2.1	4357	1.6	17	1.7	358	3.1	11472	2.9
		Between 1 and 4	135	50.0	1742	50.2	58651	51.9	168	23.3	2409	30.2	81275	29.0	381	38.5	4943	43.3	166178	42.3
		Between 5 and 10	76	28.1	902	26.0	28328	25.0	333	46.3	3047	38.2	108541	38.7	356	36.0	3446	30.2	120870	30.7
		Between 11 and 20	35	13.0	412	11.9	12190	10.8	128	17.8	1372	17.2	50284	17.9	149	15.0	1570	13.7	54149	13.8
		More than 20	19	7.0	295	8.5	9534	8.4	80	11.1	982	12.3	35978	12.8	87	8.8	1111	9.7	40407	10.3
		Total	270	100.0	3473	100.0	113109	100.0	720	100.0	7980	100.0	280435	100.0	990	100.0	11427	100.0	393076	100.0
6b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	None	71	26.3	841	24.2	31279	27.6	229	31.8	2189	27.4	80837	28.8	284	28.7	2905	25.4	111400	28.3
		Between 1 and 4	139	51.5	1750	50.3	54700	48.3	344	47.8	3872	48.5	134612	48.0	494	49.9	5659	49.5	188979	48.1
		Between 5 and 10	34	12.6	530	15.2	16374	14.5	80	11.1	1145	14.3	38093	13.6	118	12.0	1704	14.9	55199	14.0
		Between 11 and 20	17	6.3	185	5.3	5749	5.1	40	5.6	426	5.3	14046	5.0	59	6.0	614	5.4	19801	5.0
		More than 20	9	3.3	171	4.9	5050	4.5	27	3.8	359	4.5	12960	4.6	35	3.5	561	4.9	17819	4.5
6c.	Number of written papers or reports of any length	None	33	12.2	490	14.1	17081	15.1	20	2.8	243	3.0	11006	3.9	81	8.2	1192	10.4	41110	10.5
		Between 1 and 4	114	42.2	1263	36.3	41490	36.7	182	25.3	1942	24.3	71478	25.5	346	34.9	3684	32.2	125686	32.0
		Between 5 and 10	65	24.1	1015	29.2	31968	28.3	253	35.2	2827	35.4	96968	34.6	286	28.9	3553	31.1	121125	30.8
		Between 11 and 20	44	16.3	483	13.9	15071	13.3	189	26.3	1888	23.7	63655	22.7	204	20.6	1986	17.4	67928	17.3
		More than 20	14	5.2	224	6.4	7446	6.6	75	10.4	1083	13.6	37123	13.2	74	7.5	1014	8.9	36992	9.4
		Total	270	100.0	3475	100.0	113056	100.0	719	100.0	7983	100.0	280230	100.0	989	100.0	11429	100.0	392842	100.0
7.	Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	Extremely easy	1	0.4	35	1.1	1243	1.2	4	0.6	51	0.7	1702	0.6	4	0.5	104	0.9	3485	0.9
		2	5	2.0	95	2.9	2466	2.3	14	2.0	138	1.8	4467	1.7	19	2.0	270	2.5	7608	2.0
		3	23	9.0	225	6.8	6618	6.1	44	6.3	485	6.3	14142	5.2	74	7.9	731	6.7	21684	5.8
		4	57	22.4	799	24.0	25730	23.8	188	27.1	1846	24.1	62876	23.3	230	24.4	2620	23.9	89219	23.7
		5	95	37.3	1110	33.4	35015	32.4	268	38.6	2857	37.3	96742	35.8	357	37.9	3809	34.7	127636	33.9
		6	46	18.0	737	22.1	24798	23.0	146	21.0	1658	21.7	63831	23.6	183	19.4	2410	22.0	87391	23.2
		Extremely challenging	28	11.0	327	9.8	12092	11.2	30	4.3	619	8.1	26604	9.8	76	8.1	1020	9.3	39922	10.6
8a.	Internship, field experience, coop experience, or clinical assignment	I have not done, nor plan to do	144	54.1	1623	47.2	50323	44.9	314	43.8	3325	41.9	103925	37.3	486	49.7	5116	45.1	161760	41.5
		I plan to do	107	40.2	1327	38.6	44908	40.0	312	43.5	3339	42.1	123673	44.4	408	41.7	4490	39.6	163582	41.9
		I have done	15	5.6	489	14.2	16934	15.1	91	12.7	1273	16.0	51174	18.4	85	8.7	1730	15.3	64896	16.6
		Total	266	100.0	3439	100.0	112165	100.0	717	100.0	7937	100.0	278772	100.0	980	100.0	11336	100.0	390238	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
8b. English as a second language course	I have not done, nor plan to do	220	82.4	2799	81.0	97135	86.5	630	88.1	6587	82.9	238094	85.4	832	84.9	9351	82.2	336374	86.1
	I plan to do	13	4.9	191	5.5	5850	5.2	23	3.2	424	5.3	14415	5.2	41	4.2	617	5.4	20289	5.2
	I have done	34	12.7	467	13.5	9302	8.3	62	8.7	933	11.7	26292	9.4	108	11.0	1404	12.3	33815	8.7
	Total	267	100.0	3457	100.0	112287	100.0	715	100.0	7944	100.0	278801	100.0	981	100.0	11372	100.0	390479	100.0
8c. Developmental/remedial reading course	I have not done, nor plan to do	197	73.5	2470	71.6	83638	74.5	528	73.4	5568	70.2	200787	72.0	724	73.5	8114	71.5	287540	73.6
	I plan to do	33	12.3	457	13.3	10798	9.6	57	7.9	867	10.9	22285	8.0	103	10.4	1388	12.2	34674	8.9
	I have done	38	14.2	521	15.1	17828	15.9	134	18.6	1499	18.9	55722	20.0	159	16.1	1850	16.3	68216	17.5
	Total	268	100.0	3448	100.0	112264	100.0	719	100.0	7934	100.0	278794	100.0	985	100.0	11352	100.0	390430	100.0
8d. Developmental/remedial writing course	I have not done, nor plan to do	184	68.9	2275	65.9	77157	68.7	531	74.1	4965	62.5	183904	65.9	699	71.1	7403	65.1	264422	67.7
	I plan to do	42	15.7	547	15.9	13829	12.3	72	10.0	1056	13.3	27219	9.8	130	13.3	1673	14.7	43644	11.2
	I have done	41	15.4	629	18.2	21315	19.0	114	15.9	1926	24.2	67787	24.3	153	15.6	2290	20.1	82535	21.1
	Total	267	100.0	3451	100.0	112301	100.0	717	100.0	7947	100.0	278910	100.0	982	100.0	11366	100.0	390601	100.0
8e. Developmental/remedial math course	I have not done, nor plan to do	165	61.8	1996	57.9	62480	55.7	446	62.3	4240	53.5	148590	53.4	609	62.0	6413	56.5	214458	55.0
	I plan to do	67	25.1	708	20.5	18355	16.4	88	12.3	1311	16.5	33886	12.2	192	19.6	2152	19.0	56499	14.5
	I have done	35	13.1	742	21.5	31292	27.9	182	25.4	2373	29.9	96011	34.5	181	18.4	2781	24.5	119054	30.5
	Total	267	100.0	3446	100.0	112127	100.0	716	100.0	7924	100.0	278487	100.0	981	100.0	11345	100.0	390010	100.0
8f. Study skills course	I have not done, nor plan to do	180	67.4	2368	68.8	75730	67.6	494	69.0	5148	65.1	178547	64.1	668	68.1	7686	67.9	258604	66.3
	I plan to do	59	22.1	731	21.3	21421	19.1	114	15.9	1599	20.2	49292	17.7	191	19.4	2327	20.5	71636	18.4
	I have done	28	10.5	341	9.9	14903	13.3	108	15.1	1163	14.7	50560	18.2	122	12.5	1314	11.6	59576	15.3
	Total	267	100.0	3440	100.0	112054	100.0	716	100.0	7910	100.0	278399	100.0	981	100.0	11326	100.0	389816	100.0
8g. Honors course	I have not done, nor plan to do	206	78.0	2607	76.2	84355	75.6	497	70.0	5285	66.9	189455	68.3	724	74.6	8293	73.6	282820	72.8
	I plan to do	52	19.7	683	20.0	22914	20.5	174	24.5	1998	25.3	70013	25.2	212	21.8	2404	21.3	86363	22.2
	I have done	6	2.3	131	3.8	4345	3.9	39	5.5	612	7.8	18015	6.5	36	3.7	578	5.1	19203	4.9
	Total	264	100.0	3421	100.0	111614	100.0	710	100.0	7895	100.0	277483	100.0	972	100.0	11275	100.0	388387	100.0
8h. College orientation program or course	I have not done, nor plan to do	179	68.3	2319	67.3	71173	63.5	425	59.6	4557	57.5	152990	55.0	625	64.5	7227	63.7	233504	59.9
	I plan to do	31	11.8	498	14.5	15190	13.6	91	12.8	1082	13.6	36922	13.3	119	12.2	1589	14.0	51992	13.3
	I have done	52	19.8	628	18.2	25652	22.9	197	27.6	2291	28.9	88368	31.8	225	23.2	2529	22.3	104171	26.7
	Total	262	100.0	3445	100.0	112015	100.0	713	100.0	7930	100.0	278280	100.0	969	100.0	11346	100.0	389667	100.0
8i. Organized learning communities (linked courses/study groups led by faculty or counselors)	I have not done, nor plan to do	203	75.7	2625	76.0	84032	74.8	547	76.3	5595	70.4	193979	69.5	748	76.0	8447	74.3	284031	72.7
	I plan to do	52	19.4	629	18.2	20352	18.1	113	15.8	1594	20.1	54176	19.4	175	17.8	2115	18.6	72380	18.5
	I have done	13	4.9	200	5.8	7937	7.1	57	7.9	761	9.6	30970	11.1	61	6.2	809	7.1	34337	8.8
	Total	268	100.0	3454	100.0	112321	100.0	717	100.0	7950	100.0	279125	100.0	984	100.0	11371	100.0	390748	100.0
9a. Encouraging you to spend significant amounts of time studying	Very little	10	3.7	195	5.6	5552	4.9	19	2.6	318	4.0	9975	3.6	32	3.3	585	5.1	17091	4.3
	Some	57	21.2	882	25.4	28451	25.2	163	22.6	1756	22.0	60855	21.7	216	21.8	2772	24.2	93568	23.8
	Quite a bit	114	42.4	1492	42.9	48401	42.8	337	46.8	3435	43.0	119950	42.7	438	44.3	4927	43.1	168394	42.8
	Very much	88	32.7	909	26.1	30649	27.1	201	27.9	2478	31.0	89865	32.0	303	30.6	3156	27.6	114052	29.0
	Total	269	100.0	3478	100.0	113053	100.0	720	100.0	7987	100.0	280645	100.0	988	100.0	11441	100.0	393105	100.0
9b. Providing the support you need to help you succeed at this college	Very little	15	5.6	210	6.1	6035	5.3	15	2.1	356	4.5	11785	4.2	40	4.1	626	5.5	19026	4.8
	Some	50	18.6	865	24.9	27271	24.2	149	20.7	1776	22.2	60619	21.6	193	19.5	2726	23.9	90582	23.1
	Quite a bit	115	42.8	1399	40.3	47683	42.3	332	46.2	3374	42.3	117925	42.1	437	44.2	4709	41.2	165749	42.2
	Very much	89	33.1	994	28.7	31865	28.2	223	31.0	2477	31.0	89993	32.1	318	32.2	3358	29.4	117165	29.8
	Total	269	100.0	3468	100.0	112854	100.0	719	100.0	7983	100.0	280322	100.0	987	100.0	11420	100.0	392522	100.0
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	51	19.1	650	18.8	22288	19.8	95	13.2	1256	15.8	45639	16.3	163	16.6	2050	18.0	72016	18.4
	Some	84	31.5	1064	30.8	37704	33.5	237	33.0	2465	30.9	89744	32.1	316	32.1	3553	31.2	129428	33.1
	Quite a bit	81	30.3	1014	29.3	32277	28.7	233	32.4	2466	30.9	84831	30.3	307	31.2	3382	29.7	114833	29.3
	Very much	51	19.1	729	21.1	20145	17.9	154	21.4	1783	22.4	59623	21.3	198	20.1	2407	21.1	75082	19.2
	Total	267	100.0	3457	100.0	112414	100.0	719	100.0	7970	100.0	279837	100.0	983	100.0	11392	100.0	391359	100.0
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	121	45.3	1448	41.9	48037	42.7	274	38.2	2992	37.6	103844	37.1	415	42.2	4588	40.3	157410	40.2
	Some	90	33.7	1106	32.0	37056	33.0	234	32.6	2762	34.7	98030	35.0	326	33.2	3788	33.3	133009	34.0
	Quite a bit	34	12.7	594	17.2	18219	16.2	138	19.2	1468	18.4	51874	18.5	153	15.6	2000	17.6	67343	17.2
	Very much	22	8.2	305	8.8	9077	8.1	72	10.0	744	9.3	26263	9.4	89	9.0	1002	8.8	33672	8.6
	Total	267	100.0	3453	100.0	112389	100.0	718	100.0	7966	100.0	280011	100.0	983	100.0	11379	100.0	391434	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
9e. Providing the support you need to thrive socially	Very little	85	32.0	1065	31.0	34998	31.3	173	24.2	1927	24.3	67445	24.2	280	28.6	3241	28.6	109542	28.1
	Some	104	39.1	1321	38.5	43954	39.3	308	43.0	3186	40.2	111465	40.0	400	40.8	4454	39.3	154726	39.7
	Quite a bit	49	18.4	719	20.9	23078	20.6	158	22.1	1923	24.3	69038	24.8	196	20.0	2500	22.1	87472	22.4
	Very much	28	10.5	329	9.6	9852	8.8	77	10.8	892	11.3	30944	11.1	104	10.6	1130	10.0	38017	9.8
	Total	266	100.0	3434	100.0	111882	100.0	716	100.0	7928	100.0	278892	100.0	979	100.0	11324	100.0	389757	100.0
9f. Providing the financial support you need to afford your education	Very little	114	42.9	1140	33.2	34320	30.7	167	23.3	1831	23.0	57854	20.7	337	34.4	3333	29.4	102473	26.3
	Some	64	24.1	914	26.6	30882	27.6	226	31.5	2010	25.3	73270	26.2	267	27.3	2946	26.0	105687	27.1
	Quite a bit	48	18.0	716	20.8	25042	22.4	180	25.1	2015	25.3	74884	26.8	207	21.1	2577	22.7	95280	24.4
	Very much	40	15.0	665	19.4	21689	19.4	144	20.1	2095	26.3	73331	26.3	169	17.2	2482	21.9	86715	22.2
	Total	266	100.0	3435	100.0	111933	100.0	717	100.0	7951	100.0	279339	100.0	980	100.0	11339	100.0	390155	100.0
9g. Using Computers in academic work	Very little	17	6.3	328	9.5	9585	8.5	25	3.5	264	3.3	9889	3.5	50	5.1	854	7.5	24946	6.4
	Some	61	22.8	713	20.6	22432	19.9	120	16.7	1192	14.9	41547	14.8	198	20.1	2136	18.7	69578	17.7
	Quite a bit	85	31.7	1109	32.0	37129	32.9	251	34.9	2640	33.1	92651	33.0	326	33.1	3693	32.3	129750	33.1
	Very much	105	39.2	1318	38.0	43623	38.7	324	45.0	3887	48.7	136333	48.6	411	41.7	4737	41.5	168156	42.9
	Total	268	100.0	3468	100.0	112769	100.0	720	100.0	7983	100.0	280420	100.0	986	100.0	11421	100.0	392430	100.0
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	None	4	1.5	70	2.0	2265	2.0	7	1.0	105	1.3	3603	1.3	12	1.3	213	1.9	6821	1.7
	1-5 hours	125	46.5	1668	48.0	53189	47.1	229	31.8	3042	38.2	99852	35.7	396	40.1	5128	44.9	166299	42.4
	6-10 hours	83	30.9	1054	30.3	33519	29.7	266	36.9	2434	30.5	84019	30.0	331	33.5	3456	30.2	116824	29.8
	11-20 hours	37	13.8	514	14.8	16810	14.9	148	20.6	1537	19.3	57470	20.5	165	16.7	1854	16.2	67601	17.2
	21-30 hours	16	5.9	114	3.3	4799	4.2	51	7.1	566	7.1	22304	8.0	64	6.4	519	4.5	22707	5.8
	More than 30 hours	4	1.5	54	1.6	2363	2.1	19	2.6	286	3.6	12681	4.5	20	2.0	254	2.2	12192	3.1
	Total	269	100.0	3474	100.0	112945	100.0	720	100.0	7970	100.0	279929	100.0	988	100.0	11424	100.0	392444	100.0
10b. Working for pay	None	42	15.8	582	16.8	19395	17.2	156	21.8	1949	24.5	75267	27.0	180	18.4	2196	19.3	84045	21.5
	1-5 hours	11	4.1	143	4.1	5327	4.7	39	5.4	521	6.6	18384	6.6	46	4.7	568	5.0	21791	5.6
	6-10 hours	16	6.0	209	6.0	6238	5.5	56	7.8	624	7.9	20846	7.5	67	6.8	764	6.7	25030	6.4
	11-20 hours	20	7.5	347	10.0	10533	9.4	183	25.5	1620	20.4	48260	17.3	150	15.3	1568	13.8	50067	12.8
	21-30 hours	38	14.3	516	14.9	16930	15.0	159	22.2	1740	21.9	57131	20.5	174	17.7	1984	17.4	67886	17.4
	More than 30 hours	139	52.3	1671	48.2	54098	48.1	124	17.3	1489	18.7	59251	21.2	363	37.1	4321	37.9	142332	36.4
	Total	266	100.0	3468	100.0	112521	100.0	717	100.0	7943	100.0	279139	100.0	980	100.0	11400	100.0	391150	100.0
10c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	None	248	92.5	3044	87.9	98476	87.5	587	81.5	5992	75.3	209885	75.1	865	87.8	9521	83.5	321157	82.1
	1-5 hours	16	6.0	300	8.7	10429	9.3	90	12.5	1245	15.7	47090	16.9	87	8.8	1260	11.1	49418	12.6
	6-10 hours	2	0.7	76	2.2	2070	1.8	21	2.9	308	3.9	10283	3.7	17	1.7	311	2.7	10363	2.6
	11-20 hours	2	0.7	27	0.8	903	0.8	16	2.2	209	2.6	6297	2.3	14	1.4	164	1.4	5590	1.4
	21-30 hours	0	0.0	11	0.3	298	0.3	3	0.4	106	1.3	2747	1.0	2	0.2	78	0.7	2245	0.6
	More than 30 hours	0	0.0	6	0.2	411	0.4	3	0.4	95	1.2	3037	1.1	2	0.2	63	0.6	2628	0.7
	Total	268	100.0	3464	100.0	112587	100.0	720	100.0	7955	100.0	279339	100.0	986	100.0	11397	100.0	391401	100.0
10d. Providing care for dependents living with you (parents, children, spouse, etc.)	None	112	42.4	1289	37.3	45477	40.5	388	54.2	3805	47.9	136539	49.0	464	47.6	4666	41.0	172220	44.1
	1-5 hours	47	17.8	579	16.8	16207	14.4	165	23.0	1611	20.3	47693	17.1	196	20.1	2042	17.9	60628	15.5
	6-10 hours	17	6.4	307	8.9	8688	7.7	67	9.4	732	9.2	22498	8.1	75	7.7	998	8.8	30566	7.8
	11-20 hours	30	11.4	228	6.6	6983	6.2	34	4.7	507	6.4	15562	5.6	83	8.5	727	6.4	23075	5.9
	21-30 hours	8	3.0	166	4.8	4815	4.3	18	2.5	268	3.4	9381	3.4	27	2.8	475	4.2	15112	3.9
	More than 30 hours	50	18.9	887	25.7	30187	26.9	44	6.1	1022	12.9	47113	16.9	130	13.4	2472	21.7	88995	22.8
	Total	264	100.0	3456	100.0	112357	100.0	716	100.0	7945	100.0	278786	100.0	975	100.0	11379	100.0	390596	100.0
10e. Commuting to and from classes	None	27	10.2	294	8.5	7219	6.4	36	5.0	468	5.9	19386	6.9	78	7.9	834	7.3	26452	6.8
	1-5 hours	205	77.1	2565	74.3	83820	74.5	524	73.1	5003	63.1	172729	61.9	738	75.3	8015	70.5	269603	68.9
	6-10 hours	22	8.3	424	12.3	14429	12.8	113	15.8	1624	20.5	55584	19.9	113	11.5	1749	15.4	62155	15.9
	11-20 hours	5	1.9	94	2.7	4005	3.6	28	3.9	558	7.0	19698	7.1	27	2.8	469	4.1	19769	5.1
	21-30 hours	3	1.1	30	0.9	1164	1.0	9	1.3	131	1.7	5185	1.9	12	1.2	130	1.1	5467	1.4
	More than 30 hours	4	1.5	47	1.4	1903	1.7	7	1.0	145	1.8	6674	2.4	12	1.3	170	1.5	7847	2.0
	Total	266	100.0	3454	100.0	112540	100.0	717	100.0	7929	100.0	279256	100.0	980	100.0	11366	100.0	391292	100.0
11a. Other students	Unfriendly, unsupportive, sense of alienation	2	0.7	30	0.9	1086	1.0	6	0.8	95	1.2	2552	0.9	8	0.8	112	1.0	3666	0.9
	2	7	2.6	71	2.0	2280	2.0	23	3.2	185	2.3	5318	1.9	28	2.9	243	2.1	7711	2.0
	3	13	4.9	174	5.0	5115	4.5	29	4.0	345	4.3	11823	4.2	44	4.5	541	4.7	17168	4.4
	4	59	22.0	571	16.4	18495	16.4	115	16.0	1221	15.3	39648	14.1	191	19.4	1821	15.9	60384	15.4
	5	65	24.3	787	22.6	24864	22.0	170	23.6	1732	21.7	60986	21.8	236	24.0	2563	22.4	86066	21.9
	6	61	22.8	922	26.5	30518	27.0	224	31.2	2258	28.3	81622	29.1	260	26.4	3107	27.2	109823	28.0
	Friendly, supportive, sense of belonging	61	22.8	923	26.5	30607	27.1	152	21.1	2135	26.8	78254	27.9	217	22.1	3048	26.7	107839	27.5
	Total	268	100.0	3478	100.0	112965	100.0	719	100.0	7971	100.0	280203	100.0	985	100.0	11435	100.0	392658	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
11b. Instructors	Unavailable, unhelpful, unsympathetic	3	1.1	25	0.7	739	0.7	1	0.1	56	0.7	1828	0.7	7	0.7	84	0.7	2564	0.7
	2	3	1.1	58	1.7	1654	1.5	8	1.1	116	1.5	4163	1.5	11	1.1	187	1.6	5810	1.5
	3	18	6.7	105	3.0	3716	3.3	37	5.1	289	3.6	10382	3.7	59	6.0	366	3.2	13608	3.5
	4	36	13.4	379	10.9	12295	10.9	83	11.5	1043	13.1	33656	12.0	124	12.6	1331	11.6	44452	11.3
	5	48	17.9	685	19.7	22072	19.5	180	25.0	1750	22.0	62676	22.4	207	21.0	2346	20.5	81453	20.7
	6	68	25.4	1049	30.2	35232	31.2	244	33.9	2626	33.0	91662	32.7	287	29.1	3531	30.9	124988	31.8
	Available, helpful, sympathetic	92	34.3	1175	33.8	37264	33.0	166	23.1	2087	26.2	75799	27.1	290	29.5	3583	31.4	119777	30.5
Total		268	100.0	3476	100.0	112972	100.0	719	100.0	7967	100.0	280166	100.0	985	100.0	11429	100.0	392652	100.0
11c. Administrative personnel and offices	Unhelpful, inconsiderate, rigid	10	3.7	127	3.7	3569	3.2	27	3.8	312	3.9	9128	3.3	37	3.7	424	3.7	12435	3.2
	2	12	4.5	178	5.1	5201	4.6	28	3.9	414	5.2	13455	4.8	42	4.2	590	5.2	18313	4.7
	3	25	9.3	277	8.0	8856	7.9	55	7.6	739	9.3	23607	8.4	85	8.6	953	8.3	31617	8.1
	4	57	21.2	768	22.1	22619	20.1	147	20.4	1618	20.3	53498	19.1	206	20.9	2424	21.2	76755	19.6
	5	50	18.6	744	21.4	24715	21.9	176	24.5	1751	22.0	62891	22.5	209	21.1	2465	21.6	86837	22.1
	6	54	20.1	712	20.5	25121	22.3	169	23.5	1763	22.2	65018	23.2	213	21.6	2410	21.1	89244	22.8
	Helpful, considerate, flexible	61	22.7	665	19.2	22633	20.1	117	16.3	1359	17.1	52369	18.7	197	19.9	2147	18.8	76851	19.6
Total		269	100.0	3471	100.0	112714	100.0	719	100.0	7956	100.0	279966	100.0	987	100.0	11413	100.0	392051	100.0
12a. Acquiring a broad general education	Very little	19	7.1	297	8.6	7905	7.0	19	2.6	283	3.6	9865	3.5	51	5.2	760	6.7	21529	5.5
	Some	74	27.5	852	24.6	28738	25.5	134	18.6	1538	19.3	55257	19.7	234	23.7	2582	22.6	90586	23.1
	Quite a bit	93	34.6	1345	38.8	45267	40.2	328	45.6	3470	43.6	123538	44.1	388	39.3	4644	40.7	164449	42.0
	Very much	83	30.9	975	28.1	30721	27.3	238	33.1	2666	33.5	91170	32.6	314	31.8	3425	30.0	115252	29.4
	Total	269	100.0	3469	100.0	112631	100.0	719	100.0	7957	100.0	279830	100.0	987	100.0	11411	100.0	391815	100.0
12b. Acquiring job or work-related knowledge and skills	Very little	57	21.2	669	19.3	22282	19.8	155	21.6	1366	17.2	41733	14.9	211	21.4	2087	18.3	68371	17.5
	Some	81	30.1	1012	29.2	33701	30.0	229	31.8	2452	30.8	81439	29.1	305	30.9	3395	29.8	115738	29.6
	Quite a bit	67	24.9	1057	30.5	33057	29.4	232	32.3	2446	30.8	88685	31.7	277	28.1	3525	30.9	119531	30.6
	Very much	64	23.8	725	20.9	23352	20.8	103	14.3	1690	21.2	67642	24.2	195	19.7	2391	21.0	87497	22.4
	Total	269	100.0	3463	100.0	112392	100.0	719	100.0	7954	100.0	279499	100.0	987	100.0	11397	100.0	391136	100.0
12c. Writing clearly and effectively	Very little	34	12.7	544	15.7	15992	14.2	52	7.2	577	7.3	21081	7.5	102	10.3	1458	12.8	44502	11.4
	Some	85	31.7	996	28.7	33550	29.8	215	29.9	2151	27.1	77152	27.6	305	31.0	3223	28.3	113278	29.0
	Quite a bit	85	31.7	1181	34.1	40153	35.7	302	42.1	3242	40.8	113215	40.5	356	36.2	4161	36.5	148038	37.8
	Very much	64	23.9	744	21.5	22716	20.2	149	20.8	1973	24.8	68188	24.4	222	22.5	2554	22.4	85434	21.8
	Total	268	100.0	3465	100.0	112411	100.0	718	100.0	7943	100.0	279636	100.0	985	100.0	11395	100.0	391252	100.0
12d. Speaking clearly and effectively	Very little	40	14.9	616	17.8	19101	17.0	82	11.4	818	10.3	29603	10.6	132	13.4	1737	15.3	55657	14.2
	Some	82	30.6	1000	28.9	35086	31.2	228	31.7	2219	27.9	81657	29.2	306	31.1	3269	28.7	119103	30.5
	Quite a bit	80	29.9	1134	32.8	37384	33.3	274	38.1	3015	37.9	104901	37.5	329	33.4	3945	34.7	137511	35.2
	Very much	66	24.6	706	20.4	20805	18.5	136	18.9	1903	23.9	63350	22.7	218	22.1	2432	21.4	78826	20.2
	Total	268	100.0	3456	100.0	112376	100.0	720	100.0	7955	100.0	279511	100.0	986	100.0	11384	100.0	391099	100.0
12e. Thinking critically and analytically	Very little	24	9.0	305	8.8	8885	7.9	29	4.0	371	4.7	12555	4.5	67	6.8	842	7.4	25109	6.4
	Some	72	26.9	931	26.9	29940	26.7	182	25.3	1830	23.0	64491	23.1	258	26.2	2902	25.5	98484	25.2
	Quite a bit	93	34.7	1380	39.9	45912	40.9	325	45.2	3390	42.7	119654	42.8	387	39.3	4667	41.0	163397	41.8
	Very much	79	29.5	845	24.4	27600	24.6	183	25.5	2353	29.6	82714	29.6	273	27.7	2978	26.2	103980	26.6
	Total	268	100.0	3461	100.0	112337	100.0	719	100.0	7944	100.0	279414	100.0	985	100.0	11389	100.0	390969	100.0
12f. Solving numerical problems	Very little	65	24.3	796	23.1	21957	19.6	78	10.9	998	12.6	31430	11.3	182	18.5	2206	19.4	62654	16.0
	Some	74	27.7	1035	30.0	32982	29.4	223	31.1	2386	30.0	80871	29.0	287	29.2	3442	30.3	114479	29.3
	Quite a bit	68	25.5	989	28.6	35413	31.6	254	35.4	2766	34.8	102077	36.5	292	29.8	3499	30.8	131720	33.7
	Very much	60	22.5	633	18.3	21808	19.4	163	22.7	1798	22.6	64934	23.2	222	22.6	2225	19.6	81738	20.9
	Total	267	100.0	3453	100.0	112160	100.0	718	100.0	7948	100.0	279312	100.0	983	100.0	11373	100.0	390590	100.0
12g. Using computing and information technology	Very little	52	19.5	632	18.3	18129	16.2	95	13.2	886	11.2	27033	9.7	165	16.8	1797	15.8	51844	13.3
	Some	72	27.0	987	28.6	31679	28.2	227	31.7	2108	26.6	71294	25.5	285	29.0	3196	28.1	105766	27.1
	Quite a bit	79	29.6	1055	30.5	35314	31.5	229	31.9	2649	33.4	96700	34.6	301	30.6	3592	31.6	128702	32.9
	Very much	64	24.0	780	22.6	27107	24.2	166	23.2	2296	28.9	84298	30.2	232	23.6	2787	24.5	104413	26.7
	Total	267	100.0	3454	100.0	112229	100.0	717	100.0	7939	100.0	279325	100.0	982	100.0	11371	100.0	390726	100.0
12h. Working effectively with others	Very little	31	11.6	390	11.3	12333	11.0	66	9.2	613	7.7	19699	7.0	104	10.5	1139	10.0	36066	9.2
	Some	91	34.0	1100	31.8	36832	32.8	234	32.5	2418	30.4	80469	28.8	329	33.3	3589	31.5	121386	31.0
	Quite a bit	83	31.0	1227	35.5	39641	35.3	274	38.1	2955	37.2	108136	38.7	336	34.1	4106	36.1	144200	36.9
	Very much	63	23.5	742	21.5	23579	21.0	145	20.2	1961	24.7	71189	25.5	217	22.1	2552	22.4	89447	22.9
	Total	268	100.0	3459	100.0	112385	100.0	719	100.0	7947	100.0	279493	100.0	985	100.0	11386	100.0	391100	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
12i. Learning effectively on your own	Very little	29	10.8	297	8.6	8517	7.6	36	5.0	491	6.2	15355	5.5	82	8.3	886	7.8	25943	6.6
	Some	69	25.7	840	24.3	28632	25.5	194	27.0	1830	23.1	64836	23.2	259	26.3	2723	24.0	95907	24.5
	Quite a bit	84	31.3	1371	39.7	45062	40.1	288	40.1	3227	40.6	114129	40.8	346	35.1	4549	40.0	158471	40.5
	Very much	86	32.1	946	27.4	30171	26.8	201	28.0	2391	30.1	85115	30.5	299	30.3	3208	28.2	110749	28.3
	Total	268	100.0	3454	100.0	112382	100.0	719	100.0	7939	100.0	279435	100.0	985	100.0	11367	100.0	391071	100.0
12j. Understanding yourself	Very little	46	17.3	613	17.8	20303	18.1	105	14.7	1160	14.6	39559	14.2	158	16.2	1906	16.8	63972	16.4
	Some	75	28.2	1046	30.3	33984	30.3	211	29.5	2280	28.7	79955	28.6	282	28.8	3400	29.9	115895	29.7
	Quite a bit	75	28.2	1023	29.6	34407	30.7	237	33.1	2565	32.3	90600	32.5	297	30.3	3454	30.4	123064	31.5
	Very much	70	26.3	771	22.3	23514	21.0	162	22.7	1935	24.4	69053	24.7	242	24.7	2608	22.9	87654	22.4
	Total	266	100.0	3453	100.0	112208	100.0	715	100.0	7940	100.0	279167	100.0	979	100.0	11368	100.0	390586	100.0
12k. Understanding people of other racial and ethnic backgrounds	Very little	66	24.7	771	22.3	28580	25.5	129	18.0	1421	17.9	54231	19.4	214	21.8	2401	21.1	89863	23.0
	Some	88	33.0	1107	32.1	37759	33.7	248	34.6	2600	32.7	93072	33.4	331	33.7	3719	32.7	131290	33.6
	Quite a bit	52	19.5	965	28.0	28358	25.3	208	29.0	2391	30.1	79755	28.6	232	23.6	3208	28.2	103957	26.6
	Very much	61	22.8	608	17.6	17438	15.6	132	18.4	1531	19.3	51980	18.6	205	20.9	2039	17.9	65244	16.7
	Total	267	100.0	3451	100.0	112135	100.0	717	100.0	7943	100.0	279038	100.0	982	100.0	11368	100.0	390354	100.0
12l. Developing a personal code of values and ethics	Very little	61	22.8	878	25.4	29750	26.5	138	19.2	1526	19.2	54671	19.6	209	21.2	2642	23.3	91692	23.5
	Some	95	35.4	1115	32.3	37176	33.1	247	34.4	2668	33.6	91786	32.9	345	35.0	3769	33.2	129455	33.2
	Quite a bit	58	21.6	893	25.9	28185	25.1	210	29.3	2309	29.1	80874	29.0	245	25.0	3049	26.8	104703	26.8
	Very much	54	20.1	565	16.4	17061	15.2	122	17.0	1427	18.0	51743	18.5	185	18.8	1901	16.7	64615	16.5
	Total	268	100.0	3451	100.0	112172	100.0	717	100.0	7930	100.0	279074	100.0	984	100.0	11361	100.0	390465	100.0
12m. Contributing to the welfare of your community	Very little	113	42.3	1406	40.9	44220	39.5	280	39.1	2833	35.8	91216	32.7	402	40.9	4410	38.9	142232	36.5
	Some	93	34.8	1123	32.7	38452	34.3	253	35.3	2700	34.1	101184	36.3	344	35.1	3793	33.5	137505	35.3
	Quite a bit	34	12.7	582	16.9	19255	17.2	122	17.0	1578	19.9	56219	20.2	143	14.6	2031	17.9	72292	18.5
	Very much	27	10.1	328	9.5	10016	8.9	61	8.5	806	10.2	30056	10.8	92	9.4	1097	9.7	37757	9.7
	Total	267	100.0	3439	100.0	111943	100.0	716	100.0	7917	100.0	278675	100.0	981	100.0	11331	100.0	389786	100.0
12n. Developing clearer career goals	Very little	37	13.9	621	18.0	19539	17.4	94	13.1	1063	13.4	32314	11.6	133	13.6	1856	16.3	57837	14.8
	Some	83	31.2	1004	29.0	32873	29.3	228	31.7	2147	27.0	73428	26.3	308	31.4	3216	28.3	109585	28.0
	Quite a bit	76	28.6	1065	30.8	34948	31.1	244	33.9	2666	33.6	96194	34.4	303	30.9	3647	32.0	127703	32.7
	Very much	70	26.3	767	22.2	24908	22.2	153	21.3	2064	26.0	77439	27.7	237	24.1	2661	23.4	95708	24.5
	Total	266	100.0	3457	100.0	112268	100.0	719	100.0	7940	100.0	279375	100.0	981	100.0	11379	100.0	390833	100.0
12o. Gaining information about career opportunities	Very little	57	21.3	771	22.2	24450	21.7	114	15.9	1274	16.0	41026	14.7	186	19.0	2272	19.9	72489	18.5
	Some	85	31.8	1026	29.6	34660	30.8	241	33.6	2318	29.1	79065	28.3	320	32.6	3364	29.5	116478	29.8
	Quite a bit	68	25.5	995	28.7	31286	27.8	219	30.5	2437	30.6	88835	31.8	272	27.7	3370	29.5	116141	29.7
	Very much	57	21.3	677	19.5	22094	19.6	144	20.1	1924	24.2	70851	25.3	204	20.8	2404	21.1	86395	22.1
	Total	267	100.0	3469	100.0	112490	100.0	718	100.0	7953	100.0	279777	100.0	983	100.0	11410	100.0	391502	100.0
13a1. Frequency: Academic advising/planning	Do not know/N.A.	25	9.4	422	12.2	12404	11.1	51	7.1	570	7.2	17608	6.3	82	8.4	1193	10.5	35431	9.1
	Rarely/never	104	39.0	1330	38.6	41572	37.2	272	37.7	2684	34.0	88205	31.8	378	38.4	4167	36.7	135234	34.8
	Sometimes	106	39.7	1353	39.2	45394	40.6	314	43.5	3611	45.7	129448	46.6	407	41.4	4742	41.8	168075	43.2
	Often	32	12.0	344	10.0	12365	11.1	85	11.8	1030	13.0	42358	15.3	117	11.9	1245	11.0	49980	12.9
	Total	267	100.0	3449	100.0	111735	100.0	722	100.0	7895	100.0	277619	100.0	985	100.0	11347	100.0	388720	100.0
13b1. Frequency: Career counseling	Do not know/N.A.	50	18.7	811	23.6	25390	22.8	118	16.4	1446	18.4	50139	18.1	174	17.7	2462	21.8	80922	20.9
	Rarely/never	135	50.6	1640	47.7	56037	50.4	359	49.9	3841	48.8	140168	50.7	494	50.3	5445	48.2	195644	50.5
	Sometimes	62	23.2	804	23.4	24371	21.9	185	25.7	2056	26.1	68667	24.8	239	24.3	2747	24.3	89392	23.1
	Often	20	7.5	180	5.2	5450	4.9	57	7.9	528	6.7	17667	6.4	76	7.7	653	5.8	21238	5.5
	Total	267	100.0	3435	100.0	111248	100.0	719	100.0	7871	100.0	276641	100.0	983	100.0	11307	100.0	387196	100.0
13c1. Frequency: Job placement assistance	Do not know/N.A.	123	46.4	1519	44.6	48939	44.3	296	41.3	2996	38.3	104667	38.1	432	44.2	4773	42.5	159764	41.5
	Rarely/never	122	46.0	1536	45.1	51352	46.5	365	51.0	3789	48.5	130976	47.7	471	48.2	5179	46.2	180442	46.9
	Sometimes	16	6.0	274	8.0	7861	7.1	40	5.6	809	10.3	29796	10.8	57	5.8	996	8.9	33979	8.8
	Often	4	1.5	76	2.2	2313	2.1	15	2.1	226	2.9	9390	3.4	17	1.8	273	2.4	10405	2.7
	Total	265	100.0	3405	100.0	110465	100.0	716	100.0	7820	100.0	274829	100.0	977	100.0	11221	100.0	384591	100.0
13d1. Frequency: Peer or other tutoring	Do not know/N.A.	78	29.5	1126	33.1	33951	30.8	167	23.4	1961	25.1	66128	24.1	262	26.9	3420	30.5	107536	28.0
	Rarely/never	121	45.8	1518	44.7	50525	45.8	329	46.1	3722	47.6	128662	46.9	447	45.9	5131	45.8	177905	46.3
	Sometimes	44	16.7	564	16.6	18601	16.9	155	21.7	1557	19.9	56480	20.6	184	18.9	1959	17.5	70565	18.4
	Often	21	8.0	189	5.6	7194	6.5	63	8.8	582	7.4	23288	8.5	81	8.3	696	6.2	28019	7.3
	Total	264	100.0	3397	100.0	110271	100.0	714	100.0	7822	100.0	274558	100.0	974	100.0	11207	100.0	384026	100.0
13e1. Frequency: Skill labs (writing, math, etc.)	Do not know/N.A.	67	25.4	1004	29.7	29037	26.4	159	22.3	1630	20.9	53236	19.4	234	24.0	2984	26.7	89787	23.4
	Rarely/never	103	39.0	1302	38.5	42019	38.2	305	42.7	2970	38.1	99152	36.2	396	40.6	4292	38.4	142888	37.3
	Sometimes	59	22.3	722	21.3	24589	22.3	166	23.2	2055	26.3	73435	26.8	221	22.7	2566	23.0	93150	24.3
	Often	35	13.3	358	10.6	14427	13.1	84	11.8	1144	14.7	48034	17.5	123	12.6	1328	11.9	57416	15.0
	Total	264	100.0	3386	100.0	110072	100.0	714	100.0	7799	100.0	273857	100.0	974	100.0	11169	100.0	383241	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
13f1. Frequency: Child care	Do not know/N.A.	147	55.9	2035	60.1	64032	58.2	389	54.7	4239	54.2	153871	56.1	537	55.4	6484	58.0	219263	57.2
	Rarely/never	105	39.9	1200	35.5	41093	37.3	294	41.4	3149	40.3	104233	38.0	393	40.5	4159	37.2	144353	37.6
	Sometimes	7	2.7	90	2.7	2728	2.5	22	3.1	262	3.4	8760	3.2	28	2.9	320	2.9	10827	2.8
	Often	4	1.5	60	1.8	2249	2.0	6	0.8	170	2.2	7196	2.6	12	1.2	211	1.9	8978	2.3
	Total	263	100.0	3385	100.0	110102	100.0	711	100.0	7820	100.0	274060	100.0	970	100.0	11175	100.0	383421	100.0
13g1. Frequency: Financial aid advising	Do not know/N.A.	84	31.9	1004	29.7	29172	26.5	201	28.0	1778	22.8	49782	18.2	294	30.2	3023	27.1	87298	22.8
	Rarely/never	103	39.2	1160	34.3	37209	33.8	267	37.2	2508	32.2	82618	30.2	373	38.3	3733	33.5	123497	32.2
	Sometimes	43	16.3	747	22.1	27068	24.6	141	19.7	2026	26.0	85695	31.3	173	17.8	2657	23.8	106180	27.7
	Often	33	12.5	469	13.9	16670	15.1	108	15.1	1479	19.0	55802	20.4	133	13.7	1738	15.6	66359	17.3
	Total	263	100.0	3380	100.0	110119	100.0	717	100.0	7791	100.0	273897	100.0	974	100.0	11151	100.0	383334	100.0
13h1. Frequency: Computer lab	Do not know/N.A.	34	13.0	572	16.9	18884	17.1	82	11.4	583	7.5	22941	8.4	120	12.3	1551	13.9	51271	13.3
	Rarely/never	76	29.0	925	27.3	30793	27.9	134	18.7	1363	17.5	52824	19.3	238	24.5	2675	23.9	92674	24.1
	Sometimes	77	29.4	964	28.4	31831	28.8	221	30.8	2522	32.3	86280	31.5	292	30.0	3301	29.5	115187	30.0
	Often	75	28.6	933	27.5	28866	26.2	281	39.1	3336	42.7	112276	40.9	323	33.2	3661	32.7	125009	32.5
	Total	262	100.0	3394	100.0	110374	100.0	718	100.0	7804	100.0	274321	100.0	972	100.0	11188	100.0	384140	100.0
13i1. Frequency: Student organizations	Do not know/N.A.	104	40.2	1544	45.9	47431	43.3	257	35.7	2594	33.4	89349	32.8	369	38.2	4639	41.8	147617	38.7
	Rarely/never	124	47.9	1404	41.7	48871	44.6	323	44.9	3470	44.7	123211	45.2	450	46.5	4739	42.7	171075	44.9
	Sometimes	21	8.1	308	9.2	9708	8.9	102	14.2	1136	14.6	41599	15.3	104	10.8	1217	11.0	44609	11.7
	Often	10	3.9	109	3.2	3544	3.2	38	5.3	565	7.3	18314	6.7	43	4.5	511	4.6	18061	4.7
	Total	259	100.0	3365	100.0	109554	100.0	720	100.0	7765	100.0	272473	100.0	967	100.0	11106	100.0	381361	100.0
13j1. Frequency: Transfer credit assistance	Do not know/N.A.	86	32.5	1286	37.9	41489	37.6	170	23.6	2270	29.0	88279	32.1	280	28.6	3911	34.9	136017	35.4
	Rarely/never	111	41.9	1269	37.4	41117	37.2	290	40.3	2893	36.9	100299	36.5	403	41.2	4172	37.3	141621	36.8
	Sometimes	50	18.9	652	19.2	21078	19.1	180	25.0	1905	24.3	62220	22.6	211	21.6	2343	20.9	79155	20.6
	Often	18	6.8	185	5.5	6777	6.1	79	11.0	765	9.8	24115	8.8	84	8.6	769	6.9	27832	7.2
	Total	265	100.0	3392	100.0	110461	100.0	719	100.0	7833	100.0	274913	100.0	979	100.0	11195	100.0	384625	100.0
13k1. Frequency: Services to students with disabilities	Do not know/N.A.	151	57.4	2097	61.6	66115	59.7	386	53.7	4474	57.0	156254	56.8	544	55.8	6731	60.0	224951	58.4
	Rarely/never	93	35.4	1093	32.1	36320	32.8	261	36.3	2713	34.6	92680	33.7	349	35.8	3708	33.0	127855	33.2
	Sometimes	12	4.6	121	3.6	4571	4.1	37	5.1	388	4.9	15080	5.5	47	4.8	451	4.0	18387	4.8
	Often	7	2.7	91	2.7	3679	3.3	35	4.9	268	3.4	11317	4.1	35	3.6	335	3.0	14154	3.7
	Total	263	100.0	3402	100.0	110685	100.0	719	100.0	7843	100.0	275331	100.0	975	100.0	11224	100.0	385348	100.0
13a2. Satisfaction: Academic advising/planning	N.A.	57	22.2	783	23.4	23776	21.9	135	19.0	1214	15.7	36807	13.5	199	20.8	2260	20.5	69382	18.3
	Not at all	24	9.3	386	11.5	10683	9.8	67	9.4	885	11.5	26750	9.8	90	9.4	1257	11.4	37122	9.8
	Somewhat	94	36.6	1433	42.8	45419	41.9	316	44.6	3625	47.0	124626	45.9	383	40.1	4901	44.4	164983	43.5
	Very	82	31.9	748	22.3	28626	26.4	191	26.9	1991	25.8	83620	30.8	284	29.7	2628	23.8	107450	28.4
	Total	257	100.0	3350	100.0	108504	100.0	709	100.0	7715	100.0	271803	100.0	956	100.0	11045	100.0	378938	100.0
13b2. Satisfaction: Career Counseling	N.A.	111	43.4	1456	43.7	47945	44.6	287	40.5	2896	37.7	101418	37.6	402	42.1	4567	41.6	156283	41.6
	Not at all	23	9.0	456	13.7	13532	12.6	67	9.4	1130	14.7	36191	13.4	88	9.2	1532	13.9	48753	13.0
	Somewhat	74	28.9	949	28.5	29668	27.6	220	31.0	2419	31.5	84258	31.3	285	29.8	3247	29.5	109597	29.2
	Very	48	18.8	468	14.1	16249	15.1	135	19.0	1243	16.2	47747	17.7	180	18.9	1645	15.0	60813	16.2
	Total	256	100.0	3329	100.0	107394	100.0	709	100.0	7688	100.0	269614	100.0	954	100.0	10990	100.0	375447	100.0
13c2. Satisfaction: Job placement assistance	N.A.	188	74.9	2173	66.1	71317	67.2	488	69.8	4554	59.9	156608	58.7	681	72.7	6951	64.0	235066	63.3
	Not at all	23	9.2	455	13.9	13613	12.8	75	10.7	1084	14.2	37239	14.0	92	9.9	1508	13.9	49463	13.3
	Somewhat	27	10.8	478	14.6	14895	14.0	110	15.7	1459	19.2	50064	18.8	122	13.0	1761	16.2	60178	16.2
	Very	13	5.2	179	5.4	6264	5.9	26	3.7	512	6.7	22851	8.6	43	4.5	639	5.9	26477	7.1
	Total	251	100.0	3285	100.0	106089	100.0	699	100.0	7609	100.0	266762	100.0	938	100.0	10858	100.0	371183	100.0
13d2. Satisfaction: Peer or other tutoring	N.A.	149	58.4	1838	56.0	57038	53.8	338	48.7	3631	47.6	120712	45.3	511	54.2	5801	53.4	186149	50.2
	Not at all	20	7.8	321	9.8	10004	9.4	47	6.8	745	9.8	25235	9.5	70	7.4	1057	9.7	35163	9.5
	Somewhat	43	16.9	688	20.9	22496	21.2	186	26.8	1948	25.5	68621	25.7	200	21.2	2427	22.3	85870	23.1
	Very	43	16.9	438	13.3	16478	15.5	123	17.7	1305	17.1	52183	19.6	163	17.2	1585	14.6	63807	17.2
	Total	255	100.0	3285	100.0	106016	100.0	694	100.0	7629	100.0	266751	100.0	943	100.0	10870	100.0	370989	100.0
13e2. Satisfaction: Skill labs (writing, math, etc.)	N.A.	124	49.4	1601	48.6	48566	45.9	323	46.4	2948	39.0	96270	36.2	450	48.1	4933	45.5	154203	41.7
	Not at all	11	4.4	270	8.2	7859	7.4	43	6.2	558	7.4	19293	7.3	48	5.2	862	7.9	27273	7.4
	Somewhat	50	19.9	876	26.6	27522	26.0	196	28.2	2385	31.5	83045	31.2	221	23.6	3060	28.2	104900	28.4
	Very	66	26.3	546	16.6	21829	20.6	134	19.3	1674	22.1	67159	25.3	217	23.2	1998	18.4	83562	22.6
	Total	251	100.0	3293	100.0	105776	100.0	696	100.0	7565	100.0	265767	100.0	936	100.0	10852	100.0	369937	100.0
13f2. Satisfaction: Child care	N.A.	203	82.2	2569	78.9	84042	79.8	565	81.5	5814	76.9	202504	76.5	758	81.9	8435	78.3	288233	78.2
	Not at all	18	7.3	322	9.9	10018	9.5	55	7.9	698	9.2	25749	9.7	70	7.6	1034	9.6	35562	9.6
	Somewhat	16	6.5	230	7.1	6931	6.6	53	7.6	680	9.0	22400	8.5	65	7.0	835	7.8	27492	7.5
	Very	10	4.0	133	4.1	4389	4.2	20	2.9	367	4.9	14163	5.3	33	3.5	462	4.3	17415	4.7
	Total	247	100.0	3254	100.0	105380	100.0	693	100.0	7559	100.0	264816	100.0	926	100.0	10766	100.0	368701	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
13g2. Satisfaction: Financial aid advising	N.A.	129	52.0	1451	44.3	42942	40.6	334	47.8	2657	35.1	75442	28.4	467	50.1	4401	40.7	129743	35.0
	Not at all	42	16.9	462	14.1	13670	12.9	99	14.2	1020	13.5	34271	12.9	146	15.7	1487	13.8	47770	12.9
	Somewhat	44	17.7	700	21.4	25093	23.7	159	22.7	1953	25.8	76085	28.6	186	20.0	2490	23.0	96319	26.0
	Very	33	13.3	661	20.2	24186	22.8	107	15.3	1949	25.7	80218	30.2	132	14.2	2431	22.5	96493	26.1
	Total	248	100.0	3274	100.0	105891	100.0	699	100.0	7579	100.0	266016	100.0	932	100.0	10809	100.0	370326	100.0
13h2. Satisfaction: Computer lab	N.A.	69	27.4	909	27.6	30236	28.4	130	18.4	988	13.0	38520	14.4	221	23.4	2474	22.7	83018	22.3
	Not at all	13	5.2	194	5.9	5882	5.5	27	3.8	389	5.1	13268	5.0	43	4.6	612	5.6	19711	5.3
	Somewhat	61	24.2	942	28.6	28931	27.2	202	28.6	2470	32.4	81004	30.3	247	26.2	3231	29.7	106479	28.6
	Very	109	43.3	1252	38.0	41261	38.8	347	49.2	3777	49.5	134126	50.2	433	45.9	4574	42.0	162550	43.7
	Total	252	100.0	3297	100.0	106310	100.0	706	100.0	7624	100.0	266918	100.0	944	100.0	10892	100.0	371758	100.0
13i2. Satisfaction: Student organizations	N.A.	172	70.2	2169	66.6	69888	66.6	423	60.4	4049	53.8	139504	52.9	610	65.8	6701	62.3	222237	60.5
	Not at all	18	7.3	342	10.5	10471	10.0	63	9.0	772	10.3	27981	10.6	75	8.1	1116	10.4	37705	10.3
	Somewhat	38	15.5	519	15.9	16998	16.2	141	20.1	1801	23.9	64027	24.3	163	17.6	2007	18.7	72633	19.8
	Very	17	6.9	227	7.0	7546	7.2	73	10.4	900	12.0	32297	12.2	79	8.5	931	8.7	34518	9.4
	Total	245	100.0	3257	100.0	104903	100.0	700	100.0	7522	100.0	263809	100.0	926	100.0	10755	100.0	367094	100.0
13j2. Satisfaction: Transfer credit assistance	N.A.	141	56.4	1771	53.9	57241	53.9	276	39.4	3286	43.2	123445	46.3	458	48.8	5464	50.3	188149	50.7
	Not at all	20	8.0	375	11.4	11679	11.0	74	10.6	937	12.3	31292	11.7	86	9.1	1269	11.7	42000	11.3
	Somewhat	41	16.4	737	22.4	22602	21.3	221	31.5	2090	27.5	67647	25.4	217	23.1	2617	24.1	85493	23.0
	Very	48	19.2	404	12.3	14668	13.8	130	18.5	1293	17.0	44114	16.6	177	18.9	1507	13.9	55611	15.0
	Total	250	100.0	3287	100.0	106190	100.0	701	100.0	7606	100.0	266498	100.0	937	100.0	10858	100.0	371252	100.0
13k2. Satisfaction: Services to students with disabilities	N.A.	201	80.1	2537	77.6	80909	76.4	542	77.4	5554	73.1	191962	72.2	741	78.9	8219	75.9	275764	74.5
	Not at all	14	5.6	253	7.7	8024	7.6	41	5.9	593	7.8	20111	7.6	54	5.7	840	7.8	28085	7.6
	Somewhat	18	7.2	275	8.4	9191	8.7	62	8.9	856	11.3	29430	11.1	74	7.9	1023	9.5	36269	9.8
	Very	18	7.2	206	6.3	7710	7.3	55	7.9	597	7.9	24456	9.2	70	7.5	740	6.8	30153	8.1
	Total	251	100.0	3271	100.0	105834	100.0	700	100.0	7600	100.0	265959	100.0	939	100.0	10822	100.0	370270	100.0
13a3. Importance: Academic advising/planning	Not at all	30	11.8	475	14.3	13175	12.2	58	8.2	646	8.4	19228	7.1	97	10.2	1330	12.1	37891	10.1
	Somewhat	60	23.5	929	27.9	29642	27.5	232	32.9	2178	28.3	74904	27.7	263	27.7	3093	28.2	104531	27.8
	Very	165	64.7	1920	57.8	64964	60.3	415	58.9	4863	63.3	175930	65.1	590	62.1	6553	59.7	234056	62.2
	Total	255	100.0	3324	100.0	107781	100.0	705	100.0	7687	100.0	270062	100.0	950	100.0	10976	100.0	376478	100.0
13b3. Importance: Career counseling	Not at all	48	18.8	810	24.5	24678	23.2	129	18.4	1384	18.1	46576	17.4	177	18.6	2433	22.3	77392	20.8
	Somewhat	67	26.2	900	27.2	29656	27.9	212	30.3	2317	30.4	82555	30.9	265	28.0	3096	28.4	109108	29.3
	Very	141	55.1	1596	48.3	52138	49.0	359	51.3	3930	51.5	138055	51.7	507	53.4	5380	49.3	185695	49.9
	Total	256	100.0	3306	100.0	106472	100.0	700	100.0	7631	100.0	267186	100.0	949	100.0	10909	100.0	372195	100.0
13c3. Importance: Job placement assistance	Not at all	102	40.6	1227	37.5	39136	37.3	271	39.2	2322	30.8	77783	29.5	373	40.0	3815	35.3	124184	33.8
	Somewhat	62	24.7	833	25.5	27839	26.5	226	32.7	2351	31.2	81321	30.8	263	28.2	2961	27.4	104258	28.4
	Very	87	34.7	1211	37.0	38014	36.2	194	28.1	2872	38.1	104998	39.8	296	31.8	4020	37.2	138968	37.8
	Total	251	100.0	3271	100.0	104989	100.0	691	100.0	7545	100.0	264102	100.0	933	100.0	10796	100.0	367410	100.0
13d3. Importance: Peer or other tutoring	Not at all	85	33.5	1136	34.9	33737	32.1	183	26.6	2034	26.9	66428	25.1	286	30.5	3473	32.3	107469	29.3
	Somewhat	77	30.3	909	28.0	31243	29.8	250	36.3	2499	33.1	87765	33.2	309	32.9	3200	29.8	115020	31.3
	Very	92	36.2	1206	37.1	39977	38.1	255	37.1	3017	40.0	109993	41.6	343	36.6	4083	38.0	144897	39.4
	Total	254	100.0	3251	100.0	104957	100.0	688	100.0	7550	100.0	264186	100.0	938	100.0	10756	100.0	367387	100.0
13e3. Importance: Skill labs (writing, math, etc.)	Not at all	70	28.1	996	30.6	28991	27.7	194	28.1	1714	22.9	54431	20.7	261	28.1	3016	28.1	90523	24.7
	Somewhat	71	28.5	951	29.3	31195	29.8	243	35.2	2473	33.0	87800	33.4	292	31.5	3269	30.5	115159	31.5
	Very	108	43.4	1304	40.1	44439	42.5	253	36.7	3302	44.1	120809	45.9	375	40.4	4439	41.4	160395	43.8
	Total	249	100.0	3251	100.0	104625	100.0	690	100.0	7489	100.0	263040	100.0	928	100.0	10723	100.0	366077	100.0
13f3. Importance: Child care	Not at all	138	56.6	1818	56.2	58188	55.8	419	61.1	3938	52.8	135561	51.8	536	58.6	5869	55.0	196954	54.1
	Somewhat	51	20.9	532	16.4	18010	17.3	154	22.4	1543	20.7	51871	19.8	198	21.6	1906	17.9	67168	18.4
	Very	55	22.5	886	27.4	28014	26.9	113	16.5	1979	26.5	74090	28.3	182	19.8	2901	27.2	100250	27.5
	Total	244	100.0	3236	100.0	104212	100.0	686	100.0	7460	100.0	261522	100.0	916	100.0	10676	100.0	364372	100.0
13g3. Importance: Financial aid advising	Not at all	69	27.9	891	27.4	26143	24.9	180	26.1	1481	19.7	42870	16.2	251	27.1	2635	24.6	77415	21.1
	Somewhat	57	23.1	547	16.8	18021	17.1	151	21.9	1427	19.0	48499	18.4	208	22.6	1896	17.7	65393	17.8
	Very	121	49.0	1812	55.8	60924	58.0	359	52.0	4592	61.2	172473	65.4	465	50.3	6192	57.7	224626	61.1
	Total	247	100.0	3250	100.0	105088	100.0	690	100.0	7500	100.0	263842	100.0	924	100.0	10723	100.0	367435	100.0
13h3. Importance: Computer lab	Not at all	42	16.9	637	19.5	20249	19.2	88	12.6	731	9.7	26343	9.9	140	15.0	1755	16.3	56141	15.2
	Somewhat	71	28.5	813	24.9	26645	25.2	187	26.7	1881	24.9	66562	25.1	259	27.7	2676	24.8	93113	25.2
	Very	136	54.6	1815	55.6	58644	55.6	425	60.7	4933	65.4	172387	65.0	536	57.3	6347	58.9	219983	59.6
	Total	249	100.0	3265	100.0	105538	100.0	700	100.0	7545	100.0	265292	100.0	934	100.0	10779	100.0	369237	100.0
13i3. Importance: Student organizations	Not at all	109	45.2	1497	46.4	46956	45.2	284	41.1	2591	34.8	89643	34.4	396	43.4	4517	42.4	147328	40.6
	Somewhat	89	36.9	1014	31.4	34258	33.0	244	35.3	2839	38.1	100755	38.6	330	36.2	3590	33.7	128736	35.5
	Very	43	17.8	715	22.2	22579	21.8	163	23.6	2016	27.1	70471	27.0	186	20.4	2540	23.9	87072	24.0
	Total	241	100.0	3226	100.0	103793	100.0	691	100.0	7446	100.0	260869	100.0	912	100.0	10647	100.0	363136	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
13j3. Importance: Transfer credit assistance	Not at all	66	26.6	994	30.3	31505	30.0	132	18.9	1572	20.9	60918	23.1	216	23.2	2933	27.2	99746	27.1
	Somewhat	64	25.8	666	20.3	22403	21.3	151	21.6	1613	21.4	59990	22.7	223	24.0	2255	20.9	80930	22.0
	Very	118	47.6	1616	49.3	51207	48.7	415	59.5	4336	57.7	143006	54.2	492	52.9	5603	51.9	186886	50.8
	Total	248	100.0	3276	100.0	105115	100.0	698	100.0	7521	100.0	263914	100.0	931	100.0	10790	100.0	367562	100.0
13k3. Importance: Services to students with disabilities	Not at all	108	43.7	1463	44.8	44971	42.9	298	43.2	2932	39.2	98216	37.4	402	43.5	4611	42.9	148260	40.5
	Somewhat	44	17.8	492	15.1	15388	14.7	137	19.9	1334	17.8	43714	16.6	173	18.7	1715	16.0	57099	15.6
	Very	95	38.5	1310	40.1	44468	42.4	255	37.0	3222	43.0	120834	46.0	349	37.8	4424	41.2	160957	43.9
	Total	247	100.0	3265	100.0	104827	100.0	690	100.0	7488	100.0	262764	100.0	924	100.0	10749	100.0	366315	100.0
14a. Working full-time	Not likely	106	39.7	1311	37.5	44465	39.3	305	42.1	3431	43.1	121594	43.4	402	40.8	4531	39.5	161541	41.1
	Somewhat likely	49	18.4	729	20.9	24196	21.4	171	23.6	1740	21.8	60384	21.5	204	20.7	2449	21.4	84437	21.5
	Likely	35	13.1	657	18.8	20352	18.0	122	16.9	1399	17.6	47895	17.1	145	14.7	2087	18.2	69147	17.6
	Very likely	77	28.8	798	22.8	24063	21.3	126	17.4	1394	17.5	50389	18.0	235	23.9	2405	21.0	77823	19.8
14b. Caring for dependents	Total	267	100.0	3495	100.0	113076	100.0	724	100.0	7964	100.0	280262	100.0	986	100.0	11472	100.0	392947	100.0
	Not likely	122	45.5	1615	46.4	54504	48.3	413	57.1	4049	51.0	139788	50.0	499	50.6	5506	48.2	191959	49.0
	Somewhat likely	69	25.7	799	23.0	25744	22.8	128	17.7	1765	22.2	63557	22.7	220	22.3	2605	22.8	89508	22.8
	Likely	43	16.0	569	16.4	17787	15.8	103	14.2	1267	15.9	44691	16.0	151	15.3	1847	16.2	62258	15.9
14c. Academically unprepared	Very likely	34	12.7	496	14.3	14708	13.0	79	10.9	863	10.9	31724	11.3	118	11.9	1472	12.9	48258	12.3
	Total	268	100.0	3479	100.0	112743	100.0	723	100.0	7944	100.0	279760	100.0	988	100.0	11430	100.0	391983	100.0
	Not likely	144	54.1	2056	59.4	66713	59.4	400	55.5	4472	56.4	158234	56.7	537	54.7	6657	58.5	227777	58.3
	Somewhat likely	68	25.6	773	22.3	25250	22.5	173	24.0	1891	23.9	66370	23.8	244	24.9	2617	23.0	89989	23.0
14d. Lack of finances	Likely	35	13.2	390	11.3	13057	11.6	104	14.4	1026	12.9	34971	12.5	135	13.7	1344	11.8	46945	12.0
	Very likely	19	7.1	242	7.0	7260	6.5	44	6.1	535	6.8	19271	6.9	66	6.7	765	6.7	25854	6.6
	Total	266	100.0	3461	100.0	112280	100.0	721	100.0	7924	100.0	278846	100.0	982	100.0	11383	100.0	390566	100.0
	Not likely	72	27.3	1001	28.8	34369	30.5	269	37.3	2518	31.7	86566	31.0	310	31.6	3413	29.9	120199	30.7
14e. Transfer to a 4-year college or university	Somewhat likely	77	29.2	785	22.6	26031	23.1	168	23.3	1834	23.1	63122	22.6	260	26.6	2615	22.9	89657	22.9
	Likely	42	15.9	664	19.1	20974	18.6	126	17.5	1499	18.9	53729	19.2	162	16.6	2174	19.0	74026	18.9
	Very likely	73	27.7	1022	29.4	31325	27.8	159	22.0	2099	26.4	75917	27.2	247	25.2	3217	28.2	107770	27.5
	Total	264	100.0	3472	100.0	112699	100.0	722	100.0	7950	100.0	279334	100.0	979	100.0	11418	100.0	391652	100.0
15. How supportive are your friends of your attending this college?	Not likely	94	35.1	1295	37.3	41938	37.2	113	15.6	2025	25.5	83243	29.7	263	26.6	3846	33.7	134907	34.4
	Somewhat likely	55	20.5	618	17.8	20611	18.3	104	14.4	1281	16.1	46600	16.7	176	17.9	1963	17.2	69150	17.6
	Likely	43	16.0	641	18.5	19618	17.4	160	22.1	1605	20.2	51959	18.6	185	18.7	2164	19.0	69853	17.8
	Very likely	76	28.4	917	26.4	30515	27.1	347	47.9	3044	38.3	98035	35.0	364	36.9	3446	30.2	118008	30.1
15. How supportive are your friends of your attending this college?	Total	268	100.0	3471	100.0	112682	100.0	724	100.0	7955	100.0	279837	100.0	988	100.0	11419	100.0	391918	100.0
	Not very	15	5.6	187	5.3	4485	4.0	29	4.0	381	4.8	10927	3.9	48	4.9	575	5.0	15445	3.9
	Somewhat	52	19.3	732	20.9	20417	18.0	146	20.2	1710	21.4	49932	17.8	195	19.7	2411	21.0	70489	17.9
	Quite a bit	66	24.5	993	28.4	31722	28.0	224	30.9	2354	29.5	80455	28.7	270	27.3	3292	28.7	111706	28.4
16. How supportive is your immediate family of your attending this college?	Extremely	136	50.6	1587	45.4	56582	50.0	325	44.9	3543	44.4	139113	49.6	476	48.1	5211	45.4	195644	49.7
	Total	269	100.0	3499	100.0	113206	100.0	724	100.0	7988	100.0	280427	100.0	990	100.0	11490	100.0	393284	100.0
	Not very	5	1.9	127	3.6	3312	2.9	17	2.3	247	3.1	7534	2.7	21	2.1	380	3.3	11041	2.8
	Somewhat	31	11.5	461	13.2	12284	10.9	78	10.8	892	11.2	26821	9.6	111	11.2	1427	12.5	40431	10.3
17a. Complete a certificate program	Quite a bit	47	17.5	746	21.4	23210	20.6	159	22.0	1713	21.5	53294	19.0	192	19.4	2433	21.3	78375	20.0
	Extremely	186	69.1	2148	61.7	74083	65.6	470	64.9	5099	64.1	192153	68.7	667	67.3	7200	62.9	262438	66.9
	Total	269	100.0	3482	100.0	112889	100.0	724	100.0	7951	100.0	279802	100.0	990	100.0	11440	100.0	392285	100.0
	Not a goal	127	47.6	1656	48.2	57849	52.2	388	53.9	4162	52.7	135010	48.8	495	50.3	5653	49.9	195055	50.5
17b. Obtain an Associate degree	Secondary goal	61	22.8	677	19.7	20786	18.8	163	22.6	1694	21.4	57014	20.6	224	22.8	2268	20.0	75190	19.5
	Primary goal	79	29.6	1103	32.1	32183	29.0	169	23.5	2042	25.9	84656	30.6	265	26.9	3398	30.0	116129	30.1
	Total	267	100.0	3436	100.0	110818	100.0	720	100.0	7898	100.0	276680	100.0	984	100.0	11318	100.0	386374	100.0
	Not a goal	67	25.1	924	26.8	25498	22.8	141	19.6	1161	14.6	41993	15.1	223	22.7	2552	22.5	76286	19.6
17c. Transfer to a 4-year college or university	Secondary goal	48	18.0	710	20.6	21890	19.6	180	25.0	1791	22.6	61187	22.0	207	21.0	2417	21.3	79928	20.5
	Primary goal	152	56.9	1809	52.5	64315	57.6	399	55.4	4977	62.8	175029	62.9	554	56.3	6382	56.2	232802	59.8
	Total	267	100.0	3443	100.0	111703	100.0	720	100.0	7929	100.0	278209	100.0	984	100.0	11350	100.0	389015	100.0
	Not a goal	73	27.4	1118	32.5	34707	31.1	49	6.8	1156	14.6	57608	20.7	181	18.5	3022	26.6	105845	27.2
17d. Obtain or update job-related skills	Secondary goal	60	22.6	761	22.1	25838	23.2	98	13.6	1478	18.6	57041	20.5	183	18.7	2368	20.9	85882	22.1
	Primary goal	133	50.0	1562	45.4	50948	45.7	574	79.6	5307	66.8	163514	58.8	618	62.9	5961	52.5	196819	50.7
	Total	266	100.0	3441	100.0	111493	100.0	721	100.0	7941	100.0	278163	100.0	982	100.0	11351	100.0	388546	100.0
	Not a goal	90	34.1	1059	30.9	34822	31.4	290	40.4	2676	34.0	81459	29.5	360	36.9	3601	31.9	117236	30.4
17d. Obtain or update job-related skills	Secondary goal	64	24.2	879	25.7	29113	26.3	225	31.4	2304	29.2	78749	28.5	267	27.4	3034	26.9	105129	27.2
	Primary goal	110	41.7	1484	43.4	46836	42.3	202	28.2	2900	36.8	115855	42.0	349	35.8	4643	41.2	163584	42.4
	Total	264	100.0	3422	100.0	110771	100.0	717	100.0	7880	100.0	276063	100.0	976	100.0	11279	100.0	385948	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
17e. Self-improvement/personal enjoyment	Not a goal	67	25.0	910	26.4	28626	25.7	249	34.6	2408	30.5	72315	26.1	287	29.2	3180	28.0	100161	25.8
	Secondary goal	111	41.4	1152	33.4	37214	33.4	266	37.0	2884	36.5	100513	36.3	389	39.5	3893	34.3	134156	34.6
	Primary goal	90	33.6	1382	40.1	45432	40.8	204	28.4	2608	33.0	104224	37.6	309	31.3	4263	37.6	153154	39.5
	Total	268	100.0	3444	100.0	111272	100.0	719	100.0	7900	100.0	277052	100.0	985	100.0	11336	100.0	387470	100.0
17f. Change careers	Not a goal	145	54.3	1629	47.3	55651	50.0	524	73.0	5226	66.0	168370	60.8	613	62.4	6105	53.8	211599	54.6
	Secondary goal	49	18.4	614	17.8	18491	16.6	110	15.3	1174	14.8	42372	15.3	167	17.0	1883	16.6	62211	16.1
	Primary goal	73	27.3	1201	34.9	37107	33.4	84	11.7	1514	19.1	66153	23.9	202	20.6	3353	29.6	113540	29.3
	Total	267	100.0	3444	100.0	111249	100.0	718	100.0	7914	100.0	276895	100.0	983	100.0	11342	100.0	387349	100.0
18a. My own income/savings	Not a source	48	17.9	844	24.4	30875	27.6	270	37.5	3054	38.5	106122	38.2	260	26.4	3391	29.8	125747	32.3
	Minor source	55	20.5	750	21.7	28662	25.6	255	35.4	2396	30.2	92499	33.3	266	27.0	2830	24.9	112780	29.0
	Major source	165	61.6	1865	53.9	52510	46.9	195	27.1	2480	31.3	79026	28.5	460	46.6	5161	45.3	150812	38.7
	Total	268	100.0	3459	100.0	112047	100.0	720	100.0	7930	100.0	277647	100.0	986	100.0	11381	100.0	389339	100.0
18b. Parent or spouse/significant other's income/savings	Not a source	151	57.0	2073	60.5	65326	58.8	181	25.1	3259	41.2	127850	46.1	422	43.1	6086	53.8	206694	53.4
	Minor source	37	14.0	491	14.3	17795	16.0	134	18.6	1524	19.3	56816	20.5	157	16.0	1807	16.0	69714	18.0
	Major source	77	29.1	863	25.2	27997	25.2	405	56.3	3133	39.6	92550	33.4	401	40.9	3415	30.2	110881	28.6
	Total	265	100.0	3427	100.0	111118	100.0	720	100.0	7916	100.0	277216	100.0	980	100.0	11308	100.0	387288	100.0
18c. Employer contributions	Not a source	221	83.4	2848	83.2	90854	82.1	633	88.7	7039	89.5	243302	88.4	836	85.7	9634	85.5	326553	84.8
	Minor source	20	7.5	258	7.5	9137	8.3	51	7.1	495	6.3	19702	7.2	72	7.4	793	7.0	30057	7.8
	Major source	24	9.1	317	9.3	10703	9.7	30	4.2	332	4.2	12069	4.4	68	7.0	847	7.5	28554	7.4
	Total	265	100.0	3423	100.0	110694	100.0	714	100.0	7866	100.0	275073	100.0	976	100.0	11274	100.0	385163	100.0
18d. Grants & scholarships	Not a source	209	78.3	2410	70.3	69996	62.9	474	66.2	4214	53.2	119017	42.9	717	73.1	7209	63.8	209406	54.0
	Minor source	15	5.6	262	7.6	10948	9.8	92	12.8	875	11.1	39461	14.2	86	8.8	998	8.8	46024	11.9
	Major source	43	16.1	754	22.0	30275	27.2	150	20.9	2827	35.7	118857	42.9	179	18.2	3098	27.4	132139	34.1
	Total	267	100.0	3426	100.0	111219	100.0	716	100.0	7916	100.0	277335	100.0	981	100.0	11305	100.0	387569	100.0
18e. Student loans (bank, etc.)	Not a source	224	84.2	2847	83.3	82778	74.5	536	74.7	6138	77.6	178875	64.6	785	80.1	9114	80.8	269113	69.5
	Minor source	16	6.0	221	6.5	8134	7.3	74	10.3	655	8.3	25685	9.3	77	7.9	814	7.2	32012	8.3
	Major source	26	9.8	349	10.2	20147	18.1	108	15.0	1114	14.1	72237	26.1	118	12.1	1355	12.0	85843	22.2
	Total	266	100.0	3417	100.0	111059	100.0	718	100.0	7907	100.0	276797	100.0	980	100.0	11283	100.0	386968	100.0
18f. Public assistance	Not a source	245	92.1	3000	87.5	99380	89.6	647	90.1	6664	84.4	236383	85.6	895	91.2	9763	86.4	339065	87.8
	Minor source	12	4.5	150	4.4	4758	4.3	34	4.7	418	5.3	16992	6.1	45	4.6	538	4.8	19908	5.2
	Major source	9	3.4	277	8.1	6724	6.1	37	5.2	814	10.3	22925	8.3	41	4.2	999	8.8	27277	7.1
	Total	266	100.0	3427	100.0	110862	100.0	718	100.0	7896	100.0	276300	100.0	980	100.0	11300	100.0	386250	100.0
19. Proprietary (private) school or training program	No response	250	91.6	3210	90.4	105353	91.3	703	96.6	7606	93.9	267420	94.0	938	93.7	10691	91.8	370162	92.6
	Response	23	8.4	340	9.6	9990	8.7	25	3.4	494	6.1	17122	6.0	63	6.3	959	8.2	29723	7.4
	Total	273	100.0	3550	100.0	115343	100.0	728	100.0	8100	100.0	284542	100.0	1001	100.0	11650	100.0	399885	100.0
	Public vocational-technical school	No response	257	94.1	3264	91.9	103437	89.7	699	96.0	7687	94.9	263694	92.7	950	95.0	10827	92.9	363496
Another community or technical college	Response	16	5.9	286	8.1	11906	10.3	29	4.0	413	5.1	20848	7.3	51	5.1	823	7.1	36389	9.1
	Total	273	100.0	3550	100.0	115343	100.0	728	100.0	8100	100.0	284542	100.0	1001	100.0	11650	100.0	399885	100.0
	No response	214	78.4	2745	77.3	87637	76.0	664	91.2	7050	87.0	239829	84.3	840	83.9	9425	80.9	318285	79.6
	Response	59	21.6	805	22.7	27706	24.0	64	8.8	1050	13.0	44713	15.7	161	16.1	2225	19.1	81600	20.4
Four year college or university	Total	273	100.0	3550	100.0	115343	100.0	728	100.0	8100	100.0	284542	100.0	1001	100.0	11650	100.0	399885	100.0
	No response	200	73.3	2453	69.1	83945	72.8	584	80.2	6547	80.8	233775	82.2	763	76.3	8609	73.9	307910	77.0
	Response	73	26.7	1097	30.9	31398	27.2	144	19.8	1553	19.2	50767	17.8	238	23.7	3041	26.1	91975	23.0
	Total	273	100.0	3550	100.0	115343	100.0	728	100.0	8100	100.0	284542	100.0	1001	100.0	11650	100.0	399885	100.0
None	No response	142	52.0	2074	58.4	65934	57.2	233	32.0	3089	38.1	115764	40.7	434	43.4	5869	50.4	199359	49.9
	Response	131	48.0	1476	41.6	49409	42.8	495	68.0	5011	61.9	168778	59.3	567	56.6	5781	49.6	200526	50.1
	Total	273	100.0	3550	100.0	115343	100.0	728	100.0	8100	100.0	284542	100.0	1001	100.0	11650	100.0	399885	100.0
20. When do you plan to take classes at this college again?	I will accomplish my goals this term and will not be returning	33	12.3	361	10.4	11222	9.9	122	17.0	1209	15.2	41533	14.9	141	14.3	1373	12.0	47545	12.1
	I have no current plan to return	9	3.4	168	4.8	5566	4.9	33	4.6	438	5.5	15250	5.5	38	3.9	587	5.1	20628	5.3
	Within the next 12 months	172	64.2	2325	66.7	76082	67.3	438	60.9	5033	63.2	178394	63.8	618	62.8	7500	65.5	257132	65.5
	Uncertain	54	20.1	630	18.1	20110	17.8	126	17.5	1288	16.2	44371	15.9	187	19.0	1990	17.4	67031	17.1
	Total	268	100.0	3484	100.0	112980	100.0	719	100.0	7968	100.0	279548	100.0	985	100.0	11451	100.0	392337	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
21. At this college, in what range is your overall college grade average?	Pass/fail classes only	1	0.4	49	1.4	980	0.9	0	0.0	41	0.5	1074	0.4	2	0.2	122	1.1	2605	0.7
	Do not have a GPA at this school	9	3.4	129	3.7	4104	3.6	20	2.8	119	1.5	4403	1.6	31	3.1	328	2.9	10692	2.7
	C- or lower	11	4.1	97	2.8	2967	2.6	30	4.2	186	2.3	6073	2.2	41	4.1	305	2.7	9690	2.5
	C	23	8.6	272	7.8	8424	7.5	60	8.3	775	9.7	21548	7.7	84	8.5	974	8.5	29862	7.6
	B- to C+	49	18.3	620	17.8	19730	17.5	145	20.1	1690	21.2	56635	20.3	188	19.1	2190	19.2	73381	18.7
	B	67	25.0	764	22.0	24636	21.9	205	28.4	2071	26.0	70958	25.4	261	26.5	2679	23.4	91429	23.4
	A- to B+	67	25.0	870	25.0	31059	27.6	170	23.6	2069	26.0	81032	29.0	241	24.4	2893	25.3	110035	28.1
	A	41	15.3	675	19.4	20750	18.4	91	12.6	1008	12.7	37304	13.4	139	14.1	1940	17.0	63685	16.3
Total		268	100.0	3476	100.0	112650	100.0	721	100.0	7959	100.0	279027	100.0	986	100.0	11430	100.0	391378	100.0
22. When do you most frequently take classes at this college?	Day classes (morning or afternoon)	149	55.4	1711	49.7	62781	56.2	635	89.6	6840	86.8	242239	87.5	687	70.0	7119	62.9	272053	70.1
	Evening classes	116	43.1	1631	47.4	47791	42.8	74	10.4	1019	12.9	33909	12.3	286	29.1	3992	35.3	113658	29.3
	Weekend classes	4	1.5	100	2.9	1108	1.0	0	0.0	21	0.3	546	0.2	8	0.9	214	1.9	2457	0.6
	Total	269	100.0	3442	100.0	111680	100.0	709	100.0	7880	100.0	276694	100.0	981	100.0	11325	100.0	388167	100.0
23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	None	39	14.5	605	17.4	17312	15.4	67	9.3	751	9.4	26102	9.3	121	12.2	1662	14.5	49880	12.7
	1-14 credits	113	42.0	1282	36.8	41055	36.4	244	33.8	2396	30.1	82305	29.5	380	38.5	3954	34.6	130756	33.4
	15-29 credits	52	19.3	652	18.7	21270	18.9	177	24.5	2084	26.2	68650	24.6	213	21.6	2443	21.4	83476	21.3
	30-44 credits	29	10.8	397	11.4	13338	11.8	116	16.1	1235	15.5	43403	15.5	129	13.1	1452	12.7	52278	13.3
	45-60 credits	22	8.2	279	8.0	9846	8.7	95	13.2	1030	12.9	35864	12.8	102	10.3	1107	9.7	41233	10.5
	Over 60 credits	14	5.2	270	7.7	9905	8.8	23	3.2	463	5.8	22991	8.2	43	4.3	823	7.2	34058	8.7
	Total	269	100.0	3485	100.0	112726	100.0	722	100.0	7959	100.0	279315	100.0	989	100.0	11441	100.0	391681	100.0
	No response	25	9.2	458	12.9	17423	15.1	58	8.0	759	9.4	26909	9.5	87	8.6	1341	11.5	50959	12.7
24. None	Response	248	90.8	3092	87.1	97920	84.9	670	92.0	7341	90.6	257633	90.5	914	91.4	10309	88.5	348926	87.3
	Total	273	100.0	3550	100.0	115343	100.0	728	100.0	8100	100.0	284542	100.0	1001	100.0	11650	100.0	399885	100.0
	High school	270	98.9	3487	98.2	111613	96.8	722	99.2	7991	98.7	280929	98.7	991	99.0	11460	98.4	389788	97.5
	Response	3	1.1	63	1.8	3730	3.2	6	0.8	109	1.3	3613	1.3	10	1.0	190	1.6	10097	2.5
Vocational/technical school	Total	273	100.0	3550	100.0	115343	100.0	728	100.0	8100	100.0	284542	100.0	1001	100.0	11650	100.0	399885	100.0
	No response	273	100.0	3523	99.2	114066	98.9	722	99.2	8039	99.2	281959	99.1	997	99.6	11566	99.3	395748	99.0
	Response	0	0.0	27	0.8	1277	1.1	6	0.8	61	0.8	2583	0.9	4	0.4	84	0.7	4137	1.0
	Total	273	100.0	3550	100.0	115343	100.0	728	100.0	8100	100.0	284542	100.0	1001	100.0	11650	100.0	399885	100.0
Another community or technical college	No response	269	98.5	3454	97.3	112261	97.3	723	99.3	7957	98.2	279421	98.2	990	98.9	11383	97.7	390832	97.7
	Response	4	1.5	96	2.7	3082	2.7	5	0.7	143	1.8	5121	1.8	11	1.1	267	2.3	9053	2.3
	Total	273	100.0	3550	100.0	115343	100.0	728	100.0	8100	100.0	284542	100.0	1001	100.0	11650	100.0	399885	100.0
	4- year college/ university	264	96.7	3415	96.2	110101	95.5	714	98.1	7909	97.6	277898	97.7	974	97.3	11271	96.7	385430	96.4
Other	Response	9	3.3	135	3.8	5242	4.5	14	1.9	191	2.4	6644	2.3	27	2.7	379	3.3	14455	3.6
	Total	273	100.0	3550	100.0	115343	100.0	728	100.0	8100	100.0	284542	100.0	1001	100.0	11650	100.0	399885	100.0
	No response	263	96.3	3409	96.0	111482	96.7	701	96.3	7817	96.5	275564	96.8	964	96.3	11206	96.2	386867	96.7
	Response	10	3.7	141	4.0	3861	3.3	27	3.7	283	3.5	8978	3.2	37	3.7	444	3.8	13018	3.3
25. How many classes are you presently taking at OTHER institutions?	Total	273	100.0	3550	100.0	115343	100.0	728	100.0	8100	100.0	284542	100.0	1001	100.0	11650	100.0	399885	100.0
	None	230	85.8	2945	84.4	92232	81.6	624	87.2	6960	87.2	243728	87.1	850	86.4	9811	85.5	329449	83.9
	1 class	11	4.1	173	5.0	5956	5.3	11	1.5	140	1.8	5856	2.1	29	3.0	437	3.8	15300	3.9
	2 classes	10	3.7	188	5.4	6946	6.1	4	0.6	102	1.3	4051	1.4	23	2.4	442	3.9	16233	4.1
	3 classes	12	4.5	108	3.1	4469	4.0	13	1.8	208	2.6	6134	2.2	33	3.3	330	2.9	12684	3.2
	4 classes or more	5	1.9	76	2.2	3493	3.1	64	8.9	570	7.1	20198	7.2	48	4.9	449	3.9	19191	4.9
	Total	268	100.0	3490	100.0	113096	100.0	716	100.0	7980	100.0	279967	100.0	983	100.0	11469	100.0	392857	100.0
	Yes	260	96.3	3328	95.4	107332	95.1	690	96.4	7452	93.5	261903	93.7	951	96.3	10856	94.8	370315	94.4
26. Would you recommend this college to a friend or family member?	No	10	3.7	159	4.6	5559	4.9	26	3.6	514	6.5	17599	6.3	36	3.7	598	5.2	21833	5.6
	Total	270	100.0	3487	100.0	112891	100.0	716	100.0	7966	100.0	279502	100.0	988	100.0	11454	100.0	392148	100.0
	Poor	5	1.9	52	1.5	1504	1.3	4	0.6	120	1.5	3773	1.3	13	1.3	174	1.5	5292	1.3
	Fair	35	13.0	484	13.9	13678	12.1	80	11.1	1169	14.6	35117	12.5	120	12.2	1614	14.1	48389	12.3
27. How would you evaluate your entire educational experience at this college?	Good	133	49.3	1889	54.1	61967	54.8	423	58.8	4621	57.9	156092	55.8	528	53.4	6380	55.6	216676	55.1
	Excellent	97	35.9	1066	30.5	35974	31.8	212	29.5	2072	26.0	84989	30.4	328	33.2	3305	28.8	122563	31.2
	Total	270	100.0	3491	100.0	113123	100.0	719	100.0	7982	100.0	279971	100.0	989	100.0	11473	100.0	392920	100.0
	Yes	68	25.2	1235	35.4	40137	35.5	77	10.7	1517	19.0	64711	23.1	187	19.0	3427	29.9	119133	30.4
28. Do you have children who live with you?	No	202	74.8	2254	64.6	72811	64.5	640	89.3	6456	81.0	214866	76.9	801	81.0	8036	70.1	273216	69.6
	Total	270	100.0	3489	100.0	112948	100.0	717	100.0	7973	100.0	279577	100.0	988	100.0	11463	100.0	392349	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
29. Mark your age group.	18 to 19	43	16.1	439	12.6	18030	16.0	355	49.6	3020	38.0	97578	35.0						
	20 to 21	46	17.2	509	14.7	18504	16.5	216	30.2	2389	30.0	75227	27.0						
	22 to 24	57	21.3	583	16.8	18185	16.2	80	11.2	935	11.8	36313	13.0						
	25 to 29	47	17.6	676	19.5	18142	16.1	43	6.0	695	8.7	28558	10.2						
	30 to 39	35	13.1	663	19.1	19545	17.4	13	1.8	564	7.1	24225	8.7						
	40 to 49	24	9.0	363	10.5	12514	11.1	5	0.7	245	3.1	11689	4.2						
	50 to 64	13	4.9	211	6.1	6514	5.8	4	0.6	93	1.2	4906	1.8						
	65+	2	0.7	27	0.8	916	0.8	0	0.0	11	0.1	417	0.1						
Total		267	100.0	3471	100.0	112350	100.0	716	100.0	7952	100.0	278913	100.0						
30. Sex:	Male	110	40.7	1404	40.2	42558	37.6	350	48.7	3632	45.5	120266	43.0						
	Female	160	59.3	2090	59.8	70492	62.4	369	51.3	4348	54.5	159523	57.0						
	Total	270	100.0	3494	100.0	113050	100.0	719	100.0	7980	100.0	279789	100.0						
31. Marital status	Yes	68	25.2	1034	29.6	33719	29.8	30	4.2	830	10.4	39401	14.1	160	16.2	2638	23.0	91240	23.2
	No	202	74.8	2456	70.4	79288	70.2	687	95.8	7146	89.6	240391	85.9	829	83.9	8828	77.0	301342	76.8
	Total	270	100.0	3490	100.0	113007	100.0	717	100.0	7976	100.0	279792	100.0	989	100.0	11466	100.0	392582	100.0
32. Is English your native (first) language?	Yes	164	60.7	2487	71.3	97201	86.0	520	72.3	6307	79.1	245696	87.8	650	65.7	8674	75.6	342910	87.3
	No	106	39.3	1003	28.7	15872	14.0	199	27.7	1669	20.9	34171	12.2	339	34.3	2792	24.4	49855	12.7
	Total	270	100.0	3490	100.0	113073	100.0	719	100.0	7976	100.0	279867	100.0	989	100.0	11466	100.0	392765	100.0
33. Are you an international student or foreign national?	Yes	43	16.0	374	10.8	6768	6.0	64	8.9	710	8.9	17876	6.4						
	No	225	84.0	3084	89.2	105661	94.0	655	91.1	7229	91.1	260745	93.6						
	Total	268	100.0	3458	100.0	112429	100.0	719	100.0	7939	100.0	278621	100.0						
34. What is your racial identification? (Mark only one)	American Indian or other Native American	1	0.4	20	0.6	1844	1.6	5	0.7	69	0.9	5135	1.9						
	Asian, Asian American, or Pacific Islander	33	12.3	278	8.0	5901	5.3	103	14.3	608	7.7	15109	5.4						
	Native Hawaiian	0	0.0	3	0.1	354	0.3	0	0.0	13	0.2	892	0.3						
	Black or African American	15	5.6	366	10.5	14256	12.7	32	4.5	815	10.3	31549	11.4						
	White, Non-Hispanic	175	65.3	1939	55.9	69953	62.5	464	64.5	4724	59.7	182916	65.9						
	Hispanic, Latino, Spanish	34	12.7	717	20.7	14966	13.4	80	11.1	1367	17.3	30175	10.9						
	Other	10	3.7	147	4.2	4608	4.1	35	4.9	323	4.1	11651	4.2						
Total		268	100.0	3470	100.0	111882	100.0	719	100.0	7919	100.0	277427	100.0						
35. What is the highest academic credential you have earned?	None	4	1.5	75	2.2	3964	3.6	11	1.5	107	1.4	4612	1.7	15	1.5	207	1.8	11119	2.9
	High school diploma or GED	177	67.0	2119	61.6	72632	65.5	640	89.8	6709	85.0	230047	83.4	749	76.9	7937	70.1	281744	73.0
	Vocational / technical certificate	19	7.2	363	10.6	12672	11.4	17	2.4	455	5.8	19443	7.0	50	5.1	1033	9.1	37222	9.6
	Associate degree	16	6.1	292	8.5	10383	9.4	33	4.6	393	5.0	14624	5.3	53	5.4	826	7.3	29770	7.7
	Bachelor's degree	39	14.8	464	13.5	8792	7.9	10	1.4	187	2.4	6105	2.2	87	9.0	1044	9.2	20774	5.4
	Master's / doctoral / professional degree	9	3.4	127	3.7	2530	2.3	2	0.3	46	0.6	1114	0.4	20	2.1	279	2.5	5570	1.4
Total		264	100.0	3440	100.0	110973	100.0	713	100.0	7897	100.0	275945	100.0	973	100.0	11326	100.0	386200	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
36m. Highest level of education: mother	Not a high school graduate	21	8.7	518	16.2	15409	14.7	50	7.8	821	11.3	28090	11.0	73	8.3	1486	14.2	47004	13.0
	High school diploma or GED	66	27.4	961	30.1	33702	32.2	167	26.1	2083	28.6	78351	30.7	237	26.8	3150	30.1	114553	31.7
	Some college, did not complete degree	48	19.9	486	15.2	17210	16.5	104	16.2	1203	16.5	44404	17.4	162	18.3	1668	15.9	60697	16.8
	Associate degree	24	10.0	346	10.8	11366	10.9	77	12.0	910	12.5	33615	13.2	96	10.8	1206	11.5	43311	12.0
	Bachelor's degree	50	20.7	418	13.1	13309	12.7	137	21.4	1171	16.1	36513	14.3	186	21.0	1465	14.0	48097	13.3
	Master's degree / First professional	19	7.9	231	7.2	6818	6.5	59	9.2	523	7.2	17859	7.0	75	8.5	739	7.1	24167	6.7
	Doctorate degree	5	2.1	28	0.9	992	0.9	5	0.8	89	1.2	2548	1.0	13	1.5	100	1.0	3467	1.0
	Unknown	8	3.3	205	6.4	5785	5.5	42	6.6	475	6.5	13733	5.4	42	4.7	661	6.3	19547	5.4
Total		241	100.0	3193	100.0	104591	100.0	641	100.0	7275	100.0	255113	100.0	883	100.0	10475	100.0	360843	100.0
36f. Highest level of education: father	Not a high school graduate	34	13.7	611	18.9	18681	17.7	66	10.1	1039	14.1	36880	14.3	110	12.1	1808	17.1	59239	16.2
	High school diploma or GED	67	26.9	901	27.9	32405	30.7	148	22.6	2121	28.9	81605	31.6	227	25.1	3064	28.9	114237	31.3
	Some college, did not complete degree	35	14.1	437	13.6	14842	14.0	118	18.0	1082	14.7	38407	14.9	143	15.7	1486	14.0	52465	14.4
	Associate degree	15	6.0	208	6.4	7302	6.9	55	8.4	641	8.7	21689	8.4	64	7.0	776	7.3	27849	7.6
	Bachelor's degree	52	20.9	440	13.6	13584	12.9	156	23.8	1064	14.5	35027	13.5	201	22.1	1458	13.8	47533	13.0
	Master's degree / 1st professional	25	10.0	250	7.8	7363	7.0	52	7.9	577	7.9	18039	7.0	83	9.1	805	7.6	25139	6.9
	Doctorate degree	2	0.8	83	2.6	2641	2.5	11	1.7	150	2.0	5447	2.1	11	1.2	247	2.3	8395	2.3
	Unknown	19	7.6	295	9.1	8850	8.4	50	7.6	674	9.2	21493	8.3	69	7.6	945	8.9	30350	8.3
Total		249	100.0	3225	100.0	105668	100.0	656	100.0	7348	100.0	258587	100.0	908	100.0	10589	100.0	365207	100.0

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

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

The Community College Student Report 2009

Harper College

Compared with other ExLarge Colleges

1 Did you begin college at this college or elsewhere?

70 Started here 30 Started elsewhere

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

	Very Often	Often	Some-times	Never
a. Asked questions in class or contributed to class discussions	26	35	36	3
b. Made a class presentation	7	20	43	29
c. Prepared two or more drafts of a paper or assignment before turning it in	17	27	36	21
d. Worked on a paper or project that required integrating ideas or information from various sources	20	38	30	12
e. Come to class without completing readings or assignments	3	12	56	29
f. Worked with other students on projects during class	11	32	43	14
g. Worked with classmates outside of class to prepare class assignments	4	12	37	47
h. Tutored or taught other students (paid or voluntary)	2	5	18	76
i. Participated in a community-based project as a part of a regular course	2	4	13	82
j. Used the Internet or instant messaging to work on an assignment	28	32	28	12
k. Used e-mail to communicate with an instructor	21	31	35	13
l. Discussed grades or assignments with an instructor	14	28	47	11
m. Talked about career plans with an instructor or advisor	7	18	43	32
n. Discussed ideas from your readings or classes with instructors outside of class	4	10	34	52
o. Received prompt feedback (written or oral) from instructors on your performance	16	39	34	11
p. Worked harder than you thought you could to meet an instructor's standards or expectations	14	32	42	11
q. Worked with instructors on activities other than coursework	2	7	18	74
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	16	27	42	15
s. Had serious conversations with students of a different race or ethnicity other than your own	19	25	31	24
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	17	24	34	25
u. Skipped class	2	5	47	47

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

	Very much	Quite a bit	Some	Very little
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	25	38	27	10
b. Analyzing the basic elements of an idea, experience, or theory	29	40	26	6
c. Synthesizing and organizing ideas, information, or experiences in new ways	21	38	35	5
d. Making judgments about the value or soundness of information, arguments, or methods	17	35	38	11
e. Applying theories or concepts to practical problems or in new situations	19	38	32	11
f. Using information you have read or heard to perform a new skill	23	36	31	10

Notes:

* indicates a significant difference and effect size $\Rightarrow .2$ between your college and your comparison group.

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

Harper College: Illinois Supplemental Questions

Response	Professors in my courses make clear what they expect me to learn.											
	Your College						All Other Consortium Colleges					
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	138	53%	255	37%	439	46%	1727	53%	3413	45%	5417	50%
Agree	98	38%	376	54%	427	45%	1301	40%	3528	46%	4554	42%
Disagree	20	8%	52	8%	73	8%	175	5%	494	7%	631	6%
Strongly disagree	5	2%	8	1%	15	2%	59	2%	154	2%	207	2%
Total	261	100%	691	100%	954	100%	3262	100%	7589	100%	10809	100%

Response	Faculty help me to understand how I can apply what I learn in class to other courses.											
	Your College						All Other Consortium Colleges					
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	60	23%	119	17%	196	21%	784	24%	1661	22%	2524	24%
Agree	140	54%	390	57%	523	55%	1758	54%	4190	55%	5876	55%
Disagree	46	18%	148	22%	184	19%	537	17%	1359	18%	1828	17%
Strongly disagree	13	5%	30	4%	45	5%	147	5%	351	5%	489	5%
Total	259	100%	687	100%	947	100%	3226	100%	7561	100%	10717	100%

Harper College: Illinois Supplemental Questions

Response	Faculty help me to understand how I can apply what I learn in my classes to my life and career.											
	Your College						All Other Consortium Colleges					
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	60	24%	121	18%	197	21%	808	25%	1736	23%	2623	25%
Agree	124	49%	396	58%	493	53%	1710	53%	4128	55%	5752	54%
Disagree	51	20%	138	20%	188	20%	541	17%	1322	18%	1800	17%
Strongly disagree	17	7%	29	4%	53	6%	142	4%	300	4%	454	4%
Total	252	100%	684	100%	931	100%	3201	100%	7486	100%	10630	100%

Response	There are opportunities for interaction between students and faculty outside of formal classes.											
	Your College						All Other Consortium Colleges					
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	37	15%	98	15%	135	15%	471	15%	1314	18%	1668	16%
Agree	117	47%	348	52%	450	49%	1537	49%	3858	52%	5264	50%
Disagree	71	29%	193	29%	263	29%	837	27%	1688	23%	2627	25%
Strongly disagree	23	9%	35	5%	69	7%	307	10%	575	8%	948	9%
Total	248	100%	674	100%	917	100%	3152	100%	7435	100%	10507	100%

Harper College: Illinois Supplemental Questions

Response	While attending this college, what has been your best source of academic advising (academic planning, course recommendations, graduation requirements, etc.)?												
	Your College							All Other Consortium Colleges					
	Part-Time		Full-Time		All Students (weighted)			Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%		Count	%	Count	%	Count	%
Academic advisor/counselor (not faculty)	41	16%	115	17%	154	16%		518	16%	1312	17%	1765	16%
Academic advisor/counselor (faculty)	80	32%	266	39%	325	35%		1082	34%	2909	39%	3820	36%
Friends, family, or other students	72	28%	191	28%	263	28%		816	25%	2124	28%	2817	26%
Online college registration and/or computerized degree advising system	28	11%	76	11%	103	11%		287	9%	525	7%	872	8%
I have not received any academic advising	32	13%	38	6%	89	10%		526	16%	665	9%	1440	13%
Total	253	100%	686	100%	934	100%		3229	100%	7535	100%	10714	100%

Response	How satisfied were you with the quality of the college's new student orientation program?												
	Your College							All Other Consortium Colleges					
	Part-Time		Full-Time		All Students (weighted)			Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%		Count	%	Count	%	Count	%
Very satisfied	30	12%	115	17%	131	14%		343	11%	1006	13%	1246	12%
Satisfied	93	36%	360	52%	407	43%		927	29%	2978	40%	3492	33%
Dissatisfied	20	8%	67	10%	81	9%		198	6%	649	9%	748	7%
Very dissatisfied	7	3%	24	3%	29	3%		80	2%	244	3%	286	3%
Did not use	105	41%	122	18%	291	31%		1677	52%	2654	35%	4931	46%
Total	255	100%	688	100%	940	100%		3225	100%	7531	100%	10703	100%

Harper College: Illinois Supplemental Questions

Response	How would you rate the academic quality of this college in general?											
	Your College						All Other Consortium Colleges					
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Excellent	94	37%	246	36%	342	36%	881	28%	2009	27%	2923	28%
Good	131	51%	370	54%	493	53%	1779	56%	4107	55%	5853	55%
Fair	26	10%	58	8%	89	9%	460	14%	1189	16%	1582	15%
Poor	4	2%	9	1%	14	1%	76	2%	184	2%	254	2%
Total	255	100%	683	100%	937	100%	3196	100%	7489	100%	10612	100%

Response	How often do you use the college's web site to find information about tutorial or counseling services, registration dates, and other services or activities?											
	Your College						All Other Consortium Colleges					
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Never	28	11%	67	10%	98	10%	547	17%	1070	14%	1706	16%
Once a month or less	140	55%	327	48%	486	52%	1598	49%	3193	42%	5013	47%
Once a week	54	21%	179	26%	219	23%	643	20%	1820	24%	2304	22%
Several times a week	28	11%	88	13%	111	12%	319	10%	1053	14%	1219	11%
Daily	5	2%	27	4%	26	3%	123	4%	399	5%	474	4%
Total	255	100%	688	100%	940	100%	3230	100%	7535	100%	10717	100%

Harper College: Illinois Supplemental Questions

Response	About how many hours do you spend in a typical week on this college's campus, outside of time spent in class?											
	Your College						All Other Consortium Colleges					
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
None	76	30%	112	16%	225	24%	1106	34%	1467	19%	3092	29%
1-2 hours	71	28%	179	26%	254	27%	866	27%	1948	26%	2848	27%
3-6 hours	64	25%	203	30%	254	27%	787	24%	2060	27%	2734	26%
7-10 hours	35	14%	107	16%	136	15%	300	9%	1002	13%	1150	11%
More than 10 hours	9	4%	84	12%	69	7%	159	5%	1060	14%	868	8%
Total	255	100%	685	100%	938	100%	3218	100%	7537	100%	10692	100%

Response	How do you primarily think of yourself?													
	Your College							All Other Consortium Colleges						
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)			
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Primarily as a student	45	18%	223	33%	226	25%	548	17%	2572	35%	2476	24%		
Primarily as a student who also works	85	34%	369	54%	396	43%	1095	35%	3833	52%	4256	41%		
Primarily as an employed person who is also a student	118	48%	86	13%	297	32%	1521	48%	1000	14%	3770	36%		
Total	248	100%	678	100%	919	100%	3164	100%	7405	100%	10502	100%		

Response	Compared to a year ago, have you or your family found paying for college.											
	Your College						All Other Consortium Colleges					
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
More difficult	85	34%	216	32%	305	33%	1036	33%	2180	30%	3285	31%
About the same level of difficulty	105	42%	282	42%	386	42%	1163	37%	2955	40%	3973	38%
Less difficult	22	9%	79	12%	93	10%	300	10%	968	13%	1135	11%
Not applicable	40	16%	100	15%	143	15%	647	21%	1284	17%	2072	20%
Total	252	100%	677	100%	927	100%	3146	100%	7387	100%	10465	100%

Harper College: Illinois Supplemental Questions

Response	Some community college students have a disability, such as a hearing or sight impairment or learning disability. Please help us to understand more about our students by indicating whether or not you have a disability.											
	Your College						All Other Consortium Colleges					
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Yes, I have a disability	16	6%	62	9%	70	8%	203	6%	520	7%	709	7%
No, I do not have a disability	214	85%	571	85%	785	85%	2727	87%	6345	86%	9034	86%
I do not wish to answer	22	9%	40	6%	70	8%	221	7%	526	7%	732	7%
Total	252	100%	673	100%	925	100%	3151	100%	7391	100%	10476	100%

Response	If you responded "Yes, I have a disability" above, which of the following best describes your disability?											
	Your College						All Other Consortium Colleges					
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Mobility Impairment	9	9%	44	16%	45	12%	128	10%	416	14%	491	12%
Blindness/Low Vision	18	18%	38	14%	60	16%	178	14%	467	16%	609	15%
Deaf/Hard of Hearing	5	5%	35	13%	31	9%	110	9%	297	10%	382	9%
Learning Disabled	19	19%	51	19%	70	19%	249	20%	550	18%	818	20%
Other	47	48%	103	38%	159	44%	587	47%	1255	42%	1882	45%
Total	98	100%	271	100%	365	100%	1252	100%	2985	100%	4182	100%

Harper College: Illinois Supplemental Questions

Response	How often do you personally use the Facebook social networking utility for any purpose?											
	Your College						All Other Consortium Colleges					
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Daily	82	33%	361	54%	385	42%	873	29%	3031	42%	3406	34%
Weekly	42	17%	134	20%	167	18%	487	16%	1414	20%	1736	17%
Monthly	26	11%	54	8%	86	9%	262	9%	667	9%	901	9%
Never	96	39%	117	18%	270	30%	1369	46%	2067	29%	3995	40%
Total	246	100%	666	100%	908	100%	2991	100%	7179	100%	10038	100%

Response	To what extent has your interaction with library staff helped you improve your skills in locating and evaluating information?											
	Your College						All Other Consortium Colleges					
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Very much	33	14%	93	14%	124	14%	434	15%	1153	16%	1504	15%
Somewhat	68	28%	232	35%	279	31%	900	30%	2446	34%	3133	31%
Very little	42	18%	162	24%	184	21%	596	20%	1732	24%	2157	22%
Not at all	96	40%	177	27%	305	34%	1061	35%	1855	26%	3237	32%
Total	239	100%	664	100%	892	100%	2991	100%	7186	100%	10031	100%

2009 Frequency Distributions

Harper College

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
1. Did you begin college at this college or elsewhere?	Started here	175	64.3	13171	61.9	72405	62.9	562	77.4	31503	74.9	212753	74.9	698	70.0	42376	66.9	272759	68.3
	Started elsewhere	97	35.7	8093	38.1	42696	37.1	164	22.6	10581	25.1	71428	25.1	300	30.0	20954	33.1	126432	31.7
	Total	272	100.0	21264	100.0	115101	100.0	726	100.0	42084	100.0	284181	100.0	998	100.0	63330	100.0	399192	100.0
4a. Asked questions in class or contributed to class discussions	Never	9	3.3	807	3.8	3444	3.0	16	2.2	1085	2.6	5742	2.0	28	2.8	2108	3.3	10301	2.6
	Sometimes	103	37.7	7705	36.2	39141	34.0	239	32.8	14298	34.0	88229	31.0	357	35.6	22387	35.3	130858	32.8
	Often	89	32.6	7253	34.1	39942	34.7	281	38.6	14699	34.9	102846	36.2	352	35.2	21837	34.5	141283	35.4
	Very often	72	26.4	5506	25.9	32635	28.3	192	26.4	12001	28.5	87389	30.7	264	26.4	17012	26.9	116895	29.3
	Total	273	100.0	21271	100.0	115162	100.0	728	100.0	42083	100.0	284206	100.0	1001	100.0	63344	100.0	399338	100.0
4b. Made a class presentation	Never	98	35.9	7939	37.5	44248	38.6	149	20.6	8143	19.4	56894	20.1	293	29.3	19386	30.7	122989	30.9
	Sometimes	113	41.4	8093	38.2	43684	38.1	329	45.4	18584	44.3	127452	45.0	431	43.1	25535	40.5	163188	41.0
	Often	45	16.5	3736	17.7	19396	16.9	183	25.2	10769	25.7	70927	25.0	202	20.3	13034	20.7	80655	20.3
	Very often	17	6.2	1397	6.6	7308	6.4	64	8.8	4428	10.6	27935	9.9	73	7.4	5103	8.1	30881	7.8
	Total	273	100.0	21165	100.0	114636	100.0	725	100.0	41924	100.0	283208	100.0	999	100.0	63058	100.0	397713	100.0
4c. Prepared two or more drafts of a paper or assignment before turning it in	Never	61	22.5	5534	26.2	29201	25.6	130	18.0	6288	15.1	42725	15.1	204	20.6	13913	22.1	84513	21.3
	Sometimes	102	37.6	6245	29.6	33692	29.5	245	33.9	12671	30.3	86293	30.6	358	36.0	18801	29.9	118983	30.0
	Often	68	25.1	5820	27.6	31926	27.9	208	28.8	13321	31.9	89361	31.7	265	26.7	18335	29.2	116782	29.5
	Very often	40	14.8	3507	16.6	19415	17.0	140	19.4	9494	22.7	63935	22.6	166	16.8	11810	18.8	76083	19.2
	Total	271	100.0	21106	100.0	114234	100.0	723	100.0	41774	100.0	282314	100.0	994	100.0	62859	100.0	396361	100.0
4d. Worked on a paper or project that required integrating ideas or information from various sources	Never	45	16.5	3304	15.7	17710	15.5	44	6.1	2075	5.0	14575	5.2	120	12.0	7332	11.7	44336	11.2
	Sometimes	88	32.4	6371	30.2	34822	30.5	202	27.9	10485	25.1	73237	25.9	303	30.4	17785	28.3	113794	28.7
	Often	94	34.6	7370	35.0	39602	34.7	301	41.6	16948	40.5	114829	40.6	375	37.6	23298	37.1	147371	37.2
	Very often	45	16.5	4033	19.1	22105	19.3	177	24.4	12308	29.4	80027	28.3	199	20.0	14425	23.0	91106	23.0
	Total	272	100.0	21078	100.0	114239	100.0	724	100.0	41816	100.0	282668	100.0	997	100.0	62840	100.0	396607	100.0
4e. Came to class without completing readings or assignments	Never	96	35.8	6767	32.1	40767	35.7	151	20.9	9883	23.7	72031	25.6	290	29.4	18226	29.0	124825	31.5
	Sometimes	135	50.4	11432	54.2	59630	52.3	463	64.2	24682	59.3	165398	58.7	556	56.4	35184	56.1	217420	54.9
	Often	32	11.9	2063	9.8	10018	8.8	80	11.1	5161	12.4	32350	11.5	114	11.6	6735	10.7	39188	9.9
	Very often	5	1.9	828	3.9	3685	3.2	27	3.7	1925	4.6	12021	4.3	26	2.7	2612	4.2	14334	3.6
	Total	268	100.0	21090	100.0	114100	100.0	721	100.0	41651	100.0	281800	100.0	986	100.0	62757	100.0	395767	100.0
4f. Worked with other students on projects during class	Never	47	17.3	3552	16.9	19065	16.7	65	9.0	3699	8.9	23870	8.5	137	13.8	8702	13.9	52114	13.2
	Sometimes	114	42.1	8295	39.4	45695	40.1	326	45.2	16842	40.4	114524	40.7	431	43.4	24908	39.7	159709	40.4
	Often	80	29.5	6362	30.2	34397	30.2	258	35.8	14817	35.6	101503	36.1	320	32.2	20216	32.3	129302	32.7
	Very often	30	11.1	2836	13.5	14796	13.0	72	10.0	6279	15.1	41413	14.7	105	10.6	8850	14.1	54117	13.7
	Total	271	100.0	21045	100.0	113953	100.0	721	100.0	41637	100.0	281310	100.0	993	100.0	62676	100.0	395243	100.0
4g. Worked with classmates outside of class to prepare class assignments	Never	144	52.7	9691	45.9	54271	47.5	291	40.2	13248	31.7	88435	31.3	473	47.4	25560	40.6	160885	40.6
	Sometimes	88	32.2	7465	35.4	39294	34.4	309	42.7	17324	41.4	117727	41.7	367	36.7	23572	37.5	148657	37.5
	Often	30	11.0	2890	13.7	15007	13.1	91	12.6	7984	19.1	54512	19.3	117	11.7	9894	15.7	62633	15.8
	Very often	11	4.0	1060	5.0	5721	5.0	33	4.6	3254	7.8	21525	7.6	43	4.3	3857	6.1	24265	6.1
	Total	273	100.0	21106	100.0	114293	100.0	724	100.0	41810	100.0	282199	100.0	999	100.0	62884	100.0	396441	100.0
4h. Tutored or taught other students (paid or voluntary)	Never	213	78.6	16039	75.8	88196	77.0	524	72.0	28243	67.5	190109	67.2	755	75.7	45869	72.8	289739	72.9
	Sometimes	44	16.2	3754	17.7	19460	17.0	142	19.5	9432	22.5	65001	23.0	176	17.7	12303	19.5	77415	19.5
	Often	11	4.1	940	4.4	4604	4.0	47	6.5	2757	6.6	18288	6.5	51	5.1	3274	5.2	20080	5.1
	Very often	3	1.1	427	2.0	2300	2.0	15	2.1	1425	3.4	9497	3.4	15	1.5	1570	2.5	10155	2.6
	Total	271	100.0	21160	100.0	114560	100.0	728	100.0	41857	100.0	282895	100.0	997	100.0	63017	100.0	397388	100.0
4i. Participated in a community-based project as a part of a regular course	Never	229	84.5	17153	81.4	93365	81.9	565	78.0	30422	73.0	202110	71.7	813	81.7	49195	78.4	306540	77.5
	Sometimes	30	11.1	2831	13.4	14775	13.0	105	14.5	7706	18.5	55026	19.5	125	12.6	9564	15.2	62712	15.8
	Often	8	3.0	772	3.7	4157	3.6	42	5.8	2427	5.8	17043	6.0	42	4.2	2785	4.4	18486	4.7
	Very often	4	1.5	313	1.5	1740	1.5	12	1.7	1133	2.7	7565	2.7	15	1.6	1199	1.9	7923	2.0
	Total	271	100.0	21069	100.0	114037	100.0	724	100.0	41688	100.0	281744	100.0	994	100.0	62743	100.0	395661	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)						
		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	
4j.	Used the Internet or instant messaging to work on an assignment	Never	42	15.4	3026	14.4	16097	14.1	49	6.8	2728	6.5	18680	6.6	117	11.7	7179	11.4	43373	11.0
		Sometimes	75	27.6	5628	26.7	30169	26.5	213	29.4	9081	21.8	61966	22.0	283	28.4	15641	24.9	97446	24.6
		Often	86	31.6	6167	29.3	33902	29.7	242	33.4	13368	32.0	90864	32.2	323	32.4	19017	30.3	122143	30.9
		Very often	69	25.4	6250	29.7	33883	29.7	221	30.5	16555	39.7	110286	39.1	275	27.6	20936	33.4	132740	33.5
Total		272	100.0	21071	100.0	114051	100.0	725	100.0	41732	100.0	281796	100.0	997	100.0	62773	100.0	395701	100.0	
4k.	Used email to communicate with an instructor	Never	48	17.8	3688	17.5	20822	18.2	46	6.4	3396	8.1	25820	9.2	127	12.9	8790	14.0	57572	14.5
		Sometimes	98	36.4	8031	38.1	41483	36.4	247	34.2	13536	32.4	87860	31.1	351	35.5	22540	35.9	134913	34.1
		Often	74	27.5	5585	26.5	30444	26.7	258	35.7	13569	32.5	90532	32.1	307	31.1	18063	28.8	114664	29.0
		Very often	49	18.2	3761	17.9	21357	18.7	171	23.7	11263	27.0	77931	27.6	204	20.6	13383	21.3	88847	22.4
Total		269	100.0	21065	100.0	114106	100.0	722	100.0	41764	100.0	282143	100.0	989	100.0	62777	100.0	395996	100.0	
4l.	Discussed grades or assignments with an instructor	Never	36	13.3	2699	12.8	13068	11.4	50	6.9	3291	7.9	18986	6.7	105	10.6	6863	10.9	37188	9.4
		Sometimes	137	50.7	9946	47.2	52981	46.4	306	42.3	17781	42.6	115926	41.1	467	47.1	28598	45.5	175270	44.2
		Often	66	24.4	5895	27.9	33124	29.0	244	33.7	13688	32.8	95558	33.8	282	28.5	18699	29.8	123104	31.1
		Very often	31	11.5	2552	12.1	15022	13.2	123	17.0	7025	16.8	51895	18.4	138	13.9	8689	13.8	60778	15.3
Total		270	100.0	21092	100.0	114195	100.0	723	100.0	41785	100.0	282365	100.0	992	100.0	62849	100.0	396341	100.0	
4m.	Talked about career plans with an instructor or advisor	Never	98	36.0	8081	38.3	40575	35.6	186	25.6	11249	27.0	64935	23.0	315	31.5	21430	34.1	118912	30.0
		Sometimes	111	40.8	9003	42.7	49829	43.7	341	47.0	18810	45.1	128242	45.5	434	43.5	27413	43.6	176593	44.6
		Often	45	16.5	2948	14.0	17119	15.0	143	19.7	8126	19.5	60883	21.6	179	17.9	10039	16.0	70655	17.8
		Very often	18	6.6	1055	5.0	6611	5.8	56	7.7	3544	8.5	27857	9.9	71	7.1	3930	6.3	29797	7.5
Total		272	100.0	21087	100.0	114134	100.0	726	100.0	41729	100.0	281917	100.0	998	100.0	62811	100.0	395957	100.0	
4n.	Discussed ideas from your readings or classes with instructors outside of class	Never	152	55.9	11127	53.0	58721	51.6	338	46.6	17782	42.7	112171	39.8	517	51.9	30785	49.2	183707	46.5
		Sometimes	85	31.3	7133	34.0	39717	34.9	276	38.1	16406	39.4	115847	41.1	341	34.2	22526	36.0	148749	37.6
		Often	25	9.2	1974	9.4	11408	10.0	84	11.6	5354	12.9	38878	13.8	102	10.2	6680	10.7	46072	11.7
		Very often	10	3.7	745	3.6	3988	3.5	27	3.7	2115	5.1	14772	5.2	37	3.7	2574	4.1	16677	4.2
Total		272	100.0	20979	100.0	113834	100.0	725	100.0	41657	100.0	281668	100.0	997	100.0	62565	100.0	395205	100.0	
4o.	Received prompt feedback (written or oral) from instructors on your performance	Never	37	13.8	2159	10.3	10369	9.1	58	8.0	2980	7.2	17633	6.3	112	11.2	5734	9.1	31251	7.9
		Sometimes	82	30.5	7675	36.5	40170	35.2	281	38.7	15217	36.5	101291	35.9	338	34.0	22884	36.5	140884	35.6
		Often	101	37.5	7744	36.8	43517	38.2	290	39.9	16295	39.1	113379	40.2	383	38.6	23605	37.6	154477	39.0
		Very often	49	18.2	3467	16.5	19986	17.5	98	13.5	7182	17.2	49607	17.6	160	16.2	10476	16.7	69163	17.5
Total		269	100.0	21045	100.0	114042	100.0	727	100.0	41674	100.0	281910	100.0	992	100.0	62699	100.0	395776	100.0	
4p.	Worked harder than you thought you could to meet an instructors standards or expectations	Never	35	13.0	2770	13.1	14366	12.6	68	9.4	3803	9.1	23950	8.5	113	11.4	7292	11.6	43016	10.9
		Sometimes	119	44.1	8664	41.1	45950	40.3	292	40.3	15886	38.0	107667	38.1	421	42.5	25095	40.0	156333	39.5
		Often	75	27.8	6835	32.4	37786	33.1	272	37.6	15188	36.3	102704	36.4	318	32.0	21295	33.9	136537	34.5
		Very often	41	15.2	2803	13.3	16019	14.0	92	12.7	6922	16.6	47903	17.0	140	14.1	9128	14.5	60220	15.2
Total		270	100.0	21072	100.0	114121	100.0	724	100.0	41799	100.0	282224	100.0	992	100.0	62810	100.0	396106	100.0	
4q.	Worked with instructors on activities other than coursework	Never	209	78.6	15896	76.1	85536	75.6	489	68.3	27945	67.5	178851	63.9	726	74.1	45361	72.9	277039	70.5
		Sometimes	39	14.7	3481	16.7	19520	17.3	154	21.5	9234	22.3	69631	24.9	173	17.6	11700	18.8	80899	20.6
		Often	13	4.9	1149	5.5	6009	5.3	63	8.8	3043	7.3	22939	8.2	64	6.6	3856	6.2	25709	6.5
		Very often	5	1.9	363	1.7	2092	1.8	10	1.4	1189	2.9	8634	3.1	16	1.7	1337	2.1	9255	2.4
Total		266	100.0	20889	100.0	113157	100.0	716	100.0	41411	100.0	280055	100.0	979	100.0	62255	100.0	392903	100.0	
4r.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	Never	40	14.8	2904	13.7	15538	13.6	118	16.3	4411	10.5	28749	10.2	153	15.4	7934	12.6	48251	12.1
		Sometimes	113	41.7	8109	38.3	43944	38.4	307	42.3	15699	37.5	106489	37.6	418	42.0	23972	38.1	151687	38.2
		Often	70	25.8	6285	29.7	34520	30.2	207	28.6	13303	31.8	90684	32.1	269	27.0	19186	30.5	122851	30.9
		Very often	48	17.7	3847	18.2	20488	17.9	93	12.8	8459	20.2	56961	20.1	155	15.6	11901	18.9	74454	18.7
Total		271	100.0	21145	100.0	114490	100.0	725	100.0	41872	100.0	282883	100.0	995	100.0	62993	100.0	397243	100.0	
4s.	Had serious conversations with students of a different race or ethnicity other than your own	Never	78	28.7	4900	23.2	29540	25.8	131	18.0	7299	17.4	55552	19.6	240	24.1	13263	21.1	93590	23.6
		Sometimes	80	29.4	6917	32.8	38989	34.1	246	33.8	12698	30.3	93458	33.0	313	31.3	20021	31.8	133991	33.7
		Often	67	24.6	5204	24.7	26240	22.9	192	26.4	11442	27.3	71807	25.4	254	25.4	16149	25.7	94486	23.8
		Very often	47	17.3	4088	19.4	19603	17.1	158	21.7	10437	24.9	62091	21.9	192	19.2	13491	21.4	74957	18.9
Total		272	100.0	21109	100.0	114372	100.0	727	100.0	41876	100.0	282908	100.0	998	100.0	62925	100.0	397024	100.0	
4t.	Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	Never	84	31.0	5614	26.6	30890	27.0	116	16.0	7755	18.5	51231	18.1	244	24.5	14839	23.6	92514	23.3
		Sometimes	88	32.5	7283	34.5	41591	36.4	256	35.3	13720	32.8	98499	34.9	335	33.7	21262	33.8	142459	35.9
		Often	54	19.9	4763	22.6	24909	21.8	220	30.3	11059	26.4	74982	26.5	243	24.4	15143	24.1	94201	23.8
		Very often	45	16.6	3430	16.3	16853	14.8	133	18.3	9314	22.3	57918	20.5	173	17.4	11634	18.5	67437	17.0
Total		271	100.0	21090	100.0	114243	100.0	725	100.0	41848	100.0	282630	100.0	995	100.0	62878	100.0	396611	100.0	
4u.	Skipped class	Never	153	56.7	11257	53.2	65617	57.2	245	33.7	17226	41.1	122374	43.2	464	46.7	30611	48.5	203678	51.2
		Sometimes	104	38.5	8827	41.7	43814	38.2	414	56.9	21481	51.2	140395	49.6	462	46.5	28600	45.3	171334	43.1
		Often	9	3.3	763	3.6	3679	3.2	53	7.3	2302	5.5	14608	5.2	50	5.1	2739	4.3	16185	4.1
		Very often	4	1.5	329	1.6	1526	1.3	15	2.1	943	2.2	5913	2.1	17	1.7	1143	1.8	6573	1.7
Total		270	100.0	21176	100.0	114636	100.0	727	100.0	41952	100.0	283290	100.0	994	100.0	63093	100.0	397769</		

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)						
		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	
5a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	Very little	37	13.6	1792	8.5	9880	8.6	36	5.0	2247	5.3	15335	5.4	98	9.9	4616	7.3	28767	7.2
		Some	72	26.5	6092	28.7	33914	29.5	200	27.5	11215	26.7	77788	27.4	269	26.9	17713	28.0	114454	28.7
		Quite a bit	99	36.4	8050	38.0	43004	37.4	299	41.2	17178	40.9	115459	40.7	384	38.5	24699	39.1	154797	38.8
		Very much	64	23.5	5271	24.9	28092	24.5	191	26.3	11370	27.1	75197	26.5	247	24.7	16157	25.6	100554	25.2
		Total	272	100.0	21205	100.0	114890	100.0	726	100.0	42010	100.0	283779	100.0	998	100.0	63186	100.0	398572	100.0
5b.	Analyzing the basic elements of an idea, experience, or theory	Very little	18	6.6	1177	5.6	6719	5.9	29	4.0	1448	3.5	10347	3.7	55	5.5	3010	4.8	19675	5.0
		Some	73	26.9	6010	28.4	33610	29.4	183	25.3	10454	24.9	75599	26.7	261	26.2	17137	27.2	112939	28.4
		Quite a bit	99	36.5	8873	42.0	48323	42.2	317	43.8	18657	44.5	125636	44.4	394	39.7	27074	43.0	171370	43.1
		Very much	81	29.9	5075	24.0	25821	22.6	195	26.9	11368	27.1	71512	25.3	285	28.6	15787	25.1	93367	23.5
		Total	271	100.0	21135	100.0	114473	100.0	724	100.0	41927	100.0	283094	100.0	994	100.0	63009	100.0	397351	100.0
5c.	Synthesizing and organizing ideas, information, or experiences in new ways	Very little	15	5.5	1868	8.9	9970	8.7	36	5.0	2403	5.8	16013	5.7	53	5.3	4817	7.7	29587	7.5
		Some	99	36.5	7023	33.4	39183	34.4	241	33.3	12753	30.5	89882	31.9	349	35.1	20336	32.4	132497	33.5
		Quite a bit	99	36.5	7941	37.8	42808	37.6	293	40.5	16792	40.2	113418	40.2	380	38.2	24266	38.7	152993	38.7
		Very much	58	21.4	4198	20.0	22032	19.3	154	21.3	9815	23.5	62652	22.2	212	21.4	13302	21.2	80636	20.4
		Total	271	100.0	21030	100.0	113993	100.0	724	100.0	41763	100.0	281965	100.0	994	100.0	62721	100.0	395714	100.0
5d.	Making judgments about the value or soundness of information, arguments, or methods	Very little	35	13.0	3172	15.1	17048	14.9	59	8.2	3771	9.0	25311	9.0	108	10.9	8027	12.8	49199	12.4
		Some	108	40.1	7698	36.6	42582	37.3	248	34.3	13812	33.1	98594	34.9	372	37.6	22185	35.4	144437	36.5
		Quite a bit	85	31.6	6744	32.1	36809	32.3	278	38.5	15633	37.4	103846	36.8	342	34.6	21398	34.1	135286	34.1
		Very much	41	15.2	3422	16.3	17688	15.5	137	19.0	8571	20.5	54530	19.3	167	16.9	11134	17.7	67285	17.0
		Total	269	100.0	21036	100.0	114127	100.0	722	100.0	41787	100.0	282281	100.0	989	100.0	62744	100.0	396207	100.0
5e.	Applying theories or concepts to practical problems or in new situations	Very little	37	13.7	2541	12.1	13554	11.9	59	8.2	3255	7.8	21183	7.5	112	11.3	6564	10.4	39699	10.0
		Some	85	31.4	7261	34.4	40559	35.5	232	32.1	13294	31.8	91275	32.3	315	31.7	21034	33.5	135846	34.2
		Quite a bit	99	36.5	7312	34.7	39413	34.5	293	40.5	15712	37.6	106354	37.6	380	38.3	22506	35.8	142103	35.8
		Very much	50	18.5	3971	18.8	20847	18.2	139	19.2	9574	22.9	63884	22.6	187	18.8	12761	20.3	79269	20.0
		Total	271	100.0	21085	100.0	114373	100.0	723	100.0	41835	100.0	282696	100.0	994	100.0	62866	100.0	396917	100.0
5f.	Using information you have read or heard to perform a new skill	Very little	31	11.4	2262	10.7	12049	10.5	55	7.6	3204	7.6	19331	6.8	97	9.8	5984	9.5	35439	8.9
		Some	85	31.3	6506	30.7	36473	31.8	226	31.2	11907	28.4	80854	28.5	311	31.2	18852	29.9	121438	30.5
		Quite a bit	88	32.4	7479	35.3	40160	35.0	303	41.9	15669	37.3	106250	37.5	363	36.5	22813	36.1	143611	36.1
		Very much	68	25.0	4933	23.3	26084	22.7	140	19.3	11211	26.7	77142	27.2	225	22.6	15476	24.5	97717	24.5
		Total	272	100.0	21180	100.0	114766	100.0	724	100.0	41991	100.0	283577	100.0	997	100.0	63125	100.0	398205	100.0
6a.	Number of assigned textbooks, manuals, books, or book-length packs of course readings	None	5	1.9	808	3.9	4406	3.9	11	1.5	625	1.5	4357	1.6	17	1.7	1858	3.0	11472	2.9
		Between 1 and 4	135	50.0	11052	53.0	58651	51.9	168	23.3	12154	29.3	81275	29.0	381	38.5	27441	44.1	166178	42.3
		Between 5 and 10	76	28.1	5089	24.4	28328	25.0	333	46.3	15999	38.5	108541	38.7	356	36.0	18487	29.7	120870	30.7
		Between 11 and 20	35	13.0	2264	10.9	12190	10.8	128	17.8	7576	18.2	50284	17.9	149	15.0	8540	13.7	54149	13.8
		More than 20	19	7.0	1626	7.8	9534	8.4	80	11.1	5170	12.5	35978	12.8	87	8.8	5918	9.5	40407	10.3
		Total	270	100.0	20839	100.0	113109	100.0	720	100.0	41524	100.0	280435	100.0	990	100.0	62245	100.0	393076	100.0
6b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	None	71	26.3	5414	26.0	31279	27.6	229	31.8	10676	25.7	80837	28.8	284	28.7	16138	25.9	111400	28.3
		Between 1 and 4	139	51.5	10329	49.5	54700	48.3	344	47.8	20809	50.1	134612	48.0	494	49.9	30958	49.7	188979	48.1
		Between 5 and 10	34	12.6	3161	15.2	16374	14.5	80	11.1	5966	14.4	38093	13.6	118	12.0	9240	14.8	55199	14.0
		Between 11 and 20	17	6.3	1046	5.0	5749	5.1	40	5.6	2147	5.2	14046	5.0	59	6.0	3145	5.1	19801	5.0
		More than 20	9	3.3	903	4.3	5050	4.5	27	3.8	1936	4.7	12960	4.6	35	3.5	2786	4.5	17819	4.5
6c.	Number of written papers or reports of any length	None	33	12.2	3160	15.2	17081	15.1	20	2.8	1466	3.5	11006	3.9	81	8.2	6720	10.8	41110	10.5
		Between 1 and 4	114	42.2	7746	37.2	41490	36.7	182	25.3	10275	24.8	71478	25.5	346	34.9	20192	32.5	125686	32.0
		Between 5 and 10	65	24.1	5835	28.0	31968	28.3	253	35.2	14476	34.9	96968	34.6	286	28.9	19010	30.6	121125	30.8
		Between 11 and 20	44	16.3	2754	13.2	15071	13.3	189	26.3	9705	23.4	63655	22.7	204	20.6	10623	17.1	67928	17.3
		More than 20	14	5.2	1341	6.4	7446	6.6	75	10.4	5550	13.4	37123	13.2	74	7.5	5658	9.1	36992	9.4
		Total	270	100.0	20836	100.0	113056	100.0	719	100.0	41472	100.0	280230	100.0	989	100.0	62203	100.0	392842	100.0
7.	Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	Extremely easy	1	0.4	229	1.2	1243	1.2	4	0.6	251	0.6	1702	0.6	4	0.5	568	1.0	3485	0.9
		2	5	2.0	506	2.6	2466	2.3	14	2.0	695	1.7	4467	1.7	19	2.0	1353	2.3	7608	2.0
		3	23	9.0	1298	6.5	6618	6.1	44	6.3	2273	5.7	14142	5.2	74	7.9	3707	6.2	21684	5.8
		4	57	22.4	4977	25.1	25730	23.8	188	27.1	9733	24.4	62876	23.3	230	24.4	14826	24.9	89219	23.7
		5	95	37.3	6499	32.8	35015	32.4	268	38.6	14646	36.7	96742	35.8	357	37.9	20370	34.3	127636	33.9
		6	46	18.0	4429	22.3	24798	23.0	146	21.0	8996	22.6	63831	23.6	183	19.4	13277	22.3	87391	23.2
		Extremely challenging	28	11.0	1894	9.6	12092	11.2	30	4.3	3264	8.2	26604	9.8	76	8.1	5340	9.0	39922	10.6
8a.	Internship, field experience, coop experience, or clinical assignment	I have not done, nor plan to do	144	54.1	9650	46.7	50323	44.9	314	43.8	16121	39.1	103925	37.3	486	49.7	26941	43.7	161760	41.5
		I plan to do	107	40.2	8336	40.4	44908	40.0	312	43.5	18909	45.9	123673	44.4	408	41.7	26316	42.7	163582	41.9
		I have done	15	5.6	2659	12.9	16934	15.1	91	12.7	6180	15.0	51174	18.4	85	8.7	8443	13.7	64896	16.6
		Total	266	100.0	20645	100.0	112165	100.0	717	100.0	41210	100.0	278772	100.0	980	100.0	61701	100.0	390238	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
8b. English as a second language course	I have not done, nor plan to do	220	82.4	17421	84.1	97135	86.5	630	88.1	33691	81.7	238094	85.4	832	84.9	51478	83.2	336374	86.1
	I plan to do	13	4.9	1095	5.3	5850	5.2	23	3.2	2084	5.1	14415	5.2	41	4.2	3210	5.2	20289	5.2
	I have done	34	12.7	2191	10.6	9302	8.3	62	8.7	5481	13.3	26292	9.4	108	11.0	7151	11.6	33815	8.7
	Total	267	100.0	20707	100.0	112287	100.0	715	100.0	41256	100.0	278801	100.0	981	100.0	61839	100.0	390479	100.0
8c. Developmental/remedial reading course	I have not done, nor plan to do	197	73.5	14983	72.5	83638	74.5	528	73.4	28445	69.0	200787	72.0	724	73.5	44009	71.3	287540	73.6
	I plan to do	33	12.3	2290	11.1	10798	9.6	57	7.9	3982	9.7	22285	8.0	103	10.4	6455	10.4	34674	8.9
	I have done	38	14.2	3406	16.5	17828	15.9	134	18.6	8774	21.3	55722	20.0	159	16.1	11303	18.3	68216	17.5
	Total	268	100.0	20679	100.0	112264	100.0	719	100.0	41201	100.0	278794	100.0	985	100.0	61766	100.0	390430	100.0
8d. Developmental/remedial writing course	I have not done, nor plan to do	184	68.9	13920	67.3	77157	68.7	531	74.1	26236	63.6	183904	65.9	699	71.1	40811	66.0	264422	67.7
	I plan to do	42	15.7	2919	14.1	13829	12.3	72	10.0	4769	11.6	27219	9.8	130	13.3	8063	13.0	43644	11.2
	I have done	41	15.4	3847	18.6	21315	19.0	114	15.9	10237	24.8	67787	24.3	153	15.6	12927	20.9	82535	21.1
	Total	267	100.0	20686	100.0	112301	100.0	717	100.0	41242	100.0	278910	100.0	982	100.0	61802	100.0	390601	100.0
8e. Developmental/remedial math course	I have not done, nor plan to do	165	61.8	11492	55.7	62480	55.7	446	62.3	21768	52.9	148590	53.4	609	62.0	33807	54.8	214458	55.0
	I plan to do	67	25.1	3722	18.0	18355	16.4	88	12.3	5714	13.9	33886	12.2	192	19.6	10066	16.3	56499	14.5
	I have done	35	13.1	5427	26.3	31292	27.9	182	25.4	13698	33.3	96011	34.5	181	18.4	17810	28.9	119054	30.5
	Total	267	100.0	20641	100.0	112127	100.0	716	100.0	41180	100.0	278487	100.0	981	100.0	61683	100.0	390010	100.0
8f. Study skills course	I have not done, nor plan to do	180	67.4	13499	65.4	75730	67.6	494	69.0	25578	62.1	178547	64.1	668	68.1	39712	64.4	258604	66.3
	I plan to do	59	22.1	4316	20.9	21421	19.1	114	15.9	8263	20.1	49292	17.7	191	19.4	12695	20.6	71636	18.4
	I have done	28	10.5	2820	13.7	14903	13.3	108	15.1	7320	17.8	50560	18.2	122	12.5	9254	15.0	59576	15.3
	Total	267	100.0	20635	100.0	112054	100.0	716	100.0	41161	100.0	278399	100.0	981	100.0	61661	100.0	389816	100.0
8g. Honors course	I have not done, nor plan to do	206	78.0	15053	73.2	84355	75.6	497	70.0	26010	63.3	189455	68.3	724	74.6	42760	69.5	282820	72.8
	I plan to do	52	19.7	4631	22.5	22914	20.5	174	24.5	11872	28.9	70013	25.2	212	21.8	15301	24.9	86363	22.2
	I have done	6	2.3	888	4.3	4345	3.9	39	5.5	3180	7.7	18015	6.5	36	3.7	3427	5.6	19203	4.9
	Total	264	100.0	20572	100.0	111614	100.0	710	100.0	41062	100.0	277483	100.0	972	100.0	61489	100.0	388387	100.0
8h. College orientation program or course	I have not done, nor plan to do	179	68.3	12914	62.6	71173	63.5	425	59.6	22466	54.6	152990	55.0	625	64.5	36780	59.6	233504	59.9
	I plan to do	31	11.8	2943	14.3	15190	13.6	91	12.8	6007	14.6	36922	13.3	119	12.2	8864	14.4	51992	13.3
	I have done	52	19.8	4784	23.2	25652	22.9	197	27.6	12699	30.8	88368	31.8	225	23.2	16034	26.0	104171	26.7
	Total	262	100.0	20641	100.0	112015	100.0	713	100.0	41172	100.0	278280	100.0	969	100.0	61679	100.0	389667	100.0
8i. Organized learning communities (linked courses/study groups led by faculty or counselors)	I have not done, nor plan to do	203	75.7	15154	73.2	84032	74.8	547	76.3	27821	67.4	193979	69.5	748	76.0	44028	71.2	284031	72.7
	I plan to do	52	19.4	4028	19.5	20352	18.1	113	15.8	8822	21.4	54176	19.4	175	17.8	12462	20.1	72380	18.5
	I have done	13	4.9	1526	7.4	7937	7.1	57	7.9	4616	11.2	30970	11.1	61	6.2	5358	8.7	34337	8.8
	Total	268	100.0	20708	100.0	112321	100.0	717	100.0	41259	100.0	279125	100.0	984	100.0	61849	100.0	390748	100.0
9a. Encouraging you to spend significant amounts of time studying	Very little	10	3.7	1067	5.1	5552	4.9	19	2.6	1607	3.9	9975	3.6	32	3.3	2921	4.7	17091	4.3
	Some	57	21.2	5276	25.3	28451	25.2	163	22.6	9034	21.8	60855	21.7	216	21.8	14978	24.1	93568	23.8
	Quite a bit	114	42.4	8880	42.6	48401	42.8	337	46.8	17514	42.2	119950	42.7	438	44.3	26432	42.5	168394	42.8
	Very much	88	32.7	5612	26.9	30649	27.1	201	27.9	13363	32.2	89865	32.0	303	30.6	17894	28.8	114052	29.0
	Total	269	100.0	20835	100.0	113053	100.0	720	100.0	41518	100.0	280645	100.0	988	100.0	62226	100.0	393105	100.0
9b. Providing the support you need to help you succeed at this college	Very little	15	5.6	1228	5.9	6035	5.3	15	2.1	1943	4.7	11785	4.2	40	4.1	3405	5.5	19026	4.8
	Some	50	18.6	5292	25.4	27271	24.2	149	20.7	9530	23.0	60619	21.6	193	19.5	15231	24.5	90582	23.1
	Quite a bit	115	42.8	8709	41.9	47683	42.3	332	46.2	17203	41.5	117925	42.1	437	44.2	25926	41.7	165749	42.2
	Very much	89	33.1	5566	26.8	31865	28.2	223	31.0	12790	30.8	89993	32.1	318	32.2	17561	28.3	117165	29.8
	Total	269	100.0	20795	100.0	112854	100.0	719	100.0	41466	100.0	280322	100.0	987	100.0	62122	100.0	392522	100.0
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	51	19.1	3840	18.5	22288	19.8	95	13.2	6596	15.9	45639	16.3	163	16.6	10887	17.6	72016	18.4
	Some	84	31.5	6785	32.8	37704	33.5	237	33.0	12426	30.0	89744	32.1	316	32.1	19646	31.7	129428	33.1
	Quite a bit	81	30.3	6189	29.9	32277	28.7	233	32.4	12892	31.1	84831	30.3	307	31.2	18808	30.4	114833	29.3
	Very much	51	19.1	3902	18.8	20145	17.9	154	21.4	9482	22.9	59623	21.3	198	20.1	12598	20.3	75082	19.2
	Total	267	100.0	20716	100.0	112414	100.0	719	100.0	41396	100.0	279837	100.0	983	100.0	61939	100.0	391359	100.0
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	121	45.3	9223	44.6	48037	42.7	274	38.2	16314	39.4	103844	37.1	415	42.2	26390	42.6	157410	40.2
	Some	90	33.7	6558	31.7	37056	33.0	234	32.6	13945	33.7	98030	35.0	326	33.2	20087	32.5	133009	34.0
	Quite a bit	34	12.7	3273	15.8	18219	16.2	138	19.2	7472	18.0	51874	18.5	153	15.6	10315	16.7	67343	17.2
	Very much	22	8.2	1635	7.9	9077	8.1	72	10.0	3672	8.9	26263	9.4	89	9.0	5103	8.2	33672	8.6
	Total	267	100.0	20689	100.0	112389	100.0	718	100.0	41403	100.0	280011	100.0	983	100.0	61894	100.0	391434	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
9e. Providing the support you need to thrive socially	Very little	85	32.0	6584	32.0	34998	31.3	173	24.2	10732	26.1	67445	24.2	280	28.6	18313	29.8	109542	28.1
	Some	104	39.1	8035	39.1	43954	39.3	308	43.0	16203	39.3	111465	40.0	400	40.8	24102	39.2	154726	39.7
	Quite a bit	49	18.4	4146	20.2	23078	20.6	158	22.1	9896	24.0	69038	24.8	196	20.0	13326	21.7	87472	22.4
	Very much	28	10.5	1797	8.7	9852	8.8	77	10.8	4362	10.6	30944	11.1	104	10.6	5788	9.4	38017	9.8
	Total	266	100.0	20562	100.0	111882	100.0	716	100.0	41193	100.0	278892	100.0	979	100.0	61529	100.0	389757	100.0
9f. Providing the financial support you need to afford your education	Very little	114	42.9	6950	33.7	34320	30.7	167	23.3	9962	24.1	57854	20.7	337	34.4	18548	30.1	102473	26.3
	Some	64	24.1	5788	28.1	30882	27.6	226	31.5	10746	26.0	73270	26.2	267	27.3	16885	27.4	105687	27.1
	Quite a bit	48	18.0	4297	20.9	25042	22.4	180	25.1	10415	25.2	74884	26.8	207	21.1	13916	22.6	95280	24.4
	Very much	40	15.0	3565	17.3	21689	19.4	144	20.1	10141	24.6	73331	26.3	169	17.2	12306	20.0	86715	22.2
	Total	266	100.0	20600	100.0	111933	100.0	717	100.0	41264	100.0	279339	100.0	980	100.0	61654	100.0	390155	100.0
9g. Using Computers in academic work	Very little	17	6.3	1921	9.3	9585	8.5	25	3.5	1705	4.1	9889	3.5	50	5.1	4542	7.3	24946	6.4
	Some	61	22.8	4345	20.9	22432	19.9	120	16.7	6571	15.8	41547	14.8	198	20.1	11799	19.0	69578	17.7
	Quite a bit	85	31.7	6789	32.7	37129	32.9	251	34.9	13699	33.0	92651	33.0	326	33.1	20371	32.8	129750	33.1
	Very much	105	39.2	7702	37.1	43623	38.7	324	45.0	19501	47.0	136333	48.6	411	41.7	25347	40.8	168156	42.9
	Total	268	100.0	20757	100.0	112769	100.0	720	100.0	41476	100.0	280420	100.0	986	100.0	62059	100.0	392430	100.0
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	None	4	1.5	397	1.9	2265	2.0	7	1.0	459	1.1	3603	1.3	12	1.3	1004	1.6	6821	1.7
	1-5 hours	125	46.5	9967	47.8	53189	47.1	229	31.8	14640	35.4	99852	35.7	396	40.1	26935	43.3	166299	42.4
	6-10 hours	83	30.9	6226	29.9	33519	29.7	266	36.9	12704	30.7	84019	30.0	331	33.5	18731	30.1	116824	29.8
	11-20 hours	37	13.8	3051	14.6	16810	14.9	148	20.6	8548	20.6	57470	20.5	165	16.7	10478	16.9	67601	17.2
	21-30 hours	16	5.9	808	3.9	4799	4.2	51	7.1	3264	7.9	22304	8.0	64	6.4	3298	5.3	22707	5.8
	More than 30 hours	4	1.5	391	1.9	2363	2.1	19	2.6	1787	4.3	12681	4.5	20	2.0	1723	2.8	12192	3.1
	Total	269	100.0	20840	100.0	112945	100.0	720	100.0	41402	100.0	279929	100.0	988	100.0	62170	100.0	392444	100.0
10b. Working for pay	None	42	15.8	3480	16.8	19395	17.2	156	21.8	10761	26.1	75267	27.0	180	18.4	12515	20.2	84045	21.5
	1-5 hours	11	4.1	985	4.7	5327	4.7	39	5.4	2484	6.0	18384	6.6	46	4.7	3239	5.2	21791	5.6
	6-10 hours	16	6.0	1129	5.4	6238	5.5	56	7.8	2974	7.2	20846	7.5	67	6.8	3812	6.2	25030	6.4
	11-20 hours	20	7.5	1994	9.6	10533	9.4	183	25.5	7369	17.9	48260	17.3	150	15.3	7934	12.8	50067	12.8
	21-30 hours	38	14.3	3344	16.1	16930	15.0	159	22.2	8826	21.4	57131	20.5	174	17.7	11204	18.1	67886	17.4
	More than 30 hours	139	52.3	9806	47.3	54098	48.1	124	17.3	8836	21.4	59251	21.2	363	37.1	23191	37.5	142332	36.4
	Total	266	100.0	20738	100.0	112521	100.0	717	100.0	41250	100.0	279139	100.0	980	100.0	61895	100.0	391150	100.0
10c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	None	248	92.5	18139	87.4	98476	87.5	587	81.5	32243	78.1	209885	75.1	865	87.8	51977	83.9	321157	82.1
	1-5 hours	16	6.0	1915	9.2	10429	9.3	90	12.5	6180	15.0	47090	16.9	87	8.8	7072	11.4	49418	12.6
	6-10 hours	2	0.7	383	1.8	2070	1.8	21	2.9	1435	3.5	10283	3.7	17	1.7	1521	2.5	10363	2.6
	11-20 hours	2	0.7	163	0.8	903	0.8	16	2.2	779	1.9	6297	2.3	14	1.4	735	1.2	5590	1.4
	21-30 hours	0	0.0	64	0.3	298	0.3	3	0.4	328	0.8	2747	1.0	2	0.2	299	0.5	2245	0.6
	More than 30 hours	0	0.0	80	0.4	411	0.4	3	0.4	334	0.8	3037	1.1	2	0.2	331	0.5	2628	0.7
	Total	268	100.0	20744	100.0	112587	100.0	720	100.0	41299	100.0	279339	100.0	986	100.0	61935	100.0	391401	100.0
10d. Providing care for dependents living with you (parents, children, spouse, etc.)	None	112	42.4	9178	44.3	45477	40.5	388	54.2	20694	50.2	136539	49.0	464	47.6	28799	46.6	172220	44.1
	1-5 hours	47	17.8	3351	16.2	16207	14.4	165	23.0	7832	19.0	47693	17.1	196	20.1	10664	17.3	60628	15.5
	6-10 hours	17	6.4	1707	8.2	8688	7.7	67	9.4	3802	9.2	22498	8.1	75	7.7	5322	8.6	30566	7.8
	11-20 hours	30	11.4	1348	6.5	6983	6.2	34	4.7	2438	5.9	15562	5.6	83	8.5	3866	6.3	23075	5.9
	21-30 hours	8	3.0	849	4.1	4815	4.3	18	2.5	1391	3.4	9381	3.4	27	2.8	2359	3.8	15112	3.9
	More than 30 hours	50	18.9	4275	20.6	30187	26.9	44	6.1	5026	12.2	47113	16.9	130	13.4	10793	17.5	88995	22.8
	Total	264	100.0	20708	100.0	112357	100.0	716	100.0	41183	100.0	278786	100.0	975	100.0	61803	100.0	390596	100.0
10e. Commuting to and from classes	None	27	10.2	1358	6.6	7219	6.4	36	5.0	2486	6.0	19386	6.9	78	7.9	3967	6.4	26452	6.8
	1-5 hours	205	77.1	15477	74.7	83820	74.5	524	73.1	26056	63.2	172729	61.9	738	75.3	43398	70.2	269603	68.9
	6-10 hours	22	8.3	2611	12.6	14429	12.8	113	15.8	7976	19.3	55584	19.9	113	11.5	9405	15.2	62155	15.9
	11-20 hours	5	1.9	721	3.5	4005	3.6	28	3.9	2951	7.2	19698	7.1	27	2.8	3041	4.9	19769	5.1
	21-30 hours	3	1.1	243	1.2	1164	1.0	9	1.3	840	2.0	5185	1.9	12	1.2	937	1.5	5467	1.4
	More than 30 hours	4	1.5	315	1.5	1903	1.7	7	1.0	933	2.3	6674	2.4	12	1.3	1116	1.8	7847	2.0
	Total	266	100.0	20725	100.0	112540	100.0	717	100.0	41242	100.0	279256	100.0	980	100.0	61864	100.0	391292	100.0
11a. Other students	Unfriendly, unsupportive, sense of alienation	2	0.7	260	1.2	1086	1.0	6	0.8	468	1.1	2552	0.9	8	0.8	742	1.2	3666	0.9
	2	7	2.6	487	2.3	2280	2.0	23	3.2	966	2.3	5318	1.9	28	2.9	1451	2.3	7711	2.0
	3	13	4.9	1112	5.3	5115	4.5	29	4.0	2185	5.3	11823	4.2	44	4.5	3299	5.3	17168	4.4
	4	59	22.0	3750	18.0	18495	16.4	115	16.0	6767	16.3	39648	14.1	191	19.4	10790	17.4	60384	15.4
	5	65	24.3	4731	22.7	24864	22.0	170	23.6	9611	23.2	60986	21.8	236	24.0	14228	22.9	86066	21.9
	6	61	22.8	5496	26.4	30518	27.0	224	31.2	11644	28.1	81622	29.1	260	26.4	16845	27.1	109823	28.0
	Friendly, supportive, sense of belonging	61	22.8	4986	23.9	30607	27.1	152	21.1	9789	23.6	78254	27.9	217	22.1	14802	23.8	107839	27.5
	Total	268	100.0	20822	100.0	112965	100.0	719	100.0	41430	100.0	280203	100.0	985	100.0	62156	100.0	392658	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
11b. Instructors	Unavailable, unhelpful, unsympathetic	3	1.1	144	0.7	739	0.7	1	0.1	278	0.7	1828	0.7	7	0.7	422	0.7	2564	0.7
	2	3	1.1	299	1.4	1654	1.5	8	1.1	689	1.7	4163	1.5	11	1.1	960	1.5	5810	1.5
	3	18	6.7	737	3.5	3716	3.3	37	5.1	1701	4.1	10382	3.7	59	6.0	2327	3.7	13608	3.5
	4	36	13.4	2486	11.9	12295	10.9	83	11.5	5571	13.5	33656	12.0	124	12.6	7773	12.5	44452	11.3
	5	48	17.9	4334	20.8	22072	19.5	180	25.0	9894	23.9	62676	22.4	207	21.0	13694	22.0	81453	20.7
	6	68	25.4	6605	31.7	35232	31.2	244	33.9	13504	32.6	91662	32.7	287	29.1	19909	32.0	124988	31.8
	Available, helpful, sympathetic	92	34.3	6228	29.9	37264	33.0	166	23.1	9778	23.6	75799	27.1	290	29.5	17082	27.5	119777	30.5
Total		268	100.0	20833	100.0	112972	100.0	719	100.0	41415	100.0	280166	100.0	985	100.0	62168	100.0	392652	100.0
11c. Administrative personnel and offices	Unhelpful, inconsiderate, rigid	10	3.7	784	3.8	3569	3.2	27	3.8	1780	4.3	9128	3.3	37	3.7	2468	4.0	12435	3.2
	2	12	4.5	1138	5.5	5201	4.6	28	3.9	2489	6.0	13455	4.8	42	4.2	3530	5.7	18313	4.7
	3	25	9.3	1852	8.9	8856	7.9	55	7.6	4110	9.9	23607	8.4	85	8.6	5789	9.3	31617	8.1
	4	57	21.2	4716	22.7	22619	20.1	147	20.4	8974	21.7	53498	19.1	206	20.9	13857	22.4	76755	19.6
	5	50	18.6	4693	22.6	24715	21.9	176	24.5	9360	22.6	62891	22.5	209	21.1	14020	22.6	86837	22.1
	6	54	20.1	4252	20.5	25121	22.3	169	23.5	8646	20.9	65018	23.2	213	21.6	12763	20.6	89244	22.8
	Helpful, considerate, flexible	61	22.7	3297	15.9	22633	20.1	117	16.3	6019	14.5	52369	18.7	197	19.9	9533	15.4	76851	19.6
Total		269	100.0	20732	100.0	112714	100.0	719	100.0	41378	100.0	279966	100.0	987	100.0	61960	100.0	392051	100.0
12a. Acquiring a broad general education	Very little	19	7.1	1537	7.4	7905	7.0	19	2.6	1542	3.7	9865	3.5	51	5.2	3732	6.0	21529	5.5
	Some	74	27.5	5095	24.6	28738	25.5	134	18.6	7803	18.9	55257	19.7	234	23.7	13905	22.4	90586	23.1
	Quite a bit	93	34.6	8333	40.2	45267	40.2	328	45.6	18068	43.7	123538	44.1	388	39.3	25758	41.6	164449	42.0
	Very much	83	30.9	5779	27.9	30721	27.3	238	33.1	13948	33.7	91170	32.6	314	31.8	18579	30.0	115252	29.4
	Total	269	100.0	20744	100.0	112631	100.0	719	100.0	41361	100.0	279830	100.0	987	100.0	61974	100.0	391815	100.0
12b. Acquiring job or work-related knowledge and skills	Very little	57	21.2	4658	22.5	22282	19.8	155	21.6	7740	18.7	41733	14.9	211	21.4	12971	21.0	68371	17.5
	Some	81	30.1	6279	30.4	33701	30.0	229	31.8	13089	31.7	81439	29.1	305	30.9	19029	30.8	115738	29.6
	Quite a bit	67	24.9	5893	28.5	33057	29.4	232	32.3	12245	29.7	88685	31.7	277	28.1	17932	29.0	119531	30.6
	Very much	64	23.8	3848	18.6	23352	20.8	103	14.3	8219	19.9	67642	24.2	195	19.7	11884	19.2	87497	22.4
	Total	269	100.0	20678	100.0	112392	100.0	719	100.0	41293	100.0	279499	100.0	987	100.0	61817	100.0	391136	100.0
12c. Writing clearly and effectively	Very little	34	12.7	3067	14.8	15992	14.2	52	7.2	3165	7.7	21081	7.5	102	10.3	7500	12.1	44502	11.4
	Some	85	31.7	6116	29.5	33550	29.8	215	29.9	10989	26.6	77152	27.6	305	31.0	17590	28.4	113278	29.0
	Quite a bit	85	31.7	7336	35.4	40153	35.7	302	42.1	16827	40.7	113215	40.5	356	36.2	23189	37.5	148038	37.8
	Very much	64	23.9	4181	20.2	22716	20.2	149	20.8	10329	25.0	68188	24.4	222	22.5	13583	22.0	85434	21.8
	Total	268	100.0	20700	100.0	112411	100.0	718	100.0	41310	100.0	279636	100.0	985	100.0	61862	100.0	391252	100.0
12d. Speaking clearly and effectively	Very little	40	14.9	3568	17.2	19101	17.0	82	11.4	4527	11.0	29603	10.6	132	13.4	9185	14.9	55657	14.2
	Some	82	30.6	6375	30.8	35086	31.2	228	31.7	11645	28.2	81657	29.2	306	31.1	18459	29.9	119103	30.5
	Quite a bit	80	29.9	6875	33.2	37384	33.3	274	38.1	15523	37.6	104901	37.5	329	33.4	21571	34.9	137511	35.2
	Very much	66	24.6	3868	18.7	20805	18.5	136	18.9	9589	23.2	63350	22.7	218	22.1	12602	20.4	78826	20.2
	Total	268	100.0	20686	100.0	112376	100.0	720	100.0	41284	100.0	279511	100.0	986	100.0	61818	100.0	391099	100.0
12e. Thinking critically and analytically	Very little	24	9.0	1710	8.3	8885	7.9	29	4.0	2026	4.9	12555	4.5	67	6.8	4335	7.0	25109	6.4
	Some	72	26.9	5567	26.9	29940	26.7	182	25.3	9670	23.4	64491	23.1	258	26.2	15823	25.6	98484	25.2
	Quite a bit	93	34.7	8466	41.0	45912	40.9	325	45.2	17490	42.4	119654	42.8	387	39.3	25660	41.5	163397	41.8
	Very much	79	29.5	4925	23.8	27600	24.6	183	25.5	12100	29.3	82714	29.6	273	27.7	15970	25.8	103980	26.6
	Total	268	100.0	20668	100.0	112337	100.0	719	100.0	41286	100.0	279414	100.0	985	100.0	61788	100.0	390969	100.0
12f. Solving numerical problems	Very little	65	24.3	4095	19.8	21957	19.6	78	10.9	4959	12.0	31430	11.3	182	18.5	10499	17.0	62654	16.0
	Some	74	27.7	6061	29.4	32982	29.4	223	31.1	11830	28.7	80871	29.0	287	29.2	17974	29.1	114479	29.3
	Quite a bit	68	25.5	6453	31.3	35413	31.6	254	35.4	14751	35.7	102077	36.5	292	29.8	20310	32.9	131720	33.7
	Very much	60	22.5	4021	19.5	21808	19.4	163	22.7	9733	23.6	64934	23.2	222	22.6	12929	21.0	81738	20.9
	Total	267	100.0	20630	100.0	112160	100.0	718	100.0	41273	100.0	279312	100.0	983	100.0	61712	100.0	390590	100.0
12g. Using computing and information technology	Very little	52	19.5	3638	17.6	18129	16.2	95	13.2	4674	11.3	27033	9.7	165	16.8	9391	15.2	51844	13.3
	Some	72	27.0	5980	29.0	31679	28.2	227	31.7	10851	26.3	71294	25.5	285	29.0	17209	27.9	105766	27.1
	Quite a bit	79	29.6	6275	30.4	35314	31.5	229	31.9	13766	33.4	96700	34.6	301	30.6	19488	31.6	128702	32.9
	Very much	64	24.0	4752	23.0	27107	24.2	166	23.2	11970	29.0	84298	30.2	232	23.6	15646	25.3	104413	26.7
	Total	267	100.0	20645	100.0	112229	100.0	717	100.0	41261	100.0	279325	100.0	982	100.0	61734	100.0	390726	100.0
12h. Working effectively with others	Very little	31	11.6	2415	11.7	12333	11.0	66	9.2	3338	8.1	19699	7.0	104	10.5	6362	10.3	36066	9.2
	Some	91	34.0	6934	33.5	36832	32.8	234	32.5	12353	29.9	80469	28.8	329	33.3	19814	32.0	121386	31.0
	Quite a bit	83	31.0	7223	34.9	39641	35.3	274	38.1	15511	37.6	108136	38.7	336	34.1	22240	36.0	144200	36.9
	Very much	63	23.5	4122	19.9	23579	21.0	145	20.2	10092	24.4	71189	25.5	217	22.1	13424	21.7	89447	22.9
	Total	268	100.0	20694	100.0	112385	100.0	719	100.0	41294	100.0	279493	100.0	985	100.0	61841	100.0	391100	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
12i. Learning effectively on your own	Very little	29	10.8	1622	7.8	8517	7.6	36	5.0	2554	6.2	15355	5.5	82	8.3	4467	7.2	25943	6.6
	Some	69	25.7	5360	25.9	28632	25.5	194	27.0	9636	23.3	64836	23.2	259	26.3	15404	24.9	95907	24.5
	Quite a bit	84	31.3	8284	40.0	45062	40.1	288	40.1	16597	40.2	114129	40.8	346	35.1	24813	40.1	158471	40.5
	Very much	86	32.1	5431	26.2	30171	26.8	201	28.0	12499	30.3	85115	30.5	299	30.3	17158	27.7	110749	28.3
	Total	268	100.0	20697	100.0	112382	100.0	719	100.0	41286	100.0	279435	100.0	985	100.0	61842	100.0	391071	100.0
12j. Understanding yourself	Very little	46	17.3	3780	18.3	20303	18.1	105	14.7	6141	14.9	39559	14.2	158	16.2	10487	17.0	63972	16.4
	Some	75	28.2	6191	30.0	33984	30.3	211	29.5	11429	27.7	79955	28.6	282	28.8	17974	29.1	115895	29.7
	Quite a bit	75	28.2	6313	30.6	34407	30.7	237	33.1	13301	32.3	90600	32.5	297	30.3	19284	31.2	123064	31.5
	Very much	70	26.3	4369	21.2	23514	21.0	162	22.7	10370	25.1	69053	24.7	242	24.7	13993	22.7	87654	22.4
	Total	266	100.0	20653	100.0	112208	100.0	715	100.0	41241	100.0	279167	100.0	979	100.0	61738	100.0	390586	100.0
12k. Understanding people of other racial and ethnic backgrounds	Very little	66	24.7	4918	23.8	28580	25.5	129	18.0	7251	17.6	54231	19.4	214	21.8	13252	21.5	89863	23.0
	Some	88	33.0	6841	33.1	37759	33.7	248	34.6	13164	31.9	93072	33.4	331	33.7	20187	32.7	131290	33.6
	Quite a bit	52	19.5	5500	26.6	28358	25.3	208	29.0	12264	29.8	79755	28.6	232	23.6	17155	27.8	103957	26.6
	Very much	61	22.8	3385	16.4	17438	15.6	132	18.4	8544	20.7	51980	18.6	205	20.9	11113	18.0	65244	16.7
	Total	267	100.0	20644	100.0	112135	100.0	717	100.0	41223	100.0	279038	100.0	982	100.0	61707	100.0	390354	100.0
12l. Developing a personal code of values and ethics	Very little	61	22.8	5606	27.2	29750	26.5	138	19.2	8469	20.5	54671	19.6	209	21.2	15177	24.6	91692	23.5
	Some	95	35.4	6734	32.6	37176	33.1	247	34.4	13243	32.1	91786	32.9	345	35.0	20042	32.5	129455	33.2
	Quite a bit	58	21.6	5203	25.2	28185	25.1	210	29.3	11743	28.5	80874	29.0	245	25.0	16357	26.5	104703	26.8
	Very much	54	20.1	3094	15.0	17061	15.2	122	17.0	7778	18.9	51743	18.5	185	18.8	10128	16.4	64615	16.5
	Total	268	100.0	20637	100.0	112172	100.0	717	100.0	41233	100.0	279074	100.0	984	100.0	61704	100.0	390465	100.0
12m. Contributing to the welfare of your community	Very little	113	42.3	8448	41.1	44220	39.5	280	39.1	14448	35.1	91216	32.7	402	40.9	23920	38.9	142232	36.5
	Some	93	34.8	6885	33.5	38452	34.3	253	35.3	14344	34.9	101184	36.3	344	35.1	20948	34.0	137505	35.3
	Quite a bit	34	12.7	3443	16.7	19255	17.2	122	17.0	7997	19.4	56219	20.2	143	14.6	10895	17.7	72292	18.5
	Very much	27	10.1	1800	8.7	10016	8.9	61	8.5	4357	10.6	30056	10.8	92	9.4	5782	9.4	37757	9.7
	Total	267	100.0	20576	100.0	111943	100.0	716	100.0	41146	100.0	278675	100.0	981	100.0	61545	100.0	389786	100.0
12n. Developing clearer career goals	Very little	37	13.9	3732	18.1	19539	17.4	94	13.1	5447	13.2	32314	11.6	133	13.6	9976	16.2	57837	14.8
	Some	83	31.2	6217	30.1	32873	29.3	228	31.7	11102	26.9	73428	26.3	308	31.4	17870	28.9	109585	28.0
	Quite a bit	76	28.6	6342	30.7	34948	31.1	244	33.9	13710	33.2	96194	34.4	303	30.9	19584	31.7	127703	32.7
	Very much	70	26.3	4356	21.1	24908	22.2	153	21.3	11006	26.7	77439	27.7	237	24.1	14314	23.2	95708	24.5
	Total	266	100.0	20647	100.0	112268	100.0	719	100.0	41265	100.0	279375	100.0	981	100.0	61743	100.0	390833	100.0
12o. Gaining information about career opportunities	Very little	57	21.3	4689	22.6	24450	21.7	114	15.9	6893	16.7	41026	14.7	186	19.0	12573	20.3	72489	18.5
	Some	85	31.8	6521	31.5	34660	30.8	241	33.6	11972	29.0	79065	28.3	320	32.6	18889	30.5	116478	29.8
	Quite a bit	68	25.5	5586	27.0	31286	27.8	219	30.5	12609	30.5	88835	31.8	272	27.7	17579	28.4	116141	29.7
	Very much	57	21.3	3906	18.9	22094	19.6	144	20.1	9875	23.9	70851	25.3	204	20.8	12852	20.8	86395	22.1
	Total	267	100.0	20702	100.0	112490	100.0	718	100.0	41349	100.0	279777	100.0	983	100.0	61893	100.0	391502	100.0
13a1. Frequency: Academic advising/planning	Do not know/N.A.	25	9.4	2397	11.7	12404	11.1	51	7.1	2977	7.3	17608	6.3	82	8.4	6216	10.1	35431	9.1
	Rarely/never	104	39.0	8079	39.3	41572	37.2	272	37.7	14103	34.4	88205	31.8	378	38.4	23091	37.6	135234	34.8
	Sometimes	106	39.7	8037	39.1	45394	40.6	314	43.5	18188	44.4	129448	46.6	407	41.4	25162	41.0	168075	43.2
	Often	32	12.0	2047	10.0	12365	11.1	85	11.8	5692	13.9	42358	15.3	117	11.9	6930	11.3	49980	12.9
	Total	267	100.0	20560	100.0	111735	100.0	722	100.0	40960	100.0	277619	100.0	985	100.0	61399	100.0	388720	100.0
13b1. Frequency: Career counseling	Do not know/N.A.	50	18.7	4402	21.5	25390	22.8	118	16.4	7111	17.4	50139	18.1	174	17.7	12310	20.1	80922	20.9
	Rarely/never	135	50.6	10222	49.9	56037	50.4	359	49.9	20093	49.3	140168	50.7	494	50.3	30461	49.8	195644	50.5
	Sometimes	62	23.2	4810	23.5	24371	21.9	185	25.7	10683	26.2	68667	24.8	239	24.3	14870	24.3	89392	23.1
	Often	20	7.5	1036	5.1	5450	4.9	57	7.9	2905	7.1	17667	6.4	76	7.7	3498	5.7	21238	5.5
	Total	267	100.0	20470	100.0	111248	100.0	719	100.0	40792	100.0	276641	100.0	983	100.0	61139	100.0	387196	100.0
13c1. Frequency: Job placement assistance	Do not know/N.A.	123	46.4	8886	43.8	48939	44.3	296	41.3	15604	38.5	104667	38.1	432	44.2	25348	41.8	159764	41.5
	Rarely/never	122	46.0	9561	47.1	51352	46.5	365	51.0	19850	49.0	130976	47.7	471	48.2	28979	47.8	180442	46.9
	Sometimes	16	6.0	1443	7.1	7861	7.1	40	5.6	3884	9.6	29796	10.8	57	5.8	4895	8.1	33979	8.8
	Often	4	1.5	411	2.0	2313	2.1	15	2.1	1171	2.9	9390	3.4	17	1.8	1442	2.4	10405	2.7
	Total	265	100.0	20301	100.0	110465	100.0	716	100.0	40509	100.0	274829	100.0	977	100.0	60663	100.0	384591	100.0
13d1. Frequency: Peer or other tutoring	Do not know/N.A.	78	29.5	6137	30.3	33951	30.8	167	23.4	9897	24.5	66128	24.1	262	26.9	17112	28.3	107536	28.0
	Rarely/never	121	45.8	9255	45.7	50525	45.8	329	46.1	18326	45.3	128662	46.9	447	45.9	27638	45.6	177905	46.3
	Sometimes	44	16.7	3568	17.6	18601	16.9	155	21.7	8717	21.5	56480	20.6	184	18.9	11476	19.0	70565	18.4
	Often	21	8.0	1301	6.4	7194	6.5	63	8.8	3517	8.7	23288	8.5	81	8.3	4333	7.2	28019	7.3
	Total	264	100.0	20261	100.0	110271	100.0	714	100.0	40457	100.0	274558	100.0	974	100.0	60560	100.0	384026	100.0
13e1. Frequency: Skill labs (writing, math, etc.)	Do not know/N.A.	67	25.4	5106	25.2	29037	26.4	159	22.3	7770	19.3	53236	19.4	234	24.0	13896	23.0	89787	23.4
	Rarely/never	103	39.0	7833	38.7	42019	38.2	305	42.7	14753	36.6	99152	36.2	396	40.6	22947	38.0	142888	37.3
	Sometimes	59	22.3	4700	23.2	24589	22.3	166	23.2	10966	27.2	73435	26.8	221	22.7	14953	24.7	93150	24.3
	Often	35	13.3	2593	12.8	14427	13.1	84	11.8	6868	17.0	48034	17.5	123	12.6	8656	14.3	57416	15.0
	Total	264	100.0	20232	100.0	110072	100.0	714	100.0	40357	100.0	273857	100.0	974	100.0	60452	100.0	383241	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
13f1. Frequency: Child care	Do not know/N.A.	147	55.9	11919	58.9	64032	58.2	389	54.7	23029	57.1	153871	56.1	537	55.4	35200	58.2	219263	57.2
	Rarely/never	105	39.9	7533	37.2	41093	37.3	294	41.4	15423	38.2	104233	38.0	393	40.5	22724	37.6	144353	37.6
	Sometimes	7	2.7	470	2.3	2728	2.5	22	3.1	1165	2.9	8760	3.2	28	2.9	1536	2.5	10827	2.8
	Often	4	1.5	314	1.6	2249	2.0	6	0.8	747	1.9	7196	2.6	12	1.2	1003	1.7	8978	2.3
	Total	263	100.0	20236	100.0	110102	100.0	711	100.0	40364	100.0	274060	100.0	970	100.0	60463	100.0	383421	100.0
13g1. Frequency: Financial aid advising	Do not know/N.A.	84	31.9	5884	29.1	29172	26.5	201	28.0	8765	21.7	49782	18.2	294	30.2	15901	26.3	87298	22.8
	Rarely/never	103	39.2	7246	35.8	37209	33.8	267	37.2	13126	32.5	82618	30.2	373	38.3	20894	34.6	123497	32.2
	Sometimes	43	16.3	4479	22.2	27068	24.6	141	19.7	11046	27.4	85695	31.3	173	17.8	14627	24.2	106180	27.7
	Often	33	12.5	2612	12.9	16670	15.1	108	15.1	7422	18.4	55802	20.4	133	13.7	9009	14.9	66359	17.3
	Total	263	100.0	20221	100.0	110119	100.0	717	100.0	40359	100.0	273897	100.0	974	100.0	60431	100.0	383334	100.0
13h1. Frequency: Computer lab	Do not know/N.A.	34	13.0	3637	17.9	18884	17.1	82	11.4	3789	9.4	22941	8.4	120	12.3	8883	14.7	51271	13.3
	Rarely/never	76	29.0	5839	28.8	30793	27.9	134	18.7	8614	21.3	52824	19.3	238	24.5	15674	25.9	92674	24.1
	Sometimes	77	29.4	5784	28.5	31831	28.8	221	30.8	12715	31.4	86280	31.5	292	30.0	17956	29.6	115187	30.0
	Often	75	28.6	5024	24.8	28866	26.2	281	39.1	15331	37.9	112276	40.9	323	33.2	18086	29.8	125009	32.5
	Total	262	100.0	20284	100.0	110374	100.0	718	100.0	40449	100.0	274321	100.0	972	100.0	60599	100.0	384140	100.0
13i1. Frequency: Student organizations	Do not know/N.A.	104	40.2	8761	43.6	47431	43.3	257	35.7	13893	34.6	89349	32.8	369	38.2	24134	40.2	147617	38.7
	Rarely/never	124	47.9	9097	45.2	48871	44.6	323	44.9	18430	46.0	123211	45.2	450	46.5	27367	45.5	171075	44.9
	Sometimes	21	8.1	1664	8.3	9708	8.9	102	14.2	5420	13.5	41599	15.3	104	10.8	6162	10.3	44609	11.7
	Often	10	3.9	594	3.0	3544	3.2	38	5.3	2360	5.9	18314	6.7	43	4.5	2429	4.0	18061	4.7
	Total	259	100.0	20116	100.0	109554	100.0	720	100.0	40103	100.0	272473	100.0	967	100.0	60093	100.0	381361	100.0
13j1. Frequency: Transfer credit assistance	Do not know/N.A.	86	32.5	7372	36.3	41489	37.6	170	23.6	12079	29.8	88279	32.1	280	28.6	20655	34.1	136017	35.4
	Rarely/never	111	41.9	7910	39.0	41117	37.2	290	40.3	15273	37.7	100299	36.5	403	41.2	23372	38.6	141621	36.8
	Sometimes	50	18.9	3831	18.9	21078	19.1	180	25.0	9425	23.3	62220	22.6	211	21.6	12380	20.4	79155	20.6
	Often	18	6.8	1171	5.8	6777	6.1	79	11.0	3728	9.2	24115	8.8	84	8.6	4219	7.0	27832	7.2
	Total	265	100.0	20284	100.0	110461	100.0	719	100.0	40505	100.0	274913	100.0	979	100.0	60626	100.0	384625	100.0
13k1. Frequency: Services to students with disabilities	Do not know/N.A.	151	57.4	12148	59.7	66115	59.7	386	53.7	23247	57.4	156254	56.8	544	55.8	35758	58.8	224951	58.4
	Rarely/never	93	35.4	6720	33.0	36320	32.8	261	36.3	13810	34.1	92680	33.7	349	35.8	20303	33.4	127855	33.2
	Sometimes	12	4.6	787	3.9	4571	4.1	37	5.1	1954	4.8	15080	5.5	47	4.8	2569	4.2	18387	4.8
	Often	7	2.7	694	3.4	3679	3.3	35	4.9	1521	3.8	11317	4.1	35	3.6	2141	3.5	14154	3.7
	Total	263	100.0	20349	100.0	110685	100.0	719	100.0	40532	100.0	275331	100.0	975	100.0	60771	100.0	385348	100.0
13a2. Satisfaction: Academic advising/planning	N.A.	57	22.2	4744	23.8	23776	21.9	135	19.0	6310	15.8	36807	13.5	199	20.8	12506	21.0	69382	18.3
	Not at all	24	9.3	2127	10.7	10683	9.8	67	9.4	4803	12.0	26750	9.8	90	9.4	6705	11.2	37122	9.8
	Somewhat	94	36.6	8596	43.2	45419	41.9	316	44.6	18785	47.0	124626	45.9	383	40.1	26571	44.6	164983	43.5
	Very	82	31.9	4433	22.3	28626	26.4	191	26.9	10089	25.2	83620	30.8	284	29.7	13845	23.2	107450	28.4
	Total	257	100.0	19900	100.0	108504	100.0	709	100.0	39987	100.0	271803	100.0	956	100.0	59626	100.0	378938	100.0
13b2. Satisfaction: Career Counseling	N.A.	111	43.4	8519	43.2	47945	44.6	287	40.5	14745	37.2	101418	37.6	402	42.1	24317	41.2	156283	41.6
	Not at all	23	9.0	2590	13.1	13532	12.6	67	9.4	5447	13.7	36191	13.4	88	9.2	7912	13.4	48753	13.0
	Somewhat	74	28.9	5669	28.8	29668	27.6	220	31.0	12704	32.0	84258	31.3	285	29.8	17640	29.9	109597	29.2
	Very	48	18.8	2922	14.8	16249	15.1	135	19.0	6779	17.1	47747	17.7	180	18.9	9202	15.6	60813	16.2
	Total	256	100.0	19700	100.0	107394	100.0	709	100.0	39675	100.0	269614	100.0	954	100.0	59071	100.0	375447	100.0
13c2. Satisfaction: Job placement assistance	N.A.	188	74.9	13160	67.7	71317	67.2	488	69.8	23998	61.2	156608	58.7	681	72.7	37990	65.1	235066	63.3
	Not at all	23	9.2	2585	13.3	13613	12.8	75	10.7	5601	14.3	37239	14.0	92	9.9	7985	13.7	49463	13.3
	Somewhat	27	10.8	2676	13.8	14895	14.0	110	15.7	6872	17.5	50064	18.8	122	13.0	8886	15.2	60178	16.2
	Very	13	5.2	1021	5.3	6264	5.9	26	3.7	2731	7.0	22851	8.6	43	4.5	3473	6.0	26477	7.1
	Total	251	100.0	19442	100.0	106089	100.0	699	100.0	39202	100.0	266762	100.0	938	100.0	58334	100.0	371183	100.0
13d2. Satisfaction: Peer or other tutoring	N.A.	149	58.4	10313	53.1	57038	53.8	338	48.7	17749	45.3	120712	45.3	511	54.2	29332	50.3	186149	50.2
	Not at all	20	7.8	1830	9.4	10004	9.4	47	6.8	3656	9.3	25235	9.5	70	7.4	5510	9.5	35163	9.5
	Somewhat	43	16.9	4360	22.4	22496	21.2	186	26.8	10408	26.6	68621	25.7	200	21.2	13909	23.9	85870	23.1
	Very	43	16.9	2921	15.0	16478	15.5	123	17.7	7368	18.8	52183	19.6	163	17.2	9522	16.3	63807	17.2
	Total	255	100.0	19424	100.0	106016	100.0	694	100.0	39181	100.0	266751	100.0	943	100.0	58274	100.0	370989	100.0
13e2. Satisfaction: Skill labs (writing, math, etc.)	N.A.	124	49.4	8670	44.7	48566	45.9	323	46.4	14143	36.2	96270	36.2	450	48.1	24100	41.4	154203	41.7
	Not at all	11	4.4	1464	7.5	7859	7.4	43	6.2	2936	7.5	19293	7.3	48	5.2	4396	7.6	27273	7.4
	Somewhat	50	19.9	5201	26.8	27522	26.0	196	28.2	12100	30.9	83045	31.2	221	23.6	16539	28.4	104900	28.4
	Very	66	26.3	4068	21.0	21829	20.6	134	19.3	9927	25.4	67159	25.3	217	23.2	13170	22.6	83562	22.6
	Total	251	100.0	19403	100.0	105776	100.0	696	100.0	39106	100.0	265767	100.0	936	100.0	58205	100.0	369937	100.0
13f2. Satisfaction: Child care	N.A.	203	82.2	15650	81.1	84042	79.8	565	81.5	30432	78.3	202504	76.5	758	81.9	46275	80.0	288233	78.2
	Not at all	18	7.3	1772	9.2	10018	9.5	55	7.9	3639	9.4	25749	9.7	70	7.6	5386	9.3	35562	9.6
	Somewhat	16	6.5	1188	6.2	6931	6.6	53	7.6	3159	8.1	22400	8.5	65	7.0	4004	6.9	27492	7.5
	Very	10	4.0	683	3.5	4389	4.2	20	2.9	1642	4.2	14163	5.3	33	3.5	2207	3.8	17415	4.7
	Total	247	100.0	19293	100.0	105380	100.0	693	100.0	38872	100.0	264816	100.0	926	100.0	57871	100.0	368701	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
13g2. Satisfaction: Financial aid advising	N.A.	129	52.0	8743	45.1	42942	40.6	334	47.8	13311	34.1	75442	28.4	467	50.1	23759	40.9	129743	35.0
	Not at all	42	16.9	2645	13.7	13670	12.9	99	14.2	5491	14.1	34271	12.9	146	15.7	8047	13.8	47770	12.9
	Somewhat	44	17.7	4395	22.7	25093	23.7	159	22.7	10661	27.3	76085	28.6	186	20.0	14251	24.5	96319	26.0
	Very	33	13.3	3591	18.5	24186	22.8	107	15.3	9597	24.6	80218	30.2	132	14.2	12068	20.8	96493	26.1
	Total	248	100.0	19374	100.0	105891	100.0	699	100.0	39060	100.0	266016	100.0	932	100.0	58124	100.0	370326	100.0
13h2. Satisfaction: Computer lab	N.A.	69	27.4	5812	29.9	30236	28.4	130	18.4	6576	16.8	38520	14.4	221	23.4	14480	24.8	83018	22.3
	Not at all	13	5.2	1143	5.9	5882	5.5	27	3.8	2063	5.3	13268	5.0	43	4.6	3316	5.7	19711	5.3
	Somewhat	61	24.2	5368	27.6	28931	27.2	202	28.6	11907	30.4	81004	30.3	247	26.2	16774	28.8	106479	28.6
	Very	109	43.3	7114	36.6	41261	38.8	347	49.2	18662	47.6	134126	50.2	433	45.9	23766	40.7	162550	43.7
	Total	252	100.0	19437	100.0	106310	100.0	706	100.0	39208	100.0	266918	100.0	944	100.0	58335	100.0	371758	100.0
13i2. Satisfaction: Student organizations	N.A.	172	70.2	12966	67.5	69888	66.6	423	60.4	21670	56.0	139504	52.9	610	65.8	36312	63.1	222237	60.5
	Not at all	18	7.3	1938	10.1	10471	10.0	63	9.0	4168	10.8	27981	10.6	75	8.1	5993	10.4	37705	10.3
	Somewhat	38	15.5	3089	16.1	16998	16.2	141	20.1	8858	22.9	64027	24.3	163	17.6	10791	18.7	72633	19.8
	Very	17	6.9	1206	6.3	7546	7.2	73	10.4	3976	10.3	32297	12.2	79	8.5	4487	7.8	34518	9.4
	Total	245	100.0	19199	100.0	104903	100.0	700	100.0	38672	100.0	263809	100.0	926	100.0	57583	100.0	367094	100.0
13j2. Satisfaction: Transfer credit assistance	N.A.	141	56.4	10524	54.1	57241	53.9	276	39.4	17704	45.2	123445	46.3	458	48.8	29698	50.9	188149	50.7
	Not at all	20	8.0	2229	11.5	11679	11.0	74	10.6	4783	12.2	31292	11.7	86	9.1	6882	11.8	42000	11.3
	Somewhat	41	16.4	4210	21.7	22602	21.3	221	31.5	10271	26.2	67647	25.4	217	23.1	13576	23.3	85493	23.0
	Very	48	19.2	2477	12.7	14668	13.8	130	18.5	6370	16.3	44114	16.6	177	18.9	8142	14.0	55611	15.0
	Total	250	100.0	19440	100.0	106190	100.0	701	100.0	39128	100.0	266498	100.0	937	100.0	58298	100.0	371252	100.0
13k2. Satisfaction: Services to students with disabilities	N.A.	201	80.1	14986	77.4	80909	76.4	542	77.4	28759	73.8	191962	72.2	741	78.9	44134	76.0	275764	74.5
	Not at all	14	5.6	1457	7.5	8024	7.6	41	5.9	3005	7.7	20111	7.6	54	5.7	4416	7.6	28085	7.6
	Somewhat	18	7.2	1636	8.5	9191	8.7	62	8.9	4015	10.3	29430	11.1	74	7.9	5331	9.2	36269	9.8
	Very	18	7.2	1273	6.6	7710	7.3	55	7.9	3198	8.2	24456	9.2	70	7.5	4175	7.2	30153	8.1
	Total	251	100.0	19352	100.0	105834	100.0	700	100.0	38977	100.0	265959	100.0	939	100.0	58056	100.0	370270	100.0
13a3. Importance: Academic advising/planning	Not at all	30	11.8	2420	12.2	13175	12.2	58	8.2	3063	7.7	19228	7.1	97	10.2	6271	10.6	37891	10.1
	Somewhat	60	23.5	5396	27.3	29642	27.5	232	32.9	10725	27.0	74904	27.7	263	27.7	16201	27.4	104531	27.8
	Very	165	64.7	11940	60.4	64964	60.3	415	58.9	25898	65.3	175930	65.1	590	62.1	36717	62.0	234056	62.2
	Total	255	100.0	19756	100.0	107781	100.0	705	100.0	39686	100.0	270062	100.0	950	100.0	59189	100.0	376478	100.0
13b3. Importance: Career counseling	Not at all	48	18.8	4206	21.6	24678	23.2	129	18.4	6353	16.2	46576	17.4	177	18.6	11464	19.6	77392	20.8
	Somewhat	67	26.2	5271	27.0	29656	27.9	212	30.3	11302	28.8	82555	30.9	265	28.0	16244	27.8	109108	29.3
	Very	141	55.1	10028	51.4	52138	49.0	359	51.3	21585	55.0	138055	51.7	507	53.4	30772	52.6	185695	49.9
	Total	256	100.0	19505	100.0	106472	100.0	700	100.0	39240	100.0	267186	100.0	949	100.0	58480	100.0	372195	100.0
13c3. Importance: Job placement assistance	Not at all	102	40.6	7091	36.8	39136	37.3	271	39.2	11843	30.6	77783	29.5	373	40.0	19804	34.3	124184	33.8
	Somewhat	62	24.7	5353	27.8	27839	26.5	226	32.7	12261	31.7	81321	30.8	263	28.2	16856	29.2	104258	28.4
	Very	87	34.7	6800	35.3	38014	36.2	194	28.1	14629	37.8	104998	39.8	296	31.8	21053	36.5	138968	37.8
	Total	251	100.0	19244	100.0	104989	100.0	691	100.0	38733	100.0	264102	100.0	933	100.0	57713	100.0	367410	100.0
13d3. Importance: Peer or other tutoring	Not at all	85	33.5	6022	31.3	33737	32.1	183	26.6	9463	24.4	66428	25.1	286	30.5	16629	28.8	107469	29.3
	Somewhat	77	30.3	5821	30.2	31243	29.8	250	36.3	12855	33.2	87765	33.2	309	32.9	18135	31.4	115020	31.3
	Very	92	36.2	7410	38.5	39977	38.1	255	37.1	16430	42.4	109993	41.6	343	36.6	22962	39.8	144897	39.4
	Total	254	100.0	19253	100.0	104957	100.0	688	100.0	38748	100.0	264186	100.0	938	100.0	57726	100.0	367387	100.0
13e3. Importance: Skill labs (writing, math, etc.)	Not at all	70	28.1	5091	26.6	28991	27.7	194	28.1	7739	20.0	54431	20.7	261	28.1	13825	24.0	90523	24.7
	Somewhat	71	28.5	5655	29.5	31195	29.8	243	35.2	12542	32.4	87800	33.4	292	31.5	17645	30.7	115159	31.5
	Very	108	43.4	8429	44.0	44439	42.5	253	36.7	18407	47.6	120809	45.9	375	40.4	26088	45.3	160395	43.8
	Total	249	100.0	19175	100.0	104625	100.0	690	100.0	38688	100.0	263040	100.0	928	100.0	57559	100.0	366077	100.0
13f3. Importance: Child care	Not at all	138	56.6	10766	56.4	58188	55.8	419	61.1	20138	52.6	135561	51.8	536	58.6	31394	54.9	196954	54.1
	Somewhat	51	20.9	3391	17.8	18010	17.3	154	22.4	7823	20.4	51871	19.8	198	21.6	10761	18.8	67168	18.4
	Very	55	22.5	4945	25.9	28014	26.9	113	16.5	10346	27.0	74090	28.3	182	19.8	15056	26.3	100250	27.5
	Total	244	100.0	19102	100.0	104212	100.0	686	100.0	38307	100.0	261522	100.0	916	100.0	57211	100.0	364372	100.0
13g3. Importance: Financial aid advising	Not at all	69	27.9	5225	27.1	26143	24.9	180	26.1	7200	18.6	42870	16.2	251	27.1	13775	23.9	77415	21.1
	Somewhat	57	23.1	3378	17.5	18021	17.1	151	21.9	7235	18.7	48499	18.4	208	22.6	10411	18.0	65393	17.8
	Very	121	49.0	10655	55.3	60924	58.0	359	52.0	24231	62.7	172473	65.4	465	50.3	33511	58.1	224626	61.1
	Total	247	100.0	19258	100.0	105088	100.0	690	100.0	38666	100.0	263842	100.0	924	100.0	57697	100.0	367435	100.0
13h3. Importance: Computer lab	Not at all	42	16.9	3822	19.8	20249	19.2	88	12.6	4362	11.2	26343	9.9	140	15.0	9552	16.5	56141	15.2
	Somewhat	71	28.5	4916	25.5	26645	25.2	187	26.7	10058	25.9	66562	25.1	259	27.7	14824	25.6	93113	25.2
	Very	136	54.6	10571	54.7	58644	55.6	425	60.7	24486	62.9	172387	65.0	536	57.3	33557	57.9	219983	59.6
	Total	249	100.0	19309	100.0	105538	100.0	700	100.0	38906	100.0	265292	100.0	934	100.0	57932	100.0	369237	100.0
13i3. Importance: Student organizations	Not at all	109	45.2	8527	44.8	46956	45.2	284	41.1	13414	35.1	89643	34.4	396	43.4	23432	41.1	147328	40.6
	Somewhat	89	36.9	6350	33.4	34258	33.0	244	35.3	14484	37.9	100755	38.6	330	36.2	20046	35.2	128736	35.5
	Very	43	17.8	4149	21.8	22579	21.8	163	23.6	10299	27.0	70471	27.0	186	20.4	13532	23.7	87072	24.0
	Total	241	100.0	19026	100.0	103793	100.0	691	100.0	38197	100.0	260869	100.0	912	100.0	57010	100.0	363136	100.0

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

*Regarding Blank Cells: Please see Table 1 for

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
13j3. Importance: Transfer credit assistance	Not at all	66	26.6	5553	28.8	31505	30.0	132	18.9	7958	20.6	60918	23.1	216	23.2	14911	25.8	99746	27.1
	Somewhat	64	25.8	4163	21.6	22403	21.3	151	21.6	8624	22.3	59990	22.7	223	24.0	12664	21.9	80930	22.0
	Very	118	47.6	9579	49.6	51207	48.7	415	59.5	22127	57.2	143006	54.2	492	52.9	30226	52.3	186886	50.8
	Total	248	100.0	19295	100.0	105115	100.0	698	100.0	38709	100.0	263914	100.0	931	100.0	57801	100.0	367562	100.0
13k3. Importance: Services to students with disabilities	Not at all	108	43.7	8314	43.3	44971	42.9	298	43.2	14752	38.3	98216	37.4	402	43.5	23788	41.4	148260	40.5
	Somewhat	44	17.8	2854	14.9	15388	14.7	137	19.9	6439	16.7	43714	16.6	173	18.7	8992	15.6	57099	15.6
	Very	95	38.5	8035	41.8	44468	42.4	255	37.0	17276	44.9	120834	46.0	349	37.8	24716	43.0	160957	43.9
	Total	247	100.0	19203	100.0	104827	100.0	690	100.0	38467	100.0	262764	100.0	924	100.0	57496	100.0	366315	100.0
14a. Working full-time	Not likely	106	39.7	7760	37.3	44465	39.3	305	42.1	17603	42.6	121594	43.4	402	40.8	24450	39.4	161541	41.1
	Somewhat likely	49	18.4	4402	21.2	24196	21.4	171	23.6	8753	21.2	60384	21.5	204	20.7	13122	21.1	84437	21.5
	Likely	35	13.1	3891	18.7	20352	18.0	122	16.9	7222	17.5	47895	17.1	145	14.7	11309	18.2	69147	17.6
	Very likely	77	28.8	4749	22.8	24063	21.3	126	17.4	7783	18.8	50389	18.0	235	23.9	13204	21.3	77823	19.8
14b. Caring for dependents	Total	267	100.0	20802	100.0	113076	100.0	724	100.0	41361	100.0	280262	100.0	986	100.0	62085	100.0	392947	100.0
	Not likely	122	45.5	10187	49.1	54504	48.3	413	57.1	20656	50.1	139788	50.0	499	50.6	30654	49.5	191959	49.0
	Somewhat likely	69	25.7	4601	22.2	25744	22.8	128	17.7	9110	22.1	63557	22.7	220	22.3	13707	22.1	89508	22.8
	Likely	43	16.0	3271	15.8	17787	15.8	103	14.2	6834	16.6	44691	16.0	151	15.3	9931	16.0	62258	15.9
14c. Academically unprepared	Very likely	34	12.7	2675	12.9	14708	13.0	79	10.9	4652	11.3	31724	11.3	118	11.9	7609	12.3	48258	12.3
	Total	268	100.0	20734	100.0	112743	100.0	723	100.0	41252	100.0	279760	100.0	988	100.0	61900	100.0	391983	100.0
	Not likely	144	54.1	11759	56.9	66713	59.4	400	55.5	22248	54.1	158234	56.7	537	54.7	34434	55.8	227777	58.3
	Somewhat likely	68	25.6	4832	23.4	25250	22.5	173	24.0	9967	24.2	66370	23.8	244	24.9	14649	23.8	89989	23.0
14d. Lack of finances	Likely	35	13.2	2643	12.8	13057	11.6	104	14.4	5677	13.8	34971	12.5	135	13.7	8130	13.2	46945	12.0
	Very likely	19	7.1	1418	6.9	7260	6.5	44	6.1	3218	7.8	19271	6.9	66	6.7	4455	7.2	25854	6.6
	Total	266	100.0	20652	100.0	112280	100.0	721	100.0	41110	100.0	278846	100.0	982	100.0	61668	100.0	390566	100.0
	Not likely	72	27.3	6438	31.1	34369	30.5	269	37.3	13118	31.8	86566	31.0	310	31.6	19366	31.3	120199	30.7
14e. Transfer to a 4-year college or university	Somewhat likely	77	29.2	4764	23.0	26031	23.1	168	23.3	9295	22.6	63122	22.6	260	26.6	14135	22.8	89657	22.9
	Likely	42	15.9	4012	19.4	20974	18.6	126	17.5	7862	19.1	53729	19.2	162	16.6	11927	19.3	74026	18.9
	Very likely	73	27.7	5519	26.6	31325	27.8	159	22.0	10929	26.5	75917	27.2	247	25.2	16443	26.6	107770	27.5
	Total	264	100.0	20733	100.0	112699	100.0	722	100.0	41204	100.0	279334	100.0	979	100.0	61871	100.0	391652	100.0
15. How supportive are your friends of your attending this college?	Not likely	94	35.1	6725	32.5	41938	37.2	113	15.6	9726	23.6	83243	29.7	263	26.6	18141	29.3	134907	34.4
	Somewhat likely	55	20.5	3692	17.8	20611	18.3	104	14.4	6238	15.1	46600	16.7	176	17.9	10472	16.9	69150	17.6
	Likely	43	16.0	3875	18.7	19618	17.4	160	22.1	8074	19.6	51959	18.6	185	18.7	11775	19.0	69853	17.8
	Very likely	76	28.4	6426	31.0	30515	27.1	347	47.9	17211	41.7	98035	35.0	364	36.9	21475	34.7	118008	30.1
15. How supportive are your friends of your attending this college?	Total	268	100.0	20718	100.0	112682	100.0	724	100.0	41249	100.0	279837	100.0	988	100.0	61864	100.0	391918	100.0
	Not very	15	5.6	918	4.4	4485	4.0	29	4.0	1881	4.5	10927	3.9	48	4.9	2779	4.5	15445	3.9
	Somewhat	52	19.3	3977	19.1	20417	18.0	146	20.2	8140	19.7	49932	17.8	195	19.7	12021	19.3	70489	17.9
	Quite a bit	66	24.5	5951	28.6	31722	28.0	224	30.9	11899	28.7	80455	28.7	270	27.3	17847	28.7	111706	28.4
16. How supportive is your immediate family of your attending this college?	Extremely	136	50.6	9987	47.9	56582	50.0	325	44.9	19478	47.1	139113	49.6	476	48.1	29512	47.5	195644	49.7
	Total	269	100.0	20833	100.0	113206	100.0	724	100.0	41398	100.0	280427	100.0	990	100.0	62158	100.0	393284	100.0
	Not very	5	1.9	705	3.4	3312	2.9	17	2.3	1343	3.3	7534	2.7	21	2.1	2084	3.4	11041	2.8
	Somewhat	31	11.5	2437	11.7	12284	10.9	78	10.8	4546	11.0	26821	9.6	111	11.2	7093	11.5	40431	10.3
17a. Complete a certificate program	Quite a bit	47	17.5	4379	21.1	23210	20.6	159	22.0	8310	20.1	53294	19.0	192	19.4	12871	20.8	78375	20.0
	Extremely	186	69.1	13232	63.8	74083	65.6	470	64.9	27074	65.6	192153	68.7	667	67.3	39890	64.4	262438	66.9
	Total	269	100.0	20753	100.0	112889	100.0	724	100.0	41273	100.0	279802	100.0	990	100.0	61939	100.0	392285	100.0
	Not a goal	127	47.6	10651	52.4	57849	52.2	388	53.9	21250	52.2	135010	48.8	495	50.3	31620	52.0	195055	50.5
17b. Obtain an Associate degree	Secondary goal	61	22.8	4021	19.8	20786	18.8	163	22.6	8605	21.1	57014	20.6	224	22.8	12317	20.2	75190	19.5
	Primary goal	79	29.6	5652	27.8	32183	29.0	169	23.5	10870	26.7	84656	30.6	265	26.9	16906	27.8	116129	30.1
	Total	267	100.0	20324	100.0	110818	100.0	720	100.0	40725	100.0	276680	100.0	984	100.0	60843	100.0	386374	100.0
	Not a goal	67	25.1	5024	24.5	25498	22.8	141	19.6	7246	17.7	41993	15.1	223	22.7	13424	21.9	76286	19.6
17c. Transfer to a 4-year college or university	Secondary goal	48	18.0	4485	21.9	21890	19.6	180	25.0	10220	24.9	61187	22.0	207	21.0	14044	22.9	79928	20.5
	Primary goal	152	56.9	10994	53.6	64315	57.6	399	55.4	23526	57.4	175029	62.9	554	56.3	33857	55.2	232802	59.8
	Total	267	100.0	20503	100.0	111703	100.0	720	100.0	40992	100.0	278209	100.0	984	100.0	61326	100.0	389015	100.0
	Not a goal	73	27.4	5018	24.4	34707	31.1	49	6.8	4612	11.2	57608	20.7	181	18.5	12085	19.7	105845	27.2
17d. Obtain or update job-related skills	Secondary goal	60	22.6	4286	20.9	25838	23.2	98	13.6	6911	16.8	57041	20.5	183	18.7	11995	19.5	85882	22.1
	Primary goal	133	50.0	11233	54.7	50948	45.7	574	79.6	29568	72.0	163514	58.8	618	62.9	37356	60.8	196819	50.7
	Total	266	100.0	20537	100.0	111493	100.0	721	100.0	41091	100.0	278163	100.0	982	100.0	61436	100.0	388546	100.0
	Not a goal	90	34.1	6651	32.7	34822	31.4	290	40.4	13569	33.4	81459	29.5	360	36.9	19841	32.6	117236	30.4
17d. Obtain or update job-related skills	Secondary goal	64	24.2	5582	27.4	29113	26.3	225	31.4	12047	29.6	78749	28.5	267	27.4	17171	28.2	105129	27.2
	Primary goal	110	41.7	8110	39.9	46836	42.3	202	28.2	15026	37.0	115855	42.0	349	35.8	23828	39.2	163584	42.4
	Total	264	100.0	20343	100.0	110771	100.0	717	100.0	40642	100.0	276063	100.0	976	100.0	60840	100.0	385948	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
17e. Self-improvement/personal enjoyment	Not a goal	67	25.0	5218	25.5	28626	25.7	249	34.6	11248	27.6	72315	26.1	287	29.2	15995	26.2	100161	25.8
	Secondary goal	111	41.4	6931	33.9	37214	33.4	266	37.0	14947	36.6	100513	36.3	389	39.5	21328	34.9	134156	34.6
	Primary goal	90	33.6	8301	40.6	45432	40.8	204	28.4	14623	35.8	104224	37.6	309	31.3	23805	38.9	153154	39.5
	Total	268	100.0	20450	100.0	111272	100.0	719	100.0	40818	100.0	277052	100.0	985	100.0	61128	100.0	387470	100.0
17f. Change careers	Not a goal	145	54.3	10766	52.7	55651	50.0	524	73.0	26434	64.9	168370	60.8	613	62.4	34939	57.3	211599	54.6
	Secondary goal	49	18.4	3473	17.0	18491	16.6	110	15.3	6497	15.9	42372	15.3	167	17.0	10155	16.6	62211	16.1
	Primary goal	73	27.3	6176	30.3	37107	33.4	84	11.7	7817	19.2	66153	23.9	202	20.6	15934	26.1	113540	29.3
	Total	267	100.0	20415	100.0	111249	100.0	718	100.0	40748	100.0	276895	100.0	983	100.0	61028	100.0	387349	100.0
18a. My own income/savings	Not a source	48	17.9	4823	23.4	30875	27.6	270	37.5	14481	35.4	106122	38.2	260	26.4	17239	28.0	125747	32.3
	Minor source	55	20.5	4883	23.7	28662	25.6	255	35.4	13395	32.7	92499	33.3	266	27.0	16643	27.1	112780	29.0
	Major source	165	61.6	10894	52.9	52510	46.9	195	27.1	13044	31.9	79026	28.5	460	46.6	27587	44.9	150812	38.7
	Total	268	100.0	20600	100.0	112047	100.0	720	100.0	40920	100.0	277647	100.0	986	100.0	61469	100.0	389339	100.0
18b. Parent or spouse/significant other's income/savings	Not a source	151	57.0	11585	56.7	65326	58.8	181	25.1	16553	40.5	127850	46.1	422	43.1	30919	50.6	206694	53.4
	Minor source	37	14.0	3358	16.4	17795	16.0	134	18.6	8379	20.5	56816	20.5	157	16.0	10967	17.9	69714	18.0
	Major source	77	29.1	5502	26.9	27997	25.2	405	56.3	15930	39.0	92550	33.4	401	40.9	19262	31.5	110881	28.6
	Total	265	100.0	20445	100.0	111118	100.0	720	100.0	40862	100.0	277216	100.0	980	100.0	61149	100.0	387288	100.0
18c. Employer contributions	Not a source	221	83.4	16799	82.6	90854	82.1	633	88.7	35686	88.1	243302	88.4	836	85.7	51425	84.6	326553	84.8
	Minor source	20	7.5	1693	8.3	9137	8.3	51	7.1	3059	7.5	19702	7.2	72	7.4	4889	8.0	30057	7.8
	Major source	24	9.1	1850	9.1	10703	9.7	30	4.2	1773	4.4	12069	4.4	68	7.0	4449	7.3	28554	7.4
	Total	265	100.0	20342	100.0	110694	100.0	714	100.0	40518	100.0	275073	100.0	976	100.0	60764	100.0	385163	100.0
18d. Grants & scholarships	Not a source	209	78.3	14177	69.4	69996	62.9	474	66.2	21397	52.4	119017	42.9	717	73.1	38518	63.0	209406	54.0
	Minor source	15	5.6	1754	8.6	10948	9.8	92	12.8	5165	12.6	39461	14.2	86	8.8	6249	10.2	46024	11.9
	Major source	43	16.1	4511	22.1	30275	27.2	150	20.9	14281	35.0	118857	42.9	179	18.2	16362	26.8	132139	34.1
	Total	267	100.0	20442	100.0	111219	100.0	716	100.0	40843	100.0	277335	100.0	981	100.0	61128	100.0	387569	100.0
18e. Student loans (bank, etc.)	Not a source	224	84.2	16215	79.5	82778	74.5	536	74.7	29366	72.1	178875	64.6	785	80.1	46504	76.2	269113	69.5
	Minor source	16	6.0	1422	7.0	8134	7.3	74	10.3	3447	8.5	25685	9.3	77	7.9	4644	7.6	32012	8.3
	Major source	26	9.8	2766	13.6	20147	18.1	108	15.0	7943	19.5	72237	26.1	118	12.1	9870	16.2	85843	22.2
	Total	266	100.0	20403	100.0	111059	100.0	718	100.0	40756	100.0	276797	100.0	980	100.0	61019	100.0	386968	100.0
18f. Public assistance	Not a source	245	92.1	18451	90.6	99380	89.6	647	90.1	35355	86.9	236383	85.6	895	91.2	54333	89.2	339065	87.8
	Minor source	12	4.5	857	4.2	4758	4.3	34	4.7	2356	5.8	16992	6.1	45	4.6	2928	4.8	19908	5.2
	Major source	9	3.4	1064	5.2	6724	6.1	37	5.2	2972	7.3	22925	8.3	41	4.2	3655	6.0	27277	7.1
	Total	266	100.0	20372	100.0	110862	100.0	718	100.0	40683	100.0	276300	100.0	980	100.0	60916	100.0	386250	100.0
19. Proprietary (private) school or training program	No response	250	91.6	19358	90.8	105353	91.3	703	96.6	39341	93.4	267420	94.0	938	93.7	58241	91.8	370162	92.6
	Response	23	8.4	1954	9.2	9990	8.7	25	3.4	2798	6.6	17122	6.0	63	6.3	5210	8.2	29723	7.4
	Total	273	100.0	21312	100.0	115343	100.0	728	100.0	42139	100.0	284542	100.0	1001	100.0	63451	100.0	399885	100.0
	No response	257	94.1	19171	90.0	103437	89.7	699	96.0	39254	93.2	263694	92.7	950	95.0	57836	91.1	363496	90.9
Public vocational-technical school	Response	16	5.9	2141	10.0	11906	10.3	29	4.0	2885	6.8	20848	7.3	51	5.1	5615	8.9	36389	9.1
	Total	273	100.0	21312	100.0	115343	100.0	728	100.0	42139	100.0	284542	100.0	1001	100.0	63451	100.0	399885	100.0
Another community or technical college	No response	214	78.4	16446	77.2	87637	76.0	664	91.2	36032	85.5	239829	84.3	840	83.9	51029	80.4	318285	79.6
	Response	59	21.6	4866	22.8	27706	24.0	64	8.8	6107	14.5	44713	15.7	161	16.1	12422	19.6	81600	20.4
	Total	273	100.0	21312	100.0	115343	100.0	728	100.0	42139	100.0	284542	100.0	1001	100.0	63451	100.0	399885	100.0
	No response	200	73.3	15144	71.1	83945	72.8	584	80.2	34212	81.2	233775	82.2	763	76.3	47490	74.8	307910	77.0
Four year college or university	Response	73	26.7	6168	28.9	31398	27.2	144	19.8	7927	18.8	50767	17.8	238	23.7	15961	25.2	91975	23.0
	Total	273	100.0	21312	100.0	115343	100.0	728	100.0	42139	100.0	284542	100.0	1001	100.0	63451	100.0	399885	100.0
None	No response	142	52.0	12521	58.8	65934	57.2	233	32.0	17463	41.4	115764	40.7	434	43.4	33072	52.1	199359	49.9
	Response	131	48.0	8791	41.2	49409	42.8	495	68.0	24676	58.6	168778	59.3	567	56.6	30379	47.9	200526	50.1
	Total	273	100.0	21312	100.0	115343	100.0	728	100.0	42139	100.0	284542	100.0	1001	100.0	63451	100.0	399885	100.0
20. When do you plan to take classes at this college again?	I will accomplish my goals this term and will not be returning	33	12.3	2095	10.1	11222	9.9	122	17.0	5938	14.4	41533	14.9	141	14.3	7300	11.8	47545	12.1
	I have no current plan to return	9	3.4	897	4.3	5566	4.9	33	4.6	1929	4.7	15250	5.5	38	3.9	2798	4.5	20628	5.3
	Within the next 12 months	172	64.2	14291	68.8	76082	67.3	438	60.9	26917	65.4	178394	63.8	618	62.8	41681	67.3	257132	65.5
	Uncertain	54	20.1	3494	16.8	20110	17.8	126	17.5	6389	15.5	44371	15.9	187	19.0	10161	16.4	67031	17.1
	Total	268	100.0	20777	100.0	112980	100.0	719	100.0	41173	100.0	279548	100.0	985	100.0	61940	100.0	392337	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
21. At this college, in what range is your overall college grade average?	Pass/fail classes only	1	0.4	170	0.8	980	0.9	0	0.0	155	0.4	1074	0.4	2	0.2	407	0.7	2605	0.7
	Do not have a GPA at this school	9	3.4	819	3.9	4104	3.6	20	2.8	801	1.9	4403	1.6	31	3.1	1985	3.2	10692	2.7
	C- or lower	11	4.1	686	3.3	2967	2.6	30	4.2	943	2.3	6073	2.2	41	4.1	1810	2.9	9690	2.5
	C	23	8.6	1680	8.1	8424	7.5	60	8.3	3103	7.5	21548	7.7	84	8.5	4882	7.9	29862	7.6
	B- to C+	49	18.3	3846	18.5	19730	17.5	145	20.1	8394	20.4	56635	20.3	188	19.1	11909	19.3	73381	18.7
	B	67	25.0	4624	22.3	24636	21.9	205	28.4	10959	26.6	70958	25.4	261	26.5	14800	23.9	91429	23.4
	A- to B+	67	25.0	5417	26.1	31059	27.6	170	23.6	11563	28.1	81032	29.0	241	24.4	16578	26.8	110035	28.1
	A	41	15.3	3496	16.9	20750	18.4	91	12.6	5212	12.7	37304	13.4	139	14.1	9465	15.3	63685	16.3
Total		268	100.0	20738	100.0	112650	100.0	721	100.0	41130	100.0	279027	100.0	986	100.0	61837	100.0	391378	100.0
22. When do you most frequently take classes at this college?	Day classes (morning or afternoon)	149	55.4	11265	55.1	62781	56.2	635	89.6	34635	85.2	242239	87.5	687	70.0	40571	66.5	272053	70.1
	Evening classes	116	43.1	8912	43.6	47791	42.8	74	10.4	5905	14.5	33909	12.3	286	29.1	19898	32.6	113658	29.3
	Weekend classes	4	1.5	279	1.4	1108	1.0	0	0.0	100	0.2	546	0.2	8	0.9	582	1.0	2457	0.6
Total		269	100.0	20456	100.0	111680	100.0	709	100.0	40640	100.0	276694	100.0	981	100.0	61051	100.0	388167	100.0
23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	None	39	14.5	2953	14.2	17312	15.4	67	9.3	3566	8.7	26102	9.3	121	12.2	7538	12.2	49880	12.7
	1-14 credits	113	42.0	7190	34.7	41055	36.4	244	33.8	12409	30.1	82305	29.5	380	38.5	20412	33.0	130756	33.4
	15-29 credits	52	19.3	3972	19.2	21270	18.9	177	24.5	9581	23.3	68650	24.6	213	21.6	12851	20.8	83476	21.3
	30-44 credits	29	10.8	2554	12.3	13338	11.8	116	16.1	6780	16.5	43403	15.5	129	13.1	8525	13.8	52278	13.3
	45-60 credits	22	8.2	2050	9.9	9846	8.7	95	13.2	5472	13.3	35864	12.8	102	10.3	6902	11.2	41233	10.5
	Over 60 credits	14	5.2	2004	9.7	9905	8.8	23	3.2	3374	8.2	22991	8.2	43	4.3	5619	9.1	34058	8.7
	Total	269	100.0	20723	100.0	112726	100.0	722	100.0	41182	100.0	279315	100.0	989	100.0	61847	100.0	391681	100.0
24. None	No response	25	9.2	3303	15.5	17423	15.1	58	8.0	4633	11.0	26909	9.5	87	8.6	8671	13.7	50959	12.7
	Response	248	90.8	18009	84.5	97920	84.9	670	92.0	37506	89.0	257633	90.5	914	91.4	54780	86.3	348926	87.3
	Total	273	100.0	21312	100.0	115343	100.0	728	100.0	42139	100.0	284542	100.0	1001	100.0	63451	100.0	399885	100.0
High school	No response	270	98.9	20882	98.0	111613	96.8	722	99.2	41571	98.7	280929	98.7	991	99.0	62337	98.2	389788	97.5
	Response	3	1.1	430	2.0	3730	3.2	6	0.8	568	1.3	3613	1.3	10	1.0	1114	1.8	10097	2.5
	Total	273	100.0	21312	100.0	115343	100.0	728	100.0	42139	100.0	284542	100.0	1001	100.0	63451	100.0	399885	100.0
Vocational/technical school	No response	273	100.0	21083	98.9	114066	98.9	722	99.2	41842	99.3	281959	99.1	997	99.6	62857	99.1	395748	99.0
	Response	0	0.0	229	1.1	1277	1.1	6	0.8	297	0.7	2583	0.9	4	0.4	594	0.9	4137	1.0
	Total	273	100.0	21312	100.0	115343	100.0	728	100.0	42139	100.0	284542	100.0	1001	100.0	63451	100.0	399885	100.0
Another community or technical college	No response	269	98.5	20708	97.2	112261	97.3	723	99.3	41260	97.9	279421	98.2	990	98.9	61856	97.5	390832	97.7
	Response	4	1.5	604	2.8	3082	2.7	5	0.7	879	2.1	5121	1.8	11	1.1	1595	2.5	9053	2.3
	Total	273	100.0	21312	100.0	115343	100.0	728	100.0	42139	100.0	284542	100.0	1001	100.0	63451	100.0	399885	100.0
4- year college/ university	No response	264	96.7	20191	94.7	110101	95.5	714	98.1	40867	97.0	277898	97.7	974	97.3	60662	95.6	385430	96.4
	Response	9	3.3	1121	5.3	5242	4.5	14	1.9	1272	3.0	6644	2.3	27	2.7	2789	4.4	14455	3.6
	Total	273	100.0	21312	100.0	115343	100.0	728	100.0	42139	100.0	284542	100.0	1001	100.0	63451	100.0	399885	100.0
Other	No response	263	96.3	20550	96.4	111482	96.7	701	96.3	40713	96.6	275564	96.8	964	96.3	61234	96.5	386867	96.7
	Response	10	3.7	762	3.6	3861	3.3	27	3.7	1426	3.4	8978	3.2	37	3.7	2217	3.5	13018	3.3
	Total	273	100.0	21312	100.0	115343	100.0	728	100.0	42139	100.0	284542	100.0	1001	100.0	63451	100.0	399885	100.0
25. How many classes are you presently taking at OTHER institutions?	None	230	85.8	16888	81.2	92232	81.6	624	87.2	35565	86.2	243728	87.1	850	86.4	51602	83.2	329449	83.9
	1 class	11	4.1	1098	5.3	5956	5.3	11	1.5	917	2.2	5856	2.1	29	3.0	2536	4.1	15300	3.9
	2 classes	10	3.7	1357	6.5	6946	6.1	4	0.6	676	1.6	4051	1.4	23	2.4	2914	4.7	16233	4.1
	3 classes	12	4.5	880	4.2	4469	4.0	13	1.8	1099	2.7	6134	2.2	33	3.3	2247	3.6	12684	3.2
	4 classes or more	5	1.9	564	2.7	3493	3.1	64	8.9	3006	7.3	20198	7.2	48	4.9	2718	4.4	19191	4.9
	Total	268	100.0	20787	100.0	113096	100.0	716	100.0	41263	100.0	279967	100.0	983	100.0	62017	100.0	392857	100.0
26. Would you recommend this college to a friend or family member?	Yes	260	96.3	19866	95.7	107332	95.1	690	96.4	39008	94.7	261903	93.7	951	96.3	59015	95.3	370315	94.4
	No	10	3.7	887	4.3	5559	4.9	26	3.6	2186	5.3	17599	6.3	36	3.7	2898	4.7	21833	5.6
	Total	270	100.0	20753	100.0	112891	100.0	716	100.0	41194	100.0	279502	100.0	988	100.0	61913	100.0	392148	100.0
27. How would you evaluate your entire educational experience at this college?	Poor	5	1.9	274	1.3	1504	1.3	4	0.6	541	1.3	3773	1.3	13	1.3	818	1.3	5292	1.3
	Fair	35	13.0	2572	12.4	13678	12.1	80	11.1	5407	13.1	35117	12.5	120	12.2	7861	12.7	48389	12.3
	Good	133	49.3	11715	56.3	61967	54.8	423	58.8	23629	57.3	156092	55.8	528	53.4	35153	56.7	216676	55.1
	Excellent	97	35.9	6235	30.0	35974	31.8	212	29.5	11679	28.3	84989	30.4	328	33.2	18196	29.3	122563	31.2
	Total	270	100.0	20796	100.0	113123	100.0	719	100.0	41256	100.0	279971	100.0	989	100.0	62028	100.0	392920	100.0
28. Do you have children who live with you?	Yes	68	25.2	6048	29.1	40137	35.5	77	10.7	7598	18.5	64711	23.1	187	19.0	15568	25.1	119133	30.4
	No	202	74.8	14720	70.9	72811	64.5	640	89.3	33576	81.5	214866	76.9	801	81.0	46360	74.9	273216	69.6
	Total	270	100.0	20768	100.0	112948	100.0	717	100.0	41174	100.0	279577	100.0	988	100.0	61929	100.0	392349	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
29. Mark your age group.	18 to 19	43	16.1	3201	15.5	18030	16.0	355	49.6	14485	35.2	97578	35.0						
	20 to 21	46	17.2	3758	18.2	18504	16.5	216	30.2	11897	28.9	75227	27.0						
	22 to 24	57	21.3	3764	18.2	18185	16.2	80	11.2	6116	14.9	36313	13.0						
	25 to 29	47	17.6	3521	17.0	18142	16.1	43	6.0	4177	10.2	28558	10.2						
	30 to 39	35	13.1	3156	15.3	19545	17.4	13	1.8	2785	6.8	24225	8.7						
	40 to 49	24	9.0	1981	9.6	12514	11.1	5	0.7	1139	2.8	11689	4.2						
	50 to 64	13	4.9	1118	5.4	6514	5.8	4	0.6	445	1.1	4906	1.8						
	65+	2	0.7	178	0.9	916	0.8	0	0.0	62	0.2	417	0.1						
Total		267	100.0	20677	100.0	112350	100.0	716	100.0	41106	100.0	278913	100.0						
30. Sex:	Male	110	40.7	8843	42.5	42558	37.6	350	48.7	18608	45.1	120266	43.0						
	Female	160	59.3	11940	57.5	70492	62.4	369	51.3	22610	54.9	159523	57.0						
	Total	270	100.0	20783	100.0	113050	100.0	719	100.0	41218	100.0	279789	100.0						
31. Marital status	Yes	68	25.2	5408	26.0	33719	29.8	30	4.2	4499	10.9	39401	14.1	160	16.2	12550	20.2	91240	23.2
	No	202	74.8	15373	74.0	79288	70.2	687	95.8	36734	89.1	240391	85.9	829	83.9	49438	79.8	301342	76.8
	Total	270	100.0	20781	100.0	113007	100.0	717	100.0	41233	100.0	279792	100.0	989	100.0	61988	100.0	392582	100.0
32. Is English your native (first) language?	Yes	164	60.7	16079	77.4	97201	86.0	520	72.3	31477	76.4	245696	87.8	650	65.7	47797	77.1	342910	87.3
	No	106	39.3	4707	22.6	15872	14.0	199	27.7	9748	23.6	34171	12.2	339	34.3	14198	22.9	49855	12.7
	Total	270	100.0	20786	100.0	113073	100.0	719	100.0	41225	100.0	279867	100.0	989	100.0	61996	100.0	392765	100.0
33. Are you an international student or foreign national?	Yes	43	16.0	1584	7.7	6768	6.0	64	8.9	4239	10.3	17876	6.4						
	No	225	84.0	19088	92.3	105661	94.0	655	91.1	36767	89.7	260745	93.6						
	Total	268	100.0	20672	100.0	112429	100.0	719	100.0	41006	100.0	278621	100.0						
34. What is your racial identification? (Mark only one)	American Indian or other Native American	1	0.4	252	1.2	1844	1.6	5	0.7	471	1.2	5135	1.9						
	Asian, Asian American, or Pacific Islander	33	12.3	1868	9.1	5901	5.3	103	14.3	4286	10.5	15109	5.4						
	Native Hawaiian	0	0.0	38	0.2	354	0.3	0	0.0	79	0.2	892	0.3						
	Black or African American	15	5.6	2746	13.4	14256	12.7	32	4.5	5013	12.3	31549	11.4						
	White, Non-Hispanic	175	65.3	10323	50.3	69953	62.5	464	64.5	20431	50.1	182916	65.9						
	Hispanic, Latino, Spanish	34	12.7	4132	20.1	14966	13.4	80	11.1	7924	19.4	30175	10.9						
	Other	10	3.7	1182	5.8	4608	4.1	35	4.9	2607	6.4	11651	4.2						
Total		268	100.0	20541	100.0	111882	100.0	719	100.0	40811	100.0	277427	100.0						
35. What is the highest academic credential you have earned?	None	4	1.5	516	2.5	3964	3.6	11	1.5	696	1.7	4612	1.7	15	1.5	1336	2.2	11119	2.9
	High school diploma or GED	177	67.0	13491	66.1	72632	65.5	640	89.8	34240	84.2	230047	83.4	749	76.9	44493	73.0	281744	73.0
	Vocational / technical certificate	19	7.2	1860	9.1	12672	11.4	17	2.4	2173	5.3	19443	7.0	50	5.1	4691	7.7	37222	9.6
	Associate degree	16	6.1	1931	9.5	10383	9.4	33	4.6	2191	5.4	14624	5.3	53	5.4	4806	7.9	29770	7.7
	Bachelor's degree	39	14.8	1963	9.6	8792	7.9	10	1.4	1133	2.8	6105	2.2	87	9.0	4305	7.1	20774	5.4
	Master's / doctoral / professional degree	9	3.4	635	3.1	2530	2.3	2	0.3	248	0.6	1114	0.4	20	2.1	1319	2.2	5570	1.4
Total		264	100.0	20396	100.0	110973	100.0	713	100.0	40681	100.0	275945	100.0	973	100.0	60951	100.0	386200	100.0

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

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

2009 Frequency Distributions

		Part-Time						Full-Time						All Students (weighted data *)					
		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort		Your College		Other ExLarge Colleges		2009 CCSSE Cohort	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
36m. Highest level of education: mother	Not a high school graduate	21	8.7	2951	15.3	15409	14.7	50	7.8	4564	12.1	28090	11.0	73	8.3	8057	14.1	47004	13.0
	High school diploma or GED	66	27.4	5476	28.3	33702	32.2	167	26.1	10076	26.7	78351	30.7	237	26.8	15901	27.7	114553	31.7
	Some college, did not complete degree	48	19.9	3316	17.2	17210	16.5	104	16.2	6600	17.5	44404	17.4	162	18.3	9838	17.2	60697	16.8
	Associate degree	24	10.0	1983	10.3	11366	10.9	77	12.0	4383	11.6	33615	13.2	96	10.8	6204	10.8	43311	12.0
	Bachelor's degree	50	20.7	2727	14.1	13309	12.7	137	21.4	6271	16.6	36513	14.3	186	21.0	8605	15.0	48097	13.3
	Master's degree / First professional	19	7.9	1429	7.4	6818	6.5	59	9.2	3064	8.1	17859	7.0	75	8.5	4409	7.7	24167	6.7
	Doctorate degree	5	2.1	241	1.2	992	0.9	5	0.8	500	1.3	2548	1.0	13	1.5	738	1.3	3467	1.0
	Unknown	8	3.3	1198	6.2	5785	5.5	42	6.6	2332	6.2	13733	5.4	42	4.7	3551	6.2	19547	5.4
Total		241	100.0	19321	100.0	104591	100.0	641	100.0	37790	100.0	255113	100.0	883	100.0	57304	100.0	360843	100.0
36f. Highest level of education: father	Not a high school graduate	34	13.7	3279	16.9	18681	17.7	66	10.1	5189	13.6	36880	14.3	110	12.1	9021	15.6	59239	16.2
	High school diploma or GED	67	26.9	5085	26.2	32405	30.7	148	22.6	9741	25.6	81605	31.6	227	25.1	15000	26.0	114237	31.3
	Some college, did not complete degree	35	14.1	2860	14.7	14842	14.0	118	18.0	5716	15.0	38407	14.9	143	15.7	8521	14.8	52465	14.4
	Associate degree	15	6.0	1283	6.6	7302	6.9	55	8.4	2894	7.6	21689	8.4	64	7.0	4045	7.0	27849	7.6
	Bachelor's degree	52	20.9	2967	15.3	13584	12.9	156	23.8	6352	16.7	35027	13.5	201	22.1	9091	15.8	47533	13.0
	Master's degree / 1st professional	25	10.0	1576	8.1	7363	7.0	52	7.9	3556	9.3	18039	7.0	83	9.1	4918	8.5	25139	6.9
	Doctorate degree	2	0.8	650	3.3	2641	2.5	11	1.7	1140	3.0	5447	2.1	11	1.2	1851	3.2	8395	2.3
	Unknown	19	7.6	1736	8.9	8850	8.4	50	7.6	3449	9.1	21493	8.3	69	7.6	5202	9.0	30350	8.3
Total		249	100.0	19436	100.0	105668	100.0	656	100.0	38037	100.0	258587	100.0	908	100.0	57649	100.0	365207	100.0

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

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

Codebook

CCSSE 2009 Codebook

Please note the following for the CCSSE dataset:

- Invalid responses are coded as missing “.”

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

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

NOTE: All items below have the following response values:

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

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

Item #	Variable Name	Item Description/Variable Label
4p	WORKHARD	Worked harder than you thought you could to meet an instructor's standards or expectations
4q	FACOTH	Worked with instructors on activities other than coursework
4r	OOCIDEAS	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
4s	DIVRSTUD	Had serious conversations with students of a different race or ethnicity other than your own
4t	DIFFSTUD	Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values
4u	SKIPCLAS	Skipped class

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

NOTE: All items below have the following response values:

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

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

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

NOTE: All items below have the following response values:

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

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

Item #	Variable Name	Item Description/Variable Label	Response Value
7	EXAMS	Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work <u>at this college</u>	Responses range from 1 to 7, with scale anchors described: (1) Extremely easy (7) Extremely challenging

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

NOTE: All items below have the following response values:

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

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

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

NOTE: All items below have the following response values:

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

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

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

NOTE: All items below have the following response values:

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

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

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

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

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

NOTE: All items below have the following response values:

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

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

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

NOTE: All items below have the following response values:

0=Don't Know/N.A

1=Rarely/never

2=Sometimes

3=Often

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

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

NOTE: All items below have the following response values:

0=N.A.

1=Not at all

2=Somewhat

3=Very

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

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

NOTE: All items below have the following response values:

1=Not at all
2=Somewhat
3=Very

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

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

NOTE: All items below have the following response values:

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

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

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

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

NOTE: All items below have the following response values:

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

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

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

NOTE: All items below have the following response values:

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

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

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

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

NOTE: All items below have the following response values:

0=No response
1=Response

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

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

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

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

NOTE: All items below have the following response values:

0=No response

1=Response

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

Item #	Variable Name	Item Description/Variable Label	Response Value
25	OTHINST	How many classes are you <i>presently</i> taking at OTHER institutions?	1=None 2=1 class 3=2 classes 4=3 classes 5=4 classes or more
26	RECOMMEN	Would you recommend this college to a friend or family member?	1=Yes 2=No
27	ENTIREXP	How would you evaluate your entire educational experience <u>at this college</u> ?	1=Poor 2=Fair 3=Good 4=Excellent
28	HAVKID	Do you have children who live with you?	1=Yes 2=No
29	AGENEW	Mark your age group	1=Under 18 2=18 to 19 3=20 to 21 4=22 to 24 5=25 to 29 6=30 to 39 7=40 to 49 8=50 to 64 9=65+
30	SEX	Your sex	1=Male 2=Female
31	MARRY	Are you married?	1=Yes 2=No
32	ENGFIRST	Is English your native (first) language?	1=Yes 2=No
33	INTERNAT	Are you an international student or foreign national?	1=Yes 2=No
34	RERACE	What is your racial identification? (Mark only one)	1=American Indian or other Native American 2=Asian, Asian American or Pacific Islander 3=Native Hawaiian 4=Black or African American, Non-Hispanic 5=White, Non-Hispanic 6=Hispanic, Latino, Spanish 7=Other
35	HIACCRED	What is the highest academic credential you have earned?	1=None 2=High school diploma or GED 3=Vocational/technical certificate 4= Associate degree 5= Bachelor's degree 6= Master's/doctoral/professional degree

Item #	Variable Name	Item Description/Variable Label	Response Value
36m	MOTHED	Highest level of education: mother	1=Not a high school graduate 2=High school diploma or GED 3=Some college, did not complete degree 4=Associate degree 5=Bachelor's degree 6=Master's/1 st professional degree 7=Doctorate degree 8=Unknown
36f	FATHED	Highest level of education: father	1=Not a high school graduate 2=High school diploma or GED 3=Some college, did not complete degree 4=Associate degree 5=Bachelor's degree 6=Master's/1 st professional degree 7=Doctorate degree 8=Unknown
37	MAJOR	Using the list provided, please write the code indicating your major	
38	STID	Student Identification Number	

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

Variable Name	Item Description/Variable Label	Response Value
psample	Record in primary sample	0=False 1=True
in	Survey number in range for packet	0=False 1=True
sdate	Course start date	
edate	Course end date	
timegrp	Administration Time Group	1=Morning (Before Noon) 2=Afternoon (Noon to 4:59) 3=Evening (5:00 or later)
camploc	Campus location	
secno	Section number	
courseno	Course number	
courname	Course full name	
bldg	Building	
room	Room	
meetdays	Class meeting days	
instrnam	Instructor name	
depart	Department	
actenrol	Actual enrollment	
stime	Class start time	
etime	Class end time	

The items below refer to derived CCSSE variables:

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

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

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

The items below are calculated weights and benchmarks:

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

The items below are standardized benchmarks:

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

The items below refer to the CCSSE Special-Focus Questions:

Item #	Variable Name	Item Description/Variable Label	Response Value
1	COLLQ727	How often do you use SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc. for any purpose? (Do not include email such as Hotmail, Gmail, etc.)	1= Multiple times per day 2= Multiple times per week 3= Multiple times per month 4= Multiple times per year 5= Never
2	COLLQ728	How often do you use SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc. to communicate with other students, instructors, or college staff about <u>coursework at this college</u> ? (Do not include email such as Hotmail, Gmail, etc.)	1= Multiple times per day 2= Multiple times per week 3= Multiple times per month 4= Multiple times per year 5= Never
3	COLLQ729	How often do you use college COURSE MANAGEMENT systems such as Angel, Blackboard/WebCT/Vista, Desire2Learn, Epsilen, Moodle, etc. to communicate with students, instructors, or staff about <u>coursework at this college</u> ?	1= Multiple times per day 2= Multiple times per week 3= Multiple times per month 4= Multiple times per year 5= Never

Item #	Variable Name	Item Description/Variable Label	Response Value
4	COLLQ730	How often does this college communicate with you about services (such as financial aid, advisors or counselors, library, college book store, tutoring, etc.) using SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc.? (Do not include email such as Hotmail, Gmail, etc.)	1= Multiple times per day 2= Multiple times per week 3= Multiple times per month 4= Multiple times per year 5= Never
5	COLLQ731	How connected do you feel to this college when using SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc.? (Do not include email such as Hotmail, Gmail, etc.)	1= Much less connected because of social networking tools 2= Somewhat less connected because of social networking tools 3= Neutral/no effect because of social networking tools 4= Somewhat more connected because of social networking tools 5= Much more connected because of social networking tools

CCSSE Program Code Sheet

- 01 = Agriculture
- 02 = Allied Health Professions & Related Sciences (nursing, physical therapy, dental, EMT, veterinary, etc.)
- 03 = Architecture & Related Programs (city/urban, community/regional planning, etc.)
- 04 = Biological Sciences/Life Sciences (biology, biochemistry, botany, zoology, etc.)
- 05 = Business Management & Administrative Services (accounting, business admin., marketing, management, real estate, etc.)
- 06 = Communications (advertising, journalism, television/radio, etc.)
- 07 = Computer & Information Sciences
- 08 = Conservation & Renewable Natural Resources (fishing, forestry, wildlife, etc.)
- 09 = Construction Trades (masonry, carpentry, plumbing & pipe fitters, etc.)
- 10 = Education
- 11 = Engineering Technologies/Technicians
- 12 = English Language & Literature/Letters (composition, creative writing, etc.)
- 13 = Foreign Languages & Literatures (French, Spanish, etc.)
- 14 = History
- 15 = Law & Legal Studies
- 16 = Liberal Arts & Sciences, General Studies & Humanities
- 17 = Mathematics
- 18 = Technicians & Repairers (A/C, heating & refrigeration, auto body, electrical/electronic equipment, etc.)
- 19 = Multi/Interdisciplinary Studies (international relations, ecology, environmental studies, etc.)
- 20 = Parks, Recreation, Leisure & Fitness Studies
- 21 = Personal & Miscellaneous Services (gaming & sports, cosmetic, culinary, etc.)
- 22 = Physical Sciences (astronomy, chemistry, geology, physics, etc.)
- 23 = Precision Production Trades (drafting, graphic, precious metal worker, etc.)
- 24 = Protective Services (criminal justice & corrections, fire protection, etc.)
- 25 = Psychology
- 26 = Public Administration & Services (public policy, social work, etc.)
- 27 = Science Technologies (biological technology, nuclear & industrial radiological technology, etc.)
- 28 = Social Sciences & History (anthropology, archeology, economics, geography, history, political science, sociology, etc.)
- 29 = Transportation & Materials Moving Workers (air, vehicle, & water workers, etc.)
- 30 = Visual & Performing Arts (art, music, theater, dance, etc.)
- 31 = Vocational Home Economics (child care/guidance worker & manager, clothing, apparel, & textile worker, housekeeping, etc.)
- 32 = University transfer
- 33 = Undecided
- 34 = Other
- 35 = Not applicable