



INSTITUTIONAL REPORT 2006

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Community College Survey of Student Engagement • Community College Leadership Program

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July 20, 2006

Barry Ballard
President
Ouachita Technical College
One College Circle
Malvern, AR 72104

Dear Barry:

We are pleased to convey to you the Institutional Report on results from the 2006 national administration of the Community College Survey of Student Engagement (CCSSE) for Ouachita Technical College. This letter provides important information about the contents of the report and about upgrades and additions to CCSSE services and resources for your college.

Contents of the Institutional Report Notebook

- an overview providing selected aggregate results for the 2006 CCSSE Cohort (see description below) and offering suggested ways to understand and use CCSSE data;
- a "First Look" report, providing a summary of the items on which your college's performance is statistically and practically above or below the mean for the comparison group of community and technical colleges;
- the "Frequency Report: All Students," providing alongside each survey item the response frequencies for your institution and notation indicating items on which your institution's results differ from the comparison group to a degree that is statistically and practically significant;
- CCSSE's standard reports on means comparisons and response frequencies for each survey item;
- CCSSE benchmarks for your college, including an overview that describes the benchmarks for effective educational practice, with notes on interpretation and appropriate uses;
- recommendations on "Using CCSSE Results," as well as tips on how to communicate the results and then use the data to drive decision making at your institution;
- results from the Community College Faculty Survey of Student Engagement (CCFSSE), if your college elected to participate in the second national administration of that survey in spring 2006, or, if your college did not participate in the faculty survey, we are providing an example report; and
- a codebook for use in work with the data files.

New from CCSSE in 2006

As part of our continuing effort to serve community colleges, CCSSE is pleased to note the following upgrades and additions to our services:

- Beginning this year, CCSSE will utilize a 3-year cohort of participating colleges (2004 through 2006) in all of its data analyses, including the computation of benchmark scores. This cohort is referred to as the **2006 CCSSE Cohort** throughout all reports and documentation. This new approach increases the total number of institutions and students contributing to the national dataset, which in turn increases the reliability of the overall results. In addition, the 3-year cohort approach minimizes the impact, in any given year, of participation by statewide consortia.
- This year, for the first time, institutional data will be available on the Web site at the time you receive this Institutional Report. This enables people in your college to generate a wide variety of custom reports using the award-winning interactive capabilities at www.ccsse.org.
- In addition, you can now download an electronic version your Institutional Report and data file by following the instructions at: <http://www.ccsse.org/members/IR/>. You will need your Members Only username and password to log on. *Note that the student data file is password protected; you will receive an additional password via email.* Access to your data file(s) will be available on the CCSSE Web site until September 15th. (Because reports are available on the Web, we are not including a CD with this hard copy of your Institutional Report. If you would like a CD, we will create and ship one for \$25.)
- CCSSE piloted this year a new feature that will allow participating colleges and national researchers to delve more deeply into areas of student experience and institutional performance that are key to student success. The 2006 pilot of a module of five “*special focus questions*” elicited new information about academic planning and advising. In future years, the special focus will be determined by college interests and national trends. National aggregate results from the pilot are provided in the Overview section of your Institutional Report and will be highlighted in CCSSE’s 2006 national report. When possible, CCSSE has included college-level data from the five special focus questions in your electronic data file, which may be downloaded from the CCSSE Website (see above). For a few colleges, there were missing data and/or other issues that triggered rules whereby the data must be excluded from the national dataset. After the pilot period, plans are to provide reports on the special focus questions to all participating colleges.
- Finally, four significant new additions to CCSSE’s “tool kit” for member colleges were completed: a Course Feedback Form, an end-of-course evaluation instrument that is aligned with CCSSE items on effective educational practice; a Classroom Observation Form, developed for local use in faculty development and evaluation programs; a Focus Group Toolkit including all the materials needed to plan and conduct student focus groups that may add rich qualitative data to your understanding of student engagement; and a 6-part Accreditation Toolkit (one version for each of the regional accrediting associations) that provides guidance on using student engagement results in the self-study and reaffirmation process. All are available free on the CCSSE Web site.

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

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

In November, we will send you a pre-release copy of CCSSE's 2006 national report, which will feature key national findings from the 2006 survey and examples of ways a number of colleges are using their CCSSE results to improve programs and services for students. **Please share your college's story with us...and with other colleges!**

We hope you will take a few minutes to review our website, which has a location to submit publications and stories to CCSSE Highlights <http://www.ccsse.org/publications/pubsignup/highlightsignup.cfm> and vignettes <http://www.ccsse.org/publications/pubsignup/vigsignup.cfm>. If it would be easier for you or a member of your staff to participate in a brief telephone interview, please call Christine McLean (512.232.6452) or Courtney Adkins (512.475.6142), and either will be happy to capture your story in that way.

If you have questions about your Institutional Report, please call or email us. Soon we will also be sending you a feedback form, asking for your suggestions about how we can improve our reports and our service to member colleges.

We hope that you find this information to be highly useful to your institution, and we thank you sincerely for the opportunity to work with you. In addition, we fully understand that the survey administration requires significant effort on the part of your college faculty and staff, and we are grateful for their collaboration and commitment. Please convey our appreciation – and please stay in touch!

Sincerely,



Kay M. McClenney
Director

Enclosure: Institutional Report
C: Institutional Research Officer

**Selected *CCSSE* Press Clips for
2005-2006**

Article

The following article appeared in the November 18, 2005 edition of *The Chronicle of Higher Education*.

Remedial Students at 2-Year Colleges Work Harder Than Their Peers, Survey Finds

By Jamilah Evelyn

Annual report on 'engagement' also finds that instructors and their pupils have different perceptions of their interactions

Remedial students at community colleges worked harder, visited their professors more often, and took greater advantage of college support services than did their better-prepared peers.

Those were among the findings of the annual Community College Survey of Student Engagement, released this week.

Now in its fifth year, the survey, known as "Cessie," covered more than 133,000 students at 257 two-year colleges. The study is modeled after the National Survey of Student Engagement, which surveys students at four-year institutions. The results of that most recent survey were released earlier this month.

Previous national studies have shown that remedial students — those not prepared for college-level work — at two-year colleges receive lower grades, and drop out at a higher rate, than do students who are better prepared academically. But that does not mean students with greater needs are not working as hard as or harder than higher-achieving students, the report said.

The survey found, for instance, that 56 percent of remedial students prepared two or more drafts of an essay before turning it in, compared with 42 percent of academically prepared students. Twenty-seven percent of remedial students discussed career plans with an instructor or adviser "often" or "very often," compared with 21 percent of their peers.

"The hopeful part is that those students and the colleges are doing a lot of the right things to get connected," says Kay M. McClenney, director of the survey. She is an adjunct professor in the Community College Leadership Program at the University of Texas at Austin.

Still, Ms. McClenney says, community colleges need to do more to improve student engagement. Studies show that remedial students who enroll in orientation courses, including courses that teach study skills, have higher college-completion rates than do those who do not take such courses.

"Why is it," she asks, "that we make those courses optional?"

Part-Time Challenges

This year, for the first time, the study analyzed the engagement of "at risk" students.

They were defined as students who were enrolled in remedial courses, did not enter college immediately after high school, had one or more dependents, attended college part time, were single parents, were financially independent, worked 30 or more hours per week, or were the first in their families to attend college.

According to the report, students at community colleges were three to four times more likely to fit into four or more of those categories than were their peers at four-year institutions.

Despite such challenges, the report found that at-risk students were consistently more engaged than their classmates were.

First-generation students, who represented 37 percent of the respondents, spent much more time caring for children than did those whose parents attended college, yet come to class more prepared. Some 33 percent of first-generation students spent more than 30 hours a week caring for dependents, compared with 22 percent of other students.

Thirty-six percent of first-generation students said they never came to class unprepared, compared with 28 percent of other students. Fifty-eight percent of first-generation students said they never skipped class, compared with 44 percent of their peers.

Part-time students, who account for more than 60 percent of community-college students nationally, were an exception to those findings. According to the survey, only 22 percent of part-time students made class presentations "often" or "very often," compared with 33 percent of full-time students.

Forty-six percent of part-time students said they prepared two or more drafts of their papers, compared with 56 percent of full-time students.

Ms. McClenney says engaging part-timers — who do not spend much time on campus — may be the most daunting challenge for community colleges. "It sits out there as something that people know about but only a few do something about," she says.

Different Pages

For the first time, the study also included findings on faculty members' perceptions of student engagement. The Community College Faculty Survey of Student Engagement, which covered more than 3,500 faculty members at 39 two-year colleges, was designed to help colleges compare students' responses to faculty members' perceptions.

The results showed that professors and their students were not always on the same page. For instance, faculty members said students asked questions, worked with other students, and participated in community-based projects more often than students themselves reported doing.

Professors also reported meeting with students much more often than students did.

"An instructor might talk with five or six students after each class and personally experience a high level of student-faculty interaction," the report says, noting that such interactions are crucial to retention. "But if generally it is the same five or six students that linger after each class, then the instructor is interacting with only a fraction of his or her students."

The survey is administered by the University of Texas at Austin. It is financed by fees from participating colleges and by support from the Lumina Foundation for Education, the MetLife Foundation, and the Houston Endowment Inc.

Information about this year's survey, "Engaging Students, Challenging the Odds," is available on the survey's Web site (<http://www.ccsse.org>).

2 PERSPECTIVES ON STUDENT ENGAGEMENT AT COMMUNITY COLLEGES

An annual survey of student engagement at community colleges reveals that faculty members and students have different perceptions of their interactions and work habits.

- 93% of faculty members say they give prompt feedback to students "often" or "very often," while only 55% of students agree.
- 38% of faculty members say they discuss career plans with students "often" or "very often," while only 22% of students report the same.
- 29% of faculty members say they discuss ideas from readings or classes with students outside of class, while 15% of students report such interactions.
- 33% of faculty members say students come to class unprepared "often" or "very often," while only 15% of students agree.
- 16% of faculty members say students skip class "often" or "very often," while only 7% of students say they play hooky regularly.
- 22% of faculty members say students prepare multiple drafts of a paper "often" or "very often," while 50% of students report putting in that extra work.

SOURCE: Community College Survey of Student Engagement

Article

The following article appeared in the November 27, 2005 edition of *Cantonrep.com*.

Community colleges open books on student learning

By Jay Matthews

One of the most interesting, useful and mysterious ratings of U.S. colleges is the National Survey of Student Engagement (NSSE).

In the last five years, nearly 900,000 undergraduates at about 1,000 different colleges and universities have provided to the Indiana University-based organization the kind of data completely missing from the best-known college guides.

NSSE asks students if they:

I Ever discussed ideas from their readings with professors outside of class.

I Received prompt feedback from their instructors.

I Had serious conversations with students different than they are.

I Ever did an independent study.

Those and scores of other questions illuminate which schools are providing the best environment for learning.

Unfortunately, most of the colleges that participate in this survey keep their results a secret. They have their reasons.

Colleges compete for students, and the NSSE data could be used to show that writing instruction at Beerblast State University is not as good as it is at the Egghead Institute.

The staff of U.S. News & World Report's "America's Best Colleges" have begun to print the results of some NSSE questions from the few colleges willing to give them out. Many colleges do not want that much public scrutiny of their students' experiences, particularly if the news is not good.

And yet what is the purpose of college but to learn? And why should colleges be allowed to keep this information to themselves?

NSSE officials had to promise colleges that they could keep their data secret and use it only for internal assessments in exchange for being allowed to survey their students.

But now NSSE has a new sibling, the Community College Survey of Student Engagement, CCSSE, which has broken out of the polite little world of academic anonymity and begun to publish the results from all the colleges it surveys.

Go to their Web site

www.ccsse.org

click on Survey Results at the top, and then click on College Profiles.

There you see a list of all 257 colleges that participated in the 2005 CCSSE survey of 133,281 community college students. With a few more clicks you can see how each one measured up.

Kay McClenney, who directs CCSSE, said that unlike the vast majority of four-year school leaders, the community college officials on her advisory board said that since theirs were public institutions, they felt obligated to reveal to the public what CCSSE had discovered about the quality of learning on their campuses.

The two-year community colleges educate 46 percent of all U.S. undergraduates and do wonderful work providing inexpensive higher education to students whose needs are not met by the four-year colleges.

But they remain the Rodney Dangerfields of the college world, never getting much respect, and are thus willing to reveal themselves in exchange for some attention.

The summary results page for each school has a bar chart that shows where the school scored on five factors —active and collaborative learning, student effort, academic challenge, student-faculty interaction and support for learners.

When you click on the bar of the factor that interests you, you get a detailed breakdown of the questions asked and the average response from that school.

As the CCSSE list grows longer, and researchers have more time to analyze the results, I expect we will learn much about what works and what doesn't in community colleges.

Nov. 14

Not Getting Ahead

A majority of community college students typically described as “high risk” – including minority students, first-generation students, and those without good academic preparation — are working harder both inside and outside of class, but achieving lower results. That’s a key finding from this year’s [Community College Survey of Student Engagement](#), conducted by researchers at the University of Texas at Austin.

In an analysis of the 133,281 students from 257 colleges in 38 states who took the survey, researchers found that “high risk” students are more likely to come to class prepared, they interact more frequently with instructors outside of class and they tend to use support services more often. Researchers label them “engaged” students.

However, many of these students had “lower aspirations” — not totally expecting to graduate, for example — in comparison to their “low risk” counterparts, according to the survey. On average, minority students, academically unprepared students and low-income students also received lower grades and tended to drop out more frequently. Studies show that only about half of all community college students return to college for a second year of study.

“The reason that these students are statistically at high risk is that they’re starting school behind the starting gate,” says Kay McClenney, director of the survey. “So, they have to run further and run faster — working harder, putting out more effort — in order even to finish the race, much less to finish first.”

S. Tomeka Swan, chair of the Cecil Community College Retention Committee and director of advising with the college says that she often sees this situation play out for single parents who are trying to raise a family while getting a higher education. “They definitely want to succeed,” she says. “I see them trying to get their development and prerequisites out of the way quickly.”

Robert Templin, president of Northern Virginia Community College, notes that a large percentage of his college’s population is composed of low-wage earning immigrants. “They tend to work one or two part-time jobs,” he says. “But at the same time, they take extra advantage of our counselors, advisors, librarians and tutorials.”

“It’s a victory that these kinds of students are so engaged, but at the same time we have an irony that they’re achieving lower results,” says McClenney, an adjunct faculty member in the Community College Leadership Program at the University of Texas at Austin.

Templin, for one, isn’t surprised: “Community college students tend to have complicated lives beyond going to school,” he says. “They’re working, have families and have a fragile socioeconomic profile — all of which complicates their ability to succeed.”

According to the survey's researchers, it's important for colleges to design effective remediation strategies in order to take advantage of the engagement of these students. "Students who benefit from effective developmental education have the opportunity to be successful in subsequent college studies — an opportunity that would not exist without developmental education," according to the report. "[D]evelopmental education levels the playing field."

But shouldn't elementary and secondary schools be doing a good enough job so that certain groups of students aren't starting college on uneven footing? "Sure, I don't think there's a person in American who doesn't think that we're not doing as well in our K-12 public school system by our high-risk students that we should be," says McClenney. "But, once the students are in college, they're ours. It's really important for colleges to accept responsibility for them. Fingerprinting isn't going to get the job done for America."

Researchers also say that most colleges that participate in survey are using results to try to improve their students' experiences.

At Cecil Community College, educators have put on emphasis on retention efforts. Through an online academic monitoring system, explains Swan, faculty members can track student attendance and performance. Retention letters, which detail campus options for academic improvement, and support workshops are offered to students who are performing below par. "We want to make sure all of our students are on target," says Swan.

Templin says that at Northern Virginia Community College, which participated in the survey in 2004 and 2005, "we're trying to be more strategic in how we structure our support services.

"We found that students were indicating that financial aid and counseling services were physically not where they need to be," notes Templin. "So, we reorganized our student services program so that students can come to one location and receive a whole suite of services."

"Community colleges are working hard on the large- and small- scale," assesses McClenney. "The whole point of the survey is to get colleges to think about these issues and see what can be done to fix them."

Survey researchers offer more suggestions for aiding specific high-risk students, including:

- Improving outcomes for first-generation students by making academic and career counseling mandatory.
- Encouraging goal-setting for older female students that helps them get better grades as a result of their intensive study efforts
- Building on black men's out-of-classroom interests, connecting interests to the classroom and engaging them more effectively in the earliest weeks of college.
- Improving academic advising and skill labs that are integrated into course designs.

— Rob Capriccioso

*The original story and user comments can be viewed online at
<http://insidehighered.com/news/2005/11/14/ccsse>.*

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No Average Student

Community college students not your 'typical' undergrads,
says College of Education survey

Say you're writing a television script for a soulful yet edgy, profound but flirtatious, new primetime youth drama on the WB, and one of your characters needs to be "the typical college student." What is that character going to be like?

You might be tempted to make him, or her, around 19 or 20 and have him, or her, living in a dorm or seriously adorable apartment near campus. He, or she, will be taking a full class load, and, when not in French Lit or Human Sexuality 101, will be enjoying a, shall we say, healthy social life. He, or she, won't be married (who would watch?) and won't need to work. It's not important to explain where all the money comes from. And he, or she, definitely will graduate. Probably during sweeps month.

That *is* a pretty good description of an "average" college student...if the show is set in 1978.

According to results of an influential national survey administered annually by The University of Texas at Austin's College of Education, the times, they are a-changing. Describing your "average" student these days is tougher than a TV writer might suspect.

Data from the 2005 Community College Survey of Student Engagement

(CCSSE) shows that a student at a U.S. institution of higher education is almost as likely to be in her 30s, taking care of dependents and working full-time as she is to be 19, in a sorority, getting financial assistance from the parental unit and taking 15 credit hours a semester.

"The CCSSE is operated by our Community College Leadership Program, and we've been conducting the survey for four years now," says Dr. Kay McClenney, CCSSE director. "With around 46 percent of all U.S. undergraduate college students attending *community colleges*, we are getting an incredibly detailed portrait of 'how the other half lives.'"

Fashioned after the National Survey of Student Engagement (NSSE), which polls students at four-year colleges and universities (including The University of Texas at Austin) the CCSSE elicited feedback this year from almost 140,000 students at 257 community colleges in 38 states. Students reported back, for instance, on how often they study and write papers, the amount of time they interact with other students and with faculty, how difficult they find their coursework and the kinds of support they get at their colleges.

Using student responses, McClenney and a team of analysts in the Department of Educational Administration created a remarkably thorough report that describes the degree to which students are "engaged" in their educational experience.



Dr. Kay McClenney

The "traditional" age for college students is 18 to 22 years old. What percentage of community college students are 25 years or older?

- A. Nearly one-quarter
- B. About half
- C. Three-quarters
- D. All

Answer: B. 46 percent of community college students are at least 25 years old.

— Source: AACC, *National Profile of Community Colleges: Trends & Statistics*, 3rd edition.

"Research repeatedly has shown that in undergraduate education there is a positive correlation between how actively engaged students are—with faculty, other students and the subject matter—and their academic success," says McClenney, "An engaged student, for example, may meet with advisers to discuss career plans, work on projects with other students outside of class, spend a number of hours rewriting and perfecting a research paper and regularly ask questions in class.

"CCSSE data have proven to be very valuable to community college leaders in that they get a wealth of information on the student body, can evaluate the efficacy of their educational practices, regroup if they wish and alter what doesn't seem to be working."

One of the most provocative messages to emerge from this year's CCSSE report is

that "high-risk" community college students are coming to class better-prepared than their peers, interacting more frequently with instructors and accessing helpful support services more often. But, ironically, they are enjoying less academic success.

"When we talk about 'high-risk,'" says McClenney, "we mean groups of students who are statistically at risk of not completing a degree—for example, first-generation college students, those who do not enter college directly out of high school, the academically under-prepared, students who are low-income, students of color, those who may work more than 30 hours a week and non-traditional age learners.

"These are students who come to college with multiple challenges in the way of financial, academic, personal and work-related issues, and they typically have to labor much harder to complete their education. The odds many of them face leave them expending more effort in school but achieving lower results."

Although a significant number of high-risk students report habits that meet the definition of "engaged," survey results show that many of them do not anticipate actually graduating, and related research shows that they tend to get lower grades and drop out more frequently than their low-risk peers.

To McClenney, these findings are not exactly shocking or counterintuitive. After all, only around one-half of *all* community college students return to school for a second year of study. With challenges that include children to raise, multiple jobs, limited financial resources and long commutes, high-risk students' dropout rates are, inevitably, even higher.

If you are a community college president, this kind of feedback might seem like pretty good incentive to investigate other career options. McClenney is quick to point out, however, that if one can identify a problem, one has a better chance of correcting it.

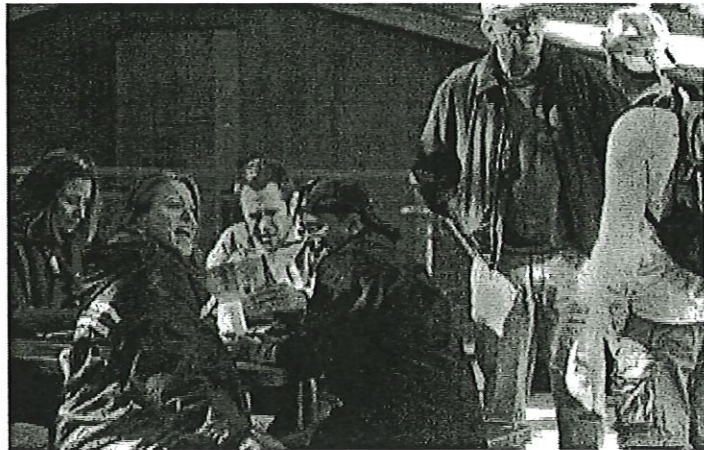
In the case of the CCSSE report that is sent to participating colleges each year, detailed survey data describe challenges to student success, but, at the same time, analysts also suggest a host of viable solutions and interventions for college leaders.

"Saying that community colleges are just a variation on four-year universities is like saying a Longhorn is an armadillo," says McClenney. "They're just different animals. Community colleges are a uniquely American invention with a strong commitment to open admissions. Therefore, of course, they serve a disproportionately high number of students who bring this array of challenges to college with them."

In contrast to four-year universities, community colleges provide more academic support in the form of tutoring, developmental education classes, writing centers, computer labs and

English-as-a-second-language courses. They may be serving as many, or more, students who are taking noncredit workforce-development courses as they are credit students who plan to transfer to a four-year university or get an associates degree. And, of course, while they work to keep tuition affordable, they have the resource constraints that face all institutions of higher education.

"If a college leader can take CSSE results," says McClenney, "and discover, for example, that his students are not getting the tutoring they need because most of them are not even aware of where the tutoring takes place and can't show up for help at 3:00 in the afternoon anyway, then he can look at ways to change that.



"All evidence indicates that community college leaders are incredibly eager to help their students succeed. The challenge is that many of those students are 30-year-olds dashing over to campus from work to take a computer programming class or get certified as a medical technician, as well as 19-year-olds who have time to join student clubs and organizations and want to savor the entire 'collegiate' experience."

Community college students make up almost half of all undergraduate students at U.S. public universities. At institutions like Austin Community College, the student body may range in age from learners in their 60s to moms in their 30s and 18-year-olds who are entering college straight out of high school.

Community college students make up almost half of all undergraduate students at U.S. public universities. At institutions like Austin Community College, the student body may range in age from learners in their 60s to moms in their 30s and 18-year-olds who are entering college straight out of high school.

This year, in addition to amassing a wealth of information about students' college experiences, the Community College Leadership Program also gathered a valuable cache of faculty data with administration of the first-ever Community College Faculty Survey of Student Engagement (CCFSSE). Queries of faculty were in somewhat the same vein as those posed to students and included questions about how faculty spend their professional time, in and out of class, their teaching practices and their perceptions of students' educational experiences.

What percentage of community college students report that neither of their parents has attended a postsecondary education institution?

- A. One-quarter
- B. One-half
- C. Three-quarters
- D. All

Answer: B. 52 percent of community college students are in the first generation of their families to attend college.

— Source: AACC, *National Profile of Community Colleges: Trends & Statistics*, 3rd edition.

One of the more interesting findings was that, when it came to descriptions of students' experiences, faculty and students' responses diverged. A significant number of the 3,561 faculty survey respondents perceived higher levels of student engagement than the students reported. This held true whether faculty were calculating the number of course-related e-mails they received from students, estimating the amount of time devoted to discussions about grades or describing interactions with students during non-coursework activities.

The only area in which faculty members reported *lower* levels of student engagement was student effort. Faculty were more likely than students to perceive that students were coming to class unprepared, skipping class and not producing multiple drafts of papers before turning them in.

"When one begins to compare, point for point, student and faculty responses, it needs to be with a few caveats," says McClenney. "Students report their own experiences during the current school year, while a faculty member is describing her practices and observations in a

specific course. Faculty members also offer their general impressions of student engagement throughout the college."

Unlike the NSSE, the CCSSE discloses all survey results, maintaining an ethic of "transparency" that has not daunted most college administrators or sent them scrambling for the hills when the survey appears in the mailbox. The thoroughness, uniqueness and accessibility of the CCSSE's data have, in fact, made it popular not only with college leaders but also with major national media such as the Wall Street Journal, USA Today and the Washington Post.

At the award-winning **Community College Survey of Student Engagement** Web site, a goldmine of information is available to most anyone who can click a mouse. If you visit the site and select "Survey Results" and then "College Profiles," survey responses from all 257 colleges that participated in 2005 are right at hand and can be sorted by state. The site also includes, among other things, video clips of community college students, a quiz that tests your community college IQ, results of every survey since 2002, college profiles, CCSSE bulletins and publications and a summary of key survey findings.

"Community college enrollment is exploding," says McClenney, "and we hope that the CCSSE is helping college leaders stay abreast of student needs. These colleges receive more respect now, I think, than ever before and in some ways can serve as models of superior 'education-delivery' to four-year universities."

Meanwhile down in the trenches, Omar, a 27-year-old student at Austin Community College, is getting ready to wrap up his first semester. With a grueling batch of "remedial" courses meant to strengthen his writing and reading comprehension skills, it's been a tough haul this fall, especially because he doesn't have a computer at home. Even though his parents are helping him pay for tuition and books—after all, this is the first kid in the family to head to college—Omar works at least 30 hours most weeks for a residential moving service just to make ends meet.

When Isabel, his sometimes-fiancée, wants to talk about getting married next year, he tries to change the subject. After all, it's already looking like he'll have to skip taking classes in the spring so he can get another job, one that pays a little more and batters his back a little less. Omar feels that, at this rate, he'll never knock out the two years of coursework it will take in order for him to transfer to The University of Texas at Austin and get started on a business degree. He doesn't like to bellyache, though. After all, as his dad likes to say to anybody who'll listen, "This kid of mine is just your average college student."

BY **Kay Randall**

PHOTOS of Dr. McClenney and community college students: **Christina Murrey**

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Annotated Table of Contents

CCSSE Overview

★ Overview of National 2006 CCSSE Cohort Survey Results (pp. 1-18)

The overview provides a general understanding of the findings from the 2006 CCSSE Cohort. The information includes an examination of member colleges and consortia composition, comparisons between CCSSE institutions and all students at public community colleges, a review of selected findings, and information on understanding your results.

★ Table 1: Respondents to Underlying Populations

This table details respondent characteristics from your college compared to population data for: (1) your college; (2) similarly-sized 2006 CCSSE Cohort colleges and 3) all 2006 CCSSE Cohort colleges. The specific characteristics examined include gender, race/ethnicity, age, and enrollment status.

★ 2006 CCSSE Cohort Frequencies

This report provides item-by-item percentage responses for the 2006 CCSSE Cohort (students who participated in CCSSE from 2004 through 2006). It is designed to provide a summary of the results contained in the Frequency Distributions Report and is presented in the same layout as The Community College Student Report.

★ 2006 CCSSE Special Focus Questions Frequencies

*This report summarizes the observed frequencies of occurrence (counts and percentages) of the values for the **five 2006 CCSSE special focus questions** included with the Community College Student Report. Data are presented for all, part-time, and full-time students.*

College Results: A Synopsis

★ First Look: All Students

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

★ First Look: Enrollment Status Breakout

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

★ Frequency Report: All Students

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

Means Summary

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

*This report provides item-by-item means for **all students at your institution** contrasted with a comparison group and the 2006 CCSSE Cohort.*

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

*This report presents statistics on **all students at your institution** contrasted with a comparison group and the 2006 CCSSE Cohort.*

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

*This report provides item-by-item means for **all students at your institution** by **enrollment status** (part- and full-time) contrasted with a comparison group and the 2006 CCSSE Cohort.*

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

*This report presents statistics on **part-time** students at your institution contrasted with a comparison group and the 2006 CCSSE Cohort.*

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

*This report presents statistics on **full-time** students at your institution contrasted with a comparison group and the 2006 CCSSE Cohort.*

Frequency Distributions

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

This report summarizes the observed frequencies of occurrence (counts and percentages) of the values for each item on The Community College Student Report for the 2006 CCSSE Cohort. Please note: certain demographic items (gender, race/ethnicity, age, and enrollment status) do not appear on this report but can be found in Table 1.

Benchmark Reports

★ **2006 Benchmark Overview (pp. 1-5)**

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

★ **2006 Benchmark Summary Table, Deciles, and Bar Charts and Benchmark Item Composition: All Students (pp. B1-B7)**

*This is a series of reports, beginning with a **Summary Table**, which provides scores on each of the five benchmarks for your institution, a comparison group, and the 2006 CCSSE Cohort colleges. Meanwhile, the **Benchmark Deciles Report**, on page B2, highlights the five benchmark deciles for **all students at your institution**. Finally, the third report – **Bar Charts and Benchmark Item Composition** – uses bar charts to represent the data provided in the summary table, for all students for each benchmark (pp. B3 - B7).*

★ **2006 Benchmark Summary Table, Deciles, and Bar Charts and Benchmark Item Composition: Enrollment Status Breakout (pp. B8-B19)**

*This series of reports contains the same reports described above broken down by **enrollment status** (part- and full-time) for your institution, a comparison group, and 2006 CCSSE Cohort colleges.*

-
- ★ [2006 Benchmark Summary Table, Deciles, and Bar Charts and Benchmark Item Composition: Credit Hour Status Breakout \(pp. B20-B31\)](#)

*This series of reports contains the same reports described above broken down by **credit hour status** (0 to 29 and 30+ credits) for your institution, a comparison group, and the 2006 CCSSE Cohort colleges.*

Codebook

- ★ [2006 Codebook \(pp. 1-13\)](#)

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

Using CCSSE Results (pp. 1-6)

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

CCFSSE

- ★ [Overview of National 2006 CCFSSSE Cohort Survey Results \(pp. 1-9\)](#)

The overview provides a general understanding of the project and highlights selected findings from the two-year cohort of colleges participating in the faculty survey.

- ★ [2006 CCFSSSE Cohort Colleges](#)

An alphabetical list of all institutions participating in the CCFSSSE from 2005 through 2006.

- ★ [Student and Faculty Frequency Distributions \(pp. SFC1-FF10\)](#)

*The first report provides side-by-side frequency data from faculty (part-time, full-time, and all faculty), and all-student data from the 2006 CCSSE administration for your institution. The second report summarizes the observed frequencies of occurrence (counts and percentages) of the values for all faculty survey items that do not correspond to similar items on the student survey. **Example reports are provided if your institution did not participate.***

- ★ [2006 CCFSSSE Cohort Participating Faculty Report \(pp. SFC1-FF10\)](#)

This report provides aggregated side-by-side frequency data as well as frequency distributions for the 2006 CCFSSSE Cohort colleges.

- ★ [2006 CCFSSSE Codebook \(pp. 1-13\)](#)

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

CCSSE OVERVIEW





2006 Institutional Report

Overview of National 2006 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.

Beginning this year, CCSSE will use a three-year cohort of participating colleges (2004 through 2006) in all of its data analyses¹, including the computation of benchmark scores. This cohort is referred to as the **2006 CCSSE Cohort** throughout all reports and documentation.

This new approach increases the total number of institutions and students contributing to the national dataset, which in turn increases the reliability of the overall results. In addition, the 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 2006 CCSSE Cohort. First, 2006 CCSSE Cohort colleges and student respondents are highlighted as well as data concerning the 2006 CCSSE Consortia. Second, CCSSE institutions and their students are compared with 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 2006 CCSSE Cohort is comprised of a total of 447 institutions across 46 states participating between 2004 and 2006. Two hundred forty-seven of these member colleges are classified² as small (< 4,500), 105 as medium (4,500-7,999), 57 as large (8,000-14,999), and 38 as extra-large institutions (15,000 + credit students). One hundred nineteen of the cohort member colleges are located in urban areas, 119 in suburban areas, and 209 in rural areas.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 additional questions to the survey.

2006 CCSSE membership includes statewide participation in Connecticut, Hawaii, and New Hampshire. Other state-based consortia include groups of colleges in Illinois, Kentucky, Maryland, New Mexico, Tennessee, and Texas. Hawaii, Illinois, Kentucky, and Texas consortia chose to add questions to the CCSR for purposes of statewide assessment, to respond to accrediting agencies, and/or for internal review.

New to CCSSE 2006 consortia is the Campus Compact Consortium. This consortium is supported by the Campus Compact and includes seven colleges across five states. The Campus Compact Consortium added questions to the survey to elicit information about students' experiences with civic engagement, volunteerism, and community service.

This is the second year for the Achieving the Dream Consortium, which for 2006 is comprised of 12 colleges from five states that are part of a national initiative focused on improving success rates for community college students—particularly low-income students and students of color.

This is the third year for the Hispanic-Serving Institutions/Hispanic Association of Colleges and Universities

¹ For returning participants, the college's most recent year of participation is included in data analyses. For example, if a college participated in 2004 and 2006, only the 2006 data would be used in the three-year cohort.

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

³ These enrollment statistics are based on a college's most recent IPEDS data with the exception of situations in which it is necessary for colleges to self-report.

(HSI/HACU) Consortium. The 2006 consortium consists of 19 colleges in five states. Qualifying institutions include those that have HSI designation and/or hold membership in HACU. The HSI/HACU Consortium joins together to build collaborative and networking relationships and will highlight promising practices through publications and at national and regional community college conferences. The consortium collaborated to add 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.

Also in its third year is the Texas Small Colleges Consortium; however, it was the first year questions were added to the survey. These colleges are working to strengthen educational practice through data-driven decision making and strategically targeted performance improvement initiatives. Twenty-three small Texas community colleges joined CCSSE this year to gain valuable information on 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.

Student Respondents

Credit classes are randomly selected – stratified by time of day (morning, afternoon, and evening) – from institutional class data files to participate in the survey. Of those sampled, 249,548 students submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 80%. Percent of target rate is the ratio of the adjusted number of completed surveys to target sample sizes. (The adjusted survey count is the number of usable surveys that were filled out properly and did not fall into any of the exclusionary categories.⁴)

Student Respondent Profile

To compare the characteristics of student respondents with the characteristics of the underlying student population for each participating college, CCSSE uses the data reported by the institution in its most recent IPEDS Enrollment Report for the following variables: gender, race and ethnicity, student age, and enrollment status (part- or full-time). The data are aggregated to compare the 2006 CCSSE Cohort survey respondent population to the total student population of the 2006 CCSSE Cohort member colleges.

Gender

Of the 243,128 student respondents who answered this item, 40% are male and 60% are female. This mirrors the full population of 2006 CCSSE Cohort community college students, comprised of 41% males and 59% females.

Age

2006 CCSSE Cohort student respondents range in age from 18 to 65+ years old. Approximately 90% are between 18 to 39 years old; 65% are 18 to 24 years old, while 24% are 25 to 39 years old.

Racial Identification

Sixty-five percent of student respondents identify themselves as White/non-Hispanic, 9% as Hispanic/Latino/Spanish, 11% as Black or African American, and 3% as Asian. Two percent of the student respondents are Native American. Three percent marked “other” when responding to the question, “What is your racial identification?”

International Students

Responses to the question, “Are you an international student or foreign national?” reflect variations related to college size. Four percent of small college respondents indicate that they are international students, while 5% of medium size college respondents indicate the same. In large institutions, 9% of the students who completed the survey indicate international/ foreign student status. Extra-large institutions have the highest representation of international students at 10%.

Enrollment Status

Sixty-nine percent of the student respondents report attending college full-time, while 39% of the 2006 CCSSE Cohort colleges’ total student population attended full-time. Only 31% of the surveyed students report being part-time college students, compared to 61% as reported to IPEDS. This inverse representation is a result of the sampling technique and the in-class administration process. For this reason, survey results are either weighted or disaggregated on the full-time/part-time variable so that reports will accurately reflect the underlying student population.

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

Limited English Speaking Students

Students with limited English speaking skills, or those whose native language is not English, comprise a significant proportion of students in community colleges. Among CCSSE participants, small institutions include 6% of non-native English speakers, while 8% of medium institutions’ students are non-native English speakers. Comparatively large numbers of non-native English speaking students attend large (16% of enrollees) and extra-large institutions (21%).

⁴ See exclusionary rules on pg. 3

First-Generation Status

Thirty-seven percent of students indicate that neither parent has earned a degree higher than a high school diploma nor has college experience; accordingly, these students are considered "first-generation" status. Of these first-generation students who provided responses for mother and father's education level, 67% percent indicate that their mothers' highest level of education is a high school diploma, and 61% indicate that level for their fathers.

Educational Attainment

Sixty-nine percent of the respondents report starting their college careers at the community college where they completed the survey. Meanwhile, 73% of students indicate that their highest level of educational attainment is a high school diploma or GED; 17% 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-five percent of students report that they earned grades of B+ or higher, while 2% of students report that they earned grades of C- or lower.

External Commitments

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

Excluded Respondents

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

- ★ The respondent did not indicate whether he or she was enrolled part- or full-time at the institution. *Because all results are either weighted or broken down by enrollment status, this is essential information for reporting.*
- ★ The survey is invalid.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 oversample and/or on-line respondents, with the exception of invalid surveys and those completed by students under the age of 18.

Representation

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

Overall, CCSSE's five-year (2002-2006) college membership represents a total of 461⁶ (unduplicated) colleges across 45 states. Of the 461 member colleges, 243 are classified⁷ as small (< 4,500); 120 as medium (4,500-7,999); 60 as large (8,000-14,999); and 38 as extra-large (15,000+). In terms of urbanicity, 123 member colleges are classified as urban, 122 as suburban, and 216 as rural.⁸

The 2006 CCSSE Cohort membership includes 444⁹ colleges across 45 states. Table 1 provides information about the representation of the 2006 CCSSE Cohort member colleges as compared to community and technical colleges across the nation. CCSSE uses the most recent IPEDS enrollment data for comparisons in this table.

Specifically, the numbers and accompanying percentages in parentheses displayed in the first two columns, "2006 CCSSE Cohort Member Colleges" and "National Population," represent within-category data. In other words, there are 57 large CCSSE member colleges representing 13% of the 444 total 2006 CCSSE Cohort colleges, while there are 148 large colleges in the national population, representing 13% of the overall total of 1,093. Meanwhile, the percentages displayed in the last column represent the proportion of 2006 CCSSE Cohort colleges found in the national population overall as well as by size and urbanicity. For instance, there are 118 urban 2006 CCSSE Cohort member colleges, constituting 28% of the 416 urban colleges nationwide. The percentages in red font show that colleges by size generally mirror the national population (55% and 56% for small, 24% and 22% for medium, 13% and 13% for large, and 8% and 9% for extra-large).

CCSSE Student Respondents across Member

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.

⁶Includes U.S. public, associate-degree granting institutions; does not include hospital-based or private institutions.

⁷Institutional size is based on most recent IPEDS enrollment figures and is defined as small, medium, large, and extra-large.

⁸CCSSE member colleges self-classify in terms of rural, suburban, and urban locations, while colleges in the national population are classified using IPEDS data.

⁹Hospital-based and private institutions are not included in representation charts.

Table 1: Colleges by Size and Urbanicity

	2006 CCSSE Cohort Member Colleges	National Population ¹⁰	2006 CCSSE Cohort Proportion of National Population
By Size			
# of Institutions	444 (100%)	1,093 (100%)	41%
Small (up to 4,499)	244 (55%)	612 (56%)	40%
Medium (4,500-7,999)	105 (24%)	238 (22%)	44%
Large (8,000-14,999)	57 (13%)	148 (13%)	39%
Extra-Large (15,000+)	38 (8%)	95 (9%)	40%
By Urbanicity			
# of Institutions	444 (100%)	1,068 (100%)	42%
Urban	118 (26%)	416 (39%)	28%
Suburban	119 (27%)	256 (24%)	46%
Rural	207 (47%)	396 (37%)	52%

Institutions

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

2006 CCSSE Cohort member colleges enroll a total of 2,684,223 credit students, or about 42% of the total credit-student population in the nation's community colleges. Table 2 shows a comparison of the adjusted number of CCSSE cohort survey respondents displayed alongside the total student enrollment at participating colleges. The column labeled "2006 CCSSE Cohort Member Colleges Adjusted Respondents" shows the number of usable surveys (those not affected by CCSSE's exclusionary rules). The column labeled, "2006 CCSSE Cohort Member Colleges Enrollments" reflects institutions' populations as reported to IPEDS for the most recent enrollment reports.

These data are displayed by institutional size (small, medium, large, and extra-large) as well as urbanicity (rural, suburban, and urban). The data from Table 2 highlight an over-representation of student respondents from small institutions which in turn results in an under-representation of respondents from extra-large colleges.

¹⁰Includes all colleges in the target population that have valid IPEDS enrollment data.

Table 2: Adjusted Respondents by Size and Urbanicity

	2006 CCSSE Cohort Member Colleges' Adjusted Respondents ¹¹	2006 CCSSE Cohort Member Colleges' Enrollments
	<i>Respondents</i>	<i>Credit Enrollments</i>
	249,548 students (100%)	2,684,223 students (100%)
By Size		
Small (up to 4,499)	92,845 (37%)	536,454 (20%)
Medium (4,500-7,999)	69,057 (28%)	601,049 (23%)
Large (8,000-14,999)	47,794 (19%)	625,675 (23%)
Extra-Large (15,000+)	39,852 (16%)	921,045 (34%)
By Urbanicity		
Urban	81,089 (32%)	1,158,381 (43%)
Suburban	81,238 (33%)	960,791 (36%)
Rural	87,221 (35%)	565,051 (21%)

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

Finally, the 2006 CCSSE Cohort member college enrollment figures represent 42% of the national student population in community colleges. Table 3 shows the number of credit enrolled students from CCSSE member colleges as compared to the number across the nation by size and urbanicity.

Overall, CCSSE's survey respondents from 2002 through 2006 represent a total credit enrollment of 2,778,240 students across 461 CCSSE member colleges. CCSSE's entire college membership represents approximately 42% of the nation's community colleges (1,101 accredited, public associate degree-granting institutions) and 43% of their 6,405,332 credit students.

Specifically, the numbers and accompanying percentages in parentheses displayed in the first two columns, "Students Enrolled in 2006 CCSSE Cohort Member Colleges" and "National Student Population in Community Colleges," represent within-group data. In other words, 534,094 students enrolled in small CCSSE member colleges represent 20% of the 2,681,863 total students enrolled in cohort colleges, while 1,298,056 students enrolled in small colleges nationwide represent 20% of the nationwide enrollment of 6,405,332. Meanwhile, the percentages displayed in the last column represent the proportion of students enrolled in CCSSE cohort member colleges found in the national population by size and urbanicity.

¹¹ Minus exclusions (see exclusionary rules on pg. 3).

For instance, there are 563,350 students enrolled in rural CCSSE member colleges, which represents 60% of the 935,259 students enrolled in rural colleges nationwide.

large at 23% and 25%, and extra-large at 34% and 33%) and by urbanicity (urban at 43% and 52%, suburban at 36% and 33%, and rural at 21% and 15%).

In general, students enrolled in CCSSE member colleges represent students in public community colleges nationwide by size (small, both at 20%, medium at 23% and 22%,

Table 3: Enrollments by Size and Urbanicity

	Students Enrolled in 2006 CCSSE Cohort Member Colleges	National Student Population in Community Colleges	Proportion of Students Enrolled in 2006 CCSSE Cohort Member Colleges
	Credit Enrollment 2,681,863 CCSSE students (100%)	Credit Enrollment 6,405,332 national population (100%)	42%
By Size			
Small (up to 4,499)	534,094 (20%)	1,298,056 (20%)	41%
Medium (4,500-7,999)	601,049 (23%)	1,376,917 (22%)	44%
Large (8,000-14,999)	625,675 (23%)	1,604,637 (25%)	39%
Extra-Large (15,000+)	921,045 (34%)	2,125,722 (33%)	43%
By Urbanicity			
Urban	1,157,722 (43%)	3,273,230 (52%)	35%
Suburban	960,791 (36%)	2,114,351 (33%)	45%
Rural	563,350 (21%)	935,259 (15%)	60%

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 2006 CCSSE Cohort data is organized in terms of seven key topics: Educational Goals, Time on Task, Relationships, Academic Experience, Barriers to Persistence, Student Satisfaction, and Student and Academic Support Services.

Educational Goals

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

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

Table 4: Educational Goals

	Primary goal	Secondary goal	Not a goal
Complete a certification program	29%	19%	52%
Obtain an associate degree	58%	21%	21%
Transfer to a 4-year college or university	50%	21%	28%
Obtain or update job-related skills	41%	27%	33%
Self-improvement/personal enjoyment	39%	34%	26%
Change careers	30%	16%	55%

Time on Task

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

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

Table 5: Time on Task

	Part-time			Full-time		
	5 hours or fewer	6-20 hours	More than 21 hours	5 hours or fewer	6-20 hours	More than 21 hours
Preparing for class	52%	43%	6%	38%	49%	12%
Working for pay	19%	14%	67%	31%	23%	45%
Participating in college-sponsored activities	97%	2%	1%	93%	6%	2%

Not surprisingly, part-time students spend more time working for pay, more than 21 hours per week, than their full-time counterparts (67% vs. 52%); however, these findings highlight the competing priorities facing all students attending community colleges. Finally, there is minimal participation in college-sponsored activities among all students.

Relationships

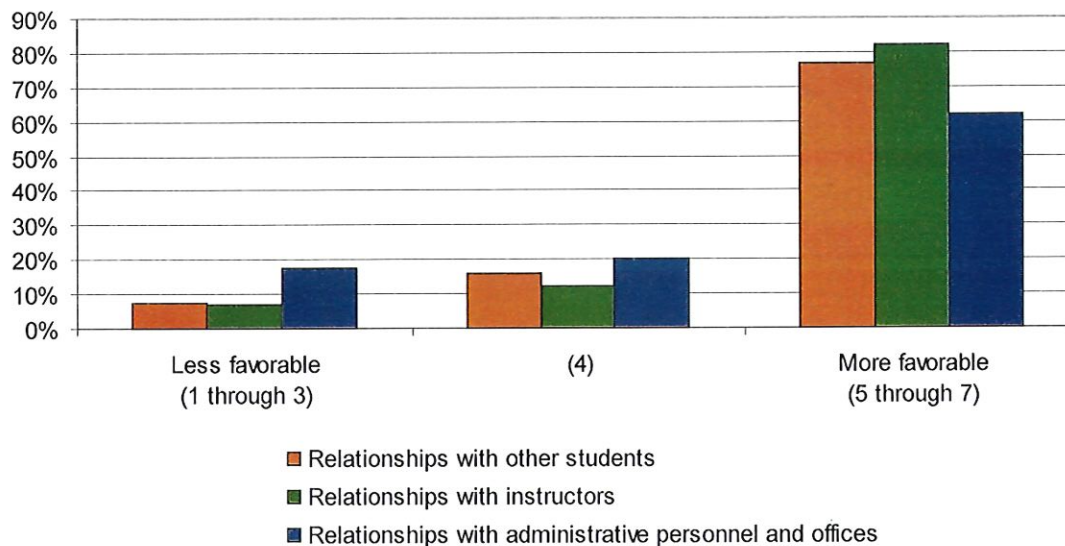
Many educators believe in the power of their individual connections to students – a belief that is supported by higher education research as well. In point of fact, the level of student-faculty interaction is one of the most powerful predictors of student persistence in college. And, in numerous focus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

Various items on the survey can address the level and extent of students' relational experience while attending the college. Item 4q on the survey asks students to indicate how often they worked with instructors on activities other than coursework. Nearly three-fourths (72%) indicated they "Never" engaged in such activities. When asked how much their college encouraged contact among students from different economic, social, and racial or ethnic backgrounds, nearly half (45%) stated that this occurred "Quite a bit/Very much." Over two-thirds (71%) indicated that their college provided "Some/Very little" of the support

needed to thrive socially while only 8% indicated this occurred "Very much." Finally, 78% of their friends are "Quite a bit/Extremely" supportive of their attending the college while 86% of their families were supportive of this decision.

Figure 1 highlights results for item 11 on the survey that 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 a rating of 5 or higher given by 77%. An even higher percentage (82%) gave favorable ratings to the quality of their relationships with instructors, while relationships with administrative personnel and offices were given a slightly lower favorable rating (62%).

Figure 1: Relationships



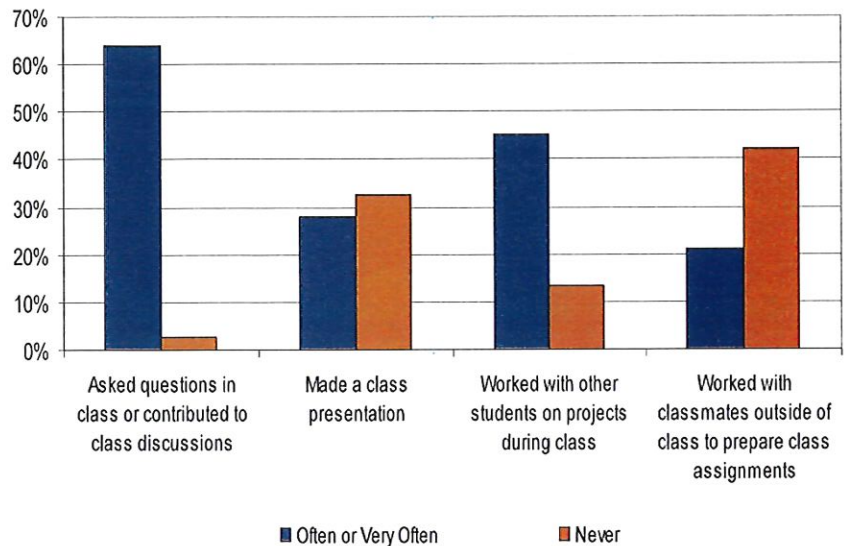
Academic Experience

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

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

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

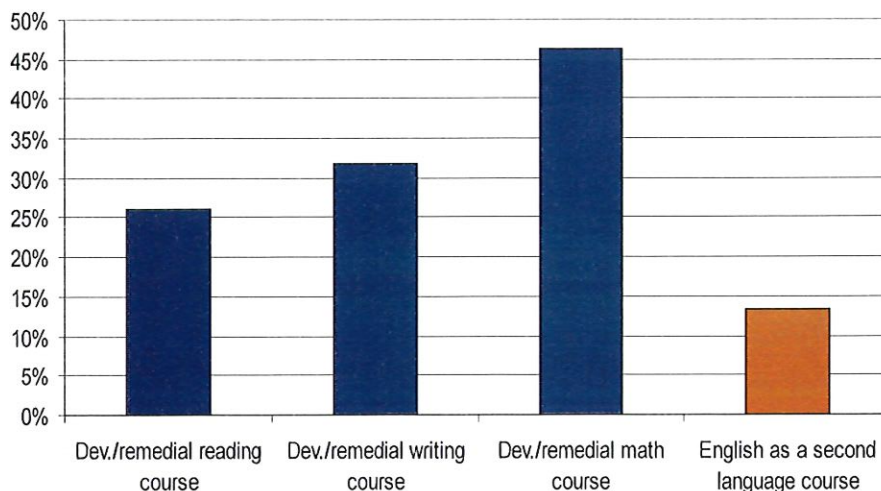
Figure 2: Academic Experience



Developmental Education and ESL

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

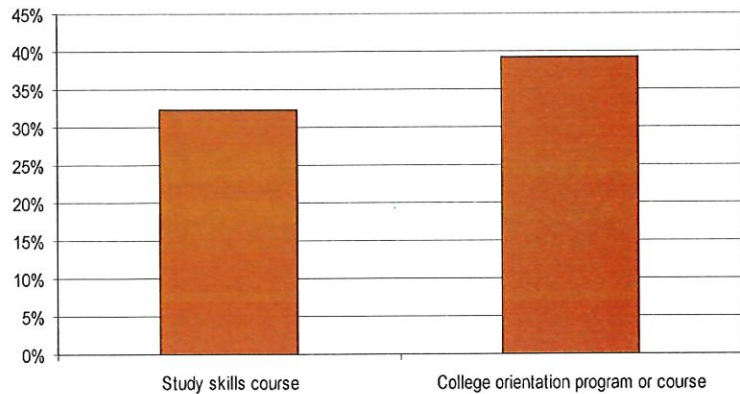
Figure 3: Developmental Education and ESL
(Have Done or Plan to Do)



Study Skills and Orientation Courses

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

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



Curricular Experiences

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

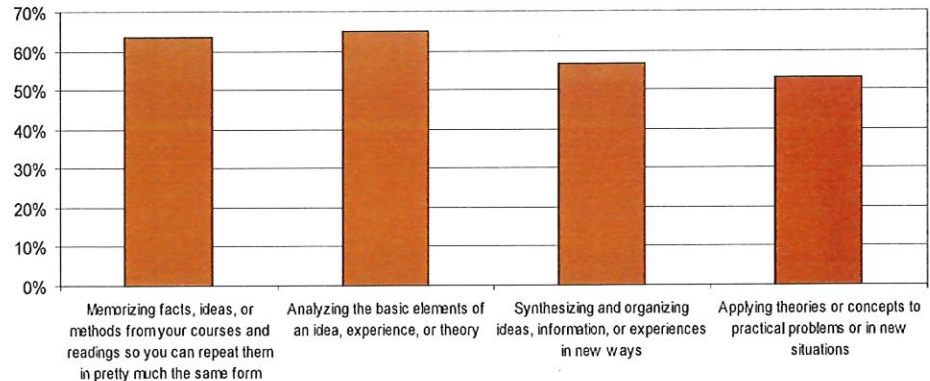
Table 6: Curricular Experiences

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

Student Learning

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

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

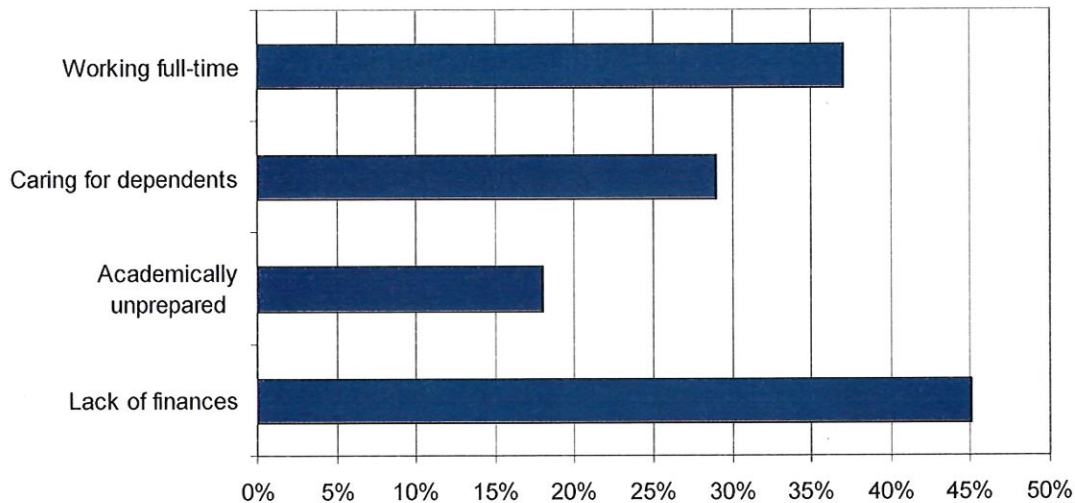


Barriers to Persistence

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 family support. Twenty-two percent of students report that their friends are *Somewhat* or *Not Very* supportive of "your attending this college" while only 13% respond similarly about support from their immediate families.

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



Student Satisfaction

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

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

Student and Academic Support Services

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

Accordingly, students are most likely to use, express satisfaction with, and rate as important the following services: academic advising and planning and computer labs. While almost half of the students report child care as important, only 5% use child care services and only 11% are satisfied with this service. Similarly, 64% of respondents rate job placement assistance as important, but only 12% use this service and only 23% are satisfied with it.

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

	Use	Satisfaction	Importance
Academic Advising /planning	55%	71%	89%
Career Counseling	28%	45%	78%
Job placement assistance	12%	23%	64%
Peer or other tutoring	25%	39%	69%
Skills labs (writing, math, etc.)	39%	51%	74%
Child care	5%	11%	45%
Financial aid advising	44%	50%	77%
Computer lab	62%	71%	83%
Student Organizations	15%	28%	58%
Transfer credit assistance	27%	37%	71%
Services to students with disabilities	9%	18%	59%

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

Participation in Selected Activities

The first 21 engagement items on the CCSR ask students to indicate how often they have engaged in particular activities during the current academic year. For purposes of analysis, CCSSE collapsed the response categories *Often* and *Very Often* to report substantial levels of engagement; the criterion for inclusion was that 50% of all students had to report participating in the activity. This information is highlighted in Table 8.

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

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

Most Frequent Student Activity Items	All	Part-Time	Full-time
Asked questions in class or contributed to class discussions	64%	63%	66%
Used the Internet or instant messaging to work on an assignment	59%	53%	68%
Worked on a paper or project that required integrating ideas or information from various sources	59%	52%	68%
Received prompt feedback (written or oral) from instructors on your performance	56%	55%	56%
Prepared two or more drafts of a paper or assignment before turning it in	50%	45%	55%

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” with regard to significant levels of engagement.

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	80%	84%	74%
Tutored or taught other students (paid or voluntary)	73%	78%	67%
Worked with instructors on activities other than coursework	72%	77%	66%
Skipped class	50%	56%	41%
Discussed ideas from your readings or classes with instructors outside of class	48%	53%	41%
Worked with classmates outside of class to prepare class assignments	42%	49%	32%
Made a class presentation	33%	40%	21%
Talked about career plans with an instructor or advisor	32%	38%	25%
Came to class without completing readings or assignments	30%	34%	23%

2006 Special Focus Questions: Academic Planning and Advising

For the 2006 survey, *CCSSE* added five special items to the survey focused on "Academic Planning and Advising." The items were chosen because of the evident importance of such activities for community college students. Each year in the future, a different topic for the special item set will be selected, based on interest among *CCSSE* colleges and the research community, and the national results will be shared in *CCSSE*'s annual report. This strategy will help to keep the survey fresh -- addressing issues of importance to community colleges and their students -- while also keeping the core survey stable, so as to facilitate comparisons across survey years.

The Importance of Planning and Advising

Community colleges around the country are involved in focused efforts to improve student outcomes, and educators recognize the importance of academic planning and advising to student persistence and goal attainment. In other words, there is an increasing understanding that if students don't know where they are going, they probably will end up somewhere else.

Table 10 highlights the questions and corresponding response options for the five special focus questions included in the 2006 survey.

Table 10: 2006 *CCSSE* Special Focus Additional Questions

Question	Response Options
While attending this college, what has been your best source of academic advising (academic planning, course recommendations, graduation requirements, etc.)? (Choose only one.)	1=Academic advisor (not faculty) 2=Academic advisor (faculty) 3=Friends, family, or other students 4=Online college registration and/or computerized degree advising system 5=I have not received any academic advising
With advising assistance from the college, I have set academic goals and created a plan for achieving them.	1=Strongly agree 2=Agree 3=Disagree 4=Strongly disagree 5=I do not use advising services
The information I have received from academic advisors has been accurate and up-to-date.	1=Strongly agree 2=Agree 3=Disagree 4=Strongly disagree 5=I do not use advising services
How would you rate the strength of your working relationship with your current academic advisor?	1=Poor 2=Fair 3=Good 4=Excellent 5=I do not use advising services
Have you declared a major program of study at this college?	1=Yes 2=No

Academic Planning and Advising Results

Community college faculty members play an integral role in the academic advising experiences of students. In fact, 43% of the 78,174 students who responded to the first special focus item report that faculty advisors are their best source of academic advising; only 10% of respondents describe non-faculty academic advisors in the same way (see Table 11). Family, friends, and other students are also a valuable resource for students: over a quarter of respondents (26%) indicate that they consider these parties their best source of academic advising. On a somewhat troubling note, 13% of survey respondents report not having received academic advising from any source. Of those students who receive academic planning and advising services, 42% of respondents rate the strength of their working relationship with their advisor as "good" or "excellent," while 11% rate this relationship as "poor."

As previously illustrated in this overview, part-time students are less likely than their full-time peers to report substantial levels of engagement in many college activities. This trend is also found in the arena of academic advising.

Seventeen percent of part-time students report that they have not received any academic advising, as compared to only 8% of full-time students. Part-time students are also less likely to indicate that the strength of their relationship with their advisor is "good" or "excellent" (38% vs. 47%), and they are less likely to have declared a major program of study than their full-time peers (64% vs. 76%). Similarly, 16% of students with 0-29 credit hours report not having received any academic advising, as compared to 8% of respondents who have attained 30 or more credit hours. These students are also less likely to describe the strength of their relationship with their advisor as "good" or "excellent" (40% vs. 48%) and are less likely to have declared a major program of study (63% vs. 82%) than their peers who have 30 or more credit hours.

Table 11: Selected Special Focus Question Frequencies

	Part-time	Full-time	0 to 29 credits	30+ credits	All Students
While attending this college, what has been your best source of academic advising (academic planning, course recommendations, graduation requirements, etc.)?					
Academic advisor (not faculty)	10%	9%	9%	10%	10%
Academic advisor (faculty)	40%	47%	40%	50%	43%
Friends, family, or other students	25%	29%	28%	23%	26%
Online college registration and/or computerized degree advising	8%	7%	7%	9%	7%
I have not received any academic advising	17%	8%	16%	8%	13%
How would you rate the strength of your working relationship with your current academic advisor?					
Poor	11%	12%	11%	12%	11%
Fair	22%	24%	23%	23%	23%
Good	25%	30%	27%	28%	27%
Excellent	13%	17%	13%	20%	15%
I do not use advising services	29%	16%	26%	17%	23%
Have you declared a major program of study at this college?					
Yes	64%	76%	63%	82%	69%
No	36%	24%	37%	18%	31%

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 Benchmarks¹²

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

As a reminder, the benchmark results highlight data from the 2006 CCSSE Cohort, which includes 447 institutions and 249,548 student respondents. The larger number of institutions and students contributing to the national dataset increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

Enrollment Status

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

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

full-time students complete the survey as compared to the population.

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

There are several other individual characteristics, such as race, sex, or credit hours completed, where there could potentially be differences in subgroups. This observation begs the question: *Why does CCSSE weight data on enrollment status and not on other individual characteristics?* The answer is simple: there is no reason to weight on other demographic variables. 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 with absolute values 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 in the groups being compared. 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

¹² Please see the Benchmark Overview for specific information regarding calculations of benchmark scores.

of a college's mission, the nature of the undergraduate program, or certain students' characteristics? Also, do not rely exclusively on statistical significance tests to identify areas that warrant attention. A consistent pattern of scoring above the mean, even though all the items may not reach statistical significance, may indicate the institution is doing the right things in terms of good educational practice. At the same time, some institutions have very high expectations for student engagement and may fall short of their own aspirations even though comparisons with other institutions are favorable. And in some cases, of course, it may be that the national mean is itself unacceptably low.

CCSSE Consortia Results

CCSSE consortium colleges¹² that added questions to the survey instrument will find their corresponding frequency results behind the Frequency Distributions tab. In addition to a college's comparison to its consortium group and the 2006 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 is included in the college's dataset available on CCSSE's Web site for download.

¹²See pp. 1-2 for information about CCSSE consortia.

Fast Facts

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

- ★ Paper administration, in-class; ranges from 25-50 minutes to complete
 - ★ Web-based administration; approximately 15 minutes to complete (available only in oversample situations).
-

CCSSE Participants

- ★ 249,548 students from 447 institutions in 46 states have completed the CCSR between 2004 and 2006.
-

2006 CCSSE Cohort Respondents

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

Race/Ethnicity

- ★ Asian – 3%
- ★ Black – 11%
- ★ Latino/Hispanic – 9%
- ★ International – 6%
- ★ Native American – 2%
- ★ White – 65%
- ★ Other – 3%

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

2006 CCSSE Consortia

- ★ Statewide and State-based consortia: Connecticut, Hawaii, Illinois, Kentucky, Maryland, New Hampshire, New Mexico, and Tennessee
 - ★ Texas Small Colleges Consortium: 23 small colleges across Texas
 - ★ Hispanic-Serving Institutions/Hispanic Association of Colleges and Universities (HSI/HACU) Consortium: 19 colleges
 - ★ Achieving the Dream Consortium: 12 colleges
 - ★ Campus Compact Consortium: 7 colleges
-

CCSSE Benchmarks of Effective Educational Practice

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

Validity and Reliability

For a detailed explanation of CCSSE's sampling and analysis methodologies, see "Dimensions of Student Engagement in American Community Colleges: Using the Community College Student Report in Research and Practice," provided online at <http://www.ccsse.org/aboutsurvey/psychometrics.pdf>.

Future Plans

- ★ Development of entering student survey
 - ★ Focus group research on the importance of relationships for community college students
 - ★ Special focus survey items related to entering/new students
-

Respondents to Underlying Populations

Table 1, on the following page, details respondent characteristics from your college as well as population data for: 1) your college, 2) similarly-sized 2006 *CCSSE* Cohort colleges (colleges that participated in *CCSSE* from 2004 through 2006), and 3) all 2006 *CCSSE* Cohort colleges. The specific characteristics examined include gender, race/ethnicity, age, and enrollment status.

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

Ouachita Technical College
Table 1
Respondents to Underlying Populations Comparisons:
Comparison Group and All 2006 CCSSE Cohort Colleges

	Your Respondents	Your Population	2006 Cohort Size Group Comparison Population	2006 CCSSE Cohort Colleges Population
Gender				
Male	36%	46%	40%	41%
Female	64%	54%	60%	59%
Race/Ethnicity				
American Indian or other Native American	1%	1%	2%	1%
Asian, Asian American or Pacific Islander	1%	1%	3%	5%
Black or African American, Non-Hispanic	14%	11%	12%	14%
White, Non-Hispanic	79%	86%	72%	61%
Hispanic, Latino, Spanish	2%	1%	8%	13%
Other	2%	0%	3%	4%
International Student or Foreign National	2%	0%	0%	2%
Student Age				
18 to 19	24%	29%	24%	22%
20 to 21	23%	13%	17%	18%
22 to 24	11%	12%	13%	15%
25 to 29	14%	12%	13%	14%
30 to 39	19%	18%	17%	16%
40 to 49	6%	12%	11%	10%
50 to 64	1%	4%	5%	4%
65 and over	0%	0%	1%	1%
Enrollment Status				
Full - Time	83%	39%	44%	39%
Part - Time	17%	61%	56%	61%

Notes:

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

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

2006 CCSSE Cohort Frequencies

This report provides item-by-item percentage responses for the 2006 CCSSE Cohort (students who participated in CCSSE from 2004 through 2006). For returning participants, the college's most recent year of participation is included. For example, if a college participated in 2004 and 2006, only the 2006 data are used in the 2006 CCSSE Cohort.

The report is designed to provide a summary of the results contained in the Frequency Distributions Report and is presented in the same layout as *The Community College Student Report*.

This is NOT institution-level data but rather frequencies for all students contained in the 2006 CCSSE Cohort.

2006 CCSSE Cohort Frequencies

1 Did you begin college at this college or elsewhere?

69 Started here 31 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	29	35	33	3
b. Made a class presentation	8	20	40	33
c. Prepared two or more drafts of a paper or assignment before turning it in	20	30	29	22
d. Worked on a paper or project that required integrating ideas or information from various sources	22	37	29	12
e. Come to class without completing readings or assignments	4	11	55	30
f. Worked with other students on projects during class	13	32	41	14
g. Worked with classmates outside of class to prepare class assignments	6	15	37	42
h. Tutored or taught other students (paid or voluntary)	2	5	19	73
i. Participated in a community-based project as a part of a regular course	2	4	14	80
j. Used the Internet or instant messaging to work on an assignment	29	30	26	15
k. Used e-mail to communicate with an instructor	16	23	35	25
l. Discussed grades or assignments with an instructor	13	31	46	10
m. Talked about career plans with an instructor or advisor	7	17	44	32
n. Discussed ideas from your readings or classes with instructors outside of class	4	11	37	48
o. Received prompt feedback (written or oral) from instructors on your performance	17	39	36	8
p. Worked harder than you thought you could to meet an instructor's standards or expectations	14	34	41	11
q. Worked with instructors on activities other than coursework	2	6	19	72
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	18	31	38	12
s. Had serious conversations with students of a different race or ethnicity other than your own	18	23	34	25
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	16	23	37	24
u. Skipped class	2	5	44	50

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

	Very much	Quite a bit	Some	Very little
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	25	39	29	7
b. Analyzing the basic elements of an idea, experience, or theory	22	43	30	6
c. Synthesizing and organizing ideas, information, or experiences in new ways	19	38	35	8
d. Making judgments about the value or soundness of information, arguments, or methods	16	33	38	13
e. Applying theories or concepts to practical problems or in new situations	18	35	36	11
f. Using information you have read or heard to perform a new skill	22	35	32	10

Notes:

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

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

More

	None	1 to 4	5 to 10	11 to 20	than 20
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	3	43	31	13	10
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	28	49	14	5	4
c. Number of written papers or reports of any length	11	32	30	17	9

7 Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college.

Extremely challenging	7	6	5	4	3	2	1	Extremely easy
	11	23	33	24	6	2	1	

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

	I have done	I plan to do	I have not done nor plan to do
a. Internship, field experience, co-op experience, or clinical assignment	17	40	43
b. English as a second language course	8	5	87
c. Developmental/remedial reading course	18	8	74
d. Developmental/remedial writing course	21	11	68
e. Developmental/remedial math course	32	14	54
f. Study skills course	15	17	68
g. Honors course	5	21	74
h. College orientation program or course	26	13	61
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	8	18	74

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

	Very much	Quite a bit	Some	Very little
a. Encouraging you to spend significant amounts of time studying	28	43	25	5
b. Providing the support you need to help you succeed at this college	27	43	25	6
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	17	28	34	20
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	8	16	33	43
e. Providing the support you need to thrive socially	8	20	40	31
f. Providing the financial support you need to afford your education	21	23	27	29
g. Using computers in academic work	40	33	20	8

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

	None	1 - 5	6 - 10	11 - 20	21 - 30	More than 30
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	2	45	29	16	5	3
b. Working for pay	20	5	6	12	17	40
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	83	12	2	1	1	1
d. Providing care for dependents living with you (parents, children, spouse, etc.)	44	15	8	6	4	24
e. Commuting to and from classes	7	69	16	5	1	2

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

Your relationship with:

a. Other Students

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

b. Instructors

	7	6	5	4	3	2	1	
Available, helpful, sympathetic	29	32	21	12	4	2	1	Unavailable, unhelpful, unsympathetic

c. Administrative Personnel & Offices

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

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

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	27	42	24	6
b. Acquiring job or work-related knowledge and skills	21	30	30	19
c. Writing clearly and effectively	20	38	30	12
d. Speaking clearly and effectively	18	35	32	15
e. Thinking critically and analytically	24	42	27	7
f. Solving numerical problems	19	34	30	17
g. Using computing and information technology	25	32	28	15
h. Working effectively with others	21	37	32	10
i. Learning effectively on your own	26	41	26	7
j. Understanding yourself	21	31	31	18
k. Understanding people of other racial and ethnic	15	26	35	25
l. Developing a personal code of values and ethics	15	25	34	26
m. Contributing to the welfare of your community	8	17	35	39
n. Developing clearer career goals	22	32	29	17
o. Gaining information about career opportunities	20	29	31	20

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

	(1) Frequency of Use				(2) Satisfaction				(3) Importance		
	Often	Some- times	Rarely/ Never	Don't know N.A.	Very	Some- what	Not at all	N.A.	Very	Some- what	Not at all
a. Academic advising/planning	12	43	35	10	27	44	10	19	60	29	11
b. Career counseling	5	23	50	22	16	29	14	41	49	29	22
c. Job placement assistance	3	9	45	43	7	16	14	64	37	27	36
d. Peer or other tutoring	7	18	45	30	16	23	10	51	38	31	31
e. Skill labs (writing, math, etc.)	15	24	36	25	22	29	8	42	43	31	26
f. Child care	2	3	35	60	4	7	10	78	27	18	55
g. Financial aid advising	18	26	31	25	25	25	14	36	60	17	23
h. Computer lab	32	30	24	15	43	28	5	23	59	24	16
i. Student organizations	4	11	43	41	9	19	11	62	23	35	43
j. Transfer credit assistance	7	20	35	37	14	23	12	51	50	21	29
k. Services to students with disabilities	4	5	31	61	8	10	8	75	44	15	42

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

	Very likely	Likely	Some- what likely	Not likely
a. Working full-time	20	17	21	41
b. Caring for dependents	13	16	22	49
c. Academically unprepared	6	12	23	59
d. Lack of finances	27	18	23	32
e. Transfer to a 4-year college or university	31	18	17	34

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

16 How supportive is your immediate family of your attending this college? 66 Extremely 10 Somewhat
20 Quite a bit 3 Not Very

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

	Primary goal	Secondary goal	Not a goal
a. Complete a certificate program	29	19	52
b. Obtain an associate degree	58	21	21
c. Transfer to a 4-year college or university	50	21	28
d. Obtain or update job-related skills	41	27	33
e. Self-improvement/personal enjoyment	39	34	26
f. Change careers	30	16	55

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

	Major source	Minor source	Not a source
a. My own income/savings	39	28	33
b. Parent or spouse/significant other's income/savings	29	18	54
c. Employer contributions	8	8	84
d. Grants & scholarships	34	11	55
e. Student loans (bank, etc.)	18	8	74
f. Public assistance	7	4	89

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

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

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

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

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

- 17 A
- 28 A- to B+
- 23 B
- 19 B- to C+
- 8 C
- 2 C- or lower
- 3 Do not have a GPA at this school
- 1 Pass/fail classes only

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

- 68 Day classes (morning or afternoon)
- 32 Evening classes
- 1 Weekend classes

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

- 13 none
- 33 1-14 credits
- 21 15-29 credits
- 14 30-44 credits
- 11 45-60 credits
- 8 over 60 credits

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

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

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

- 84 None
- 4 1 class
- 4 2 classes
- 3 3 classes
- 5 4 classes or more

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

- 94 Yes
- 6 No

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

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

28 Do you have children who live with you?

- 32 Yes
- 68 No

31 Are you married?

- 26 Yes
- 74 No

32 Is English your native (first) language?

- 89 Yes
- 11 No

35 What is the highest academic credential you have earned?

- 3 None
- 73 High school diploma or GED
- 10 Vocational/technical certificate
- 7 Associate degree
- 5 Bachelor's degree
- 1 Master's/doctoral/professional degree

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

	Father	Mother
a. Not a high school graduate	17	14
b. High school diploma or GED	32	34
c. Some college, did not complete degree	14	16
d. Associate degree	7	11
e. Bachelor's degree	13	12
f. Master's degree/1st professional	7	6
g. Doctorate degree	2	1
h. Unknown	8	5

2006 CCSSE Special Focus Questions Frequencies

This report summarizes the observed frequencies of occurrence (counts and percentages) of the values for the **five 2006 CCSSE special focus questions** included with *The Community College Student Report*. Data are presented for all, part-time, and full-time students.

This is NOT institution-level data but rather frequencies for all students participating in the 2006 national administration.

CCSSE Special Focus Questions

Response	While attending this college, what has been your best source of academic advising (academic planning, course recommendations, graduation requirements, etc.)? (Choose only one.)					
	Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%
Academic advisor (not faculty)	2365	10%	5023	9%	7554	10%
Academic advisor (faculty)	9495	40%	25757	47%	33884	43%
Friends, family, or other students	5903	25%	15562	29%	20658	26%
Online college registration and/or computerized degree advising system	1963	8%	3584	7%	5816	7%
I have not received any academic advising	4015	17%	4533	8%	10262	13%
Total	23741	100%	54459	100%	78174	100%

Response	With advising assistance from the college, I have set academic goals and created a plan for achieving them.					
	Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%
Strongly agree	4310	18%	12362	23%	15760	20%
Agree	9633	41%	25310	47%	33824	43%
Disagree	2980	13%	6971	13%	9872	13%
Strongly disagree	1269	5%	2827	5%	4114	5%
I do not use advising services	5520	23%	6953	13%	14530	19%
Total	23712	100%	54423	100%	78099	100%

Response	The information I have received from academic advisors has been accurate and up-to-date.					
	Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%
Strongly agree	4532	19%	12581	23%	16389	21%
Agree	10241	43%	26563	49%	35717	46%
Disagree	2301	10%	5671	10%	7763	10%
Strongly disagree	859	4%	2194	4%	2950	4%
I do not use advising services	5748	24%	7322	13%	15166	19%
Total	23681	100%	54331	100%	77986	100%

CCSSE Additional Questions

Response	How would you rate the strength of your working relationship with your current academic advisor?					
	Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%
Poor	2567	11%	6564	12%	8856	11%
Fair	5173	22%	13125	24%	17818	23%
Good	5963	25%	16254	30%	21284	27%
Excellent	3120	13%	9458	17%	11850	15%
I do not use advising services	6760	29%	8814	16%	17921	23%
Total	23583	100%	54215	100%	77729	100%

Response	Have you declared a major program of study at this college?					
	Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%
Yes	14762	64%	40202	76%	52609	69%
No	8262	36%	12955	24%	23404	31%
Total	23024	100%	53157	100%	76013	100%

**COLLEGE RESULTS:
A SYNOPSIS**

College Results: A Synopsis



First Look

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

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

Ouachita Technical College: First Look

Above the Mean

COLLEGE ACTIVITIES

4m. Talked about career plans with an instructor or advisor

OPINIONS ABOUT YOUR SCHOOL

9d. Helping you cope with your non-academic responsibilities (work, family, etc.)

9e. Providing the support you need to thrive socially

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

9g. Using computers in academic work

EDUCATIONAL AND PERSONAL GROWTH

12g. Using computing and information technology

STUDENT SERVICES

13e1. Frequency: Skill labs (writing, math, etc.)

13h3. Importance: Computer lab

Below the Mean

COLLEGE ACTIVITIES

4g. Worked with classmates outside of class to prepare class assignments

6c. Number of written papers or reports of any length

COLLEGE EXPERIENCES

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

Ouachita Technical College: First Look

Above the Mean

COLLEGE ACTIVITIES	Part-Time	Full-Time
4a. Asked questions in class or contributed to class discussions		*
4n. Discussed ideas from your readings or classes with instructors outside of class		*
5f. Using information you have read or heard to perform a new skill		*

OPINIONS ABOUT YOUR SCHOOL	Part-Time	Full-Time
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds		*
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)		*

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

EDUCATIONAL AND PERSONAL GROWTH	Part-Time	Full-Time
12e. Thinking critically and analytically		*
12f. Solving numerical problems		*

STUDENT SERVICES	Part-Time	Full-Time
13e1. Frequency: Skill labs (writing, math, etc.)		*
13f2. Satisfaction: Child care		*
13e3. Importance: Skill labs (writing, math, etc.)		*
13g3. Importance: Financial aid advising		*

Below the Mean

Ouachita Technical College: First Look

COLLEGE ACTIVITIES	Part-Time	Full-Time
---------------------------	------------------	------------------

6c. Number of written papers or reports of any length

*

COLLEGE EXPERIENCES	Part-Time	Full-Time
----------------------------	------------------	------------------

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

*

Frequency Report: All Students

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

The Community College Student Report 2006

Ouachita Technical College

Compared with other Small Colleges

1 Did you begin college at this college or elsewhere?

66 Started here 34 Started elsewhere

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

	Very Often	Often	Sometimes	Never
a. Asked questions in class or contributed to class discussions	30	33	33	4
b. Made a class presentation	6	21	36	37
c. Prepared two or more drafts of a paper or assignment before turning it in	20	25	34	21
d. Worked on a paper or project that required integrating ideas or information from various sources	21	32	35	12
e. Come to class without completing readings or assignments	5	11	53	31
f. Worked with other students on projects during class	13	42	30	14
g. Worked with classmates outside of class to prepare class assignments	5	8	37	51 *
h. Tutored or taught other students (paid or voluntary)	4	5	20	71
i. Participated in a community-based project as a part of a regular course	3	5	11	81
j. Used the Internet or instant messaging to work on an assignment	31	24	32	13
k. Used e-mail to communicate with an instructor	18	22	37	23
l. Discussed grades or assignments with an instructor	15	36	37	12
m. Talked about career plans with an instructor or advisor	11	24	49	16 *
n. Discussed ideas from your readings or classes with instructors outside of class	6	14	41	39
o. Received prompt feedback (written or oral) from instructors on your performance	19	39	39	3
p. Worked harder than you thought you could to meet an instructor's standards or expectations	14	28	44	13
q. Worked with instructors on activities other than coursework	2	9	21	68
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	17	33	37	13
s. Had serious conversations with students of a different race or ethnicity other than your own	20	21	32	27
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	16	25	35	24
u. Skipped class	2	3	46	49

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	45	28	2
b. Analyzing the basic elements of an idea, experience, or theory	24	37	34	5
c. Synthesizing and organizing ideas, information, or experiences in new ways	24	35	33	8
d. Making judgments about the value or soundness of information, arguments, or methods	18	32	37	13
e. Applying theories or concepts to practical problems or in new situations	20	34	37	9
f. Using information you have read or heard to perform a new skill	27	34	30	8

Notes:

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

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

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

More

	None	1 to 4	5 to 10	11 to 20	than 20
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	5	45	31	10	9
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	26	51	15	3	5
c. Number of written papers or reports of any length	18	41	29	8	4 *

7 Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college.

	7	6	5	4	3	2	1	Extremely easy
Extremely challenging	9	15	40	28	5	0	3	

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

	I have done	I plan to do	I have not done nor plan to do
a. Internship, field experience, co-op experience, or clinical assignment	14	41	45
b. English as a second language course	6	11	83
c. Developmental/remedial reading course	16	5	79
d. Developmental/remedial writing course	14	8	78
e. Developmental/remedial math course	36	11	53
f. Study skills course	15	15	70
g. Honors course	7	18	74
h. College orientation program or course	25	13	61
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	9	18	73

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

	Very much	Quite a bit	Some	Very little
a. Encouraging you to spend significant amounts of time studying	36	34	26	4
b. Providing the support you need to help you succeed at this college	32	47	17	4
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	20	32	34	13
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	11	23	38	28 *
e. Providing the support you need to thrive socially	17	21	40	22 *
f. Providing the financial support you need to afford your education	35	23	23	18 *
g. Using computers in academic work	52	31	15	3 *

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

	None	1 - 5	6 - 10	11 - 20	21 - 30	More than 30
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	2	48	27	15	7	1
b. Working for pay	24	10	10	9	12	35
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	82	15	2	0	0	0
d. Providing care for dependents living with you (parents, children, spouse, etc.)	31	18	5	10	3	33
e. Commuting to and from classes	6	71	17	4	0	2

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

Your relationship with:

a. Other Students

	7	6	5	4	3	2	1	
Friendly, supportive, sense of belonging	30	26	24	11	4	2	3	Unfriendly, unsupportive, sense of alienation

b. Instructors

	7	6	5	4	3	2	1	
Available, helpful, sympathetic	31	28	27	11	1	0	1	Unavailable, unhelpful, unsympathetic

c. Administrative Personnel & Offices

	7	6	5	4	3	2	1	
Helpful, considerate, flexible	22	24	32	13	3	3	2	Unhelpful, inconsiderate, rigid

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

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	35	34	26	5
b. Acquiring job or work-related knowledge and skills	27	31	28	15
c. Writing clearly and effectively	24	31	33	12
d. Speaking clearly and effectively	23	29	29	19
e. Thinking critically and analytically	29	37	26	8
f. Solving numerical problems	23	37	28	12
g. Using computing and information technology	35	33	23	9
h. Working effectively with others	28	34	33	5
i. Learning effectively on your own	34	35	27	4
j. Understanding yourself	25	32	33	10
k. Understanding people of other racial and ethnic	21	21	40	18
l. Developing a personal code of values and ethics	21	24	35	20
m. Contributing to the welfare of your community	14	21	33	32
n. Developing clearer career goals	31	25	34	10
o. Gaining information about career opportunities	23	26	37	13

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

	(1) Frequency of Use				(2) Satisfaction				(3) Importance		
	Often	Some-times	Rarely/ Never	Don't know N.A.	Very	Some-what	Not at all	N.A.	Very	Some-what	Not at all
a. Academic advising/planning	12	49	31	8	28	51	7	14	58	37	5
b. Career counseling	5	23	56	16	21	32	10	37	49	38	14
c. Job placement assistance	5	11	41	42	11	19	12	59	34	32	34
d. Peer or other tutoring	4	24	42	30	21	25	9	46	41	33	26
e. Skill labs (writing, math, etc.)	24	26	27	23	34	27	10	29	43	33	24
f. Child care	4	5	31	60	8	6	14	72	28	24	48
g. Financial aid advising	15	30	29	26	28	27	12	33	60	24	16
h. Computer lab	39	38	16	6	55	33	4	8	67	27	6
i. Student organizations	4	10	48	37	10	23	13	54	22	43	35
j. Transfer credit assistance	5	21	33	41	14	21	15	50	45	23	32
k. Services to students with disabilities	4	8	31	57	13	10	7	69	46	17	38

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

	Very likely	Likely	Some-what likely	Not likely
a. Working full-time	22	14	22	42
b. Caring for dependents	16	13	29	43
c. Academically unprepared	9	13	19	59
d. Lack of finances	22	19	21	38
e. Transfer to a 4-year college or university	28	19	19	34

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

44 Extremely
36 Quite a bit
17 Somewhat
3 Not Very

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

66 Extremely
23 Quite a bit
8 Somewhat
2 Not Very

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

	Primary goal	Secondary goal	Not a goal
a. Complete a certificate program	31	26	43
b. Obtain an associate degree	58	19	24
c. Transfer to a 4-year college or university	47	24	29
d. Obtain or update job-related skills	42	26	32
e. Self-improvement/personal enjoyment	39	35	26
f. Change careers	32	17	51

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

	Major source	Minor source	Not a source
a. My own income/savings	31	30	39
b. Parent or spouse/significant other's income/savings	25	23	52
c. Employer contributions	10	7	82
d. Grants & scholarships	42	10	48
e. Student loans (bank, etc.)	15	8	77
f. Public assistance	8	8	85

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

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

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

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

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

- 18 A
- 27 A- to B+
- 20 B
- 19 B- to C+
- 9 C
- 2 C- or lower
- 3 Do not have a GPA at this school
- 1 Pass/fail classes only

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

- 83 Day classes (morning or afternoon)
- 17 Evening classes
- 0 Weekend classes

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

- 20 none
- 33 1-14 credits
- 20 15-29 credits
- 18 30-44 credits
- 6 45-60 credits
- 3 over 60 credits

*

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

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

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

- 85 None
- 1 1 class
- 3 2 classes
- 6 3 classes
- 4 4 classes or more

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

- 97 Yes 3 No

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

- 38 Excellent
- 52 Good
- 8 Fair
- 2 Poor

28 Do you have children who live with you?

- 47 Yes 53 No

31 Are you married?

- 37 Yes 63 No

32 Is English your native (first) language?

- 98 Yes 2 No

35 What is the highest academic credential you have earned?

- 1 None
- 75 High school diploma or GED
- 16 Vocational/technical certificate
- 6 Associate degree
- 0 Bachelor's degree
- 1 Master's/doctoral/professional degree

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

	Father	Mother
a. Not a high school graduate	23	16
b. High school diploma or GED	35	43
c. Some college, did not complete degree	19	11
d. Associate degree	3	12
e. Bachelor's degree	6	12
f. Master's degree/1st professional	3	2
g. Doctorate degree	1	0
h. Unknown	10	5

MEANS SUMMARY



Means Summary

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

The **Means Summary Report** (pp. M1 - M9) provides item-by-item means for *all students* at your institution contrasted with a comparison group and the 2006 CCSSE Cohort (students who participated in CCSSE from 2004 through 2006). Below is a description of the layout of this report:

Item

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

Variable

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

Class

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

Mean

A mean is the arithmetic average of all responses on a particular item. Means are provided for your institution, a comparison group, and for the 2006 CCSSE Cohort.

Sig (Statistical Significance)

A *t* test, a statistical procedure used to compare two means, is conducted between your college and comparison group as well as your college and the 2006 CCSSE Cohort. The statistical significance – the probability of the observed difference occurring were there truly no differences between the means – is reported. For the comparison group and the 2006 CCSSE Cohort mean differences that are significant at the $p < .001$ level and have an effect size greater than or equal to .2 (see below) are indicated by a single asterisk (*).

Effect Size

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

The Summary Statistics Report (pp. M10 - M13) presents statistics on **all students** at your institution contrasted with a comparison group and the 2006 CCSSE Cohort. A description of the layout of this report is provided below:

Variable Names

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

of respondents

The total number of respondents for your college, a comparison group, and the 2006 CCSSE Cohort are listed. As a reminder, respondents may be **excluded** from institutional reports for the following reasons: 1) the respondent did not indicate whether he or she was enrolled part- or full-time at the institution, 2) the survey is invalid, 3) the student reported his or her age as under 18, or; 4) the student indicated that he or she had taken the survey in a previous class.

Mean

Arithmetic average of all responses on a particular item.

Standard deviation

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

Std error of the mean

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

Significance

The probability of the observed difference occurring were there truly no differences between the means. For the comparison group and the 2006 CCSSE Cohort, mean differences that are significant at the $p < .001$ level and have an effect size greater than or equal to .2 are indicated by a single asterisk (*).

Effect size

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

The next series of reports, found on pages M14 through M30, contain the same reports described above broken down by **enrollment status** for your institution, a comparison group, and the 2006 CCSSE Cohort.

Community College Survey of Student Engagement

Means Summary Report: All Students

Ouachita Technical College

Item	Variable	Class	Your College		Other Small Colleges		2006 CCSSE Cohort	
			Mean	Sig ^a	Mean	Sig ^a	Mean	Sig ^b
			All Students N = 297	All Other Small N = 92599			All Other Colleges N = 249261	

COLLEGE ACTIVITIES

Academic, Intellectual and Social Experiences

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

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

Item	Variable	Class	Mean	Sig ^a	Mean	Sig ^a	Mean	Sig ^b
a. Asked questions in class or contributed to class discussions	CLQUEST	All Students	2.89		2.93		2.90	
b. Made a class presentation	CLPRESEN	All Students	1.97		2.02		2.02	
c. Prepared two or more drafts of a paper or assignment before turning it in	REWFOPAP	All Students	2.43		2.47		2.47	
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	All Students	2.62		2.67		2.68	
e. Came to class without completing readings or assignments	CLUNPREP	All Students	1.91		1.86		1.89	
f. Worked with other students on projects during class	CLASSGRP	All Students	2.55		2.47		2.45	
g. Worked with classmates outside of class to prepare class assignments	OCCGRP	All Students	1.66	*	1.88	*	1.85	*
h. Tutored or taught other students (paid or voluntary)	TUTOR	All Students	1.42		1.38		1.37	
i. Participated in a community-based project as a part of a regular course	COMMPROJ	All Students	1.31		1.30		1.28	
j. Used the Internet or instant messaging to work on an assignment	INTERNET	All Students	2.73		2.74		2.74	
k. Used email to communicate with an instructor	EMAIL	All Students	2.35		2.26		2.30	
l. Discussed grades or assignments with an instructor	FACGRADE	All Students	2.54		2.51		2.48	
m. Talked about career plans with an instructor or advisor	FACPLANS	All Students	2.30	*	2.05	*	1.98	*

a T-tests: institution vs. comparison group; 2-tailed, p<0.001 and effect size >= .2.

b T-tests: institution vs. 2006 CCSSE Cohort; 2-tailed, p<0.001 and effect size >= .2.

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Your College			Other Small Colleges			2006 CCSSE Cohort		
	Mean	Sig ^a	Effect Size	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size

COLLEGE ACTIVITIES

Academic, Intellectual, and Social Experiences continued

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

Item	Variable	Class	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size
n. Discussed ideas from your readings or classes with instructors outside of class	FACIDEAS	All Students	1.87		1.74	1.71		
o. Received prompt feedback (written or oral) from instructors on your performance	FACFEED	All Students	2.74		2.66	2.64		
p. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	All Students	2.43		2.54	2.51		
q. Worked with instructors on activities other than coursework	FACOTH	All Students	1.45		1.42	1.38		
r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	All Students	2.54		2.56	2.55		
s. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	All Students	2.34		2.28	2.34		
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	All Students	2.34		2.29	2.32		
u. Skipped class	SKIPCLAS	All Students	1.59		1.56	1.59		

Character of Mental Activities

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

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

Item	Variable	Class	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size
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	2.93		2.81	2.81		
b. Analyzing the basic elements of an idea, experience, or theory	ANALYZE	All Students	2.80		2.78	2.80		
c. Synthesizing and organizing ideas, information, or experiences in new ways	SYNTHESZ	All Students	2.76		2.66	2.67		
d. Making judgments about the value or soundness of information, arguments, or methods	EVALUATE	All Students	2.55		2.50	2.51		
e. Applying theories or concepts to practical problems or in new situations	APPLYING	All Students	2.65		2.60	2.60		
f. Using information you have read or heard to perform a new skill.	PERFORM	All Students	2.81		2.73	2.71		

a T-tests: institution vs. comparison group; 2-tailed, p<0.001 and effect size => .2.

b T-tests: institution vs. 2006 CCSSE Cohort; 2-tailed, p<0.001 and effect size => .2.

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College		Other Small Colleges		2006 CCSSE Cohort	
			Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size

COLLEGE ACTIVITIES

Reading and Writing

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

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

Variable	Class	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size
READASGN	All Students	2.74		2.86	2.84		
READOWN	All Students	2.10		2.07	2.08		
WRITEANY	All Students	2.40	*	-0.35	2.80	*	-0.35

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

Variable	Class	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size
EXAMS	All Students	4.85		5.06	5.01		

OPINIONS ABOUT YOUR SCHOOL

Institutional Emphasis

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

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

Variable	Class	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size
ENVSCHOL	All Students	3.02		2.95	2.93		
ENVSUPRT	All Students	3.07		2.94	2.91		
ENVDIVRS	All Students	2.59		2.40	2.42		
ENVNACAD	All Students	2.16	*	0.24	1.88	*	0.30
ENVSOCAL	All Students	2.32	*	0.24	2.05	*	0.29
FINSUPP	All Students	2.75	*	0.27	2.35	*	0.36
ENVCOMP	All Students	3.32	*	0.27	3.05	*	0.29

a T-tests: institution vs. comparison group: 2-tailed, p<0.001 and effect size >= .2.
 b T-tests: institution vs. 2006 CCSSE Cohort: 2-tailed, p<0.001 and effect size >= .2.

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College		Other Small Colleges		2006 CCSSE Cohort	
			Mean	Sig ^a	Mean	Sig ^b	Mean	Sig ^b

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?

<i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>									
a. Acquiring a broad general education	GNGENLED	All Students	3.00	2.93					2.91
b. Acquiring job or work-related knowledge and skills	GNWORK	All Students	2.69	2.65					2.54
c. Writing clearly and effectively	GNWRITE	All Students	2.67	2.68					2.66
d. Speaking clearly and effectively	GNSPEAK	All Students	2.55	2.59					2.56
e. Thinking critically and analytically	GNANALY	All Students	2.86	2.85					2.83
f. Solving numerical problems	GNSOLVE	All Students	2.72	2.58					2.55
g. Using computing and information technology	GNCMPTS	All Students	2.94	2.74	*	0.21			2.67
h. Working effectively with others	GNOTHERS	All Students	2.85	2.74					2.68
i. Learning effectively on your own	GNINQ	All Students	2.99	2.90					2.86
j. Understanding yourself	GNSSELF	All Students	2.72	2.59					2.54
k. Understanding people of other racial and ethnic backgrounds	GNDIVERS	All Students	2.46	2.31					2.31
l. Developing a personal code of values and ethics	GNETHICS	All Students	2.45	2.34					2.29
m. Contributing to the welfare of your community	GNCOMMUN	All Students	2.17	2.00					1.95
n. Developing clearer career goals	CARGOAL	All Students	2.77	2.67					2.60
o. Gaining information about career opportunities	GAINCAR	All Students	2.59	2.57					2.49

a T-leads: institution vs. comparison group; 2-tailed, p<0.001 and effect size => .2.
 b T-leads: institution vs. 2006 CCSSE Cohort; 2-tailed, p<0.001 and effect size => .2.

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College		Other Small Colleges		2006 CCSSE Cohort	
			Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size

STUDENT SERVICES

13.1 How often do you use the following services?								
a. Frequency: Academic advising/planning	USEACAD	All Students	1.79	1.79		1.74		
b. Frequency: Career counseling	USEACOU	All Students	1.39	1.44		1.43		
c. Frequency: Job placement assistance	USEJOBPL	All Students	1.37	1.29		1.25		
d. Frequency: Peer or other tutoring	SETUTOR	All Students	1.45	1.45		1.45		
e. Frequency: Skill labs (writing, math, etc.)	USELAB	All Students	1.96	1.75 *	0.27	1.71 *	0.33	
f. Frequency: Child care	USECHLD	All Students	1.30	1.22		1.18		
g. Frequency: Financial aid advising	USEFAADV	All Students	1.82	1.89		1.82		
h. Frequency: Computer lab	USECOMLB	All Students	2.25	2.13		2.09		
i. Frequency: Student organizations	USESTORG	All Students	1.30	1.38		1.34		
j. Frequency: Transfer credit assistance	SETRCRD	All Students	1.53	1.55		1.55		
k. Frequency: Services to students with disabilities	USEDISAB	All Students	1.37	1.33		1.30		

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

a T-tests: institution vs. comparison group, 2-tailed, p<0.001 and effect size >= .2.
 b T-tests: institution vs. 2006 CCSSE Cohort, 2-tailed, p<0.001 and effect size >= .2.

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College		Other Small Colleges		2006 CCSSE Cohort	
			Mean	Sig ^a	Mean	Sig ^a	Mean	Sig ^b

STUDENT SERVICES

13.2 How satisfied are you with the services? a. Satisfaction: Academic advising/planning								
Item	Variable	Class	Mean	Sig ^a	Mean	Sig ^a	Mean	Sig ^b
a. Satisfaction: Academic advising/planning	SATACAD	All Students	2.25		2.26		2.21	
b. Satisfaction: Career counseling	SATCACOU	All Students	2.18		2.05		2.03	
c. Satisfaction: Job placement assistance	SATJOBPL	All Students	1.98		1.85		1.81	
d. Satisfaction: Peer or other tutoring	SATTUTOR	All Students	2.22		2.13		2.13	
e. Satisfaction: Skill labs (writing, math, etc.)	SATLAB	All Students	2.34		2.25		2.24	
f. Satisfaction: Child care	SATCHILD	All Students	1.79		1.78		1.74	
g. Satisfaction: Financial aid advising	SATFAADV	All Students	2.24		2.23		2.18	
h. Satisfaction: Computer lab	SATCOMLB	All Students	2.55		2.50		2.49	
i. Satisfaction: Student organizations	SATSTORG	All Students	1.94		1.97		1.94	
j. Satisfaction: Transfer credit assistance	SATTRCRD	All Students	1.98		2.06		2.05	
k. Satisfaction: Services to students with disabilities	SATDISAB	All Students	2.20		2.02		1.99	

0=N.A., 1=Not at all, 2=Somewhat, 3=Very

a T-tests: institution vs. comparison group; 2-tailed, p<0.001 and effect size => .2.
b T-tests: institution vs. 2006 CCSSE Cohort; 2-tailed, p<0.001 and effect size => .2.

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Your College		Other Small Colleges		2006 CCSSE Cohort	
			Mean	Sig ^a	Mean	Sig ^a	Mean	Sig ^b

STUDENT SERVICES

1=Not at all, 2=Somewhat, 3=Very								
Item	Variable	Class	Mean	Sig ^a	Mean	Sig ^a	Mean	Sig ^b
13.3 How important are the services to you?		All Students	2.53		2.50		2.49	
a. Importance: Academic advising/planning	IMPACAD	All Students	2.53		2.50		2.49	
b. Importance: Career counseling	IMPACOU	All Students	2.35		2.27		2.27	
c. Importance: Job placement assistance	IMPJOBPL	All Students	2.01		2.04		2.01	
d. Importance: Peer or other tutoring	IMPTUTOR	All Students	2.15		2.07		2.07	
e. Importance: Skill labs (writing, math, etc.)	IMPLAB	All Students	2.19		2.18		2.17	
f. Importance: Child care	IMPCHLD	All Students	1.80		1.74		1.72	
g. Importance: Financial aid advising	IMPFAADV	All Students	2.44		2.42		2.37	
h. Importance: Computer lab	IMPOMLB	All Students	2.61		2.45 *	0.21	2.43 *	0.23
i. Importance: Student organizations	IMPSTORG	All Students	1.87		1.82		1.80	
j. Importance: Transfer credit assistance	IMPTRCRD	All Students	2.14		2.17		2.21	
k. Importance: Services to students with disabilities	IMPDISAB	All Students	2.08		2.04		2.02	

^a T-tests: institution vs. comparison group; 2-tailed, p<0.001 and effect size => .2.
^b T-tests: institution vs. 2006 CCSSE Cohort; 2-tailed, p<0.001 and effect size => .2.

Community College Survey of Student Engagement

Means Summary Report: All Students

Item	Variable	Class	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size

COLLEGE EXPERIENCES

Item	Variable	Class	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size
<p>14. How likely is it that the following issues would cause you to withdraw from class or from this college?</p> <p style="text-align: center;"><i>1=Not likely, 2=Somewhat likely, 3=Likely, 4=Very likely</i></p>								
a. Working full-time	WRKFULL	All Students	2.17			2.13		2.16
b. Caring for dependents	CAREDEP	All Students	2.02			1.94		1.92
c. Academically unprepared	ACADUNP	All Students	1.72			1.62		1.65
d. Lack of finances	LACKFIN	All Students	2.26			2.42		2.40
e. Transfer to a 4-year college or university	TRANSFER	All Students	2.41			2.30		2.45
<p>15. How supportive are your friends of your attending this college?</p> <p style="text-align: center;"><i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i></p>								
	FRNDSUPP	All Students	3.22			3.27		3.23
<p>16. How supportive is your immediate family of your attending this college?</p> <p style="text-align: center;"><i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i></p>								
	FAMSUPP	All Students	3.53			3.54		3.50
<p>23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?</p> <p style="text-align: center;"><i>0=None, 1=1-14 credits, 2=15-29 credits, 3=30-44 credits, 4=45-60 credits, 5=over 60 credits</i></p>								
	TOTCHRS	All Students	1.66			2.04 *		2.01 *
<p>25. How many classes are you presently taking at OTHER institutions?</p> <p style="text-align: center;"><i>1=None, 2=1 class, 3=2 classes, 4=3 classes, 5=4 classes or more</i></p>								
	OTHINST	All Students	1.43			1.41		1.41
<p>27. How would you evaluate your entire educational experience at this college?</p> <p style="text-align: center;"><i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i></p>								
	ENTIREXP	All Students	3.27			3.17		3.15

^a T-tests: institution vs. comparison group; 2-tailed, p<0.001 and effect size >= .2.
^b T-tests: institution vs. 2006 CCSSE Cohort; 2-tailed, p<0.001 and effect size >= .2.

Community College Survey of Student Engagement
Ouachita Technical College
Summary Statistics: All Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size		
	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort ^b	Your College	Other Small Colleges	2006 CCSSE Cohort
CLQUEST	287	92,435	248,903	2.89	2.93	2.90	0.88	0.84	0.85	0.052	0.003	0.002	0.421	0.891	-0.05	-0.05	-0.01	
CLPRESEN	287	92,112	247,935	1.97	2.02	2.02	0.91	0.91	0.91	0.054	0.003	0.002	0.334	0.275	-0.06	-0.06	-0.06	
REWROPAP	285	91,849	247,192	2.43	2.47	2.47	1.04	1.03	1.04	0.061	0.003	0.002	0.471	0.459	-0.04	-0.04	-0.04	
INTEGRAT	287	91,946	247,434	2.62	2.67	2.68	0.95	0.95	0.95	0.056	0.003	0.002	0.427	0.332	-0.05	-0.05	-0.06	
CLUNPREP	287	91,635	246,716	1.91	1.86	1.89	0.78	0.74	0.74	0.046	0.002	0.001	0.232	0.685	0.07	0.07	0.02	
CLASSGRP	285	91,525	246,379	2.55	2.47	2.45	0.90	0.88	0.88	0.053	0.003	0.002	0.125	0.070	0.09	0.09	0.11	
OCCGRP	283	91,803	247,108	1.66	1.88	1.85	0.81	0.89	0.88	0.048	0.003	0.002	0.000	0.000	-0.24	-0.24	-0.21	
TUTOR	286	92,012	247,749	1.42	1.38	1.37	0.75	0.70	0.69	0.044	0.002	0.001	0.426	0.224	0.05	0.05	0.07	
COMMPROJ	284	91,682	246,772	1.31	1.30	1.28	0.71	0.64	0.63	0.042	0.002	0.001	0.805	0.541	0.01	0.01	0.04	
INTERNET	287	91,622	246,715	2.73	2.74	2.74	1.05	1.03	1.04	0.062	0.003	0.002	0.820	0.855	-0.01	-0.01	-0.01	
EMAIL	285	91,719	247,020	2.35	2.26	2.30	1.02	1.03	1.02	0.061	0.003	0.002	0.147	0.385	0.09	0.09	0.05	
FACGRADE	284	91,777	247,059	2.54	2.51	2.48	0.90	0.85	0.85	0.053	0.003	0.002	0.545	0.191	0.04	0.04	0.08	
FACPLANS	284	91,658	246,774	2.30	2.05	1.98	0.88	0.88	0.87	0.052	0.003	0.002	0.000	0.000	0.29	0.29	0.38	
FACIDEAS	284	91,582	246,474	1.87	1.74	1.71	0.86	0.82	0.81	0.051	0.003	0.002	0.012	0.001	0.15	0.15	0.20	
FACFEED	279	91,718	246,725	2.74	2.66	2.64	0.79	0.85	0.86	0.048	0.003	0.002	0.089	0.039	0.10	0.10	0.12	
WORKHARD	285	91,839	247,099	2.43	2.54	2.51	0.90	0.87	0.87	0.053	0.003	0.002	0.047	0.143	-0.12	-0.12	-0.09	
FACOTH	281	91,115	244,960	1.45	1.42	1.38	0.75	0.72	0.70	0.045	0.002	0.001	0.450	0.086	0.05	0.05	0.10	
OOCIDEAS	284	92,102	247,761	2.54	2.56	2.55	0.93	0.92	0.93	0.055	0.003	0.002	0.681	0.798	-0.02	-0.02	-0.02	
DIVRSTUD	285	92,018	247,675	2.34	2.28	2.34	1.08	1.04	1.04	0.064	0.003	0.002	0.346	0.982	0.06	0.06	0.00	
DIFFSTUD	284	91,936	247,471	2.34	2.29	2.32	1.00	1.00	1.01	0.060	0.003	0.002	0.492	0.759	0.04	0.04	0.02	
SKIPCLAS	285	92,128	247,962	1.59	1.56	1.59	0.66	0.66	0.67	0.039	0.002	0.001	0.477	0.987	0.04	0.04	0.00	
MEMORIZE	286	92,328	248,562	2.93	2.81	2.81	0.77	0.89	0.89	0.046	0.003	0.002	0.022	0.020	0.14	0.14	0.14	
ANALYZE	285	92,091	247,853	2.80	2.78	2.80	0.87	0.84	0.84	0.051	0.003	0.002	0.563	0.969	0.03	0.03	0.00	
SYNTHESEZ	286	91,753	246,954	2.76	2.66	2.67	0.91	0.87	0.87	0.054	0.003	0.002	0.059	0.081	0.11	0.11	0.10	
EVALUATE	286	91,917	247,316	2.55	2.50	2.51	0.94	0.90	0.91	0.055	0.003	0.002	0.427	0.523	0.05	0.05	0.04	
APPLYING	285	92,013	247,662	2.65	2.60	2.60	0.90	0.91	0.91	0.053	0.003	0.002	0.283	0.305	0.06	0.06	0.06	
PERFORM	286	92,267	248,390	2.81	2.73	2.71	0.93	0.92	0.92	0.055	0.003	0.002	0.149	0.061	0.09	0.09	0.11	
READASGN	283	91,564	246,356	2.74	2.86	2.84	1.02	1.05	1.03	0.060	0.003	0.002	0.055	0.083	-0.11	-0.11	-0.10	
READOWN	282	91,646	246,548	2.10	2.07	2.08	0.99	1.01	1.00	0.059	0.003	0.002	0.627	0.795	0.03	0.03	0.02	
WRITEANY	283	91,565	246,304	2.40	2.80	2.80	1.02	1.14	1.13	0.060	0.004	0.002	0.000	0.000	-0.35	-0.35	-0.35	

a T-tests: institution vs. comparison group; 2-tailed, p<0.001.

b T-tests: institution vs. 2006 CCSSE Cohort; 2-tailed, p<0.001.

Community College Survey of Student Engagement
Ouachita Technical College
Summary Statistics: All Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size					
	Other Small Colleges			2006 CCSSE Cohort			Your College			Other Small Colleges			2006 CCSSE Cohort ^b			Other Small Colleges			2006 CCSSE Cohort		
	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort
EXAMS	272	88,308	236,874	4.85	5.06	5.01	1.20	1.21	1.21	0.072	0.004	0.002	0.004	0.004	0.029	-0.17	-0.13	-0.13			
ENVSCHOL	283	91,671	246,630	3.02	2.95	2.93	0.89	0.84	0.84	0.052	0.003	0.002	0.166	0.166	0.094	0.08	0.10	0.10			
ENVSJPRT	283	91,559	246,323	3.07	2.94	2.91	0.80	0.86	0.86	0.047	0.003	0.002	0.007	0.007	0.001	0.16	0.19	0.19			
ENVDIVRS	283	91,400	245,766	2.59	2.40	2.42	0.96	0.99	1.00	0.057	0.003	0.002	0.001	0.001	0.004	0.19	0.17	0.17			
ENVNACAD	283	91,453	245,865	2.16	1.93	1.88	0.96	0.95	0.94	0.057	0.003	0.002	0.000	0.000	0.000	0.24	0.30	0.30			
ENVSOCAL	282	91,028	244,729	2.32	2.10	2.05	1.00	0.93	0.92	0.060	0.003	0.002	0.000	0.000	0.000	0.24	0.29	0.29			
FINSJFPP	283	91,211	245,079	2.75	2.45	2.35	1.12	1.11	1.11	0.067	0.004	0.002	0.000	0.000	0.000	0.27	0.36	0.36			
ENVCOMP	283	91,562	246,241	3.32	3.07	3.05	0.82	0.94	0.95	0.049	0.003	0.002	0.000	0.000	0.000	0.27	0.29	0.29			
ACADPR01	282	91,471	245,975	1.80	1.89	1.88	1.04	1.09	1.07	0.062	0.004	0.002	0.160	0.160	0.238	-0.08	-0.07	-0.07			
PAYWORK	281	91,215	245,199	2.79	3.07	3.23	2.06	2.00	1.94	0.122	0.007	0.004	0.019	0.019	0.000	-0.14	-0.23	-0.23			
COCURR01	281	91,298	245,528	0.22	0.30	0.26	0.52	0.77	0.72	0.031	0.003	0.001	0.073	0.073	0.324	-0.11	-0.06	-0.06			
CAREDE01	279	91,166	245,014	2.35	2.01	1.84	2.13	2.12	2.06	0.127	0.007	0.004	0.008	0.008	0.000	0.16	0.24	0.24			
COMMUTE	280	91,303	245,362	1.28	1.34	1.31	0.80	0.93	0.88	0.047	0.003	0.002	0.275	0.275	0.513	-0.07	-0.04	-0.04			
ENVSTU	282	91,523	246,035	5.52	5.59	5.47	1.44	1.31	1.34	0.086	0.004	0.003	0.373	0.373	0.509	-0.05	0.04	0.04			
ENVFAC	281	91,618	246,272	5.71	5.70	5.63	1.20	1.27	1.27	0.071	0.004	0.003	0.839	0.839	0.278	0.01	0.06	0.06			
ENVADM	282	91,551	245,972	5.31	5.08	4.92	1.40	1.57	1.58	0.083	0.005	0.003	0.014	0.014	0.000	0.15	0.25	0.25			
NGENLED	280	91,458	245,874	3.00	2.93	2.91	0.90	0.85	0.86	0.053	0.003	0.002	0.191	0.191	0.106	0.08	0.10	0.10			
GNWORK	279	91,326	245,442	2.69	2.65	2.54	1.02	1.01	1.02	0.061	0.003	0.002	0.439	0.439	0.011	0.05	0.15	0.15			
GNWRITE	279	91,347	245,570	2.67	2.68	2.66	0.98	0.93	0.94	0.058	0.003	0.002	0.898	0.898	0.810	-0.01	0.01	0.01			
GNSPEAK	279	91,309	245,474	2.55	2.59	2.56	1.05	0.95	0.96	0.063	0.003	0.002	0.436	0.436	0.767	-0.05	-0.02	-0.02			
GNANALY	279	91,277	245,354	2.86	2.85	2.83	0.93	0.87	0.88	0.056	0.003	0.002	0.857	0.857	0.491	0.01	0.04	0.04			
GNSOLVE	276	91,223	245,191	2.72	2.58	2.55	0.95	0.98	0.99	0.057	0.003	0.002	0.020	0.020	0.005	0.14	0.17	0.17			
GNCMPTS	277	91,245	245,248	2.94	2.74	2.67	0.98	1.00	1.01	0.058	0.003	0.002	0.001	0.001	0.000	0.21	0.27	0.27			
GNOTHERS	279	91,324	245,451	2.85	2.74	2.68	0.90	0.91	0.92	0.053	0.003	0.002	0.037	0.037	0.001	0.12	0.19	0.19			
GNINQ	279	91,336	245,442	2.99	2.90	2.86	0.89	0.87	0.89	0.053	0.003	0.002	0.082	0.082	0.014	0.10	0.15	0.15			
GNSELF	277	91,233	245,207	2.72	2.59	2.54	0.96	1.00	1.01	0.057	0.003	0.002	0.027	0.027	0.004	0.13	0.17	0.17			
GNDIVERS	278	91,164	245,004	2.46	2.31	2.31	1.02	1.00	1.01	0.061	0.003	0.002	0.017	0.017	0.015	0.14	0.15	0.15			
GNETHICS	278	91,216	245,078	2.45	2.34	2.29	1.04	1.01	1.01	0.062	0.003	0.002	0.070	0.070	0.008	0.11	0.16	0.16			
GNCOMMUN	279	91,082	244,636	2.17	2.00	1.95	1.05	0.96	0.95	0.062	0.003	0.002	0.003	0.003	0.000	0.18	0.24	0.24			
CARGOAL	279	91,286	245,287	2.77	2.67	2.60	1.01	1.00	1.01	0.060	0.003	0.002	0.072	0.072	0.004	0.11	0.17	0.17			

a T-tests: institution vs. comparison group, 2-tailed, p<0.001.

b T-tests: institution vs. 2006 CCSSE Cohort, 2-tailed, p<0.001.

Community College Survey of Student Engagement
Ouachita Technical College
Summary Statistics: All Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size		
	Your College		Other Small Colleges	Your College		Other Small Colleges	Your College		Other Small Colleges	Your College		Other Small Colleges	Your College		Other Small Colleges	Your College		Other Small Colleges
	2006 Cohort	2006 CCSSE Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort
GAINCAR	279	91,399	245,650	2.59	2.57	2.49	0.99	1.02	1.03	0.059	0.003	0.002	0.691	0.105	0.02	0.02	0.10	
USEACAD	259	82,883	222,040	1.79	1.79	1.74	0.65	0.68	0.67	0.041	0.002	0.001	0.880	0.200	0.01	0.01	0.08	
USEACOU	236	72,094	192,605	1.39	1.44	1.43	0.60	0.62	0.61	0.039	0.002	0.001	0.207	0.285	-0.08	-0.08	-0.07	
USEJOBPL	164	53,118	139,726	1.37	1.29	1.25	0.63	0.55	0.52	0.050	0.002	0.001	0.076	0.005	0.14	0.14	0.22	
USETUTOR	202	64,244	171,545	1.45	1.45	1.45	0.58	0.66	0.65	0.042	0.003	0.002	0.923	0.967	-0.01	0.00	0.00	
USELAB	217	69,305	184,559	1.96	1.75	1.71	0.81	0.77	0.76	0.055	0.003	0.002	0.000	0.000	0.27	0.33	0.33	
USECHLD	108	36,582	97,056	1.30	1.22	1.18	0.63	0.56	0.51	0.060	0.003	0.002	0.132	0.011	0.14	0.14	0.24	
USEFAADV	228	72,306	185,223	1.82	1.89	1.82	0.71	0.76	0.77	0.050	0.003	0.002	0.242	0.965	-0.08	0.00	0.00	
USECOMLB	256	79,104	210,876	2.25	2.13	2.09	0.73	0.79	0.79	0.045	0.003	0.002	0.013	0.001	0.16	0.20	0.20	
USESTORG	174	56,511	145,873	1.30	1.38	1.34	0.59	0.62	0.60	0.045	0.003	0.002	0.098	0.431	-0.13	-0.06	-0.06	
USETRORD	167	55,601	153,781	1.53	1.55	1.55	0.65	0.68	0.68	0.051	0.003	0.002	0.667	0.740	-0.03	-0.03	-0.03	
USEDISAB	117	35,755	95,368	1.37	1.33	1.30	0.66	0.64	0.62	0.061	0.003	0.002	0.425	0.182	0.07	0.12	0.12	
SATACAD	240	75,102	197,997	2.25	2.26	2.21	0.58	0.63	0.64	0.038	0.002	0.001	0.815	0.320	-0.02	0.07	0.07	
SATCACOU	192	55,067	142,680	2.18	2.05	2.03	0.64	0.69	0.69	0.049	0.003	0.002	0.016	0.006	0.19	0.21	0.21	
SATJOBPL	123	36,315	88,798	1.98	1.85	1.81	0.70	0.71	0.71	0.067	0.004	0.002	0.064	0.013	0.18	0.24	0.24	
SATTUTOR	158	45,667	118,396	2.22	2.13	2.13	0.67	0.71	0.70	0.056	0.003	0.002	0.133	0.106	0.13	0.14	0.14	
SATLAB	191	54,548	140,414	2.34	2.25	2.24	0.70	0.65	0.65	0.051	0.003	0.002	0.064	0.056	0.14	0.14	0.14	
SATCHLD	76	21,082	51,107	1.79	1.78	1.74	0.85	0.78	0.77	0.099	0.005	0.003	0.901	0.597	0.01	0.06	0.06	
SATFAADV	215	63,319	155,682	2.24	2.23	2.18	0.66	0.73	0.74	0.050	0.003	0.002	0.890	0.288	0.01	0.08	0.08	
SATCOMLB	246	71,797	188,126	2.55	2.50	2.49	0.57	0.61	0.61	0.037	0.002	0.001	0.193	0.148	0.08	0.09	0.09	
SATSTORG	133	39,588	96,124	1.94	1.97	1.94	0.66	0.67	0.67	0.061	0.004	0.002	0.546	0.895	-0.06	-0.01	-0.01	
SATTRORD	136	43,606	117,577	1.98	2.06	2.05	0.75	0.72	0.71	0.066	0.003	0.002	0.201	0.293	-0.11	-0.09	-0.09	
SATDISAB	89	24,409	60,397	2.20	2.02	1.99	0.75	0.76	0.77	0.084	0.005	0.003	0.039	0.017	0.23	0.27	0.27	
IMPACAD	271	87,915	235,582	2.53	2.50	2.49	0.59	0.68	0.69	0.036	0.002	0.001	0.502	0.370	0.04	0.05	0.05	
IMPACOU	268	87,007	232,844	2.35	2.27	2.27	0.70	0.79	0.80	0.043	0.003	0.002	0.081	0.101	0.11	0.10	0.10	
IMPJOBPL	267	85,941	229,826	2.01	2.04	2.01	0.83	0.85	0.85	0.051	0.003	0.002	0.535	0.969	-0.04	0.00	0.00	
IMPPTUTOR	263	85,903	229,858	2.15	2.07	2.07	0.80	0.83	0.83	0.050	0.003	0.002	0.083	0.090	0.11	0.11	0.11	
IMPLAB	264	85,585	229,091	2.19	2.18	2.17	0.80	0.80	0.81	0.049	0.003	0.002	0.858	0.804	0.01	0.02	0.02	
IMPCHLD	267	85,143	227,469	1.80	1.74	1.72	0.85	0.87	0.86	0.052	0.003	0.002	0.231	0.129	0.07	0.09	0.09	
IMPFAADV	266	85,982	229,724	2.44	2.42	2.37	0.75	0.80	0.83	0.046	0.003	0.002	0.775	0.175	0.02	0.08	0.08	

a T-tests: institution vs. comparison group, 2-tailed, p<0.001.

b T-tests: institution vs. 2006 CCSSE Cohort, 2-tailed, p<0.001.

Community College Survey of Student Engagement
Ouachita Technical College
Summary Statistics: All Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size		
	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort ^b	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College
	IMPCOMLB	264	86,313	230,910	2.61	2.45	2.43	0.60	0.74	0.75	0.037	0.003	0.002	0.001	0.000	0.21	0.23	
IMPSTORG	261	84,874	226,721	1.87	1.82	1.80	0.74	0.78	0.78	0.046	0.003	0.002	0.340	0.160	0.06	0.09		
IMPTRCRD	265	85,874	229,531	2.14	2.17	2.21	0.87	0.87	0.86	0.053	0.003	0.002	0.525	0.162	-0.04	-0.09		
IMPDISAB	262	85,534	228,630	2.08	2.04	2.02	0.92	0.92	0.92	0.056	0.003	0.002	0.432	0.282	0.05	0.07		
WRKFULL	279	91,100	244,605	2.17	2.13	2.16	1.21	1.16	1.17	0.072	0.004	0.002	0.637	0.958	0.03	0.00		
CAREDEP	279	90,977	244,171	2.02	1.94	1.92	1.10	1.08	1.07	0.066	0.004	0.002	0.214	0.104	0.07	0.10		
ACADUNP	278	90,674	243,350	1.72	1.62	1.65	1.02	0.90	0.92	0.060	0.003	0.002	0.049	0.186	0.12	0.08		
LACKFIN	278	90,896	243,959	2.26	2.42	2.40	1.19	1.19	1.19	0.071	0.004	0.002	0.020	0.053	-0.14	-0.12		
TRANSFER	276	90,925	244,123	2.41	2.30	2.45	1.23	1.24	1.25	0.073	0.004	0.003	0.152	0.594	0.09	-0.03		
FRNDSUPP	278	91,129	244,744	3.22	3.27	3.23	0.83	0.86	0.88	0.049	0.003	0.002	0.302	0.791	-0.06	-0.02		
FAMSUPP	278	90,916	244,096	3.53	3.54	3.50	0.75	0.77	0.79	0.044	0.003	0.002	0.951	0.525	0.00	0.04		
TOTCHRS	279	90,430	242,795	1.66	2.04	2.01	1.32	1.49	1.48	0.078	0.005	0.003	0.000	0.000	-0.25	-0.23		
OTHINST	283	90,650	242,992	1.43	1.41	1.41	1.09	1.05	1.05	0.065	0.003	0.002	0.744	0.825	0.02	0.01		
ENTIREXP	283	90,670	243,020	3.27	3.17	3.15	0.68	0.68	0.68	0.041	0.002	0.001	0.012	0.003	0.15	0.17		

a T-tests: institution vs. comparison group, 2-tailed, p<0.001.

b T-tests: institution vs. 2006 CCSSE Cohort; 2-tailed, p<0.001.

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

Ouachita Technical College

Item	Variable	Your College			Other Small Colleges			2006 CCSSE Cohort		
		Mean	Sig ^a	Effect Size	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size

All Students N = 287
All Part-Time Students N = 48
All Full-Time Students N = 239
All Other Small N = 9258
All Other Small (Part-Time) N = 25747
All Other Small (Full-Time) N = 66811
All Other Colleges N = 249261
All Other Colleges (Part-Time) N = 7983
All Other Colleges (Full-Time) N = 171378

COLLEGE ACTIVITIES

Academic, Intellectual and Social Experiences

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

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

Item	Variable	Part - Time	Full - Time	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size
a. Asked questions in class or contributed to class discussions	CLQUEST	2.71	2.91	2.88			2.88		
b. Made a class presentation	CLPRESEN	3.18	2.97	2.94	*	0.25	2.94	*	0.28
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	1.75	1.88	1.89			1.89		
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	2.30	2.20	2.23			2.23		
e. Came to class without completing readings or assignments	CLUNPREP	2.25	2.36	2.36			2.36		
f. Worked with other students on projects during class	CLASSGRP	2.70	2.62	2.64			2.64		
g. Worked with classmates outside of class to prepare class assignments	OCCGRP	2.40	2.52	2.53			2.53		
h. Tutored or taught other students (paid or voluntary)	TUTOR	2.97	2.86	2.90			2.90		
i. Participated in a community-based project as a part of a regular course	COMMPROJ	1.79	1.78	1.82			1.82		
j. Used the internet or instant messaging to work on an assignment	INTERNET	2.09	1.95	1.99			1.99		
k. Used email to communicate with an instructor	EMAIL	2.42	2.37	2.37			2.37		
l. Discussed grades or assignments with an instructor	FACGRADE	2.75	2.59	2.57	*	0.22	2.57	*	0.22
m. Talked about career plans with an instructor or advisor	FACPLANS	1.46	1.73	1.72			1.72		
		1.98	2.05	2.01			2.01		
		1.33	1.30	1.30			1.30		
		1.54	1.48	1.46			1.46		
		1.30	1.22	1.22			1.22		
		1.32	1.38	1.37			1.37		
		2.56	2.60	2.59			2.59		
		2.99	2.93	2.96			2.96		
		2.26	2.15	2.17			2.17		
		2.49	2.42	2.49			2.49		
		2.40	2.41	2.39			2.39		
		2.77	2.63	2.60			2.60		
		2.25	1.91	1.86			1.86		
		2.39	2.20	2.13	*		2.13	*	0.29

a T-tests: institution vs. comparison group, 2-tailed, p<0.001 and effect size >= .2.
b T-tests: institution vs. 2006 CCSSE Cohort, 2-tailed, p<0.001 and effect size >= .2.

Community College Survey of Student Engagement

Means Summary Report: Enrollment Status Breakout

Item	Variable	Class	Your College		Other Small Colleges		2006 CCSSE Cohort	
			Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size

COLLEGE ACTIVITIES

Academic, Intellectual, and Social Experiences continued

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

Item	Variable	Class	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size
n. Discussed ideas from your readings or classes with instructors outside of class	FACIDEAS	Part - Time	1.74	1.64		1.62		
		Full - Time	2.05	1.86	0.23	1.82	*	0.28
o. Received prompt feedback (written or oral) from instructors on your performance	FACFEED	Part - Time	2.70	2.65		2.63		
		Full - Time	2.82	2.68		2.66		
p. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	Part - Time	2.25	2.48		2.45		
		Full - Time	2.72	2.61		2.59		
q. Worked with instructors on activities other than coursework	FACOTH	Part - Time	1.34	1.32		1.31		
		Full - Time	1.62	1.53		1.48		
r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	Part - Time	2.44	2.52		2.51		
		Full - Time	2.69	2.62		2.61		
s. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	Part - Time	2.17	2.17		2.26		
		Full - Time	2.61	2.42		2.47		
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	Part - Time	2.20	2.16		2.21		
		Full - Time	2.54	2.46		2.48		
u. Skipped class	SKIPCLAS	Part - Time	1.57	1.46		1.51		
		Full - Time	1.61	1.66		1.70		

Character of Mental Activities

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

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

Item	Variable	Class	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	Part - Time	2.85	2.76		2.76		
		Full - Time	3.05	2.88		2.88		
b. Analyzing the basic elements of an idea, experience, or theory	ANALYZE	Part - Time	2.71	2.73		2.76		
		Full - Time	2.95	2.84		2.87		
c. Synthesizing and organizing ideas, information, or experiences in new ways	SYNTHESEZ	Part - Time	2.71	2.61		2.62		
		Full - Time	2.84	2.73		2.75		
d. Making judgments about the value or soundness of information, arguments, or methods	EVALUATE	Part - Time	2.44	2.42		2.43		
		Full - Time	2.71	2.61		2.63		
e. Applying theories or concepts to practical problems or in new situations	APPLYING	Part - Time	2.54	2.52		2.53		
		Full - Time	2.83	2.70		2.70		
f. Using information you have read or heard to perform a new skill.	PERFORM	Part - Time	2.65	2.64		2.64		
		Full - Time	3.06	2.83	0.25	2.80	*	0.29

^a T-tests: institution vs. comparison group, 2-tailed, p<0.001 and effect size =>.2.
^b T-tests: institution vs. 2006 CCSSE Cohort, 2-tailed, p<0.001 and effect size =>.2.

Community College Survey of Student Engagement

Means Summary Report: Enrollment Status Breakout

Item	Variable	Class	Your College			Other Small Colleges			2006 CCSSE Cohort		
			Mean	Sig ^a	Effect Size	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size

COLLEGE ACTIVITIES

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

Reading and Writing

6. During the current school year, about how much reading and writing have you done at this college?											
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	Part - Time	2.52	2.64	2.65							
	Full - Time	3.08	3.12	3.12							
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	Part - Time	2.15	2.09	2.09							
	Full - Time	2.02	2.05	2.07							
c. Number of written papers or reports of any length	Part - Time	2.19	2.56	2.56							
	Full - Time	2.74	3.09	3.15							

Nature of Exams

1=Extremely easy to 7=Extremely challenging

7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college											
EXAMS	Part - Time	4.61	5.04	4.98							
	Full - Time	5.23	5.09	5.04							

OPINIONS ABOUT YOUR SCHOOL

Institutional Emphasis

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

9. How much does this college emphasize each of the following?											
a. Encouraging you to spend significant amounts of time studying	Part - Time	2.92	2.89	2.88							
	Full - Time	3.17	3.02	3.01							
b. Providing the support you need to help you succeed at this college	Part - Time	3.06	2.90	2.87							
	Full - Time	3.09	2.99	2.96							
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Part - Time	2.48	2.48	2.37							
	Full - Time	2.76	2.48	2.50							
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	Part - Time	2.06	1.87	1.83							
	Full - Time	2.32	1.99	1.94							
e. Providing the support you need to thrive socially	Part - Time	2.31	2.02	1.98							
	Full - Time	2.34	2.19	2.14							
f. Providing the financial support you need to afford your education	Part - Time	2.75	2.32	2.22							
	Full - Time	2.76	2.61	2.53							
g. Using computers in academic work	Part - Time	3.33	2.94	2.92							
	Full - Time	3.31	3.23	3.22							

^a T-tests: institution vs. comparison group; 2-tailed, p<0.001 and effect size >>.2.
^b T-tests: institution vs. 2006 CCSSE Cohort; 2-tailed, p<0.001 and effect size >>.2.

Community College Survey of Student Engagement

Means Summary Report: Enrollment Status Breakout

Item	Variable	Class	Mean	Sig ^a	Effect Size	Mean	Sig ^b Effect Size
			Your College	Other Small Colleges		2006 CCSSE Cohort	

WEEKLY ACTIVITIES

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

0=None, 1=1-5 hours/week, 2=6-10 hours/week, 3=11-20 hours/week, 4=21-30 hours/week, 5=more than 30 hours/week							
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	ACADPR01	Part - Time	1.65	1.74		1.73	
		Full - Time	2.05	2.08		2.09	
b. Working for pay	PAYWORK	Part - Time	2.88	3.54		3.61	
		Full - Time	2.65	2.58		2.75	
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	COCURR01	Part - Time	0.15	0.18		0.17	
		Full - Time	0.33	0.44		0.38	
d. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	Part - Time	2.45	2.29		2.06	
		Full - Time	2.19	1.70 *	0.24	1.54 *	0.33
e. Commuting to and from classes	COMMUTE	Part - Time	1.23	1.24		1.22	
		Full - Time	1.35	1.46		1.43	

Quality of Relationships

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

1=Unfriendly, unsupportive, sense of alienation to 7=Friendly, supportive, sense of belonging							
a. Relationships with other students	ENVSTU	Part - Time	5.40	5.56		5.44	
		Full - Time	5.72	5.64		5.51	
1=Unavailable, unhelpful, unsympathetic to 7=Available, helpful, sympathetic							
b. Relationships with instructors	ENVFAC	Part - Time	5.69	5.76		5.68	
		Full - Time	5.75	5.64		5.56	
1=Unhelpful, inconsiderate, rigid to 7=Helpful, considerate, flexible							
c. Relationships with administrative personnel and offices	ENVADM	Part - Time	5.33	5.11		4.93	
		Full - Time	5.27	5.05		4.89 *	0.24

a T-tests: institution vs. comparison group: 2-tailed, p<0.001 and effect size >= .2

b T-tests: institution vs. 2006 CCSSE Cohort: 2-tailed, p<0.001 and effect size >= .2

Community College Survey of Student Engagement

Means Summary Report: Enrollment Status Breakout

Item	Variable	Class	Your College		Other Small Colleges		2006 CCSSE Cohort	
			Mean	Sig ^a	Mean	Sig ^a	Mean	Sig ^b

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?

	Variable	Class	Your College		Other Small Colleges		2006 CCSSE Cohort	
			Mean	Sig ^a	Mean	Sig ^a	Mean	Sig ^b
<i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>								
a. Acquiring a broad general education	GNENLED	Part - Time	2.92		2.86		2.83	
		Full - Time	3.12		3.03		3.03	
b. Acquiring job or work-related knowledge and skills	GNWORK	Part - Time	2.60		2.56		2.47	
		Full - Time	2.84		2.74	*	2.62	0.22
c. Writing clearly and effectively	GNWRITE	Part - Time	2.52		2.59		2.56	
		Full - Time	2.91		2.79		2.79	
d. Speaking clearly and effectively	GN SPEAK	Part - Time	2.42		2.50		2.48	
		Full - Time	2.75		2.71		2.69	
e. Thinking critically and analytically	GNANALY	Part - Time	2.69		2.78		2.76	
		Full - Time	3.14	*	2.94	*	2.92	0.25
f. Solving numerical problems	GN SOLVE	Part - Time	2.54		2.49		2.46	
		Full - Time	2.99	*	2.70	*	2.69	0.32
g. Using computing and information technology	GN CMPTS	Part - Time	2.88		2.62		2.57	
		Full - Time	3.05		2.87		2.82	0.24
h. Working effectively with others	GN OTHERS	Part - Time	2.75		2.65		2.60	
		Full - Time	3.02		2.84		2.78	0.27
i. Learning effectively on your own	GN INQ	Part - Time	2.94		2.85		2.82	
		Full - Time	3.08		2.96		2.92	
j. Understanding yourself	GN SELF	Part - Time	2.66		2.51		2.48	
		Full - Time	2.81		2.67		2.63	
k. Understanding people of other racial and ethnic backgrounds	GN DIVERS	Part - Time	2.38		2.22		2.23	
		Full - Time	2.59		2.42		2.42	
l. Developing a personal code of values and ethics	GN ETHICS	Part - Time	2.40		2.25		2.21	
		Full - Time	2.53		2.45		2.40	
m. Contributing to the welfare of your community	GN COMMUN	Part - Time	2.15		1.94		1.89	
		Full - Time	2.22		2.08		2.02	
n. Developing clearer career goals	CARGOAL	Part - Time	2.71		2.56		2.51	
		Full - Time	2.87		2.79		2.72	
o. Gaining information about career opportunities	GN INCAR	Part - Time	2.50		2.45		2.39	
		Full - Time	2.74		2.70		2.63	

^a T-tests: institution vs. comparison group; 2-tailed, p<0.001 and effect size => .2.
^b T-tests: institution vs. 2006 CCSSE Cohort; 2-tailed, p<0.001 and effect size => .2.

Community College Survey of Student Engagement

Means Summary Report: Enrollment Status Breakout

Item	Variable	Class	Your College			Other Small Colleges			2006 CCSSE Cohort		
			Mean	Sig ^a	Effect Size	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size

STUDENT SERVICES

0=Don't know/N.A., 1=Rarely/never, 2=Sometimes, 3=Often											
Item	Variable	Class	Mean	Sig ^a	Effect Size	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size
13.1. How often do you use the following services?											
a. Frequency: Academic advising/planning	USEACAD	Part - Time	1.72			1.73			1.69		
		Full - Time	1.90			1.85			1.81		
b. Frequency: Career counseling	USECACOU	Part - Time	1.31			1.41			1.41		
		Full - Time	1.51			1.47			1.46		
c. Frequency: Job placement assistance	USEJOBPL	Part - Time	1.38			1.22			1.21		
		Full - Time	1.34			1.34			1.29		
d. Frequency: Peer or other tutoring	SETUTOR	Part - Time	1.43			1.41			1.42		
		Full - Time	1.47			1.50			1.49		
e. Frequency: Skill labs (writing, math, etc.)	USELAB	Part - Time	1.80			1.68			1.65		
		Full - Time	2.19	*	0.47	1.82	*		1.78	*	0.53
f. Frequency: Child care	USECHLD	Part - Time	1.26			1.19			1.16		
		Full - Time	1.37			1.26			1.21		
g. Frequency: Financial aid advising	USEFAADV	Part - Time	1.63			1.81			1.75		
		Full - Time	2.05			1.97			1.91		
h. Frequency: Computer lab	USECOMLB	Part - Time	2.23			1.99			1.96		
		Full - Time	2.28			2.27			2.25		
i. Frequency: Student organizations	USESTORG	Part - Time	1.18			1.28			1.26		
		Full - Time	1.49			1.47			1.43		
j. Frequency: Transfer credit assistance	SETRCRD	Part - Time	1.52			1.52			1.51		
		Full - Time	1.54			1.59			1.60		
k. Frequency: Services to students with disabilities	USEDISAB	Part - Time	1.35			1.28			1.26		
		Full - Time	1.41			1.37			1.34		

a T-tests: institution vs. comparison group; 2-tailed, p<0.001 and effect size => .2.
b T-tests: institution vs. 2006 CCSSE Cohort; 2-tailed, p<0.001 and effect size => .2.

Community College Survey of Student Engagement

Means Summary Report: Enrollment Status Breakout

Item	Variable	Class	Your College			Other Small Colleges			2006 CCSSE Cohort		
			Mean	Sig ^a	Effect Size	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size

STUDENT SERVICES

0=N.A., 1=Not at all, 2=Somewhat, 3=Very											
13.2 How satisfied are you with the services?	Variable	Class	Mean	Sig ^a	Effect Size	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size
a. Satisfaction: Academic advising/planning	SATACAD	Part - Time	2.22			2.25			2.19		
		Full - Time	2.29			2.27			2.22		
b. Satisfaction: Career counseling	SATCACOU	Part - Time	2.20			2.04			2.02		
		Full - Time	2.16			2.08			2.05		
c. Satisfaction: Job placement assistance	SATJOBPL	Part - Time	1.94			1.79			1.76		
		Full - Time	2.03			1.91			1.86		
d. Satisfaction: Peer or other tutoring	SATTUTOR	Part - Time	2.29			2.10			2.10		
		Full - Time	2.15			2.17			2.16		
e. Satisfaction: Skill labs (writing, math, etc.)	SATLAB	Part - Time	2.27			2.22			2.22		
		Full - Time	2.43			2.28			2.27		
f. Satisfaction: Child care	SATCHILD	Part - Time	1.50			1.73			1.70		
		Full - Time	2.20	*	0.48	1.82	*		1.79	*	0.53
g. Satisfaction: Financial aid advising	SATFAADV	Part - Time	2.18			2.20			2.14		
		Full - Time	2.29			2.27			2.22		
h. Satisfaction: Computer lab	SATCOMLB	Part - Time	2.51			2.46			2.45		
		Full - Time	2.60			2.54			2.54		
i. Satisfaction: Student organizations	SATSTORG	Part - Time	1.82			1.89			1.87		
		Full - Time	2.06			2.04			2.01		
j. Satisfaction: Transfer credit assistance	SATTRCRD	Part - Time	1.81			2.06			2.04		
		Full - Time	2.23			2.07			2.06		
k. Satisfaction: Services to students with disabilities	SATDISAB	Part - Time	2.17			1.97			1.94		
		Full - Time	2.23			2.07			2.04		

a T-tests: institution vs. comparison group; 2-tailed, p<0.001 and effect size => .2.

b T-tests: institution vs. 2006 CCSSE Cohort; 2-tailed, p<0.001 and effect size => .2.

Community College Survey of Student Engagement

Means Summary Report: Enrollment Status Breakout

Item	Variable	Class	Your College			Other Small Colleges			2006 CCSSE Cohort		
			Mean	Sig ^a	Effect Size	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size

STUDENT SERVICES

1=Not at all, 2=Somewhat, 3=Very											
13.3 How important are the services to you?											
a. Importance: Academic advising/planning	IMPACAD	Part - Time	2.47			2.45			2.44		
		Full - Time	2.62			2.56			2.56		
b. Importance: Career counseling	IMPCACOU	Part - Time	2.30			2.21			2.23		
		Full - Time	2.43			2.33			2.33		
c. Importance: Job placement assistance	IMPJOBPL	Part - Time	1.87			1.95			1.95		
		Full - Time	2.22			2.13			2.08		
d. Importance: Peer or other tutoring	IMPTUTOR	Part - Time	2.07			2.00			2.01		
		Full - Time	2.28			2.15			2.14		
e. Importance: Skill labs (writing, math, etc.)	IMPLAB	Part - Time	2.02			2.11			2.12		
		Full - Time	2.44			2.25	*	0.25	2.25	*	0.25
f. Importance: Child care	IMPCHLD	Part - Time	1.71			1.70			1.69		
		Full - Time	1.94			1.78			1.76		
g. Importance: Financial aid advising	IMPFAADV	Part - Time	2.26			2.33			2.28		
		Full - Time	2.71			2.54	*	0.24	2.48	*	0.29
h. Importance: Computer lab	IMPCOMLB	Part - Time	2.59			2.35			2.34		
		Full - Time	2.63			2.57			2.56		
i. Importance: Student organizations	IMPSTORG	Part - Time	1.77			1.72			1.72		
		Full - Time	2.02			1.93			1.90		
j. Importance: Transfer credit assistance	IMPTRCRD	Part - Time	2.04			2.12			2.16		
		Full - Time	2.28			2.24			2.29		
k. Importance: Services to students with disabilities	IMPDISAB	Part - Time	2.02			1.97			1.97		
		Full - Time	2.17			2.10			2.09		

a T-tests: institution vs. comparison group: 2-tailed, p<0.001 and effect size >= .2.

b T-tests: institution vs. 2006 CCSSE Cohort: 2-tailed, p<0.001 and effect size >= .2.

Community College Survey of Student Engagement

Means Summary Report: Enrollment Status Breakout

Item	Variable	Class	Your College			Other Small Colleges			2006 CCSSE Cohort		
			Mean	Sig ^a	Effect Size	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size

COLLEGE EXPERIENCES

14. How likely is it that the following issues would cause you to withdraw from class or from this college?											
<i>1=Not likely, 2=Somewhat likely, 3=Likely, 4=Very likely</i>											
a. Working full-time	WRKFULL	Part - Time	2.17	2.15	2.20						
		Full - Time	2.16	2.11	2.12						
b. Caring for dependents	CAREDEP	Part - Time	2.00	1.94	1.92						
		Full - Time	2.05	1.93	1.90						
c. Academically unprepared	ACADUNP	Part - Time	1.69	1.59	1.63						
		Full - Time	1.78	1.65	1.69						
d. Lack of finances	LACKFIN	Part - Time	2.04	2.40	2.38						
		Full - Time	2.60	2.45	2.41						
e. Transfer to a 4-year college or university	TRANSFER	Part - Time	2.38	2.20	2.34						
		Full - Time	2.46	2.44	2.62						
<i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>											
15. How supportive are your friends of your attending this college?	FRNDSUPP	Part - Time	3.15	3.27	3.23						
		Full - Time	3.33	3.28	3.23						
<i>1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely</i>											
16. How supportive is your immediate family of your attending this college?	FAMSUPP	Part - Time	3.48	3.51	3.48						
		Full - Time	3.62	3.57	3.54						
<i>0=None, 1=1-14 credits, 2=15-29 credits, 3=30-44 credits, 4=45-60 credits, 5= over 60 credits</i>											
23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	TOTCHRS	Part - Time	1.63	1.86	1.86						
		Full - Time	1.73	2.21	2.19	*	-0.33		*		-0.32
<i>1=None, 2=1 class, 3=2 classes, 4=3 classes, 5=4 classes or more</i>											
25. How many classes are you presently taking at OTHER institutions?	OTHINST	Part - Time	1.35	1.42	1.41						
		Full - Time	1.54	1.39	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	Part - Time	3.27	3.19	3.16						
		Full - Time	3.26	3.15	3.14						

a T-tests: institution vs. comparison group: 2-tailed, p<0.001 and effect size => 2.
 b T-tests: institution vs. 2006 CCSSE Cohort: 2-tailed, p<0.001 and effect size => 2.

Community College Survey of Student Engagement
Ouachita Technical College
Summary Statistics: Part - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size		
	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort ^b	Your College	Other Small Colleges	2006 CCSSE Cohort
	CLQUEST	48	25,705	77,756	2.71	2.91	2.88	0.90	0.84	0.85	0.130	0.005	0.003	0.093	0.168	0.168	-0.24	-0.24
CLPRESEN	48	25,609	77,380	1.75	1.88	1.89	0.84	0.90	0.90	0.121	0.006	0.003	0.319	0.294	0.294	-0.14	-0.14	-0.15
REWRFPAP	48	25,526	77,154	2.25	2.36	2.36	1.02	1.05	1.05	0.147	0.007	0.004	0.471	0.480	0.480	-0.10	-0.10	-0.10
INTEGRAT	48	25,553	77,195	2.40	2.52	2.53	0.94	0.97	0.98	0.136	0.006	0.004	0.363	0.351	0.351	-0.13	-0.13	-0.13
CLUNPREP	48	25,491	77,044	1.79	1.78	1.82	0.71	0.72	0.73	0.103	0.005	0.003	0.879	0.777	0.777	0.02	0.02	-0.04
CLASSGRP	48	25,452	76,934	2.42	2.37	2.37	0.94	0.91	0.91	0.136	0.006	0.003	0.700	0.741	0.741	0.06	0.06	0.05
OCCGRP	48	25,541	77,183	1.46	1.73	1.72	0.68	0.85	0.85	0.099	0.005	0.003	0.029	0.032	0.032	-0.31	-0.31	-0.31
TUTOR	48	25,594	77,380	1.33	1.30	1.30	0.66	0.63	0.63	0.096	0.004	0.002	0.677	0.693	0.693	0.06	0.06	0.06
COMMPROJ	47	25,461	77,032	1.30	1.22	1.22	0.75	0.56	0.56	0.109	0.004	0.002	0.334	0.348	0.348	0.14	0.14	0.14
INTERNET	48	25,471	77,042	2.56	2.60	2.59	1.07	1.05	1.06	0.154	0.007	0.004	0.808	0.848	0.848	-0.04	-0.04	-0.03
EMAIL	46	25,466	77,076	2.26	2.15	2.17	1.04	1.01	1.00	0.154	0.006	0.004	0.455	0.559	0.559	0.11	0.11	0.09
FACGRADE	48	25,498	77,108	2.40	2.41	2.39	0.87	0.84	0.84	0.125	0.005	0.003	0.905	0.936	0.936	-0.02	-0.02	0.01
FACPLANS	48	25,476	76,980	2.25	1.91	1.86	0.84	0.85	0.83	0.121	0.005	0.003	0.005	0.001	0.001	0.40	0.40	0.47
FACIDEAS	47	25,425	76,853	1.74	1.64	1.62	0.82	0.78	0.78	0.120	0.005	0.003	0.372	0.276	0.276	0.13	0.13	0.16
FACFEED	46	25,486	76,962	2.70	2.65	2.63	0.79	0.87	0.87	0.116	0.005	0.003	0.715	0.585	0.585	0.05	0.05	0.08
WORKHARD	48	25,516	77,096	2.25	2.48	2.45	0.84	0.88	0.88	0.121	0.006	0.003	0.072	0.107	0.107	-0.26	-0.26	-0.23
FACOTH	47	25,297	76,400	1.34	1.32	1.31	0.64	0.64	0.64	0.093	0.004	0.002	0.805	0.714	0.714	0.04	0.04	0.05
OOCIDEAS	48	25,596	77,334	2.44	2.52	2.51	0.94	0.93	0.93	0.136	0.006	0.003	0.554	0.587	0.587	-0.09	-0.09	-0.08
DIVRSTUD	48	25,567	77,272	2.17	2.17	2.26	1.10	1.02	1.03	0.158	0.006	0.004	0.967	0.512	0.512	-0.01	-0.01	-0.09
DIFFSTUD	46	25,549	77,203	2.20	2.16	2.21	1.00	0.98	1.00	0.148	0.006	0.004	0.805	0.948	0.948	0.04	0.04	-0.01
SKIPCLAS	47	25,611	77,414	1.57	1.46	1.51	0.65	0.62	0.64	0.095	0.004	0.002	0.224	0.459	0.459	0.18	0.18	0.11
MEMORIZE	48	25,658	77,595	2.85	2.76	2.76	0.74	0.90	0.91	0.107	0.006	0.003	0.450	0.474	0.474	0.11	0.11	0.10
ANALYZE	48	25,583	77,340	2.71	2.73	2.76	0.87	0.85	0.85	0.126	0.005	0.003	0.843	0.679	0.679	-0.03	-0.03	-0.06
SYNTHEsz	48	25,469	77,019	2.71	2.61	2.62	0.92	0.87	0.88	0.133	0.005	0.003	0.446	0.487	0.487	0.11	0.11	0.10
EVALUATE	48	25,522	77,107	2.44	2.42	2.43	0.94	0.90	0.92	0.136	0.006	0.003	0.893	0.968	0.968	0.02	0.02	0.01
APPLYING	48	25,547	77,262	2.54	2.52	2.53	0.90	0.90	0.91	0.130	0.006	0.003	0.854	0.941	0.941	0.03	0.03	0.01
PERFORM	48	25,621	77,498	2.65	2.64	2.64	0.93	0.93	0.93	0.135	0.006	0.003	0.977	0.973	0.973	0.00	0.00	0.00
READASGN	48	25,417	76,769	2.52	2.64	2.65	0.95	1.01	1.00	0.136	0.006	0.004	0.405	0.367	0.367	-0.12	-0.12	-0.13
READOWN	48	25,435	76,795	2.15	2.09	2.09	1.01	1.01	0.99	0.146	0.006	0.004	0.682	0.715	0.715	0.06	0.06	0.05
WRITEANY	48	25,403	76,723	2.19	2.56	2.56	0.96	1.11	1.10	0.139	0.007	0.004	0.021	0.019	0.019	-0.33	-0.33	-0.34

a T-tests: institution vs. comparison group, 2-tailed, p<0.001.

b T-tests: institution vs. 2006 CCSSE Cohort, 2-tailed, p<0.001.

Community College Survey of Student Engagement
Ouachita Technical College
Summary Statistics: Part - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size			
	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort ^b	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	
	46	24,331	73,303	4.61	5.04	4.98	1.18	1.25	1.25	1.18	1.25	1.18	0.018	0.042	0.018	0.018	0.042	0.018	-0.30
EXAMS	46	24,331	73,303	4.61	5.04	4.98	1.18	1.25	1.25	1.18	1.25	1.18	0.018	0.042	0.018	0.018	0.042	0.018	-0.30
ENVSCHOL	48	25,400	76,765	2.92	2.89	2.88	0.90	0.84	0.85	0.90	0.84	0.85	0.827	0.749	0.827	0.749	0.827	0.749	0.05
ENVSUPRT	48	25,368	76,637	3.06	2.90	2.87	0.78	0.85	0.86	0.78	0.85	0.86	0.190	0.123	0.190	0.123	0.190	0.123	0.22
ENVDIVRS	48	25,277	76,353	2.48	2.34	2.37	0.92	0.98	0.99	0.92	0.98	0.99	0.322	0.436	0.322	0.436	0.322	0.436	0.11
ENVNACAD	48	25,292	76,367	2.06	1.87	1.83	0.91	0.94	0.93	0.91	0.94	0.93	0.164	0.088	0.164	0.088	0.164	0.088	0.25
ENVSOCAL	48	25,159	75,952	2.31	2.02	1.98	1.06	0.92	0.91	1.06	0.92	0.91	0.025	0.011	0.025	0.011	0.025	0.011	0.37
FINSUPP	48	25,188	76,004	2.75	2.32	2.22	1.14	1.11	1.10	1.14	1.11	1.10	0.008	0.004	0.008	0.004	0.008	0.004	0.48
ENVCOMP	48	25,331	76,537	3.33	2.94	2.92	0.81	0.99	0.99	0.81	0.99	0.99	0.006	0.004	0.006	0.004	0.006	0.004	0.42
ACADPR01	48	25,400	76,686	1.65	1.74	1.73	0.93	0.99	0.98	0.93	0.99	0.98	0.508	0.563	0.508	0.563	0.508	0.563	-0.10
PAYWORK	48	25,297	76,327	2.88	3.54	3.61	2.12	1.91	1.87	2.12	1.91	1.87	0.016	0.007	0.016	0.007	0.016	0.007	-0.39
COCURR01	47	25,326	76,451	0.15	0.18	0.17	0.36	0.57	0.56	0.36	0.57	0.56	0.743	0.804	0.743	0.804	0.743	0.804	-0.04
CAREDE01	47	25,294	76,262	2.45	2.29	2.06	2.11	2.17	2.12	2.11	2.17	2.12	0.630	0.211	0.630	0.211	0.630	0.211	0.18
COMMUTE	47	25,324	76,395	1.23	1.24	1.22	0.76	0.81	0.79	0.76	0.81	0.79	0.976	0.926	0.976	0.926	0.976	0.926	0.01
ENVSTU	48	25,374	76,618	5.40	5.56	5.44	1.55	1.32	1.35	1.55	1.32	1.35	0.399	0.837	0.399	0.837	0.399	0.837	-0.03
ENVFAC	48	25,415	76,722	5.69	5.76	5.68	1.22	1.27	1.27	1.22	1.27	1.27	0.695	0.977	0.695	0.977	0.695	0.977	0.00
ENVADM	48	25,361	76,524	5.33	5.11	4.93	1.34	1.55	1.57	1.34	1.55	1.57	0.326	0.074	0.326	0.074	0.326	0.074	0.26
NGENLED	48	25,330	76,480	2.92	2.86	2.83	0.94	0.88	0.89	0.94	0.88	0.89	0.627	0.511	0.627	0.511	0.627	0.511	0.09
GNWORK	47	25,289	76,343	2.60	2.56	2.47	1.04	1.02	1.03	1.04	1.02	1.03	0.793	0.407	0.793	0.407	0.793	0.407	0.12
GNWRITE	48	25,294	76,358	2.52	2.59	2.56	1.03	0.95	0.95	1.03	0.95	0.95	0.613	0.751	0.613	0.751	0.613	0.751	-0.05
GNSPKAK	48	25,257	76,283	2.42	2.50	2.48	1.11	0.96	0.97	1.11	0.96	0.97	0.564	0.673	0.564	0.673	0.564	0.673	-0.06
GNANALY	48	25,269	76,277	2.69	2.78	2.76	0.99	0.89	0.89	0.99	0.89	0.89	0.474	0.596	0.474	0.596	0.474	0.596	-0.10
GN SOLVE	46	25,218	76,147	2.54	2.49	2.46	1.00	1.01	1.01	1.00	1.01	1.01	0.711	0.586	0.711	0.586	0.711	0.586	0.08
GNCMPTS	48	25,244	76,200	2.88	2.62	2.57	1.00	1.02	1.03	1.00	1.02	1.03	0.086	0.038	0.086	0.038	0.086	0.038	0.30
GN OTHERS	48	25,300	76,325	2.75	2.65	2.60	0.91	0.92	0.93	0.91	0.92	0.93	0.456	0.260	0.456	0.260	0.456	0.260	0.16
GNINQ	48	25,290	76,322	2.94	2.85	2.82	0.91	0.88	0.90	0.91	0.88	0.90	0.507	0.352	0.507	0.352	0.507	0.352	0.13
GNSELF	47	25,271	76,237	2.66	2.51	2.48	0.96	1.00	1.01	0.96	1.00	1.01	0.320	0.224	0.320	0.224	0.320	0.224	0.18
GN DIVERS	48	25,232	76,139	2.38	2.22	2.23	1.04	1.00	1.00	1.04	1.00	1.00	0.266	0.329	0.266	0.329	0.266	0.329	0.14
GNETHICS	48	25,248	76,166	2.40	2.25	2.21	1.07	1.00	1.01	1.07	1.00	1.01	0.308	0.197	0.308	0.197	0.308	0.197	0.19
GNCOMMUN	48	25,201	75,999	2.15	1.94	1.89	1.07	0.94	0.94	1.07	0.94	0.94	0.122	0.055	0.122	0.055	0.122	0.055	0.28
CARGOAL	48	25,269	76,224	2.71	2.56	2.51	1.03	1.01	1.02	1.03	1.01	1.02	0.308	0.174	0.308	0.174	0.308	0.174	0.20

a T-tests: institution vs. comparison group; 2-tailed, p<0.001.

b T-tests: institution vs. 2006 CCSSE Cohort; 2-tailed, p<0.001.

Community College Survey of Student Engagement
Ouachita Technical College
Summary Statistics: Part - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size		
	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort ^b	Your College	Other Small Colleges	2006 CCSSE Cohort
	GAINCAR	48	25,308	76,370	2.50	2.45	2.39	0.95	1.02	1.03	0.136	0.006	0.004	0.136	0.006	0.004	0.719	0.459
USEACAD	43	22,029	66,331	1.72	1.73	1.69	0.63	0.67	0.67	0.096	0.005	0.003	0.096	0.005	0.003	0.913	0.727	0.05
USEACOU	39	18,892	57,102	1.31	1.41	1.41	0.57	0.60	0.60	0.091	0.004	0.003	0.091	0.004	0.003	0.292	0.289	-0.17
USEJOBPL	26	13,303	40,289	1.38	1.22	1.21	0.64	0.51	0.49	0.125	0.004	0.002	0.125	0.004	0.002	0.104	0.062	0.37
USETUTOR	30	16,363	49,598	1.43	1.41	1.42	0.57	0.64	0.65	0.104	0.005	0.003	0.104	0.005	0.003	0.823	0.880	0.03
USELAB	35	17,727	53,523	1.80	1.68	1.65	0.76	0.76	0.76	0.128	0.006	0.003	0.128	0.006	0.003	0.360	0.255	0.19
USECHLD	19	9,817	29,604	1.26	1.19	1.16	0.56	0.52	0.48	0.129	0.005	0.003	0.129	0.005	0.003	0.540	0.324	0.23
USEFAADV	30	18,178	52,542	1.63	1.81	1.75	0.72	0.78	0.78	0.131	0.006	0.003	0.131	0.006	0.003	0.207	0.432	-0.14
USECOMLB	43	20,056	60,296	2.23	1.99	1.96	0.68	0.80	0.81	0.104	0.006	0.003	0.104	0.006	0.003	0.047	0.026	0.34
USESTORG	28	13,412	39,748	1.18	1.28	1.26	0.48	0.56	0.55	0.090	0.005	0.003	0.090	0.005	0.003	0.334	0.437	-0.15
USETRCRD	27	14,552	45,193	1.52	1.52	1.51	0.64	0.67	0.67	0.124	0.006	0.003	0.124	0.006	0.003	0.998	0.929	0.00
USEDISAB	20	9,233	28,387	1.35	1.28	1.26	0.67	0.61	0.60	0.150	0.006	0.004	0.150	0.006	0.004	0.618	0.522	0.11
SATACAD	37	19,248	56,611	2.22	2.25	2.19	0.58	0.64	0.65	0.096	0.005	0.003	0.096	0.005	0.003	0.754	0.819	0.04
SATACOU	25	13,656	40,045	2.20	2.04	2.02	0.71	0.71	0.71	0.141	0.006	0.004	0.141	0.006	0.004	0.257	0.209	0.25
SATJOBPL	16	8,101	22,983	1.94	1.79	1.76	0.77	0.74	0.72	0.193	0.008	0.005	0.193	0.008	0.005	0.419	0.333	0.24
SATTUTOR	21	10,755	31,809	2.29	2.10	2.10	0.72	0.74	0.73	0.156	0.007	0.004	0.156	0.007	0.004	0.239	0.233	0.26
SATLAB	30	13,036	38,076	2.27	2.22	2.22	0.74	0.68	0.68	0.135	0.006	0.003	0.135	0.006	0.003	0.722	0.716	0.07
SATCHLD	12	5,159	14,227	1.50	1.73	1.70	0.80	0.79	0.77	0.230	0.011	0.006	0.230	0.011	0.006	0.319	0.375	-0.26
SATFAADV	22	14,956	41,047	2.18	2.20	2.14	0.80	0.76	0.77	0.169	0.006	0.004	0.169	0.006	0.004	0.895	0.804	0.05
SATCOMLB	39	17,071	50,139	2.51	2.46	2.45	0.60	0.65	0.64	0.096	0.005	0.003	0.096	0.005	0.003	0.595	0.542	0.10
SATSTORG	17	8,150	22,717	1.82	1.89	1.87	0.73	0.71	0.71	0.176	0.008	0.005	0.176	0.008	0.005	0.702	0.786	-0.07
SATTRCRD	21	10,847	32,625	1.81	2.06	2.04	0.75	0.74	0.73	0.164	0.007	0.004	0.164	0.007	0.004	0.113	0.151	-0.31
SATDISAB	12	5,766	16,423	2.17	1.97	1.94	0.83	0.79	0.79	0.241	0.010	0.006	0.241	0.010	0.006	0.378	0.330	0.28
IMPACAD	45	24,213	72,759	2.47	2.45	2.44	0.63	0.71	0.72	0.093	0.005	0.003	0.093	0.005	0.003	0.909	0.828	0.03
IMPACOU	44	23,923	71,843	2.30	2.21	2.23	0.70	0.82	0.82	0.106	0.005	0.003	0.106	0.005	0.003	0.474	0.573	0.11
IMPJOBPL	45	23,574	70,785	1.87	1.95	1.95	0.81	0.87	0.86	0.121	0.006	0.003	0.121	0.006	0.003	0.522	0.528	-0.09
IMPJTUTOR	43	23,560	70,752	2.07	2.00	2.01	0.83	0.84	0.84	0.126	0.005	0.003	0.126	0.005	0.003	0.582	0.664	0.07
IMPLAB	45	23,500	70,547	2.02	2.11	2.12	0.81	0.83	0.83	0.121	0.005	0.003	0.121	0.005	0.003	0.459	0.428	-0.12
IMPCHLD	45	23,438	70,130	1.71	1.70	1.69	0.82	0.87	0.86	0.122	0.006	0.003	0.122	0.006	0.003	0.939	0.886	0.01
IMPFAADV	43	23,611	70,755	2.26	2.33	2.28	0.82	0.85	0.87	0.125	0.006	0.003	0.125	0.006	0.003	0.589	0.862	-0.03

a T-tests: institution vs. comparison group; 2-tailed, p<0.001.

b T-tests: institution vs. 2006 CCSSE Cohort; 2-tailed, p<0.001.

Community College Survey of Student Engagement
Ouachita Technical College
Summary Statistics: Part - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size		
	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort ^b	Your College	Other Small Colleges	2006 CCSSE Cohort
	IMPCOMLB	44	23,694	71,129	2.59	2.35	2.34	0.62	0.80	0.80	0.094	0.005	0.003	0.041	0.036	0.31	0.32	0.06
IMPSTORG	43	23,250	69,787	1.77	1.72	1.72	0.72	0.78	0.78	0.110	0.005	0.003	0.711	0.710	0.06	0.06	-0.09	-0.13
IMPTRORD	45	23,652	70,802	2.04	2.12	2.16	0.88	0.88	0.88	0.131	0.006	0.003	0.568	0.378	-0.09	-0.13	0.05	0.06
IMPDISAB	45	23,500	70,438	2.02	1.97	1.97	0.92	0.93	0.93	0.137	0.006	0.003	0.724	0.693	0.05	0.06	0.01	-0.03
WRKFULL	48	25,227	76,142	2.17	2.15	2.20	1.21	1.17	1.18	0.174	0.007	0.004	0.936	0.856	0.01	-0.03	0.05	0.07
CAREDEP	48	25,180	75,952	2.00	1.94	1.92	1.11	1.08	1.08	0.160	0.007	0.004	0.711	0.625	0.05	0.07	0.11	0.07
ACADUNP	48	25,083	75,665	1.69	1.59	1.63	0.99	0.88	0.91	0.143	0.006	0.003	0.434	0.644	0.11	0.07	-0.30	-0.28
LACKFIN	48	25,156	75,909	2.04	2.40	2.38	1.13	1.19	1.19	0.163	0.008	0.004	0.035	0.049	-0.30	-0.28	0.14	0.03
TRANSFER	48	25,149	75,867	2.38	2.20	2.34	1.20	1.21	1.24	0.173	0.008	0.004	0.329	0.850	0.14	0.03	-0.14	-0.10
FRNDSUPP	48	25,238	76,181	3.15	3.27	3.23	0.80	0.87	0.88	0.115	0.005	0.003	0.318	0.502	-0.14	-0.10	0.00	0.00
FAMSUPP	48	25,201	75,994	3.48	3.51	3.48	0.77	0.78	0.80	0.111	0.005	0.003	0.799	0.992	-0.04	0.00	-0.16	-0.16
TOTCHRS	48	25,071	75,629	1.63	1.86	1.86	1.25	1.50	1.49	0.180	0.009	0.005	0.272	0.265	-0.16	-0.16	-0.06	-0.06
OTHINST	48	25,168	75,715	1.35	1.42	1.41	0.91	0.99	0.97	0.131	0.006	0.004	0.662	0.670	-0.06	-0.06	0.13	0.16
ENTIREXP	48	25,167	75,754	3.27	3.19	3.16	0.71	0.67	0.67	0.102	0.004	0.002	0.381	0.263	0.13	0.16		

a T-tests: institution vs. comparison group; 2-tailed, p<0.001.

b T-tests: institution vs. 2006 CCSSE Cohort; 2-tailed, p<0.001.

Community College Survey of Student Engagement
Ouachita Technical College
Summary Statistics: Full - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size		
	Other Small Colleges	2006 CCSSE Cohort	Year College	Other Small Colleges	2006 CCSSE Cohort	Year College	Other Small Colleges	2006 CCSSE Cohort	Year College	Other Small Colleges	2006 CCSSE Cohort	Year College	Other Small Colleges	2006 CCSSE Cohort ^a	Year College	Other Small Colleges	2006 CCSSE Cohort	Year College
	239	171,147	3.18	2.97	2.94	0.79	0.84	0.84	0.051	0.003	0.002	0.000	0.000	0.000	0.25	0.28		
CLQUEST	239	171,147	3.18	2.97	2.94	0.79	0.84	0.84	0.051	0.003	0.002	0.000	0.000	0.000	0.25	0.28		
CLPRESEN	239	170,555	2.30	2.20	2.23	0.93	0.89	0.89	0.060	0.003	0.002	0.082	0.234	0.11	0.08			
REWIROPAP	237	170,038	2.70	2.62	2.64	1.01	0.99	1.00	0.066	0.004	0.002	0.214	0.388	0.08	0.06			
INTEGRAT	239	170,239	2.97	2.86	2.90	0.86	0.88	0.86	0.055	0.003	0.002	0.048	0.214	0.13	0.08			
CLUNPREP	239	169,672	2.09	1.95	1.99	0.86	0.75	0.75	0.055	0.003	0.002	0.005	0.041	0.18	0.13			
CLASSGRP	237	169,445	2.75	2.59	2.57	0.80	0.84	0.84	0.052	0.003	0.002	0.003	0.001	0.20	0.22			
OCCGRP	235	169,925	1.98	2.05	2.01	0.90	0.91	0.90	0.058	0.004	0.002	0.251	0.605	-0.07	-0.03			
TUTOR	238	170,369	1.54	1.48	1.46	0.86	0.77	0.76	0.056	0.003	0.002	0.202	0.093	0.08	0.11			
COMMPROJ	237	169,740	1.32	1.38	1.37	0.66	0.71	0.70	0.043	0.003	0.002	0.153	0.269	-0.09	-0.07			
INTERNET	239	169,673	2.99	2.93	2.96	0.97	0.98	0.97	0.063	0.004	0.002	0.371	0.635	0.06	0.03			
EMAIL	239	169,944	2.49	2.42	2.49	1.01	1.04	1.01	0.065	0.004	0.002	0.311	0.984	0.07	0.00			
FACGRADE	236	169,951	2.77	2.63	2.60	0.91	0.84	0.84	0.059	0.003	0.002	0.013	0.002	0.16	0.20			
FACPLANS	236	169,794	2.39	2.20	2.13	0.93	0.90	0.89	0.061	0.003	0.002	0.001	0.000	0.21	0.29			
FACIDEAS	237	169,621	2.05	1.86	1.82	0.91	0.85	0.84	0.059	0.003	0.002	0.000	0.000	0.23	0.28			
FACFEED	233	169,763	2.82	2.68	2.66	0.82	0.84	0.83	0.054	0.003	0.002	0.011	0.004	0.17	0.19			
WORKHARD	237	170,003	2.72	2.61	2.59	0.92	0.86	0.86	0.059	0.003	0.002	0.048	0.019	0.13	0.15			
FACOTH	234	168,560	1.62	1.53	1.48	0.87	0.79	0.76	0.057	0.003	0.002	0.063	0.003	0.12	0.19			
OOCIDEAS	236	170,427	2.69	2.62	2.61	0.89	0.91	0.91	0.058	0.004	0.002	0.206	0.180	0.08	0.09			
DIVRSTUD	237	170,403	2.61	2.42	2.47	1.01	1.04	1.04	0.066	0.004	0.003	0.005	0.041	0.18	0.13			
DIFFSTUD	238	170,268	2.54	2.46	2.48	1.00	1.00	1.00	0.065	0.004	0.002	0.184	0.348	0.09	0.06			
SKIPCLAS	238	170,548	1.61	1.66	1.70	0.70	0.68	0.69	0.045	0.003	0.002	0.234	0.038	-0.08	-0.13			
MEMORIZE	238	170,967	3.05	2.88	2.88	0.81	0.87	0.86	0.053	0.003	0.002	0.002	0.002	0.20	0.20			
ANALYZE	237	170,513	2.95	2.84	2.87	0.84	0.82	0.82	0.055	0.003	0.002	0.040	0.135	0.13	0.10			
SYNTHEsz	238	169,935	2.84	2.73	2.75	0.89	0.86	0.85	0.058	0.003	0.002	0.058	0.101	0.12	0.11			
EVALUATE	238	170,209	2.71	2.61	2.63	0.91	0.89	0.89	0.059	0.003	0.002	0.081	0.150	0.11	0.09			
APPLYING	237	170,400	2.83	2.70	2.70	0.88	0.89	0.89	0.057	0.003	0.002	0.031	0.027	0.14	0.14			
PERFORM	238	170,892	3.06	2.83	2.80	0.88	0.90	0.90	0.057	0.003	0.002	0.000	0.000	0.25	0.29			
READASGN	235	169,587	3.08	3.12	3.12	1.04	1.03	1.02	0.068	0.004	0.002	0.545	0.532	-0.04	-0.04			
READOWN	234	169,753	2.02	2.05	2.07	0.96	1.01	1.00	0.062	0.004	0.002	0.615	0.421	-0.03	-0.05			
WRITEANY	235	169,581	2.74	3.09	3.15	1.02	1.09	1.08	0.066	0.004	0.003	0.000	0.000	-0.32	-0.38			

a T-tests: institution vs. comparison group, 2-tailed, p<0.001.

b T-tests: institution vs. 2006 CCSSE Cohort, 2-tailed, p<0.001.

Community College Survey of Student Engagement
Ouachita Technical College
Summary Statistics: Full - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size		
	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College	Other Small Colleges	2006 CCSSE Cohort ^b	Your College	Other Small Colleges	2006 CCSSE Cohort	Your College
EXAMS	226	63,977	163,571	5.23	5.09	5.04	1.12	1.16	1.15	0.075	0.005	0.003	0.082	0.018	0.12	0.16		
ENVSCHOL	235	66,271	169,865	3.17	3.02	3.01	0.85	0.83	0.83	0.055	0.003	0.002	0.005	0.003	0.18	0.19		
ENVSUPRT	235	66,191	169,686	3.09	2.99	2.96	0.83	0.85	0.85	0.054	0.003	0.002	0.059	0.020	0.12	0.15		
ENVDIVRS	235	66,123	169,413	2.76	2.48	2.50	0.99	1.00	1.00	0.065	0.004	0.002	0.000	0.000	0.28	0.26		
ENVNACAD	235	66,161	169,498	2.32	1.99	1.94	1.02	0.97	0.95	0.067	0.004	0.002	0.000	0.000	0.34	0.39		
ENVSOCAL	234	65,869	168,777	2.34	2.19	2.14	0.92	0.94	0.93	0.060	0.004	0.002	0.017	0.001	0.16	0.21		
FINSUPP	235	66,023	169,075	2.76	2.61	2.53	1.10	1.09	1.10	0.072	0.004	0.003	0.037	0.001	0.14	0.21		
ENVCOMP	235	66,231	169,704	3.31	3.23	3.22	0.84	0.86	0.86	0.055	0.003	0.002	0.146	0.10	0.10	0.10		
ACADPR01	234	66,071	169,289	2.05	2.08	2.09	1.15	1.17	1.15	0.075	0.005	0.003	0.641	0.576	-0.03	-0.04		
PAYWORK	233	65,918	168,872	2.65	2.58	2.75	1.94	1.96	1.93	0.127	0.008	0.005	0.584	0.454	0.04	-0.05		
COCURR01	234	65,972	169,077	0.33	0.44	0.38	0.69	0.92	0.86	0.045	0.004	0.002	0.072	0.339	-0.12	-0.06		
CAREDE01	232	65,872	168,752	2.19	1.70	1.54	2.17	2.03	1.94	0.142	0.008	0.005	0.000	0.000	0.24	0.33		
COMMUTE	233	65,979	168,967	1.35	1.46	1.43	0.85	1.02	0.97	0.056	0.004	0.002	0.105	0.169	-0.11	-0.09		
ENVSTU	234	66,149	169,417	5.72	5.64	5.51	1.24	1.29	1.33	0.081	0.005	0.003	0.334	0.016	0.06	0.16		
ENVFAC	233	66,203	169,550	5.75	5.64	5.56	1.16	1.27	1.26	0.076	0.005	0.003	0.169	0.020	0.09	0.15		
ENVADM	234	66,190	169,448	5.27	5.05	4.89	1.48	1.57	1.58	0.097	0.006	0.004	0.037	0.000	0.14	0.24		
NGENLED	232	66,128	169,394	3.12	3.03	3.03	0.81	0.81	0.81	0.053	0.003	0.002	0.081	0.086	0.11	0.11		
GNWORK	232	66,037	169,099	2.84	2.74	2.62	0.99	0.99	1.01	0.065	0.004	0.002	0.113	0.001	0.10	0.22		
GNWRITE	231	66,053	169,212	2.91	2.79	2.79	0.83	0.89	0.89	0.054	0.003	0.002	0.042	0.041	0.13	0.13		
GNSPEAK	231	66,052	169,191	2.75	2.71	2.69	0.92	0.92	0.93	0.060	0.004	0.002	0.437	0.277	0.05	0.07		
GNANALY	231	66,008	169,077	3.14	2.94	2.92	0.75	0.85	0.85	0.049	0.003	0.002	0.001	0.000	0.23	0.25		
GNSOLVE	230	66,005	169,044	2.99	2.70	2.69	0.80	0.94	0.94	0.053	0.004	0.002	0.000	0.000	0.31	0.32		
GNCMPTS	229	66,001	169,048	3.05	2.87	2.82	0.91	0.95	0.97	0.060	0.004	0.002	0.005	0.000	0.19	0.24		
GNOTHERS	231	66,024	169,126	3.02	2.84	2.78	0.84	0.89	0.89	0.055	0.003	0.002	0.002	0.000	0.20	0.27		
GNINQ	231	66,046	169,120	3.08	2.96	2.92	0.85	0.86	0.87	0.056	0.003	0.002	0.033	0.007	0.14	0.18		
GNSSELF	230	65,962	168,970	2.81	2.67	2.63	0.95	0.99	1.00	0.062	0.004	0.002	0.028	0.005	0.15	0.18		
GNDIVERS	230	65,932	168,865	2.59	2.42	2.42	0.96	1.01	1.00	0.063	0.004	0.002	0.013	0.011	0.16	0.17		
GNETHICS	230	65,968	168,912	2.53	2.45	2.40	0.99	1.00	1.00	0.065	0.004	0.002	0.177	0.040	0.09	0.14		
GNCOMMUN	231	65,881	168,637	2.22	2.08	2.02	1.00	0.97	0.96	0.066	0.004	0.002	0.033	0.002	0.14	0.20		
CARGOAL	231	66,017	169,063	2.87	2.79	2.72	0.95	0.97	0.99	0.062	0.004	0.002	0.183	0.021	0.09	0.15		

a T-testis: institution vs. comparison group; 2-tailed, p<0.001.

b T-testis: institution vs. 2006 CCSSE Cohort; 2-tailed, p<0.001.

Community College Survey of Student Engagement
Ouachita Technical College
Summary Statistics: Full - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size		
	Other Small Colleges			Your College			Other Small Colleges			Your College			Other Small Colleges			Other Small Colleges		
	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort	2006 Cohort
GAINCAR	231	66,091	169,280	2.74	2.70	2.63	1.04	1.00	1.01	0.068	0.004	0.002	0.572	0.092	0.04	0.11		
USEACAD	216	60,854	155,709	1.90	1.85	1.81	0.69	0.69	0.68	0.047	0.003	0.002	0.228	0.037	0.08	0.14		
USECACOU	197	53,202	135,503	1.51	1.47	1.46	0.63	0.64	0.63	0.045	0.003	0.002	0.370	0.250	0.06	0.08		
USEJOBPL	138	39,815	99,437	1.34	1.34	1.29	0.64	0.60	0.57	0.055	0.003	0.002	0.971	0.337	0.00	0.08		
USEUTUTOR	172	47,881	121,947	1.47	1.50	1.49	0.63	0.69	0.68	0.048	0.003	0.002	0.539	0.591	-0.05	-0.04		
USELAB	182	51,578	131,036	2.19	1.82	1.78	0.85	0.79	0.78	0.063	0.003	0.002	0.000	0.000	0.47	0.53		
USECHLD	89	26,765	67,452	1.37	1.26	1.21	0.73	0.61	0.55	0.077	0.004	0.002	0.081	0.006	0.19	0.29		
USEFAADV	198	54,128	132,681	2.05	1.97	1.91	0.74	0.77	0.78	0.053	0.003	0.002	0.144	0.014	0.10	0.18		
USECOMLB	213	59,048	150,580	2.28	2.27	2.25	0.80	0.77	0.77	0.055	0.003	0.002	0.855	0.579	0.01	0.04		
USESTORG	146	43,099	106,125	1.49	1.47	1.43	0.70	0.69	0.67	0.058	0.003	0.002	0.805	0.281	0.02	0.09		
USETRORD	140	41,049	108,588	1.54	1.59	1.60	0.68	0.71	0.71	0.058	0.003	0.002	0.420	0.358	-0.07	-0.08		
USEDISAB	97	26,522	66,981	1.41	1.37	1.34	0.66	0.67	0.65	0.067	0.004	0.003	0.492	0.247	0.07	0.12		
SATACAD	203	55,854	141,386	2.29	2.27	2.22	0.60	0.63	0.64	0.042	0.003	0.002	0.650	0.113	0.03	0.11		
SATCACOU	167	41,411	102,635	2.16	2.08	2.05	0.66	0.71	0.70	0.051	0.003	0.002	0.114	0.042	0.12	0.16		
SATJOBPL	107	28,214	65,815	2.03	1.91	1.86	0.73	0.74	0.73	0.071	0.004	0.003	0.087	0.017	0.17	0.23		
SATTUTOR	137	34,912	86,587	2.15	2.17	2.16	0.70	0.71	0.71	0.060	0.004	0.002	0.684	0.761	-0.04	-0.03		
SATLAB	161	41,512	102,338	2.43	2.28	2.27	0.67	0.65	0.66	0.053	0.003	0.002	0.002	0.002	0.24	0.25		
SATCHLD	64	15,923	36,880	2.20	1.82	1.79	0.82	0.79	0.78	0.102	0.006	0.004	0.000	0.000	0.48	0.53		
SATFAADV	193	48,363	114,635	2.29	2.27	2.22	0.70	0.73	0.74	0.050	0.003	0.002	0.679	0.194	0.03	0.09		
SATCOMLB	207	54,726	137,987	2.60	2.54	2.54	0.56	0.60	0.60	0.039	0.003	0.002	0.152	0.148	0.10	0.10		
SATSTORG	116	31,438	73,407	2.06	2.04	2.01	0.69	0.69	0.70	0.064	0.004	0.003	0.731	0.425	0.03	0.07		
SATTRORD	115	32,759	84,952	2.23	2.07	2.06	0.74	0.72	0.72	0.069	0.004	0.002	0.021	0.014	0.22	0.23		
SATDISAB	77	18,643	43,974	2.23	2.07	2.04	0.78	0.77	0.78	0.088	0.006	0.004	0.062	0.033	0.21	0.24		
IMPACAD	226	63,702	162,823	2.62	2.56	2.56	0.54	0.63	0.63	0.036	0.003	0.002	0.152	0.131	0.10	0.10		
IMPACOU	224	63,084	161,001	2.43	2.33	2.33	0.72	0.76	0.76	0.048	0.003	0.002	0.050	0.051	0.13	0.13		
IMPJOBPL	222	62,367	159,041	2.22	2.13	2.08	0.81	0.83	0.83	0.055	0.003	0.002	0.098	0.013	0.11	0.17		
IMPTUTOR	220	62,343	159,106	2.28	2.15	2.14	0.77	0.81	0.81	0.052	0.003	0.002	0.012	0.012	0.17	0.17		
IMPLAB	219	62,085	158,544	2.44	2.25	2.25	0.72	0.77	0.78	0.048	0.003	0.002	0.000	0.000	0.25	0.25		
IMPCHLD	222	61,705	157,339	1.94	1.78	1.76	0.90	0.87	0.87	0.060	0.004	0.002	0.006	0.002	0.18	0.21		
IMPFAADV	223	62,371	158,969	2.71	2.54	2.48	0.56	0.74	0.77	0.038	0.003	0.002	0.000	0.000	0.24	0.29		

a T-tests: institution vs. comparison group, 2-tailed, p<0.001.

b T-tests: institution vs. 2006 CCSSE Cohort, 2-tailed, p<0.001.

Community College Survey of Student Engagement
Ouachita Technical College
Summary Statistics: Full - Time Students

Variable Names	# of respondents		mean		standard deviation		std error of the mean		significance		effect size	
	Your College	Other Small Colleges	Your College	Other Small Colleges	Your College	Other Small Colleges	Your College	Other Small Colleges	Other Small Colleges	2006 CCSSE Cohort ^b	Other Small Colleges	2006 CCSSE Cohort
		2006 CCSSE Cohort										
IMPCOMLB	220	159,781	2.63	2.57	0.58	0.66	0.039	0.003	0.002	0.171	0.09	0.10
IMPSTORG	218	156,934	2.02	1.93	0.76	0.78	0.052	0.003	0.002	0.093	0.11	0.15
IMPTRORD	220	158,729	2.28	2.24	0.85	0.83	0.057	0.003	0.002	0.492	0.05	-0.01
IMPDISAB	217	158,192	2.17	2.10	0.91	0.91	0.062	0.004	0.002	0.278	0.07	0.09
WRKFULL	231	168,463	2.16	2.11	1.19	1.16	0.079	0.005	0.003	0.451	0.05	0.04
CAREDEP	231	168,219	2.05	1.93	1.09	1.07	0.071	0.004	0.003	0.085	0.11	0.14
ACADUNP	230	167,685	1.78	1.65	1.04	0.91	0.069	0.004	0.002	0.025	0.15	0.10
LACKFIN	230	168,050	2.60	2.45	1.19	1.20	0.079	0.005	0.003	0.044	0.13	0.16
TRANSFER	228	168,256	2.46	2.44	1.26	1.25	0.084	0.005	0.003	0.730	0.02	-0.12
FRNDSUPP	230	168,563	3.33	3.28	0.86	0.88	0.057	0.003	0.002	0.349	0.06	0.11
FAMSUPP	230	168,102	3.62	3.57	0.69	0.75	0.045	0.003	0.002	0.316	0.07	0.11
TOTCHRS	231	167,166	1.73	2.21	1.41	1.45	0.093	0.006	0.004	0.000	-0.33	-0.32
OTHINST	235	167,277	1.54	1.39	1.32	1.11	0.086	0.004	0.003	0.038	0.14	0.12
ENTIREXP	235	167,266	3.26	3.15	0.65	0.69	0.042	0.003	0.002	0.018	0.15	0.18

a T-tests: institution vs. comparison group; 2-tailed, p<0.001.

b T-tests: institution vs. 2006 CCSSE Cohort; 2-tailed, p<0.001.

FREQUENCY DISTRIBUTIONS



Frequency Distributions

This report summarizes the observed frequencies of occurrence (counts and percentages) of the values for each item on *The Community College Student Report*. Data are presented for all, part-time, and full-time students at your college, a comparison group, and the 2006 CCSSE Cohort (i.e. all students who participated in CCSSE from 2004 through 2006).

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

2006 Frequency Distributions

Ouachita Technical College

	Part-Time				Full-Time				All Students (weighted data *)					
	Your College		Other Small Colleges		Your College		Other Small Colleges		Your College		Other Small Colleges		2006 CCSSE Cohort	
	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													
	Started elsewhere													
	Total													
	Total													
4a. Asked questions in class or contributed to class discussions	Never													
	Sometimes													
	Often													
	Very often													
4b. Made a class presentation	Total													
	Total													
	Total													
	Total													
4c. Prepared two or more drafts of a paper or assignment before turning it in	Never													
	Sometimes													
	Often													
	Very often													
4d. Worked on a paper or project that required integrating ideas or information from various sources	Total													
	Total													
	Total													
	Total													
4e. Came to class without completing readings or assignments	Never													
	Sometimes													
	Often													
	Very often													
4f. Worked with other students on projects during class	Total													
	Total													
	Total													
	Total													
4g. Worked with classmates outside of class to prepare class assignments	Never													
	Sometimes													
	Often													
	Very often													
4h. Tutored or taught other students (paid or voluntary)	Total													
	Total													
	Total													
	Total													
4i. Participated in a community-based project as a part of a regular course	Never													
	Sometimes													
	Often													
	Very often													
Total														

* 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.

2006 Frequency Distributions

	Part-Time										Full-Time										All Students (weighted data *)																																																																				
	Your College		Other Small Colleges		2006 CCSSE Cohort		Your College		Other Small Colleges		2006 CCSSE Cohort		Your College		Other Small Colleges		2006 CCSSE Cohort		Your College		Other Small Colleges		2006 CCSSE Cohort																																																																		
	Count	Col %	Count	Col %	Count	Col %	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	8	16.7	4731	18.6	14445	18.7	8.4	6145	9.3	14517	8.6	38	13.4	13243	14.5	35876	14.5	18	37.5	7123	28.0	21781	28.3	54	22.6	15664	23.7	39551	23.3	91	31.6	23995	26.2	64874	26.3	9	18.8	7234	28.4	21594	28.0	74	31.0	20971	31.7	54189	31.9	68	23.6	27362	29.9	73174	29.7	13	27.1	6383	25.1	19222	25.0	91	38.1	23371	35.3	61416	36.2	90	31.4	27013	29.5	72759	29.5	48	100.0	25471	100.0	77042	100.0	239	100.0	66151	100.0	169673	100.0	287	100.0	91612	100.0	246683	100.0
	12	26.1	8104	31.8	22924	29.7	44	18.4	14692	22.2	31502	18.5	64	23.0	25551	27.9	62602	25.4	18	39.1	8847	34.7	27852	36.1	81	33.9	21874	33.0	58015	34.1	104	37.0	30966	33.8	86911	35.2	8	17.4	5131	20.1	16209	21.0	67	28.0	16760	25.3	45229	27.0	61	21.7	20561	22.4	57956	23.5	8	17.4	3384	13.3	10091	13.1	47	19.7	12927	19.5	34498	20.3	51	18.3	14570	15.9	39409	16.0																	
	46	100.0	25466	100.0	77076	100.0	239	100.0	66253	100.0	169944	100.0	280	100.0	91647	100.0	246879	100.0	46	100.0	25466	100.0	77076	100.0	239	100.0	66253	100.0	169944	100.0	280	100.0	91647	100.0	246879	100.0																																																					
	7	14.6	2923	11.5	9531	12.4	21	8.9	4166	6.3	11806	6.9	35	12.4	8310	9.1	24876	10.1	20	41.7	12164	47.7	36951	47.9	68	28.8	27713	41.8	72569	42.7	105	36.6	41333	45.1	113034	45.9	16	33.3	7435	29.2	21951	28.5	92	39.0	22851	34.5	57373	33.8	102	35.5	29047	31.7	79950	30.7																																			
	5	10.4	2976	11.7	8675	11.3	55	23.3	11549	17.4	28203	16.6	44	15.5	13052	14.2	33189	13.4	5	10.4	2976	11.7	8675	11.3	55	23.3	11549	17.4	28203	16.6	44	15.5	13052	14.2	33189	13.4	5	10.4	2976	11.7	8675	11.3	55	23.3	11549	17.4	28203	16.6	44	15.5	13052	14.2	33189	13.4																																			
4m. Talked about career plans with an instructor or advisor	8	16.7	8959	35.2	29274	38.0	36	15.3	14758	22.3	42557	25.1	46	16.1	26716	29.2	79984	32.4	8	16.7	8959	35.2	29274	38.0	36	15.3	14758	22.3	42557	25.1	46	16.1	26716	29.2	79984	32.4	8	16.7	8959	35.2	29274	38.0	36	15.3	14758	22.3	42557	25.1	46	16.1	26716	29.2	79984	32.4	24	50.0	11262	44.2	33091	43.0	110	46.6	29883	45.2	77087	45.4	139	48.7	40942	44.7	106641	44.0																	
	12	25.0	3845	15.1	10870	14.1	52	22.0	14929	22.6	35126	20.7	68	23.8	17046	18.6	41827	17.0	12	25.0	3845	15.1	10870	14.1	52	22.0	14929	22.6	35126	20.7	68	23.8	17046	18.6	41827	17.0	12	25.0	3845	15.1	10870	14.1	52	22.0	14929	22.6	35126	20.7	68	23.8	17046	18.6	41827	17.0																																			
	4	8.3	1410	5.5	3745	4.9	38	16.1	6612	10.0	15024	8.8	32	11.4	6944	7.6	16187	6.6	4	8.3	1410	5.5	3745	4.9	38	16.1	6612	10.0	15024	8.8	32	11.4	6944	7.6	16187	6.6	4	8.3	1410	5.5	3745	4.9	38	16.1	6612	10.0	15024	8.8	32	11.4	6944	7.6	16187	6.6																																			
	48	100.0	25476	100.0	76980	100.0	236	100.0	66182	100.0	169794	100.0	286	100.0	91647	100.0	246639	100.0	48	100.0	25476	100.0	76980	100.0	236	100.0	66182	100.0	169794	100.0	286	100.0	91647	100.0	246639	100.0																																																					
	21	44.7	13189	51.8	41059	53.4	72	30.4	25740	38.9	69560	41.0	110	39.0	41851	45.7	118513	46.1	21	44.7	13189	51.8	41059	53.4	72	30.4	25740	38.9	69560	41.0	110	39.0	41851	45.7	118513	46.1	21	44.7	13189	51.8	41059	53.4	72	30.4	25740	38.9	69560	41.0	110	39.0	41851	45.7	118513	46.1																																			
4n. Discussed ideas from your readings or classes with instructors outside of class	19	40.4	8983	35.3	26267	34.2	101	42.6	27555	41.7	69173	40.8	117	41.3	35082	38.3	91237	37.0	19	40.4	8983	35.3	26267	34.2	101	42.6	27555	41.7	69173	40.8	117	41.3	35082	38.3	91237	37.0	19	40.4	8983	35.3	26267	34.2	101	42.6	27555	41.7	69173	40.8	117	41.3	35082	38.3	91237	37.0	5	10.6	2484	9.7	7133	9.3	44	18.6	9478	14.3	22753	13.4	39	13.8	10846	11.9	27138	11.0																	
	2	4.3	809	3.2	2394	3.1	20	8.4	3384	5.1	8115	4.8	17	5.9	3730	4.1	9393	3.8	2	4.3	809	3.2	2394	3.1	20	8.4	3384	5.1	8115	4.8	17	5.9	3730	4.1	9393	3.8	2	4.3	809	3.2	2394	3.1	20	8.4	3384	5.1	8115	4.8	17	5.9	3730	4.1	9393	3.8																																			
	47	100.0	25425	100.0	76853	100.0	237	100.0	66157	100.0	169621	100.0	282	100.0	91500	100.0	246281	100.0	47	100.0	25425	100.0	76853	100.0	237	100.0	66157	100.0	169621	100.0	282	100.0	91500	100.0	246281	100.0																																																					
	1	2.2	2260	8.9	7292	9.5	9	3.9	4397	6.6	11597	6.8	8	2.8	7333	8.0	20801	8.4	1	2.2	2260	8.9	7292	9.5	9	3.9	4397	6.6	11597	6.8	8	2.8	7333	8.0	20801	8.4	1	2.2	2260	8.9	7292	9.5	9	3.9	4397	6.6	11597	6.8	8	2.8	7333	8.0	20801	8.4																																			
	17	37.0	9905	38.9	29376	38.2	97	41.6	26221	39.6	66860	37.4	107	38.8	35834	39.1	95303	38.7	17	37.0	9905	38.9	29376	38.2	97	41.6	26221	39.6	66860	37.4	107	38.8	35834	39.1	95303	38.7	17	37.0	9905	38.9	29376	38.2	97	41.6	26221	39.6	66860	37.4	107	38.8	35834	39.1	95303	38.7																																			
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	8	17.4	4446	17.4	13022	16.9	51	21.9	11484	17.3	28299	16.7	53	19.2	15817	17.3	41263	16.7	8	17.4	4446	17.4	13022	16.9	51	21.9	11484	17.3	28299	16.7	53	19.2	15817	17.3	41263	16.7	8	17.4	4446	17.4	13022	16.9	51	21.9	11484	17.3	28299	16.7	53	19.2	15817	17.3	41263	16.7	46	100.0	25486	100.0	76962	100.0	233	100.0	66232	100.0	169763	100.0	277	100.0	91681	100.0	246952	100.0																	
	8	16.7	3189	12.5	10164	13.2	19	8.0	5670	8.5	15205	8.9	38	13.3	9689	10.7	28134	11.4	8	16.7	3189	12.5	10164	13.2	19	8.0	5670	8.5	15205	8.9	38	13.3	9689	10.7	28134	11.4	8	16.7	3189	12.5	10164	13.2	19	8.0	5670	8.5	15205	8.9	38	13.3	9689	10.7	28134	11.4																																			
	24	50.0	10420	40.8	31836	41.3	84	35.4	25692	38.7	66701	39.2	127	44.3	36689	40.0	100052	40.5	24	50.0	10420	40.8	31836	41.3	84	35.4	25692	38.7	66701	39.2	127	44.3	36689	40.0	100052	40.5	24	50.0	10420	40.8	31836	41.3	84	35.4	25692	38.7	66701	39.2	127	44.3	36689	40.0	100052	40.5																																			
	12	25.0	8420	33.0	24985	32.4	78	32.9	23770	35.8	60683	35.7	80	28.1	31430	34.2	83327	33.7	12	25.0	8420	33.0	24985	32.4	78	32.9	23770	35.8	60683	35.7	80	28.1	31430	34.2	83327	33.7	12	25.0	8420	33.0	24985	32.4	78	32.9	23770	35.8	60683	35.7	80	28.1	31430	34.2	83327	33.7																																			
	4	8.3	3487	13.7	10111	13.1	56	23.6	11971	16.9	27414	16.1	41	14.3	13860	15.1	35435	14.3	4	8.3	3487	13.7	10111	13.1	56	23.6	11971	16.9	27414	16.1	41	14.3	13860	15.1	35435	14.3	4	8.3	3487	13.7	10111	13.1	56	23.6	11971	16.9	27414	16.1	41	14.3	13860	15.1	35435	14.3																																			
4q. Worked with instructors on activities other than coursework	48	100.0	25516	100.0	77096	100.0	237	100.0	66323	100.0	170003	100.0	286	100.0	91788	100.0	246948	100.0	48	100.0	25516	100.0	77096	100.0	237	100.0	66323	100.0	170003	100.0	286	100.0	91788	100.0	246948	100.0																																																					
	35	74.5	19323	76.4	59161	77.4	136	58.1	41019	62.3	110302	65.7	191	68.0	63340	69.6	177129	72.3	35	74.5	19323	76.4	59161	77.4	136	58.1	41019	62.3	110302	65.7	191	68.0	63340	69.6	177129	72.3	35	74.5	19323	76.4	59161	77.4	136	58.1	41019	62.3	110302	65.7	191	68.0	63340	69.6	177129	72.3																																			
	8	17.0	4357	17.2	12333	16.1	63	26.9	16980	25.6	39868	23.7	59	20.9	19501	21.4	47556	19.4	8	17.0	4357	17.2	12333	16.1	63	26.9	16980	25.6	39868	23.7	59	20.9	19501	21.4	47556	19.4	8	17.0	4357	17.2	12333	16.1	63	26.9	16980	25.6	39868	23.7	59	20.9	19501	21.4	47556	19.4																																			
	4	8.5	1183	4.7	3645	4.8	22	9.4	5677	8.6	13127	7.8																																																																													

2006 Frequency Distributions

	All Students (weighted data *)																		
	Part-Time				Full-Time				2006 CCSSSE Cohort				2006 CCSSSE Cohort						
	Count	Col %	Other Small Colleges	Your College	Count	Col %	Other Small Colleges	Your College	Count	Col %	Other Small Colleges	Your College	Count	Col %	Other Small Colleges	Your College	Count	Col %	
5a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	1	2.1	2200	8.6	6739	8.7	1.3	3592	5.4	9210	5.4	1.8	6511	7.1	18070	7.3			
	14	29.2	7791	30.4	23331	30.1	63	18599	27.9	47301	27.7	81	28.1	27016	29.3	72303	29.1		
	24	50.0	9747	38.0	28815	37.8	90	26589	39.9	69221	40.5	130	45.2	35970	39.0	96804	38.0		
	9	18.8	5920	23.1	18210	23.5	82	34.5	17890	26.8	45235	26.5	71	24.9	22796	24.7	61310	24.7	
	48	100.0	25658	100.0	77595	100.0	238	100.0	66670	100.0	170967	100.0	287	100.0	92293	100.0	248487	100.0	
	5b. Analyzing the basic elements of an idea, experience, or theory	3	6.3	1814	7.1	5201	6.7	8	3.4	2971	4.5	6962	4.1	15	5.1	5543	6.0	14117	5.7
		18	37.5	8162	31.9	24022	31.1	66	27.8	19736	29.7	48162	28.2	96	33.7	28591	31.1	74431	30.0
		17	35.4	10655	41.6	32317	41.8	92	38.8	28556	42.9	74762	43.8	105	36.7	38745	42.1	105442	42.6
		10	20.8	4952	19.4	15800	20.4	71	30.0	15245	22.9	40627	23.8	70	24.4	19159	20.8	53741	21.7
		48	100.0	25583	100.0	77340	100.0	237	100.0	66508	100.0	170513	100.0	286	100.0	92038	100.0	247731	100.0
5c. Synthesizing and organizing ideas, information, or experiences in new ways		4	8.3	2427	9.5	7451	9.7	15	6.3	4364	6.6	10743	6.3	22	7.5	7622	8.3	20601	8.3
		17	35.4	9310	36.6	27720	36.0	71	29.8	22561	34.0	56870	33.5	95	33.2	32564	35.5	86443	35.0
		16	33.3	9447	37.1	28497	37.0	90	37.8	25915	39.1	67264	39.6	101	35.1	34719	37.9	93853	38.0
		11	22.9	4285	16.8	13351	17.3	62	26.1	13444	20.3	35058	20.6	69	24.1	16767	18.3	45890	18.6
		48	100.0	25489	100.0	77019	100.0	238	100.0	66284	100.0	169935	100.0	287	100.0	91673	100.0	246787	100.0
	5d. Making judgments about the value or soundness of information, arguments, or methods	8	16.7	3974	15.6	12206	15.8	19	8.0	6570	9.9	16118	9.5	38	13.3	12068	13.1	32783	13.2
		18	37.5	10206	40.0	30032	38.9	85	35.7	24266	36.5	61350	36.0	105	36.8	35315	38.4	93463	37.8
		15	31.3	7994	31.3	24202	31.4	79	33.2	23808	35.9	61867	36.3	92	32.0	30565	33.3	82598	33.4
		7	14.6	3348	13.1	10667	13.8	55	23.1	11751	17.7	30874	18.1	51	17.9	13882	15.1	38332	15.5
		48	100.0	25522	100.0	77107	100.0	238	100.0	66395	100.0	170209	100.0	287	100.0	91849	100.0	247127	100.0
5e. Applying theories or concepts to practical problems or in new situations		5	10.4	3288	12.9	10006	13.0	15	6.3	5587	8.4	14216	8.3	25	8.8	10127	11.0	27495	11.1
		20	41.7	9696	38.0	28732	37.2	71	30.0	22700	34.2	58122	34.1	106	37.1	33993	36.3	89037	36.0
		15	31.3	8595	33.6	25946	33.6	91	38.4	24132	36.3	62748	36.8	97	34.1	31927	34.7	86361	34.9
		8	16.7	3968	15.5	12578	16.3	60	25.3	14047	21.1	35314	20.7	57	20.1	16500	17.9	44635	18.0
		48	100.0	25547	100.0	77262	100.0	237	100.0	66466	100.0	170400	100.0	286	100.0	91946	100.0	247528	100.0
	5f. Using information you have read or heard to perform a new skill	5	10.4	2860	11.2	8908	11.5	11	4.6	4661	6.8	12878	7.5	23	8.1	8403	9.1	24358	9.8
		17	35.4	8628	33.7	25921	34.5	53	22.3	19715	29.6	52084	30.5	87	30.3	29381	31.9	88091	32.3
		16	33.3	8958	35.0	26734	34.5	85	35.7	24761	37.2	62934	36.8	98	34.3	33142	35.9	80037	35.5
		10	20.8	5175	20.2	15935	20.6	89	37.4	17629	26.5	42996	25.2	78	27.3	21279	23.1	55774	22.5
		48	100.0	25621	100.0	77498	100.0	238	100.0	66646	100.0	170892	100.0	287	100.0	92206	100.0	248260	100.0
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings		3	6.3	1109	4.4	3109	4.0	6	2.6	1252	1.9	2841	1.7	14	4.8	3014	3.3	7637	3.1
		26	54.2	13662	53.8	40731	53.1	70	29.8	19247	29.1	48532	28.6	127	44.7	38895	42.5	105585	42.9
		13	27.1	5965	23.5	18939	24.7	90	38.3	25061	37.9	65934	38.9	90	31.5	27496	30.0	75278	30.6
		3	6.3	2575	10.1	7863	10.2	38	16.2	11654	17.6	30312	17.9	29	10.1	12377	13.5	32944	13.4
		3	6.3	2106	8.3	6127	8.0	31	13.2	8933	13.5	21968	13.0	26	9.0	9721	10.6	24679	10.0
	48	100.0	25417	100.0	76769	100.0	235	100.0	66147	100.0	169587	100.0	285	100.0	91504	100.0	246123	100.0	
	6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	11	22.9	7316	28.8	21011	27.4	73	31.2	19941	30.1	48628	28.6	74	26.1	27119	29.6	69324	28.1
		26	54.2	12125	47.7	37868	49.3	108	46.2	31629	47.8	82952	48.9	145	51.1	43496	47.5	120470	48.9
		7	14.6	3620	14.2	10882	14.2	34	14.5	8655	13.1	22596	13.3	41	14.6	12566	13.7	33967	13.8
		1	2.1	1239	4.9	3785	4.9	13	5.6	3067	4.6	8137	4.8	10	3.4	4377	4.8	11985	4.9
3		6.3	1135	4.5	3249	4.2	6	2.6	2919	4.4	7440	4.4	14	4.8	4021	4.4	10537	4.3	
48		100.0	25435	100.0	76795	100.0	234	100.0	66211	100.0	169753	100.0	285	100.0	91580	100.0	246282	100.0	
6c. Number of written papers or reports of any length		12	25.0	4228	16.6	12516	16.3	16	6.8	3432	5.2	7125	4.2	51	17.9	10658	11.6	27964	11.4
		20	41.7	9372	36.9	28300	36.9	93	39.6	18005	27.2	43641	25.7	116	40.9	29743	32.5	79548	32.3
		12	25.0	6931	27.3	21211	27.6	81	34.5	22062	33.4	58028	34.2	82	28.7	27550	29.9	74509	30.3
		3	6.3	3218	12.7	9899	12.9	26	11.1	14189	21.4	38422	22.7	23	8.1	15143	16.6	41548	16.9
	1	2.1	1654	6.5	4797	6.3	19	8.1	8474	12.8	22365	13.2	13	4.4	8592	9.4	22473	9.1	
	48	100.0	25403	100.0	76723	100.0	235	100.0	66162	100.0	169581	100.0	285	100.0	91488	100.0	246041	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	2	4.3	274	1.1	866	1.2	0	0.0	402	0.6	973	0.6	7	2.6	808	0.9	2244	1.0
		2	0.0	474	1.9	1645	2.2	2	0.9	937	1.5	2581	1.6	1	0.3	1507	1.7	4610	2.0
		3	4.3	1370	5.6	4425	6.0	11	4.9	3055	4.8	8177	5.0	12	4.6	4579	5.3	13257	5.6
		4	15	32.6	5613	23.1	17591	24.0	46	20.4	14391	22.4	37906	23.8	76	27.8	20706	22.8	55797
5		21	45.7	7768	32.0	23585	32.2	73	32.3	22064	34.5	57642	35.2	111	40.4	29156	33.1	78925	33.4
6		3	6.5	1707	23.5	16751	22.9	63	27.9	15654	24.5	39474	24.1	41	14.9	20987	23.8	55210	23.4
Extremely challenging		3	6.5	3105	12.8	8440	11.5	31	13.7	7514	11.7	16818	10.3	26	9.3	10789	12.3	26019	11.0
Total		48	100.0	24331	100.0	73303	100.0	226	100.0	63977	100.0	163571	100.0	274	100.0	88031	100.0	236063	100.0
8a. Internship, field experience, coop experience, or clinical assignment		22	45.8	11303	44.9	35421	46.6	102	43.4	23874	36.3	65339	38.8	128	44.9	37163	40.9	105528	43.2
		19	39.6	9785	38.8	29243	38.4	101	43.0	28031	42.6	72124	42.8	117	40.9	36779	40.5	98165	40.2
	7	14.6	4111	16.3	11391	15.0	32	13.6	13863	21.1	31080	18.4	41	14.2	16873	18.6	40439	16.6	
	48	100.0	25199	100.0	76055	100.0	235	100.0	65768	100.0	168543	100.0	285	100.0	90815	100.0	244133	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.

2006 Frequency Distributions

	All Students (weighted data *)																		
	Part-Time				Full-Time				2006 CCSSE Cohort				2006 CCSSE Cohort						
	Your College	Other Small Colleges	Your College	Other Small Colleges	Your College	Other Small Colleges	Your College	Other Small Colleges	Your College	Other Small Colleges	Your College	Other Small Colleges	Your College	Other Small Colleges					
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	38	79.2	22137	87.9	66342	87.1	206	88.0	56755	86.4	144323	85.6	235	82.6	79070	87.1	211410	86.5
	I plan to do	7	14.6	1400	5.6	3964	5.2	14	6.0	3821	5.8	8879	5.3	32	11.2	5214	5.7	12910	5.3
	I have done	3	6.3	1644	6.5	5832	7.7	14	6.0	5137	7.8	15337	9.1	17	6.1	6500	7.2	20001	8.2
	Total	48	100.0	25181	100.0	76138	100.0	234	100.0	65726	100.0	168504	100.0	285	100.0	90784	100.0	244321	100.0
8c. Developmental/remedial reading course	I have not done, nor plan to do	38	79.2	19223	76.2	57333	75.3	183	78.2	48164	73.2	121233	71.9	224	78.8	68087	74.9	180749	74.0
	I plan to do	3	6.3	2175	8.6	8932	9.1	8	3.4	4806	7.3	12774	7.6	15	5.1	7306	8.0	20634	8.4
	I have done	7	14.6	3825	15.2	11866	15.6	43	18.4	12834	19.5	34597	20.5	46	16.1	15533	17.1	42984	17.6
	Total	48	100.0	25223	100.0	76131	100.0	234	100.0	65804	100.0	168604	100.0	285	100.0	90926	100.0	244368	100.0
8d. Developmental/remedial writing course	I have not done, nor plan to do	39	81.3	17810	70.6	53071	69.7	170	73.3	44525	67.6	111168	65.9	222	78.2	63132	69.4	166754	68.2
	I plan to do	4	8.3	2786	11.0	9012	11.8	16	6.9	6031	9.2	16064	9.5	22	7.8	9282	10.2	26482	10.8
	I have done	5	10.4	4641	18.4	14081	18.5	46	19.8	15330	23.3	41570	24.6	40	14.1	18595	20.4	51316	21.0
	Total	48	100.0	25237	100.0	76164	100.0	232	100.0	65886	100.0	168802	100.0	284	100.0	91009	100.0	244552	100.0
8e. Developmental/remedial math course	I have not done, nor plan to do	27	56.3	13971	55.4	41828	55.0	114	48.5	34956	53.1	87037	51.6	152	53.2	49636	54.6	131248	53.7
	I plan to do	6	12.5	3726	14.8	12106	15.9	21	8.9	7390	11.2	20157	12.0	32	11.1	11951	13.1	34661	14.2
	I have done	15	31.3	7503	29.8	22161	29.1	100	42.6	23457	35.6	61367	36.4	102	35.7	29311	32.2	78933	32.1
	Total	48	100.0	25200	100.0	76095	100.0	235	100.0	65803	100.0	168861	100.0	285	100.0	90898	100.0	244302	100.0
8f. Study skills course	I have not done, nor plan to do	36	75.0	17423	69.2	52913	69.5	146	62.1	42367	64.4	109941	65.2	200	70.0	60752	66.9	165516	67.8
	I plan to do	7	14.6	4271	17.0	13383	17.6	38	16.2	10589	16.1	27794	16.5	43	15.2	15150	16.7	41728	17.1
	I have done	5	10.4	3474	13.8	9796	12.9	51	21.7	12810	19.5	30763	18.3	42	14.8	14904	16.4	36991	15.1
	Total	48	100.0	25168	100.0	76092	100.0	235	100.0	65776	100.0	168498	100.0	285	100.0	90806	100.0	244235	100.0
8g. Honors course	I have not done, nor plan to do	37	77.1	19498	77.8	58220	76.8	161	70.0	46199	70.5	116147	69.2	210	74.4	67441	74.6	179668	73.8
	I plan to do	7	14.6	4670	18.6	14819	19.6	55	23.9	15439	23.6	41361	24.6	51	18.2	18799	20.8	52318	21.5
	I have done	4	8.3	904	3.6	2749	3.6	14	6.1	10387	5.9	10387	6.2	21	7.5	4194	4.6	11311	4.6
	Total	48	100.0	25072	100.0	75788	100.0	230	100.0	65492	100.0	167885	100.0	283	100.0	90434	100.0	243297	100.0
8h. College orientation program or course	I have not done, nor plan to do	31	64.6	15598	62.0	49177	64.7	131	56.0	34257	52.1	93751	55.7	174	61.2	51992	57.3	148517	60.8
	I plan to do	6	12.5	3334	13.2	10043	13.2	35	15.0	8326	12.7	21762	12.9	38	13.5	11784	13.0	31924	13.0
	I have done	11	22.9	6245	24.8	16825	22.1	68	29.1	23159	35.2	52886	31.4	72	25.3	27024	29.8	63756	26.3
	Total	48	100.0	25177	100.0	76045	100.0	234	100.0	65742	100.0	168399	100.0	285	100.0	90800	100.0	244096	100.0
8i. Organized learning communities (linked courses/study groups led by faculty or counselors)	I have not done, nor plan to do	36	75.0	19310	76.5	58381	76.6	162	68.9	46810	71.0	120436	71.3	207	72.6	67263	73.9	182095	74.4
	I plan to do	9	18.8	4255	16.9	13004	17.1	42	17.9	11977	18.2	31167	18.4	52	18.4	15951	17.5	43064	17.6
	I have done	3	6.3	1674	6.6	4879	6.4	31	13.2	7159	10.9	17988	10.3	26	9.0	7841	8.6	19706	8.0
	Total	48	100.0	25239	100.0	76264	100.0	235	100.0	65948	100.0	168991	100.0	285	100.0	91055	100.0	244865	100.0
9a. Encouraging you to spend significant amounts of time studying	Very little	2	4.2	1270	5.0	4113	5.4	8	3.4	2499	3.8	6504	3.8	11	3.9	4152	4.5	11710	4.8
	Some	15	31.3	6644	26.2	20395	26.6	44	18.7	14724	22.2	37811	22.3	75	26.4	22350	24.4	61051	24.8
	Quite a bit	16	33.3	11089	43.7	33037	43.0	83	35.3	28044	42.3	72895	42.9	97	34.1	39281	42.9	105798	43.0
	Very much	15	31.3	6397	25.2	19220	25.0	100	42.6	21004	31.7	52655	31.0	102	35.7	25763	28.1	67274	27.5
9b. Providing the support you need to help you succeed at this college	Very little	2	4.2	1412	5.6	4628	6.0	7	3.0	3173	4.8	8311	4.9	11	3.7	4853	5.3	13742	5.6
	Some	7	14.6	6373	25.1	19880	25.9	49	20.9	14878	22.5	36679	23.4	49	17.0	21943	24.0	61187	24.9
	Quite a bit	25	52.1	10888	43.0	32843	42.9	94	40.0	27666	41.8	71478	42.1	135	47.4	38698	42.3	104583	42.3
	Very much	14	29.2	6685	26.4	19286	25.2	85	36.2	20474	30.9	50218	29.6	91	31.9	25940	28.4	66431	27.0
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	7	14.6	5661	22.4	16732	21.9	27	11.5	23209	18.6	30672	18.1	38	13.4	18803	20.6	49948	20.4
	Some	18	37.5	9170	36.3	28814	35.1	69	29.4	22257	33.7	56426	33.3	98	34.3	32152	35.2	84599	34.5
	Quite a bit	16	33.3	6679	26.4	20620	27.3	72	30.6	18978	28.7	49504	29.2	92	32.3	25048	27.5	68714	28.0
	Very much	7	14.6	3767	14.9	11987	15.7	67	28.5	32811	19.4	32811	19.4	57	20.0	15224	16.7	41996	17.1
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	15	31.3	10994	43.5	34888	45.7	56	23.8	24933	37.7	67551	39.9	81	28.4	37129	40.7	105743	43.1
	Some	18	37.5	8470	33.3	24647	32.3	89	37.9	23206	35.1	58541	34.5	107	37.6	31145	34.1	81721	33.3
	Quite a bit	12	25.0	3970	15.7	11450	15.0	49	20.9	17303	17.7	28762	17.0	67	23.4	15231	16.7	38929	15.9
	Very much	3	6.3	1918	7.6	5382	7.0	41	17.4	6319	9.6	14644	8.6	30	10.6	7766	8.5	18932	7.7
Total	48	100.0	25232	100.0	76367	100.0	235	100.0	66161	100.0	169498	100.0	285	100.0	91270	100.0	245325	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.

2006 Frequency Distributions

	All Students (weighted data *)																								
	Part-Time				Full-Time				2006 CCSSE Cohort				Your College				Other Small Colleges				2006 CCSSE Cohort				
	Count	Col %	Other Small Colleges Count	Col %	Count	Col %	Other Small Colleges Count	Col %	Count	Col %	Other Small Colleges Count	Col %	Count	Col %	Other Small Colleges Count	Col %	Count	Col %	Other Small Colleges Count	Col %	Count	Col %			
9e. Providing the support you need to thrive socially	12	25.0	8365	33.2	26481	34.9	42	17.9	16781	25.5	45895	27.2	63	22.3	26816	29.5	76912	31.5							
	18	37.5	10013	39.8	29590	39.5	102	43.6	26737	40.6	68938	40.8	113	39.9	36540	40.2	97974	40.1							
	9	18.8	4800	19.1	13928	18.3	59	25.2	15324	23.3	37664	22.3	61	21.3	19145	21.1	48951	20.1							
	9	18.8	1981	7.9	5553	7.3	31	13.2	7027	10.7	16280	9.8	47	16.6	8335	9.2	20304	8.3							
	48	100.0	25159	100.0	75952	100.0	234	100.0	65869	100.0	168777	100.0	285	100.0	90836	100.0	244142	100.0							
	9f. Providing the financial support you need to afford your education	9	18.8	7685	30.5	25956	34.2	40	17.0	13259	20.1	38996	23.1	52	18.1	23404	26.5	71633	29.3						
		11	22.9	6738	26.8	20486	27.0	57	24.3	17089	25.9	44601	26.4	67	23.4	24124	28.5	65459	26.8						
		11	22.9	5703	22.6	16093	21.2	57	24.3	17584	26.6	42896	25.4	67	23.4	22367	24.6	56446	23.1						
		17	35.4	5082	20.1	13489	17.7	81	34.5	18091	27.4	42582	25.2	100	35.0	21091	23.2	50863	20.8						
		48	100.0	25188	100.0	76004	100.0	235	100.0	66023	100.0	169075	100.0	285	100.0	90986	100.0	244422	100.0						
9g. Using Computers in academic work		1	2.1	2584	10.2	7982	10.4	8	3.4	2753	4.2	6888	4.1	7	2.6	6854	7.5	19065	7.8						
		7	14.6	5374	21.2	16787	21.9	34	14.5	10636	16.1	27291	16.1	41	14.5	17324	19.0	47957	19.5						
		15	31.3	8297	32.8	25092	32.8	70	29.8	21570	32.6	56302	33.2	87	30.7	29791	32.6	81048	33.0						
		25	52.1	9076	35.8	26676	34.9	123	52.3	31272	47.2	79223	48.7	149	52.2	37417	40.9	97712	39.8						
		48	100.0	25331	100.0	76537	100.0	235	100.0	66231	100.0	169704	100.0	285	100.0	91387	100.0	245783	100.0						
	10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1	2.1	552	2.2	1615	2.1	6	2.6	1043	1.6	2284	1.3	6	2.3	1854	2.0	4553	1.9						
		26	54.2	12476	49.1	38172	49.8	88	37.6	24986	37.8	62688	37.0	136	47.7	40258	44.0	109386	44.5						
		13	27.1	7300	28.7	21999	28.7	64	27.4	18873	28.6	49817	29.4	77	27.2	26051	28.5	71063	28.9						
		5	10.4	3643	14.3	10665	13.9	49	20.9	12872	19.5	33947	20.1	41	14.5	15218	16.6	40424	16.4						
		3	6.3	953	3.8	2852	3.7	19	8.1	5232	7.9	13289	7.8	20	7.0	5134	5.6	13320	5.4						
0		0.0	476	1.9	1383	1.8	8	3.4	3065	4.6	7264	4.3	4	1.3	2887	3.2	7030	2.9							
48		100.0	25400	100.0	76886	100.0	234	100.0	66071	100.0	169289	100.0	285	100.0	91403	100.0	245776	100.0							
10b. Working for pay		11	22.9	4229	16.7	11744	15.4	62	26.6	18779	28.5	42935	25.4	69	24.3	20670	22.7	48732	19.9						
		6	12.5	1067	4.2	3093	4.1	15	6.0	4419	6.7	10240	6.1	29	10.1	12141	5.4	12141	5.0						
		5	10.4	1308	5.2	3797	5.0	20	8.6	4744	7.2	11175	6.6	28	9.7	5620	6.2	13993	5.7						
	2	4.2	2078	8.2	6518	8.5	37	15.9	10465	15.9	27698	16.4	25	8.7	10783	11.8	29101	11.9							
	4	8.3	3487	13.8	10783	14.1	43	18.5	12652	19.2	35903	21.3	35	12.3	14751	16.2	47191	17.1							
	20	41.7	13128	51.9	40392	52.9	56	24.0	14859	22.5	40921	24.2	99	34.8	34367	37.7	99125	40.5							
	48	100.0	25297	100.0	76327	100.0	233	100.0	65918	100.0	168872	100.0	284	100.0	91128	100.0	244863	100.0							
	10c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	40	85.1	22203	87.7	67524	88.3	179	76.5	48126	72.9	128705	76.1	230	81.7	73437	80.5	203508	83.0						
		7	14.9	2389	9.4	6658	8.7	38	16.2	12278	18.6	27760	16.4	43	15.4	12655	13.9	29702	12.1						
		0	0.0	426	1.7	1252	1.6	14	6.0	2522	3.8	5864	3.5	7	2.4	2481	2.7	5949	2.4						
0		0.0	164	0.6	551	0.7	1	0.4	1499	2.3	3458	2.0	0	0.2	1295	1.4	3154	1.3							
0		0.0	69	0.3	196	0.3	2	0.9	709	1.1	1551	0.9	1	0.3	624	0.7	1339	0.5							
0		0.0	95	0.4	270	0.4	0	0.0	838	1.3	1739	1.0	0	0.0	710	0.8	1564	0.6							
47		100.0	25326	100.0	76451	100.0	234	100.0	65972	100.0	169077	100.0	281	100.0	91203	100.0	245215	100.0							
10d. Providing care for dependents living with you (parents, children, spouse, etc.)		13	27.7	9173	36.3	30454	39.9	86	37.1	30871	46.9	82377	48.8	88	31.3	37781	41.5	107063	43.8						
		9	19.1	3200	12.7	10462	13.7	35	15.1	9817	14.9	27139	16.1	49	17.6	12388	13.6	35760	14.6						
		2	4.3	1814	7.2	5718	7.5	17	7.3	4732	7.2	12841	7.6	15	5.5	6552	7.2	18394	7.5						
	6	12.8	1570	6.2	4770	6.3	11	4.7	3504	5.3	9192	5.4	27	9.6	5272	5.8	14437	5.9							
	1	2.1	1190	4.7	3408	4.5	9	3.9	2429	3.7	5915	3.5	8	2.8	3842	4.2	9933	4.1							
	16	34.0	8347	33.0	21450	28.1	74	31.9	14519	22.0	31288	18.5	93	33.2	25245	27.7	59094	24.2							
	47	100.0	25294	100.0	76262	100.0	232	100.0	65872	100.0	168752	100.0	280	100.0	91081	100.0	244682	100.0							
	10e. Commuting to and from classes	2	4.3	1652	6.5	4842	6.3	18	7.7	5633	8.5	11862	7.0	16	5.6	7164	7.9	16752	6.8						
		36	76.6	18729	74.0	57336	75.1	145	62.2	38049	57.7	102661	60.8	199	71.0	60000	65.8	168276	68.7						
		7	14.9	3377	13.3	9693	12.7	49	21.0	13996	21.2	35066	20.8	49	17.3	15567	17.1	39615	16.2						
1		2.1	866	3.4	2581	3.4	16	6.9	5075	7.7	12026	7.1	11	4.0	4896	5.5	12261	5.0							
0		0.0	241	1.0	715	0.9	2	0.9	1346	2.0	3174	1.9	1	0.3	1353	1.5	3285	1.3							
1		2.1	459	1.8	1228	1.6	3	1.3	1880	2.8	4178	2.5	5	1.8	2119	2.3	4864	2.0							
47		100.0	25324	100.0	76395	100.0	233	100.0	65979	100.0	168967	100.0	281	100.0	91198	100.0	245054	100.0							
11a. Other students		2	4.2	184	0.7	710	0.9	1	0.4	526	0.8	1545	0.9	8	2.7	683	0.7	2256	0.9						
		1	2.1	461	1.8	1602	2.1	3	1.3	1062	1.6	3303	1.9	5	1.8	1615	1.8	5028	2.0						
		2	4.2	988	3.9	3581	4.7	8	3.4	2289	3.5	7210	4.3	11	3.9	3374	3.7	10938	4.5						
	5	10.4	3763	14.8	12762	16.7	27	11.5	8627	13.0	25064	14.8	31	10.9	12863	14.1	38999	15.8							
	13	27.1	5544	21.8	17196	22.4	46	19.7	13643	20.6	36903	21.8	69	24.2	19473	21.3	54485	22.2							
	11	22.9	6850	27.0	20560	26.8	74	31.6	19427	29.4	49073</														

2006 Frequency Distributions

	Part-Time										Full-Time										All Students (weighted data *)									
	Your College		Other Small Colleges		2006 CCSSE Cohort		Your College		Other Small Colleges		2006 CCSSE Cohort		Your College		Other Small Colleges		2006 CCSSE Cohort		Your College		Other Small Colleges		2006 CCSSE Cohort							
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %						
11b. Instructors	Unavailable,unhelpful, unsympathetic	1	2.1	164	0.6	526	0.7	1	0.4	503	0.8	1159	0.7	4	1.4	658	0.7	1710	0.7											
		0	0.0	377	1.5	1197	1.6	0	0.0	1037	1.6	2712	1.6	0	0.0	1431	1.6	3928	1.6											
		3	0.0	840	3.3	2703	3.5	8	3.4	2448	3.7	6791	4.0	4	1.3	3230	3.5	9178	3.7											
		4	10.4	2742	10.8	8893	11.7	28	12.0	7660	11.6	21559	12.7	31	11.0	10236	11.2	29771	12.1											
		5	15	31.3	4650	18.3	15150	19.7	45	19.3	14136	21.4	38617	22.8	76	26.6	18054	19.7	51637	21.0										
		6	12	25.0	7780	30.6	23867	31.1	79	33.9	21020	31.8	54669	32.2	81	28.5	28427	31.1	77728	31.6										
	Available,helpful, sympathetic	15	31.3	8862	34.9	24286	31.7	72	30.9	19399	29.3	44003	26.0	88	31.1	29487	32.2	72059	29.3											
	Total	48	100.0	25415	100.0	76722	100.0	233	100.0	68203	100.0	169550	100.0	284	100.0	91519	100.0	246011	100.0											
11c. Administrative personnel and offices	Unhelpful,inconsiderate, rigid	1	2.1	685	2.7	2504	3.3	5	2.1	2066	3.1	5943	3.5	6	2.1	2712	3.0	8305	3.4											
		2	4.2	1077	4.2	3863	5.0	5	2.1	3014	4.6	8905	5.3	10	3.4	4054	4.4	12587	5.1											
		3	0	0.0	1926	7.6	6606	8.6	18	7.7	5177	7.8	15102	8.9	9	3.0	7088	7.8	21435	8.7										
		4	5	10.4	4605	18.2	15721	20.5	41	17.5	11955	18.1	33998	20.1	38	13.2	16509	18.1	49656	20.2										
		5	19	39.6	5412	21.3	16938	22.1	47	20.1	14528	21.9	38094	22.5	91	32.0	19809	21.7	54721	22.3										
		6	11	22.9	6015	23.7	18855	22.0	61	26.1	15845	23.6	37892	22.4	69	24.1	21574	23.6	54623	22.2										
	Helpful,considerate, flexible	10	20.8	5641	22.2	14037	18.3	57	24.4	13805	20.9	29414	17.4	63	22.2	19666	21.5	44269	18.0											
	Total	48	100.0	25361	100.0	76524	100.0	234	100.0	68190	100.0	169448	100.0	285	100.0	91412	100.0	245597	100.0											
12a. Acquiring a broad general education	Very little	3	6.3	1737	6.9	5816	7.6	5	2.2	2286	3.5	5952	3.5	13	4.7	4908	5.4	14498	5.9											
	Some	14	29.2	6620	26.1	20386	26.7	49	21.1	14097	21.3	35548	21.0	74	26.1	21928	24.0	59743	24.3											
	Quite a bit	15	31.3	10549	41.6	31103	40.7	91	39.2	29270	44.3	75496	44.6	97	34.3	39191	42.9	103929	42.3											
	Very much	16	33.3	6424	25.4	19175	25.1	87	37.5	20475	31.0	52398	30.9	99	34.9	25289	27.7	67308	27.4											
	Total	48	100.0	25330	100.0	76480	100.0	232	100.0	68128	100.0	169394	100.0	284	100.0	91316	100.0	245478	100.0											
	Very little	8	17.0	4571	18.1	15931	20.9	25	10.8	8469	12.8	26767	15.8	41	14.6	14131	15.5	45518	18.6											
Some	14	29.8	7489	29.5	23315	30.5	60	25.9	18051	27.3	50308	29.8	79	28.2	25873	28.4	73754	30.1												
Quite a bit	14	29.8	7846	31.0	22271	29.2	74	31.9	21883	33.1	53259	31.5	86	30.6	29414	32.3	74311	30.3												
Very much	11	23.4	5403	21.4	14826	19.4	73	31.5	17634	26.7	38765	22.9	74	26.6	21768	23.9	51473	21.0												
Total	47	100.0	25289	100.0	76343	100.0	232	100.0	68037	100.0	169099	100.0	280	100.0	91187	100.0	245056	100.0												
Very little	8	16.7	3686	14.6	11881	15.6	10	4.3	5241	7.9	13488	8.0	34	11.9	10587	11.6	30384	12.4												
Some	15	31.3	8254	32.7	24717	32.4	60	26.0	19865	30.1	51389	30.4	83	29.2	28727	31.5	77371	31.6												
Quite a bit	10	20.8	8458	33.5	24979	32.7	96	41.6	24923	37.7	63139	37.3	82	28.8	32351	35.5	85090	34.7												
Very much	11	22.9	4213	16.7	12639	16.6	51	22.1	14323	21.7	35913	21.2	64	22.6	17168	18.8	45150	18.4												
Total	48	100.0	25257	100.0	76283	100.0	231	100.0	68052	100.0	169191	100.0	283	100.0	91121	100.0	244982	100.0												
Very little	6	12.5	2091	8.3	6781	8.9	3	1.3	3140	4.8	8432	5.0	23	8.2	6113	6.7	17790	7.3												
Some	15	31.3	7050	27.9	21725	28.5	42	18.2	16131	24.4	42006	24.8	74	26.2	24066	26.4	66092	27.0												
Quite a bit	15	31.3	10474	41.4	31105	40.8	106	45.9	27983	42.4	72456	42.9	104	36.9	38125	41.8	102058	41.7												
Very much	12	25.0	5654	22.4	16666	21.8	80	34.6	18754	28.4	46183	27.3	81	28.7	28220	25.0	58968	24.1												
Total	48	100.0	25289	100.0	76277	100.0	231	100.0	68008	100.0	169077	100.0	283	100.0	91124	100.0	244908	100.0												
Very little	8	17.0	5019	19.9	16038	21.1	7	3.0	7262	11.0	19696	11.7	32	11.7	14477	15.9	41830	17.1												
Some	14	30.4	7461	29.6	22548	29.6	54	23.5	19813	30.0	50724	30.0	76	27.7	27000	29.9	73046	29.9												
Quite a bit	15	32.6	8139	32.3	23910	31.4	103	44.8	24218	36.7	61617	36.5	103	37.4	31181	34.3	82082	33.6												
Very much	9	19.6	4599	18.2	13651	17.9	66	28.7	14712	22.3	37007	21.9	64	23.2	18163	20.0	47694	19.5												
Total	46	100.0	25218	100.0	76147	100.0	230	100.0	68005	100.0	169044	100.0	275	100.0	91021	100.0	244652	100.0												
Very little	5	10.4	4138	16.4	13833	18.2	14	6.1	6048	9.2	17466	10.3	25	8.8	19191	13.1	36210	14.8												
Some	12	25.0	7200	28.5	22224	29.2	48	21.0	16735	25.4	44939	26.6	66	23.4	24643	27.1	68715	28.1												
Quite a bit	15	31.3	7962	31.5	23241	30.5	80	34.9	23036	34.9	58002	34.3	92	32.7	30102	33.1	78673	32.1												
Very much	16	33.3	5944	23.5	16902	22.2	87	38.0	20182	30.6	48641	28.8	99	35.1	24412	26.8	61159	25.0												
Total	48	100.0	25244	100.0	76200	100.0	229	100.0	68001	100.0	169048	100.0	282	100.0	91076	100.0	244758	100.0												
Very little	3	6.3	2822	11.2	9335	12.2	6	2.6	4506	6.8	13036	7.7	14	4.8	8314	9.1	25184	10.3												
Some	18	37.5	8266	32.7	26077	34.2	61	26.4	18617	28.2	51110	30.2	94	33.2	27774	30.5	79451	32.4												
Quite a bit	15	31.3	9142	36.1	26735	35.0	86	37.2	25639	38.8	64796	38.3	95	33.6	34261	37.6	89456	36.5												
Very much	12	25.0	5070	20.0	14178	18.6	78	33.8	17262	26.1	40184	23.8	80	28.4	20647	22.9	50933	20.8												
Total	48	100.0	25300	100.0	76325	100.0	231	100.0	68024	100.0	169126	100.0	283	100.0	91196	100.0	245024	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.

2006 Frequency Distributions

	All Students (weighted data *)																	
	Part-Time				Full-Time				2006 CCSSE Cohort				2006 CCSSE Cohort					
	Count	Col %	Other Small Colleges	Your College	Count	Col %	Other Small Colleges	Your College	Count	Col %	Other Small Colleges	Your College	Count	Col %	Other Small Colleges	Your College	Count	Col %
12i. Learning effectively on your own	2	4.2	1803	7.1	6231	8.2	3.9	9	8.2	3544	5.4	10097	6.0	4.1	5721	6.3	17642	7.2
	15	31.3	6554	25.9	20312	26.6	47	20.3	15467	23.4	41327	24.4	77	27.0	22579	24.8	62926	25.7
	15	31.3	10490	41.5	30972	40.6	92	39.8	27326	41.4	69316	41.0	98	34.6	37847	41.5	100038	40.8
	16	33.3	6443	25.5	18807	24.6	83	35.9	19709	29.8	48380	28.6	97	34.3	25026	27.4	64392	28.3
	48	100.0	25290	100.0	76322	100.0	231	100.0	69048	100.0	169120	100.0	283	100.0	91174	100.0	244999	100.0
	5	10.6	4639	18.4	15190	19.9	21	9.1	9212	14.0	25800	15.3	28	10.1	14822	16.3	43737	17.9
	17	36.2	7913	31.3	23694	31.1	65	28.3	19210	29.1	50058	29.6	92	33.1	27631	30.3	74745	30.5
	14	29.8	7812	30.9	22947	30.1	80	34.8	21710	32.9	54076	32.0	89	31.7	28976	31.8	75694	30.9
	11	23.4	4907	19.4	14406	18.9	64	27.8	15830	24.0	39036	23.1	70	25.1	19666	21.6	50596	20.7
	47	100.0	25271	100.0	76237	100.0	230	100.0	65962	100.0	168970	100.0	279	100.0	91096	100.0	244771	100.0
	10	20.8	7108	28.2	21134	27.8	29	12.6	13712	20.8	34915	20.7	50	17.7	22399	24.6	60602	24.8
	20	41.7	8853	35.1	26418	34.7	86	37.4	22291	33.8	57656	34.1	113	40.0	31409	34.5	84404	34.5
8	16.7	6007	23.8	18253	24.0	66	28.7	16362	27.8	46858	27.7	60	21.3	23442	25.8	62482	25.6	
10	20.8	3264	12.9	10334	13.6	49	21.3	11567	17.5	29436	17.4	59	21.0	13740	15.1	37015	15.1	
48	100.0	25232	100.0	76139	100.0	230	100.0	65932	100.0	168865	100.0	283	100.0	90990	100.0	244503	100.0	
11	22.9	6889	27.3	22285	29.3	38	16.5	13091	19.8	36434	21.6	58	20.5	21619	23.7	63423	25.9	
17	35.4	8700	34.5	25794	33.9	77	33.5	22119	33.5	57126	33.8	98	34.7	31065	34.1	83021	33.9	
10	20.8	6189	24.4	18017	23.7	69	30.0	19022	28.8	46956	27.8	69	24.4	24094	26.5	62173	25.4	
10	20.8	3490	13.8	10070	13.2	46	20.0	11736	17.8	28396	16.8	58	20.5	14267	15.7	35972	14.7	
48	100.0	25248	100.0	76166	100.0	230	100.0	65968	100.0	168912	100.0	283	100.0	91045	100.0	244589	100.0	
17	35.4	9980	39.6	32362	42.6	63	27.3	21497	32.6	59759	35.4	91	32.3	32988	36.3	96219	39.4	
14	29.2	8954	35.5	25792	33.9	88	38.1	24419	37.1	61328	36.4	92	32.6	32948	36.2	85600	35.1	
10	20.8	4189	16.6	12011	15.8	47	20.3	13120	19.9	31548	18.7	58	20.6	16592	18.3	41714	17.1	
7	14.6	2078	8.2	5834	7.7	33	14.3	6845	10.4	16002	9.5	41	14.5	8371	9.2	20586	8.4	
48	100.0	25201	100.0	75999	100.0	231	100.0	65881	100.0	168637	100.0	283	100.0	90907	100.0	244119	100.0	
5	10.4	4389	17.4	14692	19.3	21	9.1	7365	11.2	21828	13.0	28	9.9	13186	14.5	40463	15.6	
19	39.6	7627	30.2	23237	30.5	57	24.7	17489	26.5	46573	27.5	96	33.8	25983	28.5	71632	29.3	
9	18.8	7963	31.5	23130	30.3	83	35.9	22856	34.6	56843	33.6	72	25.4	30027	33.0	77861	31.8	
15	31.3	5290	20.9	15165	19.9	70	30.3	18307	27.7	43719	25.9	87	30.9	21914	24.1	54821	22.4	
6	12.5	5383	21.3	17930	23.5	33	14.3	8910	13.5	26598	15.7	37	13.2	15883	17.5	49106	20.0	
21	43.8	7948	31.4	24217	31.7	63	27.3	18811	28.5	49921	29.5	106	37.1	27421	30.1	75561	30.8	
12	25.0	7262	28.7	20743	27.2	66	28.6	21362	32.3	52623	31.1	75	26.4	27801	30.5	70860	28.9	
9	18.8	4715	18.6	13480	17.7	69	29.9	17008	25.7	40138	23.7	65	23.0	20032	22.0	49668	20.3	
48	100.0	25308	100.0	76370	100.0	231	100.0	66091	100.0	169280	100.0	283	100.0	91237	100.0	245194	100.0	
4	8.5	2955	11.8	9076	12.0	14	6.1	4464	6.8	11406	6.8	21	7.6	8652	9.6	23859	9.9	
16	34.0	8736	35.0	28513	37.8	62	27.0	19707	30.2	54532	32.6	87	31.3	29470	32.7	85940	35.5	
23	48.9	10456	41.9	30178	40.0	113	49.1	30783	47.1	76942	46.0	137	49.0	39664	44.3	103204	42.6	
4	8.5	2837	11.4	7640	10.1	41	17.8	10364	15.9	24235	14.5	34	12.1	12091	13.4	29068	12.0	
47	100.0	24984	100.0	75407	100.0	230	100.0	65318	100.0	167115	100.0	279	100.0	90076	100.0	242071	100.0	
8	17.0	6003	24.1	17991	24.0	32	14.0	11866	18.3	31027	18.6	44	15.8	19141	21.3	52230	21.7	
29	61.7	12289	49.4	37160	49.5	110	48.0	32382	49.8	83524	50.2	157	56.4	44492	49.6	120153	49.8	
8	17.0	5473	22.0	16462	21.9	73	31.9	16544	25.4	41541	24.9	64	22.8	21184	23.6	55943	23.2	
2	4.3	1130	4.5	3480	4.6	14	6.1	4276	6.6	10438	6.3	14	5.0	4939	5.5	12816	5.3	
47	100.0	24895	100.0	75093	100.0	229	100.0	65088	100.0	166530	100.0	279	100.0	89756	100.0	241142	100.0	
21	44.7	11412	46.2	34267	46.0	88	38.9	24842	38.4	65918	39.9	118	42.5	37705	42.3	103565	43.3	
18	38.3	10883	44.0	33466	44.9	104	46.0	28892	44.7	75795	45.8	114	41.3	39470	44.3	108316	45.2	
6	12.8	1873	7.6	5337	7.2	21	9.3	8211	12.7	18020	10.9	32	11.4	9095	10.2	21241	8.9	
2	4.3	547	2.2	1486	2.0	13	5.8	2712	4.2	5622	3.4	13	4.8	2877	3.2	6327	2.6	
47	100.0	24715	100.0	74556	100.0	226	100.0	64657	100.0	165955	100.0	277	100.0	89146	100.0	239449	100.0	
15	33.3	8310	33.7	24854	33.4	56	24.6	16715	25.9	43158	26.1	81	29.8	26784	30.1	72600	30.4	
18	40.0	11109	45.0	33330	44.8	105	46.1	23389	45.5	75146	45.5	115	42.4	40235	45.2	107874	45.1	
11	24.4	3847	15.6	11928	16.0	54	23.7	13170	20.4	33460	20.3	65	24.1	15926	17.9	42562	17.8	
1	2.2	1407	5.7	4340	5.8	13	5.7	5322	8.2	13941	8.1	10	3.6	6092	6.8	16099	6.7	
45	100.0	24673	100.0	74452	100.0	228	100.0	64596	100.0	165105	100.0	271	100.0	89037	100.0	239136	100.0	
12	25.5	6948	28.2	20862	28.0	43	19.1	12763	19.8	33603	20.4	64	23.1	21561	24.3	59234	24.8	
14	29.8	8873	36.0	27708	37.2	52	23.1	21471	33.4	57761	35.1	75	27.2	30803	34.7	86532	36.3	
14	29.8	5620	22.8	16589	22.3	43	19.1	17919	27.9	44678	27.1	71	25.7	22436	25.2	58288	24.4	
7	14.9	3234	13.1	9226	12.4	87	38.7	12188	18.9	28597	17.4	67	24.0	14059	15.8	34621	14.5	
47	100.0	24675	100.0	74385	100.0	225	100.0	64341	100.0	164639	100.0	277	100.0	88659	100.0	238675	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.

2006 Frequency Distributions

	All Students (weighted data *)																			
	Part-Time				Full-Time				2006 CCSSE Cohort				2006 CCSSE Cohort							
	Count	Col %	Other Small Colleges	Your College	Count	Col %	Other Small Colleges	Your College	Count	Col %	Other Small Colleges	Your College	Count	Col %	Other Small Colleges	Your College	Count	Col %		
1311. Frequency: Child care	28	59.6	14832	60.2	138	60.8	37635	58.4	97249	59.0	167	60.0	52735	59.4	142374	59.7				
	15	31.9	8556	34.7	69	30.4	22026	34.5	57820	35.1	87	31.3	30714	34.6	84398	35.4				
	3	6.4	663	2.7	7	3.1	2206	3.4	5008	3.0	14	5.1	2724	3.1	6369	2.7				
	1	2.1	598	2.4	13	5.7	2353	3.7	4824	2.8	10	3.5	2871	3.0	5531	2.3				
	47	100.0	24649	100.0	227	100.0	64400	100.0	164701	100.0	278	100.0	88844	100.0	238662	100.0				
1311. Frequency: Financial aid advising	16	34.8	6447	26.2	28	12.4	10250	15.9	32031	19.4	71	28.0	18995	21.3	59463	24.9				
	15	32.6	7540	30.6	24	10.8	24442	32.9	50077	30.4	82	30.0	26687	30.1	62996	26.4				
	11	23.9	6497	26.4	19	8.9	21703	33.7	50077	30.4	42	15.5	17645	19.9	42088	17.6				
	4	8.7	4141	16.8	59	26.1	15268	23.7	35206	21.4	42	15.5	17645	19.9	42088	17.6				
	48	100.0	24625	100.0	228	100.0	64378	100.0	164712	100.0	274	100.0	88767	100.0	238569	100.0				
1311. Frequency: Computer lab	3	6.5	4613	18.7	14	6.2	5447	8.4	14363	8.7	17	6.4	12417	14.0	35077	14.7				
	6	13.0	6614	26.8	20	9.0	11548	17.9	30991	18.8	44	15.9	20113	22.6	57352	24.0				
	21	45.7	7087	28.6	62	27.3	20163	31.3	51323	31.1	105	38.5	26501	29.8	70569	29.5				
	16	34.8	6375	25.8	105	46.3	27337	42.4	68266	41.4	108	39.3	29882	33.6	76000	31.8				
	46	100.0	24669	100.0	227	100.0	64495	100.0	164943	100.0	274	100.0	88913	100.0	238998	100.0				
1311. Frequency: Student organizations	18	39.1	11084	45.2	78	34.8	20987	32.7	57664	35.2	102	37.5	34669	39.2	98288	41.4				
	24	52.2	10396	42.4	92	41.1	27552	43.0	71393	43.6	130	47.9	37717	42.7	102268	43.1				
	3	6.5	2263	9.2	37	16.5	10741	16.8	24167	14.8	28	10.4	11594	12.9	26290	11.1				
	1	2.2	753	3.1	17	7.6	4806	7.5	10565	6.5	12	4.3	4553	5.2	10426	4.4				
	46	100.0	24496	100.0	224	100.0	64086	100.0	163789	100.0	273	100.0	88333	100.0	237274	100.0				
1311. Frequency: Transfer credit assistance	20	42.6	10168	41.1	88	38.6	23610	36.5	56721	34.3	114	41.0	34877	39.1	89430	37.4				
	15	31.9	8500	34.4	79	34.6	22077	34.1	57744	34.9	92	33.0	30535	34.3	84757	35.4				
	10	21.3	4563	18.5	46	20.2	13680	21.2	36779	22.2	58	20.8	17525	19.7	48456	20.2				
	2	4.3	1489	6.0	15	6.6	5292	8.2	14065	8.5	14	5.2	6191	6.9	16686	7.0				
	47	100.0	24720	100.0	228	100.0	64659	100.0	165309	100.0	278	100.0	89128	100.0	239329	100.0				
1311. Frequency: Services to students with disabilities	27	57.4	15546	62.7	131	57.5	38242	59.0	98604	59.5	160	57.5	54343	60.9	145989	60.3				
	15	31.9	7398	29.9	66	28.9	19708	30.4	51295	31.0	86	30.8	26896	30.1	74276	31.0				
	3	6.4	1065	4.3	22	9.6	3934	6.1	8896	5.4	21	7.6	4659	5.2	11077	4.6				
	2	4.3	770	3.1	9	3.9	2880	4.4	6790	4.1	12	4.1	3392	3.8	8444	3.5				
	47	100.0	24779	100.0	228	100.0	64764	100.0	165585	100.0	278	100.0	89290	100.0	239785	100.0				
132. Satisfaction: Academic advising/planning	7	15.9	5096	20.9	24	10.6	8269	12.9	22468	13.7	37	13.8	15268	17.3	44644	18.9				
	3	6.8	2179	9.0	16	7.0	5878	8.9	17039	10.4	18	6.9	7844	8.9	24279	10.3				
	23	52.3	10089	41.4	112	49.3	29392	45.8	76317	46.6	136	51.1	38437	43.6	103598	43.9				
	11	25.0	6980	28.7	75	33.0	20784	32.4	48030	29.3	75	28.2	26564	30.1	63671	27.0				
	44	100.0	24344	100.0	227	100.0	64123	100.0	163854	100.0	267	100.0	88114	100.0	236192	100.0				
132. Satisfaction: Career Counseling	20	44.4	10456	43.4	57	25.4	22077	34.9	59818	36.8	99	37.0	34100	39.3	96596	41.3				
	4	8.9	3186	13.2	25	11.2	8917	14.0	22928	14.1	26	9.8	11955	13.7	31827	13.6				
	12	26.7	6752	28.0	90	40.2	20471	32.2	51558	31.7	86	32.0	26315	30.1	68933	29.5				
	9	20.0	3718	15.4	52	23.2	12023	18.9	28149	17.3	57	21.3	14785	16.9	36616	15.6				
	45	100.0	24112	100.0	224	100.0	63618	100.0	162453	100.0	269	100.0	87365	100.0	233973	100.0				
132. Satisfaction: Job placement assistance	28	63.6	15679	65.9	112	51.1	34714	55.2	94703	59.0	154	58.7	52126	60.4	147246	63.8				
	5	11.4	3232	13.6	27	12.3	9092	14.4	22806	14.2	31	11.7	12173	14.1	31517	13.7				
	7	15.9	3350	14.1	9640	43.5	22800	35.2	29474	18.4	49	18.6	14830	17.2	36304	15.7				
	4	9.1	1519	6.4	3940	5.5	6442	10.2	13535	8.4	29	10.9	7131	8.3	15787	6.9				
	44	100.0	23780	100.0	219	100.0	62928	100.0	160518	100.0	263	100.0	86261	100.0	230984	100.0				
132. Satisfaction: Peer or other tutoring	22	51.2	13038	54.8	81	37.2	27960	44.5	73981	46.0	118	45.6	42991	49.8	118739	51.4				
	3	7.0	2465	10.4	25	11.5	6319	10.1	15752	9.8	23	8.8	8877	10.3	22922	9.9				
	9	20.9	4794	20.1	14573	20.4	16256	25.9	40847	25.5	64	24.8	19814	23.0	52194	22.6				
	9	20.9	3496	14.7	10138	14.2	45	20.6	29888	18.7	54	20.8	14591	16.9	37057	16.0				
	43	100.0	23793	100.0	218	100.0	62872	100.0	160468	100.0	259	100.0	86263	100.0	230912	100.0				
132. Satisfaction: Skill labs (writing, math, etc.)	14	31.8	10731	45.2	33289	46.6	55	25.5	21186	33.8	77	29.3	34093	39.6	96702	42.0				
	5	11.4	1869	7.9	5490	7.7	74	46.96	7.5	11882	7.4	26	9.8	6703	7.8	17565	7.6			
	12	27.3	6396	26.9	18663	26.2	59	27.3	20688	33.0	50	27.3	25748	29.9	65878	28.6				
	13	29.5	4771	20.1	13923	19.5	86	39.8	16128	25.7	39763	24.8	88	33.6	19561	22.7	50212	21.8		
	44	100.0	23767	100.0	216	100.0	62698	100.0	160019	100.0	262	100.0	86105	100.0	230337	100.0				
132. Satisfaction: Child care	31	72.1	18495	78.2	56764	80.0	155	70.8	46543	74.5	186	71.6	65393	76.3	179862	78.5				
	8	18.6	2501	10.6	7045	9.9	16	7.3	6668	10.7	37	14.1	9180	10.7	23030	10.0				
	2	4.7	1584	6.6	4431	6.2	19	8.7	5383	8.6	12590	7.9	16	6.3	4052	7.0				
	2	4.7	1094	4.6	2751	3.9	29	13.2	8233	5.2	21	8.1	4643	5.4	10269	4.5				
	43	100.0	23654	100.0	219	100.0	62466	100.0	159238	100.0	259	100.0	85759	100.0	229213	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.

2006 Frequency Distributions

	Part-Time										Full-Time										All Students (weighted data *)															
	Your College			Other Small Colleges			2006 CCSSE Cohort			Your College			Other Small Colleges			2006 CCSSE Cohort			Your College			Other Small Colleges			2006 CCSSE Cohort											
	Count	Col %	Col %	Count	Col %	Col %	Count	Col %	Col %	Count	Col %	Col %	Count	Col %	Col %	Count	Col %	Col %	Count	Col %	Col %	Count	Col %	Col %	Count	Col %	Col %									
13q2. Satisfaction: Financial aid advising	20	47.6	37.2	8849	37.2	30380	42.5	27	12.3	14518	23.1	45684	28.5	85	33.3	26199	30.4	83521	36.2	5	11.9	3119	13.1	9655	12.1	11359	13.2	31287	13.6							
Not at all	5	11.9	31.19	13.1	9655	12.1	11359	13.2	31287	13.6	45684	28.5	85	33.3	26199	30.4	83521	36.2	5	11.9	3119	13.1	9655	12.1	11359	13.2	31287	13.6								
Somewhat	8	19.0	23.9	15942	22.3	15942	22.3	83	37.7	18968	30.2	45613	28.5	68	26.6	23429	27.2	58093	25.2	9	21.4	6159	25.9	15450	18.8	25296	29.3	57742	25.0							
Very	42	100.0	28805	100.0	71427	100.0	220	100.0	62881	100.0	160319	100.0	256	100.0	86279	100.0	230644	100.0	42	100.0	28805	100.0	71427	100.0	220	100.0	62881	100.0	160319	100.0						
Total	42	100.0	28805	100.0	71427	100.0	220	100.0	62881	100.0	160319	100.0	256	100.0	86279	100.0	230644	100.0	42	100.0	28805	100.0	71427	100.0	220	100.0	62881	100.0	160319	100.0						
13h2. Satisfaction: Computer lab	4	9.3	6783	28.4	21548	30.1	13	5.9	3134	5.0	7695	14.2	21	7.9	18394	21.7	41	4899	5.3	2	4.7	1453	4.2	69	31.4	18963	30.1	48274	30.0	87	33.5	24459	28.3	65191	28.2	
Not at all	2	4.7	1453	4.2	69	31.4	18963	30.1	48274	30.0	87	33.5	24459	28.3	65191	28.2	2	4.7	1453	4.2	69	31.4	18963	30.1	48274	30.0	87	33.5	24459	28.3	65191	28.2				
Somewhat	15	34.9	6351	26.6	19172	26.7	69	31.4	18963	30.1	48274	30.0	87	33.5	24459	28.3	15	34.9	6351	26.6	19172	26.7	69	31.4	18963	30.1	48274	30.0	87	33.5	24459	28.3	65191	28.2		
Very	22	51.2	9267	38.8	26162	37.3	131	59.5	32629	51.8	82018	51.0	142	54.5	38692	44.8	99488	43.2	22	51.2	9267	38.8	26162	37.3	131	59.5	32629	51.8	82018	51.0	142	54.5	38692	44.8	99488	43.2
Total	43	100.0	23854	100.0	71687	100.0	220	100.0	63004	100.0	160745	100.0	260	100.0	86446	100.0	231367	100.0	43	100.0	23854	100.0	71687	100.0	220	100.0	63004	100.0	160745	100.0	260	100.0	86446	100.0	231367	100.0
13i2. Satisfaction: Student organizations	25	59.5	15392	65.4	47940	67.8	100	46.3	30940	49.5	85165	53.7	138	54.2	49239	57.6	140539	61.6	6	14.3	2545	10.8	7403	11.1	17461	11.0	17461	11.0	33	13.0	9460	11.1	24488	10.7		
Not at all	6	14.3	2545	10.8	7403	11.1	17461	11.0	17461	11.0	33	13.0	9460	11.1	24488	10.7	6	14.3	2545	10.8	7403	11.1	17461	11.0	17461	11.0	33	13.0	9460	11.1	24488	10.7				
Somewhat	8	19.0	3982	16.8	10854	15.4	61	28.2	16273	26.1	37843	23.9	58	22.7	18242	21.4	43637	19.1	8	19.0	3982	16.8	10854	15.4	61	28.2	16273	26.1	37843	23.9	58	22.7	18242	21.4	43637	19.1
Very	3	7.1	1643	7.0	4460	6.3	31	14.4	8192	13.1	18103	11.4	26	10.0	19520	8.6	3	7.1	1643	7.0	4460	6.3	31	14.4	8192	13.1	18103	11.4	26	10.0	19520	8.6				
Total	42	100.0	23542	100.0	70657	100.0	216	100.0	62278	100.0	158572	100.0	254	100.0	85475	100.0	228184	100.0	42	100.0	23542	100.0	70657	100.0	216	100.0	62278	100.0	158572	100.0	254	100.0	85475	100.0	228184	100.0
13j2. Satisfaction: Transfer credit assistance	23	52.3	12999	54.5	38957	54.4	104	47.5	30144	47.9	75380	47.0	133	50.4	44449	51.5	118533	51.3	8	18.2	2625	11.0	8121	11.3	21	9.6	7506	11.9	19753	12.3	39	14.8	9906	11.5	27072	11.7
Not at all	8	18.2	2625	11.0	8121	11.3	21	9.6	7506	11.9	19753	12.3	39	14.8	9906	11.5	27072	11.7	8	18.2	2625	11.0	8121	11.3	21	9.6	7506	11.9	19753	12.3	39	14.8	9906	11.5	27072	11.7
Somewhat	9	20.5	4895	20.5	15105	21.1	47	21.5	15451	24.6	40326	25.2	55	20.9	19470	22.5	52814	22.9	9	20.5	4895	20.5	15105	21.1	47	21.5	15451	24.6	40326	25.2	55	20.9	19470	22.5	52814	22.9
Very	4	9.1	3327	14.0	9399	13.1	47	21.5	15451	24.6	40326	25.2	55	20.9	19470	22.5	52814	22.9	4	9.1	3327	14.0	9399	13.1	47	21.5	15451	24.6	40326	25.2	55	20.9	19470	22.5	52814	22.9
Total	44	100.0	23846	100.0	71582	100.0	219	100.0	62903	100.0	160332	100.0	263	100.0	86386	100.0	230962	100.0	44	100.0	23846	100.0	71582	100.0	219	100.0	62903	100.0	160332	100.0	263	100.0	86386	100.0	230962	100.0
13k2. Satisfaction: Services to students with disabilities	32	72.7	17966	75.7	54814	76.9	138	64.2	44131	70.3	115975	72.5	181	69.4	62723	72.9	172240	74.9	3	6.8	1888	8.0	5680	8.0	16	7.4	4880	7.8	12340	7.7	18	7.1	6854	8.0	18142	7.9
Not at all	4	9.1	2188	9.1	6000	8.4	27	12.6	7575	12.1	17338	10.8	27	10.4	9176	10.7	22004	9.6	4	9.1	2188	9.1	6000	8.4	27	12.6	7575	12.1	17338	10.8	27	10.4	9176	10.7	22004	9.6
Somewhat	5	11.4	1700	7.2	4743	6.7	34	15.8	6188	9.9	14296	8.9	34	13.1	7338	8.5	17693	7.7	5	11.4	1700	7.2	4743	6.7	34	15.8	6188	9.9	14296	8.9	34	13.1	7338	8.5	17693	7.7
Very	44	100.0	23732	100.0	71237	100.0	215	100.0	62774	100.0	159949	100.0	261	100.0	86092	100.0	230079	100.0	44	100.0	23732	100.0	71237	100.0	215	100.0	62774	100.0	159949	100.0	261	100.0	86092	100.0	230079	100.0
Total	44	100.0	23732	100.0	71237	100.0	215	100.0	62774	100.0	159949	100.0	261	100.0	86092	100.0	230079	100.0	44	100.0	23732	100.0	71237	100.0	215	100.0	62774	100.0	159949	100.0	261	100.0	86092	100.0	230079	100.0
13a3. Importance: Academic advising/planning	18	40.0	7095	29.3	20868	28.7	74	32.7	18393	28.9	47072	28.9	156	57.8	52363	60.3	140884	60.1	24	53.3	14062	58.1	42078	57.8	146	64.6	40465	63.5	103120	63.3	156	57.8	52363	60.3	140884	60.1
Not at all	6	13.6	6084	25.4	17953	25.0	30	13.4	11218	17.8	29220	18.1	36	13.5	18882	21.8	51169	22.1	18	40.0	7095	29.3	20868	28.7	74	32.7	18393	28.9	47072	28.9	156	57.8	52363	60.3	140884	60.1
Somewhat	19	43.2	6806	28.4	19729	27.5	67	29.9	19618	31.1	48912	30.4	101	37.9	25868	29.9	66878	28.9	19	43.2	6806	28.4	19729	27.5	67	29.9	19618	31.1	48912	30.4	101	37.9	25868	29.9	66878	28.9
Very	19	43.2	11033	46.1	34161	47.5	127	56.7	32248	51.1	82669	51.5	129	48.6	41869	48.3	113757	49.1	19	43.2	11033	46.1	34161	47.5	127	56.7	32248	51.1	82669	51.5	129	48.6	41869	48.3	113757	49.1
Total	44	100.0	23923	100.0	71843	100.0	224	100.0	63084	100.0	161001	100.0	265	100.0	86619	100.0	231804	100.0	44	100.0	23923	100.0	71843	100.0	224	100.0	63084	100.0	161001	100.0	265	100.0	86619	100.0	231804	100.0
13c3. Importance: Job placement assistance	18	40.0	9487	40.2	28267	39.9	54	24.3	18128	29.1	49203	30.9	91	33.9	29663	34.7	82275	36.0	15	33.3	5853	24.7	17939	25.3	65	29.3	18113	29.0	47600	29.9	85	31.7	22930	26.8	62431	27.3
Not at all	12	26.7	8274	35.1	24579	34.7	103	46.4	26126	41.9	62238	39.1	92	34.4	32881	38.5	83955	36.7	12	26.7	8274	35.1	24579	34.7	103	46.4	26126	41.9	62238	39.1	92	34.4	32881	38.5	83955	36.7
Somewhat	45	100.0	23574	100.0	70785	100.0	222	100.0	62367	100.0	159041	100.0	268	100.0	85474	100.0	228661	100.0	45	100.0	23574	100.0	70785	100.0	222	100.0										

2006 Frequency Distributions

	All Students (weighted data *)																	
	Part-Time				Full-Time				2006 CCSSE Cohort				2006 CCSSE Cohort					
	Count	Col %	Other Small Colleges	Your College	Count	Col %	Other Small Colleges	Your College	Count	Col %	Other Small Colleges	Your College	Count	Col %	Other Small Colleges	Your College	Count	Col %
13b. Importance: Transfer credit assistance	16	35.6	7992	33.7	22484	31.8	57	25.9	16552	26.6	38893	24.5	65	31.8	26245	30.7	65952	28.9
	11	24.4	4859	20.5	14519	20.5	44	20.0	14028	22.5	34993	22.0	61	22.7	18476	21.6	48500	21.2
	18	40.0	10811	45.7	33799	47.7	119	54.1	31642	50.9	84943	55.5	122	45.5	40852	47.7	114079	49.9
	45	100.0	23652	100.0	70802	100.0	220	100.0	62222	100.0	158729	100.0	287	100.0	85573	100.0	228551	100.0
	Total	18	40.0	10444	44.4	31489	44.7	74	34.1	22859	36.8	59669	37.8	100	37.7	34726	40.8	94970
13c. Importance: Services to students with disabilities	8	17.8	3240	13.8	9746	13.8	32	14.7	9904	16.0	24890	15.7	44	16.6	12714	14.9	33475	14.7
	19	42.2	9816	41.8	29203	41.5	111	51.2	29271	47.2	73433	46.4	121	45.7	37714	44.3	99148	43.6
	45	100.0	23500	100.0	70438	100.0	217	100.0	62034	100.0	158192	100.0	266	100.0	85157	100.0	227554	100.0
	20	41.7	10521	41.7	30562	40.1	98	42.4	28691	43.6	72487	43.0	119	42.0	38704	42.6	101132	41.4
	Total	11	22.9	5390	21.3	16054	21.1	47	20.3	13769	20.9	35551	21.1	62	21.9	19192	21.1	51510
14b. Caring for dependents	6	12.5	4269	16.9	13457	17.7	36	15.6	11091	16.8	28939	17.2	39	13.7	15292	16.8	42570	17.4
	11	22.9	5057	20.0	16069	21.1	50	21.6	12322	18.7	31486	18.7	64	22.4	17760	19.5	49092	20.1
	48	100.0	25227	100.0	76142	100.0	231	100.0	65873	100.0	168463	100.0	283	100.0	90949	100.0	244304	100.0
	21	43.8	12102	48.1	37378	49.2	95	41.1	32014	48.7	83856	49.8	121	42.7	43816	48.2	120476	49.4
	Total	5	10.4	3865	15.3	11670	15.4	37	16.0	10471	15.9	26775	15.9	36	12.6	14255	15.7	38063
14c. Academically unprepared	8	16.7	3390	13.5	9961	13.1	35	15.2	8461	12.9	20232	12.0	46	16.1	12065	13.3	31014	12.7
	48	100.0	25190	100.0	75952	100.0	231	100.0	65797	100.0	168219	100.0	283	100.0	90824	100.0	243932	100.0
	29	60.4	15702	62.6	45899	60.7	130	56.5	38854	59.2	95765	57.1	167	58.9	55091	60.9	143735	59.2
	9	18.8	5406	21.6	16727	22.1	45	19.6	15150	23.1	40101	23.9	54	19.1	20200	22.3	55594	22.9
	Total	6	12.5	2590	10.3	8408	11.1	30	13.0	7438	11.3	20503	12.2	36	12.7	9843	10.9	28158
14d. Lack of finances	4	8.3	1385	5.5	4631	6.1	25	10.9	4149	6.3	11316	6.7	26	9.3	5373	5.9	15496	6.4
	48	100.0	25083	100.0	75665	100.0	230	100.0	65991	100.0	167685	100.0	283	100.0	90508	100.0	242993	100.0
	22	45.8	7987	31.7	24902	32.8	57	24.8	20243	30.8	53717	31.9	107	37.7	28380	31.3	78928	32.4
	9	18.8	5827	23.2	17262	22.7	56	24.3	14616	22.2	37617	22.2	59	20.9	20647	22.8	54877	22.5
	Total	10	20.8	4552	18.1	13726	18.1	38	16.5	12262	18.7	31469	18.7	54	19.2	16858	18.4	44678
14e. Transfer to a 4-year college or university	7	14.6	6790	27.0	20019	26.4	79	34.3	18619	28.3	45588	27.1	63	22.2	25060	27.6	65261	26.8
	48	100.0	25156	100.0	75909	100.0	230	100.0	65740	100.0	168050	100.0	283	100.0	90746	100.0	243644	100.0
	16	33.3	10646	42.3	28641	37.8	79	34.6	23025	35.0	49095	29.2	95	33.8	35636	39.3	84053	34.5
	10	20.8	4601	18.3	13486	17.8	38	16.7	11220	17.1	26993	16.0	54	19.2	16028	17.7	41545	17.0
	Total	10	20.8	4033	16.0	12957	17.1	37	16.2	11337	17.2	30959	18.4	54	19.1	14970	16.5	42731
15. How supportive is your friends of your attending this college?	12	25.0	5869	23.3	20783	27.4	74	32.5	20194	30.7	61209	36.4	78	27.9	24120	26.6	75367	30.9
	48	100.0	25149	100.0	75867	100.0	228	100.0	65776	100.0	168256	100.0	282	100.0	90754	100.0	243695	100.0
	1	2.1	894	3.5	3074	4.0	9	3.9	2320	3.5	6764	4.0	8	2.8	3200	3.5	9781	4.0
	9	18.8	4279	17.0	13679	18.0	32	13.9	10984	16.7	30151	17.9	48	16.9	15447	17.0	43876	17.9
	Total	20	41.7	7165	28.4	21970	28.8	62	27.0	18426	28.0	48490	28.8	102	36.0	25773	28.3	70530
16. How supportive is your immediate family of your attending this college?	18	37.5	12900	51.1	37458	49.2	127	55.2	34161	51.8	83158	49.3	125	44.3	46572	51.2	120250	49.2
	48	100.0	25238	100.0	76181	100.0	230	100.0	65891	100.0	168563	100.0	283	100.0	90992	100.0	244436	100.0
	1	2.1	648	2.6	2192	2.9	5	2.2	1545	2.4	4615	2.7	6	2.1	2243	2.5	6865	2.8
	5	10.4	2648	10.5	8419	11.1	12	5.2	5752	8.8	16023	9.5	24	8.4	8812	9.7	25388	10.4
	Total	12	25.0	5157	20.5	16078	21.2	48	20.9	11976	18.2	32110	19.1	66	23.4	17708	19.5	46548
17a. Complete a certificate program	30	62.5	16748	66.5	49305	64.9	165	71.7	46442	70.7	115354	68.6	187	66.1	62052	68.3	162019	66.5
	48	100.0	25201	100.0	75994	100.0	230	100.0	65715	100.0	168102	100.0	283	100.0	90815	100.0	243820	100.0
	14	29.8	4488	18.0	13563	18.2	44	19.1	12834	19.7	33052	19.9	72	25.6	16916	18.8	45242	18.8
	11	23.4	4488	18.0	13563	18.2	44	19.1	12834	19.7	33052	19.9	72	25.6	16916	18.8	45242	18.8
	Total	47	100.0	24760	100.0	74602	100.0	230	100.0	65075	100.0	166169	100.0	279	100.0	89561	100.0	240085
17b. Obtain an Associate degree	8	16.7	4674	18.7	14702	19.6	50	21.8	13436	20.5	36406	21.8	53	18.6	17693	19.6	48568	20.5
	27	56.3	14400	57.7	42051	55.9	137	59.8	41445	63.4	103210	61.8	163	57.6	54005	59.9	140772	58.2
	48	100.0	24943	100.0	75174	100.0	229	100.0	63986	100.0	167112	100.0	282	100.0	90105	100.0	241689	100.0
	14	29.8	9625	38.8	24476	32.7	62	27.0	19038	29.2	35927	21.5	80	28.7	31248	34.8	86609	28.4
	Total	11	23.4	5877	23.7	16792	22.4	59	25.7	14581	22.4	33637	20.1	68	24.3	20587	22.9	51773
17c. Transfer to a 4-year college or university	22	46.8	9324	37.6	33661	44.9	109	47.4	31622	48.5	97499	58.4	131	47.0	37958	42.3	120830	50.1
	47	100.0	24826	100.0	74629	100.0	230	100.0	63239	100.0	167063	100.0	279	100.0	89794	100.0	241213	100.0
	16	34.0	7757	31.3	24685	33.1	67	29.3	19532	28.5	53655	32.3	90	32.2	26611	29.7	78142	32.6
	12	25.5	6280	25.3	19217	25.8	59	25.8	17622	27.1	46132	27.8	71	25.6	23457	26.2	63997	26.6
	Total	19	40.4	10741	43.3	30645	41.1	103	45.0	28828	44.4	66088	39.8	118	42.2	39464	44.1	97760
17d. Obtain or update job-related skills	47	100.0	24778	100.0	74547	100.0	229	100.0	64982	100.0	165975	100.0	279	100.0	89532	100.0	239799	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.

2006 Frequency Distributions

	All Students (weighted data *)																
	Part-Time				Full-Time				2006 CCSSE Cohort				2006 CCSSE Cohort				
	Count	Col %	Other Small Colleges	Your College	Count	Col %	Other Small Colleges	Your College	Count	Col %	Other Small Colleges	Your College	Count	Col %	Other Small Colleges	Your College	Count
17e. Self-improvement/personal employment	Not a goal	13	37.0	8109	24.6	56	24.5	16330	25.1	45425	27.3	74	26.4	21219	24.6	63522	26.4
	Secondary goal	16	44.0	8206	33.0	83	36.2	22962	35.2	59991	36.0	97	34.9	30582	34.0	83061	34.5
	Primary goal	18	38.3	10555	42.4	90	39.3	25869	39.7	61039	36.7	108	38.7	37114	41.3	94277	39.1
	Total	47	100.0	24870	100.0	229	100.0	65167	100.0	166455	100.0	279	100.0	89825	100.0	240989	100.0
17f. Change careers	Not a goal	24	51.1	11921	48.0	37267	49.8	117	50.9	101619	61.1	142	51.0	47179	52.5	131252	54.5
	Secondary goal	9	19.1	4131	16.6	12592	16.8	33	14.3	9890	15.2	24451	14.7	48	17.3	14392	16.0
	Primary goal	14	29.8	8801	35.4	24987	33.4	80	34.8	17670	27.1	40335	24.2	89	31.7	28228	31.4
	Total	47	100.0	24853	100.0	74846	100.0	230	100.0	65157	100.0	166405	100.0	279	100.0	89799	100.0
18a. My own income/savings	Not a source	18	38.3	7618	30.5	20795	27.6	92	39.8	68857	41.2	65187	39.1	109	38.9	31953	35.5
	Minor source	11	23.1	6451	25.9	18576	24.7	94	40.7	21281	32.7	53940	32.4	84	30.2	26276	29.2
	Major source	18	38.3	10873	43.6	35887	47.7	45	19.5	17025	26.1	47444	28.5	87	30.9	31704	35.3
	Total	47	100.0	24942	100.0	75258	100.0	231	100.0	65163	100.0	166571	100.0	280	100.0	89934	100.0
18b. Parent or spouse/significant other's income/savings	Not a source	24	50.0	15077	60.9	44284	59.3	128	55.7	32308	49.7	76603	46.1	148	52.2	49681	55.5
	Minor source	11	22.9	3843	15.5	11609	15.5	51	22.2	13599	20.9	33245	20.0	64	22.6	16224	18.1
	Major source	13	27.1	5842	23.6	18813	25.2	51	22.2	19129	29.4	56433	33.9	71	25.2	23624	26.4
	Total	48	100.0	24762	100.0	74886	100.0	230	100.0	65035	100.0	166281	100.0	283	100.0	89529	100.0
18c. Employer contributions	Not a source	37	78.7	18896	80.6	59765	80.3	202	88.2	57333	88.8	146414	88.7	230	82.4	75179	84.4
	Minor source	4	8.5	2047	8.3	6289	8.5	13	5.7	4467	6.9	11575	7.0	21	7.4	6870	7.7
	Major source	6	12.8	2743	11.1	8972	11.2	14	6.1	2780	4.3	7095	4.3	28	10.2	7023	7.9
	Total	47	100.0	24686	100.0	74426	100.0	229	100.0	64580	100.0	165084	100.0	279	100.0	89072	100.0
18d. Grants & scholarships	Not a source	28	58.3	14423	58.1	48502	64.9	75	32.3	22668	34.8	71634	43.0	137	48.3	42268	47.1
	Minor source	5	10.4	2486	10.0	6542	8.7	23	9.9	8946	13.7	21048	12.6	29	10.2	10671	11.9
	Major source	15	31.3	7915	31.9	19736	26.4	134	57.8	33559	51.5	73773	44.3	118	41.5	36814	41.0
	Total	48	100.0	24824	100.0	74878	100.0	232	100.0	65173	100.0	166455	100.0	284	100.0	89753	100.0
18e. Student loans (bank, etc.)	Not a source	39	81.3	18972	76.6	58989	79.1	161	70.0	42268	65.0	114040	68.7	217	76.9	63207	70.6
	Minor source	3	6.3	1752	7.1	5013	6.7	26	11.3	6050	9.3	14527	8.8	23	8.2	7501	8.2
	Major source	6	12.5	4036	16.3	10615	14.2	43	18.7	16662	25.6	37439	22.6	42	14.9	18981	21.2
	Total	48	100.0	24760	100.0	74817	100.0	230	100.0	64980	100.0	166006	100.0	283	100.0	89489	100.0
18f. Public assistance	Not a source	43	89.6	22221	89.9	67899	91.1	177	76.6	54826	84.4	143302	86.4	240	84.6	78028	87.3
	Minor source	3	6.3	1002	4.1	2614	3.5	23	10.0	4274	6.6	9318	5.6	22	7.7	4746	5.3
	Major source	2	4.2	1508	6.1	4003	5.4	31	13.4	5849	9.0	13261	8.0	22	7.7	6633	7.4
	Total	48	100.0	24731	100.0	74516	100.0	232	100.0	64949	100.0	165981	100.0	283	100.0	89407	100.0
19. Proprietary (private) school or training program	No response	44	91.7	23617	91.7	70761	90.9	222	92.9	63091	94.4	160640	93.7	264	92.1	86202	93.1
	Response	4	8.3	2130	8.3	7122	9.1	17	7.1	3720	5.6	10738	6.3	23	7.9	6356	6.9
	Total	48	100.0	25747	100.0	77883	100.0	239	100.0	66811	100.0	171378	100.0	287	100.0	92558	100.0
	No response	42	87.5	22662	88.0	69210	88.9	219	91.6	60935	91.2	157578	91.9	256	89.1	82784	89.4
Public vocational-technical school	Response	6	12.5	3085	12.0	8673	11.1	20	8.4	5976	8.8	13800	8.1	31	10.9	9774	10.6
	Total	48	100.0	25747	100.0	77883	100.0	239	100.0	66811	100.0	171378	100.0	287	100.0	92558	100.0
	No response	35	72.9	20025	77.8	58906	76.8	211	88.3	58385	84.4	144672	84.4	227	79.0	74846	80.9
	Response	13	27.1	5722	22.2	18077	23.2	28	11.7	10426	15.6	26706	15.6	60	21.0	17712	19.1
Four year college or university	Total	48	100.0	25747	100.0	77883	100.0	239	100.0	66811	100.0	171378	100.0	287	100.0	92558	100.0
	No response	37	77.1	19314	75.0	56797	72.9	194	81.2	55702	83.4	141452	82.6	226	78.7	73189	79.1
	Response	11	22.9	6433	25.0	21086	27.1	45	18.8	11109	16.6	29866	17.4	61	21.3	19353	20.9
	Total	48	100.0	25747	100.0	77883	100.0	239	100.0	66811	100.0	171378	100.0	287	100.0	92558	100.0
None	No response	26	54.2	14147	54.9	44624	57.3	95	39.7	26606	39.8	70088	40.9	139	48.5	44127	47.7
	Response	22	45.8	11600	45.1	33259	42.7	144	60.3	40205	60.2	101290	59.1	148	51.5	48431	52.3
	Total	48	100.0	25747	100.0	77883	100.0	239	100.0	66811	100.0	171378	100.0	287	100.0	92558	100.0
	No response	1	2.1	2340	9.3	7176	9.5	29	12.5	9476	14.5	24233	14.5	17	6.1	10739	11.9
20. When do you plan to take classes at this college again?	I will accomplish my goals this term and will not be returning	2	4.2	1325	5.3	3815	5.0	5	2.2	4154	6.3	9452	5.6	10	3.4	5923	5.9
	I have no current plan to return	34	70.8	16785	66.9	51035	67.4	155	66.8	40452	61.8	106091	63.4	197	69.3	57835	63.9
	Within the next 12 months	11	22.9	4652	18.5	13671	18.1	43	18.5	11424	17.4	27581	16.5	60	21.2	16607	18.3
	Uncertain	48	100.0	25102	100.0	75697	100.0	232	100.0	65506	100.0	167357	100.0	284	100.0	90504	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.

2006 Frequency Distributions

	All Students (weighted data *)																		
	Part-Time				Full-Time				2006 CCSSE Cohort				2006 CCSSE Cohort						
	Count	Col %	Other Small Colleges Count	Col %	Your College Count	Col %	Other Small Colleges Count	Col %	Your College Count	Col %	Other Small Colleges Count	Col %	Your College Count	Col %	Other Small Colleges Count	Col %	Your College Count	Col %	
21. At this college, in what range is your overall college grade average?	1	2.1	207	0.8	592	0.8	3.7	1.3	932	1.4	567	0.3	4	1.4	580	0.6	1451	0.6	
	2	4.2	879	3.5	2801	3.7	1.3	1359	2.1	3414	2.0	2673	1.6	9	3.1	2277	2.5	6805	2.8
	3	2.1	572	2.3	1805	2.4	3	17	3	13760	8.2	13760	8.2	5	1.8	2052	2.3	5524	2.3
	4	10.4	1801	7.2	5646	7.5	17	55	23.7	13533	20.7	34330	20.5	26	9.2	7062	7.8	19060	7.9
	5	16.7	4166	16.6	12763	16.9	55	66	28.4	15843	24.2	41930	25.1	57	19.9	16309	18.7	44903	18.5
	6	14.6	5387	21.5	16739	22.2	66	64	27.6	18974	29.0	47669	28.5	77	27.3	25742	22.5	56489	23.3
	7	27.1	7096	28.3	20746	27.5	23	9.9	9165	14.0	16773	13.6	51	17.9	15362	17.0	40695	16.8	
	8	22.9	4951	19.8	14477	19.2	23	9.9	9165	14.0	16773	13.6	51	17.9	15362	17.0	40695	16.8	
	9	100.0	25059	100.0	75569	100.0	232	100.0	65461	100.0	167176	100.0	284	100.0	90357	100.0	242449	100.0	
	22. When do you most frequently take classes at this college?	36	75.0	13291	53.4	39371	52.5	223	96.1	57455	88.4	144592	87.2	236	83.2	63544	70.8	162980	67.8
12		25.0	11453	46.0	34874	46.5	9	3.9	7454	11.5	20957	12.6	48	16.8	25891	28.8	76138	31.7	
0		0.0	160	0.6	705	0.9	0	0.0	86	0.1	302	0.2	0	0.0	351	0.4	1440	0.6	
48		100.0	24904	100.0	74950	100.0	232	100.0	64995	100.0	165841	100.0	284	100.0	89785	100.0	240557	100.0	
9		18.8	4040	16.1	12069	16.0	51	22.1	6291	9.6	15776	9.4	57	20.0	11754	13.0	31838	13.1	
17		35.4	9167	36.6	27481	36.3	65	28.1	18472	28.3	48920	29.3	92	32.6	29381	32.5	80630	33.2	
9		18.8	4621	18.4	14031	18.6	52	22.5	16281	24.9	40118	24.0	57	20.2	19333	21.4	50525	20.8	
10		20.8	2855	11.4	9028	11.9	32	13.9	9830	15.0	26420	15.8	51	18.1	11823	13.1	32848	13.5	
2		4.2	2216	8.8	6732	8.9	21	9.1	8579	13.1	22202	13.3	17	6.1	9797	10.8	26114	10.8	
1		2.1	2172	8.7	6288	8.3	10	4.3	5906	9.0	13730	8.2	8	2.9	8218	9.1	20583	8.5	
24. None	48	100.0	25071	100.0	75629	100.0	231	100.0	65359	100.0	167166	100.0	283	100.0	90307	100.0	242539	100.0	
	4	8.3	3960	15.4	12449	16.0	15	6.3	6476	9.7	17644	10.3	22	7.5	11952	12.9	34024	13.7	
	44	91.7	21787	84.6	65434	84.0	224	93.7	60335	90.3	153734	88.7	265	92.5	80606	87.1	215237	86.3	
	48	100.0	25747	100.0	77883	100.0	239	100.0	68811	100.0	171378	100.0	287	100.0	92558	100.0	249261	100.0	
	47	97.9	24858	96.5	75598	97.1	238	99.6	68014	98.8	169246	98.8	283	98.6	90193	97.4	243472	97.7	
	1	2.1	889	3.5	2285	2.9	1	0.4	797	1.2	2132	1.2	4	1.4	2365	2.6	5789	2.3	
	48	100.0	25747	100.0	77883	100.0	239	100.0	68811	100.0	171378	100.0	287	100.0	92558	100.0	249261	100.0	
	47	97.9	25419	98.7	76977	98.8	234	97.9	65927	98.7	169675	98.0	281	97.9	91294	98.6	246460	98.9	
	1	2.1	328	1.3	906	1.2	5	2.1	884	1.3	1703	1.0	6	2.1	1284	1.4	2801	1.1	
	48	100.0	25747	100.0	77883	100.0	239	100.0	68811	100.0	171378	100.0	287	100.0	92558	100.0	249261	100.0	
Another community or technical college	47	97.9	25134	97.6	75975	97.6	239	100.0	65794	98.5	166682	98.4	283	98.7	90755	98.1	244169	98.0	
	1	2.1	613	2.4	1908	2.4	0	0.0	1017	1.5	2896	1.6	4	1.3	1803	1.9	5092	2.0	
	48	100.0	25747	100.0	77883	100.0	239	100.0	68811	100.0	171378	100.0	287	100.0	92558	100.0	249261	100.0	
	47	97.9	24658	95.8	74184	95.3	235	98.3	65472	98.0	167478	97.7	281	98.1	89596	96.8	240025	96.3	
	1	2.1	1089	4.2	3639	4.7	4	1.7	1339	2.0	3900	2.3	6	1.9	2562	3.2	9236	3.7	
	48	100.0	25747	100.0	77883	100.0	239	100.0	68811	100.0	171378	100.0	287	100.0	92558	100.0	249261	100.0	
	47	97.9	24887	96.7	75218	96.6	237	98.2	64650	96.8	165689	96.7	282	98.4	89512	96.7	240842	96.6	
	1	2.1	860	3.3	2665	3.4	2	0.8	2161	3.2	5889	3.3	5	1.6	3046	3.3	8419	3.4	
	48	100.0	25747	100.0	77883	100.0	239	100.0	68811	100.0	171378	100.0	287	100.0	92558	100.0	249261	100.0	
	41	85.4	20528	81.6	61506	81.2	200	85.1	57322	87.5	145501	87.0	243	85.3	76557	84.3	203112	83.7	
25. How many classes are you presently taking at OTHER institutions?	1	2.1	1373	5.5	4370	5.8	0	0.0	1359	2.1	3464	2.1	4	1.3	3494	3.9	10137	4.2	
	2	4.2	1501	6.0	4749	6.3	4	1.7	900	1.4	2378	1.4	9	3.2	3457	3.8	10205	4.2	
	4	8.3	955	3.8	2881	3.8	5	2.1	1243	1.9	3574	2.1	17	5.9	2682	3.0	7571	3.1	
	0	0.0	811	3.2	2209	2.9	26	11.1	4659	7.1	12360	7.4	12	4.3	4591	5.1	11756	4.8	
	48	100.0	25168	100.0	75715	100.0	235	100.0	65482	100.0	167277	100.0	285	100.0	90582	100.0	242781	100.0	
	46	97.9	23824	94.8	71802	95.0	224	95.7	60415	92.4	155649	93.2	273	97.0	84519	93.5	228119	94.1	
	1	2.1	1288	5.2	3811	5.0	10	4.3	4949	7.6	11325	6.8	8	3.0	5893	6.5	14280	5.9	
	47	100.0	25122	100.0	75613	100.0	234	100.0	65364	100.0	166974	100.0	281	100.0	90412	100.0	242399	100.0	
	1	2.1	311	1.2	985	1.3	3	1.3	1074	1.6	2461	1.5	5	1.8	1343	1.5	3399	1.4	
	4	8.3	2884	11.5	9153	12.1	18	7.7	8106	12.4	21229	12.7	23	8.1	10920	12.1	30092	12.4	
27. How would you evaluate your entire educational experience at this college?	24	50.0	13798	54.8	42245	55.8	129	54.9	36024	55.0	94834	56.7	148	51.9	49751	54.9	136360	56.2	
	19	39.6	8174	32.5	23371	30.9	85	36.2	20299	31.0	48742	29.1	109	38.3	28563	31.5	72969	30.1	
	48	100.0	25167	100.0	75754	100.0	235	100.0	65503	100.0	167266	100.0	285	100.0	90576	100.0	242820	100.0	
	23	47.9	10699	42.6	28446	37.6	109	46.4	18755	28.7	41773	25.0	135	47.3	32494	35.9	78519	32.4	
	25	52.1	14419	57.4	47170	62.4	126	53.6	46632	71.3	125221	75.0	150	52.7	57925	64.1	163988	67.6	
	48	100.0	25118	100.0	75616	100.0	235	100.0	65387	100.0	166994	100.0	285	100.0	90419	100.0	242417	100.0	
	28. Do you have children who live with you?	48	100.0	25118	100.0	75616	100.0	235	100.0	65387	100.0	166994	100.0	285	100.0	90419	100.0	242417	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.

2006 Frequency Distributions

	Part-Time						Full-Time						All Students (weighted data *)					
	Your College		Other Small Colleges		2006 CCSSE Cohort		Your College		Other Small Colleges		2006 CCSSE Cohort		Your College		Other Small Colleges		2006 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	9	18.8	3736	15.0	11287	15.0	60	25.5	21121	32.4	54766	32.9					
	20 to 21	15	31.3	3735	15.0	11969	15.9	51	21.7	16624	25.5	44968	27.0					
	22 to 24	2	4.2	3590	14.4	11871	15.8	30	12.8	8094	12.4	22180	13.3					
	25 to 29	4	8.3	3817	15.3	11979	15.9	37	15.7	8950	10.7	17175	10.3					
	30 to 39	9	18.8	4872	19.5	13827	18.5	44	18.7	7092	10.9	15967	9.8					
	40 to 49	7	14.6	3413	13.7	9305	12.4	11	4.7	3795	5.8	8181	4.9					
	50 to 64	2	4.2	1595	6.4	4222	5.6	2	0.9	1378	2.1	2949	1.8					
	65+	0	0.0	210	0.8	594	0.8	0	0.0	74	0.1	216	0.1					
	Total	48	100.0	24968	100.0	75154	100.0	235	100.0	65128	100.0	166402	100.0					
	30. Sex:	Male	19	39.6	6354	33.2	27658	36.5	83	35.3	26514	40.5	69454	41.5				
Female		29	60.4	16799	66.8	48017	63.5	152	64.7	38941	59.5	97716	58.5					
31. Marital status	Yes	20	41.7	9311	37.0	25122	33.2	68	28.9	12235	18.7	27134	16.2	105	36.7	25703	28.4	63412
	No	28	58.3	15820	63.0	50517	66.8	167	71.1	53209	81.3	140011	83.8	180	63.3	64764	71.6	179131
32. Is English your native (first) language?	Yes	47	97.9	23546	93.6	67061	88.6	229	97.4	61773	94.4	149133	89.2	279	97.7	85219	94.1	216511
	No	1	2.1	1622	6.4	8656	11.4	6	2.6	3690	5.6	18038	10.8	6	2.3	5342	5.9	26198
33. Are you an international student or foreign national?	Yes	0	0.0	934	3.7	4250	5.6	5	2.1	2528	3.9	10429	6.3					
	No	48	100.0	24080	96.3	70984	94.4	229	97.9	62600	96.1	155924	93.7					
34. What is your racial identification? (Mark only one)	Total	48	100.0	25014	100.0	75234	100.0	234	100.0	65128	100.0	166353	100.0					
	American Indian or other Native American	0	0.0	638	2.6	1333	1.8	2	0.9	2008	3.1	3539	2.1					
	Asian, Asian American, or Pacific Islander	0	0.0	674	2.7	3201	4.3	4	1.7	1700	2.6	8001	4.8					
	Native Hawaiian	0	0.0	155	0.6	268	0.4	0	0.0	372	0.6	616	0.4					
	Black or African American	7	14.9	2696	10.8	9480	12.7	32	13.7	7993	12.3	20495	12.4					
	White, Non-Hispanic	37	78.7	18052	72.5	49184	65.8	186	79.5	46279	71.3	110030	66.5					
	Hispanic, Latino, Spanish	1	2.1	2010	8.1	8650	11.6	4	1.7	4688	7.2	16586	10.0					
	Other	2	4.3	679	2.7	2674	3.6	6	2.6	1837	2.8	6200	3.7					
	Total	47	100.0	24904	100.0	74790	100.0	234	100.0	64877	100.0	165467	100.0					
	35. What is the highest academic credential you have earned?	None	1	2.1	977	4.0	2526	3.4	1	0.4	1090	1.7	2874	1.7	4	1.4	2754	3.1
High school diploma or GED		34	70.8	16280	66.1	49067	66.2	191	82.0	53310	82.8	137438	83.5	214	75.2	65391	73.6	174718
Vocational / technical certificate		9	18.8	3308	13.4	8720	11.8	27	11.6	5471	8.5	12103	7.4	45	16.0	9892	11.1	23688
Associate degree		3	6.3	2226	9.0	6583	8.9	11	4.7	3323	5.2	8374	5.1	16	5.7	6571	7.4	17627
Bachelor's degree		0	0.0	1369	5.6	5507	7.4	3	1.3	956	1.5	3116	1.9	1	0.5	3244	3.7	11921
Masters / doctoral / professional degree		1	2.1	461	1.9	1673	2.3	0	0.0	201	0.3	685	0.4	4	1.3	969	1.1	3447
Total	48	100.0	24621	100.0	74076	100.0	233	100.0	64351	100.0	164590	100.0	284	100.0	88620	100.0	238131	

* 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.

2006 Frequency Distributions

36m. Highest level of education: mother	Part-Time						Full-Time						All Students (weighted data *)					
	Your College		Other Small Colleges		2006 CCSSE Cohort		Your College		Other Small Colleges		2006 CCSSE Cohort		Your College		Other Small Colleges		2006 CCSSE Cohort	
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
Not a high school graduate	7	17.5	3738	16.1	10510	15.0	27	13.0	7436	12.5	17697	11.6	38	15.7	11953	14.4	30290	13.6
High school diploma or GED	18	45.0	8691	37.5	24326	34.7	81	38.9	21122	35.5	49551	32.5	104	42.6	30174	36.4	75668	34.0
Some college, did not complete degree	3	7.5	3554	15.3	11281	16.1	36	17.3	9678	16.3	25981	17.1	28	11.5	13017	15.7	36677	16.5
Associate degree	5	12.5	2470	10.7	7221	10.3	25	12.0	7672	12.9	18982	12.5	30	12.3	9798	11.8	25251	11.3
Bachelor's degree	5	12.5	2332	10.1	8256	11.8	23	11.1	6779	11.4	20565	13.5	29	11.9	8842	10.7	27652	12.4
Master's degree / First professional	0	0.0	1191	5.1	4339	6.2	8	3.8	3377	5.7	10173	6.7	4	1.6	4429	5.3	14121	6.3
Doctorate degree	0	0.0	187	0.7	629	0.9	0	0.0	414	0.7	1425	0.9	0	0.0	586	0.7	2008	0.9
Unknown	2	5.0	1041	4.5	3447	4.9	8	3.8	3020	5.1	7933	5.2	11	4.5	3999	4.8	11209	5.0
Total	40	100.0	23184	100.0	70009	100.0	208	100.0	59498	100.0	152307	100.0	243	100.0	82798	100.0	222874	100.0
36f. Highest level of education: father	10	23.3	4770	20.3	12833	18.2	46	21.5	9941	16.5	22513	14.6	58	22.6	15590	18.6	37775	16.8
Not a high school graduate	13	30.2	8461	36.1	22339	31.6	92	43.0	21755	36.0	48885	31.7	91	35.3	30177	36.0	71835	31.9
High school diploma or GED	10	23.3	3026	12.9	9886	14.0	27	12.6	8540	14.1	22960	14.9	49	19.1	11254	13.4	32227	14.3
Some college, did not complete degree	1	2.3	1511	6.4	4666	6.6	7	3.3	4817	8.0	12115	7.9	7	2.7	6092	7.3	16200	7.2
Associate degree	2	4.7	2313	9.9	8644	12.5	16	7.5	6330	10.5	20431	13.3	15	5.8	8510	10.1	28558	12.7
Bachelor's degree	1	2.3	1210	5.2	4865	6.9	8	3.7	3166	5.2	11171	7.3	7	2.9	4282	5.1	15523	6.9
Master's degree / list professional	1	2.3	434	1.8	1748	2.5	0	0.0	976	1.6	3417	2.2	4	1.4	1429	1.7	5237	2.3
Doctorate degree	5	11.6	1744	7.4	5465	7.7	18	8.4	4857	8.0	12498	8.1	27	10.4	6537	7.8	17748	7.9
Unknown	43	100.0	23459	100.0	70646	100.0	214	100.0	60382	100.0	153990	100.0	257	100.0	83870	100.0	225104	100.0
Total	43	100.0	23459	100.0	70646	100.0	214	100.0	60382	100.0	153990	100.0	257	100.0	83870	100.0	225104	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.

BENCHMARK REPORTS





2006 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 more powerful contributors to effective teaching, learning, student retention, and student success.

Beginning this year, CCSSE will utilize a 3-year cohort of participating colleges (2004 through 2006) in all of its data analyses¹, including the computation

of benchmark scores. This cohort is referred to as the 2006 CCSSE Cohort throughout all reports and documentation.

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

The benchmarks are briefly described below.

Active and Collaborative Learning

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

During the current school year, how often have you

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

¹For returning participants, the college's most recent year of participation is included in data analyses. For example, if a college participated in 2004 and 2006, only the 2006 data would be used in the 3-year cohort.

Student Effort

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

During the current school year, how often have you

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

During the current school year

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

Academic Challenge

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

During the current school year, how often have you

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

How much does your coursework at this college emphasize

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

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

During the current school year

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

How much does this college emphasize

- ★ Encouraging you to spend significant amounts of time studying

Student-Faculty Interaction

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

During the current school year, how often have you

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

Support for Learners

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

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

How much does this college emphasize

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

During the current school year, how often have you

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

Understanding and Using Benchmarks

What are benchmark scores?

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

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

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

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

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

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

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

What can a college do with the benchmarks?

There are a number of ways that college leaders might choose to use the benchmarks and the comparison

information provided in this report. Examples are provided below:

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

For example, suppose that you have a college mission statement that expresses a commitment to faculty involvement with students. But you note that the college's student-faculty interaction benchmark score is lower than those for the comparison group and for all 2006 participant colleges. Therefore, you decide that this is the area you want to target for improvement. To help you understand more precisely what the differences are, *CCSSE* suggests that you drill down to the item level, look at the percentage of students responding in each category, and compare the responses to those in your comparison groups. This will allow you to identify the specific items that are problem areas, and then target these areas, creating appropriate initiatives to build student-faculty interaction.

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

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

Institutional comparisons — Until recently, community and technical colleges have had little opportunity to make valid and appropriate cross-institutional comparisons, particularly with regard

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

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

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

POLICY STATEMENT ON RESPONSIBLE USES OF *CCSSE* DATA

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

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

★ *CCSSE* does not support the use of student engagement survey results for the purpose of ranking community and technical colleges. Such uses would obscure complex dimensions of institutional performance and student behavior.

★ Because of differences in institutional focus, student characteristics, and resources, comparisons of survey results from two single institutions serve little constructive purpose and may in fact be wholly inappropriate. *CCSSE*'s data search tools therefore provide group comparisons, using aggregated data from at least three institutions.

★ Appropriate interpretation of survey data will take into account the institutional context (mission, size, urbanicity, program mix, and so on) as well as the characteristics of a particular institution's student population – for example, the proportions of full- vs. part-time students, traditional college-age vs. non-traditional-age students, students who are academically under-prepared as they enter the institution, and students with various educational goals.

Benchmark Reports

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

The first report, on page B1, is a **Summary Table** of scores for *all students* on each of the five benchmarks: 1) Active and Collaborative Learning, 2) Student Effort, 3) Academic Challenge, 4) Student-Faculty Interactions, and 5) Support for Learners for your institution, a comparison group, and the 2006 CCSSE Cohort.

The **CCSSE Benchmark Deciles Report**, on page B2, highlights the five benchmark deciles for *all students* at your institution. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. Deciles are listed for the 2006 CCSSE Cohort and for each appropriate breakdown according to college size and urbanicity. **To help you gauge your college's performance relative to the comparison groups, the shaded area on the tables indicate the deciles that are less than or equal to your benchmark scores.**

The third report – **Bar Charts and Benchmark Item Composition** - uses bar charts to represent the data provided in the summary table, for *all students* for each benchmark (pp. B3 - B7). In addition, it provides a listing of items from *The Community College Student Report* making up that particular benchmark (e.g., Active and Collaborative Learning), the means associated with each item and whether your college's mean is above or below the mean for the comparison group as well as the 2006 CCSSE Cohort.

The next series of reports, found on pages B8 through B19, contain the same reports described above broken down by *enrollment status* for your institution, a comparison group, and the 2006 CCSSE Cohort.

The final set of reports, pages B20 through B31, highlight data for all students by *credit hour status* for your institution, a comparison group, and the 2006 CCSSE Cohort.

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

Community College Survey of Student Engagement
2006 Benchmark Summary Table - All Students
Ouachita Technical College

All Students				
Benchmark	Your College	Comparison Group Statistics		
			Small Colleges	2006 CCSSE Cohort
Active and Collaborative Learning	49.3	Benchmark Score	51.3	50.0
		Score Difference	-2.0	-0.7
Student Effort	52.3	Benchmark Score	51.1	50.0
		Score Difference	1.1	2.3
Academic Challenge	49.2	Benchmark Score	50.4	50.0
		Score Difference	-1.2	-0.8
Student-Faculty Interaction	55.8	Benchmark Score	51.5	50.0
		Score Difference	4.3	5.8
Support for Learners	57.6	Benchmark Score	52.8	50.0
		Score Difference	4.7	7.6
		Number of Colleges	247	447

Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

Score Difference: The result of subtracting the comparison group score (same size colleges or 2006 CCSSE Cohort) from your college's score on each benchmark.

2006 CCSSE Cohort Benchmark Deciles

All Students

Ouachita Technical College

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for all participating students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2006 CCSSE Cohort and for each appropriate breakdown according to college size and college urbanicity. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. To help you gauge your college's performance relative to the comparison groups, the shaded areas on the national, size, or urbanicity tables indicate the deciles that are less than or equal to your benchmark score.

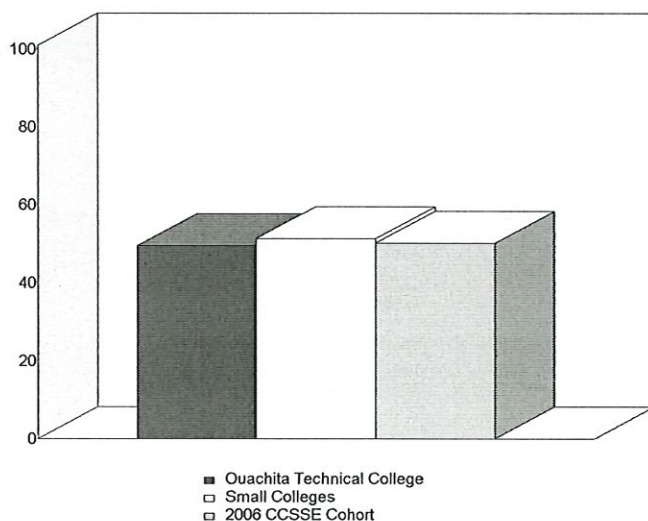
2006 CCSSE Cohort	All Students										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	38.2	45.5	47.2	48.1	49.2	50.2	51.1	52.3	53.4	55.6	80.1
Student Effort	38.5	45.6	47.3	48.5	49.4	50.4	51.2	52.0	53.2	55.0	77.6
Academic Challenge	34.6	45.5	47.4	48.5	49.3	50.0	50.9	52.0	52.9	54.2	74.1
Student-Faculty Interaction	35.3	45.6	47.3	48.4	49.4	50.3	51.4	52.7	53.8	55.9	65.9
Support for Learners	38.8	45.3	46.8	48.2	49.4	50.4	51.9	53.1	54.7	57.4	86.5

Small Colleges	All Students										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	38.2	45.7	47.6	48.8	49.8	50.9	52.1	53.0	54.1	57.3	80.1
Student Effort	40.0	46.0	47.9	49.2	50.2	51.0	51.8	52.5	53.7	56.1	77.6
Academic Challenge	34.6	45.4	47.4	48.6	49.6	50.3	51.4	52.0	53.0	54.6	74.1
Student-Faculty Interaction	35.3	46.3	47.9	49.1	50.0	51.2	52.5	53.6	55.2	57.1	65.9
Support for Learners	38.8	46.2	48.0	49.7	51.2	52.4	53.5	54.8	56.3	60.0	86.5

Rural Colleges	All Students										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	38.2	45.9	47.6	48.7	49.7	50.5	52.2	53.1	53.9	57.2	80.1
Student Effort	38.5	45.1	47.3	48.8	50.0	50.8	51.5	52.4	53.5	56.1	77.6
Academic Challenge	34.6	45.0	46.6	48.3	49.2	50.1	51.1	51.9	52.8	54.2	74.1
Student-Faculty Interaction	35.3	46.0	47.5	48.7	49.6	51.0	52.0	53.6	55.0	56.9	65.5
Support for Learners	38.8	46.1	47.5	49.4	50.6	52.1	53.2	54.7	55.9	59.3	86.5

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

Description - Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.



Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
All Students	49.3	51.3	50.0

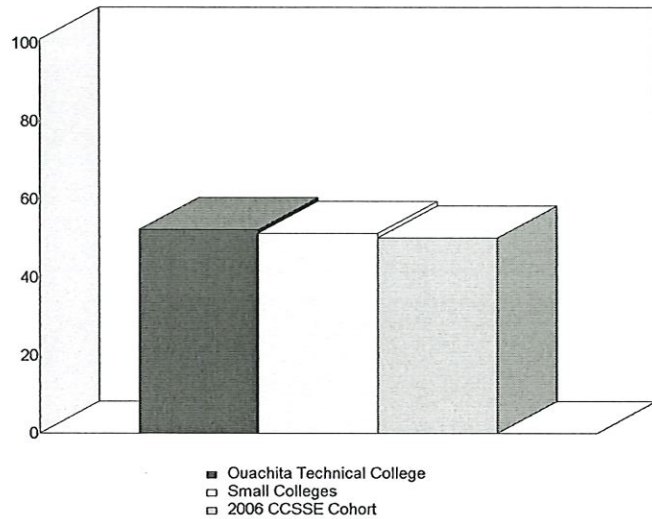
Active and Collaborative Learning	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	2.89	2.93		2.90	
4b. Made a class presentation	1.97	2.02		2.02	
4f. Worked with other students on projects during class	2.55	2.47		2.45	
4g. Worked with classmates outside of class to prepare class assignments	1.66	1.88	▼	1.85	▼
4h. Tutored or taught other students (paid or voluntary)	1.42	1.38		1.37	
4i. Participated in a community-based project as a part of a regular course	1.31	1.30		1.28	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.54	2.56		2.55	

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

Student Effort

Bar Charts and Benchmark Item Composition - All Students

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



Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
All Students	52.3	51.1	50.0

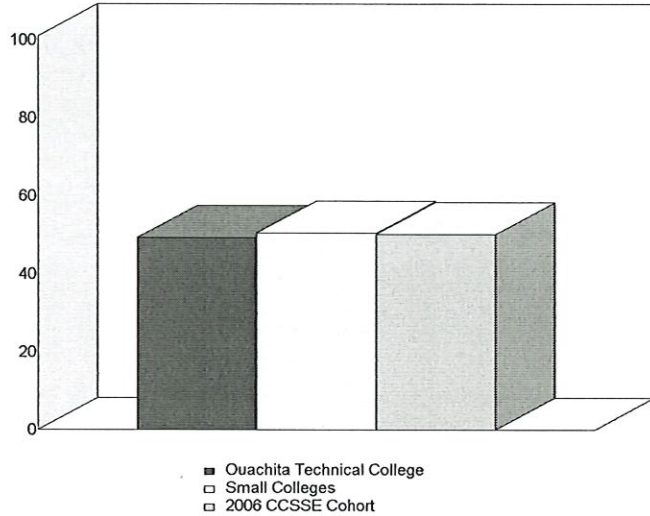
Student Effort	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.43	2.47		2.47	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.62	2.67		2.68	
4e. Came to class without completing readings or assignments	1.91	1.86		1.89	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.10	2.07		2.08	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.80	1.89		1.88	
13d1. Frequency: Peer or other tutoring	1.45	1.45		1.45	
13e1. Frequency: Skill labs (writing, math, etc.)	1.96	1.75	▲	1.71	▲
13h1. Frequency: Computer lab	2.25	2.13		2.09	

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

Academic Challenge

Bar Charts and Benchmark Item Composition - All Students

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.



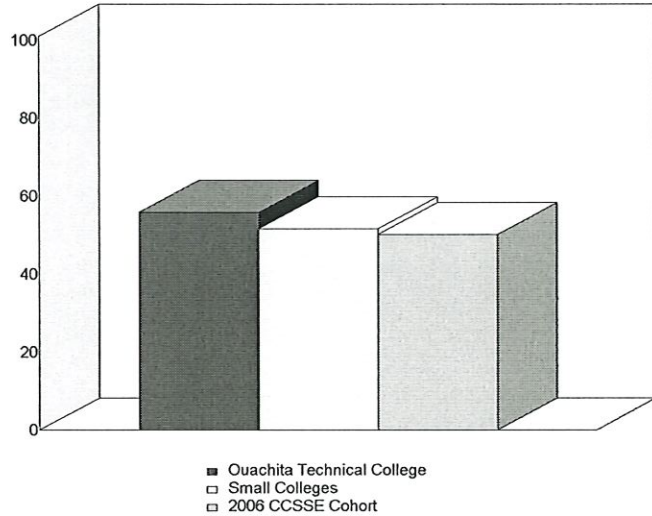
Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
All Students	49.2	50.4	50.0

Academic Challenge	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.43	2.54		2.51	
5b. Analyzing the basic elements of an idea, experience, or theory	2.80	2.78		2.80	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.76	2.66		2.67	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.55	2.50		2.51	
5e. Applying theories or concepts to practical problems or in new situations	2.65	2.60		2.60	
5f. Using information you have read or heard to perform a new skill	2.81	2.73		2.71	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.74	2.86		2.84	
6c. Number of written papers or reports of any length	2.40	2.80	▼	2.80	▼
7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	4.85	5.06		5.01	
9a. Encouraging you to spend significant amounts of time studying	3.02	2.95		2.93	

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

Student-Faculty Interaction Bar Charts and Benchmark Item Composition - All Students

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.



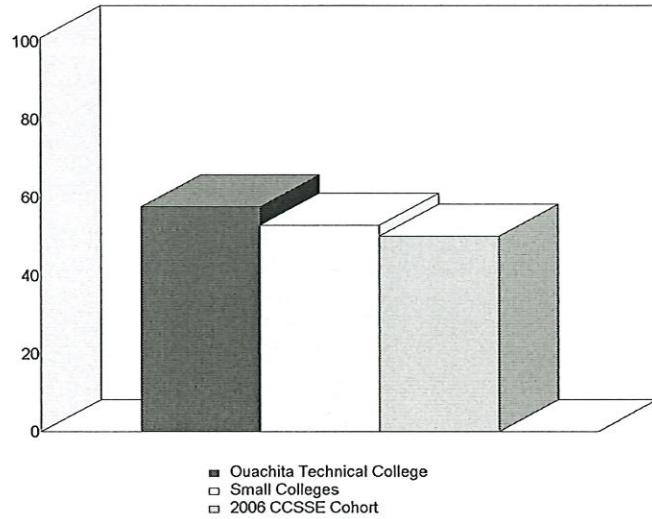
Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
All Students	55.8	51.5	50.0

Student-Faculty Interaction	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.35	2.26		2.30	
4l. Discussed grades or assignments with an instructor	2.54	2.51		2.48	
4m. Talked about career plans with an instructor or advisor	2.30	2.05	▲	1.98	▲
4n. Discussed ideas from your readings or classes with instructors outside of class	1.87	1.74		1.71	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.74	2.66		2.64	
4q. Worked with instructors on activities other than coursework	1.45	1.42		1.38	

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

Support for Learners Bar Charts and Benchmark Item Composition - All Students

Description - Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.



Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
All Students	57.6	52.8	50.0

Support for Learners	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	3.07	2.94		2.91	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.59	2.40		2.42	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	2.16	1.93	▲	1.88	▲
9e. Providing the support you need to thrive socially	2.32	2.10	▲	2.05	▲
9f. Providing the financial support you need to afford your education	2.75	2.45	▲	2.35	▲
13a1. Frequency: Academic advising/planning	1.79	1.79		1.74	
13b1. Frequency: Career counseling	1.39	1.44		1.43	

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

Community College Survey of Student Engagement
 2006 Benchmark Summary Table - Enrollment Status Breakout
Ouachita Technical College

Part-Time Students				
Benchmark	Your College	Comparison Group Statistics		
			Small Colleges	2006 CCSSE Cohort
Active and Collaborative Learning	42.4	Benchmark Score	46.3	46.1
		Score Difference	-3.9	-3.8
Student Effort	48.4	Benchmark Score	46.7	46.4
		Score Difference	1.7	1.9
Academic Challenge	43.1	Benchmark Score	45.5	45.9
		Score Difference	-2.4	-2.8
Student-Faculty Interaction	51.4	Benchmark Score	47.0	46.6
		Score Difference	4.3	4.8
Support for Learners	55.2	Benchmark Score	49.9	48.6
		Score Difference	5.3	6.6
		Number of Colleges	247	447

Full-Time Students				
Benchmark	Your College	Comparison Group Statistics		
			Small Colleges	2006 CCSSE Cohort
Active and Collaborative Learning	60.0	Benchmark Score	56.9	56.2
		Score Difference	3.1	3.8
Student Effort	58.2	Benchmark Score	55.9	55.6
		Score Difference	2.3	2.6
Academic Challenge	58.6	Benchmark Score	55.8	55.7
		Score Difference	2.9	2.9
Student-Faculty Interaction	62.7	Benchmark Score	56.6	55.9
		Score Difference	6.1	6.8
Support for Learners	61.2	Benchmark Score	56.1	54.5
		Score Difference	5.2	6.8
		Number of Colleges	247	447

Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

Score Difference: The result of subtracting the comparison group score (same size colleges or 2006 CCSSE Cohort) from your college's score on each benchmark.

2006 CCSSE Cohort Benchmark Deciles
Enrollment Status Breakout
Ouachita Technical College

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for all participating students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2006 CCSSE Cohort and for each appropriate breakdown according to college size and college urbanicity. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. To help you gauge your college's performance relative to the comparison groups, the shaded areas on the national, size, or urbanicity tables indicate the deciles that are less than or equal to your benchmark score.

		Part-Time Students										
		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2006 CCSSE Cohort												
Active and Collaborative Learning		14.9	40.6	42.8	43.9	44.8	45.9	46.9	48.0	49.2	51.6	91.6
Student Effort		19.2	41.1	43.1	44.5	45.6	46.7	47.5	48.5	49.7	51.5	106.3
Academic Challenge		19.6	40.4	42.6	43.8	45.2	46.4	47.2	48.2	49.7	51.0	79.0
Student-Faculty Interaction		12.2	41.3	43.1	44.2	45.2	46.3	47.6	48.6	50.0	52.5	70.3
Support for Learners		26.8	42.4	44.2	45.4	46.6	47.7	49.4	50.6	52.3	55.6	103.2

Small Colleges		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning		14.9	39.3	42.3	43.7	44.8	46.3	47.5	48.6	49.8	52.4	91.6
Student Effort		19.2	40.5	43.0	44.7	46.1	46.9	48.1	48.9	50.2	52.4	106.3
Academic Challenge		19.6	38.7	41.6	43.1	44.7	46.4	47.2	48.5	49.7	51.4	79.0
Student-Faculty Interaction		12.2	40.8	43.1	44.3	45.5	46.8	48.0	49.3	51.2	54.1	70.3
Support for Learners		26.8	42.3	44.7	46.1	47.5	49.6	51.0	52.3	53.9	57.3	103.2

Rural Colleges		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning		14.9	39.2	41.9	43.4	44.6	46.0	47.3	48.6	49.9	52.4	91.6
Student Effort		19.2	39.7	42.0	43.9	45.5	46.5	47.5	48.4	49.8	52.3	106.3
Academic Challenge		19.6	38.3	40.9	42.7	43.8	45.3	47.0	47.9	49.5	50.8	79.0
Student-Faculty Interaction		12.2	40.1	42.5	43.8	45.2	46.7	47.8	48.9	50.8	53.6	65.3
Support for Learners		26.8	41.5	44.4	46.0	47.2	49.1	50.8	52.0	53.4	57.0	103.2

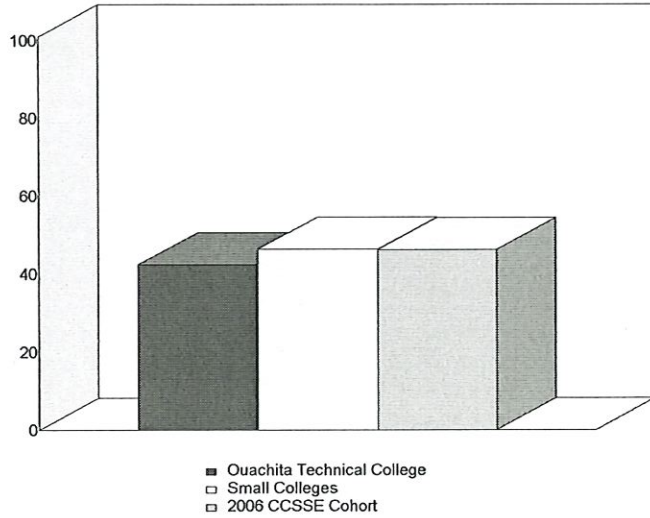
		Full-Time Students										
		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
2006 CCSSE Cohort												
Active and Collaborative Learning		44.7	51.1	52.5	53.9	55.0	56.0	57.2	58.1	59.8	62.1	77.4
Student Effort		41.7	51.0	52.2	53.1	54.3	55.2	56.4	57.3	58.6	61.2	72.5
Academic Challenge		42.8	51.2	52.9	53.9	54.6	55.5	56.3	57.3	58.6	60.3	74.1
Student-Faculty Interaction		39.4	50.4	52.6	53.8	54.8	55.6	56.8	57.9	59.1	61.2	68.3
Support for Learners		38.1	48.2	50.1	51.6	52.7	53.7	55.1	56.4	58.4	61.3	80.9

Small Colleges		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning		44.7	51.2	52.9	54.4	55.4	56.6	58.0	59.4	60.6	62.8	77.4
Student Effort		41.7	50.8	52.0	53.2	54.3	55.6	56.7	57.7	59.3	61.5	72.5
Academic Challenge		42.8	50.8	52.2	53.7	54.5	55.4	56.6	57.7	59.0	61.6	74.1
Student-Faculty Interaction		39.4	50.5	52.8	54.2	55.2	56.3	57.8	58.8	60.3	63.0	68.3
Support for Learners		38.1	49.1	51.6	52.9	53.9	55.3	56.6	58.5	60.1	63.5	80.9

Rural Colleges		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning		44.7	51.6	53.0	54.3	55.2	56.2	57.8	59.6	60.5	62.4	77.4
Student Effort		41.7	50.5	52.0	53.1	54.3	55.3	56.6	57.7	59.6	62.2	72.5
Academic Challenge		42.8	50.6	51.9	53.1	54.3	55.1	56.6	57.6	58.8	61.4	74.1
Student-Faculty Interaction		39.4	50.5	52.7	54.0	55.0	56.2	57.9	59.0	60.8	63.3	68.3
Support for Learners		38.1	49.0	50.9	52.6	53.9	55.6	56.6	58.7	60.3	63.5	80.9

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

Description - Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.



Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
Part-Time	42.4	46.3	46.1

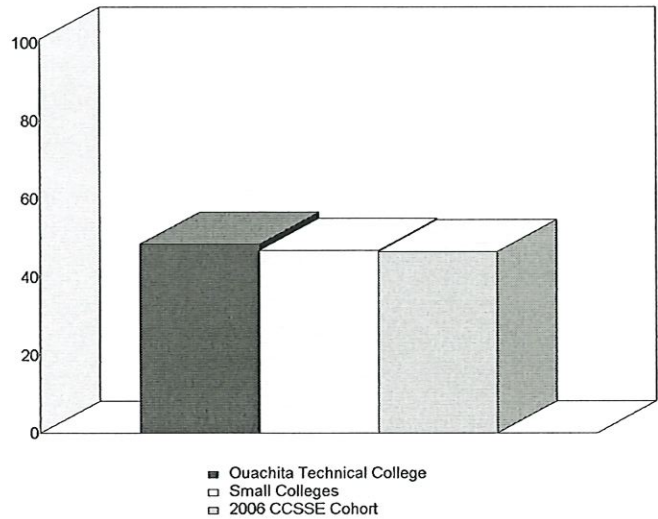
Active and Collaborative Learning	Your College Mean	Other Small Colleges Mean	Above/Below Mean	2006 CCSSE Cohort Mean	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	2.71	2.91		2.88	
4b. Made a class presentation	1.75	1.88		1.89	
4f. Worked with other students on projects during class	2.42	2.37		2.37	
4g. Worked with classmates outside of class to prepare class assignments	1.46	1.73		1.72	
4h. Tutored or taught other students (paid or voluntary)	1.33	1.30		1.30	
4i. Participated in a community-based project as a part of a regular course	1.30	1.22		1.22	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.44	2.52		2.51	

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

Student Effort

Bar Charts and Benchmark Item Composition - Part-Time Students

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



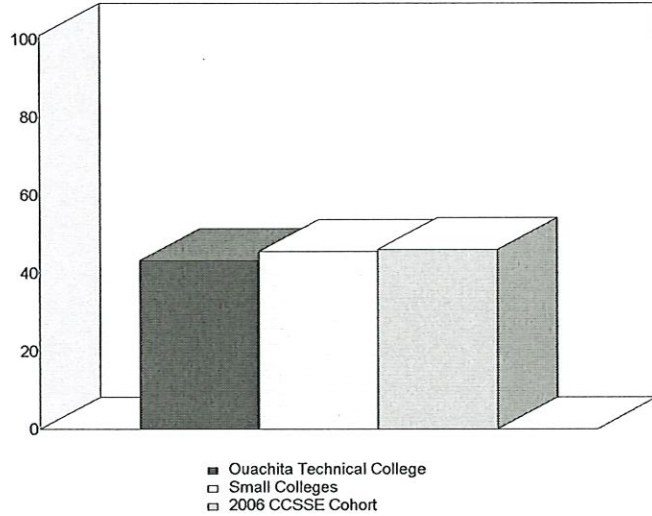
Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
Part-Time	48.4	46.7	46.4

Student Effort	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.25	2.36		2.36	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.40	2.52		2.53	
4e. Came to class without completing readings or assignments	1.79	1.78		1.82	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.15	2.09		2.09	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.65	1.74		1.73	
13d1. Frequency: Peer or other tutoring	1.43	1.41		1.42	
13e1. Frequency: Skill labs (writing, math, etc.)	1.80	1.68		1.65	
13h1. Frequency: Computer lab	2.23	1.99		1.96	

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

Academic Challenge Bar Charts and Benchmark Item Composition - Part-Time Students

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.



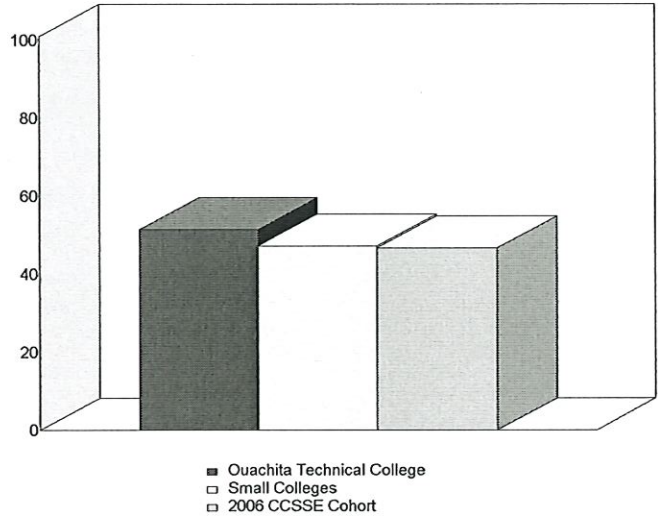
Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
Part-Time	43.1	45.5	45.9

Academic Challenge	Your College Mean	Other Small Colleges Mean	Above/Below Mean	2006 CCSSE Cohort Mean	Above/Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.25	2.48		2.45	
5b. Analyzing the basic elements of an idea, experience, or theory	2.71	2.73		2.76	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.71	2.61		2.62	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.44	2.42		2.43	
5e. Applying theories or concepts to practical problems or in new situations	2.54	2.52		2.53	
5f. Using information you have read or heard to perform a new skill	2.65	2.64		2.64	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.52	2.64		2.65	
6c. Number of written papers or reports of any length	2.19	2.56		2.56	
7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	4.61	5.04		4.98	
9a. Encouraging you to spend significant amounts of time studying	2.92	2.89		2.88	

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

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

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.



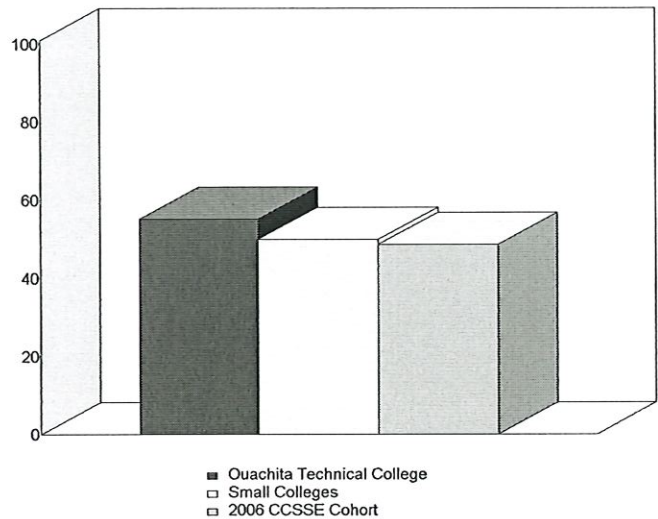
Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
Part-Time	51.4	47.0	46.6

Student-Faculty Interaction	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.26	2.15		2.17	
4l. Discussed grades or assignments with an instructor	2.40	2.41		2.39	
4m. Talked about career plans with an instructor or advisor	2.25	1.91		1.86	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.74	1.64		1.62	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.70	2.65		2.63	
4q. Worked with instructors on activities other than coursework	1.34	1.32		1.31	

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

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

Description - Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.



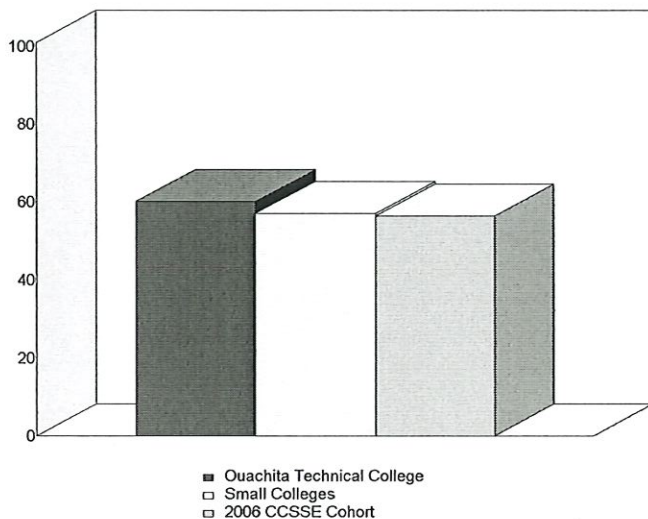
Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
Part-Time	55.2	49.9	48.6

Support for Learners	Your College Mean	Other Small Colleges Mean	Above/Below Mean	2006 CCSSE Cohort Mean	Above/Below Mean
9b. Providing the support you need to help you succeed at this college	3.06	2.90		2.87	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.48	2.34		2.37	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	2.06	1.87		1.83	
9e. Providing the support you need to thrive socially	2.31	2.02		1.98	
9f. Providing the financial support you need to afford your education	2.75	2.32		2.22	▲
13a1. Frequency: Academic advising/planning	1.72	1.73		1.69	
13b1. Frequency: Career counseling	1.31	1.41		1.41	

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

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

Description - Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.



Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
Full-Time	60.0	56.9	56.2

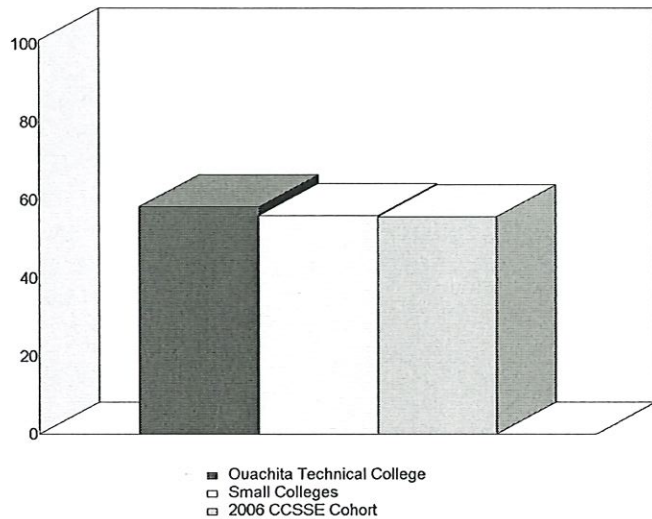
Active and Collaborative Learning	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	3.18	2.97	▲	2.94	▲
4b. Made a class presentation	2.30	2.20		2.23	
4f. Worked with other students on projects during class	2.75	2.59		2.57	▲
4g. Worked with classmates outside of class to prepare class assignments	1.98	2.05		2.01	
4h. Tutored or taught other students (paid or voluntary)	1.54	1.48		1.46	
4i. Participated in a community-based project as a part of a regular course	1.32	1.38		1.37	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.69	2.62		2.61	

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

Student Effort

Bar Charts and Benchmark Item Composition - Full-Time Students

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



Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
Full-Time	58.2	55.9	55.6

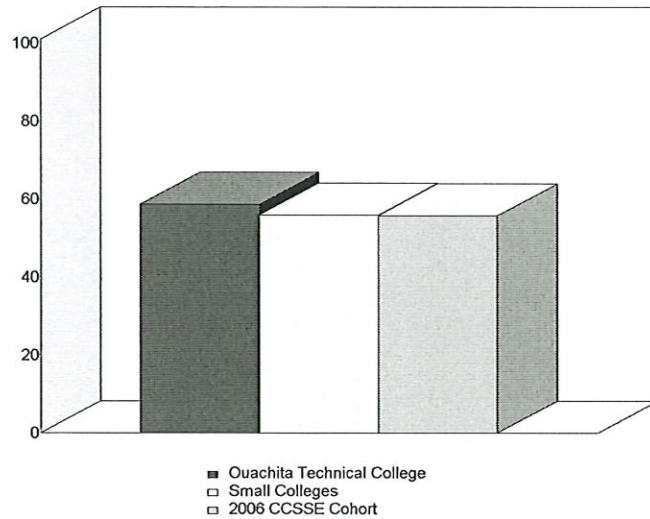
Student Effort	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.70	2.62		2.64	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.97	2.86		2.90	
4e. Came to class without completing readings or assignments	2.09	1.95		1.99	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.02	2.05		2.07	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	2.05	2.08		2.09	
13d1. Frequency: Peer or other tutoring	1.47	1.50		1.49	
13e1. Frequency: Skill labs (writing, math, etc.)	2.19	1.82	▲	1.78	▲
13h1. Frequency: Computer lab	2.28	2.27		2.25	

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

Academic Challenge

Bar Charts and Benchmark Item Composition - Full-Time Students

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.



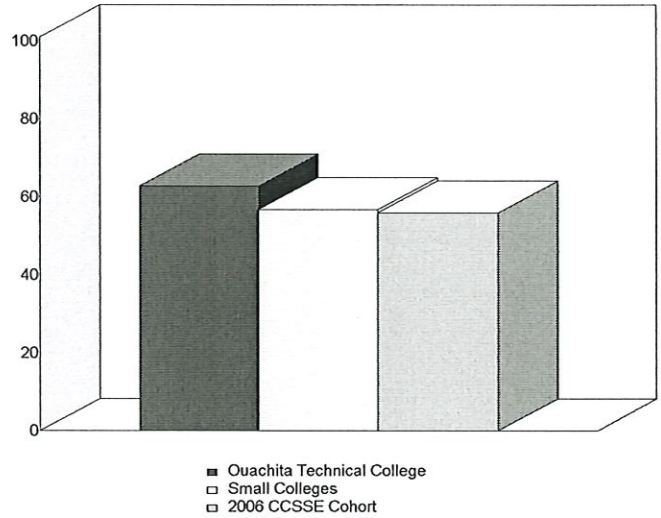
Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
Full-Time	58.6	55.8	55.7

Academic Challenge	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.72	2.61		2.59	
5b. Analyzing the basic elements of an idea, experience, or theory	2.95	2.84		2.87	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.84	2.73		2.75	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.71	2.61		2.63	
5e. Applying theories or concepts to practical problems or in new situations	2.83	2.70		2.70	
5f. Using information you have read or heard to perform a new skill	3.06	2.83	▲	2.80	▲
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	3.08	3.12		3.12	
6c. Number of written papers or reports of any length	2.74	3.09	▼	3.15	▼
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	5.23	5.09		5.04	
9a. Encouraging you to spend significant amounts of time studying	3.17	3.02		3.01	

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

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

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.



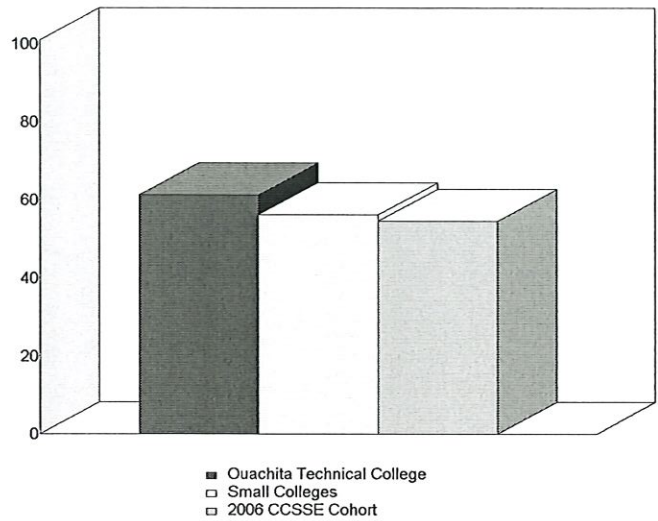
Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
Full-Time	62.7	56.6	55.9

Student-Faculty Interaction	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.49	2.42		2.49	
4l. Discussed grades or assignments with an instructor	2.77	2.63		2.60	
4m. Talked about career plans with an instructor or advisor	2.39	2.20		2.13	▲
4n. Discussed ideas from your readings or classes with instructors outside of class	2.05	1.86	▲	1.82	▲
4o. Received prompt feedback (written or oral) from instructors on your performance	2.82	2.68		2.66	
4q. Worked with instructors on activities other than coursework	1.62	1.53		1.48	

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

Support for Learners Bar Charts and Benchmark Item Composition - Full-Time Students

Description - Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.



Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
Full-Time	61.2	56.1	54.5

Support for Learners	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	3.09	2.99		2.96	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.76	2.48	▲	2.50	▲
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	2.32	1.99	▲	1.94	▲
9e. Providing the support you need to thrive socially	2.34	2.19		2.14	
9f. Providing the financial support you need to afford your education	2.76	2.61		2.53	
13a1. Frequency: Academic advising/planning	1.90	1.85		1.81	
13b1. Frequency: Career counseling	1.51	1.47		1.46	

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

Community College Survey of Student Engagement
2006 Benchmark Summary Table - Credit Hour Status Breakout
Ouachita Technical College

0 to 29 Credits				
Benchmark	Your College	Comparison Group Statistics		
			Small Colleges	2006 CCSSE Cohort
Active and Collaborative Learning	44.8	Benchmark Score	48.5	47.8
		Score Difference	-3.6	-3.0
Student Effort	52.1	Benchmark Score	50.0	49.3
		Score Difference	2.1	2.8
Academic Challenge	47.2	Benchmark Score	48.5	48.3
		Score Difference	-1.3	-1.1
Student-Faculty Interaction	51.3	Benchmark Score	48.9	48.1
		Score Difference	2.4	3.2
Support for Learners	55.7	Benchmark Score	52.0	50.5
		Score Difference	3.7	5.3
		Number of Colleges	247	447

30+ Credits				
Benchmark	Your College	Comparison Group Statistics		
			Small Colleges	2006 CCSSE Cohort
Active and Collaborative Learning	60.0	Benchmark Score	57.4	56.4
		Score Difference	2.6	3.6
Student Effort	51.9	Benchmark Score	53.4	52.8
		Score Difference	-1.6	-0.9
Academic Challenge	53.5	Benchmark Score	54.5	54.3
		Score Difference	-1.0	-0.8
Student-Faculty Interaction	67.1	Benchmark Score	57.7	56.2
		Score Difference	9.4	10.9
Support for Learners	61.3	Benchmark Score	54.6	52.7
		Score Difference	6.7	8.6
		Number of Colleges	247	447

Benchmark Score: Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

Score Difference: The result of subtracting the comparison group score (same size colleges or 2006 CCSSE Cohort) from your college's score on each benchmark.

2006 CCSSE Cohort Benchmark Deciles
Credit Hour Status Breakout
Ouachita Technical College

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for all participating students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for the entire 2006 CCSSE Cohort and for each appropriate breakdown according to college size and college urbanicity. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. To help you gauge your college's performance relative to the comparison groups, the shaded areas on the national, size or urbanicity tables indicate the deciles that are less than or equal to your benchmark score.

2006 CCSSE Cohort	0 to 29 Credits										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	36.4	42.7	44.4	45.7	46.4	47.2	48.6	49.6	50.7	52.5	77.3
Student Effort	37.0	44.2	45.7	46.9	48.2	49.1	50.1	51.1	52.1	54.3	77.8
Academic Challenge	33.7	43.7	45.5	46.5	47.3	48.2	49.1	50.0	51.2	52.7	70.5
Student-Faculty Interaction	33.7	43.0	44.6	45.9	46.8	47.8	48.8	49.9	51.3	53.3	65.3
Support for Learners	35.2	44.7	46.2	47.6	48.6	49.8	51.2	52.3	53.9	57.0	84.2

Small Colleges	0 to 29 Credits										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	36.4	42.9	45.0	45.7	46.7	48.0	49.4	50.5	51.5	53.9	77.3
Student Effort	39.1	44.4	46.2	47.8	48.8	49.9	50.9	51.9	53.4	55.2	77.8
Academic Challenge	33.7	43.6	45.4	46.5	47.4	48.4	49.4	50.3	51.4	53.3	70.5
Student-Faculty Interaction	33.7	43.4	45.3	46.5	47.3	48.2	49.3	50.7	52.2	54.7	65.3
Support for Learners	35.2	45.5	47.4	48.8	50.2	51.5	52.4	53.8	55.4	58.7	84.2

Rural Colleges	0 to 29 Credits										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	36.4	42.7	44.4	45.6	46.6	47.8	49.4	50.3	51.4	53.0	77.3
Student Effort	37.0	43.9	45.7	47.3	48.5	49.8	50.6	51.6	52.8	55.2	77.8
Academic Challenge	33.7	42.7	44.5	45.7	46.7	47.8	48.9	49.6	51.0	52.7	70.5
Student-Faculty Interaction	33.7	43.1	44.7	45.7	46.8	47.7	49.1	50.5	52.2	55.3	65.3
Support for Learners	35.2	45.0	47.1	48.8	50.0	51.3	52.1	53.6	55.0	58.6	84.2

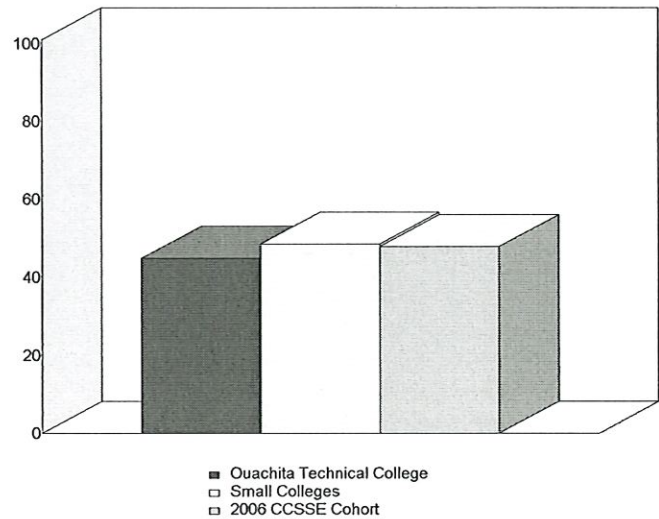
2006 CCSSE Cohort	30+ Credits										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	31.4	50.4	52.3	53.5	54.9	56.1	57.0	58.1	59.8	62.6	80.0
Student Effort	22.8	47.4	49.1	50.3	51.4	52.4	53.5	54.9	56.1	59.1	75.3
Academic Challenge	19.5	48.9	50.6	52.0	53.2	54.2	55.5	56.6	57.9	60.0	80.7
Student-Faculty Interaction	31.7	50.0	51.9	53.3	54.6	56.0	57.3	58.3	60.1	63.0	85.4
Support for Learners	38.3	45.6	47.5	49.2	50.6	51.7	53.1	55.0	56.7	60.1	92.0

Small Colleges	30+ Credits										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	31.4	51.4	52.9	54.6	55.8	56.9	57.9	59.4	60.9	64.5	80.0
Student Effort	22.8	47.5	49.0	50.4	51.9	53.1	54.5	55.6	57.2	60.3	75.3
Academic Challenge	19.5	48.5	50.6	52.0	53.4	54.6	55.9	57.2	58.2	61.9	80.7
Student-Faculty Interaction	31.7	50.9	53.1	55.0	56.1	57.6	58.8	59.9	61.8	65.9	85.4
Support for Learners	38.3	46.6	48.9	51.1	52.2	53.7	55.4	56.5	58.4	63.9	92.0

Rural Colleges	30+ Credits										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Active and Collaborative Learning	31.4	51.4	52.8	53.9	55.4	56.6	57.6	59.0	60.4	63.7	79.6
Student Effort	22.8	47.0	48.8	50.1	51.5	52.6	54.0	55.5	56.7	60.2	75.3
Academic Challenge	19.5	48.2	50.3	52.1	53.2	54.2	55.7	56.8	58.0	60.2	80.7
Student-Faculty Interaction	31.7	50.8	52.4	54.4	56.0	57.0	58.1	59.6	61.5	64.1	85.4
Support for Learners	38.3	46.6	48.7	50.7	52.0	53.2	55.2	56.3	58.4	63.9	92.0

Active and Collaborative Learning Bar Charts and Benchmark Item Composition - 0 to 29 Credits Students

Description - Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.



Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
0 to 29 Credits	44.8	48.5	47.8

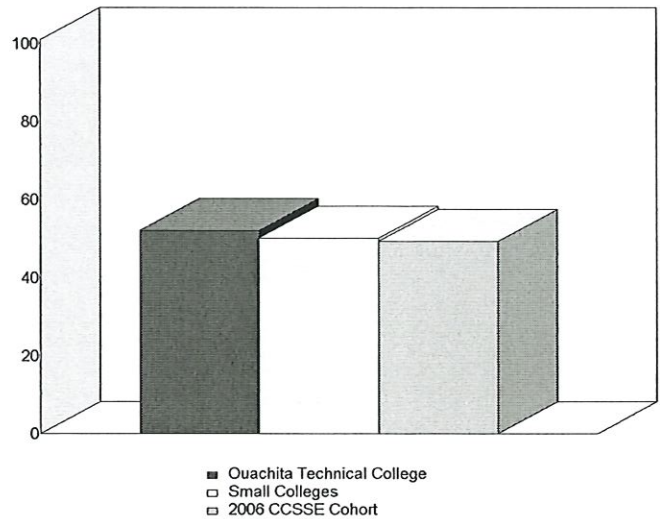
Active and Collaborative Learning	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	2.87	2.89		2.87	
4b. Made a class presentation	1.88	1.93		1.94	
4f. Worked with other students on projects during class	2.43	2.42		2.41	
4g. Worked with classmates outside of class to prepare class assignments	1.50	1.80	▼	1.77	▼
4h. Tutored or taught other students (paid or voluntary)	1.32	1.33		1.32	
4i. Participated in a community-based project as a part of a regular course	1.23	1.25		1.24	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.49	2.52		2.52	

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

Student Effort

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

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



Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
0 to 29 Credits	52.1	50.0	49.3

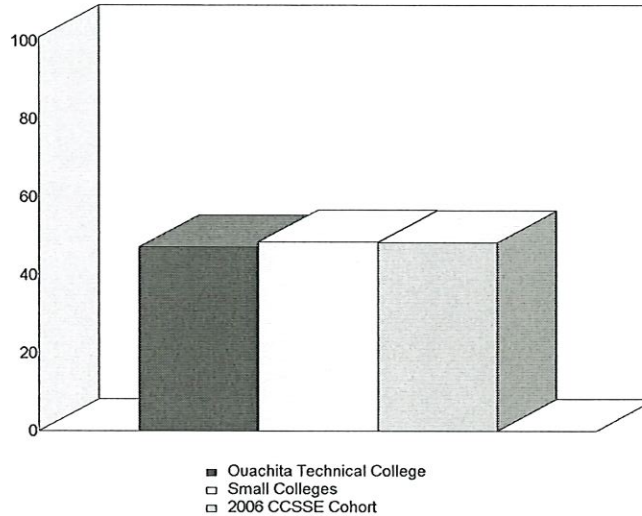
Student Effort	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.47	2.47		2.47	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.62	2.60		2.61	
4e. Came to class without completing readings or assignments	1.88	1.83		1.87	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.03	2.05		2.06	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.81	1.83		1.81	
13d1. Frequency: Peer or other tutoring	1.40	1.44		1.43	
13e1. Frequency: Skill labs (writing, math, etc.)	1.95	1.76	▲	1.71	▲
13h1. Frequency: Computer lab	2.25	2.08		2.04	▲

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

Academic Challenge

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

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.



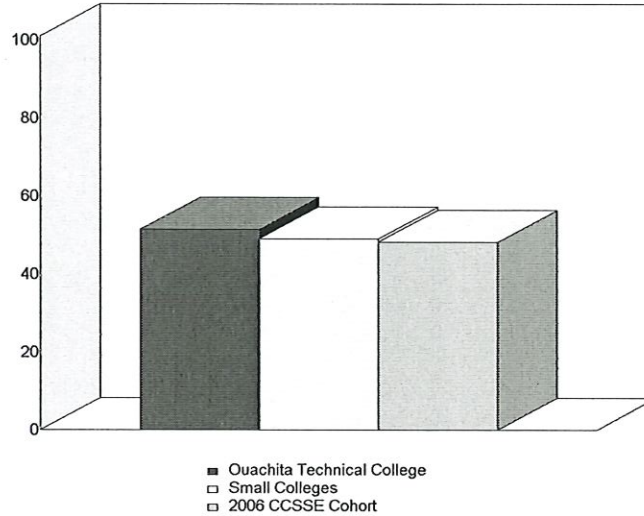
Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
0 to 29 Credits	47.2	48.5	48.3

Academic Challenge	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.44	2.51		2.48	
5b. Analyzing the basic elements of an idea, experience, or theory	2.78	2.73		2.75	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.66	2.62		2.63	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.49	2.45		2.47	
5e. Applying theories or concepts to practical problems or in new situations	2.57	2.54		2.54	
5f. Using information you have read or heard to perform a new skill	2.74	2.68		2.66	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.79	2.81		2.80	
6c. Number of written papers or reports of any length	2.26	2.76	▼	2.77	▼
7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	4.93	4.99		4.93	
9a. Encouraging you to spend significant amounts of time studying	2.98	2.91		2.89	

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

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

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.



Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
0 to 29 Credits	51.3	48.9	48.1

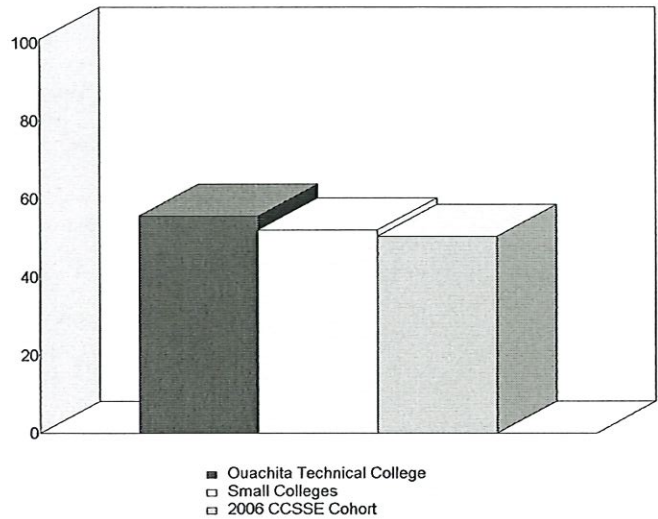
Student-Faculty Interaction	Your College Mean	Other Small Colleges Mean	Above/Below Mean	2006 CCSSE Cohort Mean	Above/Below Mean
4k. Used email to communicate with an instructor	2.25	2.18		2.22	
4l. Discussed grades or assignments with an instructor	2.43	2.46		2.43	
4m. Talked about career plans with an instructor or advisor	2.21	1.97	▲	1.91	▲
4n. Discussed ideas from your readings or classes with instructors outside of class	1.77	1.68		1.65	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.65	2.62		2.61	
4q. Worked with instructors on activities other than coursework	1.37	1.37		1.34	

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

Support for Learners

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

Description - Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.



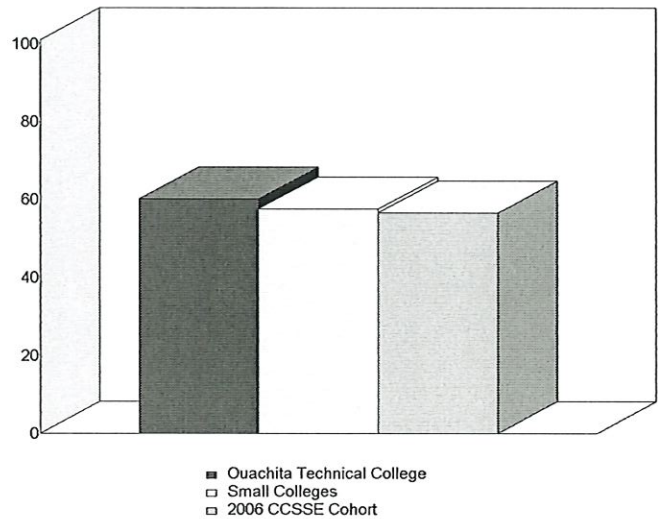
Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
0 to 29 Credits	55.7	52.0	50.5

Support for Learners	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	3.03	2.93		2.90	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.59	2.38		2.40	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	2.19	1.92	▲	1.88	▲
9e. Providing the support you need to thrive socially	2.28	2.09		2.05	▲
9f. Providing the financial support you need to afford your education	2.72	2.44	▲	2.35	▲
13a1. Frequency: Academic advising/planning	1.64	1.75		1.70	
13b1. Frequency: Career counseling	1.36	1.43		1.42	

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

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

Description - Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.



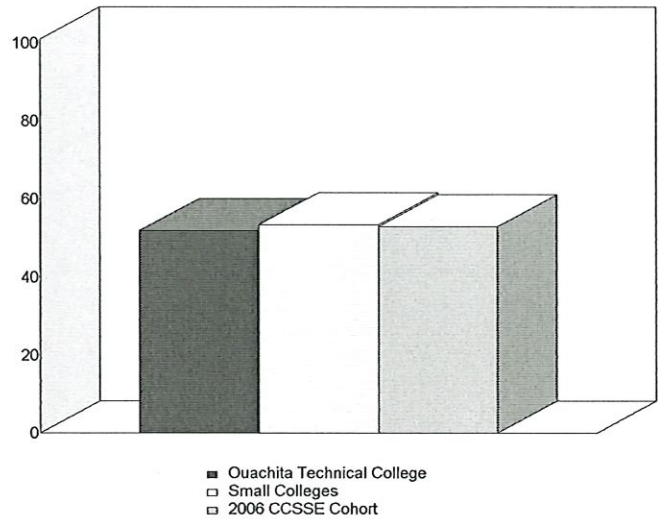
Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
30+ Credits	60.0	57.4	56.4

Active and Collaborative Learning	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	2.92	3.02		2.97	
4b. Made a class presentation	2.17	2.21		2.21	
4f. Worked with other students on projects during class	2.84	2.57		2.54	
4g. Worked with classmates outside of class to prepare class assignments	2.06	2.05		2.01	
4h. Tutored or taught other students (paid or voluntary)	1.65	1.48		1.45	
4i. Participated in a community-based project as a part of a regular course	1.49	1.39		1.37	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.65	2.65		2.63	

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

Student Effort Bar Charts and Benchmark Item Composition - 30+ Credits Students

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



Benchmark Scores

	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
30+ Credits	51.9	53.4	52.8

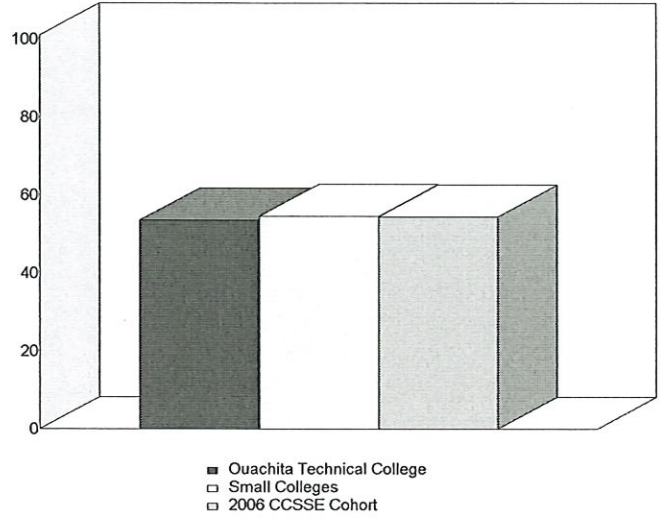
Student Effort	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.27	2.48		2.48	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.59	2.82		2.82	
4e. Came to class without completing readings or assignments	1.99	1.91		1.94	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.25	2.11		2.12	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.79	2.02		2.01	
13d1. Frequency: Peer or other tutoring	1.58	1.46		1.48	
13e1. Frequency: Skill labs (writing, math, etc.)	1.98	1.72		1.70	
13h1. Frequency: Computer lab	2.25	2.21		2.18	

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

Academic Challenge

Bar Charts and Benchmark Item Composition - 30+ Credits Students

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.



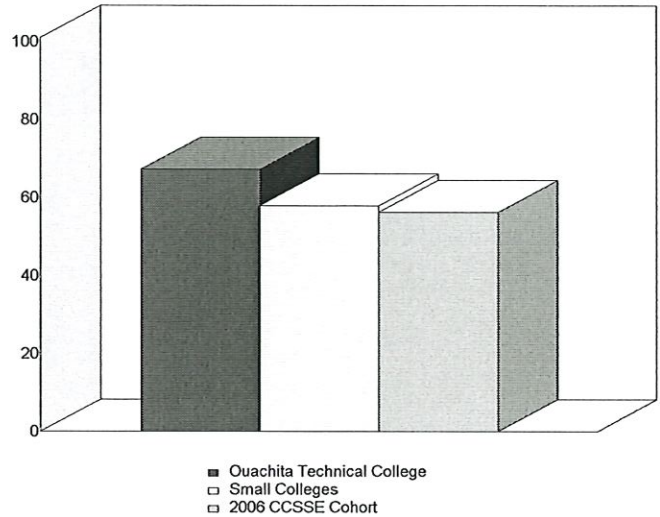
Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
30+ Credits	53.5	54.5	54.3

Academic Challenge	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.40	2.61		2.58	
5b. Analyzing the basic elements of an idea, experience, or theory	2.86	2.89		2.91	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	3.00	2.75		2.75	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.67	2.62		2.61	
5e. Applying theories or concepts to practical problems or in new situations	2.86	2.73		2.73	
5f. Using information you have read or heard to perform a new skill	2.96	2.83		2.80	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.59	2.95		2.94	
6c. Number of written papers or reports of any length	2.74	2.86		2.86	
7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	4.59	5.22	▼	5.17	▼
9a. Encouraging you to spend significant amounts of time studying	3.12	3.03		3.01	

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

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

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.



Benchmark Scores			
	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
30+ Credits	67.1	57.7	56.2

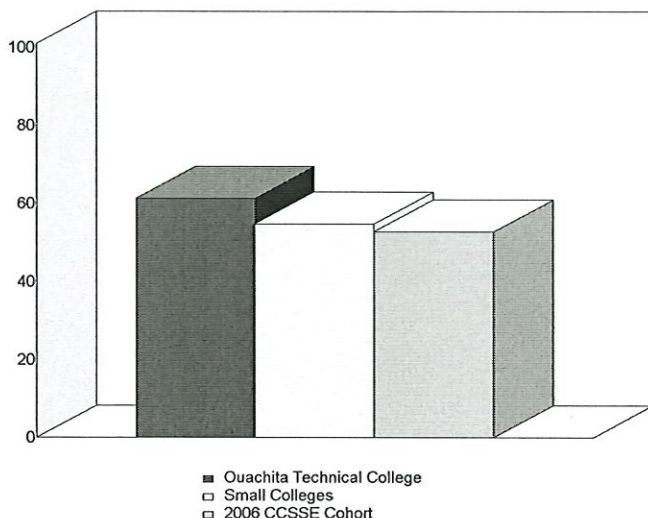
Student-Faculty Interaction	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.63	2.46		2.49	
4l. Discussed grades or assignments with an instructor	2.81	2.63		2.58	
4m. Talked about career plans with an instructor or advisor	2.57	2.20	▲	2.11	▲
4n. Discussed ideas from your readings or classes with instructors outside of class	2.09	1.87		1.82	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.97	2.73		2.69	
4q. Worked with instructors on activities other than coursework	1.67	1.52		1.46	

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

Support for Learners

Bar Charts and Benchmark Item Composition - 30+ Credits Students

Description - Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.



Benchmark Scores

	Ouachita Technical College	Small Colleges	2006 CCSSE Cohort
30+ Credits	61.3	54.6	52.7

Support for Learners	Your College Mean	Other Small Colleges Mean	Above/ Below Mean	2006 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	3.16	2.97		2.94	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.56	2.45		2.46	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	2.07	1.95		1.89	
9e. Providing the support you need to thrive socially	2.41	2.11		2.06	▲
9f. Providing the financial support you need to afford your education	2.82	2.47		2.36	▲
13a1. Frequency: Academic advising/planning	2.15	1.86	▲	1.81	▲
13b1. Frequency: Career counseling	1.47	1.46		1.45	

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

CODEBOOK



2006 Codebook

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

CCSSE 2006 Codebook

Please note the following for the CCSSE dataset:

- Invalid responses are coded as missing “.”

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

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

NOTE: All items below have the following response values:

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

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

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

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

NOTE: All items below have the following response values:

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

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

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

NOTE: All items below have the following response values:

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

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

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

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

NOTE: All items below have the following response values:

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

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

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

NOTE: All items below have the following response values:

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

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

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

NOTE: All items below have the following response values:

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

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

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

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

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

NOTE: All items below have the following response values:

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

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

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

NOTE: All items below have the following response values:

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

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

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

NOTE: All items below have the following response values:

- 0=N.A.**
- 1=Not at all**
- 2=Somewhat**
- 3=Very**

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

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

NOTE: All items below have the following response values:

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

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

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

NOTE: All items below have the following response values:

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

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

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

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

NOTE: All items below have the following response values:

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

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

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

NOTE: All items below have the following response values:

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

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

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

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

NOTE: All items below have the following response values:

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

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

Item #	Variable Name	Item Description/Variable Label	Response Value
20	TAKAGAIN	When do you plan to take classes <u>at this college</u> again?	1=I will accomplish my goal(s) this term and will not be returning 2=I have no current plans to return 3=Within the next 12 months 4= Uncertain
21	GPA	<u>At this college</u> , 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	
QRTHR	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 Additional Questions:

Variable Name	Item Description/Variable Label	Response Value
SRCADV	While attending this college, what has been your best source of academic advising (academic planning, course recommendations, graduation requirements, etc.)? (Choose only one.)	1=Academic advisor (not faculty) 2=Academic advisor (faculty) 3=Friends, family, or other students 4=Online college registration and/or computerized degree advising system 5=I have not received any academic advising
ACADGOAL	With advising assistance from the college, I have set academic goals and created a plan for achieving them.	1=Strongly agree 2=Agree 3=Disagree 4=Strongly disagree 5=I do not use advising services
INFOACC	The information I have received from academic advisors has been accurate and up-to-date.	1=Strongly agree 2=Agree 3=Disagree 4=Strongly disagree 5=I do not use advising services
ADVREL	How would you rate the strength of your working relationship with your current academic advisor?	1=Poor 2=Fair 3=Good 4=Excellent 5=I do not use advising services
DECMAJ	Have you declared a major program of study at this college?	1=Yes 2=No

USING CCSSE RESULTS



Approaching Your CCSSE Results

Introduction

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

The "Big Picture"

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

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

Tables from the report that assist with this general review include

- ★ **Table 1: Respondents to Underlying Populations Comparisons** — This one-page table details respondent characteristics from your college compared to population data for: 1) your college, 2) similarly-sized 2006 CCSSE Cohort colleges, and 3) the 2006 CCSSE Cohort. The specific characteristics examined include gender, race/ethnicity, age, and enrollment status
- ★ **First Look** — These reports highlight those items where your college falls notably above or below the mean of your comparison group broken out by all students and enrollment status (part- and full-time).

- ★ **Frequency Report: All Students** — This report provides item-by-item percentage responses for all students at your institution. In addition, it displays asterisks for those items that are significantly different, when applicable, from your comparison group.
- ★ **Benchmark Reports** — Benchmarks are groups of conceptually related survey items that address key areas of student engagement. CCSSE's five benchmarks denote areas that educational research has shown to be important in quality educational practice.¹ The benchmarks are used to compare your institution's performance with that of similar institutions and with the 2006 CCSSE Cohort. Data are presented in both tabular and graph form.

Digging Deeper

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

- ★ **Means Summary** — These reports provide item-by-item means for students at your institution contrasted with a comparison group and the 2006 CCSSE Cohort. Other useful statistics found in these reports include: 1) significance, 2) effect size, 3) standard deviation, and 4) standard error of the mean. The actual magnitude of some item score differences may seem trivial, even though they are highly reliable and statistically significant; hence, the presentation of the effect size indicator and other statistics which aid in the interpretation of the magnitude of the differences on any given item.

¹See Benchmark Overview for a detailed description of the five CCSSE benchmarks.

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

Reaching for Excellence

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

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

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

Deciles are listed for the 2006 CCSSE Cohort of colleges and for each appropriate breakdown according to size and urbanicity. To help gauge a college's performance relative to the comparison groups, the shaded area on the tables indicates the deciles that are less than or equal to your benchmark scores.

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

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

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

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

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

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

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

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

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

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

Once you have identified your least-engaged group, CCSSE recommends that you run comparisons between this group and the remainder of your college population, as well as comparing the results for the least-engaged group and the 2006 CCSSE Cohort.

Tip #3: Gauge work in areas most strongly valued

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

- ★ What are the high-priority objectives in your college's strategic plan?
- ★ What benchmarks, trends, or services are most important to your college? Examples might include particular benchmarks (academic challenge, student-faculty interaction, etc.); critical issues,

such as retention; and services that are key to student success, such as academic advising or college orientation.

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

For example, if your college scored low on *student-faculty interaction*, a high priority on your campus, then ascertain the specific survey items of that benchmark that require attention; or, if your college scored high on all benchmarks, focus on ways to continue strengthening these areas.

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

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

- ★ What issues have been identified for your college through self-study for reaffirmation of accreditation — or recommendations from the visiting team?
- ★ What strengths or opportunities for improvement in your college have been identified through other data-gathering or institutional research efforts?
- ★ Are there emerging trends that fit with your college's strengths?
- ★ Are there emerging trends that amplify areas where your college needs improvement?

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

CCSSE in Action: Communicating about your Results

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

The 7-step plan below can be tailored and implemented to help you share your college's results — and launch a dialogue with key internal and external constituencies. CCSSE's Web site (www.ccsse.org) also offers various resources, including an online search engine, references, and other tools, to help you communicate about your results.

Step 1:

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

Step 2:

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

Step 3:

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

Step 4:

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

Step 5:

Work within your college's culture. For example, some colleges may want to organize conversations by department; others will benefit more from interdisciplinary and cross-functional discussions.

Some will find it natural to incorporate improvement initiatives into their annual planning process, and some will want to convene an annual convocation or launch a special initiative on student engagement.

Step 6:

Listen to your various audiences. The best ideas often come from unexpected places. By all means, report back to the college community on action taken in response to survey results — and the ideas generated in discussions about the survey. And don't forget students. The survey emphasizes that they have a role to play in their own learning, and these are their observations on their educational experiences. Meet with student government and encourage student-faculty discussions. Consider using selected CCSSE items in new venues, such as incorporating them into students' evaluations of courses and faculty. The CCSSE Course Feedback Form is an instrument that could be used in this manner: <http://www.ccsse.org/publications/toolkit.cfm>.

Step 7:

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

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

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

Drop-In Overview Template

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

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

Developing Storylines to Communicate Results

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

PowerPoint Presentation Template

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

Sample News Release

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

Sample News Release for College Newspaper

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

Sample Fact Sheet

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

Sample Letters to the Editor

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

Tips for Working with the Media

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

Faculty Predictions

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

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

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

We intend to regularly update the CCSSE Web site with other examples about how community colleges are using their CCSSE data as we learn about them. In that regard, please keep us informed about how you are using, or plan to use, your CCSSE results by contacting CCSSE at info@ccsse.org or at 512-471-6807.

CCSSE in Action: CCSSE Member Colleges Communicate about their Results

North Hennepin Community College (MN)

NHCC translated the “Faculty Predictions and Hopes” document into an electronic format and used personal response system “clickers.” Faculty, staff, and administrators participated, and the format provided immediate feedback after each survey response percentage was predicted. The format also allowed the data to be displayed in several ways, which facilitated discussion.

After an initial discussion of the data, everyone was divided randomly into benchmark groups and asked to identify two priorities for change at the college in that area. These priorities for change are now worked into the college's assessment plan initiatives.

Paradise Valley Community College (AZ)

Before PVCC participated in CCSSE, e-briefings were sent out to the college community that explained the purpose of CCSSE, what other colleges have learned from CCSSE, and how PVCC planned to administer and use the results from CCSSE.

The college then created a PVCC CCSSE Web site, which includes all the briefings that were sent out, a detailed overview of CCSSE, an overview of PVCC's CCSSE results, and Best Practice examples from other colleges. The Web site also includes an invitation for each college division/department to submit an action plan based on CCSSE results. The college will award a “CCSSE Student Engagement Best Practices Award” at an end of the year all-employee meeting. This award will include seed funding for piloting the new programs.

CCSSE in Action: CCSSE Member Colleges Use their Results

Surry Community College (NC)

Using CCSSE to Encourage Critical Thinking

Surry Community College (SCC), a small rural institution, administered CCSSE in 2002, 2004, and 2005, and based its Quality Enhancement Plan (QEP) on the institution's student engagement benchmark scores. Through gathering input from faculty, SCC decided to focus on improving the critical thinking skills of all of its students. The college used CCSSE data on critical thinking (5b-e) as baseline data in its analyses and in initial campus-wide conversations and plans to measure progress by comparing these results to future CCSSE administrations. SCC also plans to tie the QEP into the institutional planning process so that the college's focus on critical thinking will extend over a longer period of time.

Galveston College (TX)

CCSSE and “Keys to Student Success”

Galveston College's (GC) discussions of its CCSSE results led to the development of its “Keys to Success” QEP plan, based on three action plans: student enhancement, curriculum enhancement, and faculty/staff enhancement. Using the findings from the CCSSE item on “Understanding yourself” (12j), GC instituted a 13-category Emotional Skills Assessment to be taken by students enrolled in an introductory English course at the college. The college also created a faculty-driven activity, “Student Empowerment,” to

encourage students to take control of their college success by enhancing their collegiate experience in a variety of ways to build self-esteem and connect students to internal and external support services. Results from future *CCSSE* administrations will be used to determine changes in student satisfaction and engagement at the college since the implementation of the “Keys to Success” plan.

Hawaii Community College (HI)

Using CCSSE to Increase Research Capacity for Assessing Student Learning

Hawaii Community College (HCC), a small suburban institution, adopted *CCSSE* in response to self-study recommendations from the Western Association of Schools and Colleges to strengthen the use of research in assessing and improving student learning outcomes in educational programs and student services (WASC standard 4.5). In the Midterm Accreditation Report, *CCSSE* was cited as a key component of the college’s data capabilities. HCC uses *CCSSE* results as a point of reference against which other external and internal research data is compared, directly informing the college’s strategic planning process.

Additional Resources

The CCSSE Accreditation Toolkits

Because all regional accreditation associations require evidence of student learning and of efforts to improve student outcomes, *CCSSE* results could be appropriately used in institutional self-studies. This information is particularly powerful if *CCSSE* results are corroborated by other institutional data such as results from other national or local surveys, review of institutional records, or student focus groups. The *CCSSE* Accreditation Toolkits are individually tailored for each of the six regional higher education accrediting bodies. Each toolkit includes

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

The CCSSE Course Feedback Form

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

The CCSSE Classroom Observation Form

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

The Student Focus Group Toolkit

Your *CCSSE* data provide a great deal of information to help you identify strengths and areas in need of improvement at your college. Generally, the data will point you to specific areas where you’ll want to focus your attention. Before you begin to consider improvement strategies, you may want to learn more about student experiences in those areas pinpointed through the *CCSSE* survey. *CCSSE* encourages you to hold focus groups to gather this information. These structured discussions will help you better understand students’ experiences, as well as uncover possible strategies to consider for improvement. They will provide qualitative information to enhance your *CCSSE* data. The ***Student Focus Group Toolkit*** contains instructions for planning focus groups and recruiting focus group participants, discussion tools to use during the focus groups, and a focus group summary report sample.

CCFSSE



CCFSSE



2006 Institutional Report

Overview of National 2006 CCFSSSE Cohort Survey Results

Introduction

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

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

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

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

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

Next year, and all subsequent years, national CCFSSSE results will be reported in terms of a three-year cohort and will include faculty survey data from 2005 through 2007.

This overview is divided into two sections and is organized to provide a general understanding of survey administration and of selected findings from the 2006 CCFSSSE Cohort. In the first section, we describe how the survey was administered and compare the 2006 CCFSSSE Cohort with the 2006 CCSSE Cohort, as well as with the national population of two-year colleges.

In the second section, we highlight selected findings from the 2006 CCFSSSE Cohort and make some comparisons to 2006 CCSSE Cohort results.

¹For returning participants, the college's most recent year of CCFSSSE participation is included in data analyses. For example, if a college participated in 2005 and 2006, only the 2006 data would be used in the two-year cohort.

2006 CCFSSSE Cohort Institutions and Respondents

All institutions that participated in the 2006 CCFSSSE survey administration were invited to participate in the CCFSSSE. The survey was administered via the Web: faculty members at participating institutions were sent an invitation email and asked to respond to an online survey. The survey was conducted online from March 20 through May 26, 2006. All faculty members who taught spring credit courses were invited to participate. The CCFSSSE survey was completed by 5,440 faculty members at 65 institutions in 2006, and by 3,713 faculty members at 39 institutions in 2005.

Representation of Institutions

The 2006 CCFSSSE Cohort² generally reflects the characteristics of size and location of the 2006 CCFSSSE Cohort³, as well as the underlying national population⁴ of colleges. The numbers and accompanying percentages (in parentheses) displayed in all three columns of Table 1 represent within-category data.

Table 1. Colleges by Size and Urbanicity

	2006 CCFSSSE Cohort	2006 CCFSSSE Cohort	National Population
By Size			
# of Institutions	96 (100%)	444 (100%)	1,093 (100%)
Small (up to 4,499)	46 (48%)	244 (55%)	612 (56%)
Medium (4,500-7,999)	23 (24%)	105 (24%)	238 (22%)
Large (8,000-14,999)	17 (18%)	57 (13%)	148 (13%)
Extra-Large (15,000+)	10 (10%)	38 (8%)	95 (9%)
By Urbanicity			
# of Institutions	96 (100%)	444 (100%)	1,068 (100%)
Urban	28 (29%)	118 (26%)	416 (39%)
Suburban	25 (26%)	119 (27%)	256 (24%)
Rural	43 (45%)	207 (47%)	396 (37%)

Representation of Faculty Respondents

The 2006 CCFSSSE Cohort faculty respondents generally mirror the national two-year college faculty population⁵, with the exception of employment status, as illustrated in Table 2.

Gender

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

Race and Ethnicity

The 2006 CCFSSSE Cohort respondents' race and ethnicity closely parallel the NCES⁶ faculty data for two-year institutions.

Employment Status

Sixty-one percent of 2006 CCFSSSE Cohort respondents identified themselves as full-time faculty members, while 39% indicated that they were employed on a part-time basis. These percentages are quite different from NCES national data, which indicate that only 33% of community college faculty members are employed full-time. Faculty members

at participating CCFSSSE institutions are sent an email invitation and asked to respond to the survey online. The inverse employment status representation is likely a product of colleges being unable to provide as many valid email addresses for part-time faculty as full-time.

²Representation charts do not include hospital-based or private institutions.

³Representation charts do not include hospital-based or private institutions.

⁴National population data do not include hospital-based or private institutions.

⁵U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04)

⁶National Center for Education Statistics

Table 2. Respondents versus National Population

	2006 CCFSSSE Cohort	National Population
Gender		
Male	45%	51%
Female	55%	49%
Race/Ethnicity		
American Indian or other Native American	1%	<1%
Asian, Asian American or Pacific Islander	2%	3%
Native Hawaiian	<1%	.7
Black or African American, Non-Hispanic	5%	7%
White, Non-Hispanic	83%	83%
Hispanic, Latino, Spanish	5%	5%
Other	3%	2%
Employment Status		
Full-time	61%	33%
Part-time	39%	67%

Academic Rank

Table 3 illustrates the percentage of all faculty respondents by academic rank as compared to national data. As shown, CCFSSSE respondents report much higher percentages—37% altogether—of professor, associate professor, and assistant professor ranks than those reported in national findings (19%), while the national data show 31% of all two-year faculty hold some “other” rank than those listed, much higher than the 5% reported by CCFSSSE respondents. There are also significant differences in the responses of part-time and full-time faculty. Eighty-two percent of part-time respondents hold the rank of instructor or lecturer, as opposed to 42% of full-time faculty, and only 9% of part-time participants hold any rank of professor—assistant, associate, or full—while 55% of full-time faculty have these titles.

Response Rates

The average institutional response rate for the 2006 CCFSSSE administration was 35%; in 2005’s administration of the CCFSSSE, the response rate was 37%. While this is an acceptable response rate for survey research, the rate is substantially lower than the 52% percent completion rate found among student respondents for the 2006 CCSSE Cohort⁸.

⁷2004 NCES data do not include the category “Native Hawaiian.”

⁸The survey completion rate is the number of surveys returned divided by the number of surveys mailed.

Table 3. Academic Rank

	2006 CCFSSSE Cohort	National Population
Professor	18%	10%
Associate Professor	10%	5%
Assistant Professor	9%	4%
Instructor or Lecturer	57%	50%
Other	5%	31%

Selected Findings

This section of the overview features selected findings from the 2006 CCFSSSE Cohort.

Class Size as Compared to College Size

The largest percentage of faculty at large and extra-large colleges reported that between 20 and 29 students were enrolled in their classes; at small colleges, 32% of faculty report teaching classes this size, and 37% of medium-sized college faculty reported teaching classes this size (see Table 4).

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

Table 4. Class Sizes across Colleges by Size

	Class Size					
	<10	10-19	20-29	30-39	40-69	70>
College Size						
Extra-Large (15,000+)	5%	36%	40%	14%	4%	1%
Large (8,000-14,999)	9%	37%	38%	11%	4%	1%
Medium (4,500-7,999)	12%	37%	37%	10%	4%	1%
Small (up to 4,499)	14%	41%	32%	8%	3%	1%

How Faculty Spend Their Time: Professional Activities

Table 5 highlights the teaching-related and other professional activities on which full- and part-time faculty reported spending their time in a typical 7-day week⁹. As expected, full-time faculty reported spending more hours teaching students than their part-time counterparts. Interestingly, though, roughly equal percentages of both groups spent 1 and 12 hours a week on the remaining teaching-related activities.

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

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

	Part-time			Full-time		
	1 to 12	13-20	21+	1 to 12	13-20	21+
Teaching-related activities						
Teaching students in class	88%	9%	3%	31%	54%	15%
Grading papers	92%	3%	1%	84%	12%	4%
Giving other forms of written and oral feedback to students	94%	1%	<1%	91%	6%	1%
Preparing for class	92%	6%	1%	84%	13%	3%
Reflecting and working on ways to improve my teaching	95%	3%	1%	93%	5%	2%
Other professional activities						
Research and scholarly activities	71%	5%	3%	76%	4%	2%
Working with honors projects	8%	<1%	<1%	15%	<1%	<1%
Advising students	58%	2%	1%	86%	3%	2%
Supervising internships or other field experiences	10%	1%	<1%	26%	3%	1%
Working with students on activities other than coursework (committees, organizations, student life activities, orientation, intramurals, etc.)	17%	<1%	<1%	53%	2%	<1%
Other interactions with students outside the classroom	48%	1%	2%	77%	2%	<1%
Conducting service activities	17%	<1%	<1%	44%	1%	<1%

⁹Percentages will not total to 100 in all cases because data from the "None" category has been excluded.

How Faculty Spend Their Time: Class Time

Question #16 asks faculty to report the percentage of class time spent on activities such as lecture, student computer use, and in-class writing (see Table 6). Almost a third of faculty respondents revealed spending 50-100% of their class time lecturing. On the other hand, over 90% of respondents reported

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

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

	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-74%	75-100%
Lecture	2%	12%	15%	13%	13%	14%	22%	9%
Teacher-led discussion	4%	22%	25%	19%	11%	8%	8%	3%
Teacher-student shared responsibility	24%	27%	18%	13%	7%	5%	5%	2%
Student computer use	50%	23%	9%	5%	3%	2%	4%	4%
Small group activities	22%	32%	21%	11%	6%	3%	4%	1%
Student presentations	39%	37%	13%	5%	3%	2%	1%	1%
In-class writing	50%	31%	10%	4%	2%	1%	1%	<1%
Testing and evaluation	5%	47%	31%	9%	4%	2%	1%	1%
Performances in applied and fine arts	91%	4%	1%	1%	1%	<1%	1%	1%
Experiential	64%	11%	6%	5%	3%	4%	4%	2%
Hands-on practice	27%	19%	15%	10%	6%	6%	9%	7%

The percent of class time spent on various activities fluctuates quite a bit depending upon the number of years faculty members have taught, as shown in Table 7. Instructors in their first year of teaching most closely parallel instructors who have been in the profession 30-39 years in terms of how much time is devoted to varying classroom activities. However, those who have been teaching 1-4 years more closely parallel those who have been teaching 5-19 years in most instructional categories.

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

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

	Number of years teaching					
	First year	1-4	5-9	10-19	20-29	30-39
Lecture						
30-39%	6%	21%	23%	27%	15%	7%
40-49%	5%	21%	23%	29%	15%	7%
50-74%	6%	20%	24%	28%	15%	6%
75-100%	8%	21%	22%	24%	16%	9%
Teacher-led discussion						
30-39%	6%	21%	24%	28%	16%	5%
40-49%	5%	23%	25%	27%	14%	6%
50-74%	6%	22%	22%	30%	13%	7%
75-100%	8%	21%	25%	27%	14%	4%
Student computer use						
30-39%	5%	18%	27%	23%	20%	6%
40-49%	5%	13%	34%	29%	12%	5%
50-74%	7%	18%	25%	27%	18%	6%
75-100%	6%	21%	26%	25%	16%	5%
Small group activities						
30-39%	7%	26%	25%	25%	13%	4%
40-49%	6%	24%	23%	27%	13%	7%
50-74%	6%	24%	27%	27%	11%	4%
75-100%	13%	13%	21%	35%	15%	4%
In-class writing						
30-39%	5%	19%	26%	28%	17%	5%
40-49%	5%	23%	27%	32%	9%	5%
50-74%	7%	11%	22%	33%	17%	7%
75-100%	3%	18%	29%	16%	18%	16%

Faculty Perceptions about Student Engagement

On the CCFSSSE survey, faculty members are asked how often students interact with them, in and out of class. Table 8 presents the percentage of faculty who report that students interact with them *often or very often*; the table also indicates how the 2006 CCSSE

Cohort¹⁰ responded to the same items. As the table highlights, on every item listed, faculty reported higher rates of interaction than students, most notably with respect to receiving prompt feedback (written and oral) and discussing grades or assignments.

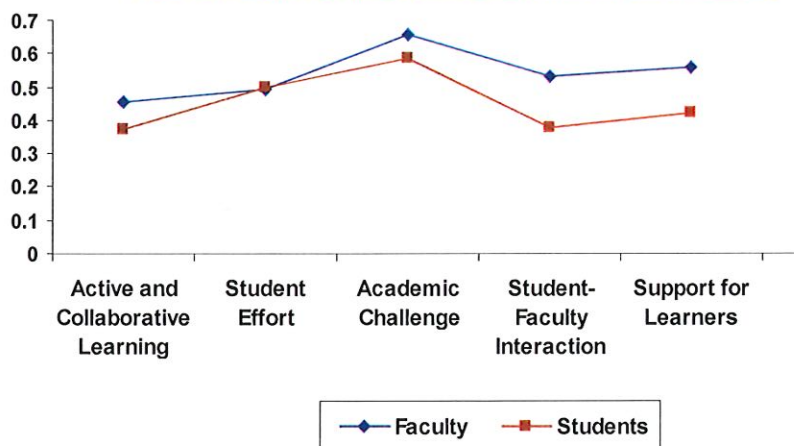
Table 8. Student-Faculty Interactions (Response of “Often” or “Very Often”)

	Faculty Responses	Student Responses
Use e-mail to communicate with you	52%	39%
Discuss grades or assignments with you	71%	43%
Talk about career plans with you	40%	23%
Discuss ideas from your readings or classes with you outside of class	30%	15%
Receive prompt feedback (written or oral) from you about their performance	93%	55%

Student and Faculty Responses by Benchmark

Figure 1, *Student and Faculty Responses by Benchmark*, highlights side-by-side responses to CCSSE’s five benchmark areas of effective educational practice.¹¹ When student and faculty views are presented side-by-side in this Overview - as they are in Table 8 and Figure 1 - the student responses include data only from colleges that are members of the 2006 CCFSSSE Cohort.

Figure 1. Student and Faculty Responses by Benchmark



¹⁰These student responses only include data from colleges that are members of the 2006 CCFSSSE Cohort.

¹¹For Figure 1, data are presented in groupings of CCFSSSE items that correspond to comparable CCSSE benchmark composition items (excluding items 6a, 6b, and 6c). Student data is not weighted in this graph as there is not a comparable weighting scheme for faculty. Data are means of items where items were rescaled between 0 and 1.

Suggested Steps for Reviewing, Understanding and Using CCFSSSE Results

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



2006 CCFSSSE Cohort Colleges

Institution	City	State	Year of CCSSE Participation
Aiken Technical College	Graniteville	SC	2006
Anoka-Ramsey Community College	Coon Rapids	MN	2006
Asnuntuck Community College	Enfield	CT	2006
Brazosport College	Lake Jackson	TX	2006
Brookhaven College	Farmers Branch	TX	2006
Butler County Community College (KS)	El Dorado	KS	2006
Butler County Community College (PA)	Butler	PA	2006
Caldwell Community College and Technical Institute	Hudson	NC	2005
Capital Community College	Hartford	CT	2006
Carroll Community College	Westminster	MD	2006
Carteret Community College	Morehead City	NC	2006
Central Arizona College	Coolidge	AZ	2006
Central Lakes College	Brainerd	MN	2006
Coastal Georgia Community College	Brunswick	GA	2005
College of Lake County	Grayslake	IL	2005
College of the Mainland	Texas City	TX	2006
College of the Siskiyous	Weed	CA	2006
Colorado Mountain College	Glenwood Springs	CO	2005
Columbia State Community College	Columbia	TN	2006
Community College of Denver	Denver	CO	2005
Community College of Southern Nevada	Las Vegas	NV	2006
Daytona Beach Community College	Daytona Beach	FL	2006
Delgado Community College	New Orleans	LA	2005
Durham Technical Community College	Durham	NC	2005
El Paso Community College	El Paso	TX	2006
Estrella Mountain Community College	Avondale	AZ	2006
Fairmont State Community and Technical College	Fairmont	WV	2005
Galveston College	Galveston	TX	2006
Gateway Community College	New Haven	CT	2006
Genesee Community College	Batavia	NY	2005
Grand Rapids Community College	Grand Rapids	MI	2005
Grayson County College	Denison	TX	2006
Harold Washington College	Chicago	IL	2005
Hawaii Community College	Hilo	HI	2006
Hazard Community and Technical College	Hazard	KY	2006
Housatonic Community College	Bridgeport	CT	2006
Howard College	Big Spring	TX	2006
Illinois Valley Community College	Oglesby	IL	2006
Itawamba Community College	Fulton	MS	2006
J. Sargeant Reynolds Community College	Richmond	VA	2005
Jackson Community College	Jackson	MI	2006
Jackson State Community College	Jackson	TN	2006
Kankakee Community College	Kankakee	IL	2005



Institution	City	State	Year of CCSSE Participation
Kingsborough Community College	Brooklyn	NY	2005
Kirkwood Community College	Cedar Rapids	IA	2005
LaGuardia Community College	Long Island City	NY	2005
Lamar Institute of Technology	Beaumont	TX	2006
Lee College	Baytown	TX	2005
Lorain County Community College	Elyria	OH	2006
Louisburg College	Louisburg	NC	2006
LTC-West Jefferson Campus	Harvey	LA	2005
Manchester Community College	Manchester	CT	2006
Mt. San Antonio College	Walnut	CA	2006
Naugatuck Valley Community College	Waterbury	CT	2006
New Mexico Military Institute	Roswell	NM	2006
New River Community and Technical College	Lewisburg	WV	2005
NH Community Technical College - Manchester	Manchester	NH	2006
NH Community Technical College - Stratham	Stratham	NH	2006
North Central State College	Mansfield	OH	2006
North Lake College	Irving	TX	2006
Northeast Iowa Community College	Calmar	IA	2006
Northeast Mississippi Community College	Booneville	MS	2006
Northeast State Technical Community College	Blountville	TN	2006
Northern Maine Community College	Presque Isle	ME	2006
Northern Oklahoma College	Tonkawa	OK	2006
Northwest Indian College	Bellingham	WA	2005
Northwest Vista College	San Antonio	TX	2005
Paul D. Camp Community College	Franklin	VA	2005
Pellissippi State Technical Community College	Knoxville	TN	2006
Phoenix College	Phoenix	AZ	2006
Piedmont Virginia Community College	Charlottesville	VA	2005
Pitt Community College	Winterville	NC	2006
Pueblo Community College	Pueblo	CO	2005
Redlands Community College	El Reno	OK	2005
Richland College	Dallas	TX	2006
Rowan-Cabarrus Community College	Salisbury	NC	2006
San Antonio College	San Antonio	TX	2005
Santa Fe Community College	Santa Fe	NM	2006
South Texas College	McAllen	TX	2006
Southeast Kentucky Community & Technical College	Cumberland	KY	2006
Southern Maine Community College	South Portland	ME	2006
Southwest Tennessee Community College	Memphis	TN	2006
Southwest Texas Junior College	Uvalde	TX	2006
Southwestern Illinois College	Belleville	IL	2005
The Community College of Baltimore County	Baltimore	MD	2006
The Victoria College	Victoria	TX	2006
Three Rivers Community College	Norwich	CT	2006
Trinity Valley Community College	Athens	TX	2005
Truckee Meadows Community College	Reno	NV	2005
University of Arkansas Community College at Batesville	Batesville	AR	2006
University of Cincinnati Clermont College	Batavia	OH	2006
University of New Mexico - Gallup	Gallup	NM	2006
University of New Mexico - Taos Branch	Taos	NM	2006
Vincennes University	Vincennes	IN	2005
Walters State Community College	Morristown	TN	2006
Warren County Community College	Washington	NJ	2005
Wayne Community College	Goldsboro	NC	2005

Student and Faculty Frequency Distributions

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

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

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

For colleges that did not participate in the faculty survey, we are providing an example report.

2006 CCFSSSE Student and Faculty Frequency Distributions
Example College

2006 CCSSE Student Responses

2006 CCFSSSE Faculty Responses

	Part-Time Faculty			Full-Time Faculty			All Faculty		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
How often do students in your selected course section ask questions in class or contribute to class discussions	Don't Know	0%	0	0%	0	1%	0	4%	
	Never	0%	1	1%	1	23%	27	39%	
	Sometimes	8%	27	19	22%	39%	371	34%	
	Often	13%	43%	34	39%	47	248	23%	
	Very Often	9%	30%	33	38%	42	1088	100%	
Total	30	100%	87	100%	117	100%			
How often do students in your selected course section make a class presentation	Don't Know	0%	0	0%	0	0%	0	38%	
	Never	15%	50%	40	46%	55	47%	38%	
	Sometimes	10%	33%	25	29%	35	30%	17%	
	Often	4%	13%	13	15%	17	15%	7%	
	Very Often	1	3%	9	10%	10	9%	100%	
Total	30	100%	87	100%	117	100%			
How often do students in your selected course section prepare two or more drafts of a paper or assignment before turning it in	Don't Know	2%	7%	14	16%	16	14%	20%	
	Never	15%	50%	34	40%	49	43%	29%	
	Sometimes	7%	23%	25	29%	32	28%	30%	
	Often	3%	10%	7	8%	10	9%	20%	
	Very Often	3%	10%	5	6%	8	7%	100%	
Total	30	100%	85	100%	115	100%			
How often do students in your selected course section work on a paper that requires integrating ideas or information from various sources	Don't Know	1%	3%	3	3%	4	3%	12%	
	Never	7%	23%	21	24%	28	24%	32%	
	Sometimes	10%	33%	18	21%	28	24%	34%	
	Often	7%	23%	21	24%	28	24%	22%	
	Very Often	5%	17%	23	27%	28	24%	100%	
Total	30	100%	86	100%	116	100%			
How often do students in your selected course section come to class without completing readings or assignments	Don't Know	2%	7%	2	2%	4	3%	22%	
	Never	1	3%	1	1%	2	2%	62%	
	Sometimes	16%	53%	40	46%	56	48%	12%	
	Often	9%	30%	31	36%	40	34%	4%	
	Very Often	2%	7%	13	15%	15	13%	100%	
Total	30	100%	87	100%	117	100%			
How often do students in your selected course section work with other students on projects during class	Don't Know	0%	0%	3	3%	3	3%	22%	
	Never	6%	20%	14	16%	20	17%	43%	
	Sometimes	11%	37%	30	34%	41	35%	26%	
	Often	8%	27%	25	29%	33	28%	9%	
	Very Often	5%	17%	15	17%	20	17%	100%	
Total	30	100%	87	100%	117	100%			
How often do students in your selected course section work with classmates outside of class to prepare class assignments	Don't Know	5%	17%	10	12%	15	13%	48%	
	Never	5%	17%	7	8%	12	10%	34%	
	Sometimes	14%	47%	40	47%	54	47%	13%	
	Often	6%	20%	21	24%	27	23%	6%	
	Very Often	0%	0%	8	9%	8	7%	100%	
Total	30	100%	86	100%	116	100%			
How often do students in your selected course section teach other students (paid or voluntary)	Don't Know	14%	47%	22	25%	36	31%	74%	
	Never	6%	20%	12	14%	18	15%	20%	
	Sometimes	7%	23%	39	45%	46	39%	4%	
	Often	3%	10%	11	13%	14	12%	2%	
	Very Often	0%	0%	3	3%	3	3%	100%	
Total	30	100%	87	100%	117	100%			
How often do students in your selected course section participate in a community-based project as a part of a regular course	Don't Know	13%	43%	22	25%	35	30%	79%	
	Never	12%	40%	46	53%	58	50%	14%	
	Sometimes	4%	13%	10	11%	14	12%	5%	
	Often	1	3%	3	3%	4	3%	2%	
	Very Often	0	0%	6	7%	6	5%	100%	
Total	30	100%	87	100%	117	100%			

2006 CCFSSSE Student and Faculty Frequency Distributions
Example College

2006 CCFSSSE Faculty Responses

2006 CCSSE Student Responses

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

	All Students		
	Count	Percent	Count
In your experience at this college during the current school year, about how often have you used the internet or instant messaging to work on an assignment	Never	18%	191
	Sometimes	28%	302
	Often	27%	287
	Very Often	27%	295
	Total	100%	1083
In your experience at this college during the current school year, about how often have you used e-mail to communicate with an instructor	Never	32%	342
	Sometimes	37%	399
	Often	19%	194
	Very Often	13%	143
	Total	100%	1077
In your experience at this college during the current school year, about how often have you discussed grades or assignments with an instructor	Never	12%	134
	Sometimes	48%	522
	Often	27%	295
	Very Often	12%	128
	Total	100%	1078
In your experience at this college during the current school year, about how often have you talked about career plans with an instructor or advisor	Never	37%	396
	Sometimes	44%	469
	Often	14%	151
	Very Often	6%	60
	Total	100%	1075
In your experience at this college during the current school year, about how often have you discussed ideas from your readings or classes with instructors outside of class	Never	55%	586
	Sometimes	34%	363
	Often	8%	87
	Very Often	3%	39
	Total	100%	1075
In your experience at this college during the current school year, about how often have you received prompt feedback (written or oral) from instructors on your performance	Never	13%	140
	Sometimes	42%	452
	Often	31%	337
	Very Often	14%	151
	Total	100%	1080
In your experience at this college during the current school year, about how often have you worked harder than you thought you could to meet an instructor's standards or expectations	Never	12%	129
	Sometimes	39%	424
	Often	35%	380
	Very Often	14%	150
	Total	100%	1083
In your experience at this college during the current school year, about how often have you worked with instructors on activities other than coursework	Never	81%	855
	Sometimes	14%	148
	Often	4%	45
	Very Often	1%	14
	Total	100%	1061
In your experience at this college during the current school year, about how often have you discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Never	13%	143
	Sometimes	37%	395
	Often	30%	324
	Very Often	20%	217
	Total	100%	1079
In your experience at this college during the current school year, about how often have you had serious conversations with students of a different race or ethnicity other than your own	Never	20%	220
	Sometimes	31%	337
	Often	24%	264
	Very Often	24%	262
	Total	100%	1082

2006 CCFSSSE Student and Faculty Frequency Distributions
Example College

2006 CCFSSSE Faculty Responses

2006 CCFSSSE Student Responses

	Part-Time Faculty		Full-Time Faculty		All Faculty		All Students			
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
How often do students in your selected course section have serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values	Don't Know	12	40%	33	38%	45	38%	Never	236	22%
	Never	0	0%	2	2%	2	2%	Sometimes	365	34%
	Sometimes	9	30%	22	25%	31	26%	Often	259	24%
	Often	9	30%	19	22%	28	24%	Very Often	221	20%
	Very Often	0	0%	11	13%	11	9%	Total	1082	100%
How often do students in your selected course section skip class	Don't Know	30	100%	87	100%	117	100%	Never	458	42%
	Never	1	3%	1	1%	2	2%	Sometimes	540	50%
	Sometimes	23	77%	66	76%	89	76%	Often	60	5%
	Often	3	10%	16	18%	19	16%	Very Often	28	2%
	Very Often	2	7%	4	5%	6	5%	Total	1085	100%
During the current school year, how much does the coursework in your selected course section emphasize memorizing facts, ideas, or methods so the students can repeat them in pretty much the same form	Very Little	6	20%	12	14%	18	16%	Very Little	60	6%
	Some	7	23%	32	37%	39	34%	Some	324	30%
	Quite a bit	14	47%	27	31%	41	35%	Quite a bit	444	41%
	Very Much	3	10%	15	17%	18	16%	Very Much	269	24%
	Total	30	100%	86	100%	116	100%	Total	1087	100%
During the current school year, how much does the coursework in your selected course section emphasize analyzing the basic elements of an idea, experience, or theory	Very Little	1	3%	4	5%	5	4%	Very Little	64	6%
	Some	8	27%	8	9%	16	14%	Some	331	31%
	Quite a bit	13	43%	44	52%	57	50%	Quite a bit	458	42%
	Very Much	8	27%	29	34%	37	32%	Very Much	233	21%
	Total	30	100%	85	100%	115	100%	Total	1085	100%
During the current school year, how much does the coursework in your selected course section emphasize synthesizing and organizing ideas, information, or experiences in new ways	Very Little	1	3%	3	3%	4	3%	Very Little	107	10%
	Some	10	33%	10	12%	20	17%	Some	382	35%
	Quite a bit	12	40%	42	49%	54	47%	Quite a bit	375	35%
	Very Much	7	23%	31	36%	38	33%	Very Much	215	20%
	Total	30	100%	86	100%	116	100%	Total	1079	100%
During the current school year, how much does the coursework in your selected course section emphasize making judgments about the value or soundness of information, arguments, or methods	Very Little	3	10%	4	5%	7	6%	Very Little	144	13%
	Some	13	43%	30	35%	43	37%	Some	394	36%
	Quite a bit	8	27%	30	35%	38	33%	Quite a bit	358	33%
	Very Much	6	20%	22	26%	28	24%	Very Much	186	17%
	Total	30	100%	86	100%	116	100%	Total	1080	100%
During the current school year, how much does the coursework in your selected course section emphasize applying theories or concepts to practical problems or in new situations	Very Little	1	3%	3	3%	4	3%	Very Little	140	13%
	Some	14	47%	14	16%	28	24%	Some	405	37%
	Quite a bit	10	33%	40	46%	50	43%	Quite a bit	365	34%
	Very Much	5	17%	30	34%	35	30%	Very Much	177	16%
	Total	30	100%	87	100%	117	100%	Total	1068	100%
During the current school year, how much does the coursework in your selected course section emphasize having students use information they have read or heard to perform a new skill	Very Little	7	23%	7	8%	14	12%	Very Little	132	12%
	Some	9	30%	20	23%	29	25%	Some	351	32%
	Quite a bit	7	23%	36	41%	43	37%	Quite a bit	385	35%
	Very Much	7	23%	24	28%	31	26%	Very Much	219	20%
	Total	30	100%	87	100%	117	100%	Total	1088	100%
In your selected course section, what is the number of assigned textbooks, manuals, books, or book-length packs of course readings that your students read	None	1	3%	2	2%	3	3%	None	23	2%
	1	20	67%	45	53%	66	56%	1 to 4	472	44%
	2-3	7	23%	29	33%	36	31%	5 to 10	343	32%
	4-6	1	3%	6	7%	7	6%	11 to 20	134	12%
	More than 6	1	3%	6	7%	7	6%	More than 20	106	10%
Total	30	100%	87	100%	117	100%	Total	1078	100%	
In your selected course section, what is the number of written papers or reports of any length that your students write	None	10	33%	28	32%	38	32%	None	138	13%
	1	5	17%	11	13%	16	14%	1 to 4	396	37%
	2 to 3	4	13%	14	16%	18	15%	5 to 10	315	29%
	4 to 6	4	13%	11	13%	15	13%	11 to 20	149	14%
	More than 6	7	23%	23	26%	30	26%	More than 20	83	8%
Total	30	100%	87	100%	117	100%	Total	1080	100%	

2006 CCFSE Student and Faculty Frequency Distributions
Example College

2006 CCFSE Student Responses

	Part-Time Faculty		Full-Time Faculty		All Faculty		All Students		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Select the circle that best represents the extent to which your examinations of student performance (eg. Exams, portfolio) challenge students to do their best work	Extremely Easy (1)	0	0%	0	0%	0	1%	8	1%
	(2)	0	0%	0	0%	0	0%	14	1%
	(3)	4	0%	0	0%	0	0%	53	5%
	(4)	4	14%	10	11%	14	12%	233	22%
	(5)	14	48%	26	30%	40	34%	351	34%
	(6)	9	31%	35	40%	44	38%	261	25%
	Extremely Challenging (7)	1	3%	16	18%	17	15%	124	12%
Total	29	100%	87	100%	116	100%	1045	100%	
How important is it to you that students participate in Internships, field experience, co-op experience, or clinical assignment	Not important	7	23%	19	22%	26	22%	488	45%
	Somewhat important	10	33%	33	38%	43	37%	467	43%
	Very important	13	43%	35	40%	48	41%	128	12%
Total	30	100%	87	100%	117	100%	1083	100%	
How important is it to you that students participate in English as a second language courses	Not important	3	10%	11	13%	14	12%	941	88%
	Somewhat important	9	30%	24	28%	33	28%	55	5%
	Very important	18	60%	52	60%	70	60%	75	7%
Total	30	100%	87	100%	117	100%	1071	100%	
How important is it to you that students participate in developmental/remedial reading courses	Not important	2	7%	0	0%	2	2%	65	6%
	Somewhat important	6	20%	16	18%	22	19%	735	68%
	Very important	22	73%	71	82%	93	79%	273	25%
Total	30	100%	87	100%	117	100%	1074	100%	
How important is it to you that students participate in developmental/remedial writing courses	Not important	2	7%	0	0%	2	2%	759	70%
	Somewhat important	6	20%	20	23%	26	22%	101	9%
	Very important	22	73%	67	77%	89	76%	217	20%
Total	30	100%	87	100%	117	100%	1078	100%	
How important is it to you that students participate in developmental/remedial math courses	Not important	4	14%	7	8%	11	9%	350	33%
	Somewhat important	6	21%	17	20%	23	20%	168	16%
	Very important	19	66%	63	72%	82	71%	568	52%
Total	29	100%	87	100%	116	100%	1074	100%	
How important is it to you that students participate in study skills courses	Not important	1	3%	0	0%	1	1%	695	64%
	Somewhat important	10	33%	20	23%	30	26%	204	19%
	Very important	19	63%	67	77%	86	74%	179	17%
Total	30	100%	87	100%	117	100%	1078	100%	
How important is it to you that students participate in honors courses	Not important	5	17%	17	20%	22	19%	763	71%
	Somewhat important	12	40%	35	40%	47	40%	263	25%
	Very important	13	43%	35	40%	48	41%	46	4%
Total	30	100%	87	100%	117	100%	1072	100%	
How important is it to you that students participate in a college orientation program or course	Not important	3	10%	8	9%	11	9%	378	35%
	Somewhat important	11	38%	31	36%	42	36%	123	11%
	Very important	15	52%	48	55%	63	54%	573	53%
Total	29	100%	87	100%	116	100%	1075	100%	
How important is it to you that students participate in organized learning communities	Not important	7	23%	19	22%	26	22%	776	72%
	Somewhat important	15	50%	47	54%	62	53%	218	20%
	Very important	8	27%	21	24%	29	25%	84	8%
Total	30	100%	87	100%	117	100%	1078	100%	
How much does this college emphasize encouraging students to spend significant amounts of time studying	Very Little	2	7%	9	10%	11	9%	56	5%
	Some	12	40%	31	36%	43	37%	215	20%
	Quite a bit	10	33%	32	37%	42	36%	453	42%
Very Much	6	20%	15	17%	21	18%	361	33%	
Total	30	100%	87	100%	117	100%	1084	100%	
How much does this college emphasize providing students the support they need to help them to succeed at this college	Very Little	1	3%	3	3%	4	3%	82	8%
	Some	6	20%	14	16%	20	17%	313	29%
	Quite a bit	11	37%	40	46%	51	44%	414	38%
Very Much	12	40%	30	34%	42	36%	275	25%	
Total	30	100%	87	100%	117	100%	1083	100%	
How much does this college emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very Little	3	10%	7	8%	10	9%	246	23%
	Some	3	10%	18	21%	21	18%	340	31%
	Quite a bit	14	47%	32	38%	46	40%	318	29%
Very Much	10	33%	28	33%	38	33%	177	16%	
Total	30	100%	85	100%	115	100%	1081	100%	

2006 CCFSE Faculty Responses

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

2006 CCFSSSE Student and Faculty Frequency Distributions
Example College

2006 CCFSSSE Student Responses

2006 CCFSSSE Faculty Responses

Question	Part-Time Faculty			Full-Time Faculty			All Faculty			All Students		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
How much does this college emphasize helping students cope with their non-academic responsibilities (work, family, etc.)	Very Little	4	13%	11	13%	15	13%	500	46%	500	46%	
	Some	12	40%	30	35%	42	37%	351	32%	351	32%	
	Quite a bit	11	37%	31	36%	42	37%	150	14%	150	14%	
	Very Much	3	10%	13	15%	16	14%	82	8%	82	8%	
	Total	30	100%	85	100%	115	100%	1083	100%	1083	100%	
How much does this college emphasize providing students the support they need to thrive socially	Very Little	6	20%	15	18%	21	18%	366	34%	366	34%	
	Some	17	57%	39	46%	56	49%	441	41%	441	41%	
	Quite a bit	5	17%	22	26%	27	23%	190	18%	190	18%	
	Very Much	2	7%	9	11%	11	10%	86	8%	86	8%	
	Total	30	100%	85	100%	115	100%	1083	100%	1083	100%	
How much does this college emphasize providing the financial support students need to afford their education	Very Little	1	3%	3	4%	4	3%	320	30%	320	30%	
	Some	11	37%	16	18%	27	23%	277	26%	277	26%	
	Quite a bit	13	43%	44	51%	57	49%	231	21%	231	21%	
	Very Much	5	17%	28	33%	29	25%	251	23%	251	23%	
	Total	30	100%	87	100%	117	100%	1080	100%	1080	100%	
How much does this college emphasize using computers in academic work	Very Little	2	7%	2	2%	4	3%	103	10%	103	10%	
	Some	4	14%	8	9%	12	10%	222	21%	222	21%	
	Quite a bit	12	41%	39	44%	51	44%	346	32%	346	32%	
	Very Much	11	38%	38	44%	49	42%	411	38%	411	38%	
	Total	29	100%	87	100%	116	100%	1082	100%	1082	100%	
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to their programs)	None	0	0%	0	0%	0	0%	12	1%	12	1%	
	1 to 5	13	43%	43	51%	56	49%	513	48%	513	48%	
	6 to 10	11	37%	25	29%	36	31%	295	27%	295	27%	
	11 to 20	6	20%	14	16%	20	17%	168	16%	168	16%	
	21 to 30	0	0%	2	2%	2	2%	59	5%	59	5%	
Total	30	100%	85	100%	115	100%	1080	100%	1080	100%		
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week working for pay	None	0	0%	1	1%	1	1%	240	22%	240	22%	
	1 to 5	2	7%	0	0%	2	2%	39	4%	39	4%	
	6 to 10	1	3%	2	2%	3	3%	60	6%	60	6%	
	11 to 20	3	10%	11	13%	14	12%	103	10%	103	10%	
	21 to 30	16	53%	36	42%	52	45%	187	17%	187	17%	
Total	30	100%	86	100%	116	100%	1082	100%	1082	100%		
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	None	7	23%	25	29%	32	28%	935	87%	935	87%	
	1 to 5	20	67%	54	64%	74	64%	100	9%	100	9%	
	6 to 10	3	10%	1	1%	4	3%	28	3%	28	3%	
	11 to 20	0	0%	4	5%	4	3%	15	1%	15	1%	
	21 to 30	0	0%	0	0%	0	0%	1	0%	1	0%	
Total	30	100%	85	100%	115	100%	1081	100%	1081	100%		
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week providing care for dependents living with them (parents, children, spouse, etc.)	None	1	3%	0	0%	1	1%	505	47%	505	47%	
	1 to 5	4	13%	6	7%	10	9%	146	14%	146	14%	
	6 to 10	6	20%	15	17%	21	18%	67	6%	67	6%	
	11 to 20	9	30%	21	24%	30	26%	69	6%	69	6%	
	21 to 30	7	23%	28	33%	35	30%	48	4%	48	4%	
Total	30	100%	86	100%	116	100%	246	23%	246	23%		
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week commuting to and from class	None	1	3%	0	0%	1	1%	69	6%	69	6%	
	1 to 5	14	47%	42	49%	56	49%	709	66%	709	66%	
	6 to 10	15	50%	34	40%	49	43%	210	19%	210	19%	
	11 to 20	0	0%	4	5%	4	3%	59	5%	59	5%	
	21 to 30	0	0%	3	4%	3	3%	16	1%	16	1%	
Total	30	100%	85	100%	115	100%	1078	100%	1078	100%		

2006 CCFSSSE Student and Faculty Frequency Distributions
Example College

2006 CCFSSSE Student Responses

2006 CCFSSSE Faculty Responses

	Part-Time Faculty		Full-Time Faculty		All Faculty		All Students		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
Select the circle that best represents the quality of student relationships with other students	Unfriendly, unsupportive, sense of alienation (1)	0	0%	0	0%	0	0%	17	2%
	(2)	0	0%	0	0%	0	0%	27	2%
	(3)	1	3%	8	9%	9	8%	50	5%
	(4)	5	17%	10	12%	15	13%	196	18%
	(5)	10	33%	27	31%	37	32%	273	25%
	(6)	10	33%	30	35%	40	34%	267	25%
	Friendly, supportive, sense of belonging (7)	4	13%	11	13%	15	13%	254	23%
Total	30	100%	86	100%	116	100%	1084	100%	
Select the circle that best represents the quality of student relationships with instructors	Unavailable, unhelpful, unsympathetic (1)	0	0%	0	0%	0	0%	8	1%
	(2)	0	0%	1	1%	1	1%	28	3%
	(3)	1	3%	3	3%	4	3%	58	5%
	(4)	3	10%	11	13%	14	12%	175	16%
	(5)	10	33%	26	30%	36	31%	267	25%
	(6)	11	37%	34	40%	45	39%	308	28%
	Available, helpful, sympathetic (7)	5	17%	11	13%	16	14%	238	22%
Total	30	100%	86	100%	116	100%	1082	100%	
Select the circle that best represents the quality of student relationships with administrative personnel and offices	Unhelpful, inconsiderate, rigid (1)	0	0%	1	1%	1	1%	47	4%
	(2)	1	3%	6	7%	7	6%	81	8%
	(3)	4	13%	9	10%	13	11%	125	12%
	(4)	5	17%	22	26%	27	23%	268	25%
	(5)	7	23%	26	30%	36	31%	244	23%
	(6)	7	23%	16	19%	23	20%	178	16%
	Helpful, considerate, flexible (7)	3	10%	6	7%	9	8%	139	13%
Total	30	100%	86	100%	116	100%	1082	100%	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring a broad general education	None	0	0%	0	0%	0	0%	64	6%
	Very little	1	3%	3	3%	4	3%	253	23%
	Some	8	27%	23	29%	33	28%	446	41%
	Quite a bit	16	53%	26	30%	42	36%	318	29%
	Very much	5	17%	33	38%	38	32%	1081	100%
	Total	30	100%	87	100%	117	100%	1081	100%
	Helpful, considerate, flexible (7)	3	10%	6	7%	9	8%	139	13%
Total	30	100%	86	100%	116	100%	1082	100%	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring job or work-related knowledge and skills	None	0	0%	0	0%	0	0%	282	26%
	Very little	3	10%	3	3%	6	5%	353	31%
	Some	6	20%	26	30%	32	28%	278	26%
	Quite a bit	12	40%	25	29%	37	32%	185	17%
	Very much	9	30%	32	37%	41	35%	1081	100%
	Total	30	100%	86	100%	116	100%	1081	100%
	Helpful, considerate, flexible (7)	3	10%	6	7%	9	8%	139	13%
Total	30	100%	86	100%	116	100%	1082	100%	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in writing clearly and effectively	None	1	3%	2	2%	3	3%	138	13%
	Very little	1	3%	14	16%	15	13%	316	29%
	Some	12	40%	26	30%	38	32%	401	37%
	Quite a bit	7	23%	23	26%	30	26%	223	21%
	Very much	9	30%	22	25%	31	28%	1078	100%
	Total	30	100%	87	100%	117	100%	1078	100%
	Helpful, considerate, flexible (7)	3	10%	6	7%	9	8%	139	13%
Total	30	100%	86	100%	116	100%	1082	100%	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in speaking clearly and effectively	None	1	3%	2	2%	3	3%	180	17%
	Very little	4	13%	13	15%	17	15%	311	29%
	Some	11	37%	28	32%	39	33%	362	34%
	Quite a bit	6	20%	26	30%	32	27%	227	21%
	Very much	8	27%	18	21%	26	22%	1079	100%
	Total	30	100%	87	100%	117	100%	1079	100%
	Helpful, considerate, flexible (7)	3	10%	6	7%	9	8%	139	13%
Total	30	100%	86	100%	116	100%	1082	100%	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in thinking critically and analytically	None	0	0%	0	0%	0	0%	69	6%
	Very little	0	0%	1	1%	1	1%	281	26%
	Some	9	30%	15	17%	24	21%	452	42%
	Quite a bit	11	37%	27	31%	38	32%	280	26%
	Very much	10	33%	44	51%	54	46%	1082	100%
	Total	30	100%	87	100%	117	100%	1082	100%
	Helpful, considerate, flexible (7)	3	10%	6	7%	9	8%	139	13%
Total	30	100%	86	100%	116	100%	1082	100%	

2006 CCFSSSE Student and Faculty Frequency Distributions
Example College

2006 CCSSE Student Responses

2006 CCFSSSE Faculty Responses

	Part-Time Faculty			Full-Time Faculty			All Faculty			All Students		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in solving numerical problems	None	13	43%	21	24%	34	29%		Very little		197	18%
	Very little	5	17%	21	24%	26	22%		Some		333	31%
	Some	0	0%	17	20%	22	19%		Quite a bit		354	33%
	Quite a bit	0	0%	9	10%	9	8%		Very much		192	18%
	Very much	7	23%	19	22%	26	22%		Total		1077	100%
Total												
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in using computing and information technology	None	6	20%	7	8%	13	11%		Very little		185	17%
	Very little	3	10%	13	15%	16	14%		Some		302	28%
	Some	8	27%	27	31%	35	30%		Quite a bit		339	32%
	Quite a bit	5	17%	17	20%	22	19%		Very much		250	23%
	Very much	8	27%	23	26%	31	26%		Total		1077	100%
Total												
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in working effectively with others	None	0	0%	1	1%	1	1%		Very little		143	13%
	Very little	3	10%	7	8%	10	9%		Some		368	34%
	Some	12	40%	35	40%	47	40%		Quite a bit		360	33%
	Quite a bit	10	33%	26	30%	36	31%		Very much		210	19%
	Very much	5	17%	18	21%	23	20%		Total		1082	100%
Total												
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in learning effectively on your own	None	0	0%	0	0%	0	0%		Very little		96	9%
	Very little	1	3%	3	3%	4	3%		Some		278	26%
	Some	1	3%	12	14%	13	11%		Quite a bit		426	40%
	Quite a bit	19	63%	38	44%	57	49%		Very much		278	26%
	Very much	9	30%	34	39%	43	37%		Total		1078	100%
Total												
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in understanding themselves	None	2	7%	2	2%	4	3%		Very little		196	18%
	Very little	1	3%	14	16%	15	13%		Some		282	27%
	Some	9	30%	24	28%	33	28%		Quite a bit		337	31%
	Quite a bit	14	47%	25	29%	39	33%		Very much		254	24%
	Very much	4	13%	22	25%	26	22%		Total		1079	100%
Total												
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds	None	30	100%	87	100%	117	100%		Very little		255	24%
	Very little	2	7%	5	6%	7	6%		Some		341	32%
	Some	3	10%	13	15%	16	14%		Quite a bit		299	28%
	Quite a bit	11	37%	22	25%	33	28%		Very much		182	17%
	Very much	11	37%	26	30%	37	32%		Total		1076	100%
Total												
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in developing a personal code of values and ethics	None	0	0%	2	2%	2	2%		Very little		291	27%
	Very little	4	13%	14	16%	18	15%		Some		328	31%
	Some	15	50%	35	40%	50	43%		Quite a bit		289	27%
	Quite a bit	6	20%	26	30%	32	27%		Very much		167	16%
	Very much	5	17%	17	20%	22	19%		Total		1076	100%
Total												
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in contributing to the welfare of their community	None	4	13%	11	13%	12	10%		Very little		435	40%
	Very little	4	13%	14	16%	18	15%		Some		375	35%
	Some	10	33%	36	41%	46	39%		Quite a bit		187	17%
	Quite a bit	12	40%	18	21%	30	26%		Very much		78	7%
	Very much	3	10%	8	9%	11	9%		Total		1075	100%
Total												
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in developing clearer career goals	None	1	3%	0	0%	1	1%		Very little		185	17%
	Very little	2	7%	9	10%	11	9%		Some		301	28%
	Some	8	27%	27	31%	35	30%		Quite a bit		353	33%
	Quite a bit	14	47%	29	33%	43	37%		Very much		241	22%
	Very much	5	17%	22	25%	27	23%		Total		1081	100%
Total												
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in gaining information about career opportunities	None	30	100%	87	100%	117	100%		Very little		241	22%
	Very little	1	3%	14	16%	15	13%		Some		315	29%
	Some	13	43%	38	44%	51	44%		Quite a bit		320	30%
	Quite a bit	9	30%	20	23%	29	25%		Very much		204	19%
	Very much	4	13%	14	16%	18	15%		Total		1081	100%
Total												

2006 CCFSE Student and Faculty Frequency Distributions
Example College

2006 CCFSE Student Responses

2006 CCFSE Faculty Responses

	Part-Time Faculty			Full-Time Faculty			All Faculty			All Students		
	Count	Percent		Count	Percent		Count	Percent		Count	Percent	
How often do you refer students to academic advising/planning	Don't know/N.A.	0	0%	1	1%	1	1%	94	9%	Don't know/N.A.	94	9%
	Rarely or never	14	47%	13	15%	27	23%	396	37%	Rarely or never	396	37%
	Sometimes	11	37%	46	54%	57	50%	467	44%	Sometimes	467	44%
	Total	30	100%	60	100%	115	100%	1068	100%	Total	1068	100%
How often do you refer students to career counseling	Don't know/N.A.	3	10%	3	3%	6	5%	179	17%	Don't know/N.A.	179	17%
	Rarely or never	17	57%	19	22%	36	31%	495	46%	Rarely or never	495	46%
	Sometimes	8	27%	51	59%	59	51%	320	30%	Sometimes	320	30%
	Total	28	94%	73	100%	115	100%	994	94%	Total	994	94%
How often do you refer students to job placement assistance	Don't know/N.A.	5	17%	3	4%	8	7%	471	44%	Don't know/N.A.	471	44%
	Rarely or never	20	67%	33	39%	53	46%	476	45%	Rarely or never	476	45%
	Sometimes	3	10%	38	45%	41	36%	89	8%	Sometimes	89	8%
	Total	28	94%	74	100%	102	90%	1036	100%	Total	1036	100%
How often do you refer students to peer or other tutoring	Don't know/N.A.	1	3%	1	1%	2	2%	310	29%	Don't know/N.A.	310	29%
	Rarely or never	8	27%	12	14%	20	17%	479	45%	Rarely or never	479	45%
	Sometimes	14	47%	37	44%	51	44%	205	20%	Sometimes	205	20%
	Total	23	74%	50	100%	73	66%	1094	100%	Total	1094	100%
How often do you refer students to skill labs (writing, math, etc.)	Don't know/N.A.	2	7%	11	13%	13	11%	24	2%	Don't know/N.A.	24	2%
	Rarely or never	12	40%	11	13%	23	20%	257	24%	Rarely or never	257	24%
	Sometimes	6	20%	39	45%	45	39%	256	24%	Sometimes	256	24%
	Total	20	67%	61	100%	81	73%	537	50%	Total	537	50%
How often do you refer students to child care	Don't know/N.A.	7	23%	11	13%	18	16%	655	62%	Don't know/N.A.	655	62%
	Rarely or never	20	67%	44	52%	64	56%	373	35%	Rarely or never	373	35%
	Sometimes	3	10%	26	31%	29	25%	21	2%	Sometimes	21	2%
	Total	30	100%	81	100%	111	100%	1049	100%	Total	1049	100%
How often do you refer students to financial aid advising	Don't know/N.A.	4	13%	6	7%	10	9%	242	23%	Don't know/N.A.	242	23%
	Rarely or never	19	63%	35	41%	54	47%	331	32%	Rarely or never	331	32%
	Sometimes	6	20%	31	36%	37	32%	263	25%	Sometimes	263	25%
	Total	29	96%	72	100%	101	91%	836	79%	Total	836	79%
How often do you refer students to computer labs	Don't know/N.A.	1	3%	2	2%	3	3%	159	15%	Don't know/N.A.	159	15%
	Rarely or never	8	26%	7	8%	15	13%	253	24%	Rarely or never	253	24%
	Sometimes	11	36%	34	40%	45	39%	319	30%	Sometimes	319	30%
	Total	20	65%	43	100%	63	57%	531	50%	Total	531	50%
How often do you refer students to student organizations	Don't know/N.A.	6	20%	5	6%	11	10%	434	41%	Don't know/N.A.	434	41%
	Rarely or never	20	67%	38	45%	58	50%	474	45%	Rarely or never	474	45%
	Sometimes	4	13%	32	38%	36	31%	110	10%	Sometimes	110	10%
	Total	30	100%	75	100%	105	100%	1018	100%	Total	1018	100%
How often do you refer students to transfer credit assistance	Don't know/N.A.	5	17%	2	2%	7	6%	372	35%	Don't know/N.A.	372	35%
	Rarely or never	22	73%	32	37%	54	47%	407	38%	Rarely or never	407	38%
	Sometimes	3	10%	38	44%	41	35%	218	21%	Sometimes	218	21%
	Total	30	100%	72	100%	102	91%	997	94%	Total	997	94%
How important do you believe academic advising/planning is to students at this college	Not at all	0	0%	2	2%	2	2%	82	9%	Not at all	82	9%
	Somewhat	9	30%	26	31%	35	31%	281	27%	Somewhat	281	27%
	Very	21	70%	56	67%	77	68%	668	64%	Very	668	64%
	Total	30	100%	84	100%	114	100%	1041	100%	Total	1041	100%

2006 CCFSSSE Student and Faculty Frequency Distributions
Example College

2006 CCFSSSE Faculty Responses

2006 CCFSSSE Student Responses

	Part-Time Faculty			Full-Time Faculty			All Faculty		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
How important do you believe career counseling is to students at this college	Not at all	1	3%	4	5%	5	4%		
	Somewhat	12	40%	25	30%	37	32%		
	Very	17	57%	65	65%	72	63%		
Total	30	100%	84	100%	114	100%			
How important do you believe job placement assistance is to students at this college	Not at all	1	3%	1	1%	2	2%		
	Somewhat	15	50%	32	38%	47	41%		
	Very	14	47%	52	61%	66	57%		
Total	30	100%	85	100%	115	100%			
How important do you believe peer and other tutoring is to students at this college	Not at all	1	3%	1	1%	2	2%		
	Somewhat	14	47%	25	29%	39	34%		
	Very	15	50%	59	69%	74	64%		
Total	30	100%	85	100%	115	100%			
How important do you believe skills labs (writing, math, etc.) are to students at this college	Not at all	1	3%	0	0%	1	1%		
	Somewhat	8	27%	22	26%	30	26%		
	Very	21	70%	63	74%	84	73%		
Total	30	100%	85	100%	115	100%			
How important do you believe child care is to students at this college	Not at all	1	3%	1	1%	2	2%		
	Somewhat	17	57%	32	38%	49	43%		
	Very	12	40%	52	61%	64	56%		
Total	30	100%	85	100%	115	100%			
How important do you believe financial aid advising is to students at this college	Not at all	0	0%	0	0%	0	0%		
	Somewhat	8	27%	18	21%	26	23%		
	Very	22	73%	67	79%	89	77%		
Total	30	100%	85	100%	115	100%			
How important do you believe computer labs are to students at this college	Not at all	1	3%	0	0%	1	1%		
	Somewhat	9	30%	16	19%	25	22%		
	Very	20	67%	69	81%	89	77%		
Total	30	100%	85	100%	115	100%			
How important do you believe student organizations are to students at this college	Not at all	5	17%	12	14%	17	15%		
	Somewhat	20	67%	44	52%	64	56%		
	Very	5	17%	28	33%	33	29%		
Total	30	100%	84	100%	114	100%			
How important do you believe transfer credit assistance is to students at this college	Not at all	1	3%	1	1%	2	2%		
	Somewhat	11	37%	26	31%	37	32%		
	Very	18	60%	58	68%	76	66%		
Total	30	100%	85	100%	115	100%			
How important do you believe services to students with disabilities are to students at this college	Not at all	1	3%	0	0%	1	1%		
	Somewhat	9	30%	28	34%	37	33%		
	Very	20	67%	55	65%	75	66%		
Total	30	100%	83	100%	113	100%			
How likely is it that working full-time would cause students to withdraw from class or from this college	Not likely	1	3%	1	1%	2	2%		
	Somewhat likely	5	17%	20	23%	25	22%		
	Likely	15	50%	58	67%	73	63%		
Total	30	100%	86	100%	116	100%			
How likely is it that caring for dependents would cause students to withdraw from class or from this college	Not likely	1	3%	2	2%	3	3%		
	Somewhat likely	13	45%	10	12%	23	20%		
	Likely	8	28%	28	33%	36	31%		
Total	29	100%	86	100%	115	100%			
How likely is it that being academically unprepared would cause students to withdraw from class or from this college	Not likely	0	0%	1	1%	1	1%		
	Somewhat likely	2	7%	11	13%	13	11%		
	Likely	16	53%	23	27%	39	34%		
Total	30	100%	88	100%	118	100%			

	All Students		
	Count	Percent	Count
How important is career counseling to you at this college	Not at all	14%	147
	Somewhat	25%	258
	Very	60%	620
Total	1025	100%	
How important is job placement assistance to you at this college	Not at all	37%	379
	Somewhat	27%	275
	Very	36%	363
Total	1018	100%	
How important is peer and other tutoring to you at this college	Not at all	27%	272
	Somewhat	29%	284
	Very	44%	446
Total	1012	100%	
How important are skills labs (writing, math, etc.) to you at this college	Not at all	22%	219
	Somewhat	27%	276
	Very	51%	521
Total	1016	100%	
How important is child care to you at this college	Not at all	54%	544
	Somewhat	15%	156
	Very	31%	313
Total	1013	100%	
How important is financial aid advising to you at this college	Not at all	18%	186
	Somewhat	12%	123
	Very	70%	705
Total	1014	100%	
How important are computer labs to you at this college	Not at all	13%	132
	Somewhat	23%	234
	Very	64%	650
Total	1016	100%	
How important are student organizations to you at this college	Not at all	39%	392
	Somewhat	38%	377
	Very	23%	233
Total	1002	100%	
How important is transfer credit assistance to you at this college	Not at all	25%	254
	Somewhat	19%	194
	Very	56%	564
Total	1012	100%	
How important are services to students with disabilities to you at this college	Not at all	40%	402
	Somewhat	13%	131
	Very	47%	482
Total	1015	100%	
How likely is it that working full-time would cause you to withdraw from class or from this college	Not likely	37%	403
	Somewhat likely	22%	242
	Likely	16%	173
Total	818	100%	
How likely is it that caring for dependents would cause you to withdraw from class or from this college	Not likely	49%	525
	Somewhat likely	22%	233
	Likely	16%	170
Total	928	100%	
How likely is it that being academically unprepared would cause you to withdraw from class or from this college	Not likely	51%	543
	Somewhat likely	28%	296
	Likely	15%	155
Total	1094	100%	

2006 CCFSSSE Student and Faculty Frequency Distributions
Example College

2006 CCFSSSE Student Responses

2006 CCFSSSE Faculty Responses

	Part-Time Faculty		Full-Time Faculty		All Faculty		All Students		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	
How likely is it that lacking finances would cause students to withdraw from class or from this college	Not likely	0	0%	3	3%	3	3%	295	28%
	Somewhat likely	8	27%	20	23%	28	24%	255	24%
	Likely	15	50%	27	31%	42	36%	180	17%
	Very likely	7	23%	36	42%	43	37%	338	32%
	Total	30	100%	86	100%	116	100%	1069	100%
How likely is it that transferring to a 4-year college or university would cause students to withdraw from class or from this college	Not likely	5	17%	11	13%	16	14%	253	23%
	Somewhat likely	12	40%	35	41%	47	41%	155	14%
	Likely	12	40%	22	26%	34	29%	229	21%
	Very likely	1	3%	18	21%	19	16%	439	41%
	Total	30	100%	86	100%	116	100%	1076	100%

2006 CCFSSSE Faculty Only Frequency Distributions

Example College

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

2006 CCFSSSE Faculty Only Frequency Distributions

Example College

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

2006 CCFSE Faculty Only Frequency Distributions

Example College

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
About how many hours do you spend in a typical 7-day week grading papers	None						
	1 to 4	16	55%	22	25%	38	32%
	5 to 8	7	23%	21	24%	28	24%
	9 to 12	3	10%	19	22%	22	19%
	13 to 16	1	3%	13	15%	14	12%
	17 to 20	0	0%	6	7%	6	5%
	21 to 30	1	3%	5	6%	6	5%
	31 or more	0	0%	1	1%	1	1%
	Total	30	100%	87	100%	117	100%
	About how many hours do you spend in a typical 7-day week giving other forms of written and oral feedback to students	None	0	0%	1	1%	1
1 to 4		23	77%	36	41%	59	50%
5 to 8		6	20%	19	22%	25	21%
9 to 12		0	0%	16	18%	16	14%
13 to 16		0	0%	6	7%	6	5%
17 to 20		0	0%	7	8%	7	6%
21 to 30		0	0%	2	2%	2	2%
31 or more		1	3%	0	0%	1	1%
Total		30	100%	87	100%	117	100%
About how many hours do you spend in a typical 7-day week preparing for class		None	0	0%	0	0%	0
	1 to 4	18	60%	20	23%	38	32%
	5 to 8	10	33%	35	40%	45	38%
	9 to 12	2	7%	14	16%	16	14%
	13 to 16	0	0%	10	11%	10	9%
	17 to 20	0	0%	7	8%	7	6%
	21 to 30	0	0%	0	0%	0	0%
	31 or more	0	0%	1	1%	1	1%
	Total	30	100%	87	100%	117	100%
	About how many hours do you spend in a typical 7-day week reflecting and working on ways to improve my teaching	None	0	0%	0	0%	0
1 to 4		24	80%	44	51%	68	59%
5 to 8		4	13%	22	26%	26	22%
9 to 12		2	7%	12	14%	14	12%
13 to 16		0	0%	4	5%	4	3%
17 to 20		0	0%	2	2%	2	2%
21 to 30		0	0%	2	2%	2	2%
31 or more		0	0%	0	0%	0	0%
Total		30	100%	86	100%	116	100%
About how many hours do you spend in a typical 7-day week research and scholarly activities		None	7	23%	11	13%	18
	1 to 4	13	43%	43	49%	56	48%
	5 to 8	5	17%	16	18%	21	18%
	9 to 12	3	10%	8	9%	11	9%
	13 to 16	2	7%	4	5%	6	5%
	17 to 20	0	0%	3	3%	3	3%
	21 to 30	0	0%	1	1%	1	1%
	31 or more	0	0%	1	1%	1	1%
	Total	30	100%	87	100%	117	100%

2006 CCFSSSE Faculty Only Frequency Distributions

Example College

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

2006 CCFSSSE Faculty Only Frequency Distributions

Example College

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

2006 CCFSSSE Faculty Only Frequency Distributions

Example College

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

2006 CCFSSSE Faculty Only Frequency Distributions

Example College

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

2006 CCFSSSE Faculty Only Frequency Distributions

Example College

	Part-Time Faculty		Full-Time Faculty		All Faculty	
	Count	Percent	Count	Percent	Count	Percent
During this term, does your institution consider you to be employed part-time or full-time	30	100%	0	0%	30	26%
	0	0%	87	100%	87	74%
	30	100%	87	100%	117	100%
Total	30	100%	87	100%	117	100%
What is the total number of credit hours you are scheduled to teach during the current academic year (including summer sessions) at this college	4	13%	1	1%	5	4%
	6	20%	4	5%	10	9%
	5	17%	1	1%	6	5%
	5	17%	3	3%	8	7%
	2	7%	9	10%	11	9%
	5	17%	12	14%	17	15%
	1	3%	1	1%	2	2%
	0	0%	5	6%	5	4%
	1	3%	4	5%	5	4%
	1	3%	6	7%	7	6%
	0	0%	41	47%	41	35%
Total	30	100%	87	100%	117	100%
During the current academic year, is team teaching part of your teaching role at this college	29	97%	79	91%	108	92%
	1	3%	8	9%	9	8%
Total	30	100%	87	100%	117	100%
During the current academic year, are linked courses part of your teaching role at this college	27	90%	77	89%	104	89%
	3	10%	10	11%	13	11%
Total	30	100%	87	100%	117	100%
During the current academic year, are learning communities part of your teaching role at this college	28	93%	72	83%	100	85%
	2	7%	15	17%	17	15%
Total	30	100%	87	100%	117	100%
During the current academic year, are capstone courses part of your teaching role at this college	29	97%	75	86%	104	89%
	1	3%	12	14%	13	11%
Total	30	100%	87	100%	117	100%
During the current academic year, is academic advising part of your teaching role at this college	28	93%	41	47%	69	59%
	2	7%	46	53%	48	41%
Total	30	100%	87	100%	117	100%
During the current academic year, is clinical and other field supervision of student work part of your teaching role at this college	30	100%	79	91%	109	93%
	0	0%	8	9%	8	7%
Total	30	100%	87	100%	117	100%
During the current academic year, are distance learning courses part of your teaching role at this college	24	80%	48	55%	72	62%
	6	20%	39	45%	45	38%
Total	30	100%	87	100%	117	100%
During the current academic year, is service learning (community service) incorporated into your course part of your teaching role at this college	28	93%	74	85%	102	87%
	2	7%	13	15%	15	13%
Total	30	100%	87	100%	117	100%
During the current academic year, are independent studies part of your teaching role at this college	26	87%	81	93%	107	91%
	4	13%	6	7%	10	9%
Total	30	100%	87	100%	117	100%

2006 CCFSE Faculty Only Frequency Distributions

Example College

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

2006 CCFSSSE Faculty Only Frequency Distributions

Example College

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

2006 CCFSSSE Cohort Participating Faculty Report

The following two reports provide aggregated side-by-side frequency data as well as frequency distributions for the 2006 CCFSSSE Cohort (students who participated in CCFSSSE in 2005 and 2006). The side-by-side data are presented for generally equivalent items from faculty (part-time, full-time, and all faculty) on the Community College Faculty Survey of Student Engagement (CCFSSSE), and 2006 CCSSE Cohort data from the in-class administration of the Community College Student Report (CCSR). For the faculty survey items that do not overlap with the student survey, frequency distributions are presented for part-time, full-time, and all faculty.

Please note that results are from a 2-year, as opposed to 3-year, cohort as reported for CCSSE results.

2006 CCFSE Cohort Student and Faculty Frequency Distributions

2006 CCFSE Cohort Faculty Responses

How often do students in your selected course section ask questions in class or contribute to class discussions	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
How often do students in your selected course section make a class presentation	Don't Know	3	0%	2	0%	5	0%
	Never	7	0%	14	0%	21	0%
	Sometimes	541	17%	1302	16%	1843	16%
	Often	1144	36%	1655	34%	2800	35%
	Very Often	1457	46%	2474	50%	3931	49%
Total	3162	100%	4916	100%	8078	100%	
How often do students in your selected course section prepare two or more drafts of a paper or assignment before turning it in	Don't Know	11	0%	8	0%	19	0%
	Never	1050	33%	1612	33%	2662	33%
	Sometimes	1275	41%	2046	42%	3321	41%
	Often	475	15%	742	15%	1217	15%
	Very Often	337	11%	492	10%	829	10%
Total	3148	100%	4900	100%	8048	100%	
How often do students in your selected course section work on a paper that requires integrating ideas or information from various sources	Don't Know	357	11%	429	9%	786	10%
	Never	1228	39%	1950	40%	3178	40%
	Sometimes	878	28%	1388	29%	2266	28%
	Often	365	12%	625	13%	990	12%
	Very Often	236	8%	478	10%	714	9%
Total	3124	100%	4870	100%	7994	100%	
How often do students in your selected course section come to class without completing readings or assignments	Don't Know	50	2%	43	1%	93	1%
	Never	57	18%	788	16%	1345	17%
	Sometimes	922	29%	1463	30%	2405	30%
	Often	912	29%	1298	27%	2210	28%
	Very Often	694	22%	1277	26%	1971	25%
Total	3135	100%	4889	100%	8024	100%	
How often do students in your selected course section work with other students on projects during class	Don't Know	108	3%	123	3%	231	3%
	Never	142	5%	167	3%	309	4%
	Sometimes	2003	64%	2696	55%	4699	58%
	Often	662	21%	1364	28%	2026	25%
	Very Often	237	8%	559	11%	796	10%
Total	3152	100%	4899	100%	8051	100%	
How often do students in your selected course section work with classmates outside of class to prepare class assignments	Don't Know	35	1%	29	1%	64	1%
	Never	459	15%	561	11%	1020	13%
	Sometimes	1119	35%	1683	34%	2802	35%
	Often	845	27%	1387	28%	2232	28%
	Very Often	696	22%	1240	25%	1936	24%
Total	3154	100%	4900	100%	8054	100%	
How often do students in your selected course section tutor or teach other students (paid or voluntary)	Don't Know	581	18%	583	12%	1164	14%
	Never	502	16%	521	11%	1023	13%
	Sometimes	1328	42%	2175	44%	3503	44%
	Often	561	18%	1119	23%	1680	21%
	Very Often	179	6%	497	10%	676	8%
Total	3151	100%	4895	100%	8046	100%	
How often do students in your selected course section participate in a community-based project as a part of a regular course	Don't Know	1331	42%	1377	28%	2708	34%
	Never	505	16%	607	12%	1112	14%
	Sometimes	954	30%	1958	40%	2912	36%
	Often	290	9%	707	14%	997	12%
	Very Often	66	2%	243	5%	309	4%
Total	3146	100%	4892	100%	8038	100%	
How often do students in your selected course section participate in a community-based project as a part of a regular course	Don't Know	1006	32%	998	21%	2004	25%
	Never	1587	51%	2548	52%	4135	52%
	Sometimes	370	12%	915	19%	1285	16%
	Often	99	3%	229	5%	328	4%
	Very Often	74	2%	178	4%	252	3%
Total	3136	100%	4868	100%	8004	100%	

2006 CCFSE Cohort Student Responses

In your experiences at this college during the current school year, about how often have you asked questions in class or contributed to class discussions	All Students		
	Count	Percent	
In your experiences at this college during the current school year, about how often have you asked questions in class or contributed to class discussions	Never	1621	3%
	Sometimes	20872	34%
	Often	21940	35%
	Very Often	17438	28%
	Total	61868	100%
In your experience at this college during the current school year, about how often have you made a class presentation	Never	19373	31%
	Sometimes	24568	40%
	Often	12651	21%
	Very Often	4992	8%
	Total	61584	100%
In your experience at this college during the current school year, about how often have you worked on a paper or project of a paper or assignment before turning it in	Never	12982	21%
	Sometimes	18077	29%
	Often	18286	30%
	Very Often	12100	20%
	Total	61445	100%
In your experience at this college during the current school year, about how often have you worked on a paper or project that requires integrating ideas or information from various sources	Never	7347	12%
	Sometimes	18292	30%
	Often	22525	37%
	Very Often	13312	22%
	Total	61476	100%
In your experiences at this college during the current school year, about how often have you come to class without completing readings or assignments	Never	17987	29%
	Sometimes	34269	56%
	Often	6581	11%
	Very Often	2467	4%
	Total	61304	100%
In your experience at this college during the current school year, about how often have you worked with other students on projects during class	Never	8089	13%
	Sometimes	24790	41%
	Often	20174	33%
	Very Often	8142	13%
	Total	61196	100%
In your experience at this college during the current school year, about how often have you worked with classmates outside of class to prepare class assignments	Never	26077	42%
	Sometimes	22623	37%
	Often	9317	15%
	Very Often	3374	5%
	Total	61391	100%
In your experience at this college during the current school year, about how often have you tutored or taught other students (paid or voluntary)	Never	45179	73%
	Sometimes	11959	19%
	Often	2987	5%
	Very Often	1452	2%
	Total	61577	100%
In your experiences at this college during the current school year, about how often have you participated in a community-based project as a part of a regular course	Never	48501	79%
	Sometimes	9130	15%
	Often	2646	4%
	Very Often	1048	2%
	Total	61325	100%

2006 CCFSSSE Cohort Student and Faculty Frequency Distributions

2006 CCFSSSE Cohort Faculty Responses

2006 CCSSE Cohort Student Responses

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
How often do students in your selected course section use the internet or instant messaging to work on an assignment	Don't Know	529	17%	603	12%	1132	14%
	Never	349	11%	503	10%	852	11%
	Sometimes	953	30%	1443	30%	2396	30%
	Often	702	22%	1209	25%	1911	24%
	Very Often	608	19%	1132	23%	1740	22%
Total	3141	100%	4890	100%	8031	100%	
How often do students in your selected course section use e-mail to communicate with you	Don't Know	3	0%	7	0%	10	0%
	Never	158	5%	237	5%	395	5%
	Sometimes	1348	43%	2113	43%	3461	43%
	Often	963	31%	1459	30%	2422	30%
	Very Often	695	22%	1088	22%	1773	22%
Total	3157	100%	4904	100%	8061	100%	
How often do students in your selected course section discuss grades or assignments with you	Don't Know	2	0%	1	0%	3	0%
	Never	28	1%	21	0%	49	1%
	Sometimes	968	30%	1321	27%	2279	28%
	Often	1473	47%	2355	48%	3828	47%
	Very Often	696	22%	1220	25%	1916	24%
Total	3157	100%	4898	100%	8055	100%	
How often do students in your selected course section talk about career plans with you	Don't Know	11	0%	5	0%	16	0%
	Never	281	9%	236	5%	517	6%
	Sometimes	1815	58%	2541	52%	4356	54%
	Often	728	23%	1405	29%	2133	27%
	Very Often	315	10%	704	14%	1019	13%
Total	3150	100%	4891	100%	8041	100%	
How often do students in your selected course section discuss ideas from their readings or classes with you outside of class	Don't Know	25	1%	14	0%	39	0%
	Never	430	14%	383	8%	813	10%
	Sometimes	1830	58%	2917	60%	4747	59%
	Often	632	20%	1160	24%	1792	22%
	Very Often	218	7%	418	9%	634	8%
Total	3135	100%	4890	100%	8025	100%	
How often do students in your selected course section receive prompt feedback (written or oral) from you about their performance	Don't Know	4	0%	2	0%	6	0%
	Never	14	0%	12	0%	26	0%
	Sometimes	238	8%	312	6%	550	7%
	Often	1329	42%	2015	41%	3344	42%
	Very Often	1569	50%	2557	52%	4126	51%
Total	3154	100%	4898	100%	8052	100%	
How often do students in your selected course section work harder than they thought they could to meet your standards or expectations	Don't Know	239	8%	293	6%	532	7%
	Never	35	1%	57	1%	92	1%
	Sometimes	1122	36%	1610	33%	2732	34%
	Often	1330	42%	2105	43%	3435	43%
	Very Often	432	14%	845	17%	1277	16%
Total	3158	100%	4910	100%	8068	100%	
How often do students in your selected course section work with you on activities other than coursework	Don't Know	48	2%	43	1%	91	1%
	Never	1723	55%	1649	34%	3372	42%
	Sometimes	1147	36%	2526	52%	3673	46%
	Often	173	6%	524	11%	697	9%
	Very Often	53	2%	149	3%	202	3%
Total	3144	100%	4891	100%	8035	100%	
How often do students in your selected course section discuss ideas from their readings or classes with others outside of class (students, family members, co-workers, etc.)	Don't Know	1143	36%	1490	30%	2633	33%
	Never	77	2%	94	2%	171	2%
	Sometimes	1105	35%	1801	37%	2906	36%
	Often	633	20%	1185	24%	1818	23%
	Very Often	185	6%	330	7%	515	6%
Total	3143	100%	4900	100%	8043	100%	
How often do students in your selected course section have serious conversations with students of a different race or ethnicity other than their own	Don't Know	1224	39%	1702	35%	2926	36%
	Never	112	4%	105	2%	217	3%
	Sometimes	798	25%	1327	27%	2125	26%
	Often	652	21%	1114	23%	1776	22%
	Very Often	348	11%	604	12%	952	12%
Total	3144	100%	4892	100%	8036	100%	

	All Students		
	Count	Percent	
In your experience at this college during the current school year, about how often have you used the internet or instant messaging to work on an assignment	Never	1729	21%
	Sometimes	6722	83%
	Often	18164	30%
	Very Often	18175	30%
	Total	61951	100%
In your experience at this college during the current school year, about how often have you used e-mail to communicate with an instructor	Never	15190	25%
	Sometimes	22077	36%
	Often	14343	23%
	Very Often	9725	16%
	Total	61336	100%
In your experience at this college during the current school year, about how often have you discussed grades or assignments with an instructor	Never	6316	10%
	Sometimes	28252	46%
	Often	18675	30%
	Very Often	8123	13%
	Total	61365	100%
In your experience at this college during the current school year, about how often have you talked about career plans with an instructor or advisor	Never	20184	33%
	Sometimes	26958	44%
	Often	10324	17%
	Very Often	3972	6%
	Total	61339	100%
In your experience at this college during the current school year, about how often have you discussed ideas from your readings or classes with instructors outside of class	Never	29556	48%
	Sometimes	22593	37%
	Often	6776	11%
	Very Often	2346	4%
	Total	61270	100%
In your experience at this college during the current school year, about how often have you received prompt feedback (written or oral) from instructors on your performance	Never	5180	8%
	Sometimes	22237	36%
	Often	23767	39%
	Very Often	10049	16%
	Total	61292	100%
In your experience at this college during the current school year, about how often have you worked harder than you thought you could to meet an instructor's standards or expectations	Never	6994	11%
	Sometimes	24982	41%
	Often	20805	34%
	Very Often	8640	14%
	Total	61420	100%
In your experience at this college during the current school year, about how often have you worked with instructors on activities other than coursework	Never	43954	72%
	Sometimes	11865	20%
	Often	3624	6%
	Very Often	1380	2%
	Total	60934	100%
In your experience at this college during the current school year, about how often have you discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Never	7676	12%
	Sometimes	23624	38%
	Often	19228	31%
	Very Often	11028	18%
	Total	61557	100%
In your experience at this college during the current school year, about how often have you had serious conversations with students of a different race or ethnicity other than your own	Never	15365	25%
	Sometimes	21210	34%
	Often	14147	23%
	Very Often	10840	18%
	Total	61562	100%

2006 CCFSSSE Cohort Student and Faculty Frequency Distributions

2006 CCSSE Cohort Student Responses

	Part-Time Faculty		Full-Time Faculty		All Faculty			All Students	
	Count	Percent	Count	Percent	Count	Percent		Count	Percent
How often do students in your selected course section have serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values	1409	45%	1991	41%	3400	42%	Never	15006	24%
	722	4%	153	3%	275	3%	Sometimes	26207	37%
	154	5%	316	7%	470	6%	Often	14113	23%
	280	9%	496	10%	776	10%	Very Often	9754	16%
Total	3134	100%	4887	100%	8021	100%		61481	100%
How often do students in your selected course section skip class	126	4%	142	3%	268	3%	Never	30556	50%
	189	6%	375	8%	564	7%	Sometimes	27089	44%
	2371	76%	3678	75%	6049	75%	Often	2888	5%
	85	3%	161	3%	246	3%	Very Often	1137	2%
Total	3139	100%	4893	100%	8032	100%		61601	100%
During the current school year, how much does the coursework in your selected course section emphasize memorizing facts, ideas, or methods so the students can repeat them in pretty much the same form	679	22%	1019	21%	1698	21%	Very Little	4569	7%
	1137	36%	1698	35%	2835	35%	Some	18053	29%
	869	28%	1384	28%	2253	28%	Quite a bit	24279	39%
	471	15%	807	16%	1278	16%	Very Much	14897	24%
Total	3156	100%	4908	100%	8064	100%		61789	100%
During the current school year, how much does the coursework in your selected course section emphasize analyzing the basic elements of an idea, experience, or theory	124	4%	108	2%	230	3%	Very Little	3334	5%
	550	17%	808	16%	1358	17%	Some	18349	30%
	1531	49%	2279	47%	3810	47%	Quite a bit	28584	46%
	946	30%	1710	35%	2656	33%	Very Much	13319	22%
Total	3151	100%	4901	100%	8052	100%		61615	100%
During the current school year, how much does the coursework in your selected course section emphasize synthesizing and organizing ideas, information, or experiences in new ways	126	4%	158	3%	284	4%	Very Little	5058	8%
	643	20%	877	18%	1520	19%	Some	21247	35%
	1313	42%	2048	42%	3361	42%	Quite a bit	23584	38%
	1065	34%	1813	37%	2878	36%	Very Much	11438	19%
Total	3147	100%	4896	100%	8043	100%		61326	100%
During the current school year, how much does the coursework in your selected course section emphasize making judgments about the value or soundness of information, arguments, or methods	315	10%	403	8%	724	9%	Very Little	7958	13%
	877	28%	1304	27%	2181	27%	Some	23060	38%
	1126	36%	1773	36%	2899	36%	Quite a bit	20851	34%
	824	26%	1407	29%	2231	28%	Very Much	9554	16%
Total	3142	100%	4893	100%	8035	100%		61433	100%
During the current school year, how much does the coursework in your selected course section emphasize applying theories or concepts to practical problems or in new situations	189	6%	197	4%	386	5%	Very Little	6761	11%
	765	24%	995	20%	1760	22%	Some	22279	36%
	1156	37%	1742	36%	2898	36%	Quite a bit	21419	35%
	1025	33%	1963	40%	2988	37%	Very Much	11086	18%
Total	3135	100%	4897	100%	8032	100%		61545	100%
During the current school year, how much does the coursework in your selected course section emphasize having students use information they have read or heard to perform a new skill	302	10%	330	7%	632	8%	Very Little	6092	10%
	822	26%	1230	25%	2052	26%	Some	19336	32%
	1109	35%	1650	34%	2759	34%	Quite a bit	22016	36%
	903	29%	1681	34%	2584	32%	Very Much	13899	22%
Total	3136	100%	4891	100%	8027	100%		61742	100%
In your selected course section, what is the number of assigned textbooks, manuals, books, or book-length packs of course readings that your students read	None		195	4%	332	4%	None	1930	3%
	1		2260	46%	3935	49%	1 to 4	26283	43%
	2-3		1861	38%	2921	36%	5 to 10	18711	31%
	4-6		277	6%	391	5%	11 to 20	8239	13%
	More than 6		287	6%	451	6%	More than 20	6031	10%
Total	3140	100%	4890	100%	8030	100%		61585	100%
In your selected course section, what is the number of written papers or reports of any length that your students write	None		1883	23%	1883	23%	None	6839	11%
	1		719	16%	1303	16%	1 to 4	20044	33%
	2 to 3		1148	24%	1860	23%	5 to 10	18871	31%
	4 to 6		873	18%	1464	18%	11 to 20	10161	17%
	More than 6		934	19%	1501	19%	More than 20	5427	9%
Total	3122	100%	4869	100%	7991	100%		61163	100%

2006 CCFSSSE Cohort Faculty Responses

2006 CCFSSSE Cohort Student and Faculty Frequency Distributions

2006 CCSSE Cohort Student Responses

Select the circle that best represents the extent to which your examinations of student performance (e.g., Exams, portfolio) challenge students to do their best work	Part-Time Faculty		Full-Time Faculty		All Faculty	
	Count	Percent	Count	Percent	Count	Percent
Extremely Easy (1)	9	0%	9	0%	18	0%
(2)	20	1%	10	2%	30	3%
(3)	64	2%	80	2%	144	2%
(4)	392	13%	482	10%	874	11%
(5)	1202	38%	1753	36%	2955	37%
(6)	1187	38%	2021	41%	3208	40%
Extremely Challenging (7)	261	8%	522	11%	783	10%
Total	3135	100%	4877	100%	8012	100%
How important is it to you that students participate in internships, field experience, co-op experience, or clinical assignment	471	15%	554	11%	1025	13%
Not important	993	32%	1496	31%	2489	31%
Somewhat important	1639	53%	2824	58%	4463	56%
Very important	3103	100%	4874	100%	7977	100%
Total	642	21%	965	20%	1607	20%
Not important	997	32%	1527	31%	2524	32%
Somewhat important	1451	47%	2361	49%	3812	48%
Very important	3090	100%	4853	100%	7943	100%
Total	276	9%	216	4%	492	6%
Not important	875	28%	1044	21%	1919	24%
Somewhat important	1949	63%	3611	74%	5560	70%
Very important	3100	100%	4871	100%	7971	100%
Total	264	9%	223	5%	487	6%
Not important	811	26%	1076	22%	1887	24%
Somewhat important	2024	65%	3573	73%	5597	70%
Very important	3099	100%	4872	100%	7971	100%
Total	422	14%	334	7%	756	9%
Not important	888	29%	1081	22%	1969	25%
Somewhat important	1781	58%	3452	71%	5233	66%
Very important	3091	100%	4867	100%	7958	100%
Total	159	5%	200	4%	359	4%
Not important	1007	32%	1556	32%	2563	32%
Somewhat important	1945	63%	3120	64%	5065	63%
Very important	3105	100%	4876	100%	7981	100%
Total	643	21%	1174	24%	1817	23%
Not important	1429	46%	2243	46%	3672	46%
Somewhat important	1004	33%	1413	29%	2417	31%
Very important	3076	100%	4830	100%	7906	100%
Total	367	12%	485	10%	852	11%
Not important	1283	42%	1857	38%	3140	40%
Somewhat important	1431	46%	2516	52%	3947	50%
Very important	3081	100%	4658	100%	7739	100%
Total	583	19%	993	21%	1576	20%
Not important	1606	52%	2512	52%	4118	52%
Somewhat important	878	29%	1327	27%	2205	28%
Very important	3067	100%	4832	100%	7899	100%
Total	162	5%	370	8%	532	7%
Very Little	998	32%	1496	31%	2494	31%
Some	1314	43%	1983	41%	3297	41%
Quite a bit	614	20%	1031	21%	1645	21%
Very Much	3088	100%	4880	100%	7968	100%
Total	90	3%	118	2%	208	3%
Very Little	425	14%	752	15%	1177	15%
Some	1295	42%	1968	40%	3263	41%
Quite a bit	1338	43%	2045	42%	3383	42%
Very Much	3108	100%	4893	100%	7991	100%
Total	206	7%	470	10%	676	9%
Very Little	905	30%	1638	34%	2543	32%
Some	1089	36%	1580	33%	2669	34%
Quite a bit	841	28%	1160	24%	2001	25%
Very Much	3041	100%	4848	100%	7889	100%
Total						

Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	All Students	
	Count	Percent
Extremely Easy (1)	608	1%
(2)	1157	2%
(3)	3406	5%
(4)	14385	24%
(5)	19478	33%
(6)	13383	23%
Extremely Challenging (7)	6298	11%
Total	58694	100%
I have not done, nor plan to do	26068	43%
I plan to do	24687	41%
I have done	9954	16%
Total	60709	100%
I have not done, nor plan to do	52030	86%
I plan to do	3322	5%
I have done	5406	9%
Total	60758	100%
I have not done, nor plan to do	44460	73%
I plan to do	5142	8%
I have done	11180	18%
Total	60783	100%
I have not done, nor plan to do	41136	68%
I plan to do	6516	11%
I have done	13173	22%
Total	60825	100%
I have not done, nor plan to do	32030	53%
I plan to do	8757	14%
I have done	19917	33%
Total	60705	100%
I have not done, nor plan to do	40687	67%
I plan to do	10806	18%
I have done	9205	15%
Total	60709	100%
I have not done, nor plan to do	44216	73%
I plan to do	13466	22%
I have done	2801	5%
Total	60513	100%
I have not done, nor plan to do	37210	61%
I plan to do	8495	14%
I have done	15007	25%
Total	60713	100%
I have not done, nor plan to do	45096	74%
I plan to do	10986	18%
I have done	4818	8%
Total	60910	100%
Very Little	2963	5%
Some	15366	25%
Quite a bit	28379	43%
Very Much	16563	27%
Total	61270	100%
Very Little	3414	6%
Some	15328	25%
Quite a bit	28182	43%
Very Much	16263	27%
Total	61187	100%
Very Little	12330	20%
Some	20824	34%
Quite a bit	17335	28%
Very Much	10536	17%
Total	61026	100%

2006 CCFSSSE Cohort Faculty Responses

Select the circle 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	All Students	
	Count	Percent
Extremely Easy (1)	608	1%
(2)	1157	2%
(3)	3406	5%
(4)	14385	24%
(5)	19478	33%
(6)	13383	23%
Extremely Challenging (7)	6298	11%
Total	58694	100%
I have not done, nor plan to do	26068	43%
I plan to do	24687	41%
I have done	9954	16%
Total	60709	100%
I have not done, nor plan to do	52030	86%
I plan to do	3322	5%
I have done	5406	9%
Total	60758	100%
I have not done, nor plan to do	44460	73%
I plan to do	5142	8%
I have done	11180	18%
Total	60783	100%
I have not done, nor plan to do	41136	68%
I plan to do	6516	11%
I have done	13173	22%
Total	60825	100%
I have not done, nor plan to do	32030	53%
I plan to do	8757	14%
I have done	19917	33%
Total	60705	100%
I have not done, nor plan to do	40687	67%
I plan to do	10806	18%
I have done	9205	15%
Total	60709	100%
I have not done, nor plan to do	44216	73%
I plan to do	13466	22%
I have done	2801	5%
Total	60513	100%
I have not done, nor plan to do	37210	61%
I plan to do	8495	14%
I have done	15007	25%
Total	60713	100%
I have not done, nor plan to do	45096	74%
I plan to do	10986	18%
I have done	4818	8%
Total	60910	100%
Very Little	2963	5%
Some	15366	25%
Quite a bit	28379	43%
Very Much	16563	27%
Total	61270	100%
Very Little	3414	6%
Some	15328	25%
Quite a bit	28182	43%
Very Much	16263	27%
Total	61187	100%
Very Little	12330	20%
Some	20824	34%
Quite a bit	17335	28%
Very Much	10536	17%
Total	61026	100%

2006 CCFSS Cohort Student and Faculty Frequency Distributions

2006 CCFSS Cohort Faculty Responses

2006 CCFSS Cohort Student Responses

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
How much does this college emphasize helping students cope with their non-academic responsibilities (work, family, etc.)	Very Little	324	11%	599	12%	923	12%
	Some	1174	39%	1965	40%	3139	43%
	Quite a bit	1024	34%	1504	31%	2528	33%
	Very Much	510	17%	785	16%	1295	17%
	Total	3032	100%	4853	100%	7885	100%
How much does this college emphasize providing students the support they need to thrive socially	Very Little	337	11%	768	16%	1105	14%
	Some	1402	47%	2184	45%	3586	46%
	Quite a bit	884	29%	1326	27%	2210	28%
	Very Much	385	13%	560	12%	945	12%
	Total	3008	100%	4838	100%	7846	100%
How much does this college emphasize providing the financial support students need to afford their education	Very Little	80	3%	140	3%	220	3%
	Some	729	24%	1118	23%	1847	23%
	Quite a bit	1355	45%	2274	47%	3629	46%
	Very Much	851	28%	1316	27%	2167	28%
	Total	3015	100%	4848	100%	7863	100%
How much does this college emphasize using computers in academic work	Very Little	61	2%	74	2%	135	2%
	Some	384	13%	515	11%	899	11%
	Quite a bit	1172	39%	1809	37%	2981	38%
	Very Much	1451	47%	2486	51%	3937	49%
	Total	3068	100%	4884	100%	7952	100%
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to their programs)	None	25	1%	26	1%	51	1%
	1 to 5	1407	46%	2139	44%	3546	45%
	6 to 10	1160	38%	1783	37%	2943	37%
	11 to 20	389	13%	740	15%	1129	14%
	More than 30	14	0%	25	1%	39	0%
Total	3046	100%	4837	100%	7883	100%	
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week working for pay	None	15	0%	52	1%	67	1%
	1 to 3	32	1%	85	2%	123	2%
	6 to 10	122	4%	212	4%	334	4%
	11 to 20	648	21%	1136	24%	1784	23%
	More than 30	1222	40%	2156	45%	3378	43%
Total	3083	100%	4834	100%	7917	100%	
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	None	539	18%	853	18%	1392	18%
	1 to 5	2105	71%	3457	72%	5562	71%
	6 to 10	255	9%	360	7%	615	8%
	11 to 20	65	2%	114	2%	179	2%
	More than 30	3	0%	15	0%	22	0%
Total	2974	100%	4815	100%	7789	100%	
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week providing care for dependents living with them (parents, children, spouse, etc.)	None	69	2%	142	3%	211	3%
	1 to 5	433	15%	606	13%	1039	13%
	6 to 10	489	17%	783	16%	1282	17%
	11 to 20	713	24%	1239	26%	1952	25%
	More than 30	553	19%	952	20%	1505	19%
Total	2969	100%	4750	100%	7719	100%	
About how many hours do you think full and part-time students at this college spend in a typical 7 - day week commuting to and from class.	None	42	1%	66	2%	138	2%
	1 to 5	2001	68%	2821	59%	4822	62%
	6 to 10	757	25%	1456	30%	2213	28%
	11 to 20	174	6%	313	7%	487	6%
	More than 30	27	1%	66	1%	93	1%
Total	3029	100%	4810	100%	7839	100%	

	All Students		
	Count	Percent	
How much does this college emphasize helping you cope with your non-academic responsibilities (work, family, etc.)	Very Little	25230	43%
	Some	20011	33%
	Quite a bit	10071	17%
	Very Much	4710	8%
	Total	61022	100%
How much does this college emphasize providing the support you need to thrive socially	Very Little	19011	31%
	Some	24157	40%
	Quite a bit	12392	20%
	Very Much	5164	9%
	Total	60725	100%
How much does this college emphasize providing the financial support you need to afford your education	Very Little	17723	29%
	Some	16134	27%
	Quite a bit	14006	23%
	Very Much	12939	21%
	Total	60802	100%
How much does this college emphasize using computers in academic work	Very Little	4833	8%
	Some	11930	20%
	Quite a bit	20219	33%
	Very Much	24118	39%
	Total	61100	100%
About how many hours do you spend in a typical 7 - day week preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your programs)	None	1096	2%
	1 to 5	27983	46%
	6 to 10	17466	29%
	11 to 20	9906	16%
	More than 30	3101	5%
Total	61441	100%	
About how many hours do you spend in a typical 7 - day week working for pay	None	12137	20%
	1 to 5	2874	5%
	6 to 10	3477	6%
	11 to 20	7070	12%
	More than 30	25197	41%
Total	60906	100%	
About how many hours do you spend in a typical 7 - day week participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	None	50451	83%
	1 to 5	7466	12%
	6 to 10	1481	2%
	11 to 20	863	1%
	More than 30	350	1%
Total	60989	100%	
About how many hours do you spend in a typical 7 - day week providing care for dependents living with you (parents, children, spouse, etc.)	None	26608	44%
	1 to 5	8949	15%
	6 to 10	4658	8%
	11 to 20	3631	6%
	More than 30	14488	24%
Total	60874	100%	
About how many hours do you spend in a typical 7 - day week commuting to and from class	None	4719	8%
	1 to 5	47295	83%
	6 to 10	9779	16%
	11 to 20	3063	5%
	More than 30	1226	2%
Total	60883	100%	

2006 CCFSSSE Cohort Student and Faculty Frequency Distributions

2006 CCFSSSE Cohort Faculty Responses

2006 CCSSSE Cohort Student Responses

Select the circle that best represents the quality of student relationships with other students	Part-Time Faculty		Full-Time Faculty		All Faculty		Unfriendly, unsupportive, sense of alienation (1)	Unfriendly, unsupportive, sense of alienation (2)	Unfriendly, unsupportive, sense of alienation (3)	Unfriendly, unsupportive, sense of alienation (4)	Unfriendly, unsupportive, sense of alienation (5)	Unfriendly, unsupportive, sense of alienation (6)	Unfriendly, unsupportive, sense of alienation (7)	All Students	
	Count	Percent	Count	Percent	Count	Percent								Count	Percent
Select the circle that best represents the quality of student relationships with instructors	3	0%	3	0%	6	0%	(1)	(2)	(3)	(4)	(5)	(6)	(7)	569	1%
	10	0%	37	1%	47	1%	(2)	(3)	(4)	(5)	(6)	(7)	1178	2%	
	67	2%	124	3%	191	2%	(3)	(4)	(5)	(6)	(7)	2804	5%		
	340	11%	612	13%	952	12%	(4)	(5)	(6)	(7)	9685	16%			
	1004	33%	1557	32%	2581	32%	(5)	(6)	(7)	13585	22%				
	1102	36%	1778	37%	2880	36%	(6)	(7)	17043	28%					
	559	18%	737	15%	1296	16%	Total	16266	27%						
3085	100%	4848	100%	7933	100%	Total	61151	100%							
Select the circle that best represents the quality of student relationships with administrative personnel and offices	3	0%	3	0%	6	0%	Unavailable, unhelpful, unsympathetic (1)	(2)	(3)	(4)	(5)	(6)	(7)	441	1%
	7	0%	10	0%	17	0%	(2)	(3)	(4)	(5)	(6)	(7)	913	1%	
	39	1%	51	1%	90	1%	(3)	(4)	(5)	(6)	(7)	2341	4%		
	205	7%	289	6%	504	6%	(4)	(5)	(6)	(7)	4738	12%			
	740	24%	1137	23%	1877	24%	(5)	(6)	(7)	12764	21%				
	1365	44%	2278	47%	3643	46%	(6)	(7)	19458	32%					
	732	24%	1086	22%	1818	23%	Total	17927	29%						
3091	100%	4884	100%	7955	100%	Total	61221	100%							
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring a broad general education	32	1%	91	2%	123	2%	Unhelpful, inconsiderate, rigid (1)	(2)	(3)	(4)	(5)	(6)	(7)	2127	3%
	75	2%	264	5%	339	4%	(2)	(3)	(4)	(5)	(6)	(7)	3310	5%	
	191	6%	479	10%	670	8%	(3)	(4)	(5)	(6)	(7)	5412	9%		
	459	15%	929	19%	1388	18%	(4)	(5)	(6)	(7)	12530	21%			
	801	26%	1332	28%	2133	27%	(5)	(6)	(7)	13666	22%				
	961	31%	1227	25%	2188	28%	(6)	(7)	13303	22%					
	535	18%	518	11%	1053	13%	Total	10733	18%						
3054	100%	4840	100%	7884	100%	Total	61080	100%							
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in acquiring job or work-related knowledge and skills	10	0%	23	0%	33	0%	None	Very little	Some	Quite a bit	Very much	Very little	Some	Quite a bit	Very much
	81	3%	228	5%	317	4%	(2)	(3)	(4)	(5)	(6)	(7)	3532	6%	
	635	20%	1145	24%	1780	22%	(3)	(4)	(5)	(6)	(7)	14797	24%		
	1322	43%	1947	40%	3289	41%	(4)	(5)	(6)	(7)	16696	27%			
	1049	34%	1511	31%	2560	32%	(5)	(6)	(7)	61041	100%				
	3107	100%	4852	100%	7959	100%	Total	11481	19%						
	28	1%	28	1%	56	1%	(6)	(7)	18236	30%					
154	5%	203	4%	357	4%	(7)	18502	30%							
716	23%	1001	21%	1717	22%	Total	12704	21%							
1143	37%	1549	32%	2632	34%	(Total)	60923	100%							
1061	34%	2079	43%	3140	39%	(Total)	7460	12%							
3102	100%	4860	100%	7962	100%	Total	18004	30%							
126	4%	153	3%	279	4%	(None)	(Very little)	(Some)	(Quite a bit)	(Very much)	(Very little)	(Some)	(Quite a bit)	(Very much)	
423	14%	641	13%	1064	13%	(2)	(3)	(4)	(5)	(6)	(7)	12471	20%		
993	32%	1617	33%	2610	33%	(3)	(4)	(5)	(6)	(7)	60928	100%			
838	27%	1380	28%	2218	28%	(4)	(5)	(6)	(7)	9091	15%				
722	23%	1068	22%	1790	22%	(5)	(6)	(7)	18976	31%					
3102	100%	4859	100%	7961	100%	Total	11388	19%							
126	4%	153	3%	279	4%	(None)	(Very little)	(Some)	(Quite a bit)	(Very much)	(Very little)	(Some)	(Quite a bit)	(Very much)	
423	14%	641	13%	1064	13%	(2)	(3)	(4)	(5)	(6)	(7)	14405	7%		
993	32%	1617	33%	2610	33%	(3)	(4)	(5)	(6)	(7)	16342	27%			
838	27%	1380	28%	2218	28%	(4)	(5)	(6)	(7)	25408	42%				
722	23%	1068	22%	1790	22%	(5)	(6)	(7)	14789	24%					
3102	100%	4859	100%	7961	100%	Total	60928	100%							
126	4%	153	3%	279	4%	(None)	(Very little)	(Some)	(Quite a bit)	(Very much)	(Very little)	(Some)	(Quite a bit)	(Very much)	
423	14%	641	13%	1064	13%	(2)	(3)	(4)	(5)	(6)	(7)	4405	7%		
993	32%	1617	33%	2610	33%	(3)	(4)	(5)	(6)	(7)	16342	27%			
838	27%	1380	28%	2218	28%	(4)	(5)	(6)	(7)	25408	42%				
722	23%	1068	22%	1790	22%	(5)	(6)	(7)	14789	24%					
3102	100%	4859	100%	7961	100%	Total	60928	100%							
126	4%	153	3%	279	4%	(None)	(Very little)	(Some)	(Quite a bit)	(Very much)	(Very little)	(Some)	(Quite a bit)	(Very much)	
423	14%	641	13%	1064	13%	(2)	(3)	(4)	(5)	(6)	(7)	4405	7%		
993	32%	1617	33%	2610	33%	(3)	(4)	(5)	(6)	(7)	16342	27%			
838	27%	1380	28%	2218	28%	(4)	(5)	(6)	(7)	25408	42%				
722	23%	1068	22%	1790	22%	(5)	(6)	(7)	14789	24%					
3102	100%	4859	100%	7961	100%	Total	60928	100%							
126	4%	153	3%	279	4%	(None)	(Very little)	(Some)	(Quite a bit)	(Very much)	(Very little)	(Some)	(Quite a bit)	(Very much)	
423	14%	641	13%	1064	13%	(2)	(3)	(4)	(5)	(6)	(7)	4405	7%		
993	32%	1617	33%	2610	33%	(3)	(4)	(5)	(6)	(7)	16342	27%			
838	27%	1380	28%	2218	28%	(4)	(5)	(6)	(7)	25408	42%				
722	23%	1068	22%	1790	22%	(5)	(6)	(7)	14789	24%					
3102	100%	4859	100%	7961	100%	Total	60928	100%							
126	4%	153	3%	279	4%	(None)	(Very little)	(Some)	(Quite a bit)	(Very much)	(Very little)	(Some)	(Quite a bit)	(Very much)	
423	14%	641	13%	1064	13%	(2)	(3)	(4)	(5)	(6)	(7)	4405	7%		
993	32%	1617	33%	2610	33%	(3)	(4)	(5)	(6)	(7)	16342	27%			
838	27%	1380	28%	2218	28%	(4)	(5)	(6)	(7)	25408	42%				
722	23%	1068	22%	1790	22%	(5)	(6)	(7)	14789	24%					
3102	100%	4859	100%	7961	100%	Total	60928	100%							
126	4%	153	3%	279	4%	(None)	(Very little)	(Some)	(Quite a bit)	(Very much)	(Very little)	(Some)	(Quite a bit)	(Very much)	
423	14%	641	13%	1064	13%	(2)	(3)	(4)	(5)	(6)	(7)	4405	7%		
993	32%	1617	33%	2610	33%	(3)	(4)	(5)	(6)	(7)	16342	27%			
838	27%	1380	28%	2218	28%	(4)	(5)	(6)	(7)	25408	42%				
722	23%	1068	22%	1790	22%	(5)	(6)	(7)	14789	24%					
3102	100%	4859	100%	7961	100%	Total	60928	100%							
126	4%	153	3%	279	4%	(None)	(Very little)	(Some)	(Quite a bit)	(Very much)	(Very little)	(Some)	(Quite a bit)	(Very much)	
423	14%	641	13%	1064	13%	(2)	(3)	(4)	(5)	(6)	(7)	4405	7%		
993	32%	1617	33%	2610	33%	(3)	(4)	(5)	(6)	(7)	16342	27%			
838	27%	1380	28%	2218	28%	(4)	(5)	(6)	(7)	25408	42%				
722	23%	1068	22%	1790	22%	(5)	(6)	(7)	14789	24%					
3102	100%	4859	100%	7961	100%	Total	60928	100%							

2006 CCFSSSE Cohort Student and Faculty Frequency Distributions

2006 CCFSSSE Cohort Faculty Responses

2006 CCSSE Cohort Student Responses

To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in solving numerical problems	Part-Time Faculty		Full-Time Faculty		All Faculty		All Students
	Count	Percent	Count	Percent	Count	Percent	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in solving numerical problems	None	898	23%	1122	23%	2020	25%
	Very little	782	25%	1090	22%	1872	24%
	Some	577	19%	987	20%	1564	20%
	Quite a bit	310	10%	842	13%	952	12%
	Very much	523	17%	1019	21%	1542	19%
Total	3090	100%	4860	100%	7950	100%	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in using computing and information technology	None	211	7%	211	4%	422	5%
	Very little	404	13%	557	11%	961	12%
	Some	1024	33%	1397	28%	2421	30%
	Quite a bit	749	24%	1294	27%	2043	26%
	Very much	712	23%	1405	29%	2117	27%
Total	3100	100%	4864	100%	7964	100%	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in working effectively with others	None	48	2%	48	1%	96	1%
	Very little	213	7%	298	6%	511	6%
	Some	949	31%	1363	28%	2312	29%
	Quite a bit	1066	34%	1620	33%	2686	34%
	Very much	821	27%	1535	32%	2356	30%
Total	3097	100%	4864	100%	7961	100%	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in learning effectively on their own	None	6	0%	9	0%	15	0%
	Very little	49	2%	92	2%	141	2%
	Some	550	18%	827	17%	1377	17%
	Quite a bit	1503	48%	2329	49%	3832	48%
	Very much	995	32%	1607	33%	2602	33%
Total	3103	100%	4864	100%	7967	100%	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in understanding themselves	None	76	2%	125	3%	201	3%
	Very little	248	8%	506	10%	754	10%
	Some	911	30%	1527	32%	2438	31%
	Quite a bit	1065	35%	1568	33%	2633	34%
	Very much	675	22%	1084	23%	1859	24%
Total	3075	100%	4830	100%	7905	100%	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds	None	230	7%	358	7%	588	7%
	Very little	489	16%	853	18%	1342	17%
	Some	936	30%	1541	32%	2477	31%
	Quite a bit	844	27%	1256	26%	2100	26%
	Very much	588	19%	840	17%	1428	18%
Total	3087	100%	4848	100%	7935	100%	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in developing a personal code of values and ethics	None	105	3%	154	3%	259	3%
	Very little	340	11%	534	11%	874	11%
	Some	1121	36%	1696	35%	2807	35%
	Quite a bit	929	30%	1497	31%	2426	31%
	Very much	594	19%	960	20%	1554	20%
Total	3089	100%	4851	100%	7940	100%	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in contributing to the welfare of their community	None	257	8%	406	8%	663	8%
	Very little	667	22%	1084	22%	1751	22%
	Some	1167	38%	1754	36%	2921	37%
	Quite a bit	636	21%	984	20%	1620	20%
	Very much	349	11%	607	13%	956	12%
Total	3076	100%	4835	100%	7911	100%	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in developing clearer career goals	None	108	3%	139	3%	247	3%
	Very little	394	13%	601	12%	995	13%
	Some	1161	37%	1609	33%	2770	35%
	Quite a bit	934	30%	1481	30%	2415	30%
	Very much	502	16%	1048	22%	1550	19%
Total	3099	100%	4858	100%	7957	100%	
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in gaining information about career opportunities	None	213	7%	296	6%	509	6%
	Very little	598	19%	900	19%	1498	19%
	Some	1108	36%	1494	31%	2602	33%
	Quite a bit	743	24%	1209	25%	1952	25%
	Very much	421	14%	939	19%	1360	17%
Total	3083	100%	4833	100%	7921	100%	

2006 CCFSE Cohort Student and Faculty Frequency Distributions

2006 CCFSE Cohort Student Responses

How often do you refer students to academic advising/planning	Part-Time Faculty		Full-Time Faculty		All Faculty	
	Count	Percent	Count	Percent	Count	Percent
Don't know/N.A.	163	5%	65	1%	228	3%
Rarely or never	830	27%	712	15%	1542	19%
Sometimes	1530	49%	2331	48%	3861	48%
Often	587	19%	1752	36%	2339	29%
Total	3110	100%	4860	100%	7970	100%
How often do you refer students to career counseling						
Don't know/N.A.	237	8%	141	3%	378	5%
Rarely or never	1396	45%	1651	34%	3047	38%
Sometimes	1148	37%	2314	48%	3462	43%
Often	328	11%	740	15%	1068	13%
Total	3109	100%	4856	100%	7965	100%
How often do you refer students to job placement assistance						
Don't know/N.A.	349	11%	287	6%	636	8%
Rarely or never	1734	56%	2278	47%	4012	50%
Sometimes	834	27%	1685	35%	2519	32%
Often	182	6%	599	12%	781	10%
Total	3099	100%	4849	100%	7948	100%
How often do you refer students to peer or other tutoring						
Don't know/N.A.	134	4%	60	1%	194	2%
Rarely or never	699	22%	596	12%	1295	16%
Sometimes	1268	41%	2193	45%	3462	43%
Often	1008	32%	2001	41%	3009	38%
Total	3110	100%	4850	100%	7960	100%
How often do you refer students to skill labs (writing, math, etc.)						
Don't know/N.A.	210	7%	151	3%	371	5%
Rarely or never	925	30%	1065	22%	1990	25%
Sometimes	1062	34%	1910	39%	2972	37%
Often	904	29%	1714	35%	2618	33%
Total	3101	100%	4850	100%	7951	100%
How often do you refer students to child care						
Don't know/N.A.	637	21%	835	17%	1472	19%
Rarely or never	2052	66%	3005	62%	5057	64%
Sometimes	365	12%	866	18%	1231	15%
Often	42	1%	143	3%	185	2%
Total	3096	100%	4849	100%	7945	100%
How often do you refer students to financial aid advising						
Don't know/N.A.	376	12%	185	4%	561	7%
Rarely or never	1443	47%	1303	27%	2746	35%
Sometimes	994	32%	2351	48%	3345	42%
Often	280	9%	1014	21%	1294	16%
Total	3093	100%	4853	100%	7946	100%
How often do you refer students to computer labs						
Don't know/N.A.	205	7%	116	2%	321	4%
Rarely or never	829	27%	751	15%	1580	20%
Sometimes	1103	36%	1867	38%	2970	37%
Often	963	31%	2117	44%	3080	39%
Total	3100	100%	4851	100%	7951	100%
How often do you refer students to student organizations						
Don't know/N.A.	415	13%	253	5%	668	8%
Rarely or never	1795	59%	1966	41%	3761	47%
Sometimes	723	23%	2008	41%	2731	34%
Often	156	5%	614	13%	770	10%
Total	3089	100%	4841	100%	7930	100%
How often do you refer students to transfer credit assistance						
Don't know/N.A.	431	14%	283	6%	714	9%
Rarely or never	1588	51%	1510	31%	3098	39%
Sometimes	849	28%	2266	47%	3115	39%
Often	218	7%	780	16%	998	13%
Total	3086	100%	4839	100%	7925	100%
How often do you refer students to services to students with disabilities						
Don't know/N.A.	289	9%	213	4%	502	6%
Rarely or never	1066	34%	1194	25%	2260	28%
Sometimes	1318	43%	2573	53%	3891	49%
Often	417	13%	862	18%	1279	16%
Total	3090	100%	4842	100%	7932	100%
How important do you believe academic advising/planning is to students at this college						
Not at all	19	1%	31	1%	50	1%
Somewhat	474	15%	709	15%	1183	15%
Very	2601	84%	4102	85%	6703	84%
Total	3094	100%	4842	100%	7936	100%

How often do you use academic advising/planning	All Students	
	Count	Percent
Don't know/N.A.	5938	10%
Rarely or never	21696	36%
Sometimes	25478	42%
Often	7120	12%
Total	60231	100%
How often do you use career counseling		
Don't know/N.A.	12820	21%
Rarely or never	29971	50%
Sometimes	14028	23%
Often	3161	5%
Total	59981	100%
How often do you use job placement assistance		
Don't know/N.A.	25621	43%
Rarely or never	27222	46%
Sometimes	5178	9%
Often	1542	3%
Total	59562	100%
How often do you use peer or other tutoring		
Don't know/N.A.	17558	29%
Rarely or never	28971	45%
Sometimes	10834	18%
Often	4157	7%
Total	59520	100%
How often do you use skills labs (writing, math, etc.)		
Don't know/N.A.	14619	25%
Rarely or never	21638	36%
Sometimes	14444	24%
Often	8642	15%
Total	59343	100%
How often do you use child care		
Don't know/N.A.	35156	59%
Rarely or never	21294	36%
Sometimes	1563	3%
Often	1269	2%
Total	59302	100%
How often do you use financial aid advising		
Don't know/N.A.	14454	24%
Rarely or never	18612	31%
Sometimes	15787	27%
Often	10522	18%
Total	59385	100%
How often do you use computer labs		
Don't know/N.A.	8502	14%
Rarely or never	14100	24%
Sometimes	17750	30%
Often	19079	32%
Total	59430	100%
How often do you use student organizations		
Don't know/N.A.	24044	41%
Rarely or never	25629	43%
Sometimes	6705	11%
Often	2675	5%
Total	59052	100%
How often do you use transfer credit assistance		
Don't know/N.A.	21872	37%
Rarely or never	21148	36%
Sometimes	12184	20%
Often	4312	7%
Total	59516	100%
How often do you use services to students with disabilities		
Don't know/N.A.	36072	60%
Rarely or never	18724	31%
Sometimes	2799	5%
Often	2048	3%
Total	59643	100%
How important is academic advising/planning to you at this college		
Not at all	6469	11%
Somewhat	16822	29%
Very	35043	60%
Total	58334	100%

2006 CCFSSSE Cohort Student and Faculty Frequency Distributions

2006 CCFSSSE Cohort Faculty Responses

How important do you believe career counseling is to students at this college	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
How important do you believe career counseling is to students at this college	Not at all	29	1%	66	1%	95	1%
	Somewhat	701	25%	1301	27%	2002	25%
	Very	2358	76%	3474	72%	5832	74%
Total	3088	100%	4841	100%	7929	100%	
How important do you believe job placement assistance is to students at this college	Not at all	54	2%	146	3%	200	3%
	Somewhat	894	29%	1605	33%	2499	32%
	Very	2136	69%	3087	64%	5223	66%
Total	3084	100%	4838	100%	7922	100%	
How important do you believe peer and other tutoring is to students at this college	Not at all	43	1%	65	1%	108	1%
	Somewhat	919	30%	1283	27%	2202	28%
	Very	2124	69%	3462	72%	5586	71%
Total	3086	100%	4830	100%	7916	100%	
How important do you believe skills labs (writing, math, etc.) are to students at this college	Not at all	37	1%	70	1%	107	1%
	Somewhat	672	22%	1077	22%	1749	22%
	Very	2381	77%	3687	76%	6068	77%
Total	3090	100%	4834	100%	7924	100%	
How important do you believe child care is to students at this college	Not at all	187	6%	324	7%	511	6%
	Somewhat	1440	47%	1966	41%	3426	43%
	Very	1451	47%	2509	52%	3960	50%
Total	3078	100%	4819	100%	7897	100%	
How important do you believe financial aid advising is to students at this college	Not at all	25	1%	34	1%	59	1%
	Somewhat	605	20%	830	17%	1435	18%
	Very	2455	80%	3968	82%	6423	81%
Total	3085	100%	4832	100%	7917	100%	
How important do you believe computer labs are to students at this college	Not at all	24	1%	33	1%	57	1%
	Somewhat	747	24%	1036	21%	1783	23%
	Very	2315	75%	3768	78%	6083	77%
Total	3086	100%	4837	100%	7923	100%	
How important do you believe student organizations are to students at this college	Not at all	270	9%	421	9%	691	9%
	Somewhat	1900	62%	2801	58%	4701	59%
	Very	907	29%	1607	33%	2514	32%
Total	3077	100%	4829	100%	7906	100%	
How important do you believe transfer credit assistance is to students at this college	Not at all	61	2%	98	2%	159	2%
	Somewhat	1064	35%	1556	32%	2620	33%
	Very	1953	63%	3163	66%	5116	65%
Total	3078	100%	4817	100%	7895	100%	
How important do you believe services to students with disabilities are to students at this college	Not at all	44	1%	116	2%	160	2%
	Somewhat	926	30%	1421	30%	2347	30%
	Very	2094	69%	3245	68%	5339	68%
Total	3064	100%	4782	100%	7846	100%	
How likely is it that working full-time would cause students to withdraw from class or from this college	Not likely	74	2%	116	2%	190	2%
	Somewhat likely	526	17%	718	15%	1244	16%
	Likely	1087	35%	1567	32%	2654	34%
Total	1687	100%	2401	100%	4088	100%	
How likely is it that caring for dependents would cause students to withdraw from class or from this college	Not likely	90	3%	162	3%	252	3%
	Somewhat likely	808	25%	1087	22%	1895	24%
	Likely	1180	36%	1896	39%	3076	39%
Total	1014	100%	1709	100%	2723	100%	
How likely is it that being academically unprepared would cause students to withdraw from class or from this college	Not likely	86	3%	101	2%	187	2%
	Somewhat likely	706	23%	799	16%	1505	19%
	Likely	1128	36%	1708	35%	2836	36%
Total	1185	100%	2248	100%	3433	100%	
Total	3105	100%	4856	100%	7961	100%	

2006 CCSSE Cohort Student Responses

How important is career counseling to you at this college	All Students		
	Count	Percent	
How important is career counseling to you at this college	Not at all	12495	22%
	Somewhat	16596	29%
	Very	28515	50%
Total	57595	100%	
How important is job placement assistance to you at this college	Not at all	20422	36%
	Somewhat	15716	28%
	Very	20800	37%
Total	56938	100%	
How important is peer and other tutoring to you at this college	Not at all	17475	31%
	Somewhat	17507	31%
	Very	21920	39%
Total	56903	100%	
How important are skills labs (writing, math, etc.) to you at this college	Not at all	14823	26%
	Somewhat	17617	31%
	Very	24423	43%
Total	56863	100%	
How important is child care to you at this college	Not at all	31162	55%
	Somewhat	9865	17%
	Very	15392	27%
Total	56419	100%	
How important is financial aid advising to you at this college	Not at all	12932	23%
	Somewhat	9546	17%
	Very	34351	60%
Total	56829	100%	
How important are computer labs to you at this college	Not at all	9079	16%
	Somewhat	14095	25%
	Very	33942	59%
Total	57117	100%	
How important are student organizations to you at this college	Not at all	23735	42%
	Somewhat	19425	35%
	Very	13017	23%
Total	56177	100%	
How important is transfer credit assistance to you at this college	Not at all	16159	28%
	Somewhat	12155	21%
	Very	28880	50%
Total	56994	100%	
How important are services to students with disabilities to you at this college	Not at all	23697	42%
	Somewhat	8331	15%
	Very	24581	43%
Total	56609	100%	
How likely is it that working full-time would cause you to withdraw from class or from this college	Not likely	25241	42%
	Somewhat likely	12792	21%
	Likely	10623	17%
Total	48656	100%	
How likely is it that caring for dependents would cause you to withdraw from class or from this college	Not likely	30097	50%
	Somewhat likely	13282	22%
	Likely	9564	16%
Total	60566	100%	
How likely is it that being academically unprepared would cause you to withdraw from class or from this college	Not likely	35720	59%
	Somewhat likely	19825	33%
	Likely	7072	12%
Total	62617	100%	

2006 CCFSE Cohort Student and Faculty Frequency Distributions

2006 CCSSE Cohort Student Responses

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
How likely is it that lacking finances would cause students to withdraw from class or from this college	Not likely	194	6%	149	3%	343	4%
	Somewhat likely	830	27%	1048	22%	1878	24%
	Likely	1085	35%	1722	35%	2807	35%
	Very likely	982	32%	1935	40%	2917	37%
Total	3091	100%	4854	100%	7945	100%	
How likely is it that transferring to a 4-year college or university would cause you to withdraw from class or from this college	Not likely	492	16%	848	17%	1340	17%
	Somewhat likely	1081	35%	1833	38%	2914	37%
	Likely	1040	34%	1442	30%	2482	31%
	Very likely	466	15%	727	15%	1193	15%
Total	3079	100%	4850	100%	7929	100%	

2006 CCFSE Cohort Faculty Responses

	Part-Time Faculty		Full-Time Faculty		All Faculty	
	Count	Percent	Count	Percent	Count	Percent
How likely is it that lack of finances would cause you to withdraw from class or from this college	Not likely	19678	32%			
	Somewhat likely	13739	23%			
	Likely	11090	18%			
	Very likely	16069	27%			
Total	60576	100%				
How likely is it that transferring to a 4-year college or university would cause you to withdraw from class or from this college	Not likely	20664	34%			
	Somewhat likely	10333	17%			
	Likely	10856	18%			
	Very likely	18809	31%			
Total	60663	100%				

2006 CCFSSSE Cohort Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
How many students are enrolled in your selected course section	Fewer than 10	372	12%	509	10%	881	11%
	10 to 19	1303	42%	1773	36%	3076	38%
	20 to 29	1120	36%	1771	36%	2891	36%
	30 to 39	249	8%	573	12%	822	10%
	40 to 69	85	3%	206	4%	291	4%
	70 or more	8	0%	66	1%	74	1%
Total	3137	100%	4898	100%	8035	100%	
Prior to the Spring semester, how many times have you taught your selected course?	None	533	17%	294	6%	827	10%
	1 to 3	884	28%	783	16%	1667	21%
	4 to 6	511	16%	634	13%	1145	14%
	7 to 9	299	9%	509	10%	808	10%
	10 to 15	355	11%	735	15%	1090	14%
	16 to 20	190	6%	561	11%	751	9%
	21 or more	386	12%	1392	28%	1778	22%
Total	3158	100%	4908	100%	8066	100%	
How much do you incorporate the use of academic advising/planning into your selected course section?	N.A.	336	11%	319	7%	655	8%
	Rarely or never	1320	43%	1469	30%	2789	35%
	Sometimes	1038	34%	1889	39%	2927	37%
	Often	404	13%	1173	24%	1577	20%
Total	3098	100%	4850	100%	7948	100%	
How much do you incorporate the use of career counseling into your course section?	N.A.	387	13%	397	8%	784	10%
	Rarely or never	1413	46%	1792	37%	3205	40%
	Sometimes	971	31%	1774	37%	2745	35%
	Often	321	10%	881	18%	1202	15%
Total	3092	100%	4844	100%	7936	100%	
How much do you incorporate the use of job placement assistance into your selected course section?	N.A.	522	17%	616	13%	1138	14%
	Rarely or never	1777	58%	2454	51%	4231	53%
	Sometimes	594	19%	1190	25%	1784	23%
	Often	192	6%	583	12%	775	10%
Total	3085	100%	4843	100%	7928	100%	
How much do you incorporate the use of peer or other tutoring into your course section?	N.A.	215	7%	192	4%	407	5%
	Rarely or never	908	29%	1077	22%	1985	25%
	Sometimes	1201	39%	2113	44%	3314	42%
	Often	767	25%	1451	30%	2218	28%
Total	3091	100%	4833	100%	7924	100%	
How much do you incorporate the use of skills labs (writing, math, etc.) into your selected course section?	N.A.	287	9%	332	7%	619	8%
	Rarely or never	1125	37%	1531	32%	2656	34%
	Sometimes	947	31%	1660	34%	2607	33%
	Often	717	23%	1310	27%	2027	26%
Total	3076	100%	4833	100%	7909	100%	

2006 CCFSSSE Cohort Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
How much do you incorporate the use of child care into your course section	N.A.	839	27%	1271	26%	2110	27%
	Rarely or never	1999	63%	3038	63%	5037	64%
	Sometimes	206	7%	434	9%	640	8%
	Often	34	1%	86	2%	120	2%
Total	3078	100%	4829	100%	7907	100%	
How much do you incorporate the use of financial aid advising into your selected course section	N.A.	622	20%	732	15%	1354	17%
	Rarely or never	1767	58%	2414	50%	4181	53%
	Sometimes	546	18%	1320	27%	1866	24%
	Often	133	4%	369	8%	502	6%
Total	3068	100%	4835	100%	7903	100%	
How much do you incorporate the use of computer labs into your course section	N.A.	293	10%	267	6%	560	7%
	Rarely or never	927	30%	990	20%	1917	24%
	Sometimes	985	32%	1706	35%	2691	34%
	Often	878	28%	1875	39%	2753	35%
Total	3083	100%	4838	100%	7921	100%	
How much do you incorporate the use of student organizations into your selected course section	N.A.	589	19%	600	12%	1189	15%
	Rarely or never	1813	59%	2337	49%	4150	53%
	Sometimes	553	18%	1484	31%	2037	26%
	Often	109	4%	393	8%	502	6%
Total	3064	100%	4814	100%	7878	100%	
How much do you incorporate the use of transfer credit assistance into your course section	N.A.	599	20%	635	13%	1234	16%
	Rarely or never	1781	58%	2267	47%	4048	51%
	Sometimes	564	18%	1436	30%	2000	25%
	Often	125	4%	476	10%	601	8%
Total	3069	100%	4814	100%	7883	100%	
How much do you incorporate the use of services to students with disabilities into your selected course section	N.A.	389	13%	394	8%	783	10%
	Rarely or never	1243	41%	1574	33%	2817	36%
	Sometimes	1073	35%	2105	44%	3178	40%
	Often	359	12%	730	15%	1089	14%
Total	3064	100%	4803	100%	7867	100%	
How likely is it that personal issues would cause students to withdraw from class or from this college?	Not likely	47	2%	26	1%	73	1%
	Somewhat likely	718	23%	856	18%	1574	20%
	Likely	1216	39%	1801	37%	3017	38%
	Very likely	1101	36%	2152	45%	3253	41%
Total	3082	100%	4835	100%	7917	100%	
About how many hours do you spend in a typical 7-day week teaching students in class	None	3	0%	4	0%	7	0%
	1 to 4	1151	37%	274	6%	1425	18%
	5 to 8	993	32%	471	10%	1464	18%
	9 to 12	577	19%	721	15%	1298	16%
	13 to 16	199	6%	1532	32%	1731	22%
	17 to 20	91	3%	1063	22%	1154	15%
	21 to 30	59	2%	652	13%	711	9%
31 or more	38	1%	115	2%	153	2%	
Total	3111	100%	4832	100%	7943	100%	

2006 CCFSE Cohort Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
About how many hours do you spend in a typical 7-day week grading papers	None	84	3%	45	1%	129	2%
	1 to 4	1959	63%	1548	32%	3507	44%
	5 to 8	688	22%	1675	35%	2363	30%
	9 to 12	217	7%	809	17%	1026	13%
	13 to 16	76	2%	336	7%	412	5%
	17 to 20	46	1%	224	5%	270	3%
	21 to 30	22	1%	127	3%	149	2%
	31 or more	13	0%	66	1%	79	1%
	Total	3105	100%	4830	100%	7935	100%
	About how many hours do you spend in a typical 7-day week giving other forms of written and oral feedback to students	None	101	3%	94	2%	195
1 to 4		2417	78%	2656	55%	5073	64%
5 to 8		416	13%	1322	27%	1738	22%
9 to 12		96	3%	412	9%	508	6%
13 to 16		32	1%	172	4%	204	3%
17 to 20		12	0%	92	2%	104	1%
21 to 30		12	0%	44	1%	56	1%
31 or more		6	0%	22	0%	28	0%
Total		3092	100%	4814	100%	7906	100%
About how many hours do you spend in a typical 7-day week preparing for class		None	6	0%	4	0%	10
	1 to 4	1338	43%	958	20%	2296	29%
	5 to 8	1129	36%	1984	41%	3113	39%
	9 to 12	416	13%	1087	23%	1503	19%
	13 to 16	129	4%	451	9%	580	7%
	17 to 20	52	2%	207	4%	259	3%
	21 to 30	25	1%	77	2%	102	1%
	31 or more	12	0%	54	1%	66	1%
	Total	3107	100%	4822	100%	7929	100%
	About how many hours do you spend in a typical 7-day week reflecting and working on ways to improve my teaching	None	55	2%	40	1%	95
1 to 4		2188	71%	2894	60%	5082	64%
5 to 8		546	18%	1198	25%	1744	22%
9 to 12		179	6%	370	8%	549	7%
13 to 16		67	2%	148	3%	215	3%
17 to 20		34	1%	75	2%	109	1%
21 to 30		12	0%	40	1%	52	1%
31 or more		22	1%	54	1%	76	1%
Total		3103	100%	4819	100%	7922	100%
About how many hours do you spend in a typical 7-day week research and scholarly activities		None	677	22%	858	18%	1535
	1 to 4	1480	48%	2573	53%	4053	51%
	5 to 8	486	16%	806	17%	1292	16%
	9 to 12	213	7%	299	6%	512	6%
	13 to 16	87	3%	151	3%	238	3%
	17 to 20	65	2%	71	1%	136	2%
	21 to 30	28	1%	32	1%	60	1%
	31 or more	55	2%	26	1%	81	1%
	Total	3091	100%	4816	100%	7907	100%

2006 CCFSSSE Cohort Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
About how many hours do you spend in a typical 7-day week working with honors' projects	None						
	1 to 4	2798	91%	4075	85%	6873	87%
	5 to 8	212	7%	584	12%	796	10%
	9 to 12	37	1%	86	2%	123	2%
	13 to 16	9	0%	32	1%	41	1%
	17 to 20	4	0%	9	0%	18	0%
	21 to 30	0	0%	2	0%	13	0%
31 or more	6	0%	1	0%	7	0%	
Total	3075	100%	4798	100%	7873	100%	
About how many hours do you spend in a typical 7-day week advising students	None	1227	40%	479	10%	1706	22%
	1 to 4	1593	52%	3014	63%	4607	58%
	5 to 8	156	5%	899	18%	1045	13%
	9 to 12	43	1%	225	5%	268	3%
	13 to 16	26	1%	95	2%	121	2%
	17 to 20	19	1%	55	1%	74	1%
	21 to 30	6	0%	25	1%	31	0%
31 or more	23	1%	29	1%	52	1%	
Total	3093	100%	4811	100%	7904	100%	
About how many hours do you spend in a typical 7-day week supervising internships or other field experiences	None	2793	89%	3358	70%	6091	77%
	1 to 4	213	7%	806	17%	1019	13%
	5 to 8	63	2%	296	6%	359	5%
	9 to 12	20	1%	158	3%	178	2%
	13 to 16	17	1%	78	2%	95	1%
	17 to 20	9	0%	50	1%	59	1%
	21 to 30	5	0%	29	1%	34	0%
31 or more	12	0%	15	0%	27	0%	
Total	3072	100%	4790	100%	7862	100%	
About how many hours do you spend in a typical 7-day week working with students on activities other than course work	None	2510	81%	2142	45%	4652	59%
	1 to 4	436	14%	2086	43%	2522	32%
	5 to 8	76	2%	384	8%	460	6%
	9 to 12	22	1%	103	2%	125	2%
	13 to 16	12	0%	37	1%	49	1%
	17 to 20	10	0%	25	1%	35	0%
	21 to 30	5	0%	13	0%	18	0%
31 or more	11	0%	11	0%	22	0%	
Total	3082	100%	4801	100%	7883	100%	
About how many hours do you spend in a typical 7-day week involved in other interactions with students outside the classroom	None	1536	50%	965	20%	2501	32%
	1 to 4	1285	42%	2987	62%	4272	54%
	5 to 8	141	5%	600	12%	741	9%
	9 to 12	40	1%	140	3%	180	2%
	13 to 16	23	1%	54	1%	77	1%
	17 to 20	13	0%	27	1%	40	1%
	21 to 30	20	1%	13	0%	33	0%
31 or more	33	1%	19	0%	52	1%	
Total	3091	100%	4805	100%	7896	100%	

2006 CCFESSE Cohort Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
About how many hours do you spend in a typical 7-day week conducting service activities	None	83%	2616	55%	5150	66%	
	1 to 4	13%	1697	36%	2083	27%	
	5 to 8	3%	300	6%	378	5%	
	9 to 12	1%	86	2%	111	1%	
	13 to 16	0%	29	1%	44	1%	
	17 to 20	0%	9	0%	18	0%	
	21 to 30	0%	12	0%	20	0%	
	31 or more	0%	10	0%	23	0%	
	Total	3068	100%	4759	100%	7827	100%
	About how many hours do you spend in a typical 7-day week coordination and/or administrative activities	None	69%	1352	28%	3488	44%
1 to 4		22%	1795	38%	2475	31%	
5 to 8		3%	827	17%	919	12%	
9 to 12		1%	361	8%	404	5%	
13 to 16		1%	178	4%	203	3%	
17 to 20		1%	117	2%	148	2%	
21 to 30		0%	73	2%	84	1%	
31 or more		2%	78	2%	142	2%	
Total		3082	100%	4781	100%	7863	100%
About how many hours do you spend in a typical 7-day week participating on college committees or task forces		None	78%	515	11%	2922	37%
	1 to 4	17%	3154	66%	3674	47%	
	5 to 8	3%	797	17%	898	11%	
	9 to 12	1%	213	4%	236	3%	
	13 to 16	0%	71	1%	81	1%	
	17 to 20	0%	34	1%	45	1%	
	21 to 30	0%	18	0%	23	0%	
	31 or more	0%	11	0%	17	0%	
	Total	3083	100%	4813	100%	7896	100%
	About how many hours do you spend in a typical 7-day week mentoring other faculty	None	86%	2048	43%	4678	60%
1 to 4		12%	2334	49%	2710	35%	
5 to 8		1%	283	6%	314	4%	
9 to 12		0%	76	2%	80	1%	
13 to 16		0%	19	0%	26	0%	
17 to 20		0%	16	0%	18	0%	
21 to 30		0%	9	0%	11	0%	
31 or more		0%	6	0%	11	0%	
Total		3057	100%	4791	100%	7848	100%
In your selected course section, on average, what percent of class time is spent on lecture		0%	2%	115	2%	187	2%
	1 to 9%	12%	591	12%	960	12%	
	10 to 19%	15%	691	14%	1153	15%	
	20 to 29%	13%	638	13%	1054	13%	
	30 to 39%	12%	604	13%	987	13%	
	40 to 49%	14%	689	14%	1136	14%	
	50 to 74%	21%	1059	22%	1699	22%	
75 to 100%	10%	404	8%	701	9%		
Total	3086	100%	4791	100%	7877	100%	

2006 CCFSSSE Cohort Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty	
	Count	Percent	Count	Percent	Count	Percent
In your selected course section, on average, what percent of class time is spent on teacher-led discussion	0	4%	179	4%	311	4%
	1 to 9%	20%	1098	23%	1703	22%
	10 to 19%	24%	1217	26%	1947	25%
	20 to 29%	19%	884	19%	1475	19%
	30 to 39%	12%	512	11%	869	11%
	40 to 49%	8%	341	7%	591	8%
	50 to 74%	9%	364	8%	636	8%
	75 to 100%	3%	142	3%	246	3%
Total	3041	100%	4737	100%	7778	100%
In your selected course section, on average, what percent of class time is spent on teacher-student shared responsibility (seminar, discussion, etc.)	0%	23%	1125	25%	1818	24%
	1 to 9%	24%	1319	29%	2040	27%
	10 to 19%	18%	857	19%	1392	18%
	20 to 29%	14%	557	12%	987	13%
	30 to 39%	7%	289	6%	500	7%
	40 to 49%	6%	189	4%	359	5%
	50 to 74%	5%	186	4%	343	5%
	75 to 100%	2%	68	1%	124	2%
Total	2973	100%	4590	100%	7563	100%
In your selected course section, on average, what percent of class time is spent on student computer use	0	56%	2167	46%	3860	50%
	1 to 9%	20%	1191	25%	1803	23%
	10 to 19%	7%	479	10%	695	9%
	20 to 29%	4%	231	5%	357	5%
	30 to 39%	3%	162	3%	244	3%
	40 to 49%	2%	121	3%	187	2%
	50 to 74%	4%	201	4%	325	4%
	75 to 100%	4%	186	4%	315	4%
Total	3048	100%	4738	100%	7786	100%
In your selected course section, on average, what percent of class time is spent on small group activities	0%	24%	938	20%	1681	22%
	1 to 9%	28%	1628	34%	2496	32%
	10 to 19%	21%	1048	22%	1679	21%
	20 to 29%	12%	504	11%	857	11%
	30 to 39%	7%	257	5%	467	6%
	40 to 49%	4%	149	3%	272	3%
	50 to 74%	3%	190	4%	284	4%
	75 to 100%	1%	45	1%	79	1%
Total	3056	100%	4759	100%	7815	100%
In your selected course section, on average, what percent of class time is spent on student presentations	0	38%	1829	38%	3010	39%
	1 to 9%	34%	1855	39%	2890	37%
	10 to 19%	14%	600	13%	1032	13%
	20 to 29%	5%	213	4%	369	5%
	30 to 39%	4%	89	2%	200	3%
	40 to 49%	2%	76	2%	129	2%
	50 to 74%	2%	62	1%	115	1%
	75 to 100%	1%	30	1%	53	1%
Total	3044	100%	4754	100%	7798	100%

2006 CCFSSSE Cohort Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty	
	Count	Percent	Count	Percent	Count	Percent
In your selected course section, on average, what percent of class time is spent on in-class writing	0%	1589	52%	2248	48%	3837
	1 to 9%	821	27%	1571	33%	2392
	10 to 19%	298	10%	476	10%	774
	20 to 29%	147	5%	171	4%	318
	30 to 39%	85	3%	101	2%	186
	40 to 49%	46	2%	62	1%	108
	50 to 74%	36	1%	61	1%	97
75 to 100%	11	0%	27	1%	38	
Total	3033	100%	4717	100%	7750	100%
In your selected course section, on average, what percent of class time is spent on testing and evaluation	0	189	6%	222	5%	411
	1 to 9%	1356	44%	2339	49%	3695
	10 to 19%	962	31%	1459	31%	2421
	20 to 29%	319	10%	425	9%	744
	30 to 39%	119	4%	162	3%	281
	40 to 49%	52	2%	71	1%	123
	50 to 74%	42	1%	57	1%	99
75 to 100%	20	1%	38	1%	58	
Total	3059	100%	4773	100%	7832	100%
In your selected course section, on average, what percent of class time is spent on performances in applied and fine arts (dance, drama, music)	0%	2752	91%	4310	92%	7062
	1 to 9%	120	4%	175	4%	295
	10 to 19%	37	1%	57	1%	94
	20 to 29%	26	1%	41	1%	67
	30 to 39%	20	1%	27	1%	47
	40 to 49%	16	1%	19	0%	35
	50 to 74%	24	1%	40	1%	64
75 to 100%	29	1%	34	1%	63	
Total	3024	100%	4703	100%	7727	100%
In your selected course section, on average, what percent of class time is spent on experimental (labs, field work, art exhibits, clinical placements, internships)	0	2179	72%	2812	60%	4991
	1 to 9%	302	10%	580	12%	882
	10 to 19%	154	5%	322	7%	476
	20 to 29%	124	4%	300	6%	424
	30 to 39%	78	3%	176	4%	254
	40 to 49%	68	2%	212	4%	280
	50 to 74%	87	3%	211	4%	298
75 to 100%	39	1%	103	2%	142	
Total	3031	100%	4716	100%	7747	100%
In your selected course section, on average, what percent of class time is spent on hands-on practice	0%	951	31%	1164	25%	2115
	1 to 9%	560	18%	947	20%	1507
	10 to 19%	446	15%	706	15%	1152
	20 to 29%	307	10%	488	10%	795
	30 to 39%	160	5%	298	6%	458
	40 to 49%	159	5%	322	7%	481
	50 to 74%	219	7%	469	10%	688
75 to 100%	246	8%	336	7%	582	
Total	3048	100%	4730	100%	7778	100%

2006 CCFSSSE Cohort Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty	
	Count	Percent	Count	Percent	Count	Percent
During this term, does your institution consider you to be employed part-time or full-time	3166	100%	0	0%	3166	39%
	Full-time faculty		Part-time faculty			
	0	0%	4918	100%	4918	61%
	3166	100%	4918	100%	8084	100%
Total	450	15%	64	1%	514	6%
What is the total number of credit hours you are scheduled to teach during the current academic year (including summer sessions) at this college	728	23%	88	2%	816	10%
1 to 3 hours	500	16%	121	3%	621	8%
4 to 6 hours	424	14%	237	5%	661	8%
7 to 9 hours	254	8%	526	11%	780	10%
10 to 12 hours	222	7%	448	9%	670	8%
13 to 15 hours	147	5%	269	6%	416	5%
16 to 18 hours	129	4%	293	6%	422	5%
19 to 21 hours	68	2%	205	4%	273	3%
22 to 24 hours	69	2%	587	12%	656	8%
25 to 27 hours	110	4%	1992	41%	2102	27%
28 to 30 hours	3101	100%	4830	100%	7931	100%
More than 30 hours	2879	92%	4020	83%	6899	86%
Total	247	8%	841	17%	1088	14%
During the current academic year, is team teaching part of your teaching role at this college	3126	100%	4861	100%	7987	100%
	No	2890	4253	87%	7143	89%
	Yes	236	608	13%	844	11%
Total	3126	100%	4861	100%	7987	100%
During the current academic year, are linked courses part of your teaching role at this college	2941	94%	4291	88%	7232	91%
	No	185	570	12%	755	9%
	Yes	3126	4861	100%	7987	100%
During the current academic year, are capstone courses part of your teaching role at this college	3033	97%	4088	84%	7121	89%
	No	93	773	16%	866	11%
	Yes	3126	4861	100%	7987	100%
During the current academic year, is academic advising part of your teaching role at this college	2828	90%	1494	31%	4322	54%
	No	298	3367	69%	3665	46%
	Yes	3126	4861	100%	7987	100%
During the current academic year, is clinical and other field supervision of student work part of your teaching role at this college	2964	95%	3747	77%	6711	84%
	No	162	1114	23%	1276	16%
	Yes	3126	4861	100%	7987	100%
During the current academic year, are distance learning courses part of your teaching role at this college	2840	91%	3345	69%	6185	77%
	No	286	1516	31%	1802	23%
	Yes	3126	4861	100%	7987	100%
During the current academic year, is service learning (community service) incorporated into your course part of your teaching role at this college	2963	95%	4238	87%	7221	90%
	No	143	623	13%	766	10%
	Yes	3126	4861	100%	7987	100%
During the current academic year, are independent studies part of your teaching role at this college	2844	91%	3842	79%	6686	84%
	No	282	1019	21%	1301	16%
	Yes	3126	4861	100%	7987	100%
Total	3126	100%	4861	100%	7987	100%

2006 CCFSSSE Cohort Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
Which of the following best describes your academic rank, title, or current position (Mark only one)	Other	275	9%	152	3%	427	5%
	Lecturer	206	7%	40	1%	246	3%
	Instructor	2304	756	1956	41%	4260	54%
	Assistant Professor	72	2%	665	14%	737	9%
	Associate Professor	79	3%	722	15%	801	10%
	Professor	120	4%	1257	26%	1377	18%
	Total	3056	100%	4792	100%	7848	100%
What is your current tenure status (Mark only one)	No tenure system at this institution	899	31%	1600	34%	2499	33%
	Not on tenure track, although this institution has a tenure system	1880	65%	398	8%	2278	30%
	On tenure track but not tenured	41	1%	792	17%	833	11%
How many years of teaching experience do you have in any college/university, not including graduate teaching assistant positions	Tenured	81	3%	1965	41%	2046	27%
	Total	2901	100%	4755	100%	7656	100%
	40 years or more	18	1%	36	1%	54	1%
	30 to 39 years	108	4%	402	8%	510	6%
	20 to 29 years	232	8%	983	20%	1215	15%
	10 to 19 years	663	22%	1554	32%	2217	28%
	5 to 9 years	779	25%	1064	22%	1843	23%
	1 to 4 years	906	30%	645	13%	1551	20%
	First-year teacher	349	11%	112	2%	461	6%
	Total	3055	100%	4796	100%	7851	100%
What is the highest degree you have earned	Other	78	3%	95	2%	173	2%
	Associate degree	84	3%	195	4%	279	4%
	Bachelor's degree	465	15%	422	9%	887	11%
	Master's degree	2011	66%	3212	67%	5223	67%
	Doctoral degree (e.g., Ph.D., Ed.D.)	322	11%	771	16%	1093	14%
	First professional degree (e.g. M.D., D.D.S., J.D., D.V.M.)	98	3%	98	2%	196	2%
	Total	3058	100%	4793	100%	7851	100%
What is your age group	22 to 24	19	1%	10	0%	29	0%
	25 to 29	199	7%	162	3%	361	5%
	30 to 39	572	19%	824	17%	1396	18%
	40 to 49	708	23%	1334	28%	2042	26%
	50 to 64	1357	44%	2300	48%	3657	47%
	65 or more	197	6%	141	3%	338	4%
Total	3052	100%	4771	100%	7823	100%	
What is your gender	Male	1362	45%	2164	45%	3526	45%
	Female	1680	55%	2600	55%	4280	55%
	Total	3042	100%	4764	100%	7806	100%

2006 CCFSSSE Cohort Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
What is your citizenship status	United States citizen, native	2830	93%	4446	93%	7276	93%
	United States citizen, naturalized	150	5%	219	5%	369	5%
	Permanent resident of the United States (immigrant visa)	57	2%	95	2%	152	2%
	Temporary resident of the United States (non-immigrant visa)	10	0%	24	1%	34	0%
What is your racial or ethnic identification (Mark only one)	Total	3047	100%	4784	100%	7831	100%
	American Indian or Native American	36	1%	43	1%	79	1%
	Asian, Asian American, or Pacific Islander	73	2%	114	2%	187	2%
	Native Hawaiian	6	0%	6	0%	12	0%
	Black or African American, Non-Hispanic	177	6%	223	5%	400	5%
	White, Non-Hispanic	2511	83%	3910	83%	6421	83%
	Hispanic, Latino, or Spanish	141	5%	276	6%	417	5%
	Other	79	3%	136	3%	215	3%
	Total	3023	100%	4708	100%	7731	100%
	Where are you employed outside of this college: Self-employed	No	2504	81%	4294	89%	6798
	Yes	602	19%	546	11%	1148	14%
Where are you employed outside of this college: Other college(s) in teaching position	Total	3106	100%	4840	100%	7946	100%
	No	2553	82%	4522	93%	7075	89%
	Yes	553	18%	318	7%	871	11%
Where are you employed outside of this college: Other college(s) in non-teaching position	Total	3106	100%	4840	100%	7946	100%
	No	2983	96%	4809	99%	7792	98%
	Yes	123	4%	31	1%	154	2%
Where are you employed outside of this college: Full-time non-academic position	Total	3106	100%	4840	100%	7946	100%
	No	2603	84%	4788	99%	7391	93%
	Yes	503	16%	52	1%	555	7%
Where are you employed outside of this college: Part-time non-academic position	Total	3106	100%	4840	100%	7946	100%
	No	2878	93%	4639	96%	7517	95%
	Yes	228	7%	201	4%	429	5%
Where are you employed outside of this college: Work related to my teaching field at this college	Total	3106	100%	4840	100%	7946	100%
	No	2515	81%	4443	92%	6958	88%
	Yes	591	19%	397	8%	988	12%
Where are you employed outside of this college: Not employed elsewhere	Total	3106	100%	4840	100%	7946	100%
	No	2259	73%	1435	30%	3694	46%
	Yes	847	27%	3405	70%	4252	54%
Total	3106	100%	4840	100%	7946	100%	

2006 CCFSSSE Codebook

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

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

CCFSSE 2006 Codebook

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

Section 1: CCFSSSE Items with related CCSSE items

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1=Not at all
2=Somewhat
3=Very

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

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

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

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

Section 2: CCFSSSE Items without related CCSSE items

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

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

Variable: FMAJOR

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOTE: All items below have the following response values:

0=No response

1=Response

Item #	Variable Name	Item Description/Variable Label
19a	FTEAMTEC	Team teaching
19b	FLINKED	Linked courses
19c	FLEARNCOMM	Learning community
19d	FCAPSTONE	Capstone course (culminating a program or integrating a series of courses)
19e	FACAADV	Academic advising
19f	FCLINIC	Clinical or other field supervision of student work
19g	FDISTANC	Distance learning course
19h	FSERVIC	Service learning (community service) incorporated into course(s)
19i	FINDSTUDY	Independent study

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

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

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

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

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

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

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

Item #	Variable Name	Item Description/Variable Label	Response Value
27	FRERACE	What is your racial or ethnic identification? <i>(Mark only one)</i>	1=American Indian or other Native American 2=Asian, Asian American or Pacific Islander 3=Native Hawaiian 4=Black or African American, Non-Hispanic 5=White, Non-Hispanic 6=Hispanic, Latino, Spanish 7=Other

28) Where are you employed outside of this college?

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

NOTE: All items below have the following response values:

0=No response
1=Response

Item #	Variable Name	Item Description/Variable Label
28a	FSELFEM	Self-employed
28b	FOTCOLTP	Other college(s) in teaching position
28c	FOTCOLNT	Other college(s) in non-teaching position
28d	FFTNAP	Full-time non-academic position
28e	FPTNAP	Part-time non-academic position
28f	FWORKTEA	Work related to my teaching field at this college
28g	FNOTEMP	Not employed elsewhere

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

Variable: FTEACAREA

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