



INSTITUTIONAL REPORT 2009

INSTITUTIONAL REPORT 2009

ARCV  
LB  
2831  
.C94  
2009

COLLEGE OF THE OUACHITAS  
LIBRARY/LRC



3 9005 00051 1646

## Notes on CCSSE 2009

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

- CCSSE uses a three-year cohort of participating colleges in all of its data analyses, including the computation of benchmark scores. The cohort of colleges that participated in 2007 through 2009 is referred to as the **2009 CCSSE Cohort** throughout all reports and documentation. This approach increases the total number of institutions and students contributing to the national data set, which in turn increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of participation by statewide consortia.
- CCSSE has established a regular feature that allows participating colleges and national researchers to delve more deeply into areas of student experience and institutional performance that are key to student success. The five 2009 "*special-focus questions*" elicited new information about students' experiences with social networking tools. Results from these responses are provided in the Frequency Distributions section of your Institutional Report and will be highlighted in CCSSE's 2009 National Report. In future years, the special focus will be determined by college interests and national trends.
- Institutional data will be available on the CCSSE Web site at the time you receive this Institutional Report. This enables people in your college to generate a wide variety of custom reports using the award-winning interactive capabilities at [www.ccsse.org](http://www.ccsse.org).
- In addition, you can now download an electronic version of your Institutional Report and data file by following the instructions at <http://www.ccsse.org/members/IR/>. You will need your Members Only username and password to log on. *Note that the file is password protected; you will also need your Members Only password to unzip it.* Access to your files will be available on the CCSSE Web site until September 15<sup>th</sup>. (Because reports are available on the Web, we are not including a CD-ROM with this hard copy of your Institutional Report. If you would like a CD-ROM of your Institutional Report of results, we will create and ship one for \$25.)
- In accordance with Texas state law and The University of Texas at Austin policies, CCSSE will no longer provide student-identifier data in the Institutional Report raw data file available for download via the CCSSE Web site. For those colleges that depend upon the student identifier field in the CCSSE raw data file for institutional analyses, we are happy to release that information in a separate and secure transmission. If you would like these data, please contact your liaison, and CCSSE will provide you the raw data file with student identifiers included on an encrypted CD-ROM. The decryption password will be supplied via email.

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

As part of our effort to support you in this work, CCSSE provides a number of tools and resources in the "Members Only" section of the CCSSE Web site at [www.ccsse.org](http://www.ccsse.org). Included are tips for understanding and using survey results, along with templates for a local executive summary of survey results and a PowerPoint presentation, etc. Your institutional username and password for access to the Members Only section of the Web site are: **Username:** OuachitaTC **Password:** SDGHKW\$4

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

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

**Update: the Survey of Entering Student Engagement (SENSE)**

Across the country, community college leaders are recognizing the critical importance of focusing institutional attention on students' experiences during their earliest weeks of college. In order to support efforts to strengthen student success by improving strategies for working with new students, CCSSE developed the Survey of Entering Student Engagement in 2007. With support provided by the Lumina Foundation and the Houston Endowment Inc., the survey was piloted at 22 community colleges in fall 2007. Eighty-nine colleges participated in the fall 2008 national field test, and 125 colleges will participate in the first full national administration in fall 2009. For information, call us or visit [www.enteringstudent.org](http://www.enteringstudent.org).

**Update: Center for Community College Student Engagement**

The organization formerly known as the Community College Survey of Student Engagement (CCSSE) has become the Center for Community College Student Engagement. CCSSE remains the Center's flagship survey as we continue quantitative and qualitative work with community colleges across the United States, British Columbia, Nova Scotia, Ontario, and the Marshall Islands.

The Community College Survey of Student Engagement (CCSSE) was established in 2001 as a project of the Community College Leadership Program at The University of Texas at Austin. Since its launch, our organization has grown to include a staff of professionals with a wide variety of skills, plus doctoral interns, doctoral research assistants, and undergraduate student workers serving more than 730 community colleges. Since 2002, we have surveyed more than 1 million community college students cumulatively representing a total credit enrollment of more than 5.3 million students. Member colleges represent approximately 66 percent of U.S. community colleges (1,100+ accredited, public associate-degree-granting institutions) and almost half of their 11+ million credit students.

In August 2008, the Center moved to an off-campus building to accommodate growing operational needs. In conjunction with this move and in recognition of its broadening portfolio of services, CCSSE was renamed the Center for Community College Student Engagement. This name change will become apparent in the Center's work over the coming year. Watch for new publications and materials, as well as a new portal Web site.

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

With best regards,



Kay McClenney  
Director

**Selected *CCSSE* Press Clips for  
2008-2009**

## **Data as a Tool to Improve Community Colleges**

May 27, 2008

One of the biggest fears of many colleges about efforts to assess what students learn or whether they complete their degrees is whether the data can actually accomplish meaningful change. The fear is that assessment efforts will just produce busywork and databases -- costing time and money and not actually helping anyone.

Two major efforts to use data to improve community colleges have now been around long enough that some institutions are able to report on what they did with all of the data they produced. And at several sessions Monday at the National Institute for Staff and Organizational Development, college leaders presented results. NISOD, part of the Community College Leadership Program of the University of Texas at Austin, is one of the largest gatherings of community college leaders -- both those already at the senior levels and up-and-comers. In discussions of large-scale assessment projects, the tone seemed to shift at this year's NISOD meeting from "why data collection is important" to "what we are doing on campus with the numbers."

Officials of Zane State College, a two-year institution in the Appalachian part of southeastern Ohio, spoke about how they used the framework of [Achieving the Dream](#) to tackle retention issues, especially in the first year that students are enrolled. Achieving the Dream is a multi-year program in which selected community colleges receive support to use data to identify weaknesses and fix them.

Paul R. Brown, president of the college, said that when he arrived there a little more than four years ago, he found that many people looked at Zane State's student population -- low-income, with many students arriving in need of remedial education -- and assumed that "Appalachians don't appreciate higher education." In fact, he said, "most of those assumptions were just inaccurate."

Around the time the college joined Achieving the Dream, it hired its first institutional researcher, and started digging into records in more detail. Over all, the graduation rates weren't viewed as embarrassing, but when examined closely, college officials found that they had poor retention in the first year, but then had decent retention after that. So instead of viewing retention as OK, they viewed it as poor in one year, and good after that -- leading to more data examination.

Among the discoveries: Students would take remedial English over and over again until they pass, but would give up quickly on remedial math -- and leave the college. About

20 percent of students were never taking placement tests. And the college was losing students with a grade point average about 3.0.

Chad M. Brown, dean of health and public service programs at the college (and no relation to the president), characterized these as "tough questions" that made some people at the college uncomfortable.

Among the new efforts started at Zane in the last few years are a required one-credit course in the first year in which students focus on the transition to college, a new consistency in testing to pass out of remedial programs so that standards are consistent, standardized exit exams for English and math courses to encourage consistent standards there, professional development programs three times a year for faculty members who teach first-year students, and an annual meeting at which those who teach remedial courses and those who teach college-level courses meet to align expectations and standards.

While these and other efforts are still too young to have produced definitive results, Zane officials are encouraged by several developments. While many experts fear that remedial programs can be a dead end, the college is seeing evidence that some of its remedial students are finishing credit programs, and excelling. Of those who graduated in 2007, 47 percent took at least one remedial course, and of those who took remedial courses, 21 percent graduated with honors.

In another session, the topic of discussion was the [Community College Survey of Student Engagement](#), which has just completed its fifth year. Like the National Survey of Student Engagement (for four-year colleges), CCSSE asks students a range of questions about their academic and non-academic experiences in college and gives colleges ways to compare their results with those of similar institutions.

CCSSE's senior associate, Christine McLean, led the audience through exercises to show how the project works. Participants broke into small groups to answer questions such as whether students come to class unprepared, or whether students report that they work with other students in or out of class. The faculty members and administrators were asked to identify the percentages they believed their colleges would receive, and to indicate what they hoped the ratings could be, and to consider the significance of the gaps.

Using data to measure the difference between hopes and realities is a major theme of CCSSE. McLean reviewed real data with the audience showing that students regularly rank services such as academic advising and financial aid advising as crucial to their success -- and report using such services minimally. What does that mean, she asked? One possibility, she suggested, is that the data point to problems in providing the services in a timely way, especially the part-time student population that can be found at most community colleges. "When people have sat in line for two hours and then are told to go someplace else, they aren't going to sit in another line," she said.

This data-driven approach to program improvement is attracting more and more community colleges. In the five years that the survey has been given, the number of colleges participating has grown to 573 from 93.

Colleges that were early adopters cited a range of specific policies embraced as a result of reviewing survey results. Ali Esmaeili, an associate dean at South Texas College, said rules such as mandatory orientation for first-year students and limits on late registration grew out of analyzing questions related to retention. Further, data suggested that the faculty members played a key role in academic advising so the college has invested in training them in advising.

Shirley Gilbert, special assistant to the president at El Paso Community College, said that a range of programs in local high schools were prompted by analysis of CCSSE and other data. College officials saw that the longer students spent in remedial programs, the greater the chance of losing them. This raised the question: What if they can avoid some or all of the remediation?

So the college started doing more of its remedial placement testing in high schools, briefing students on how they could avoid remediation later. Similar programs were created for older students thinking of enrolling, who might need a little brushing up on math, which they could handle themselves, to avoid a semester of remedial math.

The idea of CCSSE, Gilbert said, is that "it forces you to use data."

— **Scott Jaschik**

© Copyright 2009 Inside Higher Ed

*Commentary*

<http://chronicle.com/weekly/v55/i33/33a06001.htm>

From the issue dated April 24, 2009

## Helping Community-College Students Succeed: a Moral Imperative

By KAY MCCLENNY

Even in the midst of crisis, American community colleges embody the spirit of hope and change that has energized our national politics. Our challenges have never been inconsequential, but now, plainly, they are huge: As is typical in a recession, many community colleges are experiencing a surge in enrollment, at precisely the same time that they must — like many enterprises, both public and private — contend with choking constraints on resources.

But the challenges are more than fiscal. They are also educational. They are challenges of vision, leadership, and chosen priorities. Many would say that the challenges are even moral.

The reality for community colleges is this: No matter how good our colleges are today — and they do contribute mightily to educational access, work-force development, and economic prosperity — they simply are not yet good enough. Our results, particularly when stated in terms of student achievement, are not adequate to serve the pressing needs of individual students, communities, states, and the nation. Consider:

- Roughly 14 percent of students who begin studies in a community college do not complete a single credit in their first academic term.
- At least a quarter of entering fall-term students do not return for the subsequent spring term. Almost half, on average, are gone from our classrooms by the second fall term.
- Just under 30 percent have earned an associate degree after three years.
- Fewer than half of community-college students who aspire to earn associate or bachelor's degrees, or transfer to four-year institutions, achieve their goals within six years.

Some people argue that many such students never intend to progress or graduate, or that they will turn up later at other institutions. While that may sometimes be true, we should still not be complacent about such bleak statistics. Completion of credentials is good for everyone: the students themselves, their communities and states, and the country. And it's simply not acceptable that low-income students graduate at lower rates than their high-income peers, and that African-American and Hispanic students graduate at lower rates than their white classmates.



Without question, the most significant educational challenge for community colleges is providing effective remedial education for the large numbers of students who arrive underprepared to succeed in college-level work. Estimates indicate that close to 60 percent of entering community-college students need at least one remedial course. That percentage is substantially higher in some colleges, ranging into the upper 90s.

The results of remedial education are, all too typically, not good. Data from the national "Achieving the Dream: Community Colleges Count" effort — a multiyear national project that uses student-achievement data to design effective institutional changes to help community-college students succeed — show just how much improvement is needed. As discussed in a recent report by the Community College Research Center, the numbers indicate that of the more than 250,000 students in the study, many who were assessed as needing remedial classes never made it to college-level course work. Sixty-nine percent of students referred to remedial math did not complete their sequence, and 56 percent of students referred to remedial reading did not complete theirs.

Although remedial education is clearly a tremendous challenge, it is, again, critical to the success of six out of 10 entering students, so it must be an important priority for community colleges. Institutions committed to evaluating and improving their remedial offerings should begin by answering these questions:

- Does the college have in place, and does it consistently apply, policies that require assessment and course placement; enrollment in remedial education in the first term of college (starting with reading, if so indicated); elimination of late registration; college orientation; and enrollment of all entering remedial students in a student-success course?
- What percentage of remedial courses is taught by part-time faculty members? By faculty members who have been adequately prepared to teach those courses?
- What percentage of the instructional budget is allocated to support remedial education? How does that percentage compare with the proportion of revenue — tuition and public support — that is produced through remedial-education enrollments?
- Does the college routinely track the progress of entering students in remedial education, collecting data about the percentage of students who successfully complete remedial courses and sequences as well as their first, related college-level courses? Are those data widely shared and discussed?
- Does the college rigorously evaluate its alternative strategies for serving remedial students? Does the college budget reflect a commitment to bring effective strategies to scale?

Unfortunately, in focus groups and interviews with faculty and staff members across the country, we frequently hear themes of frustration and discouragement: "If only our students were better prepared/worked harder/did their assignments!" "If only the high schools did their jobs." "Students have 'a right to fail.'" "Some people just don't belong in college." While we also often hear stories of heroic efforts that remain perennially underfinanced, the message we still hear too often is, "If only we had a better class of students, we would have much better outcomes around here."

The good news? While improving student achievement is clearly hard, it is possible.

Over a decade ago, for example, the Community College of Denver was widely recognized for its results in remedial education — a decade-long effort in which, with relentless focus but limited resources, the

college showed that students' participation in developmental education can become not a life sentence to some outlying educational ghetto but a prelude to success. Through the use of a highly personalized case-management approach, open-entry and open-exit courses, a comprehensive academic-support center, and continuous review of student-performance data, Denver set an example and a standard for other colleges.

El Paso Community College, through its College Readiness Consortium — a partnership with local school districts and the University of Texas at El Paso — has made significant strides in reducing the need for remedial education among its entering students. Through early assessment of high-school students and work with high-school teachers, the group has been able to better align those schools' standards for high-school graduation with the academic skills and knowledge required for success in first-year college courses.

Valencia Community College, with the help of learning communities, supplemental instruction, and a life-skills course, is posting significant improvements in student outcomes in first-year college-level courses while also eliminating the achievement gaps across racial and ethnic groups.

Patrick Henry Community College, after instituting a cooperative-learning approach wherein students work together in teams, is seeing positive effects on student retention. Kingsborough Community College, part of the City University of New York, and Skagit Valley College have demonstrated promising results through the use of remedial-learning communities with increased student support that includes counseling and student-success courses. At Broward College, "success specialists" advise about 150 entering students who place into two or more college-prep subject areas. The specialists assign students to theme-based learning communities, most of which include a life-skills course, remedial classes, and a general-education course.

There is much challenging work yet to do, and those colleges would be quick to assert that they are not yet where they need to be. But once we begin to see data that show progress — in geographically diverse institutions serving extraordinarily diverse student populations, in settings where resources are just as scarce as they are at other colleges — then the sense of helplessness, or the rationalization of poor results that so often seems to stall our progress, will lift. The emerging successes of some colleges just might take away the excuses for all the others.

Three pertinent and powerful data points from "Achieving the Dream" illustrate both the current performance challenge in remedial education and the significant payoff when colleges are able to get it right. Tracking first-time college students from the survey's 2002 cohort — colleges with disproportionately high enrollments of low-income and minority students — researchers found that upon entry, 72 percent needed at least one remedial math course. After three years, only 23 percent of those students had successfully completed the remedial math sequence — a disturbing lack of progress over all. But — and it's a significant but — students from that very same cohort who successfully completed a remedial course in their first term of enrollment were then significantly more likely to persist than any other group in the college, including those who did not need remediation in the first place.

The scope of the problem is enormous, the stakes are high, and the return on investment is huge. The work is hard, but it is possible. We can do it. Moreover, we should do it — indeed, we must.

*Kay McClenney is director of the Center for Community College Student Engagement, part of the Community College Leadership Program at the University of Texas at Austin.*

<http://chronicle.com>

Section: Commentary  
Volume 55, Issue 33, Page A60

---

[Copyright](#) © 2009 by [The Chronicle of Higher Education](#)

[Subscribe](#) | [About The Chronicle](#) | [Contact us](#) | [Terms of use](#) | [Privacy policy](#) | [Help](#)

## Helping Community Colleges Raise the Bar

November 17, 2008

Community college students often face challenges significantly different from those of their counterparts at four-year institutions. Many more at community colleges work, attend class part-time or have pressing family obligations. As a result, their professors and administrators may empathize more with their students but ultimately have lower expectation of them. The [latest findings](#) from the [Community College Survey of Student Engagement](#) -- an annual report providing comparative data on student experiences -- suggest that two-year institutions need to raise the expectations they have of their students and improve access to services that help them meet these goals.

CCSSE assesses the quality of student engagement in five categories: active and collaborative learning, student effort, academic challenge, student-faculty interaction and support for learners. This year's report was compiled from responses provided from more than 343,000 community college students at 585 two-year institutions around the United States, as well as a few from abroad. To optimize the results, the data make use of this year's responses in addition to those from the previous two years for a wider and more diverse sample size. Much like the [National Survey of Student Engagement](#) -- which recently released its [2008 report](#) -- CCSSE provides its participating institutions with their detailed results to help them improve their program. Unlike NSSE, however, institutional scores on both the five categories of engagement and on individual questions are [publicly available](#).

Overall engagement is low for community college students out of the classroom, according to the survey. Only 16 percent reported that they discussed ideas with their professors outside of class, and 21 percent worked with classmates outside of class to prepare assignments. In the classroom, engagement figures were higher but still notably low. Twenty-eight percent said they had either "often" or "very often" made a class presentation, and 46 percent said they had either "often" or "very often" worked with other students on projects during class.

These figures were higher for students at four-year institutions, according to this year's NSSE report -- 33 percent of first-year students had "often" or "very often" made a class presentation and 60 percent of seniors had done the same. Additionally, 43 percent of first-year students at four-year institutions had worked with other students on projects during class either "often" or "very often," while 47 percent of their senior counterparts had done the same.

Kay McClenney, CCSSE director and head of the department of educational administration at the University of Texas at Austin, said these low engagement figures no longer surprise her, but said they continue to surprise many community college faculty members. She noted that many community college students are multi-taskers who have numerous obligations aside from classwork. For example, the survey notes that 62 percent of its participants were part-time students, and 56 percent of them work more than 20 hours per week. Additionally, it notes that 33 percent spend 11 or more hours a week caring for dependents, and 93 percent commute at least one hour per week.

"Community colleges know their students, but students tell us that they are overempathetic," McClenney said. "People can tell the difference between empathy and low expectations. Students don't like low expectations. We need to do a better job of meeting students where they are being flexible without seeming like we have low expectations of them. It's a delicate balance."

In order to improve overall student engagement, McClenney suggested that community college professors work on engaging students in and out of the classroom. She suggested that more professors should require study groups and that students actively meet with them throughout the semester. Such changes might be a burden initially, but McClenney said these steps can improve both engagement and student performance.

"We have to ditch this old-fashioned notion of what we can and cannot require students to do at community colleges," McClenney said, noting that colleges also have to rethink the way they offer student services. "We have this model that behaves as though community colleges are traditional colleges. That's not going to work."

Across the board, students reported that they valued student services -- such as academic and career counseling, tutoring, childcare and financial aid advising -- more than they actually used them. For example, even though 62 percent of students said academic advising was "very" important to them, only 13 percent said they take advantage of it "often." Thirty-five percent said they had "rarely" or never used it at all. Colleges can be more successful, McClenney said, if they integrate such services as academic advising into their curriculum and bring them directly to students.

More than half of the students surveyed indicated that either obtaining an associate degree or transferring to a four-year college or university were among their primary goals for attending community college. Completing a certificate program, obtaining or updating job-related skills and changing careers were among the other goals listed. Though McClenney said she expects the figure expressing transferring as a goal to rise, she noted that the goal of obtaining an associate degree has remained relatively static through the years.

Echoing the financial concerns of many in higher education, a "lack of finances" was chief among the reasons students cited that could cause them to either withdraw from a class or community college entirely, with 45 percent of students reporting it was "likely"

or "very likely." This number, McClenney said, will probably rise, as this year's survey was conducted before the recent downturn in the economy.

"These conditions create the perfect storm for community colleges," McClenney said. "There's a dramatic increase in enrollment right at the time when there's a dramatic reduction in student services. Also, those students who need more financial assistance might not be able to get it. There's no time like a recession to be clear about your priorities. Institutions should focus on their front door and require that students do things we know generate success. Retention is a revenue stream."

Among the more telling findings of this year's survey are the characteristics of the most and least engaged community college students. "High-risk" students -- in almost every varying definition of the term -- report they are more engaged than low-risk students. Black, international and financially dependent students -- or "those using funds other than their own income or savings as a major source to pay the tuition" -- are among the most engaged, while their respective opposites are among the least engaged.

McClenney said this is a phenomenon that has been noted ever since the first CCSSE report in 2001. Though it strikes many as counterintuitive -- these students are called "high-risk" for a reason -- she said this notation is primarily due to the nature of the survey. Only those "high-risk" students who make it to the spring semester -- when CCSSE is administered -- have their responses included. As a result, McClenney said this quirk of the survey should serve as an example of how engagement improves student success.

"High levels of engagement have a compensatory affect," McClenney said, noting that high expectations and services likely helped these students stay in college. "It helps to even the playing field between high- and low-risk students."

— David Moltz

© Copyright 2009 Inside Higher Ed

# COMMUNITY COLLEGE TIMES

## Use and value of student services

How often do you use the following services?

	Often	Rarely/never
Academic advising/planning	13%	35%
Career counseling	6%	51%
Job placement assistance	3%	47%
Peer or other tutoring	7%	46%
Skill labs (writing, math, etc.)	15%	37%
Child care	2%	37%
Financial aid advising	17%	33%
Computer lab	32%	24%
Student organizations	5%	45%
Transfer credit assistance	7%	36%

How important are the following services?

	Very	Not at all
Academic advising/planning	62%	10%
Career counseling	50%	21%
Job placement assistance	37%	35%
Peer or other tutoring	39%	29%
Skill labs (writing, math, etc.)	44%	25%
Child care	28%	54%
Financial aid advising	60%	22%
Computer lab	60%	15%
Student organizations	24%	41%
Transfer credit assistance	51%	27%

Source: 2008 CCSSE Cohort data

## Extra support key to fostering student success

BY CCTIMES, Published December 8, 2008

A new report reinforces the need for faculty members and student services staff to hold high expectations for students, while at the same time providing an array of wrap-around support services to ensure that students succeed.

A new study from the Community College Survey of Student Engagement (known as CCSSE) depicts the challenges that many community college students face that could be barriers to their success. For example, 56 percent work more than 20 hours a week, 30 percent have children living with them, well over a third are first-generation college students and almost 30 percent come from families with incomes less than \$20,000 a year.

Providing students with extra support has already been documented to improve success, the report said. The key now is to implement such efforts that suit students' schedules.

That may be difficult as many students spend little time on campus and often don't have time to tap such services. Data indicate that most students find support services such as academic advising and planning, career counseling and financial aid help very important, yet a significant portion of them do not use such services offered on their campuses.

"Colleges can address this challenge by making engagement strategies and support services inescapable, either by integrating them into the classroom experience, making them mandatory or otherwise bringing them to students," the CCSSE report said.

The study highlighted several community colleges that changed their approach to engaging students that yielded measurable results.

Skagit Valley College (Washington) brought student support into the classroom through counseling-enhanced learning communities. In its demonstration project, a faculty counselor helped the team teaching the developmental learning communities. Time management, educational planning, test preparation and other skills were taught as part of the course work, the report said.

Students in the group had an 82 percent fall-to-winter retention rate, compared with a 76 percent retention rate for students in developmental education learning communities without counselors and 74 percent retention rate for students in general development courses.

Florida Community College at Jacksonville found that its Student Life Skills course had such positive results that the college began requiring it for all students who needed developmental education in at least two areas, the report said.

Students who took the course had a 77 percent pass rate—a grade of “C” or better—in their development classes and a 78 percent pass rate in their other classes. Students who did not take the course had a 62 percent pass rate in development classes and 58 percent pass rate in their other classes.

The college plans to extend the mandatory class to all students who need developmental education, even in just one course, and to eventually expand the program to all first-time, degree-seeking students, the report said.

Northwest Vista College (NVC) in Texas took a different approach that helped to increase student retention. In fall 2005, 23 percent of NVC students had undeclared majors, which the college saw as a problem because such students were more likely to drop out. To get students to pick a major, the college launched Explore Your Possibilities, which focuses on first-time college students. It involves advising, campus advancements, a career assessment administered in a student development seminar and other activities.

Undeclared majors at the college dropped to 11 percent in fall 2007 and to 9 percent in spring 2008, the report said.

CCSSE is part of the Community College Leadership Program in the College of Education at The University of Texas at Austin.

“Essential Elements of Engagement: High Expectations, High Support” is available at [www.ccsse.org](http://www.ccsse.org).

## **RELATED RESOURCES**

[www.ccsse.org](http://www.ccsse.org)



*Commentary*

<http://chronicle.com/weekly/v55/i14/14a09901.htm>

From the issue dated November 28, 2008

## 'No One Rises to Low Expectations'

By KEVIN CAREY

Higher education is haunted by a formula, which goes something like this:  $P/R=G$ .

The P stands for student preparation, broadly defined — the combination of innate ability and elementary-school and secondary-school preparation that students bring to college. Imagine those attributes normalized on a scale going from 0 to 1, with 1 describing the smartest, most well-educated student in the world.

The R stands for rigor, defined by individual colleges and universities — academic requirements, placement-exam cut scores, and the general difficulty of the work. R increases as standards become more rigorous, with the top values at places like the California Institute of Technology and the Massachusetts Institute of Technology.

The G stands for the odds of a student's earning a degree. An intelligent, well-prepared student attending a college with typical standards would be very likely to graduate. An ill-prepared student who enrolls somewhere with unusually tough standards would not.

The  $P/R=G$  formula dominates the way people think about college graduation rates and student success. And, not coincidentally, it puts colleges in the position of having no real responsibility or efficacy when it comes to making G higher. They can't make P higher, because raw ability is what it is, and the elementary and secondary schools are someone else's problem. And they can't make R lower, because that would betray their scholarly ideals and dumb things down for the best students. A low G is regrettable, but really, what can be done?

It's a pretty depressing conclusion. So I was glad to read a report on the Community College Survey of Student Engagement, known as Cessie, which says that the formula is all wrong.

Cessie has been administered at roughly two-thirds of the community colleges in America, and the 2008 survey was released this week. The results are made public at <http://www.ccsse.org>.

Among other things, the survey asks students about the difficulty of their college experience: How hard did you have to work? Did you need to spend significant amounts of time studying? How many textbooks and readings were you assigned? How many long papers did you have to write? Were you asked to accomplish complex tasks like applying theories to practical

problems and synthesizing ideas and information in new ways? The answers are combined into a composite measure of "Academic Challenge."

Cessie has carefully tracked the progress of thousands of students who took the survey. And there turns out to be a significant, positive relationship between academic challenge and the likelihood of students' getting good grades, earning credits, and graduating — even after controlling for students' income, prior test scores, and other factors. The same is true for things like student-faculty interaction and student support. The more colleges ask of — and give to — students, the better students perform.

In other words, the real formula actually looks like more this:  $P \times (E+S) = G$ . The E stands for expectations, a more constructive way of defining rigor. The S stands for support: the many things that colleges do, within the classroom and without, to help students learn.

The conventional wisdom has reversed the actual relationship between expectations and student outcomes. The operator on the left side of the real formula is a multiplication symbol, not a division line. The idea that lots of students are necessarily washing out of college because faculty members are bravely adhering to high standards, come what may, is mostly a myth. Instead, students are leaving because colleges and faculty members don't ask *enough*, and don't provide the kind of high-quality teaching and support services that students need to meet the challenge. Cessie research suggests, moreover, that the strength of the multiplier varies inversely with the size of P. Academically at-risk students, in other words, are most sensitive to the quality of higher education they receive.

Unfortunately, expectations and support in colleges and universities are all over the map. Consider some of this year's Cessie results. While 13 percent of full-time students were assigned more than 20 books during the year, 30 percent were assigned fewer than five. Similarly, 29 percent wrote fewer than five papers or reports. Only 28 percent made class presentations. Some community-college students are being given the expectations and support they need — but many are not.

The new Cessie data also show a disconnect between students and faculty members. The view from the front of the classroom is generally rosier. Thirty percent of faculty members reported that they "often" or "very often" discussed ideas and work with students outside of class. Only about 15 percent of students said the same.

And lest you think the problem is confined to the two-year sector, consider the results of the National Survey of Student Engagement, a similar survey of four-year institutions. Those data, which were also released this month, show that undergraduates spend only about half as much time preparing for class as their professors expect. Even at prestigious Research I institutions, most seniors report having to write few papers of significant length.

The good news is that colleges and universities can fix these problems. Academics aren't caught in an irreconcilable tension between high standards and student success. That realization should profoundly change — and increase — our societal expectations for institutions and students

alike. Colleges can have both — indeed, they can't have more student success *without* asking students to do more.

The specific types of programs and practices that would benefit students are long established. A number of institutions have developed intensive academic advising, small learning communities, and summer bridge programs, for example. As Vincent Tinto, a professor of education at Syracuse University, has said, "There is no great secret to successful retention programs, no mystery which requires unraveling."

It's more than reasonable to ask most colleges to do much better. In fact, we should insist on it. Higher education needs greater expectations all around.

*Kevin Carey is research-and-policy manager at Education Sector, an independent think tank in Washington.*

<http://chronicle.com>

Section: Commentary

Volume 55, Issue 14, Page A99

---

Copyright © 2009 by [The Chronicle of Higher Education](#)



## Report: Community colleges must expect more

By Mary Beth Marklein, USA TODAY

Though many community college students say their coursework is challenging, there is "ample evidence" colleges can do more to help more students do their best work, a report says.

"No one rises to low expectations," says Vincent Tinto, a Syracuse University education professor and advisory board member of the Community College Survey of Student Engagement, which released the report today.

The report, including findings from a survey of more than 343,000 students on 585 community college campuses in 48 states, aims to help colleges assess the quality of education their students receive. Questions are based on research showing that the more engaged, or actively involved, students are in their schoolwork, the more likely they are to meet educational goals.

Of this year's respondents, 59% said their primary goal is to earn an associate's degree, and 52% planned to transfer to a four-year college. Nationally, about 36% of community college students earn a certificate or an associate's or bachelor's degree within six years, according to a federal data analysis by the Community College Research Center at Teachers College.

**AWARD:** [Apply for the All-USA Community College Academic Team](#)

**STUDY ABROAD:** [Record number of U.S. students in diverse locations](#)

**EXPERIENCE:** [Study abroad, community service enhance learning](#)

Many said they were working hard, but overall findings offered a mixed picture of the intersection between student effort and faculty expectations.

For example, 49% of students said they often or very often worked harder than they thought they would need to meet an instructor's standards, and 68% described their exams as more than moderately challenging.

Yet 67% of full-time students said they spent 10 or fewer hours preparing for class in an average week, and 24% said they always came to class prepared. Among full-time students, 29% said they had written four or fewer papers of any length during the current school year.

"Students aren't going to learn to write well at that rate," survey director Kay McClenney says.

When her organization asks students in focus groups about their academic experiences, she says, "one of the more poignant things we hear, and we hear it relatively often, is: 'They don't expect enough of me.'"

Colleges that keep expectations high also need to create an environment that enables success, the report says.

Studies consistently show, for example, that community college students who participate in orientation

programs are more likely to be engaged in their studies. Yet 60% of students surveyed said they have not participated in such a program and don't plan to.

The survey found comparable — or lower — participation rates in other programs known to enhance student engagement, including courses that teach study skills such as time management, and "learning communities," in which groups of students study multiple subjects together.

Similarly, 39% of students say peer or other tutoring is very important, but 7% say they use tutors often, and 46% never do.

Many community colleges "are doing some things that are very helpful (for) small numbers of students," McClenney says. "One of the challenges is how to (make) those kinds of experiences the norm for the way we work with students, rather than the exception."

That's not to suggest scaling up programs would be easy. Most community colleges operate on shoestring budgets. And the typical community college student is a time-pressed part-timer who juggles multiple responsibilities such as jobs or family.


But more institutions are taking steps to raise expectations and increase support, says George Boggs, president of the American Association of Community Colleges, a non-profit organization that represents 1,200 institutions.

"A lot of our students are coming into college not prepared to succeed," Boggs says. "We're not doing them any good by letting them fail."

---

**Find this article at:**

[http://www.usatoday.com/news/education/2008-11-16-CCSSE\\_N.htm](http://www.usatoday.com/news/education/2008-11-16-CCSSE_N.htm)

 [Click to Print](#)

[SAVE THIS](#) | [EMAIL THIS](#) | [Close](#)

Check the box to include the list of links referenced in the article.

---

## High Expectations and Strong Support Systems Boost Community College Student Success, Survey Says

November 19, 2008

**Share this story:** These icons link to social bookmarking sites where readers can share and discover new web pages.

AUSTIN, Texas — Higher expectations and generous student support are essential for student success, according to findings from the 2008 Community College Survey of Student Engagement (CCSSE) conducted by the Community College Leadership Program in the Department of Educational Administration in the **College of Education** at The University of Texas at Austin.

The report, which is released annually, presents data on community college students nationwide, from the percentage of students who work full-time while in school to the frequency with which they participate in study groups and how far they commute to reach the campus. Survey results present a detailed snapshot of students' educational experiences, the challenges community colleges face and how colleges are responding to the numerous challenges.

Findings from the 2008 survey highlight the need for faculty members and student services staff to hold high expectations for student achievement and offer a comprehensive array of support services that will help ensure student success.

"No one rises to low expectations," said Dr. Vincent Tinto, the Distinguished Professor of Higher Education in Syracuse University's School of Education and a noted expert on college student retention.

Community colleges typically serve a much more diverse student population than four-year universities, and the CCSSE offers data depicting the multiple challenges confronted by many students. For example, almost two-thirds of community college students attend college part-time, 56 percent work more than 20 hours a week, 30 percent have children living with them, well over a third are first-generation college students and almost 30 percent come from families with incomes under \$20,000 annually.

The CCSSE, which is based on research about effective educational practice, assesses student engagement through questions about the effort students invest in their studies, ways they interact with faculty and other students, degree of academic challenge they experience and the kinds of support they receive from their colleges. The 2008 report, titled "High Expectations and High Support," incorporates data from more than 343,000 students from 585 colleges in 48 states.

Key findings of the CCSSE included the following:

### Student Effort:

- Seventy-one percent of students surveyed indicate their college encourages them to spend significant amounts of time studying, either "quite a bit" or "very much;" however, 67 percent of full-time students spend 10 or fewer hours preparing for class in an average week.
- Twenty-four percent report that they always come to class prepared.

### Academic Challenge:

- About half of survey respondents report that they often or very often worked harder than they thought they could to meet an instructor's standards; 11 percent said they never did so.

- Twenty-nine percent of full-time students report that they have written four or fewer papers or reports of any length during the current school year.
- Sixty-eight percent indicate that their exams are relatively to extremely challenging, while nine percent find them relatively to extremely easy.

#### **Support for Learners:**

- Fewer than half (45 percent) of community college students report that the college provides the financial support they need to afford their education. Further, when asked about factors that would be most likely to contribute to their dropping out of classes or leaving college, the same percentage cite "lack of finances."

The 2008 survey included a special focus on student financial aid, using items jointly developed with the Congress-appointed Advisory Committee on Student Financial Assistance. Of CCSSE respondents, only 56 percent of them reported having completed the standard application for federal financial aid. Forty-six percent of part-time students and 31 percent of full-time students reported receiving no financial aid of any kind. Sixteen percent were unaware of the financial aid process.

Using 2008 survey data, analysts concluded that community college students who are most engaged are:

- full-time students
- over the age of 24
- seeking professional credentials
- female
- black
- international students
- financially dependent, using funds other than their own income or savings to pay for most of their tuition
- working fewer than 30 hours a week
- students who have completed 30 or more credit hours
- students who have taken developmental courses
- students who have taken study skills courses
- students who have participated in orientation
- students who have participated in learning communities

"As illustrated by a growing body of research and the data presented in this report," said Dr. Kay McClenney, CCSSE director, "consistent, rigorous and explicit high expectations for students and institutions, coupled with timely, effective and inescapable student support, are necessary. And, as demonstrated by a growing number of colleges, both are possible. We salute those teachers, advisors, counselors, tutors and numerous others who are committed to making the possible real in the lives of students."

Find out more about the **CCSSE or download this year's survey free of charge.**

**For more information, contact: Kay Randall**, College of Education, 512-232-3910.

#### **Office of Public Affairs**

P.O. Box Z  
Austin, TX 78713

512-471-3151  
Fax 512-471-5812

---

*Students*

<http://chronicle.com/weekly/v55/i13/13a01901.htm>

From the issue dated November 21, 2008

## Community-College Students Need Better Financial Advising, Survey Finds

By ERIC HOOVER

All the tutoring in the world cannot save students who run short of the money they need to pay for college. This year's Community College Survey of Student Engagement affirms as much.

In the survey, known as Cessie, nearly half (45 percent) of respondents cited a lack of finances as a hardship that would likely cause them to withdraw from classes or leave college — more than twice as many (19 percent) as those who cited a lack of academic preparation.

Fewer than half said their institutions provide "quite a bit" or "very much" of the financial support they needed to graduate, and more than a quarter said their colleges gave them "very little" help.

Those findings suggest that institutions must do more to familiarize prospective students with financial aid and to steer enrolled students through the complex application process.

"Very often we're expecting them to know things they have no way of knowing," says Kay M. McClenney, the survey's director and a senior lecturer in the Community College Leadership Program at the University of Texas at Austin. "We have learned that many, many students do not even know what the term 'financial aid' means."

This year's survey used data from a three-year cohort of colleges that participated in the survey in 2006, 2007, and 2008. The cohort includes more than 340,000 students from 585 colleges in 48 states, as well as British Columbia, the Marshall Islands, and Nova Scotia. National data from the survey are available in this year's report, "High Expectations, High Support," on the project's Web site (<http://www.ccsse.org>). Colleges received their institutional reports this summer.

The 2008 results, released this week, included a "special focus" on financial aid, with questions that do not appear on the core survey, which stays the same each year. One of the questions asked students whether they had submitted a Free Application for Federal Student Aid, a complicated form that can frustrate prospective students, particularly those who need financial assistance the most.



"There are very large numbers of community-college students who are eligible for federal financial aid, but who do not apply for it," says Ms. McClenney.

According to this year's survey, more than half (56 percent) of community-college students completed the federal-aid form, known as the Fafsa. Most students who did not complete the form said they did not think they would qualify for financial aid (38 percent) or said they did not need financial aid (37 percent), while others cited an unspecified reason (18 percent).

Among those students who completed the form, 39 percent said they did not receive any form of aid, while 30 percent received scholarships or grants, or both. Smaller numbers of students received either loans (10 percent) or a combination of loans and grants (10 percent).

Although only a small fraction of respondents (5 percent) said the Fafsa's complexity prevented them from completing the form, the report indicates that percentage probably would increase if Cessie included prospective students who had not enrolled in college.

### **Making Services 'Inescapable'**

The report emphasized that colleges must educate students about financial aid long before they apply to college — a task that also involves educating parents and families. A quarter of all students (25 percent), and nearly a third (30 percent) of those who completed the Fafsa, said they had first learned about financial aid from their parents or other family members. Respondents who were the first in their family to attend college were more likely than their peers to have first learned about the financial-aid process from high schools and colleges.

The survey also found a gap between the perceived importance of various campus services and the frequency with which students used them. For instance, while most students (78 percent) rated financial-aid advising as one of the most important campus offerings, relatively few students (17 percent) used it often. A third said they rarely or never did so.

In focus-group interviews, students often described frustrations related to financial aid. "When asked to describe an unsatisfactory experience at their college, students are most likely to discuss financial aid services," according to the report.

It suggests that community colleges can better support students by making key services mandatory, integrating them into course work, and providing them at convenient times and places for both fulland part-time students.

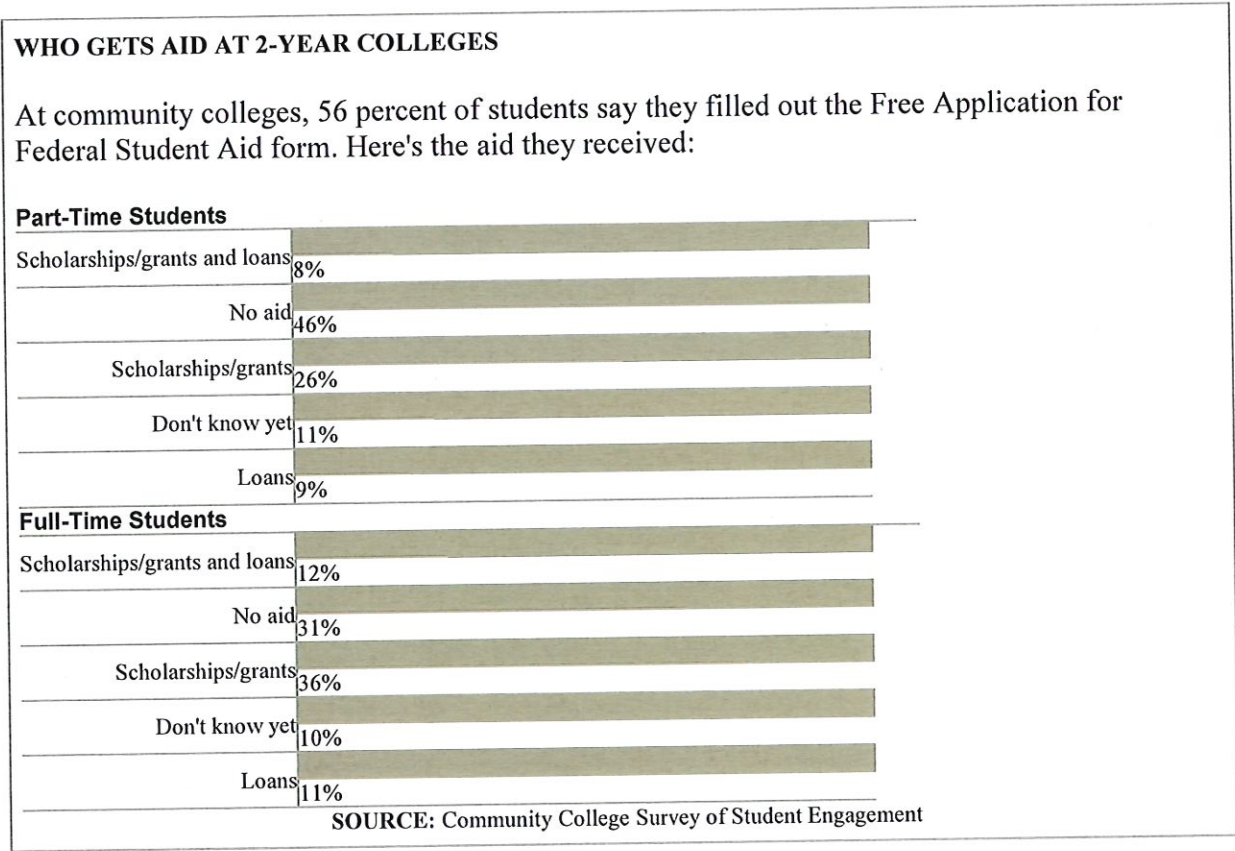
The report includes information about how some colleges have improved their financial-aid services. At Southeastern Technical College, in Georgia, for instance, officials determined that students were waiting too long to start the Fafsa — and that they found the online form easier to use than the paper version.

So financial-aid staff members started a new practice: walking students to the library, which was nearby, and sitting down with them at computers. There, they helped students log on the Fafsa

Web site and start their applications. Southeastern Technical also told all preadmission counselors to bring students to the financial-aid office following their session.

Those changes helped reduce both long lines and paperwork at the financial-aid office, they and allowed students to receive their awards faster.

"Our job is to make our services inescapable, and not just throw the dice," Ms. McClenney says. "At community colleges, we've never had a shortage of creative programs that serve a small number of students. What's increasingly important is to increase the scale to serve all students."



<http://chronicle.com>  
Section: Students  
Volume 55, Issue 13, Page A19

Copyright © 2009 by [The Chronicle of Higher Education](#)

[Subscribe](#) | [About The Chronicle](#) | [Contact us](#) | [Terms of use](#) | [Privacy policy](#) | [Help](#)

From Diverse Online

Current News

**Report: Black Students Among the Most Engaged at Community Colleges**

By Michelle J. Nealy

Nov 17, 2008, 11:24

**Summary:**

Black community college students who are typically categorized high-risk are more engaged than students from other racial groups, a national survey released today by the Community College Survey of Student Engagement reports.

**Story:**

Black community college students who are typically categorized high-risk are more engaged than students from other racial groups, a national survey released today by the Community College Survey of Student Engagement reports.

"High-risk students, including African-Americans, are more engaged than their low-risk counterparts" says Dr. Kay McClenney, who directed the survey. "It seems a bit counterintuitive, but the reality reflected in the data is that it is only the highly engaged, high-risk students who persist to the spring semester."

Female and international students, students seeking credentials, nontraditional age students (over 24), students who work fewer than 30 hours per week and students who have participated in orientation are the most engaged students, meaning that they are more likely to graduate or complete their respective program of interest, the study shows.

The annual report entitled, "High Expectations and High Support," offers data about the quality of community college students' educational experiences and describes how a number of colleges across the country are responding to the challenges. To improve the quality of education and increase the level of engagement for its students, community colleges must establish expectations, surveyors found.

Indeed, community colleges serve an atypical type of student. According to data collected by the community college survey, almost two-thirds of community college students attend college part-time, 56 percent work more than 20 hours per week, 30 percent have children living them, more than a third are first-generation college students and roughly 30 percent come from families with incomes under \$20,000 annually.

Still, the report states, "These characteristics are not excuses for low performance on the part of colleges or their students. They simply reflect a reality of community colleges."

Students do best when expectations are high and they receive support that helps them achieve at high levels, says Dr. Vince Tinto, a distinguished professor of Higher Education at Syracuse University. Lower the standards, and the quality suffers.

"No one rises to low expectations, adds Tinto, an established expert on student engagement.

About half of the survey's respondents reported that they often or very often worked harder than they thought they could to meet an instructor's standards or expectations; 11 percent of students say they never did so.

Survey items included benchmarks to 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. More than 58 percent of respondents say that their coursework emphasized synthesizing and organizing ideas, information, or experiences in new ways quite a bit or very much. By contrast, 64 percent of students say that their coursework emphasizes memorizing facts and ideas "quite a bit" or very much.

Key services are also significantly related to student success. But since many community college students spend limited time on campus, they are less likely to utilize these services. Colleges can address this by making engagement strategies and support services inescapable by integrating them into the classroom experience, making them mandatory, or otherwise bringing them to students, the report states.

Although community college students are disproportionately in need, more than 40 percent failed to complete the Free Application for Federal Student Aid forms this year. Finding out why community college students neglect to complete the form remains a priority, the survey found. Nearly 40 percent of respondents didn't think that they would qualify for financial aid.

More than 70 percent of respondents said that their college provides the support they need to succeed in college quite a bit or very much, while 45 percent of students reported that their college provides the financial support they need in order to afford their education "quite a bit" or "very much."

*This report may be downloaded free of charge at [ww.ccsse.org](http://ww.ccsse.org). CCSSE is part of the Community College Leadership Program in the College of Education at The University of Texas at Austin.*

Email the editor: [editor@diverseeducation.com](mailto:editor@diverseeducation.com)

[Click here](#) to post and read comments

© Copyright 2005 by DiverseEducation.com

# CCSSE '08: More Accessible Student Services Key to Improving Success of Students and Bolstering College Accountability

By PAUL BRADLEY

**S**queezed between rising enrollments and falling budgets, community colleges across the country nonetheless are heeding the growing call for dramatic improvements in student outcomes.

Yet higher graduation rates, better retention and other benchmarks of student success will remain out of reach if colleges don't couple higher expectations with improved, more accessible student services.

That is the central finding of *High Expectations, High Support*, the 2008 report of the Community College Survey of Student Engagement (CCSSE). In preparing the 28-page report, the Community College Leadership Program in the College of Education at The University of Texas at Austin surveyed more than 343,000 students from 585 colleges in 48 states.

The report offers data about the quality of community college students' educational experiences

## Key Findings of 2008 CCSSE

Among the key findings of the 2008 Community College Survey of Student Engagement were the following:

### Student Effort:

- Seventy-one percent of students surveyed indicate that their college encourages them to spend significant amounts of time studying, either "quite a bit" or "very much." However, 67 percent of full-time students spend 10 or fewer hours preparing for class in an average week.

- Twenty-four percent report that they always came to class prepared.

### Academic Challenge:

- About half (49 percent) of survey respondents report that they often or very often worked harder than they thought they could to meet an instructor's standards; 11 percent said they never did so.

- Twenty-nine percent of full-time students report that they have written four or fewer papers or reports of any length during the current school year.

- Sixty-eight percent indicate that their exams are relatively to extremely challenging, while 9 percent find them relatively to extremely easy.

### Support for Learners:

Fewer than half (45 percent) of community college students report that the college provides the financial support they need to afford their education. Further, when asked about factors that would be most likely to contribute to their dropping out of classes or leaving college, the same percentage (45 percent) cite "lack of finances."

and gives examples of how colleges are rising to the challenge of educating an ever-expanding universe of diverse students.

"The question for institutions is not whether they should promote higher expectations. They should," Vincent Tinto, a Syracuse professor of higher education, wrote in the foreword to the

report. "The question is not whether they should provide academic and social support. They must. Rather, the question is how they can make sure high expectations and support services are present — visible, accessible, unavoidable — where students are. After all, these efforts will only promote student success if students engage in them."

But for colleges, providing a broad array of student services is growing more difficult in a troubled economy, said survey director Kay McClenney. Colleges will be pressed to set priorities as they decide how to spend dwindling resources, she said.

"I think everyone believes it's going to get tougher before it gets better," she said. "But there is enough money to do the really important things. It is a matter of resource allocation. Where can we make the investments where we can see the most impact on the largest number of students?"

Engaging students in their own educations is a particular challenge for community colleges, which typically serve an exceptionally diverse student population. Nearly two-thirds of community college students attend classes part-time; 56 percent work more than 20 hours per week; 30 percent have children living with them; more than a third are first-generation college students; and nearly 30 percent

come from families with incomes under \$20,000 annually.

"All of that is true," McClenney said. "But the accuracy of these characteristics is not an excuse for low performance on the part of colleges or their students."

The report describes various approaches colleges have adopted in striving to improve student outcomes.

Florida Community College at Jacksonville, for example, revised a student life skills course to emphasize the importance of using support services, in addition to teaching things like study skills and time management. Skagit Valley College in Washington State brought student support services into classrooms, having a counselor join a team teaching developmental education.

McClenney said while the survey showed that while no single approach is right for all colleges, one common, essential thread emerged: All students should be required to avail themselves of student services.

"You really have to take the services to where the students are," she said. "Colleges are figuring out how to make them inescapable. Higher education tends to fill brochures with the student services that are available. But things like student success courses should be mandatory and prescribed."

The report has a special focus on financial aid. It notes that "for many students, financial aid is the first and most important element of student engagement. If they miss this step — if they do not get financial aid — nothing else the college does will matter because the students will not be able to enroll and stay in school."

Yet a relatively small number of eligible community college students even apply for financial aid. Only about 56 percent of students surveyed filled out the Free Application for Federal Student Aid. Forty-six percent of part-time students and 31 percent of full-time students reported receiving no financial aid of any kind. Sixteen percent said they were unaware of the financial aid process.

Of those who did fill out the survey, 39 percent did not receive any kind of financial aid.

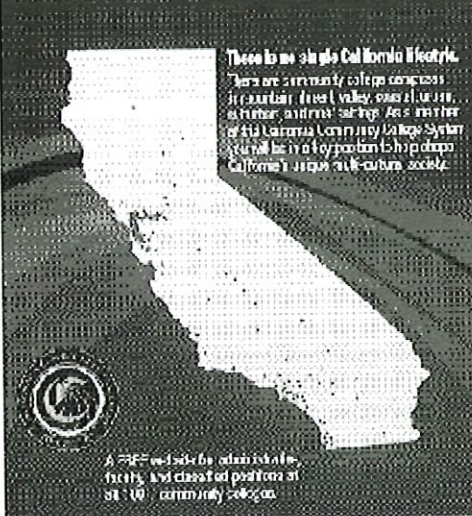
The report notes that the complex aid application form itself is a barrier to obtaining aid. Federal education officials have promised to simplify the form to make it easier for families to apply.

In addition, some colleges are taking it upon themselves to help students move through the financial aid maze, McClenney said.

"An increasing number of colleges are taking it seriously," she said.

The full report can be downloaded at [www.ccsse.org](http://www.ccsse.org). ▲

Are you interested in WORKING at a California Community College?  
For careers in Higher Education, we've got California covered!



There is no single California identity. There are community college campuses in mountain, coastal valley, rural, urban, suburban, and inner city. As a member of the California Community College System, you will be in a position to help shape California's unique multi-cultural society.

A FREE website, administratively free, and classified positions at all 110 community colleges.

## JOB FAIRS

January 27, 2009 Los Angeles  
February 21, 2009 San Francisco

Visit [www.cccregistry.org](http://www.cccregistry.org)  
(800) 245-4167

## Community College Week SPECIAL REPORT

### MARK YOUR CALENDARS

# Teacher Education

- Professional Development.
- Alternative Certification.
- Baccalaureate Programs. What's next?

Advertising Deadline: Jan. 8, 2009  
Publication Date: Jan. 26, 2009

(703) 385-1882; (703) 978-3535  
or e-mail [ads@ccweek.com](mailto:ads@ccweek.com)

[www.ccweek.com](http://www.ccweek.com)

# **Annotated Table of Contents**

## CCSSE Overview

### ★ Overview of National 2009 CCSSE Cohort Survey Results (pp. 1-19)

*The overview provides a general understanding of the findings from the 2009 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.*

### ★ 2009 CCSSE Cohort Frequencies

*This report provides item-by-item percentage responses for the 2009 CCSSE Cohort (students who participated in CCSSE from 2007 through 2009). It is designed to provide a summary of the results contained in the Frequency Distributions Report and is presented in the same layout as The Community College Student Report.*

## College Results: A Synopsis

### ★ Table 1: Respondents to Underlying Populations

*This table details respondent characteristics from your college compared to population data for (1) your college, (2) similarly-sized 2009 CCSSE Cohort colleges, and 3) all 2009 CCSSE Cohort colleges. The specific characteristics examined include gender, race/ethnicity, age, and enrollment status.*

### ★ First Look: All Students

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

### ★ First Look: Enrollment Status Breakout

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

### ★ Frequency Report: All Students

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

## Means Summary

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

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

---

comparison group and the 2009 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 2009 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 2009 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 2009 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 2009 CCSSE Cohort.*

## Frequency Distributions

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

*This report summarizes the observed frequencies of occurrence (counts and percentages) of the values for each item on The Community College Student Report. Data are presented for all, part-time, and full-time students at your college, a comparison group, and the 2009 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.*

★ **2009 CCSSE Special Focus Questions Frequencies**

*This report summarizes the observed frequencies of occurrence (counts and percentages) of the values for the **five CCSSE Special Focus Questions** included with The Community College Student Report. Data are presented for all, part-time, and full-time students at your college, a comparison group, and the 2009 CCSSE Cohort.*

★ **2009 Consortium Supplemental Questions Frequencies<sup>1</sup>**

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

★ **2009 Institution-Level Supplemental Questions Frequencies<sup>2</sup>**

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

---

<sup>1</sup> You will only receive the 2009 Consortium Supplemental Questions Frequencies Report if your college participated in a CCSSE consortium that chose to add supplemental questions to the survey.

<sup>2</sup> You will only receive the 2009 Institution-Level Supplemental Questions Frequencies if your college added additional custom survey items to the survey.



---

## Benchmark Reports

### ★ 2009 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."*

### ★ 2009 Benchmark Summary Table, Deciles, and Bar Charts and Benchmark Item Composition: All Students (pp. B1-B7)<sup>3</sup>

*This is a series of reports, beginning with a **Summary Table**, which provides scores on each of the five benchmarks for your institution, a comparison group, and the 2009 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).*

### ★ 2009 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 the 2009 CCSSE Cohort colleges.*

### ★ 2009 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 2009 CCSSE Cohort colleges.*

## Codebook

### ★ 2009 Codebook (pp. 1-15)

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

### ★ 2009 Consortium Supplemental Questions Codebook<sup>4</sup>

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

### ★ 2009 Institution-Level Supplemental Questions Codebook<sup>5</sup>

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

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

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

---

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

<sup>4</sup> You will only receive the 2009 Consortium Supplemental Questions Codebook if your college participated in a CCSSE consortium that chose to add supplemental questions to the survey.

<sup>5</sup> You will only receive the 2009 Institution-Level Custom Questions Codebook if your college added additional custom survey items to the survey.

---

## CCFSSE

- ★ **Overview of National 2009 CCFSSSE Cohort Survey Results (pp. 1-9)**  
*The overview provides a general understanding of the project and highlights selected findings from the 2009 cohort of colleges participating in the faculty survey.*
- ★ **2009 CCFSSSE Cohort Colleges**  
*An alphabetical list of all institutions participating in the CCFSSSE from 2007 through 2009.*
- ★ **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 2009 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.***
- ★ **2009 CCFSSSE Cohort Participating Faculty Report (pp. SFC1-FF10)**  
*This report provides aggregated side-by-side frequency data as well as frequency distributions for the 2009 CCFSSSE Cohort colleges.*
- ★ **2009 CCFSSSE Codebook (pp. 1-13)**  
*The codebook provides information on the structure, contents, and layout of the CCFSSSE dataset.*

**CCSSE OVERVIEW**



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

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

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

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

## Student Respondents

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

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

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

### Gender

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

### Age

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

### Racial Identification

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

### International Students

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

### Enrollment Status

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

<sup>4</sup> See exclusionary rules on Page 3.

accurately reflect the underlying student population.

### **Limited English Speaking Students**

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

### **First-Generation Status**

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

### **Educational Attainment**

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

### **Credit Hours Earned**

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

### **Grades**

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

### **External Commitments**

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

### **Excluded Respondents**

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

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

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

## **Respondents Included in the College's Raw Data File**

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

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

## Representation

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

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

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

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

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

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

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

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

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

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

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

## CCSSE Student Respondents across Member Institutions

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

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

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

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

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



## Selected Findings

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

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

### Educational Goals

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

**Table 4: Educational Goals**

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

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

### Time on Task

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

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

**Table 5: Time on Task**

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

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

### Relationships

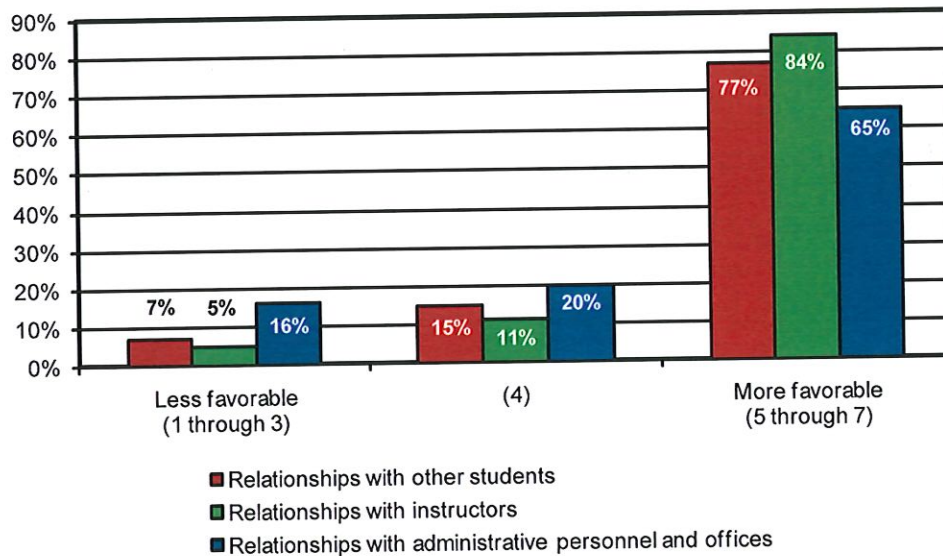
Many educators believe in the power of their individual connections to students – a belief that is supported by higher education research as well. In point of fact, the level of student-faculty interaction is one of the most powerful predictors of student persistence in college. And, in numerous focus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

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

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

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

Figure 1: Relationships



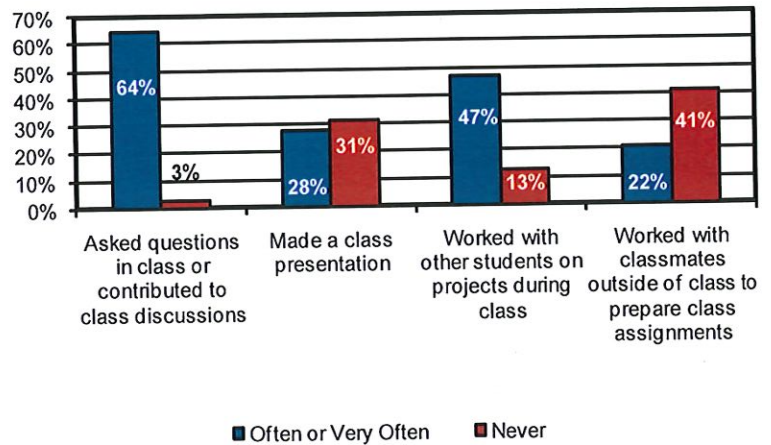
## Academic Experience

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

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

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

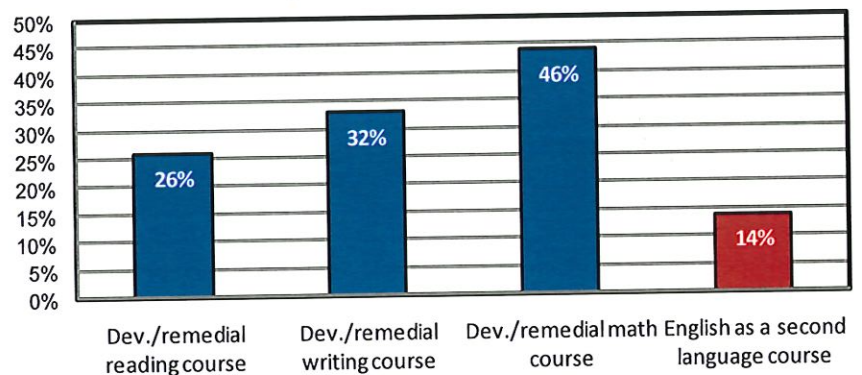
Figure 2: Academic Experience



## Developmental Education and ESL

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

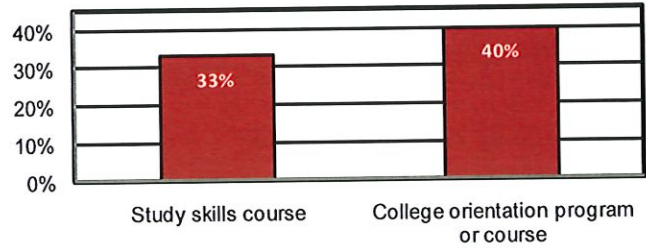
Figure 3: Developmental Education and ESL (Have Done or Plan to Do)



## Study Skills and Orientation Courses

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

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



## Curricular Experience

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

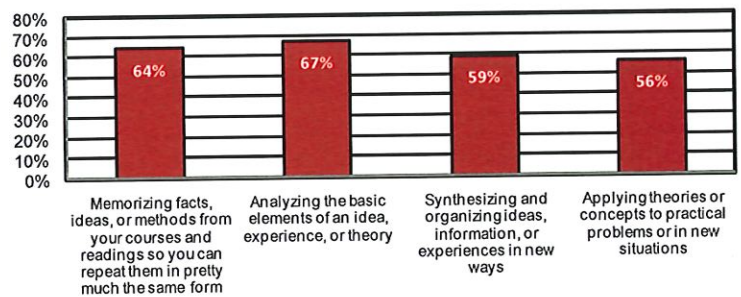
**Table 6: Curricular Experiences**

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

## Student Learning

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

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

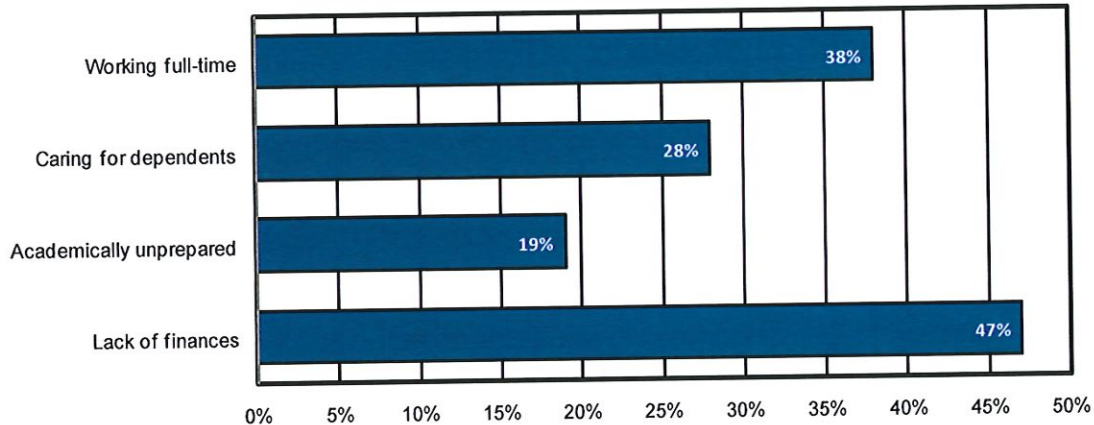


---

## Barriers to Persistence

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

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



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

## Student Satisfaction

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

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

## Student and Academic Support Services

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

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

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

	Use (Sometimes/Often)	Satisfaction (Very/Somewhat)	Importance (Very/Somewhat)
Academic Advising/planning	56%	72%	90%
Career Counseling	28%	45%	79%
Job placement assistance	12%	23%	66%
Peer or other tutoring	25%	40%	70%
Skills labs (writing, math, etc.)	39%	51%	75%
Child care	5%	12%	45%
Financial aid advising	45%	52%	79%
Computer lab	63%	73%	85%
Student Organizations	17%	29%	59%
Transfer credit assistance	28%	38%	73%
Services to students with disabilities	9%	18%	60%

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

## Participation in Selected Activities

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

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

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

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

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

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

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

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

## 2009 Special-Focus Questions: Social Networking

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

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

**Table 10: 2009 CCSSE Special-Focus Questions**

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



## Social Networking Results

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

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

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

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

Figure 7: 2009 Special-Focus Question Item 1

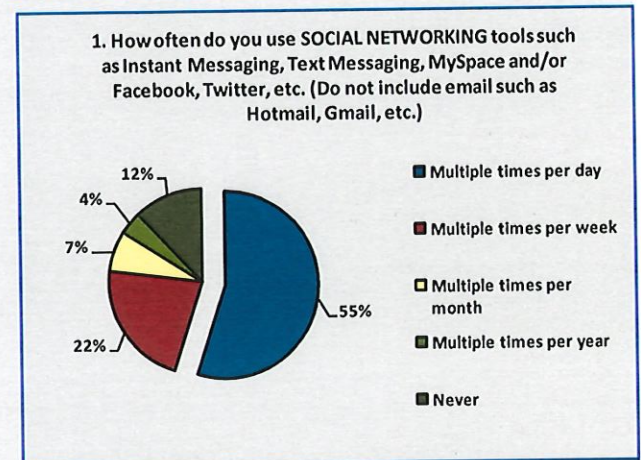


Figure 8: 2009 Special-Focus Question Item 3

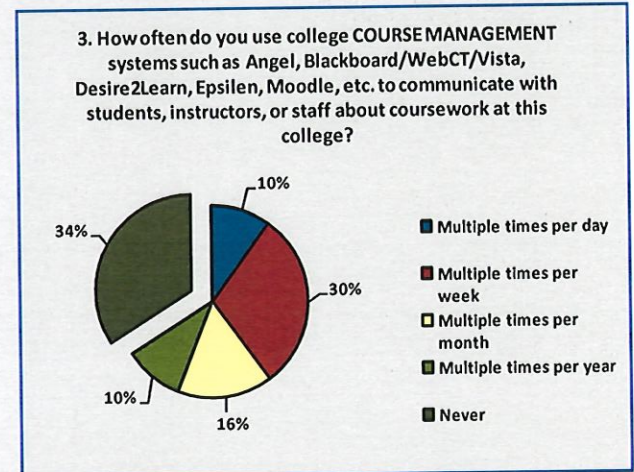
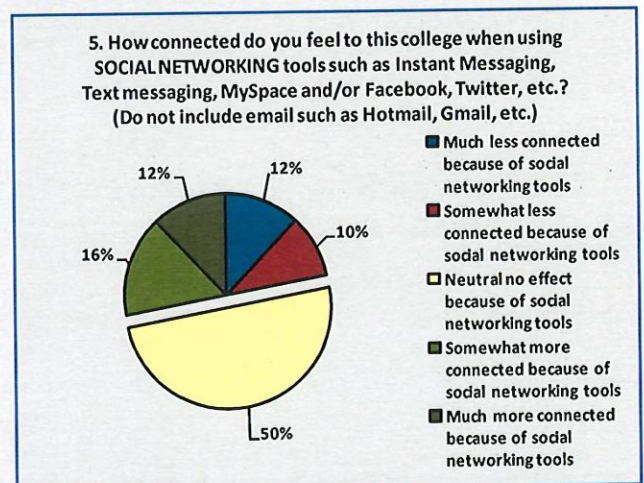


Figure 9: 2009 Special-Focus Question Item 5



**Table 11: Selected Special-Focus Question Frequencies**

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

---

## CCSSE in Action: Understanding Survey Results

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

### CCSSE Benchmarks<sup>10</sup>

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

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

### Enrollment Status

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

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

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

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

### Effect Size as a Measure of Notable Differences

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

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

### Statistical Significance Meets Practical Significance

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

---

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

---

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

### **CCSSE Consortia Results**

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

### **Oversampling**

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

### **Student Identifier Data**

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

---

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

---

## Fast Facts

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

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

### CCSSE Participants

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

### 2009 CCSSE Cohort Respondents

Gender: Male student respondents – 41%      Female student respondents – 59%

#### Race/Ethnicity

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

Enrollment Status: Part-time – 29%      Full-time – 71%

---

### 2009 CCSSE Consortia

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

### CCSSE Benchmarks of Effective Educational Practice

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

### Validity and Reliability

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

---

### Future Plans

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

## 2009 CCSSE Cohort Frequencies

This report provides item-by-item percentage responses for the 2009 CCSSE Cohort (students who participated in CCSSE from 2007 through 2009). For returning participants, the college's most recent year of participation is included. For example, if a college participated in 2007 and 2008, only the 2008 data are used in the 2009 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 frequencies for all students contained in the 2009 CCSSE Cohort.**

---

# The Community College Student Report 2009

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

68 Started here      32 Started elsewhere

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

	Very Often	Often	Some-times	Never
a. Asked questions in class or contributed to class discussions	29	35	33	3
b. Made a class presentation	8	20	41	31
c. Prepared two or more drafts of a paper or assignment before turning it in	19	29	30	21
d. Worked on a paper or project that required integrating ideas or information from various sources	23	37	29	11
e. Come to class without completing readings or assignments	4	10	55	32
f. Worked with other students on projects during class	14	33	40	13
g. Worked with classmates outside of class to prepare class assignments	6	16	38	41
h. Tutored or taught other students (paid or voluntary)	3	5	19	73
i. Participated in a community-based project as a part of a regular course	2	5	16	77
j. Used the Internet or instant messaging to work on an assignment	34	31	25	11
k. Used e-mail to communicate with an instructor	22	29	34	15
l. Discussed grades or assignments with an instructor	15	31	44	9
m. Talked about career plans with an instructor or advisor	8	18	45	30
n. Discussed ideas from your readings or classes with instructors outside of class	4	12	38	47
o. Received prompt feedback (written or oral) from instructors on your performance	17	39	36	8
p. Worked harder than you thought you could to meet an instructor's standards or expectations	15	34	39	11
q. Worked with instructors on activities other than coursework	2	7	21	71
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	19	31	38	12
s. Had serious conversations with students of a different race or ethnicity other than your own	19	24	34	24
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	17	24	36	23
u. Skipped class	2	4	43	51

## 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	24	43	28	5
c. Synthesizing and organizing ideas, information, or experiences in new ways	20	39	33	7
d. Making judgments about the value or soundness of information, arguments, or methods	17	34	36	12
e. Applying theories or concepts to practical problems or in new situations	20	36	34	10
f. Using information you have read or heard to perform a new skill	25	36	31	9

### 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	3	42	31	14	10
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	28	48	14	5	5
c. Number of written papers or reports of any length	10	32	31	17	9

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

	7	6	5	4	3	2	1	Extremely easy
Extremely challenging	11	23	34	24	6	2	1	

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

	I have done	I plan to do	I have not done nor plan to do
a. Internship, field experience, co-op experience, or clinical assignment	17	42	41
b. English as a second language course	9	5	86
c. Developmental/remedial reading course	17	9	74
d. Developmental/remedial writing course	21	11	68
e. Developmental/remedial math course	31	15	55
f. Study skills course	15	18	66
g. Honors course	5	22	73
h. College orientation program or course	27	13	60
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	9	19	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	29	43	24	4
b. Providing the support you need to help you succeed at this college	30	42	23	5
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	19	29	33	18
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	9	17	34	40
e. Providing the support you need to thrive socially	10	22	40	28
f. Providing the financial support you need to afford your education	22	24	27	26
g. Using computers in academic work	43	33	18	6



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	42	30	17	6	3
b. Working for pay	21	6	6	13	17	36
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	82	13	3	1	1	1
d. Providing care for dependents living with you (parents, children, spouse, etc.)	44	16	8	6	4	23
e. Commuting to and from classes	7	69	16	5	1	2

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

Your relationship with:

a. Other Students

	7	6	5	4	3	2	1	
Friendly, supportive, sense of belonging	27	28	22	15	4	2	1	Unfriendly, unsupportive, sense of alienation

b. Instructors

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

c. Administrative Personnel & Offices

	7	6	5	4	3	2	1	
Helpful, considerate, flexible	20	23	22	20	8	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	29	42	23	5
b. Acquiring job or work-related knowledge and skills	22	31	30	17
c. Writing clearly and effectively	22	38	29	11
d. Speaking clearly and effectively	20	35	30	14
e. Thinking critically and analytically	27	42	25	6
f. Solving numerical problems	21	34	29	16
g. Using computing and information technology	27	33	27	13
h. Working effectively with others	23	37	31	9
i. Learning effectively on your own	28	41	25	7
j. Understanding yourself	22	32	30	16
k. Understanding people of other racial and ethnic	17	27	34	23
l. Developing a personal code of values and ethics	17	27	33	23
m. Contributing to the welfare of your community	10	19	35	37
n. Developing clearer career goals	24	33	28	15
o. Gaining information about career opportunities	22	30	30	19

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	13	43	35	9	28	44	10	18	62	28	10
b. Career counseling	5	23	51	21	16	29	13	42	50	29	21
c. Job placement assistance	3	9	47	42	7	16	13	63	38	28	34
d. Peer or other tutoring	7	18	46	28	17	23	9	50	39	31	29
e. Skill labs (writing, math, etc.)	15	24	37	23	23	28	7	42	44	31	25
f. Child care	2	3	38	57	5	7	10	78	27	18	54
g. Financial aid advising	17	28	32	23	26	26	13	35	61	18	21
h. Computer lab	33	30	24	13	44	29	5	22	60	25	15
i. Student organizations	5	12	45	39	9	20	10	61	24	35	41
j. Transfer credit assistance	7	21	37	35	15	23	11	51	51	22	27
k. Services to students with disabilities	4	5	33	58	8	10	8	74	44	16	40

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

	Very likely	Likely	Some-what likely	Not likely
a. Working full-time	20	18	21	41
b. Caring for dependents	12	16	23	49
c. Academically unprepared	7	12	23	58
d. Lack of finances	28	19	23	31
e. Transfer to a 4-year college or university	30	18	18	34

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

50 Extremely  
28 Quite a bit  
4 Somewhat  
Not Very

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

67 Extremely  
20 Quite a bit  
10 Somewhat  
3 Not Very

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

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

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

	Major source	Minor source	Not a source
a. My own income/savings	39	29	32
b. Parent or spouse/significant other's income/savings	29	18	53
c. Employer contributions	7	8	85
d. Grants & scholarships	34	12	54
e. Student loans (bank, etc.)	22	8	70
f. Public assistance	7	5	88

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)

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

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

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

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

- 16 A
- 28 A- to B+
- 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)

- 70 Day classes (morning or afternoon)
- 29 Evening classes
- 1 Weekend classes

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

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

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

- 87 None
- 3 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?**

- 31 Excellent
- 55 Good
- 12 Fair
- 1 Poor

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

30 Yes            70 No

**31 Are you married?**

23 Yes            77 No

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

87 Yes            13 No

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

- 3 None
- 73 High school diploma or GED
- 10 Vocational/technical certificate
- 8 Associate degree
- 5 Bachelor's degree
- 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	16	13
b. High school diploma or GED	31	32
c. Some college, did not complete degree	14	17
d. Associate degree	8	12
e. Bachelor's degree	13	13
f. Master's degree/1st professional	7	7
g. Doctorate degree	2	1
h. Unknown	8	5

**COLLEGE RESULTS:  
A SYNOPSIS**



**Ouachita Technical College**  
**Table 1**  
**Respondents to Underlying Populations Comparisons:**

**Comparison Group and All 2009 CCSSE Cohort Colleges**

	<b>Your Respondents</b>	<b>Your Population</b>	<b>2009 Cohort Size Group Comparison Population</b>	<b>2009 CCSSE Cohort Colleges Population</b>
<b>Gender</b>				
Male	29%	45%	40%	42%
Female	71%	55%	60%	58%
<b>Race/Ethnicity</b>				
American Indian or other Native American	0%	0%	2%	1%
Asian, Asian American, or Pacific Islander	2%	1%	3%	6%
Black or African American, Non-Hispanic	12%	11%	12%	13%
White, Non-Hispanic	81%	86%	73%	58%
Hispanic, Latino, Spanish	1%	2%	7%	14%
Other	1%	0%	4%	6%
International Student or Foreign National	3%	1%	0%	2%
<b>Student Age</b>				
18 to 19	26%	27%	26%	25%
20 to 21	17%	14%	17%	19%
22 to 24	10%	12%	13%	15%
25 to 29	18%	14%	13%	14%
30 to 39	19%	21%	15%	14%
40 to 49	6%	9%	9%	9%
50 to 64	3%	3%	5%	4%
65 and over	1%	0%	1%	1%
<b>Enrollment Status</b>				
Full - Time	84%	36%	44%	40%
Part - Time	16%	64%	56%	60%

Notes:

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

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

# First Look

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

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

# Ouachita Technical College: First Look

## Above the Mean

### COLLEGE ACTIVITIES

- 4c. Prepared two or more drafts of a paper or assignment before turning it in
- 4d. Worked on a paper or project that required integrating ideas or information from various sources
- 4g. Worked with classmates outside of class to prepare class assignments
- 4n. Discussed ideas from your readings or classes with instructors outside of class
- 4o. Received prompt feedback (written or oral) from instructors on your performance
- 4q. Worked with instructors on activities other than coursework
- 4s. Had serious conversations with students of a different race or ethnicity than your own
- 5d. Making judgments about the value or soundness of information, arguments, or methods

### OPINIONS ABOUT YOUR SCHOOL

- 9a. Encouraging you to spend significant amounts of time studying
- 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.)
- 9e. Providing the support you need to thrive socially

### STUDENT SERVICES

- 13c1. Frequency: Job placement assistance
- 13e1. Frequency: Skill labs (writing, math, etc.)
- 13k1. Frequency: Services to students with disabilities

## Below the Mean

No items below the mean



# Ouachita Technical College: First Look

## Above the Mean

COLLEGE ACTIVITIES	Part-Time	Full-Time
4b. Made a class presentation		*
4c. Prepared two or more drafts of a paper or assignment before turning it in		*
4g. Worked with classmates outside of class to prepare class assignments		*
4h. Tutored or taught other students (paid or voluntary)		*
4n. Discussed ideas from your readings or classes with instructors outside of class		*
4q. Worked with instructors on activities other than coursework		*
4s. Had serious conversations with students of a different race or ethnicity than your own		*
5d. Making judgments about the value or soundness of information, arguments, or methods		*
5f. Using information you have read or heard to perform a new skill		*
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings		*

OPINIONS ABOUT YOUR SCHOOL	Part-Time	Full-Time
9a. Encouraging you to spend significant amounts of time studying		*
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds		*
9e. Providing the support you need to thrive socially	*	

EDUCATIONAL AND PERSONAL GROWTH	Part-Time	Full-Time
12k. Understanding people of other racial and ethnic backgrounds		*

STUDENT SERVICES	Part-Time	Full-Time
13e1. Frequency: Skill labs (writing, math, etc.)		*
13f1. Frequency: Child care		*

# Ouachita Technical College: First Look

Below the Mean

No items below the mean

# 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 2009

## Ouachita Technical College

Compared with other Arkansas Colleges

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

63 Started here      37 Started elsewhere

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

	Very Often	Often	Sometimes	Never	
a. Asked questions in class or contributed to class discussions	34	33	32	1	
b. Made a class presentation	7	20	41	32	
c. Prepared two or more drafts of a paper or assignment before turning it in	28	32	23	16	*
d. Worked on a paper or project that required integrating ideas or information from various sources	30	36	28	6	*
e. Come to class without completing readings or assignments	2	9	63	27	
f. Worked with other students on projects during class	18	31	39	12	
g. Worked with classmates outside of class to prepare class assignments	11	20	35	34	*
h. Tutored or taught other students (paid or voluntary)	4	7	16	72	
i. Participated in a community-based project as a part of a regular course	1	4	20	74	
j. Used the Internet or instant messaging to work on an assignment	39	30	25	6	
k. Used e-mail to communicate with an instructor	24	30	36	11	
l. Discussed grades or assignments with an instructor	24	31	42	4	
m. Talked about career plans with an instructor or advisor	10	25	47	18	
n. Discussed ideas from your readings or classes with instructors outside of class	6	17	48	29	*
o. Received prompt feedback (written or oral) from instructors on your performance	26	44	29	1	*
p. Worked harder than you thought you could to meet an instructor's standards or expectations	19	37	40	4	
q. Worked with instructors on activities other than coursework	4	10	24	63	*
r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	23	31	34	12	
s. Had serious conversations with students of a different race or ethnicity other than your own	18	27	34	22	*
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	19	23	42	16	
u. Skipped class	0	4	43	53	

### 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	24	45	31	1	
b. Analyzing the basic elements of an idea, experience, or theory	23	41	33	4	
c. Synthesizing and organizing ideas, information, or experiences in new ways	18	44	34	4	
d. Making judgments about the value or soundness of information, arguments, or methods	19	37	37	7	*
e. Applying theories or concepts to practical problems or in new situations	19	37	38	6	
f. Using information you have read or heard to perform a new skill	25	40	31	5	

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	0	46	31	10	13
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	21	49	19	6	6
c. Number of written papers or reports of any length	9	38	32	16	5

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

	7	6	5	4	3	2	1	Extremely challenging	Extremely easy
	8	24	41	24	2	1	0		

**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	19	35	46
b. English as a second language course	9	5	87
c. Developmental/remedial reading course	10	5	85
d. Developmental/remedial writing course	12	9	80
e. Developmental/remedial math course	25	15	60
f. Study skills course	11	20	68
g. Honors course	4	29	68
h. College orientation program or course	19	20	60
i. Organized learning communities (linked courses/study groups led by faculty or counselors)	9	24	67

**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	37	45	16	2	*
b. Providing the support you need to help you succeed at this college	46	34	18	2	
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	33	29	27	11	*
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	17	18	45	20	*
e. Providing the support you need to thrive socially	22	25	37	16	*
f. Providing the financial support you need to afford your education	36	24	20	20	
g. Using computers in academic work	53	27	18	2	

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	51	29	12	6	1
b. Working for pay	27	8	8	9	15	33
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	79	15	4	2	0	0
d. Providing care for dependents living with you (parents, children, spouse, etc.)	28	14	10	11	3	36
e. Commuting to and from classes	6	69	14	7	2	3

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	43	22	17	12	2	3	1	Unfriendly, unsupportive, sense of alienation

b. Instructors

	7	6	5	4	3	2	1	
Available, helpful, sympathetic	44	22	22	8	4	1	0	Unavailable, unhelpful, unsympathetic

c. Administrative Personnel & Offices

	7	6	5	4	3	2	1	
Helpful, considerate, flexible	34	20	27	11	4	2	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	33	43	21	3
b. Acquiring job or work-related knowledge and skills	27	31	27	15
c. Writing clearly and effectively	20	50	25	6
d. Speaking clearly and effectively	22	39	27	12
e. Thinking critically and analytically	29	43	25	3
f. Solving numerical problems	27	36	24	13
g. Using computing and information technology	34	38	21	7
h. Working effectively with others	25	43	25	8
i. Learning effectively on your own	26	50	17	7
j. Understanding yourself	24	34	34	8
k. Understanding people of other racial and ethnic	17	30	33	20
l. Developing a personal code of values and ethics	19	31	37	13
m. Contributing to the welfare of your community	14	26	32	28
n. Developing clearer career goals	32	35	24	9
o. Gaining information about career opportunities	32	30	27	11

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	10	54	31	5	33	51	5	11	67	26	8
b. Career counseling	6	24	48	22	26	28	12	34	46	31	22
c. Job placement assistance	6	15	42	38	9	22	11	57	40	27	33
d. Peer or other tutoring	6	27	43	24	25	24	6	45	44	25	31
e. Skill labs (writing, math, etc.)	28	27	31	14	36	28	6	30	57	23	20
f. Child care	5	7	36	53	10	9	9	71	34	18	48
g. Financial aid advising	16	36	31	16	36	27	10	27	65	21	14
h. Computer lab	36	36	19	9	54	26	3	18	65	24	11
i. Student organizations	6	14	43	37	14	30	7	49	29	34	38
j. Transfer credit assistance	11	15	36	37	16	27	10	46	48	27	25
k. Services to students with disabilities	8	7	28	58	16	16	4	65	50	18	32

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	15	18	15	52
b. Caring for dependents	11	21	22	47
c. Academically unprepared	8	13	20	59
d. Lack of finances	26	24	21	29
e. Transfer to a 4-year college or university	33	24	13	31

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

68 Extremely  
19 Quite a bit  
9 Somewhat  
3 Not Very

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

71 Extremely  
16 Quite a bit  
11 Somewhat  
1 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	28	28	43
b. Obtain an associate degree	61	17	22
c. Transfer to a 4-year college or university	53	23	24
d. Obtain or update job-related skills	44	23	34
e. Self-improvement/personal enjoyment	41	33	26
f. Change careers	41	19	41

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	28	33	40
b. Parent or spouse/significant other's income/savings	25	21	53
c. Employer contributions	8	10	83
d. Grants & scholarships	54	7	39
e. Student loans (bank, etc.)	19	10	71
f. Public assistance	12	7	81

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)

- 4 Proprietary (private) school or training program
- 17 Public vocational-technical school
- 21 Another community or technical college
- 27 4-year college or university
- 40 None

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

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

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

- 15 A
- 27 A- to B+
- 25 B
- 22 B- to C+
- 6 C
- 4 C- or lower
- 0 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)

- 88 Day classes (morning or afternoon)
- 12 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?

- 14 none
- 35 1-14 credits
- 25 15-29 credits
- 12 30-44 credits
- 7 45-60 credits
- 7 over 60 credits



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

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

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

- 82 None
- 3 1 class
- 4 2 classes
- 2 3 classes
- 9 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?**

- 41 Excellent
- 50 Good
- 8 Fair
- 1 Poor

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

- 50 Yes            50 No

**31 Are you married?**

- 34 Yes            66 No

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

- 99 Yes            1 No

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

- 4 None
- 75 High school diploma or GED
- 14 Vocational/technical certificate
- 6 Associate degree
- 1 Bachelor's degree
- 0 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	12
b. High school diploma or GED	37	46
c. Some college, did not complete degree	14	13
d. Associate degree	7	12
e. Bachelor's degree	8	6
f. Master's degree/1st professional	9	4
g. Doctorate degree	2	2
h. Unknown	7	4

# 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 2009 *CCSSE* Cohort (students who participated in *CCSSE* from 2007 through 2009). 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 2009 *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 2009 *CCSSE* Cohort. The statistical significance—the probability of the observed difference occurring where there are truly no differences between the means—is reported. For the comparison group and the 2009 *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 2009 *CCSSE* Cohort. A description of the layout of this report is provided below:

#### Variable Names

Variable names are the names of all variables; these are the same names 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 2009 *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

The mean is the arithmetic average of all responses on a particular item.

#### Standard deviation

Standard deviation is 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

Std error of the mean is the 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

Significance is the probability of the observed difference occurring where there are truly no differences between the means. For the comparison group and the 2009 *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 2009 *CCSSE* Cohort.

# Community College Survey of Student Engagement

## Means Summary Report: All Students

### Ouachita Technical College, Arkansas Consortium

Item	Variable	Class	Your College			Other Consortium Colleges			2009 CCSSE Cohort		
			Mean	Sig*	Effect Size	Mean	Sig*	Effect Size	Mean	Sig*	Effect Size
			All Students N = 317	All Other Consortium N = 5226			All Other Colleges N = 40580				

#### 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*	Effect Size	Mean	Sig*	Effect Size	Mean	Sig*	Effect Size
a. Asked questions in class or contributed to class discussions	CLOQUEST	All Students	3.00			2.95			2.91		
b. Made a class presentation	CLPRESEN	All Students	2.01			1.92			2.05		
c. Prepared two or more drafts of a paper or assignment before turning it in	REWRPOPAP	All Students	2.72	*	0.29	2.42	*	0.29	2.46	*	0.25
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	All Students	2.89	*	0.22	2.69	*	0.22	2.72		
e. Came to class without completing readings or assignments	CLUNPREP	All Students	1.85			1.80			1.86		
f. Worked with other students on projects during class	CLASSGRP	All Students	2.55			2.48			2.47		
g. Worked with classmates outside of class to prepare class assignments	OCCGRP	All Students	2.08	*	0.21	1.89	*	0.21	1.87	*	0.23
h. Tutored or taught other students (paid or voluntary)	TUTOR	All Students	1.43			1.37			1.37		
i. Participated in a community-based project as a part of a regular course	COMMPROJ	All Students	1.32			1.30			1.31		
j. Used the Internet or instant messaging to work on an assignment	INTERNET	All Students	3.02			2.99			2.87		
k. Used email to communicate with an instructor	EMAIL	All Students	2.67			2.67			2.59		
l. Discussed grades or assignments with an instructor	FACGRADE	All Students	2.74			2.60			2.52	*	0.25
m. Talked about career plans with an instructor or advisor	FACPLANS	All Students	2.27			2.14			2.03	*	0.27

# Community College Survey of Student Engagement

## Means Summary Report: All Students

Item	Your College		Other Consortium Colleges		2009 CCSSE Cohort	
	Mean	Sig.	Mean	Sig.	Mean	Sig.

### COLLEGE ACTIVITIES

#### Academic, Intellectual, and Social Experiences continued

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

Variable	Class	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size
n. Discussed ideas from your readings or classes with instructors outside of class	All Students	2.01	1.75 *	0.32	1.74 *	0.33	0.33
o. Received prompt feedback (written or oral) from instructors on your performance	All Students	2.95	2.68 *	0.32	2.66 *	0.34	0.34
p. Worked harder than you thought you could to meet an instructor's standards or expectations	All Students	2.72	2.56		2.54 *	0.20	0.20
q. Worked with instructors on activities other than coursework	All Students	1.54	1.40 *	0.21	1.41		
r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	All Students	2.66	2.61		2.56		
s. Had serious conversations with students of a different race or ethnicity than your own	All Students	2.41	2.19 *	0.22	2.38		
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	All Students	2.46	2.28		2.34		
u. Skipped class	All Students	1.51	1.58		1.56		

#### 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

Variable	Class	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	All Students	2.91	2.83		2.82		
b. Analyzing the basic elements of an idea, experience, or theory	All Students	2.83	2.77		2.85		
c. Synthesizing and organizing ideas, information, or experiences in new ways	All Students	2.76	2.68		2.72		
d. Making judgments about the value or soundness of information, arguments, or methods	All Students	2.68	2.50 *	0.20	2.56		
e. Applying theories or concepts to practical problems or in new situations	All Students	2.69	2.56		2.66		
f. Using information you have read or heard to perform a new skill.	All Students	2.84	2.71		2.76		

# Community College Survey of Student Engagement

## Means Summary Report: All Students

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

### COLLEGE ACTIVITIES

1=Not at all, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20

Item	Variable	Class	Mean	Sig*	Effect Size	Mean	Sig*	Effect Size
<b>Reading and Writing</b>								
6. During the current school year, about how much reading and writing have you done at this college?		All Students	2.89		2.79	2.86		
a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	READASGN	All Students	2.89		2.79	2.86		
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	All Students	2.26		2.10	2.09		
c. Number of written papers or reports of any length	WRITEANY	All Students	2.70		2.71	2.83		

### Nature of Exams

1=Extremely easy to 7=Extremely challenging

7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	EXAMS	All Students	5.09		5.09	4.99		
--	-------	--------------	------	--	------	------	--	--

### OPINIONS ABOUT YOUR SCHOOL

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

Item	Variable	Class	Mean	Sig*	Effect Size	Mean	Sig*	Effect Size
<b>Institutional Emphasis</b>								
9. How much does this college emphasize each of the following?		All Students	3.18		3.00	2.97	*	0.26
a. Encouraging you to spend significant amounts of time studying	ENVSCHOL	All Students	3.18		3.00	2.97	*	0.26
b. Providing the support you need to help you succeed at this college	ENVSUPRT	All Students	3.24		3.12	2.97	*	0.31
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	All Students	2.84		2.50	2.49	*	0.35
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENWNACAD	All Students	2.33		2.03	1.94	*	0.41
e. Providing the support you need to thrive socially	ENVSOCAL	All Students	2.54		2.23	2.14	*	0.43
f. Providing the financial support you need to afford your education	FINSUPP	All Students	2.75		2.60	2.43	*	0.30
g. Using computers in academic work	ENVCOMP	All Students	3.31		3.26	3.12	*	0.20

\*T-tests: 2-tailed

# Community College Survey of Student Engagement

## Means Summary Report: All Students

Item	Variable	Class	Your College		Other Consortium Colleges		2009 CCSSSE Cohort	
			Mean	Sig*	Effect Size	Mean	Sig*	Effect Size

### WEEKLY ACTIVITIES

10. About how many hours do you spend in a typical 7 - day week doing each of the following?		0=None, 1=1-5 hours/week, 2=6-10 hours/week, 3=11-20 hours/week, 4=21-30 hours/week, 5=More than 30 hours/week			
a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	ACADPR01	All Students	1.73	1.94	1.92
b. Working for pay	PAYWORK	All Students	2.77	2.92	3.08
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	COCURR01	All Students	0.30	0.26	0.28
d. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	All Students	2.53	2.21	1.78 *
e. Commuting to and from classes	COMMUTE	All Students	1.38	1.33	1.31

### 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	All Students	5.78	5.71	5.49 *
b. Relationships with instructors	ENVFAC	All Students	5.92	5.86	5.67
c. Relationships with administrative personnel and offices	ENVADM	All Students	5.51	5.37	5.00 *

\* T-tests: 2-tailed



# Community College Survey of Student Engagement

## Means Summary Report: All Students

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

### EDUCATIONAL AND PERSONAL GROWTH

#### Knowledge, Skills & Personal Development

12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?									
a. Acquiring a broad general education	GNGENED	All Students	3.06	3.07			2.95		
b. Acquiring job or work-related knowledge and skills	GNWORK	All Students	2.70	2.70			2.58		
c. Writing clearly and effectively	GNWRITE	All Students	2.83	2.80			2.70		
d. Speaking clearly and effectively	GNSPEAK	All Students	2.71	2.70			2.61		
e. Thinking critically and analytically	GNANALY	All Students	2.99	2.93			2.89		
f. Solving numerical problems	GNSOLVE	All Students	2.77	2.67			2.60		
g. Using computing and information technology	GNCMPTS	All Students	2.98	2.92			2.73	*	0.25
h. Working effectively with others	GNOTHERS	All Students	2.85	2.83			2.73		
i. Learning effectively on your own	GNINQ	All Students	2.96	2.86			2.91		
j. Understanding yourself	GNSSELF	All Students	2.74	2.63			2.60		
k. Understanding people of other racial and ethnic backgrounds	GNDIVERS	All Students	2.45	2.36			2.37		
l. Developing a personal code of values and ethics	GNETHICS	All Students	2.55	2.40			2.36		
m. Contributing to the welfare of your community	GNCOMMUN	All Students	2.27	2.16			2.01	*	0.26
n. Developing clearer career goals	CARGOAL	All Students	2.89	2.75			2.67	*	0.22
o. Gaining information about career opportunities	GAINCAR	All Students	2.84	2.67			2.55	*	0.28

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

\* T-tests: 2-tailed

# Community College Survey of Student Engagement

## Means Summary Report: All Students

Item	Your College		Other Consortium Colleges		2009 CCSSE Cohort	
	Mean	Sig*	Mean	Sig*	Mean	Sig*

### STUDENT SERVICES

Item	Variable	Class	Mean	Sig*	Effect Size	Mean	Sig*	Effect Size	Mean	Sig*	Effect Size	
<p>13.1 How often do you use the following services?  <small>0=Don't know/N.A., 1=Rarely/never, 2=Sometimes, 3=Often</small></p>												
a. Frequency: Academic advising/planning	USEACAD	All Students	1.78			1.81			1.76			
b. Frequency: Career counseling	USECACOU	All Students	1.46			1.45			1.43			
c. Frequency: Job placement assistance	USEJOBPL	All Students	1.42		0.36	1.23	*		1.24	*	0.33	
d. Frequency: Peer or other tutoring	USETUTOR	All Students	1.51			1.51			1.46			
e. Frequency: Skill labs (writing, math, etc.)	USELAB	All Students	1.96		0.23	1.78	*		1.71	*	0.34	
f. Frequency: Child care	USECHLD	All Students	1.35			1.23			1.18	*	0.34	
g. Frequency: Financial aid advising	USEFAADV	All Students	1.82			1.90			1.81			
h. Frequency: Computer lab	USECOMLB	All Students	2.19			2.21			2.10			
i. Frequency: Student organizations	USESTORG	All Students	1.42			1.35			1.35			
j. Frequency: Transfer credit assistance	USETRCRD	All Students	1.60			1.56			1.54			
k. Frequency: Services to students with disabilities	USEDISAB	All Students	1.51		0.31	1.31	*		1.29	*	0.36	

\*T-test, 2-tailed

# Community College Survey of Student Engagement

## Means Summary Report: All Students

Item	Your College		Other Consortium Colleges		2009 CCSSSE Cohort	
	Mean	Sig.	Mean	Sig.	Mean	Sig.
Variable	Class	Mean	Sig.	Effect Size	Mean	Effect Size
<b>STUDENT SERVICES</b>						
13.2 How satisfied are you with the services? 0=N.A., 1=Not at all, 2=Somewhat, 3=Very						
a. Satisfaction: Academic advising/planning	SATACAD All Students	2.31		2.35	2.23	
b. Satisfaction: Career counseling	SATCACOU All Students	2.21		2.17	2.06	
c. Satisfaction: Job placement assistance	SATJOBPL All Students	1.95		1.92	1.83	
d. Satisfaction: Peer or other tutoring	SATTUTOR All Students	2.35		2.28	2.15	*
e. Satisfaction: Skill labs (writing, math, etc.)	SATLAB All Students	2.44		2.38	2.26	*
f. Satisfaction: Child care	SATCHLD All Students	2.04		1.90	1.77	
g. Satisfaction: Financial aid advising	SATFAADV All Students	2.37		2.29	2.20	
h. Satisfaction: Computer lab	SATCOMLB All Students	2.62		2.60	2.49	
i. Satisfaction: Student organizations	SATSTORG All Students	2.12		2.08	1.98	
j. Satisfaction: Transfer credit assistance	SATTRCRD All Students	2.11		2.19	2.07	
k. Satisfaction: Services to students with disabilities	SATDISAB All Students	2.33		2.19	2.02	*

\* T-test, 2-tailed

# Community College Survey of Student Engagement

## Means Summary Report: All Students

Item	Variable	Class	Your College			Other Consortium Colleges			2009 CCSSE Cohort		
			Mean	Sig.	Effect Size	Mean	Sig.	Effect Size	Mean	Sig.	Effect Size
<b>STUDENT SERVICES</b>											
13.3 How important are the services to you?			2.59		2.58		2.52				
a. Importance: Academic advising/planning	IMPACAD	All Students	2.59		2.58		2.52				
b. Importance: Career counseling	IMPACOU	All Students	2.24		2.31		2.29				
c. Importance: Job placement assistance	IMPJOBPL	All Students	2.07		2.06		2.04				
d. Importance: Peer or other tutoring	IMPTUTOR	All Students	2.13		2.17		2.10				
e. Importance: Skill labs (writing, math, etc.)	IMPLAB	All Students	2.37		2.28	*	2.19	*	0.23		
f. Importance: Child care	IMPCHLD	All Students	1.85		1.79		1.73				
g. Importance: Financial aid advising	IMPFAADV	All Students	2.51		2.50		2.40				
h. Importance: Computer lab	IMPCOMLB	All Students	2.54		2.54		2.44				
i. Importance: Student organizations	IMPSTORG	All Students	1.91		1.87		1.83				
j. Importance: Transfer credit assistance	IMPTRCRD	All Students	2.23		2.26		2.24				
k. Importance: Services to students with disabilities	IMPDISAB	All Students	2.18		2.11		2.03				

1=Not at all, 2=Somewhat, 3=Very

\*T-tests, 2-tailed

# Community College Survey of Student Engagement

## Means Summary Report: All Students

Item	Variable	Your College		Other Consortium Colleges		2008 CCSSE Cohort	
		Mean	Sig	Effect Size	Mean	Sig	Effect Size

### COLLEGE EXPERIENCES

1=Not likely, 2=Somewhat likely, 3=Likely, 4=Very likely							
14. How likely is it that the following issues would cause you to withdraw from class or from this college?							
a. Working full-time	WRKFULL	All Students	1.96	2.14	2.16		
b. Caring for dependents	CAREDEP	All Students	1.95	1.92	1.92		
c. Academically unprepared	ACADUNP	All Students	1.70	1.63	1.67		
d. Lack of finances	LACKFIN	All Students	2.46	2.52	2.43		
e. Transfer to a 4-year college or university	TRANSFER	All Students	2.58	2.38	2.44		
1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely							
15. How supportive are your friends of your attending this college?							
	FRNDSUPP	All Students	3.53	3.37	3.24	*	0.33
1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely							
16. How supportive is your immediate family of your attending this college?							
	FAMSUPP	All Students	3.58	3.59	3.51		
0=None, 1=1-14 credits, 2=15-29 credits, 3=30-44 credits, 4=45-60 credits, 5=over 60 credits							
23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?							
	TOTCHRS	All Students	1.86	2.01	2.02		
1=None, 2=1 class, 3=2 classes, 4=3 classes, 5=4 classes or more							
25. How many classes are you presently taking at OTHER institutions?							
	OTHINST	All Students	1.53	1.37	1.41		
1=Poor, 2=Fair, 3=Good, 4=Excellent							
27. How would you evaluate your entire educational experience at this college?							
	ENTIREXP	All Students	3.32	3.33	3.16	*	0.23

\* T-tests, 2-tailed

# Community College Survey of Student Engagement

## Ouachita Technical College, Arkansas Consortium

### Summary Statistics: All Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size		
	Your college		Other Consortium Colleges	Your college		Other Consortium Colleges	Your college		Other Consortium Colleges	Your college		Other Consortium Colleges	Your college		Other Consortium Colleges	Your college		Other Consortium Colleges
	n	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort
CLQUEST	317	3,222	400,052	3.00	2.95	2.91	0.83	0.84	0.85	0.047	0.015	0.001	0.230	0.054	0.07	0.11		
CLPRESEN	316	3,219	398,526	2.01	1.92	2.05	0.89	0.89	0.91	0.050	0.016	0.001	0.098	0.445	0.10	-0.04		
REWRPOP	317	3,201	397,225	2.72	2.42	2.46	1.05	1.05	1.03	0.059	0.019	0.002	0.000	0.000	0.29	0.25		
INTEGRAT	317	3,209	397,586	2.89	2.69	2.72	0.90	0.96	0.94	0.051	0.017	0.001	0.000	0.001	0.22	0.19		
CLUNPREP	316	3,197	396,573	1.85	1.80	1.86	0.64	0.74	0.73	0.036	0.013	0.001	0.247	0.931	0.07	0.00		
CLASSGRP	315	3,197	395,940	2.55	2.48	2.47	0.92	0.88	0.89	0.052	0.016	0.001	0.205	0.114	0.07	0.09		
OCCGRP	313	3,201	397,176	2.08	1.89	1.87	0.99	0.90	0.89	0.056	0.016	0.001	0.000	0.000	0.21	0.23		
TUTOR	317	3,213	398,137	1.43	1.37	1.37	0.80	0.68	0.70	0.045	0.012	0.001	0.180	0.148	0.08	0.08		
COMMPROJ	312	3,200	396,464	1.32	1.30	1.31	0.61	0.63	0.65	0.034	0.011	0.001	0.476	0.786	0.04	0.02		
INTERNET	315	3,200	396,529	3.02	2.99	2.87	0.94	0.99	1.00	0.053	0.017	0.002	0.521	0.006	0.04	0.15		
EMAIL	315	3,199	396,925	2.67	2.67	2.59	0.96	1.01	0.99	0.054	0.018	0.002	0.968	0.175	0.00	0.08		
FACGRADE	317	3,203	397,236	2.74	2.60	2.52	0.86	0.86	0.86	0.049	0.015	0.001	0.006	0.000	0.16	0.25		
FACPLANS	313	3,196	396,736	2.27	2.14	2.03	0.88	0.88	0.88	0.050	0.016	0.001	0.011	0.000	0.15	0.27		
FACIDEAS	312	3,191	396,187	2.01	1.75	1.74	0.85	0.82	0.82	0.048	0.014	0.001	0.000	0.000	0.32	0.33		
FACFEED	314	3,199	396,634	2.95	2.68	2.66	0.77	0.85	0.86	0.044	0.015	0.001	0.000	0.000	0.32	0.34		
WORKHARD	313	3,207	397,026	2.72	2.56	2.54	0.81	0.86	0.86	0.046	0.015	0.001	0.002	0.000	0.18	0.20		
FACOTH	314	3,176	393,880	1.54	1.40	1.41	0.82	0.70	0.72	0.046	0.012	0.001	0.001	0.001	0.21	0.19		
OOCIDEAS	315	3,209	398,054	2.66	2.61	2.56	0.97	0.94	0.93	0.055	0.017	0.001	0.442	0.076	0.05	0.10		
DIVRSTUD	314	3,214	397,965	2.41	2.19	2.38	1.02	1.01	1.04	0.057	0.018	0.002	0.000	0.658	0.22	0.02		
DIFFSTUD	315	3,207	397,554	2.46	2.28	2.34	0.98	0.97	1.02	0.055	0.017	0.002	0.001	0.037	0.19	0.12		
SKIPCLAS	315	3,205	398,608	1.51	1.58	1.56	0.58	0.65	0.65	0.033	0.012	0.001	0.103	0.183	-0.10	-0.07		
MEMORIZE	317	3,218	399,350	2.91	2.83	2.82	0.75	0.88	0.89	0.042	0.015	0.001	0.125	0.069	0.09	0.10		
ANALYZE	317	3,209	398,245	2.83	2.77	2.85	0.82	0.86	0.83	0.046	0.015	0.001	0.299	0.598	0.06	-0.03		
SYNTHESEZ	315	3,198	396,638	2.76	2.68	2.72	0.79	0.88	0.87	0.045	0.016	0.001	0.097	0.405	0.10	0.05		
EVALUATE	316	3,201	397,083	2.68	2.50	2.56	0.86	0.91	0.91	0.048	0.016	0.001	0.001	0.014	0.20	0.14		
APPLYING	317	3,205	397,746	2.69	2.56	2.66	0.84	0.91	0.91	0.047	0.016	0.001	0.022	0.582	0.14	0.03		
PERFORM	316	3,213	399,023	2.84	2.71	2.76	0.86	0.92	0.92	0.048	0.016	0.001	0.016	0.147	0.14	0.08		
READASGN	314	3,196	394,220	2.89	2.79	2.86	1.03	1.05	1.03	0.058	0.019	0.002	0.117	0.674	0.09	0.02		
READOWN	314	3,188	394,376	2.26	2.10	2.09	1.03	1.03	1.01	0.058	0.018	0.002	0.008	0.003	0.16	0.17		
WRITEANY	314	3,190	393,961	2.70	2.71	2.83	1.01	1.08	1.12	0.057	0.019	0.002	0.805	0.033	-0.01	-0.12		

\* T-tests: 2-tailed

**Community College Survey of Student Engagement**  
**Ouachita Technical College, Arkansas Consortium**  
**Summary Statistics: All Students**

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size					
	Other Consortium Colleges			2009 CCSSE Cohort			Your College			Other Consortium Colleges			2009 CCSSE Cohort			Other Consortium Colleges			2009 CCSSE Cohort		
	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort			
EXAMS	304	3,106	378,971	5.09	5.09	4.99	0.97	1.22	1.20	0.057	0.022	0.002	0.990	0.162	0.00	0.00	0.08				
ENVSCHOL	312	3,202	394,375	3.18	3.00	2.97	0.75	0.83	0.84	0.042	0.015	0.001	0.000	0.000	0.21	0.26					
ENVSUPRT	312	3,198	393,852	3.24	3.12	2.97	0.82	0.81	0.85	0.047	0.014	0.001	0.012	0.000	0.15	0.31					
ENVDIRVS	311	3,196	392,926	2.84	2.50	2.49	1.01	0.99	1.00	0.057	0.018	0.002	0.000	0.000	0.35	0.35					
ENVNACAD	312	3,201	393,073	2.33	2.03	1.94	0.98	0.97	0.96	0.056	0.017	0.002	0.000	0.000	0.30	0.41					
ENVSOCAL	312	3,176	391,444	2.54	2.23	2.14	1.00	0.92	0.93	0.057	0.016	0.001	0.000	0.000	0.34	0.43					
FINSUPP	312	3,187	391,943	2.75	2.60	2.43	1.14	1.10	1.10	0.065	0.019	0.002	0.016	0.000	0.14	0.30					
ENVCOMP	312	3,201	393,865	3.31	3.26	3.12	0.83	0.87	0.92	0.047	0.015	0.001	0.332	0.000	0.06	0.20					
ACADPR01	310	3,191	393,553	1.73	1.94	1.92	0.97	1.10	1.08	0.055	0.020	0.002	0.001	0.002	-0.20	-0.18					
PAYWORK	309	3,190	392,334	2.77	2.92	3.08	2.07	2.08	1.96	0.117	0.037	0.003	0.228	0.005	-0.07	-0.16					
COCURR01	309	3,185	392,605	0.30	0.26	0.28	0.66	0.66	0.74	0.038	0.012	0.001	0.293	0.624	0.06	0.03					
CAREDE01	310	3,182	391,813	2.53	2.21	1.78	2.10	2.16	2.03	0.119	0.038	0.003	0.011	0.000	0.15	0.37					
COMMUTE	310	3,195	392,469	1.38	1.33	1.31	0.97	0.84	0.88	0.055	0.015	0.001	0.321	0.175	0.06	0.08					
ENVSTU	311	3,201	393,844	5.78	5.71	5.48	1.40	1.26	1.34	0.079	0.022	0.002	0.349	0.000	0.06	0.22					
ENVFAC	311	3,202	393,814	5.92	5.86	5.67	1.20	1.20	1.25	0.068	0.021	0.002	0.422	0.001	0.05	0.19					
ENVADM	311	3,202	393,357	5.51	5.37	5.00	1.47	1.48	1.57	0.083	0.026	0.002	0.114	0.000	0.09	0.33					
NGENLED	311	3,198	393,138	3.05	3.07	2.95	0.82	0.84	0.86	0.046	0.015	0.001	0.846	0.029	-0.01	0.12					
GNWORK	310	3,193	392,569	2.70	2.70	2.58	1.03	1.00	1.02	0.058	0.018	0.002	0.960	0.033	0.00	0.12					
GNWRITE	309	3,192	392,724	2.83	2.80	2.70	0.80	0.93	0.93	0.046	0.016	0.001	0.530	0.014	0.04	0.14					
GNSPEAK	311	3,190	392,564	2.71	2.70	2.61	0.94	0.94	0.96	0.063	0.017	0.002	0.814	0.077	0.01	0.10					
GNANALY	311	3,192	392,427	2.99	2.93	2.89	0.80	0.86	0.87	0.046	0.015	0.001	0.219	0.037	0.07	0.12					
GNSOLVE	311	3,180	392,146	2.77	2.67	2.60	0.98	0.97	0.99	0.056	0.017	0.002	0.081	0.002	0.10	0.18					
GNCMPTS	310	3,185	392,228	2.98	2.92	2.73	0.91	0.95	1.00	0.052	0.017	0.002	0.280	0.000	0.06	0.25					
GNOTHERS	311	3,189	392,554	2.85	2.83	2.73	0.89	0.89	0.91	0.050	0.016	0.001	0.841	0.032	0.01	0.12					
GNINQ	308	3,192	392,496	2.96	2.96	2.91	0.83	0.84	0.89	0.047	0.015	0.001	0.934	0.245	0.00	0.07					
GNSELF	308	3,188	392,048	2.74	2.63	2.60	0.92	0.98	1.01	0.052	0.017	0.002	0.077	0.017	0.11	0.14					
GNDIVERS	309	3,190	391,848	2.45	2.36	2.37	1.00	1.01	1.01	0.057	0.018	0.002	0.136	0.193	0.09	0.07					
GNETHICS	310	3,186	391,921	2.55	2.40	2.36	0.95	0.99	1.02	0.054	0.018	0.002	0.011	0.001	0.15	0.18					
GNCOMMUN	310	3,187	391,291	2.27	2.16	2.01	1.02	0.98	0.97	0.058	0.017	0.002	0.075	0.000	0.11	0.26					
CARGOAL	309	3,191	392,319	2.89	2.75	2.67	0.95	0.99	1.00	0.054	0.017	0.002	0.015	0.000	0.15	0.22					

\* T-tests: 2-tailed

# Community College Survey of Student Engagement

## Ouachita Technical College, Arkansas Consortium

### Summary Statistics: All Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size		
	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort
	GAINCAR	311	3,198	392,941	2.84	2.67	2.55	1.00	1.01	1.03	0.057	0.018	0.002	0.005	0.000	0.000	0.17	0.17
USEACAD	283	2,958	359,972	1.78	1.81	1.76	0.62	0.68	0.68	0.037	0.013	0.001	0.418	0.604	0.604	-0.05	-0.05	0.03
USECACOU	247	2,594	312,931	1.46	1.45	1.43	0.61	0.61	0.61	0.040	0.012	0.001	0.873	0.540	0.540	0.01	0.01	0.04
USEJOBPL	196	1,844	232,054	1.42	1.23	1.24	0.64	0.49	0.52	0.047	0.012	0.001	0.000	0.000	0.000	0.36	0.36	0.33
USEUTUTOR	239	2,421	285,244.00	1.51	1.51	1.46	0.62	0.68	0.66	0.041	0.014	0.001	0.885	0.205	0.205	0.01	0.01	0.09
USELAB	261	2,509	302,147	1.96	1.78	1.71	0.82	0.79	0.76	0.051	0.016	0.001	0.000	0.000	0.000	0.23	0.23	0.34
USECHLD	156	1,332	166,541	1.35	1.23	1.18	0.63	0.59	0.50	0.053	0.016	0.001	0.030	0.000	0.000	0.19	0.19	0.34
USEFAADV	263	2,657	305,494	1.82	1.90	1.81	0.72	0.77	0.77	0.045	0.015	0.001	0.103	0.767	0.767	-0.11	-0.11	0.02
USECOMLB	286	2,852	343,448	2.19	2.21	2.10	0.74	0.79	0.79	0.045	0.015	0.001	0.718	0.045	0.045	-0.02	-0.02	0.12
USESTORG	221	2,061	245,644	1.42	1.35	1.35	0.62	0.60	0.60	0.044	0.014	0.001	0.460	0.247	0.247	0.12	0.12	0.12
USETRCRD	206	2,032	256,128	1.60	1.56	1.54	0.75	0.69	0.68	0.054	0.015	0.001	0.001	0.000	0.000	0.06	0.06	0.08
USEDISAB	144	1,362	163,948	1.51	1.31	1.29	0.74	0.62	0.61	0.065	0.017	0.002	0.001	0.000	0.000	0.31	0.31	0.36
SATACAD	250	2,731	320,248	2.31	2.35	2.23	0.59	0.63	0.63	0.036	0.012	0.001	0.381	0.027	0.027	-0.06	-0.06	0.14
SATCACOU	202	1,942	228,010	2.21	2.17	2.06	0.73	0.69	0.69	0.052	0.016	0.001	0.410	0.002	0.002	0.06	0.06	0.22
SATJOBPL	141	1,227	145,059	1.95	1.92	1.83	0.66	0.72	0.71	0.058	0.021	0.002	0.574	0.050	0.050	0.05	0.05	0.17
SATTUTOR	176	1,752	195,303	2.35	2.28	2.15	0.63	0.69	0.70	0.050	0.017	0.002	0.231	0.000	0.000	0.10	0.10	0.28
SATLAB	214	1,958	226,993	2.44	2.38	2.26	0.63	0.62	0.65	0.044	0.014	0.001	0.219	0.000	0.000	0.09	0.09	0.28
SATCHILD	105	734	83,717	2.04	1.90	1.77	0.74	0.78	0.76	0.081	0.030	0.003	0.135	0.002	0.002	0.17	0.17	0.34
SATFAADV	226	2,344	253,781	2.37	2.29	2.20	0.69	0.72	0.73	0.047	0.015	0.001	0.148	0.001	0.001	0.10	0.10	0.22
SATCOMLB	259	2,624	304,972	2.62	2.60	2.49	0.53	0.56	0.61	0.034	0.011	0.001	0.660	0.001	0.001	0.03	0.03	0.21
SATSTORG	170	1,395	159,500	2.12	2.08	1.98	0.59	0.69	0.67	0.048	0.019	0.002	0.457	0.009	0.009	0.06	0.06	0.22
SATTRCRD	163	1,555	192,373	2.11	2.19	2.07	0.69	0.72	0.71	0.054	0.018	0.002	0.181	0.534	0.534	-0.11	-0.11	0.05
SATDISAB	109	893	99,021	2.33	2.19	2.02	0.66	0.74	0.77	0.064	0.025	0.002	0.059	0.000	0.000	0.20	0.20	0.40
IMPACAD	287	3,115	378,516	2.59	2.58	2.52	0.64	0.64	0.67	0.037	0.011	0.001	0.728	0.083	0.083	0.02	0.02	0.10
IMPACACOU	285	3,088	374,329	2.24	2.31	2.29	0.80	0.78	0.79	0.047	0.014	0.001	0.144	0.286	0.286	-0.09	-0.09	-0.06
IMPJOBPL	283	3,053	369,750	2.07	2.06	2.04	0.85	0.84	0.84	0.051	0.015	0.001	0.854	0.550	0.550	0.01	0.01	0.04
IMPJTUTOR	284	3,043	369,801	2.13	2.17	2.10	0.86	0.82	0.82	0.051	0.015	0.001	0.455	0.585	0.585	-0.05	-0.05	0.03
IMPLAB	280	3,023	368,324	2.37	2.28	2.19	0.80	0.79	0.80	0.048	0.014	0.001	0.409	0.000	0.000	0.12	0.12	0.23
IMPCHILD	285	3,044	366,379	1.85	1.79	1.73	0.90	0.88	0.86	0.053	0.016	0.001	0.265	0.019	0.019	0.07	0.07	0.14
IMPFAADV	284	3,050	369,593	2.51	2.50	2.40	0.73	0.76	0.81	0.043	0.014	0.001	0.851	0.021	0.021	0.01	0.01	0.14



# Community College Survey of Student Engagement

## Ouachita Technical College, Arkansas Consortium

### Summary Statistics: All Students

Variable Names	# of respondents			mean				standard deviation				std error of the mean				significance				effect size		
	Other Consortium Colleges		2009 CCSSE Cohort	Your College		Other Consortium Colleges		2009 CCSSE Cohort	Your College		Other Consortium Colleges		2009 CCSSE Cohort	Your College		Other Consortium Colleges		2009 CCSSE Cohort	Your College		Other Consortium Colleges	2009 CCSSE Cohort
	285	3,049	371,494	2.54	2.54	2.54	2.44	0.70	0.70	0.70	0.74	0.041	0.041	0.041	0.001	0.921	0.034	0.034	0.034	0.034	0.034	0.12
IMPCOMLB	286	3,024	365,308	1.91	1.87	1.83	0.82	0.82	0.79	0.78	0.048	0.014	0.001	0.413	0.095	0.10						
IMPSTORG	287	3,051	369,688	2.23	2.26	2.24	0.84	0.84	0.85	0.049	0.015	0.001	0.454	0.821	-0.01							
IMPTRCRD	285	3,042	366,243	2.18	2.11	2.03	0.91	0.92	0.92	0.053	0.017	0.002	0.206	0.005	0.16							
IMPDISAB	309	3,196	394,020	1.96	2.14	2.16	1.13	1.16	1.16	0.065	0.020	0.002	0.009	0.002	-0.16							
WRKFULL	309	3,188	393,185	1.95	1.92	1.92	1.05	1.05	1.06	0.060	0.019	0.002	0.612	0.534	0.04							
CAREDEP	309	3,179	391,804	1.70	1.63	1.67	0.97	0.90	0.93	0.056	0.016	0.001	0.202	0.535	0.04							
ACADUNP	309	3,188	392,710	2.46	2.52	2.43	1.16	1.21	1.19	0.066	0.021	0.002	0.443	0.654	0.03							
LACKFIN	309	3,192	393,202	2.58	2.38	2.44	1.23	1.24	1.24	0.070	0.022	0.002	0.007	0.040	0.12							
TRANSFER	308	3,198	394,318	3.53	3.37	3.24	0.79	0.82	0.88	0.045	0.015	0.001	0.002	0.000	0.19							
FRNDSUPP	308	3,193	393,376	3.58	3.59	3.51	0.72	0.74	0.79	0.041	0.013	0.001	0.841	0.113	0.09							
FAMSUPP	305	3,187	392,727	1.86	2.01	2.02	1.39	1.48	1.48	0.080	0.026	0.002	0.085	0.058	-0.10							
TOTCHRS	308	3,199	393,739	1.53	1.37	1.41	1.24	1.00	1.05	0.071	0.018	0.002	0.010	0.051	0.11							
OTHINST	308	3,198	393,775	3.32	3.33	3.16	0.65	0.66	0.68	0.037	0.012	0.001	0.879	0.000	-0.01							
ENTIREXP																						

\* T-tests: 2-tailed

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

**Ouachita Technical College, Arkansas Consortium**

Item	Variable	Class	Your College		Other Consortium Colleges		2009 CCSSE Cohort	
			Mean	Sig.	Mean	Sig.	Mean	Sig.
			All Students N = 317		All Other Consortium N = 3226			All Other Colleges N = 40589
			All Part-Time Students N = 50		All Other Consortium (Part-Time) N = 771			All Other Colleges (Part-Time) N = 115596
			All Full-Time Students N = 267		All Other Consortium (Full-Time) N = 2465			All Other Colleges (Full-Time) N = 265023

**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

	CLQUEST	Part - Time	2.98	2.89	2.88
a. Asked questions in class or contributed to class discussions		Full - Time	3.05	3.01	2.96
b. Made a class presentation	CLPRESEN	Full - Time	1.74	1.75	1.91
		Full - Time	2.48	2.15	2.25
		Full - Time	2.56	2.27	2.36
c. Prepared two or more drafts of a paper or assignment before turning it in	REWPAP	Full - Time	3.01	2.63	2.62
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Full - Time	2.82	2.55	2.58
e. Came to class without completing readings or assignments	CLUNPREP	Full - Time	3.03	2.88	2.92
		Full - Time	1.82	1.73	1.80
		Full - Time	1.91	1.90	1.94
f. Worked with other students on projects during class	CLASSGRP	Part - Time	2.42	2.40	2.39
		Full - Time	2.77	2.60	2.57
g. Worked with classmates outside of class to prepare class assignments	OCCGRP	Part - Time	1.92	1.70	1.76
		Full - Time	2.36	2.10	2.03
h. Tutored or taught other students (paid or voluntary)	TUTOR	Part - Time	1.30	1.29	1.31
		Full - Time	1.66	1.45	1.46
i. Participated in a community-based project as a part of a regular course	COMMPROJ	Part - Time	1.22	1.20	1.25
		Full - Time	1.50	1.40	1.40
j. Used the Internet or instant messaging to work on an assignment	INTERNET	Part - Time	2.96	2.93	2.75
		Full - Time	3.14	3.08	3.04
k. Used email to communicate with an instructor	EMAIL	Part - Time	2.66	2.61	2.46
		Full - Time	2.68	2.81	2.78
l. Discussed grades or assignments with an instructor	FACGRADE	Part - Time	2.72	2.50	2.44
		Full - Time	2.77	2.73	2.64
m. Talked about career plans with an instructor or advisor	FACPLANS	Part - Time	2.24	1.99	1.91
		Full - Time	2.31	2.31	2.18

# Community College Survey of Student Engagement

## Means Summary Report: Enrollment Status Breakout

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

### COLLEGE ACTIVITIES

#### Academic, Intellectual, and Social Experiences continued

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

Item	Variable	Class	Mean	Sig	Effect Size	Mean	Sig	Effect Size	Mean	Sig	Effect Size
n. Discussed ideas from your readings or classes with instructors outside of class	FACIDEAS	Part - Time	1.96			1.63			1.65		
		Full - Time	2.10			1.88	*	0.25	1.84	*	0.30
o. Received prompt feedback (written or oral) from instructors on your performance	FACFEED	Part - Time	3.06			2.65			2.64	*	0.48
		Full - Time	2.75			2.71			2.69		
p. Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	Part - Time	2.73			2.49			2.49		
		Full - Time	2.69			2.65			2.62		
q. Worked with instructors on activities other than coursework	FACOTH	Part - Time	1.46			1.31			1.33		
		Full - Time	1.69			1.50	*	0.25	1.50	*	0.24
r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOIDEAS	Part - Time	2.62			2.55			2.52		
		Full - Time	2.72			2.68			2.62		
s. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	Part - Time	2.28			2.07			2.31		
		Full - Time	2.63			2.33	*	0.30	2.50		
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	Part - Time	2.42			2.16			2.24		
		Full - Time	2.54			2.43			2.49		
u. Skipped class	SKIPCLAS	Part - Time	1.50			1.51			1.49		
		Full - Time	1.54			1.65			1.66		

#### 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	Effect Size	Mean	Sig	Effect Size	Mean	Sig	Effect Size
5. During the current school year, how much has your coursework at this college emphasized the following mental activities?											
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	2.84			2.75			2.78		
		Full - Time	3.04			2.91			2.88		
b. Analyzing the basic elements of an idea, experience, or theory	ANALYZE	Part - Time	2.72			2.71			2.81		
		Full - Time	3.01			2.86			2.91		
c. Synthesizing and organizing ideas, information, or experiences in new ways	SYNTHESZ	Part - Time	2.68			2.61			2.67		
		Full - Time	2.90			2.76			2.79		
d. Making judgments about the value or soundness of information, arguments, or methods	EVALUATE	Part - Time	2.60			2.40			2.48		
		Full - Time	2.83			2.63	*	0.22	2.66		
e. Applying theories or concepts to practical problems or in new situations	APPLYING	Part - Time	2.60			2.47			2.59		
		Full - Time	2.84			2.67			2.75		
f. Using information you have read or heard to perform a new skill.	PERFORM	Part - Time	2.70			2.64			2.70		
		Full - Time	3.08			2.80	*	0.32	2.85	*	0.25

\* T-tests: 2-tailed

# Community College Survey of Student Engagement

## Means Summary Report: Enrollment Status Breakout

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

### COLLEGE ACTIVITIES

#### 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
- b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- c. Number of written papers or reports of any length

Variable	Class	Mean	Sig	Effect Size	Mean	Sig	Effect Size
READASGN	Part - Time	2.61		2.60	2.68		0.24
	Full - Time	3.36	*	0.35	3.11	*	
READOWN	Part - Time	2.37		2.06	2.10		
	Full - Time	2.08		2.14	2.09		
WRITEANY	Part - Time	2.51		2.48	2.60		
	Full - Time	3.02		3.01	3.16		

1=Extremely easy to 7=Extremely challenging

#### Nature of Exams

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	Effect Size
EXAMS	Part - Time	5.07		5.08
	Full - Time	5.14		5.11

### OPINIONS ABOUT YOUR SCHOOL

#### Institutional Emphasis

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

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

Variable	Class	Mean	Sig	Effect Size	Mean	Sig	Effect Size
ENVSCHOL	Part - Time	3.12		2.92	2.92		0.30
	Full - Time	3.28		3.10	3.03	*	
ENVSUPRT	Part - Time	3.27		3.05	2.93		
	Full - Time	3.19		3.18	3.02		
ENVDIVRS	Part - Time	2.86		2.45	2.45		
	Full - Time	2.81		2.57	2.57	*	0.25
ENMNACAD	Part - Time	2.35		1.98	1.90	*	0.48
	Full - Time	2.30		2.09	2.00	*	0.31
ENVSOCAL	Part - Time	2.61		2.14	2.07	*	0.58
	Full - Time	2.43		2.32	2.23	*	0.21
FINSUPP	Part - Time	2.69		2.45	2.30		
	Full - Time	2.86		2.76	2.59	*	0.25
ENVCOMP	Part - Time	3.24		3.19	3.02		
	Full - Time	3.42		3.35	3.27		

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

# Community College Survey of Student Engagement

## Means Summary Report: Enrollment Status Breakout

Item	Variable	Your College		Other Consortium Colleges		2009 CCSSE Cohort	
		Mean	Sig*	Mean	Sig*	Mean	Sig*

### WEEKLY ACTIVITIES

Item	Variable	Class	Mean	Sig*	Effect Size	Mean	Sig*	Effect Size
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	1.53	1.77		1.79		
		Full - Time	2.08	2.16		2.12		
b. Working for pay	PAYWORK	Part - Time	3.06	3.36		3.45		
		Full - Time	2.25	2.46		2.61		
c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	COCURR01	Part - Time	0.25	0.18		0.18		
		Full - Time	0.38	0.34		0.40		
d. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	Part - Time	2.59	2.34		2.00		
		Full - Time	2.42	2.02		1.48	*	0.50
e. Commuting to and from classes	COMMUTE	Part - Time	1.33	1.23		1.23		
		Full - Time	1.48	1.46		1.42		

### Quality of Relationships

Item	Variable	Class	Mean	Sig*	Effect Size	Mean	Sig*	Effect Size
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	5.84	5.65		5.46		
		Full - Time	5.68	5.74		5.53		
1=Unavailable, unhelpful, unsympathetic to 7=Available, helpful, sympathetic								
b. Relationships with instructors	ENVFAC	Part - Time	6.04	5.89		5.73		
		Full - Time	5.70	5.80		5.60		
1=Unhelpful, inconsiderate, rigid to 7=Helpful, considerate, flexible								
c. Relationships with administrative personnel and offices	ENVADM	Part - Time	5.67	5.39		5.00		
		Full - Time	5.23	5.34		4.97		

\* T-tests: 2-tailed

# Community College Survey of Student Engagement

## Means Summary Report: Enrollment Status Breakout

Item	Variable	Class	Your College		Other Consortium Colleges		2009 CCSSE Cohort	
			Mean	Sig	Mean	Sig	Mean	Sig

### 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 Consortium Colleges		2009 CCSSE Cohort	
			Mean	Sig	Mean	Sig	Mean	Sig
<i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>								
a. Acquiring a broad general education	GNGENLED	Part - Time	3.00		2.98		2.88	
		Full - Time	3.16		3.17		3.06	
b. Acquiring job or work-related knowledge and skills	GNWORK	Part - Time	2.55		2.61		2.51	
		Full - Time	2.97		2.80		2.65	*
c. Writing clearly and effectively	GNWRITE	Part - Time	2.76		2.70		2.62	
		Full - Time	2.97		2.91		2.82	
d. Speaking clearly and effectively	GNSPEAK	Part - Time	2.61		2.60		2.53	
		Full - Time	2.88		2.80		2.72	
e. Thinking critically and analytically	GNANALY	Part - Time	2.88		2.82		2.82	
		Full - Time	3.18		3.05		2.98	*
f. Solving numerical problems	GNSOLVE	Part - Time	2.65		2.51		2.51	
		Full - Time	2.97		2.84		2.72	*
g. Using computing and information technology	GNCMPTS	Part - Time	2.88		2.87		2.64	
		Full - Time	3.16		2.99		2.85	*
h. Working effectively with others	GNOTHERS	Part - Time	2.73		2.76		2.66	
		Full - Time	3.04		2.91		2.83	*
i. Learning effectively on your own	GNINQ	Part - Time	2.85		2.92		2.86	
		Full - Time	3.15		3.01		2.96	*
j. Understanding yourself	GNSSELF	Part - Time	2.65		2.55		2.54	
		Full - Time	2.88		2.72		2.68	*
k. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Part - Time	2.27		2.28		2.31	
		Full - Time	2.75		2.45	*	2.46	*
l. Developing a personal code of values and ethics	GNETHICS	Part - Time	2.47		2.29		2.29	
		Full - Time	2.69		2.53		2.46	*
m. Contributing to the welfare of your community	GNCOMMUN	Part - Time	2.16		2.09		1.96	
		Full - Time	2.44		2.24		2.09	*
n. Developing clearer career goals	CARGOAL	Part - Time	2.83		2.64		2.58	
		Full - Time	3.00		2.87		2.78	*
o. Gaining information about career opportunities	GAINCAR	Part - Time	2.82		2.56		2.45	
		Full - Time	2.87		2.78		2.68	

# Community College Survey of Student Engagement

## Means Summary Report: Enrollment Status Breakout

Item	Variable	Your College		Other Consortium Colleges		2009 CCSSE Cohort	
		Mean	Sig.	Mean	Sig.	Mean	Sig.

### STUDENT SERVICES

0=Don't know/N.A. 1=Rarely/never, 2=Sometimes, 3=Often								
Item	Variable	Class	Mean	Sig.	Mean	Sig.	Mean	Sig.
13.1 How often do you use the following services?								
a. Frequency: Academic advising/planning	USEACAD	Part - Time	1.74		1.75		1.71	
		Full - Time	1.84		1.87		1.82	
b. Frequency: Career counseling	USECACOU	Part - Time	1.42		1.43		1.41	
		Full - Time	1.52		1.47		1.46	
c. Frequency: Job placement assistance	USEJOBPL	Part - Time	1.43		1.20		1.20	
		Full - Time	1.40		1.27		1.29	
d. Frequency: Peer or other tutoring	USETUTOR	Part - Time	1.48		1.41		1.43	
		Full - Time	1.56		1.60		1.49	
e. Frequency: Skill labs (writing, math, etc.)	USELAB	Part - Time	1.90		1.70		1.66	
		Full - Time	2.07	*	1.86	*	1.77	* 0.39
f. Frequency: Child care	USECHLD	Part - Time	1.24		1.18		1.16	
		Full - Time	1.50		1.29	*	1.19	* 0.59
g. Frequency: Financial aid advising	USEFAADV	Part - Time	1.71		1.82		1.75	
		Full - Time	2.00		1.99		1.88	
h. Frequency: Computer lab	USECOMLB	Part - Time	2.07		2.08		1.98	
		Full - Time	2.40		2.36		2.24	
i. Frequency: Student organizations	USESTORG	Part - Time	1.33		1.26		1.27	
		Full - Time	1.53		1.44		1.43	
j. Frequency: Transfer credit assistance	USETRCRD	Part - Time	1.62		1.55		1.50	
		Full - Time	1.56		1.58		1.59	
k. Frequency: Services to students with disabilities	USEDISAB	Part - Time	1.58		1.26		1.27	
		Full - Time	1.41		1.37		1.32	

\*T-test, 2-tailed

# Community College Survey of Student Engagement

## Means Summary Report: Enrollment Status Breakout

Item	Your College		Other Consortium Colleges		2009 CCSSE Cohort	
	Mean	Sig.	Mean	Sig.	Mean	Effect Size

### STUDENT SERVICES

Item	Variable	Class	Your College		Other Consortium Colleges		2009 CCSSE Cohort	
			Mean	Sig.	Mean	Sig.	Mean	Effect Size
0=N.A., 1=Not at all, 2=Somewhat, 3=Very								
13.2 How satisfied are you with the services?								
a. Satisfaction: Academic advising/planning	SATACAD	Part - Time	2.34		2.35		2.21	
		Full - Time	2.26		2.34		2.24	
b. Satisfaction: Career counseling	SATCACOU	Part - Time	2.29		2.17		2.05	
		Full - Time	2.07		2.16		2.07	
c. Satisfaction: Job placement assistance	SATJOBPL	Part - Time	1.94		1.91		1.79	
		Full - Time	1.97		1.93		1.87	
d. Satisfaction: Peer or other tutoring	SATTUTOR	Part - Time	2.43		2.22		2.13	
		Full - Time	2.23		2.33		2.18	
e. Satisfaction: Skill labs (writing, math, etc.)	SATLAB	Part - Time	2.48		2.39		2.24	
		Full - Time	2.37		2.38		2.28	
f. Satisfaction: Child care	SATCHLD	Part - Time	2.00		1.93		1.74	
		Full - Time	2.07		1.89		1.81	
g. Satisfaction: Financial aid advising	SATFAADV	Part - Time	2.38		2.27		2.17	
		Full - Time	2.35		2.32		2.24	
h. Satisfaction: Computer lab	SATCOMLB	Part - Time	2.64		2.57		2.47	
		Full - Time	2.59		2.64		2.53	
i. Satisfaction: Student organizations	SATSTORG	Part - Time	2.19		2.05		1.92	
		Full - Time	2.03		2.11		2.03	
j. Satisfaction: Transfer credit assistance	SATTRCRD	Part - Time	2.08		2.21		2.06	
		Full - Time	2.16		2.18		2.09	
k. Satisfaction: Services to students with disabilities	SATDISAB	Part - Time	2.44		2.19		1.99	
		Full - Time	2.16		2.19		2.06	



# Community College Survey of Student Engagement

## Means Summary Report: Enrollment Status Breakout

Item	Variable	Class	Your College		Other Consortium Colleges		2009 CCSSE Cohort	
			Mean	Sig*	Mean	Sig*	Mean	Sig*

### STUDENT SERVICES

1=Not at all, 2=Somewhat, 3=Very								
Item	Variable	Class	Mean	Sig*	Mean	Sig*	Mean	Sig*
13.3. How important are the services to you?			2.58		2.55		2.48	
a. Importance: Academic advising/planning	IMPACAD	Part - Time	2.58		2.55		2.48	
		Full - Time	2.60		2.60		2.58	
b. Importance: Career counseling	IMPACACOU	Part - Time	2.17		2.30		2.26	
		Full - Time	2.36		2.32		2.34	
c. Importance: Job placement assistance	IMPJOBPL	Part - Time	2.00		2.05		1.99	
		Full - Time	2.19		2.08		2.10	
d. Importance: Peer or other tutoring	IMPTUTOR	Part - Time	2.04		2.11		2.06	
		Full - Time	2.28		2.22		2.16	
e. Importance: Skill labs (writing, math, etc.)	IMPLAB	Part - Time	2.33		2.25		2.15	
		Full - Time	2.44		2.31		2.25	*
f. Importance: Child care	IMPCHLD	Part - Time	1.80		1.79		1.71	
		Full - Time	1.94		1.79		1.76	
g. Importance: Financial aid advising	IMPFAADV	Part - Time	2.46		2.43		2.33	
		Full - Time	2.61		2.58		2.49	
h. Importance: Computer lab	IMPOMLB	Part - Time	2.47		2.48		2.36	
		Full - Time	2.66		2.62		2.55	
i. Importance: Student organizations	IMPSTORG	Part - Time	1.83		1.82		1.77	
		Full - Time	2.06		1.93		1.93	
j. Importance: Transfer credit assistance	IMPTRCRD	Part - Time	2.21		2.28		2.19	
		Full - Time	2.26		2.25		2.31	
k. Importance: Services to students with disabilities	IMPDISAB	Part - Time	2.19		2.09		2.00	
		Full - Time	2.18		2.14		2.09	

\* T-tests, 2-tailed

# Community College Survey of Student Engagement

## Means Summary Report: Enrollment Status Breakout

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

### COLLEGE EXPERIENCES

1=Not likely, 2=Somewhat likely, 3=Likely, 4=Very likely											
14. How likely is it that the following issues would cause you to withdraw from class or from this college?											
a. Working full-time		WRKFULL	Part - Time	1.90	2.19	2.21					
			Full - Time	2.06	2.11	2.10					
b. Caring for dependents		CAREDEP	Part - Time	1.98	1.91	1.94					
			Full - Time	1.91	1.92	1.89					
c. Academically unprepared		ACADUNP	Part - Time	1.69	1.61	1.65					
			Full - Time	1.73	1.66	1.70					
d. Lack of finances		LACKFIN	Part - Time	2.44	2.48	2.44					
			Full - Time	2.51	2.58	2.43					
e. Transfer to a 4-year college or university		TRANSFER	Part - Time	2.71	2.29	2.34					
			Full - Time	2.36	2.51	2.59					
1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely											
15. How supportive are your friends of your attending this college?											
		FRNDSUPP	Part - Time	3.53	3.38	3.24					
			Full - Time	3.52	3.36	3.24					0.32
1=Not very, 2=Somewhat, 3=Quite a bit, 4=Extremely											
16. How supportive is your immediate family of your attending this college?											
		FAMSUPP	Part - Time	3.57	3.57	3.49					
			Full - Time	3.59	3.61	3.54					
0=None, 1=1-14 credits, 2=15-29 credits, 3=30-44 credits, 4=45-60 credits, 5= over 60 credits											
23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?											
		TOTCHRS	Part - Time	1.83	1.87	1.88					
			Full - Time	1.89	2.15	2.18					
1=None, 2=1 class, 3=2 classes, 4=3 classes, 5=4 classes or more											
25. How many classes are you presently taking at OTHER institutions?											
		OTHINST	Part - Time	1.56	1.35	1.42					
			Full - Time	1.48	1.40	1.40					
1=Poor, 2=Fair, 3=Good, 4=Excellent											
27. How would you evaluate your entire educational experience at this college?											
		ENTIREXP	Part - Time	3.33	3.35	3.17					
			Full - Time	3.30	3.29	3.15					0.21

\* T-tests, 2-tailed

**Community College Survey of Student Engagement  
Ouachita Technical College, Arkansas Consortium  
Summary Statistics: Part - Time Students**

Variable Names	# of respondents		mean		standard deviation		std error of the mean		significance		effect size	
	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Other Consortium Colleges	2009 CCSSE Cohort	Other Consortium Colleges	2009 CCSSE Cohort
	50	115,385	2.98	0.84	0.84	0.119	0.030	0.003	0.459	0.424	0.11	0.11
CLQUEST	770	115,385	2.98	0.84	0.84	0.119	0.030	0.003	0.459	0.424	0.11	0.11
CLPRESEN	50	114,859	1.74	0.75	0.86	0.106	0.031	0.003	0.955	0.178	-0.01	-0.19
REWROPAP	50	114,455	2.56	1.05	1.06	0.149	0.038	0.003	0.058	0.182	0.28	0.19
INTEGRAT	50	114,461	2.82	0.94	1.00	0.133	0.036	0.003	0.068	0.078	0.27	0.25
CLUNPREP	50	114,318	1.82	0.56	0.74	0.079	0.027	0.002	0.419	0.809	0.12	0.03
CLASSGRP	50	114,174	2.42	0.97	0.92	0.137	0.033	0.003	0.871	0.841	0.02	0.03
OCCGRP	50	114,516	1.92	0.99	0.85	0.140	0.031	0.003	0.085	0.181	0.25	0.19
TUTOR	50	114,781	1.30	0.74	0.60	0.104	0.022	0.002	0.932	0.909	0.01	-0.02
COMMPROJ	50	114,258	1.22	0.46	0.54	0.066	0.019	0.002	0.837	0.737	0.03	-0.05
INTERNET	50	114,273	2.96	0.99	1.03	0.140	0.037	0.003	0.858	0.150	0.03	0.20
EMAIL	50	114,325	2.66	0.98	1.02	0.139	0.037	0.003	0.743	0.152	0.05	0.20
FACGRADE	50	114,415	2.72	0.88	0.85	0.125	0.031	0.003	0.077	0.020	0.26	0.33
FACPLANS	49	114,357	2.24	0.88	0.86	0.126	0.031	0.003	0.046	0.006	0.29	0.39
FACIDEAS	50	114,056	1.96	0.83	0.76	0.118	0.028	0.002	0.003	0.007	0.43	0.38
FACFEED	50	114,261	3.06	0.77	0.87	0.108	0.031	0.003	0.001	0.001	0.47	0.48
WORKHARD	49	114,342	2.73	0.81	0.86	0.116	0.031	0.003	0.052	0.049	0.29	0.28
FACOTH	50	113,373	1.46	0.73	0.63	0.104	0.023	0.002	0.108	0.179	0.23	0.19
OOCIDEAS	50	114,711	2.62	1.01	0.95	0.143	0.034	0.003	0.612	0.467	0.07	0.10
DIVRSTUD	50	114,594	2.28	1.01	0.99	0.143	0.036	0.003	0.148	0.817	0.21	-0.03
DIFFSTUD	50	114,464	2.42	0.97	0.95	0.137	0.034	0.003	0.059	0.214	0.28	0.18
SKIPGLAS	50	114,856	1.50	0.54	0.63	0.077	0.023	0.002	0.881	0.878	-0.02	0.02
MEMORIZE	50	115,112	2.84	0.71	0.90	0.100	0.033	0.003	0.502	0.627	0.10	0.07
ANALYZE	50	114,694	2.72	0.81	0.89	0.114	0.032	0.003	0.913	0.430	0.02	-0.11
SYNTHEZ	50	114,214	2.68	0.77	0.88	0.109	0.032	0.003	0.567	0.967	0.08	0.01
EVALUATE	50	114,346	2.60	0.86	0.91	0.121	0.033	0.003	0.134	0.372	0.22	0.13
APPLYING	50	114,594	2.60	0.81	0.91	0.114	0.033	0.003	0.343	0.943	0.14	0.01
PERFORM	50	114,988	2.70	0.84	0.93	0.119	0.033	0.003	0.637	0.997	0.07	0.00
READASGN	49	113,330	2.61	0.93	1.03	0.133	0.038	0.003	0.959	0.638	0.01	-0.07
READOWN	49	113,373	2.37	1.03	0.99	0.148	0.036	0.003	0.037	0.067	0.31	0.26
WRITEANY	49	113,277	2.51	1.00	1.05	0.143	0.038	0.003	0.830	0.585	0.03	-0.08

\* T-tests: 2-tailed

**Community College Survey of Student Engagement**  
**Ouachita Technical College, Arkansas Consortium**  
**Summary Statistics: Part - Time Students**

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size		
	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges*	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort
EXAMS	46	735	108,171	5.07	5.08	4.98	0.93	1.27	1.25	0.137	0.047	0.004	0.943	0.635	0.07	-0.01	0.07	
ENVSCHOL	49	761	113,273	3.12	2.92	2.92	0.75	0.84	0.84	0.108	0.031	0.003	0.099	0.096	0.24	0.24	0.24	
ENVSUPRT	49	760	113,074	3.27	3.05	2.93	0.86	0.80	0.86	0.123	0.029	0.003	0.076	0.007	0.26	0.26	0.39	
ENVDIVRS	49	760	112,632	2.86	2.45	2.45	1.06	0.99	1.00	0.152	0.036	0.003	0.005	0.004	0.41	0.41	0.41	
EMVACAD	49	762	112,607	2.35	1.98	1.90	0.97	0.96	0.95	0.138	0.035	0.003	0.009	0.001	0.38	0.38	0.48	
ENVSOCAL	49	750	112,099	2.61	2.14	2.07	1.04	0.90	0.93	0.148	0.033	0.003	0.000	0.000	0.52	0.52	0.58	
FINSUPP	49	756	112,150	2.69	2.45	2.30	1.21	1.12	1.10	0.173	0.041	0.003	0.135	0.013	0.22	0.22	0.35	
ENVCOMP	49	761	112,988	3.24	3.19	3.02	0.88	0.91	0.96	0.126	0.033	0.003	0.685	0.099	0.06	0.06	0.24	
ACADPR01	49	758	113,165	1.53	1.77	1.79	0.84	1.03	1.01	0.121	0.038	0.003	0.108	0.076	-0.24	-0.24	-0.25	
PAYWORK	49	756	112,738	3.06	3.36	3.45	2.10	2.04	1.92	0.299	0.074	0.006	0.317	0.161	-0.15	-0.15	-0.20	
COCURR01	48	757	112,807	0.25	0.18	0.18	0.64	0.54	0.58	0.092	0.020	0.002	0.358	0.419	0.14	0.14	0.12	
CAREDE01	49	755	112,572	2.59	2.34	2.00	2.09	2.18	2.10	0.299	0.079	0.006	0.430	0.048	0.12	0.12	0.28	
COMMUTE	49	759	112,757	1.33	1.23	1.23	0.92	0.72	0.80	0.132	0.026	0.002	0.350	0.417	0.14	0.14	0.12	
ENVSTU	49	761	113,184	5.84	5.65	5.46	1.40	1.28	1.35	0.201	0.046	0.004	0.336	0.050	0.14	0.14	0.28	
ENVFAC	49	761	113,191	6.04	5.89	5.73	1.17	1.19	1.26	0.167	0.043	0.004	0.404	0.080	0.12	0.12	0.25	
ENVADM	49	761	112,934	5.67	5.39	5.00	1.41	1.44	1.57	0.201	0.052	0.005	0.179	0.003	0.20	0.20	0.43	
NGENLED	49	760	112,851	3.00	2.98	2.88	0.84	0.88	0.89	0.120	0.032	0.003	0.887	0.335	0.02	0.02	0.14	
GNWORK	49	758	112,612	2.55	2.61	2.51	1.04	1.02	1.03	0.149	0.037	0.003	0.718	0.788	-0.05	-0.05	0.04	
GNWRITE	49	759	112,630	2.76	2.70	2.62	0.78	0.95	0.96	0.111	0.034	0.003	0.668	0.322	0.06	0.06	0.14	
GNSPKAK	49	758	112,595	2.61	2.60	2.53	0.95	0.95	0.98	0.136	0.035	0.003	0.932	0.572	0.01	0.01	0.08	
GNANALY	49	758	112,556	2.88	2.82	2.82	0.78	0.89	0.89	0.112	0.032	0.003	0.676	0.658	0.06	0.06	0.06	
GN SOLVE	49	748	112,378	2.65	2.51	2.51	1.01	1.01	1.02	0.144	0.037	0.003	0.393	0.320	0.14	0.14	0.14	
GNCMPTS	48	750	112,448	2.88	2.87	2.64	0.94	0.97	1.02	0.135	0.036	0.003	0.969	0.104	0.01	0.01	0.23	
GNOTHERS	49	757	112,604	2.73	2.76	2.66	0.91	0.89	0.93	0.130	0.033	0.003	0.827	0.587	-0.03	-0.03	0.08	
GNINGQ	48	755	112,602	2.85	2.92	2.86	0.82	0.84	0.90	0.119	0.031	0.003	0.612	0.951	-0.08	-0.08	0.01	
GNSELF	49	755	112,425	2.65	2.55	2.54	0.90	0.98	1.01	0.129	0.036	0.003	0.490	0.456	0.10	0.10	0.11	
GN DIVERS	48	755	112,354	2.27	2.28	2.31	0.98	1.01	1.02	0.142	0.037	0.003	0.968	0.793	-0.01	-0.01	-0.04	
GNETHICS	49	756	112,391	2.47	2.29	2.29	0.94	0.98	1.02	0.134	0.035	0.003	0.201	0.220	0.19	0.19	0.18	
GNCOMMUN	49	753	112,161	2.16	2.09	1.96	1.03	0.98	0.96	0.147	0.036	0.003	0.607	0.131	0.08	0.08	0.22	
CARGOAL	47	758	112,487	2.83	2.64	2.58	0.99	1.00	1.02	0.144	0.036	0.003	0.204	0.094	0.19	0.19	0.24	

\* T-tests: 2-tailed

# Community College Survey of Student Engagement

## Ouachita Technical College, Arkansas Consortium

### Summary Statistics: Part - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size		
	Other Consortium Colleges			Your College			Other Consortium Colleges			Your College			Other Consortium Colleges			Other Consortium Colleges		
	2009 Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort	2009 CCSSE Cohort
GAINCAR	49	756	112,708	2.82	2.56	2.45	1.01	1.02	1.04	0.145	0.037	0.003	0.092	0.014	0.25	0.35		
USEACAD	47	671	99,526	1.74	1.75	1.71	0.57	0.68	0.68	0.083	0.026	0.002	0.938	0.694	-0.01	0.06		
USECACOU	36	591	86,039	1.42	1.43	1.41	0.60	0.61	0.61	0.101	0.025	0.002	0.876	0.955	-0.03	0.01		
USEJOBPL	28	389	61,840	1.43	1.20	1.20	0.69	0.47	0.49	0.130	0.024	0.002	0.015	0.014	0.48	0.46		
USETUTOR	33	523	76,473	1.48	1.41	1.43	0.62	0.63	0.66	0.108	0.027	0.002	0.490	0.647	0.12	0.08		
USELAB	40	567	81,192	1.90	1.70	1.66	0.84	0.79	0.76	0.133	0.033	0.003	0.128	0.046	0.25	0.32		
USECHLD	21	305	46,165	1.24	1.18	1.16	0.54	0.53	0.48	0.118	0.030	0.002	0.650	0.437	0.10	0.17		
USEFAADV	38	586	81,088	1.71	1.82	1.75	0.69	0.80	0.78	0.113	0.033	0.003	0.392	0.778	-0.14	-0.05		
USECOMLB	43	650	91,675	2.07	2.08	1.98	0.77	0.83	0.81	0.117	0.032	0.003	0.909	0.461	-0.02	0.11		
USESTORG	27	422	62,251	1.33	1.26	1.27	0.62	0.53	0.56	0.119	0.026	0.002	0.467	0.557	0.14	0.11		
USETRCRD	29	471	69,122	1.62	1.55	1.50	0.82	0.68	0.67	0.152	0.031	0.003	0.592	0.339	0.10	0.18		
USEDISAB	19	295	44,663	1.58	1.26	1.27	0.84	0.58	0.60	0.192	0.034	0.003	0.027	0.024	0.52	0.52		
SATACAD	44	610	84,884	2.34	2.35	2.21	0.57	0.65	0.65	0.086	0.026	0.002	0.948	0.186	-0.01	0.20		
SATCACOU	31	408	59,563	2.29	2.17	2.05	0.78	0.70	0.71	0.141	0.035	0.003	0.378	0.054	0.16	0.35		
SATJOBPL	18	235	34,817	1.94	1.91	1.79	0.73	0.76	0.73	0.171	0.050	0.004	0.838	0.363	0.05	0.21		
SATTUTOR	23	342	49,061	2.43	2.22	2.13	0.66	0.72	0.72	0.138	0.039	0.003	0.159	0.045	0.30	0.42		
SATLAB	31	419	57,306	2.48	2.39	2.24	0.63	0.63	0.68	0.112	0.031	0.003	0.409	0.049	0.15	0.35		
SATCHLD	11	141	21,371	2.00	1.93	1.74	0.89	0.81	0.78	0.270	0.068	0.005	0.781	0.261	0.09	0.34		
SATFAADV	32	487	63,036	2.38	2.27	2.17	0.75	0.74	0.76	0.133	0.033	0.003	0.441	0.120	0.14	0.28		
SATCOMLB	36	564	76,221	2.64	2.57	2.47	0.54	0.58	0.64	0.090	0.025	0.002	0.508	0.101	0.11	0.27		
SATSTORG	21	258	35,067	2.19	2.05	1.92	0.60	0.73	0.71	0.131	0.045	0.004	0.377	0.078	0.20	0.38		
SATTRCRD	25	349	49,033	2.08	2.21	2.06	0.70	0.71	0.73	0.140	0.038	0.003	0.358	0.899	-0.19	0.03		
SATDISAB	16	180	24,959	2.44	2.19	1.99	0.63	0.75	0.79	0.157	0.056	0.005	0.209	0.023	0.33	0.57		
IMPACAD	48	739	107,988	2.58	2.55	2.48	0.65	0.68	0.70	0.093	0.025	0.002	0.735	0.311	0.05	0.15		
IMPCACOU	46	736	106,682	2.17	2.30	2.26	0.82	0.80	0.81	0.122	0.029	0.002	0.282	0.480	-0.16	-0.10		
IMPJOBPL	45	726	105,195	2.00	2.05	1.99	0.88	0.85	0.86	0.131	0.052	0.003	0.714	0.953	-0.06	0.01		
IMPTUTOR	45	720	105,166	2.04	2.11	2.06	0.90	0.83	0.84	0.135	0.031	0.003	0.610	0.905	-0.08	-0.02		
IMPLAB	45	721	104,829	2.33	2.25	2.15	0.85	0.80	0.82	0.127	0.030	0.003	0.521	0.131	0.10	0.23		
IMPCHLD	46	729	104,410	1.80	1.79	1.71	0.91	0.89	0.86	0.134	0.033	0.003	0.892	0.459	0.02	0.11		
IMPAADV	46	727	105,289	2.46	2.43	2.33	0.78	0.80	0.85	0.115	0.030	0.003	0.840	0.314	0.03	0.15		

\* T-tests: 2-tailed

**Community College Survey of Student Engagement**  
**Ouachita Technical College, Arkansas Consortium**  
**Summary Statistics: Part - Time Students**

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size		
	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges*	2009 CCSSE Cohort	Other Consortium Colleges	2009 CCSSE Cohort	Other Consortium Colleges	2009 CCSSE Cohort
	47	105,740	2,47	2,48	2,36	0,75	0,75	0,78	0,109	0,028	0,002	0,908	0,362	-0,02	0,13			
IMPCOMLB	715	105,740	2,47	2,48	2,36	0,75	0,75	0,78	0,109	0,028	0,002	0,908	0,362	-0,02	0,13			
IMPSTORG	719	103,987	1,83	1,82	1,77	0,84	0,80	0,78	0,123	0,030	0,002	0,930	0,571	0,01	0,08			
IMPTRCRD	724	105,315	2,21	2,28	2,19	0,85	0,85	0,87	0,123	0,031	0,003	0,560	0,868	-0,09	0,02			
IMPDISAB	721	105,026	2,19	2,09	2,00	0,91	0,94	0,92	0,132	0,035	0,003	0,491	0,149	0,10	0,21			
WRKFULL	762	113,295	1,90	2,19	2,21	1,12	1,16	1,17	0,161	0,042	0,003	0,090	0,062	-0,25	-0,27			
CAREDEP	757	112,963	1,98	1,91	1,94	1,06	1,04	1,08	0,153	0,038	0,003	0,662	0,778	0,07	0,04			
ACADUNP	758	112,498	1,69	1,61	1,65	0,99	0,90	0,92	0,143	0,033	0,003	0,581	0,787	0,08	0,04			
LACKFIN	761	112,915	2,44	2,48	2,44	1,15	1,20	1,19	0,166	0,043	0,004	0,807	0,988	-0,04	0,00			
TRANSFER	759	112,902	2,71	2,29	2,34	1,22	1,23	1,23	0,176	0,044	0,004	0,023	0,040	0,34	0,30			
FRNDSUPP	764	113,428	3,53	3,38	3,24	0,83	0,82	0,88	0,121	0,030	0,003	0,207	0,024	0,19	0,33			
FAMSUPP	763	113,111	3,57	3,57	3,49	0,71	0,75	0,80	0,104	0,027	0,002	0,997	0,454	0,00	0,11			
TOTCHRS	759	112,947	1,83	1,87	1,88	1,43	1,52	1,49	0,207	0,055	0,004	0,868	0,811	-0,02	-0,03			
OTHINST	762	113,316	1,56	1,35	1,42	1,24	0,89	0,99	0,178	0,032	0,003	0,119	0,308	0,23	0,15			
ENTIREXP	762	113,345	3,33	3,35	3,17	0,63	0,65	0,68	0,091	0,024	0,002	0,892	0,097	-0,02	0,24			

\* T-tests: 2-tailed

# Community College Survey of Student Engagement

## Ouachita Technical College, Arkansas Consortium

### Summary Statistics: Full - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size		
	Other Consortium Colleges	2009 CCSSE Cohort	Other Consortium Colleges	Your College	2009 CCSSE Cohort	Other Consortium Colleges	Your College	2009 CCSSE Cohort	Other Consortium Colleges	Your College	2009 CCSSE Cohort	Other Consortium Colleges	Your College	2009 CCSSE Cohort	Other Consortium Colleges	Your College	2009 CCSSE Cohort	
CLQUEST	267	2,452	284,667	3.05	3.01	2.96	0.81	0.84	0.83	0.050	0.017	0.002	0.507	0.071	0.04	0.11		
CLPRESEN	266	2,448	283,667	2.48	2.15	2.25	0.93	0.88	0.89	0.057	0.018	0.002	0.000	0.000	0.37	0.27		
REWROPAP	267	2,435	282,770	3.01	2.63	2.62	0.99	1.01	1.00	0.060	0.020	0.002	0.000	0.000	0.38	0.40		
INTEGRAT	267	2,444	283,125	3.03	2.88	2.92	0.83	0.88	0.86	0.051	0.018	0.002	0.008	0.045	0.17	0.12		
CLUNPREP	266	2,430	282,255	1.91	1.90	1.94	0.75	0.74	0.73	0.046	0.015	0.001	0.791	0.439	0.02	-0.05		
CLASSGRP	265	2,431	281,766	2.77	2.60	2.57	0.79	0.83	0.84	0.048	0.017	0.002	0.001	0.000	0.21	0.24		
OCCGRP	263	2,437	282,660	2.36	2.10	2.03	0.94	0.91	0.90	0.058	0.018	0.002	0.000	0.000	0.29	0.37		
TUTOR	267	2,447	283,356	1.66	1.45	1.46	0.87	0.74	0.76	0.053	0.015	0.001	0.000	0.000	0.27	0.26		
COMMPROJ	262	2,435	282,206	1.50	1.40	1.40	0.77	0.71	0.72	0.047	0.014	0.001	0.032	0.016	0.14	0.15		
INTERNET	265	2,437	282,256	3.14	3.08	3.04	0.85	0.92	0.94	0.052	0.019	0.002	0.335	0.090	0.06	0.10		
EMAIL	265	2,440	282,600	2.68	2.81	2.78	0.94	0.98	0.95	0.058	0.020	0.002	0.047	0.091	-0.13	-0.10		
FACGRADE	267	2,435	282,621	2.77	2.73	2.64	0.85	0.86	0.86	0.052	0.017	0.002	0.433	0.011	0.05	0.16		
FACPLANS	264	2,436	282,379	2.31	2.31	2.18	0.89	0.88	0.90	0.055	0.018	0.002	0.933	0.021	0.01	0.14		
FACIDEAS	262	2,425	282,131	2.10	1.88	1.84	0.86	0.85	0.85	0.063	0.017	0.002	0.000	0.000	0.25	0.30		
FACFEED	264	2,435	282,373	2.75	2.71	2.69	0.75	0.83	0.83	0.046	0.017	0.002	0.396	0.222	0.05	0.08		
WORKHARD	264	2,441	282,684	2.69	2.65	2.62	0.83	0.85	0.86	0.051	0.017	0.002	0.473	0.158	0.05	0.09		
FACOTH	264	2,420	280,507	1.69	1.50	1.50	0.93	0.75	0.77	0.057	0.015	0.001	0.000	0.000	0.25	0.24		
OCCIDEAS	265	2,443	283,343	2.72	2.68	2.62	0.91	0.93	0.92	0.056	0.019	0.002	0.545	0.088	0.04	0.10		
DIVRSTUD	264	2,447	283,371	2.63	2.33	2.50	1.00	1.02	1.04	0.061	0.021	0.002	0.000	0.039	0.30	0.13		
DIFFSTUD	265	2,440	283,090	2.54	2.43	2.49	0.99	0.97	1.01	0.061	0.020	0.002	0.086	0.462	0.11	0.05		
SKIPCLAS	265	2,442	283,752	1.54	1.65	1.66	0.65	0.67	0.67	0.040	0.013	0.001	0.010	0.002	-0.17	-0.19		
MEMORIZE	267	2,451	284,238	3.04	2.91	2.88	0.82	0.84	0.86	0.050	0.017	0.002	0.019	0.003	0.15	0.18		
ANALYZE	267	2,444	283,551	3.01	2.86	2.91	0.83	0.83	0.81	0.051	0.017	0.002	0.005	0.039	0.18	0.13		
SYNTHESESZ	265	2,437	282,424	2.90	2.76	2.79	0.82	0.87	0.85	0.051	0.018	0.002	0.013	0.032	0.16	0.13		
EVALUATE	266	2,437	282,737	2.83	2.63	2.66	0.85	0.89	0.89	0.052	0.018	0.002	0.001	0.002	0.22	0.19		
APPLYING	267	2,438	283,152	2.84	2.67	2.75	0.89	0.90	0.89	0.054	0.018	0.002	0.005	0.131	0.18	0.09		
PERFORM	266	2,448	284,035	3.08	2.80	2.85	0.85	0.90	0.90	0.052	0.018	0.002	0.000	0.000	0.32	0.25		
READASGN	265	2,435	280,890	3.36	3.01	3.11	1.04	1.01	1.02	0.064	0.021	0.002	0.000	0.000	0.35	0.24		
READOWN	265	2,431	281,003	2.08	2.14	2.09	1.01	1.07	1.02	0.062	0.022	0.002	0.392	0.960	-0.06	0.00		
WRITEANY	265	2,431	280,684	3.02	3.01	3.16	0.96	1.05	1.07	0.059	0.021	0.002	0.879	0.033	0.01	-0.13		

**Community College Survey of Student Engagement**  
**Ouachita Technical College, Arkansas Consortium**  
**Summary Statistics: Full - Time Students**

Variable Names	# of respondents		mean		standard deviation		std error of the mean		significance		effect size				
	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Other Consortium Colleges*	2009 CCSSE Cohort	Other Consortium Colleges	2009 CCSSE Cohort			
	268	2,371	270,800	5.14	5.11	1.08	1.15	1.15	0.068	0.024	0.002	0.759	0.107	0.02	0.10
EXAMS	268	2,371	270,800	5.14	5.11	1.08	1.15	1.15	0.068	0.024	0.002	0.759	0.107	0.02	0.10
ENVSCHOL	263	2,441	281,102	3.28	3.10	3.03	0.81	0.82	0.046	0.016	0.002	0.001	0.000	0.22	0.30
ENVSUPRT	263	2,438	280,778	3.19	3.18	3.02	0.77	0.84	0.047	0.016	0.002	0.918	0.001	0.01	0.20
ENVDIVRS	262	2,436	280,294	2.81	2.57	2.57	0.94	1.00	0.058	0.020	0.002	0.000	0.000	0.24	0.25
ENVNACAD	263	2,439	280,466	2.30	2.09	2.00	1.02	0.96	0.063	0.020	0.002	0.001	0.000	0.21	0.31
ENVSOCAL	263	2,426	279,345	2.43	2.32	2.23	0.95	0.94	0.059	0.019	0.002	0.088	0.001	0.11	0.21
FINSUPP	263	2,431	279,793	2.86	2.76	2.59	1.02	1.09	0.063	0.021	0.002	0.162	0.000	0.09	0.25
ENVCOMP	263	2,440	280,877	3.42	3.35	3.27	0.74	0.84	0.046	0.016	0.002	0.195	0.004	0.08	0.18
ACADPR01	261	2,433	280,388	2.08	2.16	2.12	1.09	1.15	0.068	0.023	0.002	0.272	0.051	-0.07	-0.04
PAYWORK	260	2,434	279,596	2.25	2.46	2.61	1.93	2.01	0.120	0.041	0.004	0.094	0.002	-0.11	-0.19
COCURR01	261	2,428	279,798	0.38	0.34	0.40	0.70	0.76	0.043	0.015	0.002	0.426	0.714	0.05	-0.02
CAREDE01	261	2,427	279,241	2.42	2.02	1.48	2.13	2.12	0.132	0.043	0.004	0.004	0.000	0.19	0.50
COMMUTE	261	2,436	279,712	1.48	1.46	1.42	1.05	0.94	0.065	0.019	0.002	0.803	0.334	0.02	0.06
ENYSTU	262	2,440	280,660	5.68	5.74	5.53	1.40	1.25	0.086	0.025	0.002	0.451	0.068	-0.05	0.11
ENVFAC	262	2,441	280,623	5.70	5.80	5.60	1.25	1.24	0.077	0.025	0.002	0.248	0.198	-0.08	0.08
ENVADM	262	2,441	280,423	5.23	5.34	4.97	1.56	1.50	0.097	0.030	0.003	0.258	0.007	-0.07	0.17
NGENLED	262	2,438	280,287	3.16	3.17	3.06	0.77	0.78	0.048	0.016	0.002	0.923	0.034	-0.01	0.13
GNWORK	261	2,435	279,957	2.97	2.80	2.65	0.95	0.96	0.059	0.019	0.002	0.008	0.000	0.17	0.31
GNWRITE	260	2,433	280,094	2.97	2.91	2.82	0.84	0.89	0.052	0.018	0.002	0.372	0.007	0.06	0.17
GNSPKAK	262	2,432	279,969	2.88	2.80	2.72	0.91	0.92	0.056	0.019	0.002	0.220	0.007	0.08	0.17
GNANALY	262	2,434	279,871	3.18	3.05	2.98	0.81	0.82	0.050	0.017	0.002	0.009	0.000	0.17	0.25
GN SOLVE	262	2,432	279,768	2.97	2.84	2.72	0.92	0.91	0.057	0.018	0.002	0.024	0.000	0.15	0.27
GNCMPTS	262	2,435	279,780	3.16	2.99	2.85	0.86	0.91	0.053	0.018	0.002	0.003	0.000	0.19	0.32
GNOTHERS	262	2,432	279,950	3.04	2.91	2.83	0.82	0.87	0.051	0.018	0.002	0.029	0.000	0.14	0.24
GNINQ	260	2,437	279,894	3.15	3.01	2.96	0.82	0.83	0.051	0.017	0.002	0.008	0.000	0.17	0.22
GNSELF	259	2,433	279,623	2.88	2.72	2.68	0.95	0.98	0.059	0.020	0.002	0.011	0.001	0.17	0.21
GN DIVRS	261	2,435	279,494	2.75	2.45	2.46	0.97	1.00	0.080	0.020	0.002	0.000	0.000	0.30	0.28
GNETHICS	261	2,430	279,530	2.69	2.53	2.46	0.96	1.00	0.059	0.020	0.002	0.012	0.000	0.16	0.23
GNCOMMUN	261	2,434	279,130	2.44	2.24	2.09	0.99	0.98	0.061	0.020	0.002	0.001	0.000	0.21	0.36
CARGOAL	262	2,433	279,832	3.00	2.87	2.78	0.91	0.96	0.056	0.019	0.002	0.043	0.000	0.13	0.22

\* T-tests: 2-tailed



# Community College Survey of Student Engagement

## Ouachita Technical College, Arkansas Consortium

### Summary Statistics: Full - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size		
	Other Consortium Colleges		2009 CCSSE Cohort	Other Consortium Colleges		2009 CCSSE Cohort	Your College		Other Consortium Colleges	2009 CCSSE Cohort	Your College		Other Consortium Colleges		2009 CCSSE Cohort	Other Consortium Colleges		2009 CCSSE Cohort
	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort
GAINCAR	262	2,440	280,233	2.87	2.78	2.68	1.00	0.99	1.01	0.062	0.020	0.002	0.158	0.002	0.09	0.09	0.20	
USEACAD	236	2,287	260,446	1.84	1.87	1.82	0.69	0.68	0.69	0.045	0.014	0.001	0.498	0.657	-0.05	0.03		
USECACOU	211	2,003	226,892	1.52	1.47	1.46	0.67	0.63	0.64	0.046	0.014	0.001	0.276	0.190	0.08	0.09		
USEJOBPL	168	1,455	170,414	1.40	1.27	1.29	0.61	0.53	0.56	0.047	0.014	0.001	0.004	0.009	0.24	0.20		
USETUTOR	206	1,898	208,771	1.56	1.60	1.49	0.68	0.74	0.69	0.047	0.017	0.002	0.441	0.183	-0.06	0.09		
USELAB	221	1,942	220,955	2.07	1.86	1.77	0.81	0.81	0.78	0.055	0.018	0.002	0.000	0.000	0.26	0.39		
USECHLD	136	1,027	120,376	1.50	1.29	1.19	0.78	0.64	0.52	0.067	0.020	0.002	0.000	0.000	0.33	0.59		
USEFAADV	225	2,071	224,406	2.00	1.99	1.88	0.77	0.76	0.78	0.051	0.017	0.002	0.844	0.025	0.01	0.15		
USECOMLB	243	2,202	251,773	2.40	2.36	2.24	0.70	0.75	0.78	0.045	0.016	0.002	0.465	0.001	0.05	0.20		
USESTORG	194	1,639	183,393	1.53	1.44	1.43	0.71	0.68	0.67	0.051	0.017	0.002	0.085	0.039	0.13	0.15		
USETRCRD	177	1,561	187,006	1.56	1.58	1.59	0.72	0.71	0.71	0.054	0.018	0.002	0.837	0.613	-0.02	-0.04		
USEDISAB	125	1,067	119,285	1.41	1.37	1.32	0.71	0.68	0.64	0.063	0.021	0.002	0.509	0.109	0.06	0.14		
SATACAD	206	2,121	235,364	2.26	2.34	2.24	0.60	0.63	0.64	0.042	0.014	0.001	0.065	0.731	-0.13	0.02		
SATCACOU	171	1,534	168,447	2.07	2.16	2.07	0.65	0.70	0.70	0.049	0.018	0.002	0.117	0.962	-0.13	0.00		
SATJOBPL	123	992	110,242	1.97	1.93	1.87	0.68	0.73	0.73	0.061	0.023	0.002	0.575	0.133	0.05	0.14		
SATTUTOR	153	1,410	146,242	2.23	2.33	2.18	0.65	0.69	0.70	0.053	0.019	0.002	0.072	0.438	-0.15	0.06		
SATLAB	183	1,539	169,687	2.37	2.38	2.28	0.67	0.64	0.66	0.050	0.016	0.002	0.824	0.065	-0.02	0.14		
SATCHLD	94	593	62,346	2.07	1.89	1.81	0.79	0.81	0.78	0.082	0.033	0.003	0.039	0.001	0.23	0.34		
SATFAADV	194	1,857	190,745	2.35	2.32	2.24	0.65	0.74	0.74	0.047	0.017	0.002	0.597	0.038	0.04	0.15		
SATCOMLB	223	2,060	228,751	2.59	2.64	2.53	0.56	0.55	0.60	0.038	0.012	0.001	0.212	0.121	-0.09	0.10		
SATSTORG	149	1,137	124,433	2.03	2.11	2.03	0.67	0.72	0.70	0.055	0.021	0.002	0.243	0.984	-0.10	0.00		
SATTRCRD	138	1,206	143,340	2.16	2.18	2.09	0.70	0.73	0.72	0.059	0.021	0.002	0.803	0.256	-0.02	0.10		
SATDISAB	93	713	74,062	2.16	2.19	2.06	0.73	0.77	0.77	0.075	0.029	0.003	0.728	0.201	-0.04	0.13		
IMPACAD	239	2,376	270,528	2.60	2.60	2.58	0.61	0.60	0.62	0.040	0.012	0.001	0.906	0.649	-0.01	0.03		
IMPCACOU	239	2,352	267,647	2.36	2.32	2.34	0.74	0.75	0.76	0.048	0.016	0.001	0.355	0.658	0.06	0.03		
IMPJOBPL	238	2,327	264,555	2.19	2.08	2.10	0.80	0.83	0.83	0.052	0.017	0.002	0.037	0.090	0.14	0.11		
IMPTUTOR	239	2,323	264,635	2.28	2.22	2.16	0.76	0.80	0.80	0.049	0.017	0.002	0.305	0.031	0.07	0.14		
IMPLAB	235	2,302	263,495	2.44	2.31	2.25	0.70	0.77	0.78	0.046	0.016	0.002	0.010	0.000	0.18	0.25		
IMPCHLD	239	2,315	261,969	1.94	1.79	1.76	0.88	0.88	0.86	0.057	0.018	0.002	0.011	0.002	0.17	0.21		
IMPFADV	238	2,323	264,294	2.61	2.58	2.49	0.63	0.70	0.76	0.041	0.015	0.001	0.589	0.016	0.04	0.16		

# Community College Survey of Student Engagement

## Ouachita Technical College, Arkansas Consortium

### Summary Statistics: Full - Time Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance			effect size		
	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort	Your College	Other Consortium Colleges	2009 CCSSE Cohort
	IMPCOMLB	238	2,334	265,754	2.66	2.62	2.55	0.56	0.63	0.67	0.037	0.013	0.001	0.327	0.012	0.07	0.037	0.016
IMPSTORG	239	2,305	261,321	2.06	1.93	1.93	0.74	0.78	0.78	0.048	0.016	0.002	0.017	0.009	0.16	0.048	0.016	0.17
IMPTRCRD	239	2,327	264,373	2.26	2.25	2.31	0.80	0.84	0.82	0.052	0.017	0.002	0.905	0.329	0.01	0.052	0.017	-0.06
IMPDISAB	237	2,321	263,217	2.18	2.14	2.09	0.86	0.91	0.91	0.056	0.019	0.002	0.529	0.121	0.04	0.056	0.019	0.10
WRKFULL	261	2,434	280,725	2.06	2.11	2.10	1.19	1.16	1.15	0.073	0.023	0.002	0.507	0.581	-0.04	0.073	0.023	-0.03
CAREDEP	261	2,431	280,222	1.91	1.92	1.89	1.04	1.07	1.05	0.065	0.022	0.002	0.825	0.741	-0.01	0.065	0.022	0.02
ACADUNP	261	2,421	279,306	1.73	1.66	1.70	0.97	0.91	0.94	0.060	0.019	0.002	0.283	0.584	0.07	0.060	0.019	0.03
LACKFIN	261	2,427	279,795	2.51	2.58	2.43	1.20	1.21	1.19	0.075	0.025	0.002	0.354	0.275	-0.06	0.075	0.025	0.07
TRANSFER	261	2,433	280,300	2.36	2.51	2.59	1.24	1.24	1.24	0.077	0.025	0.002	0.065	0.003	-0.12	0.077	0.025	-0.18
FRNDSUPP	261	2,434	280,890	3.52	3.36	3.24	0.75	0.83	0.88	0.047	0.017	0.002	0.005	0.000	0.18	0.047	0.017	0.32
FAMSUPP	261	2,430	280,265	3.59	3.61	3.54	0.75	0.73	0.78	0.047	0.015	0.001	0.716	0.236	-0.02	0.047	0.015	0.07
TOTCHRS	257	2,428	279,780	1.89	2.15	2.18	1.34	1.40	1.43	0.084	0.028	0.003	0.006	0.002	-0.18	0.084	0.028	-0.20
OTHINST	260	2,437	280,423	1.48	1.40	1.40	1.26	1.13	1.13	0.078	0.023	0.002	0.323	0.298	0.06	0.078	0.023	0.06
ENTIREXP	260	2,436	280,430	3.30	3.29	3.15	0.69	0.67	0.68	0.043	0.014	0.001	0.952	0.001	0.00	0.043	0.014	0.21

\* T-tests: 2-tailed

# FREQUENCY DISTRIBUTIONS



2009 Frequency Distributions

Quachita Technical College, Arkansas Consortium

	Part-Time						Full-Time						All Students (weighted data *)							
	Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort			
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %		
1. Did you begin college at this college or elsewhere?	Started here		498		64.7		1864		76.0		213122		200		68.3		2257		70.1	
	Started elsewhere		272		35.3		588		24.0		71519		116		36.7		965		29.9	
	Total		770		100.0		2452		100.0		284641		317		100.0		3222		100.0	
4a. Asked questions in class or contributed to class discussions	Never		18		2.3		45		1.8		5753		2		0.7		69		2.1	
	Sometimes		282		34.0		706		28.8		88401		102		32.0		1018		31.6	
	Often		277		36.0		873		35.6		103022		106		35.4		1152		35.8	
Very often		17		2.1		43		1.6		567		107		33.9		982		30.5		
Total		770		100.0		2452		100.0		284641		317		100.0		3222		100.0		
4b. Made a class presentation	Never		21		4.2		590		24.1		57003		102		32.2		1211		37.6	
	Sometimes		259		33.6		1093		44.6		127683		131		41.4		1246		38.7	
	Often		108		13.7		562		23.0		71023		62		19.5		567		17.6	
Very often		1		0.1		4		0.1		5		2		0.6		6		0.2		
Total		770		100.0		2448		100.0		283667		317		100.0		3222		100.0		
4c. Prepared two or more drafts of a paper or assignment before turning it in	Never		10		20.0		26		9.7		15.1		52		16.3		766		23.9	
	Sometimes		210		27.4		33781		29.5		50		18.7		727		229.9		89488	
	Often		200		26.1		31978		27.9		86		32.2		756		31.0		89483	
Very often		11		22.0		120		15.7		19444		105		39.3		575		23.6		
Total		770		100.0		2435		100.0		282770		317		100.0		3202		100.0		
4d. Worked on a paper or project that required integrating ideas or information from various sources	Never		134		17.5		149		6.1		14611		20		6.2		406		12.7	
	Sometimes		226		29.5		676		27.7		73375		88		27.8		930		29.0	
	Often		252		32.9		947		38.7		115022		115		36.3		1132		35.3	
Very often		14		28.0		672		27.5		80117		94		29.7		738		23.0		
Total		766		100.0		2444		100.0		283125		317		100.0		3206		100.0		
4e. Came to class without completing readings or assignments	Never		13		26.0		75		28.2		25.5		85		26.8		1145		35.8	
	Sometimes		33		66.0		153		57.5		165708		199		62.9		1656		51.7	
	Often		4		8.0		25		9.4		10.7		27		8.5		290		9.1	
Very often		0		0.0		0		0.0		0.0		0		0.0		0		0.0		
Total		767		100.0		2430		100.0		282355		317		100.0		3202		100.0		
4f. Worked with other students on projects during class	Never		128		16.7		171		7.0		23922		38		12.0		399		12.5	
	Sometimes		306		39.9		992		40.8		114770		123		39.0		1299		40.6	
	Often		231		30.2		902		37.1		101635		99		31.2		1063		33.2	
Very often		9		18.0		366		15.1		41439		56		17.8		439		13.7		
Total		766		100.0		2431		100.0		281766		316		100.0		3200		100.0		
4g. Worked with classmates outside of class to prepare class assignments	Never		21		42.0		51		19.4		86675		107		33.9		1293		40.4	
	Sometimes		17		34.0		1029		42.2		117936		112		35.5		1171		36.6	
	Often		7		14.0		514		21.1		54525		62		19.6		532		16.6	
Very often		5		10.0		34		12.9		7.6		35		11.1		204		6.4		
Total		764		100.0		2437		100.0		282860		315		100.0		3200		100.0		
4h. Tutored or taught other students (paid or voluntary)	Never		41		82.0		167		63.7		202508		234		74.2		2497		78.0	
	Sometimes		5		10.0		17		6.0		65069		52		16.4		682		21.2	
	Often		2		4.0		31		11.6		18304		21		6.8		149		4.7	
Very often		2		4.0		11		4.9		3.4		14		4.3		74		2.3		
Total		766		100.0		2447		100.0		283356		317		100.0		3210		100.0		
4i. Participated in a community-based project as a part of a regular course	Never		648		84.7		93554		81.9		202508		234		74.2		2497		78.0	
	Sometimes		9		18.0		14796		12.9		55066		64		20.4		522		16.3	
	Often		1		2.0		19		3.6		17062		14		4.4		121		3.8	
Very often		0		0.0		10		1.3		7570		3		1.0		60		1.9		
Total		765		100.0		2435		100.0		282206		315		100.0		3200		100.0		

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

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

2009 Frequency Distributions

	All Students (weighted data *)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
	Your College				Part-Time Other Consortium Colleges				2009 CCSSE Cohort				Full-Time Other Consortium Colleges				2009 CCSSE Cohort				Your College				Other Consortium Colleges				2009 CCSSE Cohort																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
	Count	Col %			Count	Col %			Count	Col %			Count	Col %			Count	Col %			Count	Col %			Count	Col %			Count	Col %			Count	Col %			Count	Col %																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
4j.	4	8.0	Never	93	12.2	16135	14.1	6	2.3	144	5.9	18723	6.6	19	5.9	305	9.6	49470	11.0	13	26.0	153	20.1	30231	26.5	62	23.4	516	21.2	62117	22.0	79	25.1	664	20.8	97650	24.6	14	28.0	229	30.0	33974	29.7	87	32.8	781	32.0	91019	32.2	94	29.8	996	31.2	122371	30.9	19	38.0	288	37.7	33933	29.7	110	41.5	996	40.9	110397	39.1	124	39.3	1231	38.5	132891	33.5	50	100.0	763	100.0	114273	100.0	265	100.0	2437	100.0	282256	100.0	316	100.0	316	100.0	3197	100.0	396382	100.0	6	12.0	124	16.3	20864	18.2	23	8.7	241	9.9	25843	9.1	34	10.8	452	14.2	57665	14.5	17	34.0	225	29.6	41564	36.4	102	38.5	716	29.3	88005	31.1	113	35.6	957	30.0	135151	34.1	15	30.0	232	30.6	30503	26.7	76	28.7	754	30.9	90714	32.1	93	29.5	970	30.4	114878	29.0	12	24.0	178	23.5	21394	18.7	64	24.2	729	29.9	78038	27.6	76	24.1	811	25.4	88974	22.4	50	100.0	759	100.0	114325	100.0	265	100.0	2440	100.0	282600	100.0	316	100.0	316	100.0	3199	100.0	396669	100.0	2	4.0	70	9.1	13102	11.5	11	4.1	129	5.3	19025	6.7	13	4.0	242	7.6	37280	9.4	22	44.0	351	45.7	53096	46.4	100	37.5	933	38.3	116132	41.1	132	41.6	1359	42.4	175605	44.2	14	28.0	239	31.1	33176	29.0	95	35.6	844	34.7	95707	33.8	97	30.8	1050	32.7	125289	31.1	12	24.0	108	14.1	15041	13.1	61	22.8	529	21.7	51957	18.4	75	23.6	556	17.3	60841	15.3	50	100.0	768	100.0	114415	100.0	267	100.0	2435	100.0	282821	100.0	317	100.0	3207	100.0	397016	100.0	9	18.4	233	30.7	40664	35.6	49	18.6	398	16.3	65072	23.0	57	18.4	767	24.1	119169	30.0	24	49.0	350	46.1	49916	43.6	112	42.4	1183	48.8	128471	45.5	145	46.6	1507	47.2	176882	44.6	11	22.4	127	16.7	17153	15.0	75	28.4	567	23.3	60951	21.6	77	24.6	631	19.8	70757	17.8	5	10.2	50	6.6	6624	5.8	28	10.6	288	11.8	27885	9.9	32	10.4	285	8.9	29835	7.5	49	100.0	760	100.0	114357	100.0	264	100.0	2436	100.0	282379	100.0	312	100.0	3191	100.0	396543	100.0	15	30.0	397	51.8	58958	51.6	68	25.0	917	37.8	112441	39.9	90	28.6	1446	45.2	184134	46.5	25	50.0	280	36.6	39777	34.9	119	45.4	1009	41.6	116004	41.1	152	48.4	1246	39.0	148938	37.6	7	14.0	67	8.7	11426	10.0	57	21.8	373	15.4	38905	13.8	53	16.3	378	11.8	46121	11.7	3	6.0	22	2.9	3995	3.5	18	6.9	126	5.2	14781	5.2	20	6.3	128	4.0	16694	4.2	50	100.0	766	100.0	114056	100.0	262	100.0	2425	100.0	282131	100.0	315	100.0	3197	100.0	395887	100.0	0	0.0	71	9.3	10406	9.1	8	3.0	138	5.7	17683	6.3	3	1.1	240	7.5	31360	7.9	13	26.0	256	33.5	40239	35.2	91	34.5	889	36.5	101481	35.9	92	29.1	1119	35.0	141130	35.6	21	42.0	306	40.1	43597	38.2	123	46.6	953	39.1	113546	40.2	138	43.7	1265	39.6	154722	39.0	16	32.0	131	17.1	20019	17.5	42	15.9	455	18.7	49663	17.6	83	26.2	572	17.9	69241	17.5	50	100.0	764	100.0	114261	100.0	264	100.0	2435	100.0	282373	100.0	316	100.0	3196	100.0	396452	100.0	1	2.0	94	12.3	14400	12.6	16	6.1	184	7.5	24002	8.5	11	3.5	328	10.2	43118	10.9	21	42.9	300	39.2	46048	40.3	96	36.4	893	36.6	107853	38.2	126	40.5	1221	38.1	156628	39.5	17	34.7	276	36.0	37844	33.1	105	39.8	948	38.8	102871	36.4	114	36.6	1189	37.1	136741	34.5	10	20.4	96	12.5	16050	14.0	47	17.8	416	17.0	47948	17.0	61	19.5	469	14.6	60299	15.2	49	100.0	766	100.0	114342	100.0	264	100.0	2441	100.0	282684	100.0	312	100.0	3208	100.0	396787	100.0	33	66.0	579	76.6	85712	75.6	150	56.8	1524	63.0	179190	63.9	198	62.7	2232	70.3	277567	70.5	12	24.0	129	17.1	19547	17.2	62	23.5	653	27.0	69723	24.9	75	23.8	682	21.5	80997	20.6	4	8.0	38	5.0	6018	5.3	35	13.3	174	7.2	22967	8.2	31	9.9	193	6.1	25742	6.5	1	2.0	10	1.3	2096	1.8	17	6.4	69	2.9	8627	3.1	11	3.6	66	2.1	9260	2.4	50	100.0	756	100.0	113373	100.0	264	100.0	2420	100.0	280507	100.0	316	100.0	3172	100.0	395566	100.0	7	14.0	111	14.5	15571	13.6	23	8.7	232	9.5	28844	10.2	38	12.1	386	12.0	48366	12.2	17	34.0	260	33.9	44040	38.4	88	33.2	871	35.7	106708	37.7	107	33.7	1117	34.8	151988	38.2	14	28.0	258	33.7	34576	30.1	95	35.8	785	32.1	90796	32.0	97	30.8	1058	33.0	129022	30.9	12	24.0	137	17.9	20524	17.9	59	22.3	555	22.7	56995	20.1	74	23.4	745	23.0	93922	23.8	50	100.0	766	100.0	114711	100.0	265	100.0	2443	100.0	283343	100.0	316	100.0	3208	100.0	397922	100.0	13	26.0	261	34.0	29605	25.8	37	14.0	578	23.6	55646	19.6	68	21.7	944	29.4	93761	23.6	17	34.0	281	36.6	39052	34.1	87	33.0	900	36.8	93677	33.0	106	33.6	1183	36.8	134198	33.7	13	26.0	135	17.6	26294	22.9	77	29.2	554	22.6	71922	25.4	86	27.1	631	19.6	94654	23.8	7	14.0	90	11.7	19643	17.1	63	23.9	415	17.0	62186	21.9	55	17.6	455	14.2	75093	18.9	50	100.0	767	100.0	114594	100.0	264	100.0	2447	100.0	283371	100.0	316	100.0	3214	100.0	397706	100.0	8	16.0	207	27.0	30966	27.1	39	14.7	433	17.7	51808	18.1	49	15.5	731	22.8	92709	23.3	22	44.0	323	42.1	41657	36.4	102	38.5	948	38.9	96653	34.8	133	42.0	1310	40.8	142662	35.9	11	22.0	147	19.2	24952	21.8	66	24.9	633	25.9	75136	26.5	73	23.1	713	22.2	94371	23.8	9	18.0	90	11.7	16889	14.8	58	21.9	426	17.5	57993	20.5	61	19.4	455	14.2	67549	17.0	50	100.0	767	100.0	114464	100.0	265	100.0	2440	100.0	283090	100.0	316	100.0	3209	100.0	397290	100.0	25	52.0	418	54.8	65744	57.2	144	54.3	1075	44.0	122475	43.6	167	52.9	1592	49.8	203975	51.2	23	46.0	309	40.5	43895	38.2	102	38.5	1206	49.4	140707	49.6	137	43.3	1430	44.7	171659	43.1	1	0.0	25	3.3	3687	3.2	17	6.4	110	4.1	14644	5.2	11	3.6	123	3.8	16223	4.1	0	0.0	11	1.4	1530	1.3	2	0.8	51	2.1	5926	2.1	1	0.3	55	1.7	6590	1.7	50	100.0	763	100.0	114856	100.0	265	100.0	2442	100.0	283752	100.0	316	100.0	3200	100.0	398447	100.0

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

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

2009 Frequency Distributions

	Part-Time							Full-Time							All Students (weighted data *)						
	Your College		Other Consortium Colleges		2009 CCSSE Cohort			Your College		Other Consortium Colleges		2009 CCSSE Cohort			Your College		Other Consortium Colleges		2009 CCSSE Cohort		
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count
5a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	Very little	0	0.0	62	8.1	9817	8.6	5	1.9	97	9.7	15386	5.4	0.7	2	0.7	197	6.1	28863	7.2	
	Some	17	34.0	246	32.1	33969	29.5	69	25.8	688	28.1	77919	27.4	98	31.0	963	30.0	114625	28.7		
	Quite a bit	24	48.0	279	36.4	43079	37.4	104	39.0	1003	40.9	115654	40.7	142	44.7	1232	38.3	155039	38.8		
	Very much	9	18.0	180	23.5	28147	24.5	89	33.3	663	27.1	75299	26.5	75	23.6	821	25.6	100726	25.2		
	Total	50	100.0	767	100.0	115112	100.0	267	100.0	2451	100.0	284238	100.0	317	100.0	3213	100.0	395923	100.0		
5b. Analyzing the basic elements of an idea, experience, or theory	Very little	2	4.0	67	8.8	6735	5.9	3	1.1	106	4.3	10367	3.7	12	3.8	219	6.8	19718	5.0		
	Some	19	38.0	244	31.9	33664	29.4	62	23.2	706	28.9	75720	26.7	103	32.6	986	30.7	115097	28.4		
	Quite a bit	20	40.0	301	39.3	48402	42.2	112	41.9	1047	42.8	125841	44.4	129	40.7	1301	40.6	171636	43.1		
	Very much	9	18.0	153	20.0	25893	22.6	84	31.5	565	23.9	71623	25.3	73	22.9	701	21.9	93579	23.5		
	Total	50	100.0	765	100.0	114894	100.0	267	100.0	2444	100.0	283551	100.0	317	100.0	3206	100.0	398028	100.0		
5c. Synthesizing and organizing ideas, information, or experiences in new ways	Very little	2	4.0	71	9.3	9983	8.7	12	4.5	162	6.6	16037	5.7	13	4.2	264	8.3	29627	7.5		
	Some	19	38.0	288	37.8	39263	34.4	68	25.7	789	32.4	90055	31.9	106	33.5	1127	35.3	132740	33.5		
	Quite a bit	22	44.0	271	35.6	42885	37.5	119	44.9	949	38.9	113592	40.2	140	44.3	1184	37.1	155233	38.7		
	Very much	7	14.0	131	17.2	22083	19.3	66	24.9	537	22.0	62740	22.2	57	17.9	617	19.3	80791	20.4		
	Total	50	100.0	761	100.0	114214	100.0	265	100.0	2437	100.0	282424	100.0	316	100.0	3193	100.0	396392	100.0		
5d. Making judgments about the value or soundness of information, arguments, or methods	Very little	4	8.0	124	16.2	17079	14.9	13	4.9	232	9.5	25357	9.0	22	6.9	423	13.2	49285	12.4		
	Some	20	40.0	307	40.2	42670	37.3	84	31.6	892	36.6	98758	34.9	117	37.0	1243	38.9	144692	36.5		
	Quite a bit	18	36.0	235	30.8	36876	32.2	104	39.1	857	35.2	104020	36.8	118	37.1	1037	32.4	135511	34.1		
	Very much	8	16.0	98	12.8	17721	15.5	65	24.4	456	18.7	54602	19.3	60	19.1	495	15.5	67392	17.0		
	Total	50	100.0	764	100.0	114346	100.0	266	100.0	2437	100.0	282737	100.0	317	100.0	3198	100.0	396879	100.0		
5e. Applying theories or concepts to practical problems or in new situations	Very little	3	6.0	109	14.2	13588	11.9	15	5.6	219	9.0	21227	7.5	19	5.9	380	11.8	39792	10.0		
	Some	21	42.0	299	39.0	40823	35.4	86	32.2	860	35.3	91421	32.3	122	38.4	1201	37.5	138039	34.2		
	Quite a bit	19	38.0	245	31.9	39489	34.5	94	35.2	860	35.3	106553	37.6	117	37.0	1066	33.3	142386	35.8		
	Very much	7	14.0	114	14.9	20990	18.2	72	27.0	499	20.5	63951	22.6	59	18.7	599	17.4	79397	20.0		
	Total	50	100.0	767	100.0	114594	100.0	267	100.0	2438	100.0	283152	100.0	317	100.0	3206	100.0	397594	100.0		
5f. Using information you have read or heard to perform a new skill	Very little	3	6.0	85	11.1	12077	10.5	10	3.8	164	6.7	19376	6.8	16	5.2	292	9.1	35520	8.9		
	Some	18	36.0	262	34.2	36540	31.8	56	21.1	791	32.3	81024	28.5	97	30.6	975	30.5	121652	31.1		
	Quite a bit	20	40.0	284	34.5	40228	35.0	103	38.7	875	35.7	106450	37.5	125	39.5	1118	34.9	149849	36.5		
	Very much	9	18.0	154	20.1	26143	22.7	97	36.5	618	25.2	77185	27.2	78	24.7	723	22.5	97863	24.5		
	Total	50	100.0	765	100.0	114988	100.0	266	100.0	2448	100.0	284035	100.0	317	100.0	3208	100.0	398885	100.0		
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	None	0	0.0	44	5.8	4411	3.9	3	1.1	54	2.2	4365	1.6	1	0.4	140	4.4	11488	2.9		
	Between 1 and 4	30	61.2	416	54.7	58756	51.8	151	19.2	795	32.6	81392	29.0	143	45.9	1417	44.4	166416	42.3		
	Between 5 and 10	12	24.5	167	21.9	28392	25.1	111	41.9	929	38.2	108763	38.7	96	30.9	934	29.3	121129	30.8		
	More than 20	3	6.1	65	8.5	12222	10.8	47	17.7	382	15.7	50365	17.9	32	10.4	377	11.8	54265	13.8		
	Total	49	100.0	761	100.0	113330	100.0	265	100.0	2435	100.0	280890	100.0	312	100.0	3192	100.0	393754	100.0		
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	None	8	16.3	325	29.7	31342	27.6	74	27.9	704	29.0	80992	28.8	64	20.6	937	29.4	111619	28.3		
	Between 1 and 4	24	49.0	359	47.4	54815	48.3	133	50.2	1084	44.6	134823	48.0	154	49.4	1460	45.9	189318	48.1		
	Between 5 and 10	11	22.4	103	13.6	16397	14.5	33	12.5	367	15.1	38140	13.6	59	18.8	456	14.3	52559	14.0		
	More than 20	3	6.1	42	5.5	5763	5.1	12	4.5	146	6.0	14074	5.0	17	5.5	183	5.7	19843	4.5		
	Total	49	100.0	757	100.0	113373	100.0	265	100.0	2431	100.0	281003	100.0	312	100.0	3181	100.0	393876	100.0		
6c. Number of written papers or reports of any length	None	6	12.2	131	17.3	17108	15.1	10	3.8	123	5.1	11016	3.9	29	9.1	379	11.9	41162	10.5		
	Between 1 and 4	22	44.9	298	39.3	41982	36.7	69	26.0	709	29.2	71591	25.5	119	38.0	1108	34.8	129194	32.0		
	Between 5 and 10	13	26.5	200	26.4	32020	28.3	111	41.9	866	35.6	97110	34.6	100	32.2	970	30.4	121310	30.8		
	More than 20	6	12.2	97	12.8	15109	13.3	56	21.1	490	20.2	63788	22.7	48	15.5	510	16.0	68084	17.3		
	Total	49	100.0	759	100.0	113277	100.0	265	100.0	2431	100.0	280684	100.0	312	100.0	3186	100.0	393579	100.0		
7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	Extremely easy	0	0.0	9	1.2	1244	1.2	1	0.4	10	0.4	1705	0.6	0	0.2	28	0.9	3489	0.9		
	Very easy	0	0.0	16	2.2	2471	2.3	4	1.6	37	1.6	4477	1.7	2	0.6	58	1.9	7625	2.0		
	Some	3	6.1	41	5.6	6640	6.1	7	2.7	107	4.5	14179	5.2	7	2.4	157	5.1	21751	5.8		
	Very challenging	4	8.2	160	21.8	25775	23.8	53	20.5	523	22.1	63011	23.3	71	24.0	683	22.0	89378	23.7		
	Total	49	100.0	752	100.0	112882	100.0	263	100.0	2423	100.0	279226	100.0	311	100.0	3167	100.0	390906	100.0		
8a. Internship, field experience, coop experience, or clinical assignment	I have not done, nor plan to do	25	51.0	372	49.5	50442	44.9	100	38.0	964	39.8	104139	37.3	144	46.3	1431	45.2	162102	41.5		
	I plan to do	14	28.6	272	36.2	45001	40.0	121	46.0	972	40.1	123864	44.4	109	34.9	1197	37.8	163981	41.9		
	I have done	10	20.4	108	14.4	16839	15.1	42	16.0	487	20.1	51223	18.3	58	18.8	538	17.0	64923	16.6		
	Total	49	100.0	752	100.0	112882	100.0	263	100.0	2423	100.0	279226	100.0	311	100.0	3167	100.0	390906	100.0		

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

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

2009 Frequency Distributions

	All Students (weighted data *)															
	Part-Time				Full-Time				2009 CCSSE Cohort				2009 CCSSE Cohort			
	Your College	Other Consortium Colleges	Your College	Other Consortium Colleges	Your College	Other Consortium Colleges	Your College	Other Consortium Colleges	Your College	Other Consortium Colleges	Your College	Other Consortium Colleges	Your College	Other Consortium 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															
	43	89.6	679	89.9	97312	86.5	215	82.1	2121	87.8	238509	85.4	266	86.8		
	1	2.1	25	3.3	5862	5.2	23	8.8	142	5.9	14415	5.2	14	4.6		
	4	8.3	51	6.8	9332	8.3	24	9.2	152	6.3	26330	9.4	26	8.6		
8c. Developmental/remedial reading course	I have not done, nor plan to do															
	44	89.8	595	77.5	83791	74.5	200	76.6	1788	73.8	201115	72.0	264	85.0		
	2	4.1	52	6.9	10829	9.6	17	6.5	119	4.9	22325	8.0	15	5.0		
	3	6.1	118	15.6	17863	15.9	44	16.9	516	21.3	55812	20.0	31	10.0		
8d. Developmental/remedial writing course	I have not done, nor plan to do															
	42	85.7	567	74.9	77299	68.7	181	69.3	1718	70.8	184254	66.0	248	79.8		
	4	8.2	65	8.6	13867	12.3	24	9.2	151	6.2	27267	9.8	26	8.5		
	3	6.1	125	16.5	21353	19.0	56	21.5	557	23.0	67845	24.3	36	11.7		
8e. Developmental/remedial math course	I have not done, nor plan to do															
	32	65.3	431	57.4	62613	55.7	133	51.2	1285	53.1	148903	53.4	187	60.2		
	9	18.4	101	13.4	18413	16.4	25	9.6	206	8.5	33949	12.2	47	15.2		
	8	16.3	219	29.2	31319	27.9	102	39.2	930	38.4	96091	34.4	76	24.6		
8f. Study skills course	I have not done, nor plan to do															
	35	71.4	559	74.4	75875	67.6	166	63.4	1621	67.0	178875	64.1	213	68.5		
	10	20.4	119	15.8	21470	19.1	52	19.8	375	15.5	49354	17.7	63	20.2		
	4	8.2	73	9.7	14927	13.3	44	16.8	424	17.5	50624	18.2	35	11.3		
8g. Honors course	I have not done, nor plan to do															
	49	100.0	751	100.0	112272	100.0	262	100.0	2420	100.0	278853	100.0	311	100.0		
	34	69.4	591	78.5	84527	75.6	167	64.2	1707	70.6	189785	68.3	209	67.5		
	13	26.5	137	18.2	22953	20.5	84	32.3	556	23.0	70103	25.2	89	28.6		
8h. College orientation program or course	I have not done, nor plan to do															
	2	4.1	25	3.3	4349	3.9	9	3.5	155	6.4	18045	6.5	12	3.9		
	49	100.0	753	100.0	111829	100.0	260	100.0	2418	100.0	277933	100.0	310	100.0		
	30	61.2	516	68.4	71322	63.6	152	58.5	1423	58.7	153263	55.0	187	60.2		
8i. Organized learning communities (linked courses/study groups led by faculty or counselors)	I have not done, nor plan to do															
	11	22.4	89	11.8	15210	13.6	44	16.9	308	12.7	36969	13.3	63	20.5		
	8	16.3	149	19.8	25696	22.9	64	24.6	692	28.6	88501	31.8	60	19.3		
	49	100.0	754	100.0	112228	100.0	260	100.0	2423	100.0	278733	100.0	310	100.0		
9a. Encouraging you to spend significant amounts of time studying	Very little															
	1	2.0	34	4.5	5561	4.9	2	0.8	62	2.5	9992	3.6	5	1.6		
	8	16.3	202	26.5	28500	25.2	40	15.2	496	20.3	60978	21.7	50	15.9		
	24	49.0	317	41.7	48491	42.8	103	39.2	1012	41.5	120184	43.8	141	45.4		
9b. Providing the support you need to help you succeed at this college	Very little															
	49	100.0	761	100.0	113273	100.0	263	100.0	2441	100.0	281102	100.0	311	100.0		
	1	2.0	24	3.2	6049	5.3	3	1.1	70	2.9	11792	4.2	7	2.4		
	10	20.4	153	20.1	27311	24.2	33	12.5	414	17.0	60735	21.6	55	17.5		
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little															
	13	26.5	341	44.9	47785	42.3	124	47.1	959	39.3	118133	42.1	106	34.1		
	25	51.0	242	31.8	31929	28.2	98	37.3	995	40.8	90118	32.1	143	46.0		
	49	100.0	760	100.0	113074	100.0	263	100.0	2436	100.0	280778	100.0	311	100.0		
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little															
	8	16.3	284	37.3	48150	42.8	68	25.9	810	33.2	104050	37.1	62	19.8		
	25	51.0	367	47.9	61721	54.8	89	33.8	856	35.1	98175	35.0	139	44.8		
	49	100.0	762	100.0	112607	100.0	263	100.0	2439	100.0	280466	100.0	311	100.0		

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

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

2009 Frequency Distributions

	Part-Time				Full-Time				All Students (weighted data *)						
	Your College		Other Consortium Colleges		Your College		Other Consortium Colleges		Your College		Other Consortium Colleges		2009 CCSSE Cohort		
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	
9e. Providing the support you need to thrive socially	7	14.3	191	25.5	35076	31.3	47	17.9	496	20.4	67571	24.2	49	15.6	
	18	36.7	328	43.7	44040	39.3	97	36.9	973	40.1	111676	40.0	114	36.8	
	11	22.4	164	21.9	23116	20.6	79	30.0	639	26.3	69117	24.7	78	25.2	
	13	26.5	67	8.9	9867	8.8	40	15.2	318	13.1	30981	11.1	70	22.4	
	Total	49	100.0	750	100.0	112099	100.0	263	100.0	2426	100.0	279345	100.0	311	100.0
9f. Providing the financial support you need to afford your education	12	24.5	198	26.2	34422	30.7	62	23.2	360	14.8	57989	20.7	62	20.3	
	9	18.4	204	27.0	30937	27.6	32	12.6	611	25.1	73434	26.2	63	20.3	
	10	20.4	173	22.9	25080	22.4	80	30.4	702	28.9	74984	26.8	75	24.1	
	18	36.7	181	23.9	21711	19.4	89	33.8	758	31.2	73386	26.2	111	35.7	
	Total	49	100.0	756	100.0	112150	100.0	263	100.0	2431	100.0	279793	100.0	311	100.0
9g. Using Computers in academic work	1	2.0	44	5.8	9601	8.5	4	1.5	68	2.8	9910	3.5	6	1.9	
	11	22.4	125	16.4	22482	19.9	28	10.6	305	12.5	41639	14.8	56	18.2	
	12	24.5	234	30.7	37202	32.9	85	32.3	769	31.5	92817	33.0	85	27.3	
	25	51.0	358	47.0	43703	38.7	146	55.5	1298	53.2	136511	48.6	164	52.7	
	Total	49	100.0	761	100.0	112988	100.0	263	100.0	2440	100.0	280877	100.0	311	100.0
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1	2.0	26	3.4	2268	2.0	2	0.8	35	1.4	3608	1.3	5	1.6	
	29	59.2	351	46.3	53285	47.1	92	35.2	803	33.0	99989	35.7	157	50.5	
	13	26.5	217	28.6	33589	29.7	90	34.5	767	31.5	84195	30.0	91	29.4	
	4	8.2	111	14.6	16843	14.9	47	18.0	510	21.0	57571	20.5	36	11.7	
	2	4.1	39	5.1	4813	4.3	21	8.0	205	8.4	22334	8.0	17	5.5	
	0	0.0	14	1.8	2367	2.1	9	3.4	113	4.6	12691	4.5	4	1.3	
	Total	49	100.0	758	100.0	113165	100.0	261	100.0	2433	100.0	280388	100.0	310	100.0
	10b. Working for pay	12	24.5	163	21.6	19425	17.2	83	31.9	786	32.3	75340	28.9	84	27.2
		3	6.1	28	3.7	5335	4.7	27	10.4	164	6.7	18396	6.6	24	7.7
		3	6.1	34	4.5	6251	5.5	26	10.0	146	6.0	20876	7.5	23	7.5
3		6.1	63	8.3	10550	9.4	40	15.4	349	14.3	48403	17.3	29	9.5	
8		16.3	83	11.0	16860	15.0	35	13.5	449	18.4	57255	20.5	47	15.3	
20		40.8	385	50.9	54217	48.1	49	18.8	540	22.2	59326	21.2	102	32.9	
Total		49	100.0	756	100.0	112738	100.0	260	100.0	2434	100.0	279596	100.0	310	100.0
10c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)		40	83.3	656	86.7	98684	87.5	184	70.5	1858	76.5	210288	75.2	241	78.6
		5	10.4	82	10.8	10440	9.3	61	23.4	417	17.2	47119	16.8	46	15.2
		2	4.2	12	1.6	2070	1.8	11	4.2	84	3.5	10293	3.7	13	4.2
	1	2.1	4	0.5	904	0.8	4	1.5	38	1.6	6309	2.3	6	1.9	
	0	0.0	3	0.4	411	0.4	1	0.4	12	0.5	3039	1.1	0	0.0	
	Total	48	100.0	757	100.0	112807	100.0	261	100.0	2428	100.0	279798	100.0	306	100.0
	10d. Providing care for dependents living with you (parents, children, spouse, etc.)	6	12.2	88	11.7	16248	14.4	42	16.1	346	14.3	47816	17.1	42	13.6
		5	10.2	48	6.4	8700	7.7	22	8.4	172	7.1	22543	8.1	30	9.6
		7	14.3	56	7.4	7006	6.2	13	5.0	150	6.2	15683	5.6	34	10.9
		0	0.0	36	4.8	4823	4.3	18	6.9	108	4.4	9381	3.4	8	2.5
Total		49	100.0	755	100.0	112572	100.0	261	100.0	2427	100.0	279241	100.0	310	100.0
10e. Commuting to and from classes		3	6.1	30	4.0	7243	6.4	15	5.7	120	4.9	19407	6.9	19	6.0
		35	71.4	596	78.5	83990	74.5	166	63.6	1517	62.3	173087	61.9	213	68.6
		6	12.2	91	12.0	14445	12.8	46	17.6	500	20.5	55651	19.9	44	14.2
		3	6.1	23	3.0	4007	3.6	19	7.4	204	8.4	19707	7.0	20	6.5
		1	2.0	12	1.6	1166	1.0	4	1.5	39	1.6	5190	1.9	6	1.9
	1	2.0	7	0.9	1906	1.7	11	4.2	56	2.3	6670	2.4	9	2.8	
	Total	49	100.0	759	100.0	112757	100.0	261	100.0	2436	100.0	279712	100.0	310	100.0
	11a. Other students	0	0.0	5	0.7	1088	1.0	5	1.9	12	0.5	2553	0.9	2	0.7
		2	4.1	13	1.7	2285	2.0	6	2.3	32	1.3	5335	1.9	11	3.4
		1	2.0	26	3.4	5127	4.5	6	2.3	78	3.2	11846	4.2	7	2.1
4		8.2	94	12.4	18548	16.4	30	11.5	287	11.8	39733	14.2	37	12.0	
5		10.2	153	20.1	24921	22.0	50	19.1	478	19.6	61106	21.8	54	17.3	
6		12.2	237	31.1	30570	27.0	72	27.5	710	28.1	81774	29.1	67	21.7	
23		46.9	233	30.6	30645	27.1	93	35.5	843	34.5	78313	27.9	133	42.8	
Total		49	100.0	761	100.0	113184	100.0	262	100.0	2440	100.0	280660	100.0	311	100.0
Unfriendly, unresponsive, sense of alienation		0	0.0	5	0.7	1088	1.0	5	1.9	12	0.5	2553	0.9	2	0.7
2		4.1	13	1.7	2285	2.0	6	2.3	32	1.3	5335	1.9	11	3.4	
3	6.1	26	3.4	5127	4.5	6	2.3	78	3.2	11846	4.2	7	2.1		
4	8.2	94	12.4	18548	16.4	30	11.5	287	11.8	39733	14.2	37	12.0		
5	10.2	153	20.1	24921	22.0	50	19.1	478	19.6	61106	21.8	54	17.3		
6	12.2	237	31.1	30570	27.0	72	27.5	710	28.1	81774	29.1	67	21.7		
Friendly, supportive, sense of belonging	23	46.9	233	30.6	30645	27.1	93	35.5	843	34.5	78313	27.9	133	42.8	
Total	49	100.0	761	100.0	113184	100.0	262	100.0	2440	100.0	280660	100.0	311	100.0	

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

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



2009 Frequency Distributions

	Your College				Part-Time Other Consortium Colleges				2009 CCSSE Cohort				Your College				Full-Time Other Consortium Colleges				2009 CCSSE Cohort				Your College				All Students (weighted data *)									
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	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	0	0.0	6	0.8	742	0.7	1	0.4	15	0.6	1828	0.7	0	0.1	21	0.7	2571	0.7																			
		2	0.0	5	0.7	1657	1.5	4	1.5	36	1.5	4167	1.5	2	0.6	32	1.0	5819	1.5																			
		3	4.1	21	2.8	3732	3.3	9	3.4	72	2.9	10410	3.7	12	3.9	90	2.8	13656	3.5																			
		4	6.1	59	7.8	12328	10.9	31	11.8	232	9.5	33708	12.0	25	8.2	271	8.5	44551	11.3																			
		5	11	22.4	136	17.9	22109	19.5	52	19.8	463	19.0	62804	22.4	67	21.5	582	18.2	81593	20.7																		
		6	16.3	247	32.5	35292	31.2	81	30.9	760	31.1	91825	32.7	67	21.6	1015	31.8	125207	31.8																			
	Available, helpful, sympathetic	25	51.0	287	37.7	37331	33.0	84	32.1	863	35.4	75981	27.0	137	44.1	1183	37.0	119930	30.5																			
	Total	49	100.0	761	100.0	113191	100.0	262	100.0	2441	100.0	280623	100.0	311	100.0	3196	100.0	393326	100.0																			
11c. Administrative personnel and offices	Unhelpful, inconsiderate, rigid	1	2.0	13	1.7	3578	3.2	10	3.8	50	2.0	9145	3.3	8	2.7	62	1.9	12463	3.2																			
		2	2.0	20	2.6	5212	4.6	7	2.7	77	3.2	13476	4.8	7	2.3	94	2.9	18347	4.7																			
		3	1	2.0	40	5.3	8880	7.9	16	6.1	152	6.2	23646	8.4	11	3.5	181	5.7	31690	8.1																		
		4	8.2	121	15.9	22672	20.1	41	15.6	389	15.9	53604	19.1	34	10.9	492	15.4	76928	19.6																			
		5	15	30.6	171	22.5	24750	21.9	57	21.8	484	19.8	63010	22.5	85	27.4	686	21.5	86961	22.1																		
		6	16.3	184	24.2	25167	22.3	67	25.6	615	25.2	65120	23.2	61	19.7	783	24.5	89396	22.8																			
	Helpful, considerate, flexible	19	38.8	212	27.9	22675	20.1	64	24.4	674	27.6	52422	18.7	104	33.6	898	28.1	76943	19.6																			
	Total	49	100.0	761	100.0	112934	100.0	262	100.0	2441	100.0	280423	100.0	311	100.0	3196	100.0	392728	100.0																			
12a. Acquiring a broad general education	Very little	2	4.1	48	6.3	7922	7.0	5	1.9	48	2.0	9879	3.5	10	3.3	140	4.4	21570	5.5																			
	Some	11	22.4	160	21.1	28801	25.5	45	17.2	426	17.5	55346	19.7	64	20.5	613	19.2	90756	23.1																			
	Quite a bit	21	42.9	310	40.8	45339	40.2	114	43.5	1030	42.2	123752	44.2	134	43.1	1324	41.5	164703	42.0																			
	Very much	15	30.6	242	31.8	30789	27.3	98	37.4	934	38.3	91310	32.6	103	33.1	1324	41.5	164703	42.0																			
	Total	49	100.0	760	100.0	112851	100.0	262	100.0	2438	100.0	280287	100.0	311	100.0	3193	100.0	392492	100.0																			
		Very little	9	18.4	125	16.5	22330	19.8	23	8.8	236	9.7	41865	15.0	46	14.9	427	13.4	68535	17.5																		
12b. Acquiring job or work-related knowledge and skills	Some	15	30.6	228	30.1	33767	30.0	54	20.7	702	28.8	81614	29.2	84	27.0	933	29.3	115959	29.6																			
	Quite a bit	14	28.6	226	29.8	33110	29.4	93	35.6	684	28.1	67654	24.2	84	27.0	927	28.9	87607	22.4																			
	Very much	11	22.4	179	23.6	23405	20.8	91	34.9	8824	33.4	88824	31.7	97	31.1	1000	31.4	119712	30.6																			
	Total	49	100.0	758	100.0	112612	100.0	261	100.0	2435	100.0	279857	100.0	310	100.0	3187	100.0	391813	100.0																			
		Very little	3	6.1	95	12.5	16023	14.2	12	4.6	168	6.9	21121	7.5	17	5.6	320	10.0	44587	11.4																		
		Some	13	26.5	207	27.3	33622	29.9	60	23.1	577	23.7	77307	27.6	78	25.3	810	25.4	113504	29.0																		
12c. Writing clearly and effectively	Quite a bit	26	53.1	291	38.3	40212	35.7	113	43.5	985	40.5	113404	40.5	154	49.6	1254	39.4	148240	37.8																			
	Very much	7	14.3	166	21.9	22773	20.2	75	28.8	703	28.9	68262	24.4	61	19.6	803	25.2	85595	21.8																			
	Total	49	100.0	759	100.0	112630	100.0	260	100.0	2433	100.0	280094	100.0	310	100.0	3188	100.0	391926	100.0																			
		Very little	7	14.3	109	14.4	19134	17.0	21	8.0	229	9.4	29684	10.6	37	12.0	387	12.1	55752	14.2																		
		Some	14	28.6	229	30.2	35154	31.2	64	24.4	634	26.1	81821	29.2	84	27.1	896	28.1	119326	30.5																		
		Quite a bit	19	38.8	276	36.4	37445	33.3	103	39.3	953	39.2	105072	37.5	121	39.0	1202	37.8	137720	35.2																		
12d. Speaking clearly and effectively	Very much	9	18.4	144	19.0	20862	18.5	74	28.2	616	25.3	63412	22.6	68	22.0	700	22.0	78976	20.2																			
	Total	49	100.0	758	100.0	112595	100.0	262	100.0	2432	100.0	279669	100.0	311	100.0	3185	100.0	391774	100.0																			
		Very little	1	2.0	59	7.8	8908	7.9	9	3.4	81	3.3	12575	4.5	8	2.6	182	5.7	25168	6.4																		
		Some	15	30.6	200	26.4	29997	26.7	40	15.3	516	21.2	64633	23.1	78	25.0	765	24.0	98664	25.2																		
		Quite a bit	22	44.9	315	41.6	45983	40.9	107	40.8	1049	43.1	119872	42.8	135	43.4	1346	42.3	163648	41.8																		
		Very much	11	22.4	184	24.3	27668	24.6	106	40.5	788	32.4	82791	29.6	90	29.0	893	28.0	104163	26.6																		
12e. Solving numerical problems	Total	49	100.0	758	100.0	112556	100.0	262	100.0	2434	100.0	279871	100.0	311	100.0	3186	100.0	391643	100.0																			
		Very little	8	16.3	144	19.3	22014	19.6	17	6.5	185	7.6	31491	11.3	40	12.8	431	13.6	62796	16.0																		
		Some	12	24.5	219	29.3	33044	29.4	62	23.7	667	27.4	81032	29.0	75	24.2	902	28.5	114690	29.3																		
		Quite a bit	18	36.7	245	32.8	35463	31.6	94	35.9	932	38.3	102237	36.5	113	36.4	1116	35.3	131899	33.7																		
		Very much	11	22.4	140	18.7	21857	19.4	89	34.0	648	26.6	65008	23.2	83	26.6	715	22.6	81877	20.9																		
	Total	49	100.0	748	100.0	112378	100.0	262	100.0	2432	100.0	279768	100.0	311	100.0	3165	100.0	391262	100.0																			
12f. Using computing and information technology	Very little	4	8.3	76	10.1	18177	16.2	13	5.0	146	6.0	27115	9.7	22	7.1	263	8.4	51987	13.3																			
	Some	12	25.0	182	24.3	31739	28.2	40	15.3	583	23.9	71481	25.5	66	21.4	769	24.3	105985	27.1																			
	Quite a bit	18	37.5	256	34.1	35375	31.5	100	38.2	853	35.0	96829	34.6	116	37.8	1089	34.4	128887	32.9																			
	Very much	14	29.2	236	31.5	27157	24.2	109	41.6	853	35.0	84355	30.2	104	33.8	1046	33.0	104541	26.7																			
	Total	48	100.0	750	100.0	112448	100.0	262	100.0	2435	100.0	279760	100.0	307	100.0	3168	100.0	391401	100.0																			
		Very little	5	10.2	56	7.4	12359	11.0	9	3.4	138	5.7	19756	7.1	24	7.7	209	6.6	36146	9.2																		
12g. Working effectively with others	Some	13	26.5	245	32.4	36910	32.8	57	21.8	626	25.7	80646	28.8	77	24.8	932	29.3	121638	31.0																			
	Quite a bit	21	42.9	278	36.7	39703	35.3	111	42.4	973	40.0	108299	38.7	133	42.7	1216	38.2	144403	36.9																			
	Very much	10	20.4	178	23.5	23632	21.0	85	32.4	695	28.6	71249	25.5	77	24.8	825	25.9	89587	22.9																			
	Total	49	100.0	757	100.0	112604	100.0	262	100.0	2432	100.0	279850	100.0	311	100.0	3183	100.0	391774	100.0																			

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

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

2009 Frequency Distributions

	All Students (weighted data *)																							
	Your College				Part-Time				Full-Time				2009 CCSSE Cohort											
	Count	Col %	Count	Col %	Other Consortium Colleges	Count	Col %	Count	Col %	Other Consortium Colleges	Count	Col %	Count	Col %	Your College	Count	Col %	Other Consortium Colleges	Count	Col %	2009 CCSSE Cohort	Count	Col %	
12i. Learning effectively on your own	Very little	4	8.3	34	4.5	8542	7.6	3.5	87	3.6	15382	5.5	6.6	128	4.0	28005	6.6				4.0	28005	6.6	
	Some	8	16.7	200	26.5	28693	25.5	44	16.9	563	23.1	64986	23.2	51	16.8	796	25.0	96115	24.5		25.0	96115	24.5	
	Quite a bit	27	56.3	315	41.7	45119	40.1	105	40.4	1027	42.1	114312	40.8	154	50.4	1331	41.8	158663	40.5		41.8	158663	40.5	
	Very much	9	18.8	206	27.3	30248	26.9	102	39.2	760	31.2	85214	30.4	80	26.3	925	29.1	110967	28.3		29.1	110967	28.3	
	Total	48	100.0	755	100.0	112602	100.0	260	100.0	2437	100.0	279894	100.0	308	100.0	3180	100.0	391750	100.0			391750	100.0	
	12j. Understanding yourself	Very little	4	8.2	118	15.6	20345	18.1	23	8.9	292	12.6	39641	14.2	26	8.4	439	13.8	64104	16.4		13.8	64104	16.4
Some	19	38.8	252	33.4	34040	30.3	63	24.3	719	29.0	80103	28.6	104	33.6	1005	31.6	116073	29.7			31.6	116073	29.7	
Quite a bit	16	32.7	234	31.0	34466	30.7	94	36.3	797	32.8	90743	32.5	105	34.0	1013	31.9	123266	31.5			31.9	123266	31.5	
Very much	10	20.4	151	20.0	23574	21.0	79	30.5	625	25.7	69196	24.7	74	24.1	720	22.6	87822	22.4			22.6	87822	22.4	
Total	49	100.0	755	100.0	112425	100.0	259	100.0	2433	100.0	279623	100.0	310	100.0	3177	100.0	391255	100.0			391255	100.0		
12k. Understanding people of other racial and ethnic backgrounds	Very little	12	25.0	196	26.0	28634	25.5	30	11.5	476	19.5	54330	19.4	61	20.0	735	23.1	90016	23.0		23.1	90016	23.0	
	Some	17	35.4	266	35.2	37830	33.7	74	28.4	840	34.5	93246	33.4	101	32.8	1104	34.7	131521	33.6			34.7	131521	33.6
	Quite a bit	13	27.1	181	24.0	28397	25.3	89	34.1	672	27.6	79874	28.6	91	29.7	813	25.6	104098	26.6			25.6	104098	26.6
	Very much	6	12.5	112	14.8	17493	15.6	68	26.1	447	18.4	52044	18.6	54	17.5	527	16.6	65395	16.7			16.6	65395	16.7
	Total	48	100.0	755	100.0	112354	100.0	261	100.0	2435	100.0	279494	100.0	306	100.0	3180	100.0	391029	100.0			391029	100.0	
	12l. Developing a personal code of values and ethics	Very little	7	14.3	178	23.5	29804	26.5	30	11.5	418	17.2	54779	19.6	41	13.3	652	20.5	91860	23.5		20.5	91860	23.5
Some	20	40.8	288	38.1	37251	33.1	81	31.0	800	32.9	91952	32.9	116	37.3	1138	35.8	129684	33.2			35.8	129684	33.2	
Quite a bit	14	28.6	186	24.6	28229	25.1	89	34.1	719	29.8	80995	29.0	95	30.6	851	26.8	104854	26.8			26.8	104854	26.8	
Very much	8	16.3	104	13.8	17107	15.2	61	23.4	493	20.3	51804	18.5	59	18.9	538	16.9	64742	16.6			16.9	64742	16.6	
Total	49	100.0	756	100.0	112391	100.0	261	100.0	2430	100.0	279530	100.0	310	100.0	3179	100.0	391139	100.0			391139	100.0		
12m. Contributing to the welfare of your community	Very little	15	30.6	242	32.1	44317	39.5	49	18.8	607	24.9	91447	32.8	86	27.6	915	28.8	142548	36.5		28.8	142548	36.5	
	Some	15	30.6	288	38.2	38550	34.4	93	35.6	863	33.6	101344	36.3	101	32.4	1228	38.7	137748	35.3			38.7	137748	35.3
	Quite a bit	12	24.5	137	18.2	19277	17.2	73	28.0	534	21.9	56288	20.3	80	25.8	637	20.1	72355	18.5			20.1	72355	18.5
	Very much	6	12.2	86	11.4	10037	8.9	46	17.6	330	13.6	30071	10.8	44	14.2	395	12.4	37805	9.7			12.4	37805	9.7
	Total	49	100.0	753	100.0	112161	100.0	261	100.0	2434	100.0	279130	100.0	310	100.0	3176	100.0	390457	100.0			390457	100.0	
	12n. Developing clearer career goals	Very little	5	10.6	111	14.6	19571	17.4	18	6.9	226	9.3	32390	11.6	28	9.2	387	12.1	57942	14.8		12.1	57942	14.8
Some	12	25.5	233	30.7	32944	29.3	57	21.0	606	24.9	79601	26.3	72	23.8	890	28.0	109821	28.1			28.0	109821	28.1	
Quite a bit	16	34.0	233	30.7	35008	31.1	98	37.4	848	34.9	96340	34.4	107	35.3	1041	32.7	127900	32.7			32.7	127900	32.7	
Very much	14	29.8	181	23.9	24964	22.2	91	34.7	753	30.9	77501	27.7	96	31.6	867	27.2	95848	24.5			27.2	95848	24.5	
Total	47	100.0	758	100.0	112487	100.0	262	100.0	2433	100.0	279832	100.0	303	100.0	3185	100.0	391511	100.0			391511	100.0		
12o. Gaining information about career opportunities	Very little	5	10.2	137	18.1	24502	21.7	33	12.6	283	11.6	41107	14.7	34	11.1	474	14.9	72641	18.5		14.9	72641	18.5	
	Some	15	30.6	225	29.7	34730	30.8	91	35.9	675	27.7	79255	28.3	83	26.6	920	28.8	116715	29.8			28.8	116715	29.8
	Quite a bit	13	26.5	229	30.2	31341	27.8	94	35.9	771	31.6	86960	31.7	93	29.9	989	31.0	116320	29.7			31.0	116320	29.7
	Very much	16	32.7	167	22.0	22135	19.6	84	32.1	711	29.1	70911	25.3	101	32.4	807	25.3	86498	22.1			25.3	86498	22.1
	Total	49	100.0	758	100.0	112708	100.0	262	100.0	2440	100.0	280233	100.0	311	100.0	3190	100.0	392174	100.0			392174	100.0	
	13a1. Frequency: Academic advising/planning	Do not know/N.A.	2	4.1	84	11.1	12427	11.1	20	7.8	132	5.5	17639	6.3	17	5.4	270	8.5	35497	9.1		8.5	35497	9.1
Rarely/never	15	30.6	260	34.4	41661	37.2	78	30.5	696	28.8	86399	31.8	94	30.6	1006	31.8	135518	34.8			31.8	135518	34.8	
Sometimes	29	59.2	317	42.0	45471	40.6	117	45.7	1181	48.8	129645	46.6	168	54.4	1425	45.0	168315	43.2			45.0	168315	43.2	
Often	3	6.1	94	12.5	12394	11.1	41	16.0	410	16.9	42402	15.2	30	9.7	464	14.7	50067	12.9			14.7	50067	12.9	
Total	49	100.0	755	100.0	111953	100.0	256	100.0	2419	100.0	278085	100.0	308	100.0	3166	100.0	389397	100.0			389397	100.0		
13b1. Frequency: Career counseling	Do not know/N.A.	12	25.0	171	22.4	25428	22.8	44	17.3	416	17.2	50213	18.1	67	22.2	699	20.1	81029	20.9		20.1	81029	20.9	
	Rarely/never	23	47.9	374	49.1	56149	50.4	123	48.2	1212	50.1	140404	50.7	146	48.0	1578	49.6	195992	50.5			49.6	195992	50.5
	Sometimes	11	22.9	178	23.4	24422	21.9	67	26.3	647	26.7	68785	24.8	73	24.1	791	24.8	89558	23.1			24.8	89558	23.1
	Often	2	4.2	39	5.1	5468	4.9	21	8.2	144	6.0	17703	6.4	17	5.6	175	5.5	21296	5.5			5.5	21296	5.5
	Total	48	100.0	762	100.0	111467	100.0	255	100.0	2419	100.0	277105	100.0	304	100.0	3183	100.0	387876	100.0			387876	100.0	
	13c1. Frequency: Job placement assistance	Do not know/N.A.	19	40.4	365	48.4	49043	44.3	87	34.1	943	39.3	104876	38.1	114	38.1	1391	44.1	160082	41.6		44.1	160082	41.6
Rarely/never	19	40.4	325	43.1	51455	46.5	112	43.9	1126	47.0	131229	47.7	125	41.7	1414	44.9	180788	46.9			44.9	180788	46.9	
Sometimes	6	12.8	52	6.9	7871	7.1	45	17.6	265	11.1	29329	8.5	18	6.0	264	8.4	28063	7.3			8.4	28063	7.3	
Often	3	6.4	12	1.6	2314	2.1	11	4.3	64	2.7	9394	3.4	17	5.6	65	2.1	10406	2.7			2.1	10406	2.7	
Total	47	100.0	754	100.0	110683	100.0	255	100.0	2398	100.0	275290	100.0	300	100.0	3150	100.0	385268	100.0			385268	100.0		
13d1. Frequency: Peer or other tutoring	Do not know/N.A.	12	26.7	231	30.6	34017	30.8	50	19.5	502	20.9	66245	24.1	70	24.0	815	25.9	107728	28.0		25.9	107728	28.0	
	Rarely/never	19	42.2	349	46.3	50627	45.8	113	44.1	1046	43.6													

2009 Frequency Distributions

	Part-Time						Full-Time						All Students (weighted data *)					
	Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort	
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
131f. Frequency: Child care	27	56.3	450	59.6	64152	58.2	119	46.9	1364	57.0	154141	56.1	160	52.9	58.3	219640	57.2	
	17	35.4	269	35.6	41181	37.3	91	35.8	836	35.0	104436	38.0	108	35.6	1116	35.4	144639	37.7
	3	6.3	16	2.1	2732	2.5	20	7.9	85	3.6	8762	3.2	21	6.8	86	2.7	10834	2.8
	1	2.1	20	2.6	2252	2.0	24	9.4	106	4.4	7778	2.6	14	4.7	110	3.5	8975	2.3
	48	100.0	755	100.0	110317	100.0	254	100.0	2391	100.0	274517	100.0	303	100.0	3149	100.0	384098	100.0
13g1. Frequency: Financial aid advising	9	19.1	188	22.3	29247	26.5	29	11.4	322	13.8	49954	18.2	49	16.3	577	18.3	87544	22.8
	16	34.0	247	32.8	37296	33.8	67	26.4	618	25.8	82818	30.4	93	31.2	927	29.4	123776	32.2
	17	36.2	195	25.9	27094	24.6	92	36.2	866	36.2	85744	31.3	108	36.2	866	30.7	106245	27.7
	5	10.6	144	19.1	16698	15.1	66	26.0	587	24.5	55844	20.4	49	16.3	680	21.6	86443	17.3
	47	100.0	754	100.0	110335	100.0	254	100.0	2393	100.0	274360	100.0	299	100.0	3149	100.0	384009	100.0
13h1. Frequency: Computer lab	6	12.2	104	13.8	18912	17.1	11	4.3	182	7.6	23012	8.4	29	9.4	353	11.2	51361	13.3
	11	22.4	196	26.0	30858	27.9	30	11.8	363	15.2	52928	19.3	57	18.7	667	21.2	92854	24.1
	18	36.7	203	26.9	31890	28.8	87	34.3	687	28.8	86414	31.4	110	35.9	870	27.7	115368	30.0
	14	28.6	251	33.3	28927	26.2	126	49.6	1152	48.3	12431	40.9	111	36.1	1254	39.9	125221	32.5
	49	100.0	754	100.0	110587	100.0	254	100.0	2384	100.0	274785	100.0	307	100.0	3144	100.0	384804	100.0
13i1. Frequency: Student organizations	21	43.8	330	43.9	47514	43.3	62	24.2	743	31.2	89544	32.8	112	36.7	1196	38.1	147874	38.7
	20	41.7	333	44.3	48975	44.6	116	45.3	1095	46.0	123418	45.2	131	43.0	1412	45.0	171394	44.9
	5	10.4	70	9.3	9724	8.9	54	21.1	372	15.6	41647	15.3	43	14.3	385	12.3	44670	11.7
	2	4.2	19	2.5	3552	3.2	24	9.4	172	7.2	18328	6.7	18	6.1	145	4.6	18086	4.7
	48	100.0	752	100.0	109765	100.0	256	100.0	2382	100.0	272937	100.0	304	100.0	3137	100.0	382024	100.0
13j1. Frequency: Transfer credit assistance	20	40.8	280	37.3	41555	37.5	78	30.6	839	35.0	88371	32.1	114	37.2	1147	36.5	136182	35.3
	17	34.7	263	35.0	41211	37.2	101	39.6	863	36.0	100488	36.5	112	36.5	1117	35.5	141912	36.8
	6	12.2	157	20.9	21122	19.1	52	20.4	496	20.7	62348	22.6	47	15.2	646	20.5	79319	20.6
	6	12.2	51	6.8	6789	6.1	24	9.4	202	8.4	24170	8.8	35	11.2	237	7.5	27882	7.2
	49	100.0	751	100.0	110677	100.0	255	100.0	2400	100.0	275377	100.0	308	100.0	3147	100.0	385296	100.0
13k1. Frequency: Services to students with disabilities	30	61.2	460	60.9	66236	59.7	129	50.8	1342	55.7	156511	56.7	177	57.5	1859	58.8	225318	58.4
	12	24.5	238	31.5	36401	32.8	90	35.4	797	33.1	92851	33.7	87	28.4	1014	32.1	128116	33.2
	3	6.1	36	4.8	4580	4.1	19	7.5	150	6.2	15098	5.5	20	6.6	170	5.4	18414	4.8
	4	8.2	21	2.8	3682	3.3	16	6.3	120	5.0	11336	4.1	23	7.5	118	3.7	14167	3.7
	49	100.0	755	100.0	110899	100.0	254	100.0	2409	100.0	275796	100.0	307	100.0	3162	100.0	386015	100.0
13l2. Satisfaction: Academic advising/planning	4	8.3	129	17.5	23629	21.9	37	15.2	268	11.2	36905	13.6	32	10.8	451	14.5	65949	18.3
	2	4.2	61	8.3	10705	9.8	17	7.0	186	7.8	26800	9.8	15	5.2	246	7.9	37197	9.8
	25	52.1	276	37.3	45488	41.8	119	49.0	1023	42.8	124823	45.8	152	51.0	1242	39.9	165214	43.5
	17	35.4	273	36.9	28691	26.4	70	28.8	912	38.2	83741	30.8	99	33.1	1173	37.7	107636	28.4
	48	100.0	739	100.0	108713	100.0	243	100.0	2389	100.0	272269	100.0	299	100.0	3112	100.0	379596	100.0
13m2. Satisfaction: Career Counseling	17	35.4	320	44.0	48039	44.6	74	30.2	832	35.2	101631	37.6	101	33.6	1218	39.6	156558	41.6
	6	12.5	71	9.8	13549	12.6	30	12.2	277	11.7	36228	13.4	83	27.7	330	10.7	48804	13.0
	10	20.8	195	26.8	29732	27.6	99	40.4	737	31.1	84379	31.2	83	27.7	888	28.9	109799	29.2
	15	31.3	142	19.5	16282	15.1	42	17.1	520	22.0	47840	17.7	79	26.3	638	20.8	60915	16.2
	48	100.0	728	100.0	107602	100.0	245	100.0	2366	100.0	270078	100.0	299	100.0	3074	100.0	376102	100.0
13n2. Satisfaction: Job placement assistance	29	61.7	488	67.5	71476	67.2	119	49.2	1362	57.9	156977	58.7	168	57.3	1913	62.6	235579	63.4
	5	10.6	80	11.1	13631	12.8	30	12.4	305	13.0	37284	14.0	33	11.3	370	12.1	49523	13.3
	9	19.1	97	13.4	14913	14.0	67	27.7	453	19.2	50107	18.8	65	22.2	499	16.3	60234	16.2
	4	8.5	58	8.0	6273	5.9	26	10.7	234	9.9	22851	8.6	27	9.3	274	9.0	26492	7.1
	47	100.0	723	100.0	106293	100.0	242	100.0	2354	100.0	267219	100.0	294	100.0	3056	100.0	371827	100.0
13o2. Satisfaction: Peer or other tutoring	23	50.0	378	52.5	57164	53.8	91	37.3	928	39.7	120959	45.3	132	45.4	1385	45.6	186528	50.2
	2	4.3	60	8.3	10022	9.4	19	7.8	183	7.8	25263	9.5	16	5.6	251	8.2	35216	9.5
	9	19.6	148	20.6	22530	21.2	80	32.8	583	24.5	68727	25.7	71	24.4	687	22.6	85998	23.1
	12	26.1	134	18.6	16509	15.5	54	22.1	655	28.0	52252	19.6	72	24.7	715	23.5	63898	17.2
	46	100.0	720	100.0	106225	100.0	244	100.0	2338	100.0	267201	100.0	291	100.0	3038	100.0	371641	100.0
13p2. Satisfaction: Skill labs (writing, math, etc.)	16	34.0	309	42.4	48674	45.9	56	23.4	786	33.8	96537	36.3	89	30.3	1168	38.3	154564	41.7
	2	4.3	34	4.7	7868	7.4	20	8.4	129	5.5	19316	7.3	17	5.7	155	5.1	27304	7.4
	12	25.5	189	26.0	27560	26.0	75	31.4	692	29.8	83166	31.2	81	27.6	848	27.8	105039	28.3
	17	36.2	196	26.9	21878	20.6	88	36.8	718	30.9	67205	25.2	107	36.4	876	28.8	93672	26.6
	47	100.0	728	100.0	105980	100.0	239	100.0	2325	100.0	266224	100.0	293	100.0	3046	100.0	370581	100.0
13q2. Satisfaction: Child care	37	77.1	591	80.7	84208	79.8	147	61.0	1743	74.6	202922	76.5	213	71.5	2382	77.7	288779	78.2
	4	8.3	51	7.0	10032	9.5	26	10.8	228	9.8	25778	9.7	27	9.2	259	8.4	35604	9.6
	3	6.3	49	6.7	6944	6.6	35	14.5	202	8.6	22418	8.5	27	9.2	232	7.6	27529	7.5
	4	8.3	41	5.6	4395	4.2	33	13.7	163	7.1	14150	5.3	30	10.2	192	6.3	17417	4.7
	48	100.0	732	100.0	105579	100.0	241	100.0	2336	100.0	265268	100.0	298	100.0	3065	100.0	369329	100.0

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

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

2009 Frequency Distributions

	Part-Time					Full-Time					All Students (weighted data *)							
	Your College		Other Consortium Colleges		2009 CCSSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSSE Cohort	
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
13q2. Satisfaction: Financial aid advising	15	31.9	241	33.1	43056	40.6	44	18.5	482	20.6	75732	28.4	80	27.2	830	27.1	130131	32.9
	5	10.6	84	11.5	13707	12.9	19	8.0	300	12.8	34351	12.9	28	9.7	381	12.5	47888	12.9
	10	21.3	187	25.7	25127	23.7	88	37.0	660	28.2	76156	28.6	78	26.8	818	26.8	96427	26.0
	17	36.2	216	29.7	24202	22.8	87	36.6	897	38.3	80238	30.1	106	36.3	1029	33.6	96519	26.0
Total	47	100.0	728	100.0	106092	100.0	238	100.0	2339	100.0	266477	100.0	292	100.0	3057	100.0	370965	100.0
13h2. Satisfaction: Computer lab	11	23.4	157	21.8	30294	28.4	18	7.5	278	11.9	38632	14.4	52	17.8	527	17.3	83187	22.3
	1	2.1	27	3.7	5894	5.5	8	3.3	80	3.4	13287	5.0	7	2.6	116	3.8	19746	5.3
	11	23.4	187	25.9	28981	27.2	75	31.1	580	24.8	81131	30.3	77	26.1	765	25.1	106550	28.6
	24	51.1	350	48.5	41346	38.8	140	58.1	1400	59.9	134333	50.2	157	53.6	1634	53.7	162826	43.7
Total	47	100.0	721	100.0	106515	100.0	241	100.0	2338	100.0	267383	100.0	294	100.0	3041	100.0	372408	100.0
13i2. Satisfaction: Student organizations	26	55.3	467	64.4	70034	66.6	92	38.2	1189	51.1	139835	52.9	145	49.3	1765	58.0	222702	60.6
	2	4.3	62	8.6	10487	10.0	31	12.9	241	10.4	28013	10.6	21	7.3	289	9.5	37759	10.3
	13	27.7	122	16.8	17023	16.2	82	34.0	534	23.0	64086	24.3	88	29.9	600	19.7	72708	19.8
	6	12.8	74	10.2	7557	7.2	36	14.9	362	15.6	32334	12.2	40	13.5	389	12.8	34557	9.4
Total	47	100.0	725	100.0	105101	100.0	241	100.0	2326	100.0	264268	100.0	294	100.0	3042	100.0	367726	100.0
13j2. Satisfaction: Transfer credit assistance	23	47.9	375	51.8	57359	53.9	103	42.7	1139	48.6	123618	46.3	137	46.1	1533	50.2	188469	50.7
	5	10.4	58	8.1	11694	11.0	24	10.0	236	10.1	31342	11.7	31	10.3	281	9.2	42055	11.3
	13	27.1	158	21.8	22630	21.3	68	28.2	522	22.3	67800	25.4	82	27.5	669	21.9	85627	23.0
	7	14.6	133	18.4	14709	13.8	46	19.1	448	19.1	44198	16.6	48	16.2	568	18.6	55740	15.0
Total	48	100.0	724	100.0	106392	100.0	241	100.0	2345	100.0	265958	100.0	298	100.0	3052	100.0	371891	100.0
13k2. Satisfaction: Services to students with disabilities	32	66.7	544	75.1	81078	76.5	145	60.9	1633	69.6	192359	72.2	192	64.7	2215	72.5	276313	74.5
	1	2.1	38	5.0	8037	7.6	18	7.6	158	6.7	20734	7.6	12	4.0	179	5.9	28127	7.6
	7	14.6	73	10.1	9202	8.7	42	17.6	261	11.1	29450	11.1	46	15.6	323	10.6	36297	9.8
	8	16.7	71	9.8	7720	7.3	33	13.9	294	12.5	24478	9.2	47	15.7	337	11.0	30176	8.1
Total	48	100.0	724	100.0	106037	100.0	238	100.0	2346	100.0	266421	100.0	296	100.0	3053	100.0	370912	100.0
13a3. Importance: Academic advising/planning	4	8.3	77	10.4	13201	12.2	16	6.7	137	5.8	19270	7.1	23	7.8	259	8.3	37965	10.1
	12	25.0	179	24.2	29690	27.5	64	26.8	669	28.2	75072	27.8	76	25.6	802	25.8	104718	27.8
	32	66.7	483	65.4	65097	60.3	159	66.5	1570	66.1	176186	65.1	198	66.6	2044	65.8	234449	62.2
Total	48	100.0	739	100.0	107988	100.0	239	100.0	2376	100.0	270528	100.0	297	100.0	3105	100.0	377131	100.0
13b3. Importance: Career counseling	12	26.1	155	21.1	24714	23.2	37	15.5	413	17.6	46668	17.4	64	22.3	600	19.4	77504	20.8
	14	30.4	202	27.4	29709	27.8	78	32.6	781	33.2	82689	30.9	90	31.2	924	29.9	109284	29.3
	20	43.5	379	51.5	52259	49.0	124	51.9	1158	49.2	138290	51.7	134	46.5	1562	50.6	186068	49.9
	46	100.0	736	100.0	106682	100.0	239	100.0	2352	100.0	267647	100.0	289	100.0	3085	100.0	372856	100.0
Total	17	37.8	248	34.2	39221	37.3	58	24.4	717	30.8	77996	29.5	94	32.9	1002	32.9	124463	33.8
13c3. Importance: Job placement assistance	11	24.4	195	26.9	27890	26.5	76	31.9	717	30.8	81471	30.8	77	27.2	860	28.2	104444	28.4
	17	37.8	283	39.0	38084	36.2	104	43.7	893	38.4	105088	39.7	113	39.9	1185	38.9	139151	37.8
	45	100.0	726	100.0	105195	100.0	238	100.0	2327	100.0	264555	100.0	284	100.0	3046	100.0	368059	100.0
Total	17	37.8	211	29.3	33805	32.1	45	18.8	551	23.7	65566	25.2	88	30.9	808	26.6	107667	29.3
13d3. Importance: Peer or other tutoring	9	20.0	219	30.4	31311	29.8	83	34.7	709	30.5	87932	33.2	72	25.3	912	30.1	115296	31.3
	19	42.2	290	40.3	40050	38.1	111	46.4	1063	45.8	110137	41.6	125	43.8	1313	43.3	145116	39.4
	45	100.0	720	100.0	105166	100.0	239	100.0	2323	100.0	264635	100.0	285	100.0	3033	100.0	368040	100.0
Total	11	24.4	164	22.7	29050	27.7	29	12.3	434	18.9	54596	20.7	57	20.1	640	21.2	90727	24.7
13e3. Importance: Skill labs (writing, math, etc.)	8	17.8	210	29.1	31258	29.8	73	31.1	725	31.5	87970	33.4	64	22.5	905	30.0	115388	31.5
	26	57.8	347	48.1	44521	42.5	133	56.6	1143	49.7	120929	45.9	162	57.4	1472	48.8	160608	43.8
	45	100.0	721	100.0	104829	100.0	235	100.0	2302	100.0	263495	100.0	283	100.0	3018	100.0	366722	100.0
Total	24	52.2	380	52.1	58302	55.8	99	41.4	1181	51.0	135981	51.9	140	48.3	1571	51.5	197350	54.1
13f3. Importance: Child care	7	15.2	125	17.1	18054	17.3	55	23.0	438	18.9	51970	19.8	52	18.0	538	17.7	67314	18.4
	15	32.6	224	30.7	28054	26.9	85	35.6	696	30.1	74118	28.3	97	33.7	938	30.8	100355	27.5
	46	100.0	729	100.0	104410	100.0	239	100.0	2315	100.0	261969	100.0	289	100.0	3047	100.0	364999	100.0
Total	8	17.4	145	19.9	26204	24.9	18	7.6	289	12.4	43032	16.3	40	13.9	506	16.6	77626	21.1
13g3. Importance: Financial aid advising	9	19.6	123	16.9	18069	17.2	57	23.9	389	16.7	48593	18.4	61	21.1	506	16.6	65541	17.8
	29	63.0	459	63.1	61016	58.0	163	68.5	1645	70.8	172669	65.3	187	65.0	2037	66.8	224904	61.1
	46	100.0	727	100.0	105289	100.0	238	100.0	2323	100.0	264294	100.0	288	100.0	3049	100.0	368070	100.0
Total	7	14.9	110	15.4	20284	19.2	11	4.6	182	7.8	26420	9.9	33	11.3	369	12.2	56248	15.2
13h3. Importance: Computer lab	11	23.4	151	21.1	26705	25.3	59	24.8	527	22.6	66690	25.1	70	23.9	657	21.7	93302	25.2
	29	61.7	454	63.5	58751	55.6	168	70.6	1625	69.6	172844	65.0	190	64.8	2005	66.1	220329	59.6
	47	100.0	715	100.0	105740	100.0	238	100.0	2334	100.0	265754	100.0	292	100.0	3031	100.0	369979	100.0
Total	21	44.7	304	42.3	47044	45.0	59	24.7	793	34.4	89868	34.6	110	37.6	1167	38.3	147613	40.6
13i3. Importance: Student organizations	13	27.7	241	33.5	34334	33.0	107	44.8	876	38.0	100992	38.6	99	33.7	1067	35.3	128968	35.5
	13	27.7	174	24.2	22609	21.7	73	30.5	636	27.6	70561	27.0	84	28.7	781	25.9	87174	24.0
	47	100.0	719	100.0	103887	100.0	239	100.0	2305	100.0	261321	100.0	293	100.0	3019	100.0	363756	100.0

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

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

2009 Frequency Distributions

	Part-Time											Full-Time											All Students (weighted data *)																
	Your College			Other Consortium Colleges			2009 CCSSE Cohort			Your College			Other Consortium Colleges			2009 CCSSE Cohort			Your College			Other Consortium Colleges			2009 CCSSE Cohort														
	Count	Col %		Count	Col %		Count	Col %		Count	Col %		Count	Col %		Count	Col %		Count	Col %		Count	Col %		Count	Col %		Count	Col %										
13j. Importance: Transfer credit assistance	13	27.1	Not at all	185	25.6	31558	30.0	53	22.2	593	25.5	60997	23.1	783	25.7	99886	27.1	13	25.0	150	20.7	22455	21.3	29.7	553	23.8	60070	22.7	75	25.4	783	25.7	99886	27.1					
	12	25.0	Somewhat	150	20.7	22455	21.3	71	29.7	553	23.8	60070	22.7	75	25.4	783	25.7	99886	27.1	23	47.9	389	53.7	51302	48.7	115	48.1	1181	50.8	143306	54.2	142	48.0	1588	52.2	187236	50.9		
	23	47.9	Very	389	53.7	51302	48.7	115	48.1	1181	50.8	143306	54.2	142	48.0	1588	52.2	187236	50.9	48	100.0	724	100.0	105315	100.0	239	100.0	264373	100.0	297	100.0	3043	100.0	368196	100.0				
	Total	48	100.0		724	100.0	105315	100.0	239	100.0	264373	100.0	297	100.0	3043	100.0	368196	100.0																					
13k. Importance: Services to students with disabilities	16	33.3	Not at all	285	39.5	45063	42.9	69	29.1	828	35.6	98445	37.4	94	31.9	1146	37.8	149587	40.5	7	14.6	85	11.8	15425	14.7	57	24.1	348	15.0	43794	16.5	53	17.9	400	13.2	57219	15.6		
	7	14.6	Somewhat	85	11.8	15425	14.7	57	24.1	348	15.0	43794	16.5	53	17.9	400	13.2	57219	15.6	25	52.1	351	48.7	44538	42.4	111	46.8	1147	49.4	120978	46.0	149	48.0	161157	43.9				
	25	52.1	Very	351	48.7	44538	42.4	111	46.8	1147	49.4	120978	46.0	149	48.0	161157	43.9	48	100.0	721	100.0	105026	100.0	237	100.0	263217	100.0	296	100.0	3034	100.0	366943	100.0						
	Total	48	100.0		721	100.0	105026	100.0	237	100.0	263217	100.0	296	100.0	3034	100.0	366943	100.0																					
14a. Working full-time	26	54.2	Not likely	299	39.2	44545	39.3	127	48.7	1062	43.6	121772	43.4	160	52.1	1336	41.8	167183	41.1	7	14.6	173	22.7	24238	21.4	41	15.7	503	20.7	47973	17.1	55	18.1	556	17.4	69237	17.6		
	7	14.6	Somewhat likely	173	22.7	24238	21.4	41	15.7	503	20.7	47973	17.1	55	18.1	556	17.4	69237	17.6	9	18.8	138	18.1	20378	18.0	44	16.9	414	17.0	47973	17.1	55	18.1	556	17.4	69237	17.6		
	9	18.8	Likely	138	18.1	20378	18.0	44	16.9	414	17.0	47973	17.1	55	18.1	556	17.4	69237	17.6	6	12.5	152	19.9	24134	21.3	49	18.8	455	18.7	50466	18.0	45	14.8	608	19.0	78013	19.8		
	Total	48	100.0		762	100.0	113295	100.0	261	100.0	2434	100.0	280725	100.0	306	100.0	3193	100.0	395627	100.0																			
14b. Caring for dependents	22	45.8	Not likely	355	46.9	54604	48.3	126	48.3	1188	48.9	140075	50.0	143	46.7	1516	47.7	192315	49.0	10	20.8	202	26.7	25803	23.8	62	23.8	552	22.7	63623	22.7	792	24.9	89681	22.8				
	10	20.8	Somewhat likely	202	26.7	25803	23.8	62	23.8	552	22.7	63623	22.7	792	24.9	89681	22.8	11	22.9	112	14.8	17819	15.8	44	16.9	380	15.6	44750	16.0	63	20.7	480	15.1	62345	15.9				
	11	22.9	Likely	112	14.8	17819	15.8	44	16.9	380	15.6	44750	16.0	63	20.7	480	15.1	62345	15.9	5	10.4	88	11.6	14737	13.0	29	11.1	311	12.8	31774	11.3	33	10.7	392	12.3	48343	12.3		
	Total	48	100.0		757	100.0	112963	100.0	261	100.0	2431	100.0	280222	100.0	306	100.0	3180	100.0	392665	100.0																			
14c. Academically unprepared	29	60.4	Not likely	463	61.1	66828	59.4	148	56.7	1402	57.9	158486	56.7	181	59.1	1903	59.9	228134	58.3	9	18.8	169	22.3	25309	22.5	55	21.1	580	24.0	66488	23.8	60	19.6	729	22.9	90174	23.0		
	9	18.8	Somewhat likely	169	22.3	25309	22.5	55	21.1	580	24.0	66488	23.8	60	19.6	729	22.9	90174	23.0	6	12.5	82	10.8	13086	11.6	39	14.9	290	12.0	35036	12.5	41	13.4	355	11.2	47039	12.0		
	6	12.5	Likely	82	10.8	13086	11.6	39	14.9	290	12.0	35036	12.5	41	13.4	355	11.2	47039	12.0	4	8.3	44	5.8	7275	6.5	19	7.3	149	6.2	19296	6.9	24	8.0	191	6.0	25896	6.6		
	Total	48	100.0		758	100.0	112498	100.0	261	100.0	2421	100.0	279306	100.0	306	100.0	3177	100.0	391242	100.0																			
14d. Lack of finances	14	29.2	Not likely	223	29.3	34427	30.5	77	29.5	669	27.6	86758	31.0	90	29.3	914	28.3	120419	30.7	10	20.8	178	23.4	26098	23.1	54	20.7	501	20.6	63236	22.6	64	20.8	711	22.3	89853	22.9		
	13	27.1	Likely	131	17.2	21003	18.6	51	19.5	440	18.1	58804	19.2	74	24.3	557	17.5	74114	18.9	11	22.9	229	30.1	31387	27.8	79	30.3	817	33.7	79597	27.2	78	25.6	1003	31.5	107938	27.5		
	11	22.9	Very likely	229	30.1	31387	27.8	79	30.3	817	33.7	79597	27.2	78	25.6	1003	31.5	107938	27.5	48	100.0	761	100.0	112915	100.0	261	100.0	2427	100.0	279795	100.0	306	100.0	3186	100.0	392334	100.0		
	Total	48	100.0		761	100.0	112915	100.0	261	100.0	2427	100.0	279795	100.0	306	100.0	3186	100.0	392334	100.0																			
14e. Transfer to a 4-year college or university	13	27.1	Not likely	299	39.4	42019	37.2	98	37.2	774	31.8	83258	29.7	95	30.9	1159	36.4	135075	34.4	5	10.4	129	17.0	20661	18.3	42	16.1	427	17.6	46662	16.6	38	12.5	548	17.2	69288	17.6		
	5	10.4	Somewhat likely	129	17.0	20661	18.3	42	16.1	427	17.6	46662	16.6	38	12.5	548	17.2	69288	17.6	13	27.1	140	18.4	19648	17.4	49	18.8	442	18.2	52070	18.6	74	24.0	579	18.2	69864	17.8		
	17	35.4	Likely	140	18.4	19648	17.4	49	18.8	442	18.2	52070	18.6	74	24.0	579	18.2	69864	17.8	48	100.0	763	100.0	113111	100.0	261	100.0	2430	100.0	280265	100.0	302	100.0	3194	100.0	392973	100.0		
	Total	48	100.0		759	100.0	112902	100.0	261	100.0	2430	100.0	280300	100.0	306	100.0	3186	100.0	392599	100.0																			
15. How supportive are your friends or your attending this college?	2	4.3	Not very	22	2.9	4498	4.0	5	1.9	76	3.1	10951	3.9	10	3.4	94	2.9	15483	3.9	4	8.5	98	12.8	20465	18.0	26	10.0	338	13.9	50052	17.8	27	8.1	428	13.4	70657	17.9		
	8	17.0	Somewhat	98	12.8	20465	18.0	26	10.0	338	13.9	50052	17.8	27	8.1	428	13.4	70657	17.9	33	70.2	430	56.3	56685	50.0	171	65.5	1377	56.6	139267	49.6	207	68.5	1811	56.6	195913	49.7		
	47	100.0	Extremely	764	100.0	113428	100.0	261	100.0	2434	100.0	280890	100.0	302	100.0	3198	100.0	393972	100.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Total	48	100.0		764	100.0	113428	100.0	261	100.0	2434	100.0	280890	100.0	302	100.0	3198	100.0	393972	100.0																			
16. How supportive is your immediate family or your attending this college?	6	12.8	Not very	59	7.7	12509	10.9	24	9.2	192	7.9	26875	9.6	35	11.4	252	7.9	40507	10.3	8	17.0	144	18.9	23249	20.6	40	15.3	402	16.5	53413	19.1	50	16.4	571	17.9	78518	20.0		
	33	70.2	Extremely	430	56.3	56685	50.0	171	65.5	1377	56.6	139267	49.6	207	68.5	1811	56.6	195913	49.7	47	100.0	764	100.0	113428	100.0	261	100.0	2434	100.0	280890	100.0	302	100.0	3198	100.0	393972	100.0		
	0																																						



2009 Frequency Distributions

Question	Response	Part-Time						Full-Time						All Students (weighted data *)									
		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort					
		Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %				
21. At this college, in what range is your overall college grade average?	Pass/fail classes only	1	2.0	6	0.8	980	0.9	0	0.0	10	0.4	1074	0.4	4	1.3	20	0.6	2603	0.7				
	Do not have a GPA at this school	0	0.0	27	3.6	4113	3.6	0	0.0	18	0.7	4423	1.6	0	0.0	76	2.4	10723	2.7				
	C- or lower	3	6.1	14	1.8	2975	2.6	1	0.4	53	2.2	6102	2.2	13	4.1	65	2.0	9718	2.5				
	C	2	4.1	49	6.5	8445	7.5	23	8.9	205	8.5	21585	7.7	18	5.8	236	7.4	29927	7.6				
	B- to C+	10	20.4	137	18.1	19769	17.5	63	24.4	505	20.8	56717	20.3	68	21.9	615	19.3	73501	18.7				
	B	14	28.6	162	21.4	24689	21.9	51	19.8	559	23.0	71112	25.4	79	25.4	701	22.0	91612	23.4				
	A- to B+	12	24.5	213	28.1	31114	27.6	81	31.4	769	31.7	81121	29.0	83	27.0	846	25.7	110192	28.1				
	A	7	14.3	150	19.8	20784	18.4	39	15.1	307	12.7	37356	13.4	45	14.6	522	16.4	63779	16.3				
	Total	49	100.0	758	100.0	112869	100.0	258	100.0	2426	100.0	279490	100.0	309	100.0	3180	100.0	392056	100.0				
	22. When do you most frequently take classes at this college?	Day classes (morning or afternoon)	40	83.3	479	63.3	62990	56.2	247	96.9	2181	89.9	242627	87.5	268	88.2	2419	76.1	272472	70.1			
		Evening classes	8	16.7	277	36.6	47899	42.8	7	2.7	242	10.0	33976	12.3	35	11.6	755	23.8	119908	29.3			
		Weekend classes	0	0.0	1	0.1	1112	1.0	1	0.4	2	0.1	545	0.2	0	0.0	3	0.1	2464	0.6			
		Total	48	100.0	757	100.0	111901	100.0	255	100.0	2425	100.0	277148	100.0	304	100.0	3177	100.0	388845	100.0			
		23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?	None	7	14.6	126	16.6	17344	15.4	32	12.5	251	10.3	26137	9.3	42	13.8	436	13.7	49959	12.7		
			1-14 credits	17	35.4	271	35.7	41151	36.4	87	33.9	667	27.5	82482	29.5	106	34.9	1010	31.7	131030	33.4		
			15-29 credits	12	25.0	145	19.1	21310	18.9	64	24.9	612	25.2	68763	24.6	76	25.0	697	21.9	83614	21.3		
30-44 credits			5	10.4	82	10.8	13362	11.8	37	14.4	438	18.0	49482	15.5	36	11.9	445	14.0	52371	13.3			
45-60 credits			3	6.3	62	8.2	9865	8.7	24	9.3	292	12.0	35935	12.8	22	7.4	324	10.2	41313	10.5			
Over 60 credits			4	8.3	73	9.6	9915	8.8	13	5.1	168	6.9	23001	8.2	22	7.1	271	8.5	34079	8.7			
Total			48	100.0	759	100.0	112947	100.0	257	100.0	2428	100.0	279780	100.0	305	100.0	3183	100.0	392365	100.0			
24. None			No response	9	18.0	99	12.8	17439	15.1	32	12.0	203	8.3	26935	9.5	50	15.8	346	10.7	50995	12.7		
			Response	41	82.0	672	87.2	98127	84.9	235	88.0	2252	91.7	258058	90.5	267	84.2	2880	89.3	349574	87.3		
			Total	50	100.0	771	100.0	115566	100.0	267	100.0	2455	100.0	285003	100.0	317	100.0	3226	100.0	400569	100.0		
			High school	No response	48	96.0	765	99.2	111835	98.8	265	99.3	2440	99.4	281386	98.7	308	97.2	3203	99.3	390471	97.5	
				Response	2	4.0	6	0.8	3731	3.2	2	0.7	15	0.6	3617	1.3	9	2.8	23	0.7	10098	2.5	
	Total			50	100.0	771	100.0	115566	100.0	267	100.0	2455	100.0	285003	100.0	317	100.0	3226	100.0	400569	100.0		
	Vocational/technical school			No response	49	98.0	765	99.2	114290	98.9	255	95.5	2434	99.1	282426	99.1	308	97.1	3200	99.2	396437	99.0	
				Response	1	2.0	6	0.8	1276	1.1	12	4.5	21	0.9	2577	0.9	9	2.9	26	0.8	4132	1.0	
				Total	50	100.0	771	100.0	115566	100.0	267	100.0	2455	100.0	285003	100.0	317	100.0	3226	100.0	400569	100.0	
		Another community or technical college		No response	49	98.0	758	98.3	112481	97.3	263	98.3	2416	98.4	279881	98.2	311	98.2	3172	98.3	391511	97.7	
				Response	1	2.0	13	1.7	3085	2.7	4	1.5	39	1.6	5122	1.8	6	1.8	54	1.7	9058	2.3	
				Total	50	100.0	771	100.0	115566	100.0	267	100.0	2455	100.0	285003	100.0	317	100.0	3226	100.0	400569	100.0	
				4-year college/ university	No response	46	92.0	726	94.2	110319	95.5	265	99.3	2379	96.9	278347	97.7	300	94.6	3079	95.4	388104	96.4
					Response	4	8.0	45	5.8	5247	4.5	2	0.7	76	3.1	6656	2.3	17	5.4	147	4.6	14465	3.6
					Total	50	100.0	771	100.0	115566	100.0	267	100.0	2455	100.0	285003	100.0	317	100.0	3226	100.0	400569	100.0
					Other	No response	49	98.0	747	96.9	111696	96.7	258	96.6	2393	97.5	276007	96.8	309	97.5	3137	97.2	387522
Response						1	2.0	24	3.1	3870	3.3	9	3.4	62	2.5	8956	3.2	8	2.5	89	2.8	13047	3.3
Total						50	100.0	771	100.0	115566	100.0	267	100.0	2455	100.0	285003	100.0	317	100.0	3226	100.0	400569	100.0
How many classes are you presently taking at OTHER institutions?						None	38	79.2	637	83.6	92424	81.6	226	86.9	2121	87.0	244126	87.1	251	82.0	2722	85.2	330048
			1 class			2	4.2	39	5.1	5965	5.3	1	0.4	53	2.2	5856	2.1	9	2.8	119	3.7	15321	3.9
			2 classes			3	6.3	46	6.0	6953	6.1	3	1.2	40	1.6	4052	1.4	13	4.4	129	4.1	16243	4.1
			3 classes			1	2.1	24	3.1	4480	4.0	3	1.2	42	1.7	6144	2.2	5	1.7	81	2.5	12711	3.2
	4 classes or more		4			8.3	16	2.1	3494	3.1	27	10.4	181	7.4	20295	7.2	28	9.1	143	4.5	19211	4.9	
	Total		48			100.0	762	100.0	113316	100.0	260	100.0	2432	100.0	280423	100.0	306	100.0	3195	100.0	393534	100.0	
	Would you recommend this college to a friend or family member?		Yes			46	95.8	741	97.5	107546	95.1	254	97.7	2332	95.8	262339	93.7	295	96.5	3084	96.7	370971	94.4
		No	2			4.2	19	2.5	5567	4.9	6	2.3	103	4.2	17619	6.3	11	3.5	104	3.3	21868	5.6	
		Total	48			100.0	760	100.0	113113	100.0	260	100.0	2435	100.0	279958	100.0	306	100.0	3188	100.0	392829	100.0	
		How would you evaluate your entire educational experience at this college?	Poor			0	0.0	5	0.7	1509	1.3	5	1.9	24	1.0	3772	1.3	2	0.7	24	0.8	5303	1.3
			Fair	4		8.3	61	8.0	13709	12.1	20	7.7	230	9.4	35177	12.5	25	8.1	276	8.6	48485	12.3	
			Good	24		50.0	361	47.4	62076	54.8	128	49.2	1189	48.8	156387	55.8	152	49.7	1530	47.9	217052	55.1	
			Excellent	20		41.7	335	44.0	36051	31.8	107	41.2	993	40.8	89084	30.3	127	41.5	1365	42.7	122764	31.2	
			Total	48	100.0	762	100.0	113345	100.0	260	100.0	2436	100.0	280430	100.0	306	100.0	3195	100.0	393603	100.0		
			Do you have children who live with you?	Yes	25	52.1	311	40.9	40180	35.5	118	45.4	843	35.4	64670	23.1	152	49.6	1227	38.5	119169	30.3	
				No	23	47.9	449	59.1	72990	64.5	142	54.6	1590	65.4	215364	76.9	154	50.4	1961	61.5	273863	69.7	
Total				48	100.0	760	100.0	113170	100.0	260	100.0	2433	100.0	280034	100.0	306	100.0	3188	100.0	395031	100.0		

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

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

## 2009 Frequency Distributions

	Part-Time				Full-Time				All Students (weighted data *)									
	Your College		Other Consortium Colleges		Your College		Other Consortium Colleges		Your College		Other Consortium Colleges		Your College		Other Consortium Colleges			
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %		
29. Mark your age group.	18 to 19	6	12.5	93	12.3	18067	16.0	75	29.0	690	28.4	97858	35.0					
	20 to 21	11	22.9	123	16.2	18539	16.5	41	15.8	588	24.2	75402	27.0					
	22 to 24	4	8.3	115	15.2	18238	16.2	27	10.4	252	10.4	36366	13.0					
	25 to 29	7	14.6	136	17.9	18182	16.2	49	18.9	307	12.6	28552	10.2					
	30 to 39	11	22.9	136	17.9	19569	17.4	47	18.1	316	13.0	24191	8.7					
	40 to 49	6	12.5	81	10.7	12532	11.1	11	4.2	176	7.2	11683	4.2					
	50 to 64	2	4.2	50	6.6	6525	5.8	8	3.1	98	4.0	4902	1.8					
	65+	1	2.1	24	3.2	917	0.8	1	0.4	3	0.1	416	0.1					
	Total	48	100.0	758	100.0	112569	100.0	259	100.0	2430	100.0	279370	100.0					
	30. Sex:	Male	14	29.2	292	38.4	42554	37.7	74	28.5	877	36.0	120542	43.0				
Female		34	70.8	466	61.6	70618	62.3	186	71.5	1559	64.0	159706	57.0					
Total	48	100.0	758	100.0	113272	100.0	260	100.0	2436	100.0	280248	100.0						
31. Marital status	Yes	17	36.2	317	41.7	33770	29.8	80	30.9	655	26.9	39351	14.0	103	34.2	1128	35.4	
	No	30	63.8	443	58.3	79460	70.2	179	69.1	1778	73.1	240899	86.0	198	65.8	2060	64.6	
Total	47	100.0	760	100.0	113230	100.0	259	100.0	2433	100.0	280250	100.0	301	100.0	3188	100.0		
32. Is English your native (first) language?	Yes	48	100.0	709	93.2	97317	85.9	251	96.5	2332	95.8	245965	87.7	302	98.7	3028	94.9	
	No	0	0.0	52	6.8	15978	14.1	9	3.5	103	4.2	34361	12.3	4	1.3	164	5.1	
Total	48	100.0	761	100.0	113295	100.0	260	100.0	2435	100.0	280326	100.0	306	100.0	3192	100.0		
33. Are you an international student or foreign national?	Yes	1	2.1	32	4.2	6810	6.0	9	3.6	63	2.6	17931	6.4					
	No	46	97.9	727	95.8	105840	94.0	241	96.4	2363	97.4	261159	93.6					
Total	47	100.0	759	100.0	112650	100.0	250	100.0	2426	100.0	279090	100.0						
34. What is your racial identification? (Mark only one)	American Indian or other Native American	0	0.0	13	1.7	1845	1.6	1	0.4	48	2.0	5139	1.8					
	Asian, Asian American, or Pacific Islander	0	0.0	16	2.1	5934	5.3	5	2.0	44	1.8	15207	5.5					
	Native Hawaiian							1	0.4	5	0.2	891	0.3					
	Black or African American	6	12.8	51	6.8	14265	12.7	34	13.3	176	7.3	31547	11.4					
	White, Non-Hispanic	40	85.1	626	83.0	70088	62.5	208	81.3	2018	83.3	183172	65.9					
	Hispanic, Latino, Spanish	0	0.0	36	4.8	15000	13.4	3	1.2	83	3.4	30252	10.9					
	Other	1	2.1	12	1.6	4617	4.1	4	1.6	50	2.1	11692	4.2					
	Total	47	100.0	754	100.0	112103	100.0	256	100.0	2424	100.0	277890	100.0					
	35. What is the highest academic credential you have earned?	None	2	4.3	16	2.1	3966	3.6	6	2.4	20	0.8	4617	1.7	11	3.6	51	1.6
		High school diploma or GED	33	71.7	506	67.4	72776	65.5	208	81.6	1977	82.1	230479	83.4	223	75.4	2330	73.9
Vocational / technical certificate		8	17.4	98	13.0	12883	11.4	23	9.0	218	9.0	19437	7.0	42	14.3	348	11.0	
Associate degree		3	6.5	83	11.1	10396	9.3	11	4.3	167	6.9	14646	5.3	17	5.7	300	9.5	
Bachelor's degree		0	0.0	39	5.2	8831	7.9	7	2.7	24	1.0	6108	2.2	3	1.0	100	3.2	
Masters / doctoral / professional degree		0	0.0	9	1.2	2539	2.3	0	0.0	3	0.1	1116	0.4	0	0.0	23	0.7	
Total		46	100.0	751	100.0	111191	100.0	255	100.0	2409	100.0	276403	100.0	296	100.0	3152	100.0	

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

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



2009 Frequency Distributions

36m. Highest level of education: mother	Part-Time						Full-Time						All Students (weighted data *)					
	Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort		Your College		Other Consortium Colleges		2009 CCSSE Cohort	
	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
Not a high school graduate	5	11.9	120	16.8	15425	14.7	30	13.0	311	14.1	28110	11.0	33	12.3	459	15.6	47045	13.0
High school diploma or GED	20	47.6	257	35.9	33748	32.2	99	42.9	776	35.2	78419	30.7	123	45.9	1050	35.7	114666	31.7
Some college, did not complete degree	5	11.9	126	17.6	17253	16.5	35	15.2	407	18.4	44473	17.4	35	13.1	532	18.1	60824	16.8
Associate degree	5	11.9	66	9.2	11385	10.9	31	13.4	226	10.2	33661	13.2	34	12.5	286	9.7	43373	12.0
Bachelor's degree	2	4.8	74	10.3	13357	12.7	18	7.8	253	11.5	36632	14.3	16	5.9	314	10.7	48267	13.4
Masters degree / First professional	2	4.8	39	5.5	6835	6.5	9	3.9	119	5.4	17909	7.0	12	4.4	160	5.4	24229	6.7
Doctorate degree	1	2.4	8	1.1	996	1.0	1	0.4	12	0.5	2552	1.0	4	1.7	24	0.8	3476	1.0
Unknown	2	4.8	25	3.5	5791	5.5	8	3.5	103	4.7	13767	5.4	12	4.3	119	4.0	19577	5.4
Total	42	100.0	715	100.0	104790	100.0	231	100.0	2207	100.0	255523	100.0	289	100.0	2944	100.0	361457	100.0
36f. Highest level of education: father	7	16.7	173	23.9	18708	17.7	41	17.4	458	20.2	36905	14.2	46	17.0	676	22.5	59303	16.2
Not a high school graduate	14	33.3	248	34.3	32458	30.7	101	43.0	821	36.2	81652	31.5	100	36.9	1057	35.2	114365	31.3
High school diploma or GED	6	14.3	94	13.0	14871	14.0	33	14.0	338	14.9	38492	14.9	38	14.2	419	13.9	52570	14.4
Some college, did not complete degree	3	7.1	36	5.0	7314	6.9	15	6.4	136	6.0	21729	8.4	19	6.9	164	5.5	27895	7.6
Associate degree	3	7.1	76	10.5	13633	12.9	22	9.4	193	8.5	35161	13.6	22	8.0	280	9.3	47712	13.0
Bachelor's degree	5	11.9	39	5.4	7383	7.0	7	3.0	109	4.8	18084	7.0	23	8.6	147	4.9	25199	6.9
Masters degree / 1st professional	1	2.4	17	2.3	2642	2.5	1	0.4	34	1.5	5457	2.1	4	1.7	57	1.9	8401	2.3
Doctorate degree	3	7.1	41	5.7	8866	8.4	15	6.4	177	7.8	21528	8.3	19	6.9	203	6.8	30400	8.3
Unknown	42	100.0	724	100.0	105875	100.0	235	100.0	2266	100.0	259008	100.0	271	100.0	3002	100.0	365844	100.0

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

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

# 2009 CCSSE Special Focus Questions Frequencies

This report summarizes the observed frequencies of occurrence (counts and percentages) of the values for the **five 2009 CCSSE special focus questions** included with *The Community College Student Report*. Data are presented for all, part-time, and full-time students at your college, a comparison group, and the 2009 CCSSE Cohort.

**2009 CCSSE Special Focus Questions  
Ouachita Technical College: Arkansas Consortium**

Response	How often do you use SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc. for any purpose? (Do not include email such as Hotmail, Gmail, etc.)																	
	Your College				Other Consortium Colleges				2009 CCSSE Participants									
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Multiple times per day	25	57%	127	57%	156	57%	226	47%	1087	58%	1225	52%	23764	50%	80852	61%	98874	55%
Multiple times per week	6	14%	43	19%	43	16%	109	23%	361	19%	487	21%	10635	22%	28525	22%	39463	22%
Multiple times per month	5	11%	20	9%	29	11%	46	10%	126	7%	192	8%	3784	8%	8347	6%	12965	7%
Multiple times per year	3	7%	13	6%	18	6%	22	5%	84	4%	106	5%	2144	5%	4053	3%	6976	4%
Never	5	11%	18	8%	28	10%	79	16%	217	12%	334	14%	7089	15%	10478	8%	21349	12%
Total	44	100%	221	100%	273	100%	482	100%	1875	100%	2343	100%	47416	100%	132255	100%	179628	100%

Response	How often do you use SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc. to communicate with other students, instructors, or college staff about coursework at this college? (Do not include email such as Hotmail, Gmail, etc.)																	
	Your College				Other Consortium Colleges				2009 CCSSE Participants									
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Multiple times per day	12	27%	46	21%	68	25%	50	10%	336	18%	330	14%	5306	11%	23521	18%	25458	14%
Multiple times per week	5	11%	43	20%	39	14%	77	16%	429	23%	449	19%	8076	17%	33473	26%	37092	21%
Multiple times per month	4	9%	50	23%	38	14%	82	17%	326	17%	406	17%	8049	17%	25818	20%	32530	18%
Multiple times per year	4	9%	28	13%	28	10%	44	9%	177	9%	222	9%	5193	11%	12254	9%	18250	10%
Never	19	43%	53	24%	100	37%	228	47%	608	32%	935	40%	20063	43%	35261	27%	63312	36%
Total	44	100%	220	100%	273	100%	481	100%	1876	100%	2342	100%	46687	100%	130327	100%	176642	100%

**2009 CCSSE Special Focus Questions**  
**Quachita Technical College: Arkansas Consortium**

Response	How often do you use college COURSE MANAGEMENT systems such as Angel, Blackboard/WebCT/Vista, Desire2Learn, Epsilen, Moodle, etc. to communicate with students, instructors, or staff about coursework at this college?																	
	Your College				Other Consortium Colleges				2009 CCSSE Participants									
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Multiple times per day	5	11%	26	12%	31	12%	29	6%	182	10%	184	8%	3493	7%	17709	13%	17854	10%
Multiple times per week	13	30%	69	31%	82	30%	106	22%	568	30%	613	26%	12529	27%	44799	34%	53129	30%
Multiple times per month	7	16%	45	20%	48	17%	79	16%	340	18%	407	17%	7490	16%	22117	17%	29099	16%
Multiple times per year	2	5%	24	11%	18	7%	56	12%	187	10%	254	11%	5375	11%	12043	9%	18639	10%
Never	17	39%	57	26%	93	34%	211	44%	593	32%	879	38%	18384	39%	35151	27%	60346	34%
Total	44	100%	221	100%	273	100%	481	100%	1870	100%	2337	100%	47271	100%	131819	100%	179067	100%

Response	How often does this college communicate with you about services (such as financial aid, advisors or counselors, library, college book store, tutoring, etc.) using SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc.? (Do not include email such as Hotmail, Gmail, etc.)																	
	Your College				Other Consortium Colleges				2009 CCSSE Participants									
	Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Multiple times per day	3	7%	12	5%	17	6%	16	3%	101	5%	102	4%	1383	3%	5612	4%	6305	4%
Multiple times per week	3	7%	20	9%	21	8%	58	12%	296	16%	317	14%	4268	9%	17235	13%	19546	11%
Multiple times per month	5	11%	56	26%	44	16%	70	15%	383	21%	403	17%	8098	17%	30009	23%	35059	20%
Multiple times per year	11	25%	68	31%	74	27%	90	19%	353	19%	445	19%	8925	19%	23937	18%	33346	19%
Never	22	50%	63	29%	116	43%	247	51%	730	39%	1067	46%	24084	52%	53566	41%	82693	47%
Total	44	100%	219	100%	272	100%	481	100%	1863	100%	2333	100%	46758	100%	130359	100%	176949	100%

**2009 CCSSE Special Focus Questions  
Ouachita Technical College: Arkansas Consortium**

Response	How connected do you feel to this college when using SOCIAL NETWORKING tools such as Instant Messaging, Text Messaging, MySpace and/or Facebook, Twitter, etc.? (Do not include email such as Hotmail, Gmail, etc.)																	
	Your College				Other Consortium Colleges				2009 CCSSE Participants									
	Part-Time	Full-Time	All Students (weighted)		Part-Time	Full-Time	All Students (weighted)		Part-Time	Full-Time	All Students (weighted)							
Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%					
Much less connected because of social networking tools	6	14%	23	11%	34	13%	64	13%	219	12%	292	13%	5714	12%	14580	11%	20663	12%
Somewhat less connected because of social networking tools	5	11%	13	6%	26	9%	38	8%	159	9%	190	8%	4111	9%	13605	10%	16865	10%
Neutral/no effect because of social networking tools	19	43%	96	44%	118	43%	241	51%	878	47%	1137	49%	24202	52%	63074	48%	89031	50%
Somewhat more connected because of social networking tools	8	18%	50	23%	54	20%	76	16%	335	18%	389	17%	6824	15%	23322	18%	28616	16%
Much more connected because of social networking tools	6	14%	36	17%	40	15%	56	12%	268	14%	309	13%	5653	12%	15603	12%	21306	12%
<b>Total</b>	<b>44</b>	<b>100%</b>	<b>218</b>	<b>100%</b>	<b>272</b>	<b>100%</b>	<b>475</b>	<b>100%</b>	<b>1859</b>	<b>100%</b>	<b>2317</b>	<b>100%</b>	<b>46504</b>	<b>100%</b>	<b>130184</b>	<b>100%</b>	<b>176481</b>	<b>100%</b>

# Consortium Supplemental Questions Frequencies

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

These data are available only if your college participated in a *CCSSE* consortium that chose to add specific questions (up to 15) to the survey.

**Ouachita Technical College: Arkansas Supplemental Questions**

Response	Courses at this college are offered in such a way that I can take them in the recommended sequence and still complete my degree in a timely manner.											
	Your College			All Other Consortium Colleges								
	Part-Time	Full-Time	All Students (weighted)	Part-Time	Full-Time	All Students (weighted)						
Count	%	Count	%	Count	%	Count	%	Count	%			
Strongly agree	14	33%	78	36%	90	34%	152	32%	650	35%	776	33%
Agree	24	56%	114	53%	146	55%	253	53%	960	52%	1211	52%
Disagree	4	9%	19	9%	24	9%	59	12%	196	11%	266	11%
Strongly disagree	1	2%	6	3%	7	2%	15	3%	45	2%	66	3%
Total	43	100%	217	100%	267	100%	479	100%	1851	100%	2320	100%

Response	This college promotes transfer options.											
	Your College			All Other Consortium Colleges								
	Part-Time	Full-Time	All Students (weighted)	Part-Time	Full-Time	All Students (weighted)						
Count	%	Count	%	Count	%	Count	%	Count	%			
Strongly agree	18	43%	94	43%	113	43%	205	43%	752	41%	962	41%
Agree	22	52%	98	45%	131	50%	240	50%	944	51%	1176	51%
Disagree	2	5%	17	8%	15	6%	27	6%	124	7%	146	6%
Strongly disagree	0	0%	9	4%	4	1%	6	1%	34	2%	36	2%
Total	42	100%	218	100%	264	100%	478	100%	1854	100%	2320	100%

## Ouachita Technical College: Arkansas Supplemental Questions

Response	<b>My college emphasizes and supports my developing technological competence.</b>													
	Your College				All Other Consortium Colleges				All Students (weighted)					
	Part-Time		Full-Time		Part-Time		Full-Time		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	10	23%	81	37%	75	28%	159	33%	572	31%	743	32%		
Agree	28	65%	103	47%	157	59%	282	59%	1094	59%	1368	59%		
Disagree	5	12%	27	12%	32	12%	29	6%	154	8%	167	7%		
Strongly disagree	0	0%	6	3%	3	1%	7	1%	31	2%	38	2%		
Total	43	100%	217	100%	267	100%	477	100%	1851	100%	2315	100%		

Response	<b>My institution does a good job using technology to improve classroom instruction.</b>													
	Your College				All Other Consortium Colleges				All Students (weighted)					
	Part-Time		Full-Time		Part-Time		Full-Time		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	17	39%	97	44%	110	41%	206	43%	723	39%	960	41%		
Agree	22	50%	83	38%	125	46%	204	43%	810	43%	997	43%		
Neutral	3	7%	29	13%	25	9%	54	11%	271	15%	298	13%		
Disagree	0	0%	9	4%	4	1%	12	3%	39	2%	53	2%		
Strongly disagree	2	5%	1	0%	9	3%	4	1%	22	1%	25	1%		
Total	44	100%	219	100%	272	100%	480	100%	1865	100%	2333	100%		



## Ouachita Technical College: Arkansas Supplemental Questions

Response	Do you have access to a computer where you live or work, or nearby that you can use for your schoolwork?											
	Your College				All Other Consortium Colleges				All Students (weighted)			
	Part-Time		Full-Time		Part-Time		Full-Time		Part-Time		Full-Time	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Yes	40	93%	173	86%	236	91%	431	92%	1619	90%	2055	91%
No	3	7%	28	14%	24	9%	37	8%	177	10%	205	9%
Total	43	100%	201	100%	260	100%	468	100%	1796	100%	2259	100%

Response	How often has your course performance or grades been affected because you had trouble with technological skills?											
	Your College				All Other Consortium Colleges				All Students (weighted)			
	Part-Time		Full-Time		Part-Time		Full-Time		Part-Time		Full-Time	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Very often	2	5%	27	13%	20	7%	28	6%	96	5%	126	5%
Often	5	11%	27	13%	32	12%	35	7%	195	10%	211	9%
Occasionally	12	27%	47	22%	69	25%	100	21%	447	24%	525	23%
Seldom	12	27%	53	25%	71	26%	153	32%	539	29%	704	30%
Never	13	30%	61	28%	79	29%	164	34%	583	31%	763	33%
Total	44	100%	215	100%	270	100%	480	100%	1860	100%	2329	100%

## Ouachita Technical College: Arkansas Supplemental Questions

Response	This college has helped me identify personal strengths that are of value to the community.													
	Your College				All Other Consortium Colleges				All Students (weighted)					
	Part-Time		Full-Time		Part-Time		Full-Time		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Strongly agree	7	16%	50	23%	50	18%	86	18%	362	19%	435	19%		
Agree	12	27%	72	33%	79	29%	135	28%	577	31%	688	30%		
Neutral	22	50%	73	34%	120	44%	214	45%	739	40%	978	42%		
Disagree	2	5%	14	6%	14	5%	31	6%	113	6%	149	6%		
Strongly disagree	1	2%	8	4%	7	3%	14	3%	72	4%	82	4%		
Total	44	100%	217	100%	271	100%	480	100%	1863	100%	2332	100%		

Response	How many community college courses did you take while still in high school?													
	Your College				All Other Consortium Colleges				All Students (weighted)					
	Part-Time		Full-Time		Part-Time		Full-Time		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
None	28	64%	138	63%	173	64%	355	74%	1360	73%	1724	74%		
One	8	18%	37	17%	48	18%	44	9%	158	8%	198	9%		
Two	2	5%	24	11%	18	7%	37	8%	158	8%	185	8%		
Three	3	7%	10	5%	16	6%	16	3%	77	4%	86	4%		
Four or more	3	7%	9	4%	16	6%	25	5%	106	6%	127	5%		
Total	44	100%	218	100%	272	100%	477	100%	1859	100%	2320	100%		

## Ouachita Technical College: Arkansas Supplemental Questions

Response	If you take less than a full course load, what is the most important reason for doing so?													
	Your College				All Other Consortium Colleges				All Students (weighted)					
	Part-Time		Full-Time		Part-Time		Full-Time		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Improve academic performance	11	25%	53	26%	67	25%	81	17%	375	23%	429	20%		
Work more hours	17	39%	49	24%	90	34%	212	45%	515	31%	836	39%		
Cost of additional courses	6	14%	34	17%	39	15%	53	11%	198	12%	253	12%		
Scheduling problems	6	14%	36	18%	40	15%	89	19%	337	21%	424	20%		
Course availability	4	9%	30	15%	29	11%	32	7%	216	13%	214	10%		
Total	44	100%	202	100%	265	100%	467	100%	1641	100%	2156	100%		

Response	How much student loan debt do you expect to have when you leave college?													
	Your College				All Other Consortium Colleges				All Students (weighted)					
	Part-Time		Full-Time		Part-Time		Full-Time		Part-Time		Full-Time		All Students (weighted)	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
No debt expected	22	50%	101	47%	132	49%	262	55%	933	51%	1220	53%		
\$1-\$5,000	8	18%	39	18%	49	18%	69	15%	253	14%	323	14%		
\$5,001-\$15,000	8	18%	44	21%	51	19%	67	14%	354	19%	384	17%		
\$15,001-\$30,000	2	5%	21	10%	17	6%	45	10%	186	10%	225	10%		
More than \$30,000	4	9%	8	4%	20	7%	30	6%	92	5%	133	6%		
Total	44	100%	213	100%	269	100%	473	100%	1818	100%	2285	100%		

**BENCHMARK REPORTS**



### Student Effort

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

During the current school year, how often have you

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

During the current school year

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

### Academic Challenge

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

During the current school year, how often have you

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

How much does your coursework at this college emphasize

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

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

During the current school year

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

How much does this college emphasize

- ★ Encouraging you to spend significant amounts of time studying

### Student-Faculty Interaction

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

During the current school year, how often have you

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

### Support for Learners

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

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

How much does this college emphasize

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

During the current school year, how often have you

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

## Understanding and Using Benchmarks

### *What are benchmark scores?*

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

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

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

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

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

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

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

### *What can a college do with the benchmarks?*

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

Examples are provided below:

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

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

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

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

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

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

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

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

## POLICY STATEMENT ON RESPONSIBLE USES OF CCSSE DATA

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

- ★ *CCSSE* supports uses of survey data for benchmarking effective educational practices, for targeting and monitoring progress in quality improvement, and for public reporting in ways that serve to increase understanding of collegiate quality and to support institutional efforts to improve undergraduate student learning and retention. *CCSSE* especially supports public reporting of student engagement results in ways that enable thoughtful, responsible institutional comparisons while encouraging and celebrating institutional diversity.
- ★ *CCSSE* does not support the use of student

---

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

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



# 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 2009 CCSSE Cohort.

The **CCSSE Benchmark Deciles Report**, on page B2, highlights the five benchmark deciles for **all students** at your institution. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. A percentile represents the point at or below which a specified percentage of the college benchmark scores fall. For example, the 60<sup>th</sup> percentile represents the point at or below which 60 percent of the college benchmark scores fall for the respective comparison group. Deciles are listed for the 2009 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 2009 CCSSE Cohort.

The next series of reports, found on pages B8 through B19, contains the same reports described above broken down by **enrollment status** for your institution, a comparison group, and the 2009 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 2009 CCSSE Cohort.

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

Community College Survey of Student Engagement  
 2009 Benchmark Summary Table - All Students  
**Ouachita Technical College, Arkansas Consortium**

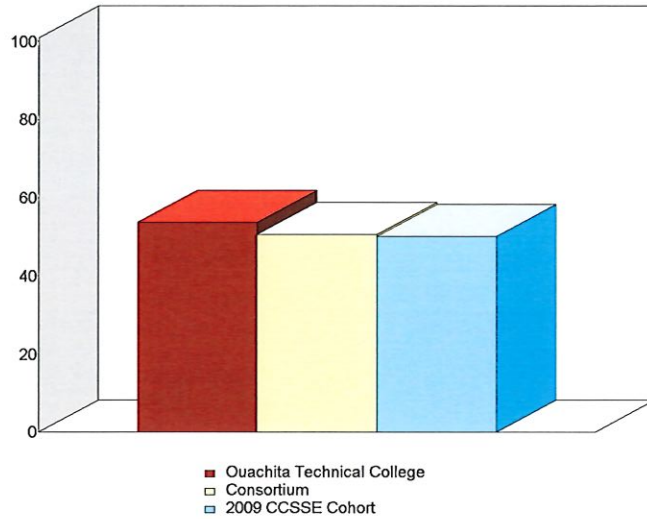
All Students				
Benchmark	Your College	Comparison Group Statistics		
			Consortium	2009 <i>CCSSE</i> Cohort
Active and Collaborative Learning	53.6	Benchmark Score	50.5	50.0
		Score Difference	3.1	3.6
Student Effort	56.6	Benchmark Score	52.6	50.0
		Score Difference	4.0	6.6
Academic Challenge	53.0	Benchmark Score	48.9	50.0
		Score Difference	4.1	3.0
Student-Faculty Interaction	59.1	Benchmark Score	53.5	50.0
		Score Difference	5.6	9.1
Support for Learners	60.6	Benchmark Score	55.7	50.0
		Score Difference	4.9	10.6
		Number of Colleges	8	663

**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 2009 *CCSSE* Cohort) from your college's score on each benchmark.

## 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.



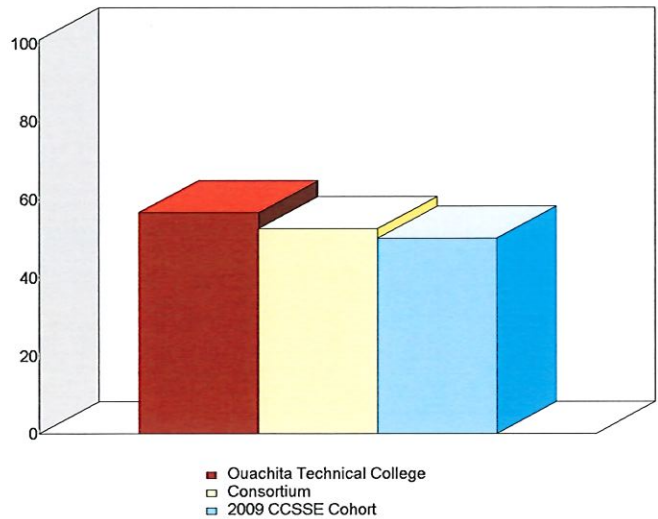
Benchmark Scores			
	Ouachita Technical College	Consortium	2009 CCSSE Cohort
<b>All Students</b>	53.6	50.5	50.0

Active and Collaborative Learning	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	3.00	2.95		2.91	
4b. Made a class presentation	2.01	1.92		2.05	
4f. Worked with other students on projects during class	2.55	2.48		2.47	
4g. Worked with classmates outside of class to prepare class assignments	2.08	1.89	▲	1.87	▲
4h. Tutored or taught other students (paid or voluntary)	1.43	1.37		1.37	
4i. Participated in a community-based project as a part of a regular course	1.32	1.30		1.31	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.66	2.61		2.56	

[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.



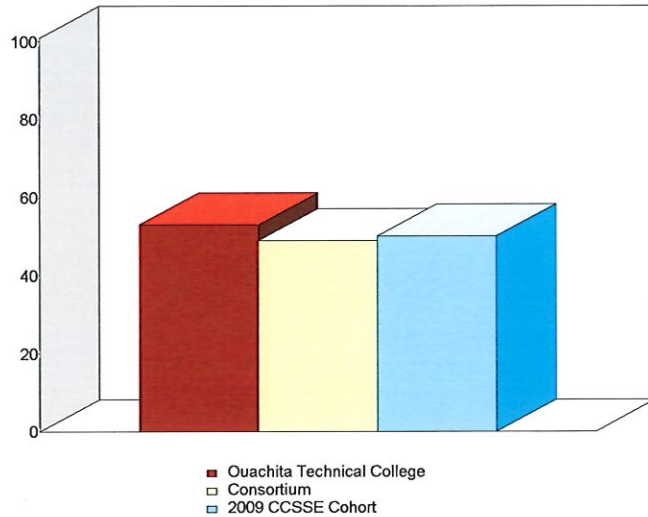
Benchmark Scores			
	Ouachita Technical College	Consortium	2009 CCSSE Cohort
<b>All Students</b>	56.6	52.6	50.0

Student Effort	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.72	2.42	▲	2.46	▲
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.89	2.69	▲	2.72	
4e. Came to class without completing readings or assignments	1.85	1.80		1.86	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.26	2.10		2.09	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.73	1.94		1.92	
13d1. Frequency: Peer or other tutoring	1.51	1.51		1.46	
13e1. Frequency: Skill labs (writing, math, etc.)	1.96	1.78	▲	1.71	▲
13h1. Frequency: Computer lab	2.19	2.21		2.10	

[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.



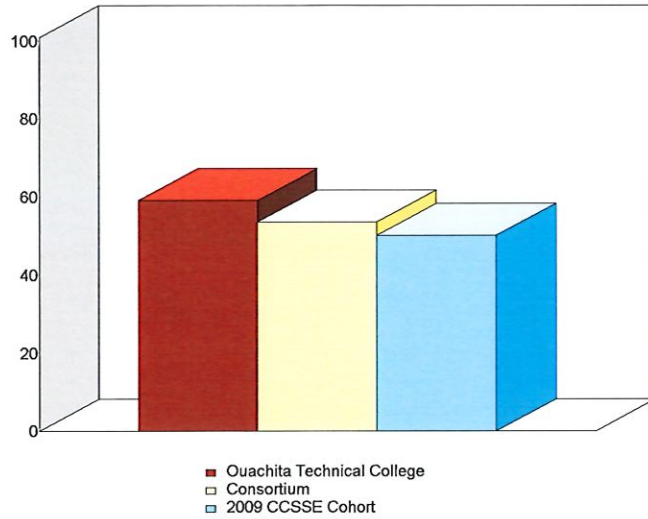
Benchmark Scores		
	Ouachita Technical College	Consortium
<b>All Students</b>	53.0	48.9
		2009 CCSSE Cohort
		50.0

Academic Challenge	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.72	2.56		2.54	▲
5b. Analyzing the basic elements of an idea, experience, or theory	2.83	2.77		2.85	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.76	2.68		2.72	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.68	2.50	▲	2.56	
5e. Applying theories or concepts to practical problems or in new situations	2.69	2.56		2.66	
5f. Using information you have read or heard to perform a new skill	2.84	2.71		2.76	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.89	2.79		2.86	
6c. Number of written papers or reports of any length	2.70	2.71		2.83	
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	5.09	5.09		4.99	
9a. Encouraging you to spend significant amounts of time studying	3.18	3.00	▲	2.97	▲

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

## 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.



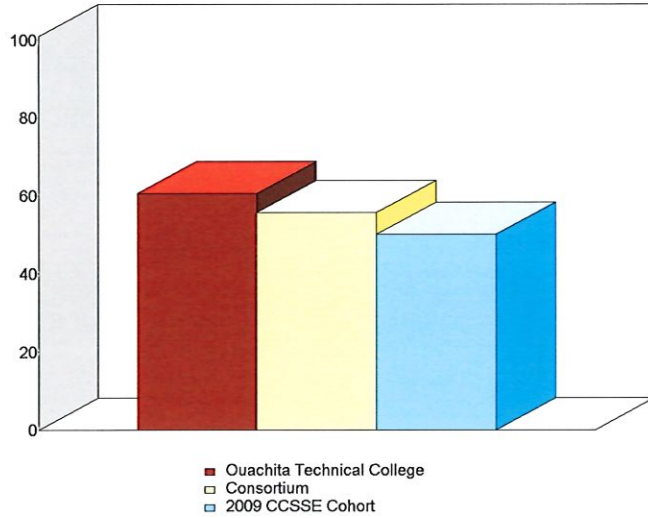
Benchmark Scores			
	Ouachita Technical College	Consortium	2009 CCSSE Cohort
<b>All Students</b>	59.1	53.5	50.0

Student-Faculty Interaction	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.67	2.67		2.59	
4l. Discussed grades or assignments with an instructor	2.74	2.60		2.52	▲
4m. Talked about career plans with an instructor or advisor	2.27	2.14		2.03	▲
4n. Discussed ideas from your readings or classes with instructors outside of class	2.01	1.75	▲	1.74	▲
4o. Received prompt feedback (written or oral) from instructors on your performance	2.95	2.68	▲	2.66	▲
4q. Worked with instructors on activities other than coursework	1.54	1.40	▲	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.]

## 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	Consortium	2009 CCSSE Cohort
<b>All Students</b>	60.6	55.7	50.0

Support for Learners	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	3.24	3.12		2.97	▲
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.84	2.50	▲	2.49	▲
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	2.33	2.03	▲	1.94	▲
9e. Providing the support you need to thrive socially	2.54	2.23	▲	2.14	▲
9f. Providing the financial support you need to afford your education	2.75	2.60		2.43	▲
13a1. Frequency: Academic advising/planning	1.78	1.81		1.76	
13b1. Frequency: Career counseling	1.46	1.45		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  
 2009 Benchmark Summary Table - Enrollment Status Breakout  
**Ouachita Technical College, Arkansas Consortium**

Part-Time Students				
Benchmark	Your College	Comparison Group Statistics		
			Consortium	2009 CCSSE Cohort
Active and Collaborative Learning	47.3	Benchmark Score	44.8	46.4
		Score Difference	2.5	0.8
Student Effort	53.2	Benchmark Score	47.7	47.0
		Score Difference	5.6	6.2
Academic Challenge	48.7	Benchmark Score	44.3	46.5
		Score Difference	4.3	2.2
Student-Faculty Interaction	58.5	Benchmark Score	49.5	46.8
		Score Difference	9.1	11.8
Support for Learners	60.8	Benchmark Score	53.3	48.3
		Score Difference	7.5	12.5
		Number of Colleges	8	663

Full-Time Students				
Benchmark	Your College	Comparison Group Statistics		
			Consortium	2009 CCSSE Cohort
Active and Collaborative Learning	64.8	Benchmark Score	57.9	55.8
		Score Difference	6.8	8.9
Student Effort	62.5	Benchmark Score	59.1	54.9
		Score Difference	3.4	7.6
Academic Challenge	60.6	Benchmark Score	54.9	55.1
		Score Difference	5.7	5.5
Student-Faculty Interaction	60.1	Benchmark Score	58.9	55.7
		Score Difference	1.2	4.4
Support for Learners	60.2	Benchmark Score	58.5	53.6
		Score Difference	1.7	6.6
		Number of Colleges	8	663

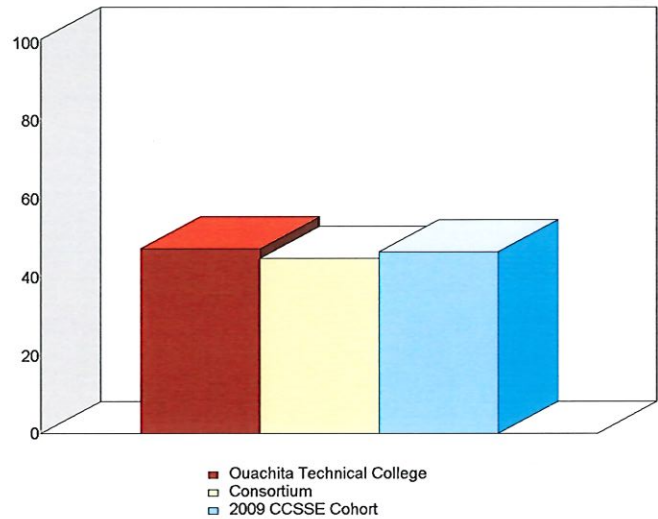
**Benchmark Score:** Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. 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 2009 CCSSE Cohort) from your college's score on each benchmark.



## 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	Consortium	2009 CCSSE Cohort
<b>Part-Time</b>	<b>47.3</b>	<b>44.8</b>	<b>46.4</b>

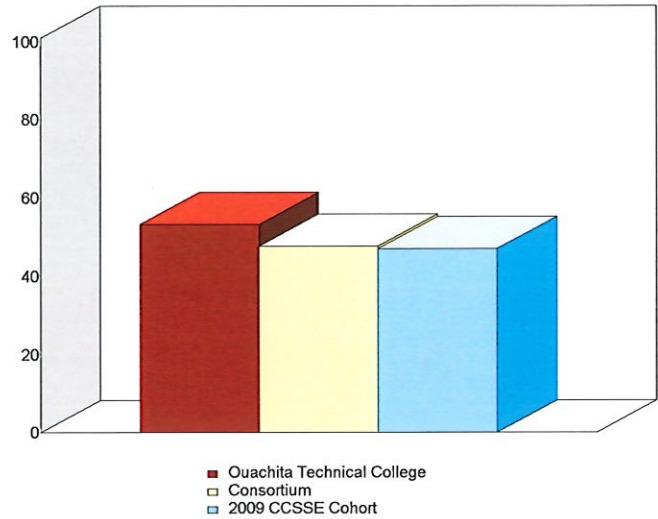
Active and Collaborative Learning	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2009 CCSSE Cohort Mean	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	2.98	2.89		2.88	
4b. Made a class presentation	1.74	1.75		1.91	
4f. Worked with other students on projects during class	2.42	2.40		2.39	
4g. Worked with classmates outside of class to prepare class assignments	1.92	1.70		1.76	
4h. Tutored or taught other students (paid or voluntary)	1.30	1.29		1.31	
4i. Participated in a community-based project as a part of a regular course	1.22	1.20		1.25	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.62	2.55		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 - 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	Consortium	2009 CCSSE Cohort
<b>Part-Time</b>	53.2	47.7	47.0

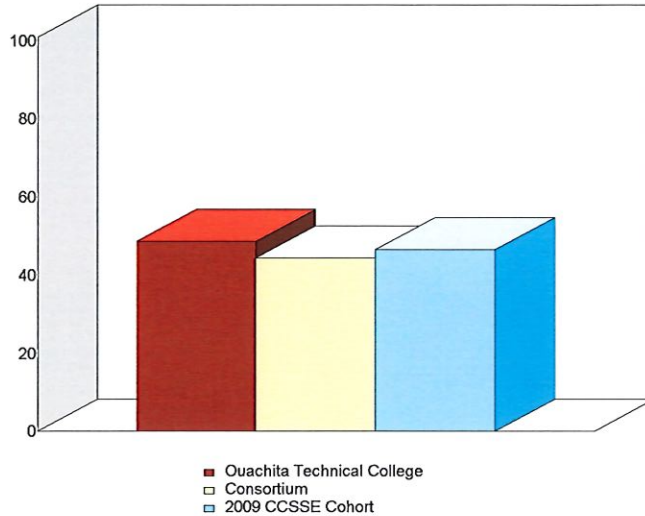
Student Effort	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.56	2.27		2.36	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.82	2.55		2.58	
4e. Came to class without completing readings or assignments	1.82	1.73		1.80	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.37	2.06		2.10	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.53	1.77		1.79	
13d1. Frequency: Peer or other tutoring	1.48	1.41		1.43	
13e1. Frequency: Skill labs (writing, math, etc.)	1.90	1.70		1.66	
13h1. Frequency: Computer lab	2.07	2.08		1.98	

[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.



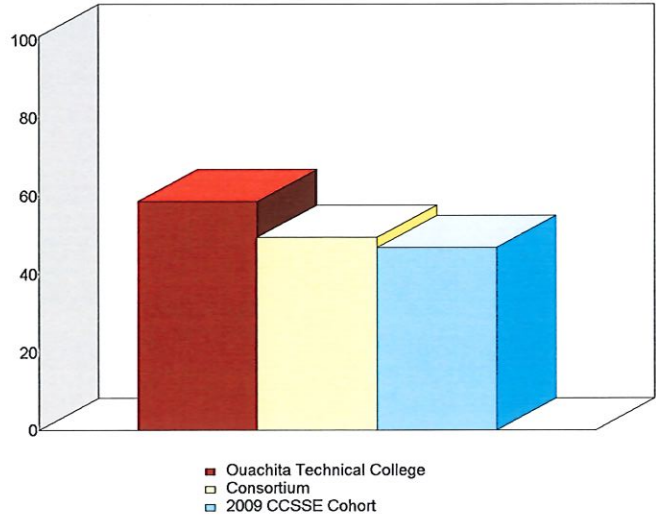
Benchmark Scores			
	Ouachita Technical College	Consortium	2009 CCSSE Cohort
<b>Part-Time</b>	48.7	44.3	46.5

Academic Challenge	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.73	2.49		2.49	
5b. Analyzing the basic elements of an idea, experience, or theory	2.72	2.71		2.81	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.68	2.61		2.67	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.60	2.40		2.48	
5e. Applying theories or concepts to practical problems or in new situations	2.60	2.47		2.59	
5f. Using information you have read or heard to perform a new skill	2.70	2.64		2.70	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.61	2.60		2.68	
6c. Number of written papers or reports of any length	2.51	2.48		2.60	
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	5.07	5.08		4.98	
9a. Encouraging you to spend significant amounts of time studying	3.12	2.92		2.92	

[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.



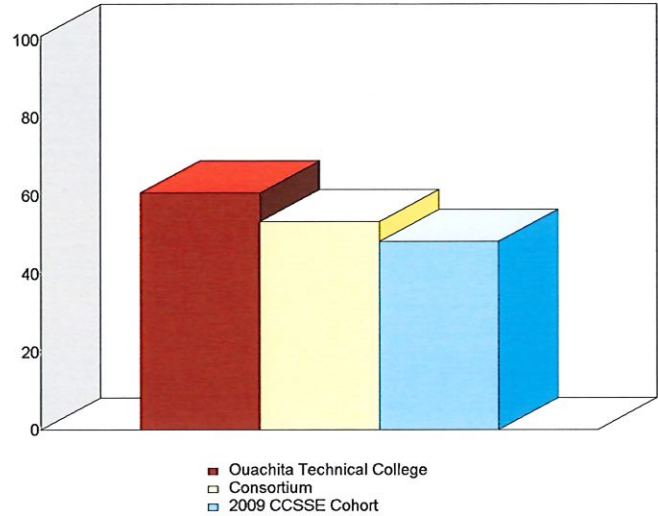
Benchmark Scores			
	Ouachita Technical College	Consortium	2009 CCSSE Cohort
<b>Part-Time</b>	58.5	49.5	46.8

Student-Faculty Interaction	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.66	2.61		2.46	
4l. Discussed grades or assignments with an instructor	2.72	2.50		2.44	
4m. Talked about career plans with an instructor or advisor	2.24	1.99		1.91	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.96	1.63		1.65	
4o. Received prompt feedback (written or oral) from instructors on your performance	3.06	2.65		2.64	▲
4q. Worked with instructors on activities other than coursework	1.46	1.31		1.33	

[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.



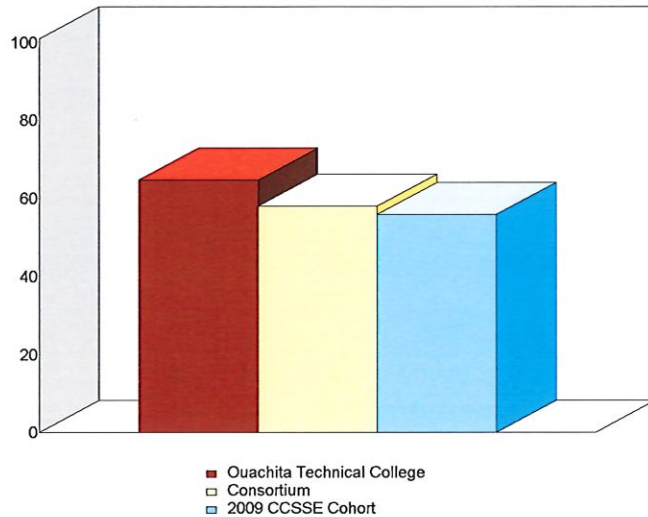
Benchmark Scores			
	Ouachita Technical College	Consortium	2009 CCSSE Cohort
<b>Part-Time</b>	60.8	53.3	48.3

Support for Learners	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	3.27	3.05		2.93	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.86	2.45		2.45	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	2.35	1.98		1.90	▲
9e. Providing the support you need to thrive socially	2.61	2.14	▲	2.07	▲
9f. Providing the financial support you need to afford your education	2.69	2.45		2.30	
13a1. Frequency: Academic advising/planning	1.74	1.75		1.71	
13b1. Frequency: Career counseling	1.42	1.43		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	Consortium	2009 CCSSE Cohort
<b>Full-Time</b>	64.8	57.9	55.8

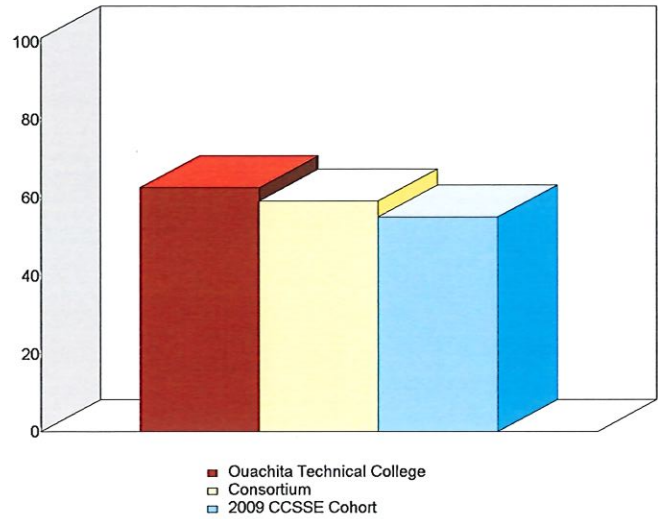
Active and Collaborative Learning	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	3.05	3.01		2.96	
4b. Made a class presentation	2.48	2.15	▲	2.25	▲
4f. Worked with other students on projects during class	2.77	2.60		2.57	▲
4g. Worked with classmates outside of class to prepare class assignments	2.36	2.10	▲	2.03	▲
4h. Tutored or taught other students (paid or voluntary)	1.66	1.45	▲	1.46	▲
4i. Participated in a community-based project as a part of a regular course	1.50	1.40		1.40	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.72	2.68		2.62	

[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	Consortium	2009 CCSSE Cohort
<b>Full-Time</b>	62.5	59.1	54.9

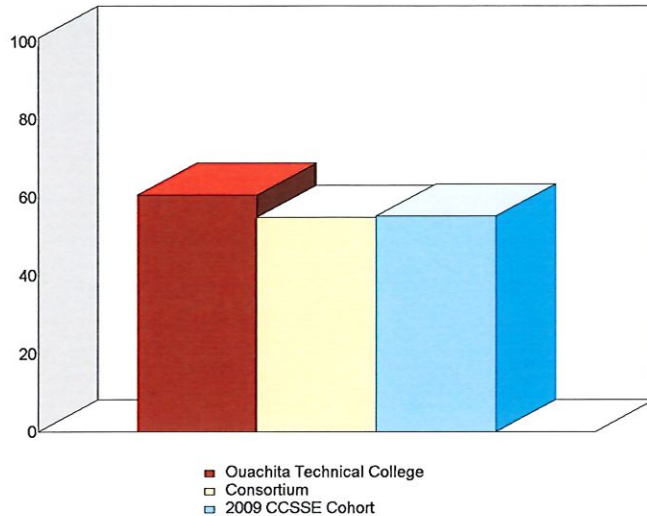
Student Effort	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	3.01	2.63	▲	2.62	▲
4d. Worked on a paper or project that required integrating ideas or information from various sources	3.03	2.88		2.92	
4e. Came to class without completing readings or assignments	1.91	1.90		1.94	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.08	2.14		2.09	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	2.08	2.16		2.12	
13d1. Frequency: Peer or other tutoring	1.56	1.60		1.49	
13e1. Frequency: Skill labs (writing, math, etc.)	2.07	1.86	▲	1.77	▲
13h1. Frequency: Computer lab	2.40	2.36		2.24	

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

## Academic Challenge

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

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



Benchmark Scores			
	Ouachita Technical College	Consortium	2009 CCSSE Cohort
<b>Full-Time</b>	60.6	54.9	55.1

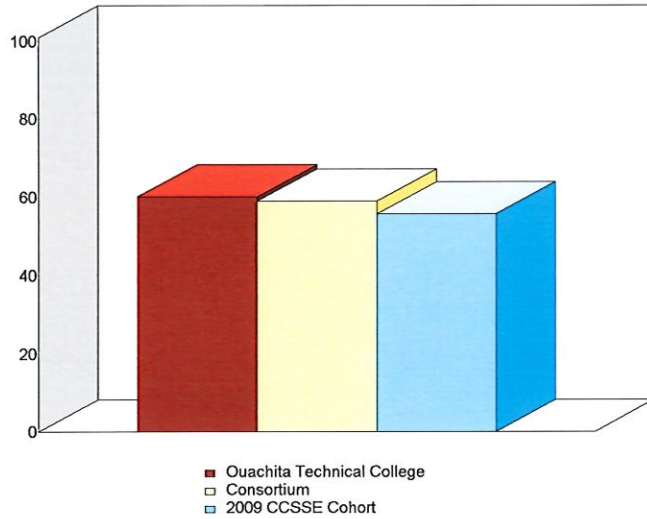
Academic Challenge	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.69	2.65		2.62	
5b. Analyzing the basic elements of an idea, experience, or theory	3.01	2.86		2.91	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.90	2.76		2.79	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.83	2.63	▲	2.66	
5e. Applying theories or concepts to practical problems or in new situations	2.84	2.67		2.75	
5f. Using information you have read or heard to perform a new skill	3.08	2.80	▲	2.85	▲
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	3.36	3.01	▲	3.11	▲
6c. Number of written papers or reports of any length	3.02	3.01		3.16	
7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	5.14	5.11		5.02	
9a. Encouraging you to spend significant amounts of time studying	3.28	3.10	▲	3.03	▲

[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.



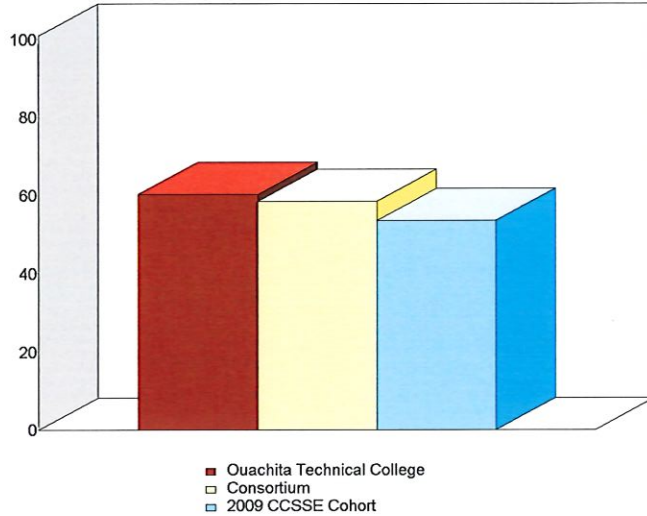
Benchmark Scores			
	Ouachita Technical College	Consortium	2009 CCSSE Cohort
<b>Full-Time</b>	60.1	58.9	55.7

Student-Faculty Interaction	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.68	2.81		2.78	
4l. Discussed grades or assignments with an instructor	2.77	2.73		2.64	
4m. Talked about career plans with an instructor or advisor	2.31	2.31		2.18	
4n. Discussed ideas from your readings or classes with instructors outside of class	2.10	1.88	▲	1.84	▲
4o. Received prompt feedback (written or oral) from instructors on your performance	2.75	2.71		2.69	
4q. Worked with instructors on activities other than coursework	1.69	1.50	▲	1.50	▲

[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	Consortium	2009 CCSSE Cohort
<b>Full-Time</b>	60.2	58.5	53.6

Support for Learners	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	3.19	3.18		3.02	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.81	2.57	▲	2.57	▲
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	2.30	2.09		2.00	▲
9e. Providing the support you need to thrive socially	2.43	2.32		2.23	▲
9f. Providing the financial support you need to afford your education	2.86	2.76		2.59	▲
13a1. Frequency: Academic advising/planning	1.84	1.87		1.82	
13b1. Frequency: Career counseling	1.52	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  
2009 Benchmark Summary Table - Credit Hour Status Breakout  
**Ouachita Technical College, Arkansas Consortium**

0 to 29 Credits				
Benchmark	Your College	Comparison Group Statistics		
			Consortium	2009 CCSSE Cohort
Active and Collaborative Learning	51.7	Benchmark Score	48.0	47.7
		Score Difference	3.7	4.0
Student Effort	56.5	Benchmark Score	51.9	49.2
		Score Difference	4.6	7.3
Academic Challenge	51.7	Benchmark Score	47.3	48.0
		Score Difference	4.4	3.7
Student-Faculty Interaction	58.2	Benchmark Score	51.1	48.2
		Score Difference	7.1	10.0
Support for Learners	61.4	Benchmark Score	55.2	50.0
		Score Difference	6.2	11.4
		Number of Colleges	8	663

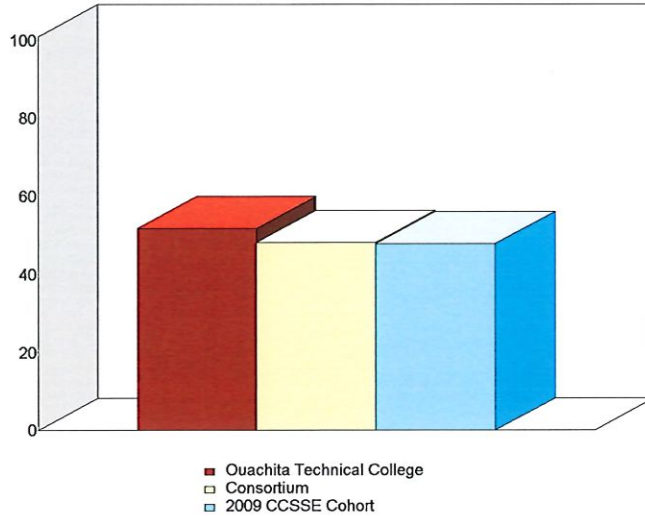
30+ Credits				
Benchmark	Your College	Comparison Group Statistics		
			Consortium	2009 CCSSE Cohort
Active and Collaborative Learning	61.9	Benchmark Score	56.2	56.0
		Score Difference	5.7	5.8
Student Effort	57.6	Benchmark Score	54.0	52.5
		Score Difference	3.7	5.1
Academic Challenge	57.6	Benchmark Score	52.6	54.4
		Score Difference	5.0	3.1
Student-Faculty Interaction	64.7	Benchmark Score	59.5	55.6
		Score Difference	5.2	9.0
Support for Learners	61.8	Benchmark Score	57.0	51.6
		Score Difference	4.8	10.2
		Number of Colleges	8	663

**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 2009 CCSSE Cohort) from your college's score on each benchmark.

**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	Consortium	2009 CCSSE Cohort
<b>0 to 29 Credits</b>	51.7	48.0	47.7

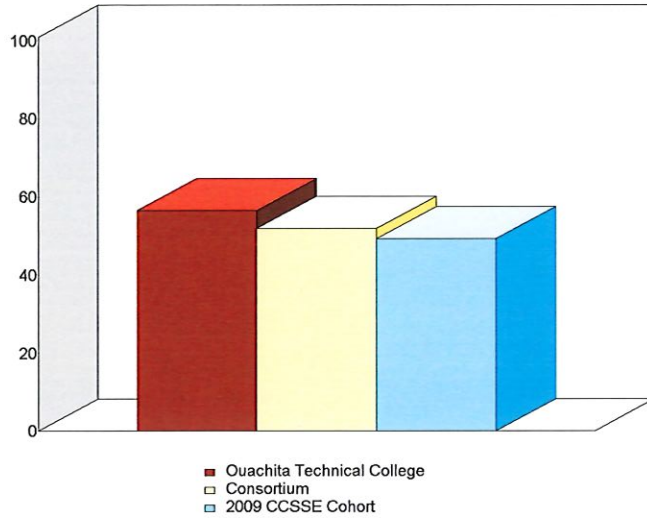
Active and Collaborative Learning	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2009 CCSSE Cohort Mean	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	2.95	2.89		2.88	
4b. Made a class presentation	1.89	1.87		1.96	
4f. Worked with other students on projects during class	2.61	2.41		2.43	
4g. Worked with classmates outside of class to prepare class assignments	2.03	1.81	▲	1.80	▲
4h. Tutored or taught other students (paid or voluntary)	1.35	1.33		1.33	
4i. Participated in a community-based project as a part of a regular course	1.28	1.27		1.27	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.68	2.57		2.53	

[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	Consortium	2009 CCSSE Cohort
<b>0 to 29 Credits</b>	56.5	51.9	49.2

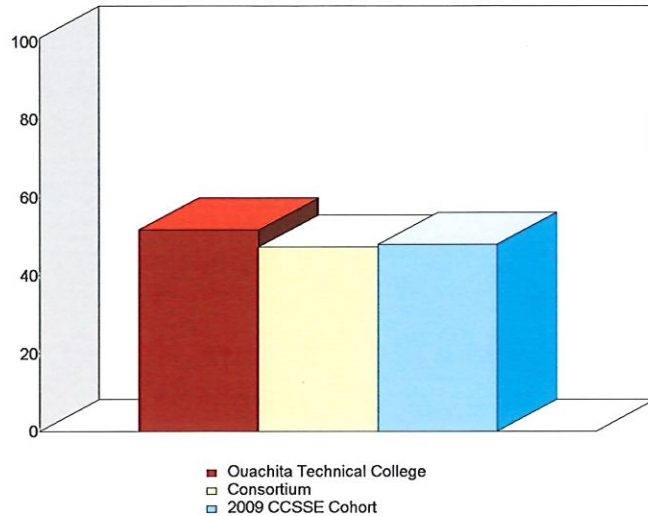
Student Effort	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.70	2.42	▲	2.47	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.86	2.64		2.66	
4e. Came to class without completing readings or assignments	1.85	1.78		1.84	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.29	2.08		2.08	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.69	1.86		1.85	
13d1. Frequency: Peer or other tutoring	1.49	1.48		1.44	
13e1. Frequency: Skill labs (writing, math, etc.)	2.00	1.81		1.71	▲
13h1. Frequency: Computer lab	2.19	2.15		2.06	

[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	Consortium	2009 CCSSE Cohort
0 to 29 Credits	51.7	47.3	48.0

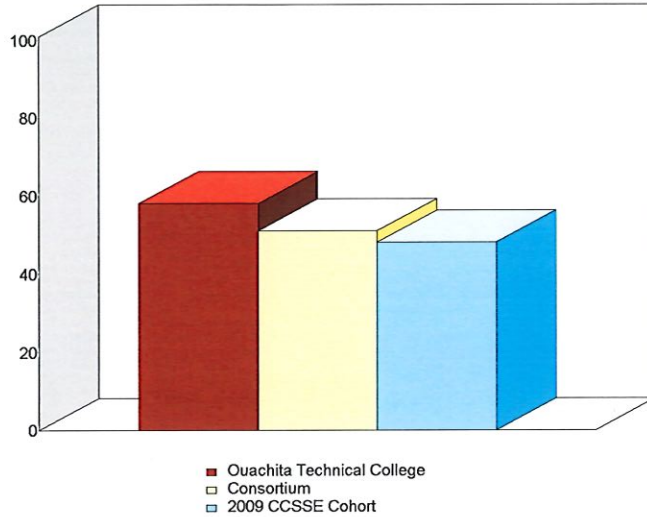
Academic Challenge	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.73	2.53		2.51	▲
5b. Analyzing the basic elements of an idea, experience, or theory	2.78	2.73		2.80	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.73	2.64		2.68	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.67	2.46		2.51	
5e. Applying theories or concepts to practical problems or in new situations	2.62	2.52		2.60	
5f. Using information you have read or heard to perform a new skill	2.81	2.69		2.71	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.91	2.76		2.81	
6c. Number of written papers or reports of any length	2.70	2.69		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	4.97	5.01		4.92	
9a. Encouraging you to spend significant amounts of time studying	3.15	2.94	▲	2.92	▲

[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	Consortium	2009 CCSSE Cohort
<b>0 to 29 Credits</b>	58.2	51.1	48.2

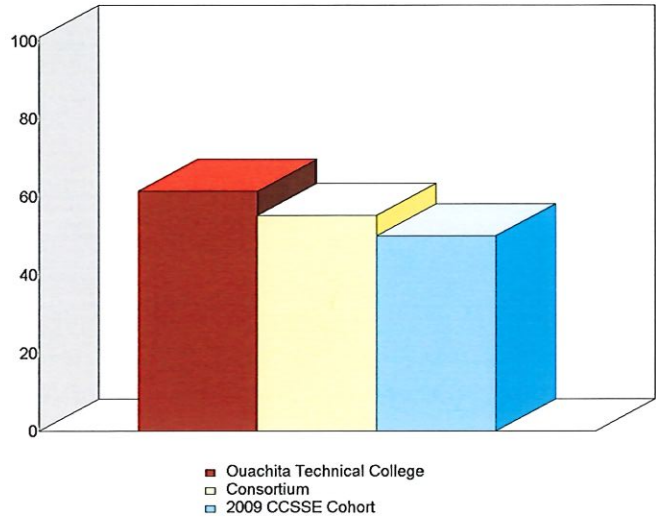
Student-Faculty Interaction	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.68	2.58		2.52	
4l. Discussed grades or assignments with an instructor	2.73	2.53		2.48	▲
4m. Talked about career plans with an instructor or advisor	2.25	2.06		1.96	▲
4n. Discussed ideas from your readings or classes with instructors outside of class	2.00	1.68	▲	1.68	▲
4o. Received prompt feedback (written or oral) from instructors on your performance	2.90	2.65	▲	2.64	▲
4q. Worked with instructors on activities other than coursework	1.48	1.36		1.37	

[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	Consortium	2009 CCSSE Cohort
<b>0 to 29 Credits</b>	61.4	55.2	50.0

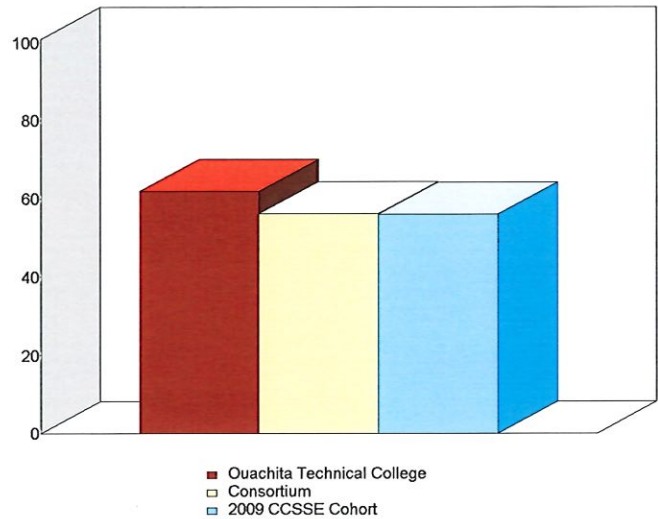
Support for Learners	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	3.23	3.09		2.96	▲
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.86	2.47	▲	2.47	▲
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	2.37	2.03	▲	1.94	▲
9e. Providing the support you need to thrive socially	2.58	2.22	▲	2.14	▲
9f. Providing the financial support you need to afford your education	2.82	2.60		2.42	▲
13a1. Frequency: Academic advising/planning	1.77	1.77		1.73	
13b1. Frequency: Career counseling	1.42	1.44		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.



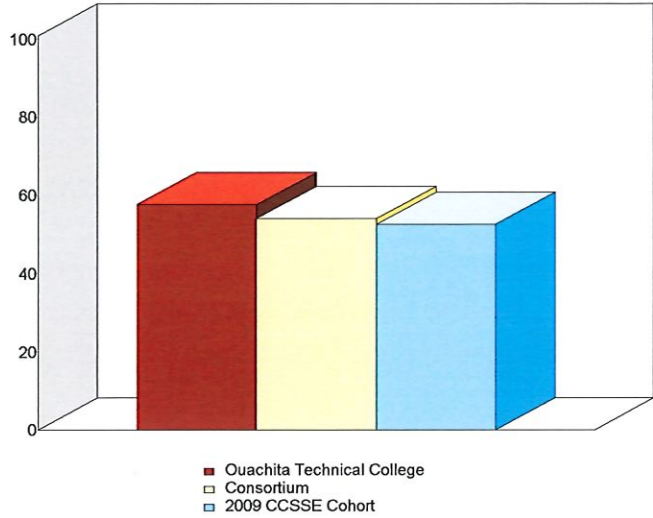
Benchmark Scores			
	Ouachita Technical College	Consortium	2009 CCSSE Cohort
<b>30+ Credits</b>	61.9	56.2	56.0

Active and Collaborative Learning	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4a. Asked questions in class or contributed to class discussions	3.20	3.05		2.99	
4b. Made a class presentation	2.41	2.04	▲	2.22	
4f. Worked with other students on projects during class	2.54	2.64		2.55	
4g. Worked with classmates outside of class to prepare class assignments	2.32	2.05		2.04	
4h. Tutored or taught other students (paid or voluntary)	1.68	1.46		1.46	
4i. Participated in a community-based project as a part of a regular course	1.48	1.34		1.40	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.54	2.70		2.64	

[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.



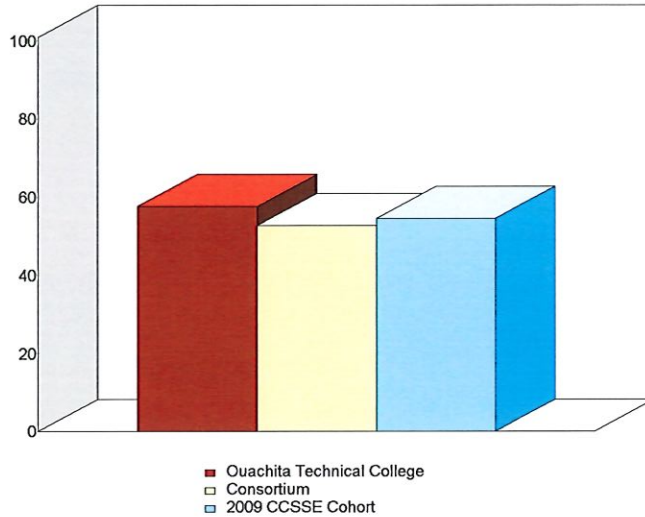
Benchmark Scores			
	Ouachita Technical College	Consortium	2009 CCSSE Cohort
<b>30+ Credits</b>	57.6	54.0	52.5

Student Effort	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.84	2.43	▲	2.46	▲
4d. Worked on a paper or project that required integrating ideas or information from various sources	3.05	2.78		2.84	
4e. Came to class without completing readings or assignments	1.93	1.85		1.89	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.17	2.14		2.13	
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	1.86	2.11		2.07	
13d1. Frequency: Peer or other tutoring	1.59	1.56		1.49	
13e1. Frequency: Skill labs (writing, math, etc.)	1.83	1.72		1.70	
13h1. Frequency: Computer lab	2.28	2.31		2.17	

[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.



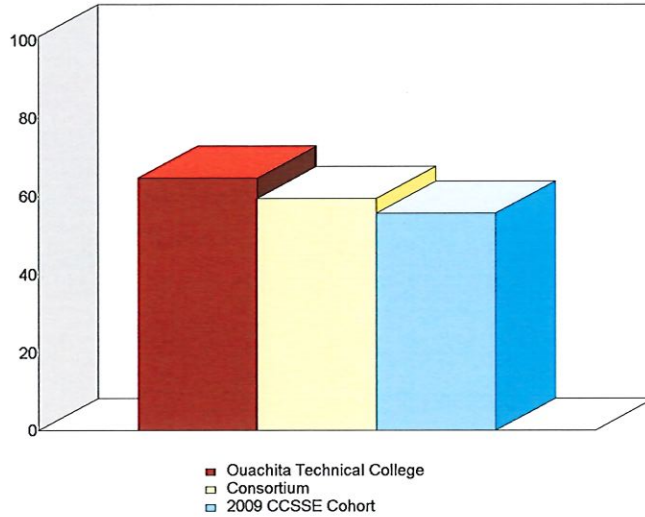
Benchmark Scores			
	Ouachita Technical College	Consortium	2009 CCSSE Cohort
<b>30+ Credits</b>	57.6	52.6	54.4

Academic Challenge	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.72	2.62		2.61	
5b. Analyzing the basic elements of an idea, experience, or theory	2.95	2.86		2.96	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.80	2.76		2.81	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.75	2.59		2.66	
5e. Applying theories or concepts to practical problems or in new situations	2.85	2.66		2.79	
5f. Using information you have read or heard to perform a new skill	2.93	2.75		2.86	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.90	2.86		2.97	
6c. Number of written papers or reports of any length	2.74	2.75		2.89	
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	5.45	5.24		5.16	
9a. Encouraging you to spend significant amounts of time studying	3.35	3.12		3.05	▲

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

**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.



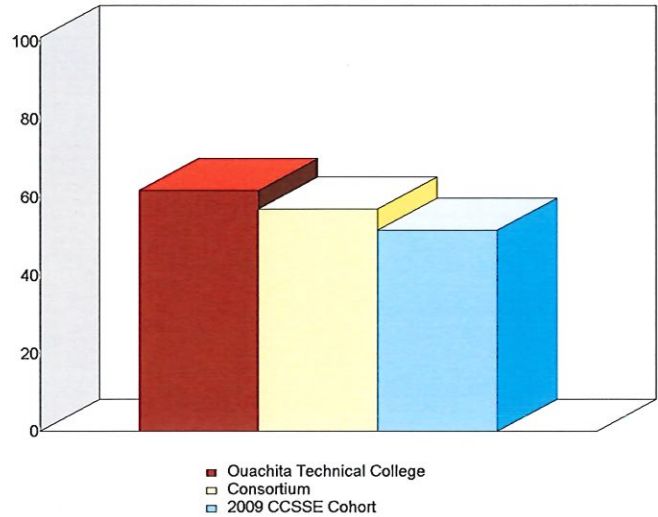
Benchmark Scores			
	Ouachita Technical College	Consortium	2009 CCSSE Cohort
<b>30+ Credits</b>	64.7	59.5	55.6

Student-Faculty Interaction	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2009 CCSSE Cohort Mean	Above/Below Mean
4k. Used email to communicate with an instructor	2.82	2.88		2.77	
4l. Discussed grades or assignments with an instructor	2.87	2.75		2.63	
4m. Talked about career plans with an instructor or advisor	2.40	2.31		2.16	
4n. Discussed ideas from your readings or classes with instructors outside of class	2.09	1.88		1.85	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.99	2.74		2.72	
4q. Worked with instructors on activities other than coursework	1.76	1.48		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 - 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	Consortium	2009 CCSSE Cohort
<b>30+ Credits</b>	61.8	57.0	51.6

Support for Learners	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2009 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	3.30	3.17		3.00	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.87	2.57		2.53	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	2.29	2.05		1.95	
9e. Providing the support you need to thrive socially	2.49	2.23		2.14	▲
9f. Providing the financial support you need to afford your education	2.71	2.57		2.43	
13a1. Frequency: Academic advising/planning	1.89	1.89		1.82	
13b1. Frequency: Career counseling	1.61	1.48		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**



## CCSSE 2009 Codebook

Please note the following for the CCSSE dataset:

- Invalid responses are coded as missing “.”

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

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

**NOTE:** All items below have the following response values:

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

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

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

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

**NOTE:** All items below have the following response values:

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

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



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

**NOTE:** All items below have the following response values:

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

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

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

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

**NOTE:** All items below have the following response values:

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

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

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

**NOTE:** All items below have the following response values:

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

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

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

**NOTE:** All items below have the following response values:

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

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

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

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

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

**NOTE:** All items below have the following response values:

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

Item #	Variable Name	Item Description/Variable Label
12a	GNGENLED	Acquiring a broad general education
12b	GNWORK	Acquiring job or work-related knowledge and skills
12c	GNWRITE	Writing clearly and effectively
12d	GNSPEAK	Speaking clearly and effectively
12e	GNANALY	Thinking critically and analytically
12f	GNSOLVE	Solving numerical problems
12g	GNCMPTS	Using computing and information technology
12h	GNOTHERS	Working effectively with others
12i	GNINQ	Learning effectively on your own
12j	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	UDESTORG	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 <b>only one</b> )	1=American Indian or other Native American 2=Asian, Asian American or Pacific Islander 3=Native Hawaiian 4=Black or African American, Non-Hispanic 5=White, Non-Hispanic 6=Hispanic, Latino, Spanish 7=Other
35	HIACCRED	What is the highest academic credential you have earned?	1=None 2=High school diploma or GED 3=Vocational/technical certificate 4= Associate degree 5= Bachelor's degree 6= Master's/doctoral/professional degree



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

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

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

The items below refer to derived CCSSE variables:

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

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

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

The items below are calculated weights and benchmarks:

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

The items below are standardized benchmarks:

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

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

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

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

## CCSSE Program Code Sheet

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

# Consortium Codebook

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

## 2009 Arkansas Supplemental Questions Codebook

Variable Name	Item Description/Variable Label	Response Value
COLLQ846	Courses at this college are offered in such a way that I can take them in the recommended sequence and still complete my degree in a timely manner.	1= Strongly agree 2= Agree 3= Disagree 4= Strongly disagree
COLLQ847	This college promotes transfer options.	1= Strongly agree 2= Agree 3= Disagree 4= Strongly disagree
COLLQ848	My college emphasizes and supports my developing technological competence.	1= Strongly agree 2= Agree 3= Disagree 4= Strongly disagree
COLLQ849	My institution does a good job using technology to improve classroom instruction.	1= Strongly agree 2= Agree 3= Neutral 4= Disagree 5= Strongly disagree
COLLQ850	Do you have access to a computer where you live or work, or nearby that you can use for your schoolwork?	1= Yes 2= No
COLLQ851	How often has your course performance or grades been affected because you had trouble with technological skills?	1= Very often 2= Often 3= Occasionally 4= Seldom 5= Never
COLLQ852	This college has helped me identify personal strengths that are of value to the community.	1= Strongly agree 2= Agree 3= Neutral 4= Disagree 5= Strongly disagree
COLLQ853	How many community college courses did you take while still in high school?	1= None 2= One 3= Two 4= Three 5= Four or more
COLLQ854	If you take less than a full course load, what is the most important reason for doing so?	1= Improve academic performance 2= Work more hours 3= Cost of additional courses 4= Scheduling problems 5= Course availability
COLLQ855	How much student loan debt do you expect to have when you leave college?	1= No debt expected 2= \$1-\$5,000 3= \$5,001-\$15,000 4= \$15,001-\$30,000 5= More than \$30,000

**USING CCSSE RESULTS**





significant; hence, the presentation of the effect size indicator and other statistics will aid in the interpretation of the magnitude of the differences on any given item.

★ **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 in one or more benchmark area 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 2009 *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 was 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>.

### **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 2009 *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 the following:

- ★ What issues have been identified for your college through self-study for reaffirmation of accreditation — or recommendations from the visiting team?
- ★ What strengths or opportunities for improvement in your college have been identified through other data-gathering or institutional research efforts?
- ★ Are there emerging trends that fit with your college's strengths?
- ★ Are there emerging trends that amplify areas where your college needs improvement?

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

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

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

The 7-step plan below can be tailored and implemented to help you share your college's results and launch a dialogue with key internal and external constituencies. CCSSE's Web site ([www.ccsse.org](http://www.ccsse.org)) also offers various resources, including an online search engine, references, and other tools to help you communicate about your results.

### Step 1:

Identify your internal and external audiences. Internal constituencies may include governing board members, administrators, faculty, staff, and students. External audiences might include the media, policymakers, business leaders, K-12 educators, and community-based organizations. What do you want them to know about the survey and your results? What questions will they have? What do you want them to do with the information?

### Step 2:

Set parameters—for yourself and your various audiences—that establish what data will and won't be used for. For example, you may choose to use results to design faculty development opportunities, noting that they are inappropriate for use in evaluation of individual faculty members. You may want to use data immediately with external audiences, or you may choose to focus internally at first and then, at a later date, demonstrate data-driven changes to external constituents.

### Step 3:

Develop storylines that relate to issues relevant to your college and geographic area. Ask yourself, "What are the stories our students are telling us through this survey? What do these stories say about the educational experience we are providing?" Examples of potential storylines are included in the "Communication Tools" located at <http://www.ccsse.org/members/communications>.

#### **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>.

#### **Step 7:**

Don't shy away from the data. Information, whether positive or negative, can help improve educational practice and performance. Use it to dispel myths, showcase your college's best practices, and set the bar higher for the future.

**CCSSE's Web site**, [www.ccsse.org](http://www.ccsse.org), is aimed at promoting public understanding of the work of community colleges, supporting institutional improvement, and advancing public discussion about new ways of defining and examining quality in higher education.

The Web site is a primary vehicle for putting survey results in context. Special features for CCSSE member colleges include a CCSSE Toolkit that contains resources to help colleges understand their survey results, communicate them to various audiences, and use them to target institutional improvement initiatives. The "Communications" section of the Toolkit contains the following documents:

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

CCSSE suggests that you complete the Drop-In Overview template and then circulate a copy of it to key constituency groups. Once it is completed, it can be used to conduct guided conversations or focus groups to promote a better understanding of your institution's survey findings and their potential implications for improvement initiatives.

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

These sample storylines use hypothetical situations with hypothetical data to provide ideas for stories that can be told using CCSSE results. This isn't about spin. CCSSE's purpose is to be straightforward about data, both when the results make us shine and when they cause us to question—and improve—our current practices. These storylines are intended to inform, engage, and highlight important issues. Similar stories, geared to your college, your community, and your survey results, might be used with internal college groups, governing board members, community groups, and other audiences.

#### ***PowerPoint Presentation Template***

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

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

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

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

Use this sample news release for your college newspaper to introduce the *Community College Student Report* to your students—what it is, what it measures, and what it can do.

### **Sample Fact Sheet**

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

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

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

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

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

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

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

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

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

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

### **Faculty Predictions**

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

actual student responses.

### **Student Services Staff Predictions**

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

### **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 the following:

- ★ 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

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

**The “Strengthening Student Engagement” section of the Toolkit contains the following documents:**

### **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 Groups" section of the Toolkit contains information that will help you conduct focus groups and collect qualitative data on your campus:**

### ***The Student Focus Groups Toolkit***

Your *CCSSE* data provide a great deal of information to help you identify strengths and areas in need of improvement at your college. Generally, the data will point you to specific areas where you'll want to focus your attention. Before you begin to consider improvement strategies, you may want to learn more about student experiences in those areas pinpointed through the *CCSSE* survey. *CCSSE* encourages you to hold focus groups to gather this information. These structured discussions will help you better understand students' experiences, as well as uncover possible strategies to consider for improvement. They will provide qualitative information to enhance your *CCSSE* data. **The Student Focus Group Toolkit** contains instructions for planning focus groups and recruiting focus group participants, discussion tools to use during the focus groups, and a focus group summary report sample.

The Web site also features a comprehensive search-the-data section (<http://www.ccsse.org/members/search>). 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.

We intend to regularly update the *CCSSE* Web site with other examples about how community colleges are using their *CCSSE* data as we learn about them. In that regard, please keep us informed about how you are using, or plan to use, your *CCSSE* results by contacting *CCSSE* at [info@ccsse.org](mailto:info@ccsse.org) or at 512-471-6807.

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

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

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

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

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

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

To engage faculty members in reviewing *CCSSE* results, North Hennepin Community College gathered faculty members and asked them to predict students' responses to the survey items. Instead of doing this exercise on paper, the college used personal response system "clickers" and got immediate feedback after posing each question. The actual student data then

were displayed for discussion. After getting this feedback, the faculty members were randomly divided into groups and assigned one *CCSSE* benchmark. Each group identified two priorities for change related to their benchmark. These priorities now are part of the college's assessment plan initiatives.

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

#### ***LaGuardia Community College (NY)***

When comparing its 2005 and 2007 *CCSSE* results, LaGuardia Community College saw an increase in the percentage of students reporting that they *likely* or *very likely* would withdraw from college because they were academically underprepared. In response, college leaders intensified instructional and support services for basic skills students.

#### ***Century College (MN)***

After its first *CCSSE* administration in 2005, Century College set out to design and implement several new initiatives based on its Student-Faculty Interaction benchmark scores. The college gathered and shared best practices in student-faculty interaction through brown-bag discussions and faculty interviews, which resulted in "Building Connections with Students" materials sent to all faculty. In an effort to focus awareness among students about the availability of faculty, a campaign to promote the use of office hours was launched through the distribution of informational bookmarks; in addition, the campus orientation handbook and student academic planner were updated to include information about faculty and student interaction alongside information about student support services.

#### ***Tallahassee Community College (FL)***

After *CCSSE* results revealed that students thought the college focused more on memorization than critical thinking, Tallahassee Community College intentionally infused higher-order thinking skills throughout its curriculum. The college also developed learning communities that address students' needs along a continuum from novice to experienced learners.

#### ***Coastal Bend College (TX)***

As part of the college's Quality Enhancement Plan, and in order to increase student learning outcomes, Coastal Bend College implemented a Supplemental Instruction program for students

enrolled in Intermediate and College Algebra—courses identified as "gatekeepers" at the institution. Because *CCSSE* asks students about the frequency, importance, and satisfaction of tutoring services, the college is able to collect data about this service as it contemplates expanding the Supplemental Instruction program into the English and reading curriculums. student success.

CCFSSE



## Representation of Institutions

Table 1 provides information about the representation of the 2009 CCFSSSE Cohort member colleges as compared to community and technical colleges across the nation.

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

	2009 CCFSSSE Cohort Member Colleges	National Population <sup>3</sup>	2009 CCFSSSE Cohort Proportion of National Population
<b>By Size</b>			
<b># of Institutions</b>	332	1,075	31%
<b>Small (up to 4,499)</b>	152	590	26%
<b>Medium (4,500-7,999)</b>	77	223	35%
<b>Large (8,000-14,999)</b>	68	166	41%
<b>Extra-Large (15,000+)</b>	35	96	36%
<b>By Urbanicity</b>			
<b># of Institutions</b>	332	1,078	31%
<b>Urban-serving</b>	73	185	39%
<b>Suburban-serving</b>	74	225	33%
<b>Rural-serving</b>	185	668	28%

## Representation of Faculty Respondents

The 2009 CCFSSSE Cohort faculty respondents generally mirror the national two-year college faculty population,<sup>4</sup> with the exception of employment status, as illustrated in Table 2 on Page 3.

### 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 2009 CCFSSSE Cohort respondents' race and ethnicity closely parallel the National Center for Education Statistics (NCES) faculty data for two-year institutions.

### Employment Status

Fifty-eight percent of 2009 CCFSSSE Cohort respondents identified themselves as full-time faculty members, while 42% indicated that they were employed on a part-time basis. These percentages are quite different from NCES national data, which indicate that only 33% of community college faculty members are employed full-time. Faculty members at participating CCFSSSE institutions are sent an email invitation and asked to respond to the survey online. The inverse employment status representation is likely a product of colleges being unable to provide as many valid email addresses for part-time faculty as full-time.

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

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



**Table 2. Respondents versus National Population**

	2009 CCFSSSE Cohort	National Population
<b>Gender</b>		
Male	45%	51%
Female	55%	49%
<b>Race/Ethnicity</b>		
American Indian or other Native American	1%	<1%
Asian, Asian American or Pacific Islander	3%	3%
Native Hawaiian	<1%	— <sup>5</sup>
Black or African American, Non-Hispanic	6%	7%
White, Non-Hispanic	82%	83%
Hispanic, Latino, or Spanish	5%	5%
Other	3%	2%
<b>Employment Status</b>		
Full-time	58%	33%
Part-time	42%	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—39% altogether—of professor, associate professor, and assistant professor ranks than those reported in national findings (19%), while the national data show 31% of all two-year faculty hold some “other” rank than those listed, much higher than the 6% reported by CCFSSSE respondents.

There are also significant differences in the responses of part-time and full-time faculty. Seventy-eight percent of part-time respondents hold the rank of instructor or lecturer, as opposed to 39% of full-time faculty, and only 14% of part-time participants hold any rank of professor—assistant, associate, or full—while 58% of full-time faculty have these titles.

**Table 3. Academic Rank**

	2009 CCFSSSE Cohort	National Population
Professor	18%	10%
Associate Professor	11%	5%
Assistant Professor	10%	4%
Instructor or Lecturer	55%	50%
Other	6%	31%

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

## Selected Findings

This section of the overview features selected findings from the 2009 CCFSSSE Cohort.

### Class Size as Compared to College Size

The largest percentage of faculty at large and extra-large colleges reported that between 20 and 29 students were enrolled in their classes; at small colleges, 29% of faculty report teaching classes this size, and 33% of medium sized college faculty reported teaching classes this size.

Forty-one percent of small college faculty teach classes that are 10-19 students in size, and 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**

College Size	Class Size					
	<10	10-19	20-29	30-39	40-69	70>
<b>Extra-Large (15,000+)</b>	7%	33%	41%	13%	5%	1%
<b>Large (8,000-14,999)</b>	8%	35%	39%	13%	4%	1%
<b>Medium (4,500-7,999)</b>	14%	39%	33%	9%	4%	1%
<b>Small (up to 4,499)</b>	19%	41%	29%	7%	3%	1%

### How Faculty Spend Their Time: Professional Activities

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

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

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

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

	Part-time			Full-time		
	1 to 12	13-20	21+	1 to 12	13-20	21+
<b>Teaching-related activities</b>						
Teaching students in class	86%	9%	4%	35%	51%	16%
Grading papers	92%	5%	1%	82%	13%	4%
Giving other forms of written and oral feedback to students	94%	2%	<1%	91%	6%	2%
Preparing for class	93%	6%	2%	85%	12%	3%
Reflecting and working on ways to improve my teaching	94%	3%	2%	92%	4%	2%
<b>Other professional activities</b>						
Research and scholarly activities	71%	4%	2%	76%	5%	2%
Working with honors projects	7%	<1%	<1%	16%	<1%	<1%
Advising students	56%	2%	<1%	82%	3%	2%
Supervising internships or other field experiences	10%	<1%	<1%	25%	3%	1%
Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc.)	17%	<1%	<1%	49%	2%	<1%
Other interactions with students outside the classroom	46%	1%	<1%	75%	2%	1%
Conducting service activities	15%	<1%	<1%	42%	1%	<1%

## How Faculty Spend Their Time: Class Time

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

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

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

	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-74%	75-100%
<b>Lecture</b>	2%	13%	14%	13%	12%	14%	22%	9%
<b>Teacher-led discussion</b>	4%	22%	25%	19%	11%	8%	8%	3%
<b>Teacher-student shared responsibility</b>	25%	26%	19%	12%	6%	5%	5%	2%
<b>Student computer use</b>	50%	23%	9%	5%	3%	3%	4%	4%
<b>Small group activities</b>	21%	31%	21%	12%	6%	4%	4%	1%
<b>Student presentations</b>	40%	35%	13%	5%	3%	1%	2%	1%
<b>In-class writing</b>	50%	29%	11%	5%	2%	1%	1%	1%
<b>Testing and evaluation</b>	6%	45%	31%	10%	4%	2%	2%	1%
<b>Performances in applied and fine arts</b>	92%	4%	1%	1%	1%	<1%	1%	1%
<b>Experiential</b>	66%	11%	6%	5%	4%	4%	4%	2%
<b>Hands-on practice</b>	27%	19%	15%	10%	6%	6%	9%	7%

The percentage of class time spent on various activities fluctuates quite a bit depending upon the number of years faculty members have taught, as shown in Table 7. Instructors in their first year of teaching most closely parallel instructors who have been in the profession 30-39 years in terms of how much time is devoted to varying classroom activities. And, instructors who have been teaching 1-4 years are more like those who have been teaching 20-29 years.

Those who have taught 10-19 years are more likely to spend their class time on teacher-led discussion and small group activities than were teachers in any other category. In fact, nearly a third of the teachers in this category reported that they devote a minimum of 75% of their class time to small group activities, and 51% of the instructors in this category reported devoting at least half of their class time to in-class writing.

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

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

## Faculty Perceptions about Student Engagement

On the *CCFSSE* survey, faculty members are asked how often students interact with them, in and out of class. Table 8 presents the percentage of faculty who reported that students interact with them often or very often; the table also indicates how the 2009 *CCSSE* Cohort responded to the same items.<sup>7</sup>

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

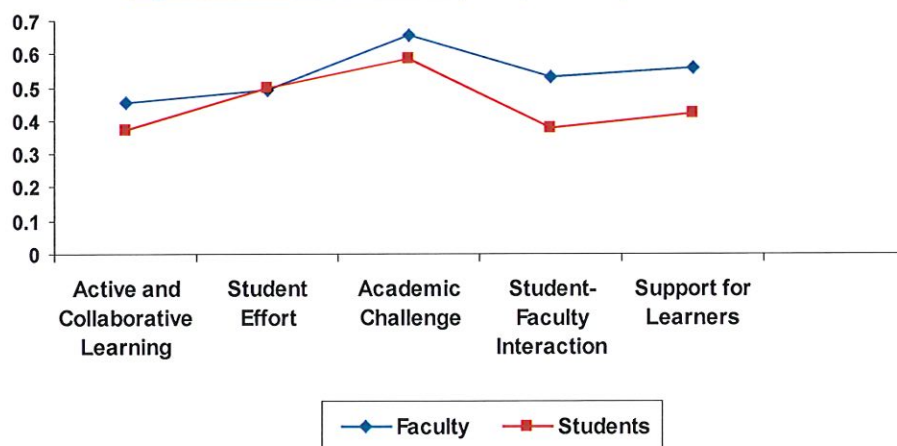
**Table 8. Student-Faculty Interactions (Response of “Often” or “Very Often”)**

	Faculty Responses	Student Responses
Use e-mail to communicate with you	64%	51%
Discuss grades or assignments with you	70%	46%
Talk about career plans with you	39%	24%
Discuss ideas from your readings or classes with you outside of class	29%	16%
Receive prompt feedback (written or oral) from you about their performance	92%	56%

## Student and Faculty Responses by Benchmark

Figure 1 highlights side-by-side responses to *CCSSE*'s five benchmark areas of effective educational practice.<sup>8</sup> When student and faculty views are presented side-by-side in this Overview, as they are in Table 8 and Figure 1, the student responses include data only from colleges that are members of the 2009 *CCFSSE* Cohort.

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



<sup>7</sup> These student responses only include data from colleges that are members of the 2009 *CCFSSE* Cohort.

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

---

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

- ★ Determine whether your sample is an accurate reflection of your faculty population. If there is an over- or under-representation of certain faculty (e.g., part-time or full-time), interpret overall results with caution.
- ★ Examine how faculty spend their time as well as what activities they incorporate into class time (e.g., lecture, small group activities, etc.).
- ★ Examine the gaps between faculty and student responses on items of interest to your institution.
- ★ Engage faculty in discussion about what surprises them in terms of faculty survey results and comparisons of faculty and student responses.
- ★ Solicit suggestions on how to address any gaps or other issues of concern to faculty.
- ★ Discuss with faculty the value of systematically collected data—as contrasted with personal anecdotes—in developing an accurate understanding of students' experiences; identify areas where further inquiry (student focus groups, for example, or structured faculty interviews) might prove informative and useful.
- ★ Provide faculty with information on ways the administration will support faculty recommendations for change.



# 2009 CCFSSSE Cohort

Institution	City	State	Year of most recent CCFSSSE participation
Abraham Baldwin Agricultural College	Tifton	GA	2008
Aiken Technical College	Graniteville	SC	2008
Aims Community College	Greeley	CO	2009
Alabama Southern Community College	Monroeville	AL	2008
Alvin Community College	Alvin	TX	2008
Amarillo College	Amarillo	TX	2009
American River College	Sacramento	CA	2007
Ancilla College	Donaldson	IN	2008
Angelina College	Lufkin	TX	2007
Anoka Technical College	Anoka	MN	2009
Anoka-Ramsey Community College	Coon Rapids	MN	2009
Arkansas State University-Beebe	Beebe	AR	2009
Arkansas State University-Newport	Newport	AR	2009
Asheville-Buncombe Technical Community College	Asheville	NC	2007
Asnuntuck Community College	Enfield	CT	2008
Austin Community College	Austin	TX	2007
Bellevue Community College	Bellevue	WA	2008
Bergen Community College	Paramus	NJ	2008
Big Bend Community College	Moses Lake	WA	2009
Big Sandy Community and Technical College	Prestonsburg	KY	2007
Bismarck State College	Bismarck	ND	2009
Blinn College	Brenham	TX	2008
Blue Ridge Community College	Weyers Cave	VA	2008
Bossier Parish Community College	Bossier City	LA	2007
Brazosport College	Lake Jackson	TX	2009
Brevard Community College	Cocoa	FL	2007
Brookhaven College	Farmers Branch	TX	2008
Bunker Hill Community College	Boston	MA	2009
Burlington County College	Pemberton	NJ	2009
Butler Community College	El Dorado	KS	2009
Butler County Community College	Butler	PA	2009
Caldwell Community College and Technical Institute	Hudson	NC	2009
Cape Cod Community College	West Barnstable	MA	2007
Cape Fear Community College	Wilmington	NC	2008
Capital Community College	Hartford	CT	2008
Carroll Community College	Westminster	MD	2008
Carteret Community College	Morehead City	NC	2008
Casper College	Casper	WY	2009
Cayuga Community College	Auburn	NY	2009
Central Arizona College	Coolidge	AZ	2008
Central Carolina Community College	Sanford	NC	2009
Central Community College	Grand Island	NE	2009
Central Florida Community College	Ocala	FL	2007



Institution	City	State	Year of most recent CCFSSSE participation
Central Lakes College	Brainerd	MN	2008
Central Maine Community College	Auburn	ME	2007
Central Wyoming College	Riverton	WY	2009
Century College	White Bear Lake	MN	2009
Chandler-Gilbert Community College	Chandler	AZ	2007
Chattanooga State Technical Community College	Chattanooga	TN	2007
Chipola College	Marianna	FL	2007
Chippewa Valley Technical College	Eau Claire	WI	2008
Citrus College	Glendora	CA	2008
City College of San Francisco	San Francisco	CA	2007
Clark State Community College	Springfield	OH	2009
Cleveland State Community College	Cleveland	TN	2009
Clinton Community College	Plattsburgh	NY	2009
Coastal Carolina Community College	Jacksonville	NC	2009
Cochise College	Sierra Vista	AZ	2008
College of Alameda	Alameda	CA	2009
College of Lake County	Grayslake	IL	2007
College of Southern Maryland	La Plata	MD	2008
College of the Mainland	Texas City	TX	2008
College of the Marshall Islands	Majuro	MH	2008
College of the Siskiyous	Weed	CA	2008
Colorado Mountain College	Glenwood Springs	CO	2007
Columbia-Greene Community College	Hudson	NY	2009
Community College of Allegheny County	Pittsburgh	PA	2009
Community College of Beaver County	Monaca	PA	2009
Community College of Denver	Denver	CO	2008
Crafton Hills College	Yucaipa	CA	2009
Cumberland County College	Vineland	NJ	2007
Cuyahoga Community College	Cleveland	OH	2008
Danville Area Community College	Danville	IL	2009
Danville Community College	Danville	VA	2007
Daytona State College	Daytona Beach	FL	2009
De Anza College	Cupertino	CA	2007
Del Mar College	Corpus Christi	TX	2009
Delaware County Community College	Media	PA	2009
Delgado Community College	New Orleans	LA	2007
Delta College	University Center	MI	2009
Durham Technical Community College	Durham	NC	2008
Eastern New Mexico University - Roswell	Roswell	NM	2008
Eastern Shore Community College	Melfa	VA	2008
Eastern Wyoming College	Torrington	WY	2009
Eastfield College	Mesquite	TX	2007
Edison State College	Fort Myers	FL	2007
El Camino College	Torrance	CA	2008
El Camino College Compton Center	Torrance	CA	2008
El Centro College	Dallas	TX	2009
El Paso Community College	El Paso	TX	2009
Elizabethtown Community & Technical College	Elizabethtown	KY	2007
Finger Lakes Community College	Canandaigua	NY	2009
Florida Community College at Jacksonville	Jacksonville	FL	2007
Fond du Lac Tribal and Community College	Cloquet	MN	2009
Frank Phillips College	Borger	TX	2009
Fullerton Community College	Fullerton	CA	2009

Institution	City	State	Year of most recent CCFSSSE participation
Galveston College	Galveston	TX	2008
Gateway Community and Technical College	Covington	KY	2009
Gateway Community College	New Haven	CT	2008
Genesee Community College	Batavia	NY	2009
George C Wallace State Community College	Hanceville	AL	2009
Gloucester County College	Sewell	NJ	2007
Goodwin College	East Hartford	CT	2009
Grayson County College	Denison	TX	2008
Greenville Technical College	Greenville	SC	2007
Guilford Technical Community College	Jamestown	NC	2009
Gulf Coast Community College	Panama City	FL	2009
Halifax Community College	Weldon	NC	2009
Henderson Community College	Henderson	KY	2008
Henry Ford Community College	Dearborn	MI	2008
Hesston College	Hesston	KS	2007
Housatonic Community College	Bridgeport	CT	2008
Howard College	Big Spring	TX	2008
Illinois Central College	East Peoria	IL	2008
Illinois Valley Community College	Oglesby	IL	2009
Indian River State College	Fort Pierce	FL	2007
Inver Hills Community College	Inver Grove Heights	MN	2009
Isothermal Community College	Spindale	NC	2007
Itasca Community College	Grand Rapids	MN	2009
Itawamba Community College	Fulton	MS	2008
Ivy Tech Community College-Anderson	Muncie	IN	2008
Ivy Tech Community College-Bloomington	Bloomington	IN	2008
Ivy Tech Community College-Central Indiana	Indianapolis	IN	2008
Ivy Tech Community College-Columbus	Columbus	IN	2008
Ivy Tech Community College-East Chicago	Gary	IN	2008
Ivy Tech Community College-Elkhart	South Bend	IN	2008
Ivy Tech Community College-Evansville	Evansville	IN	2008
Ivy Tech Community College-Fort Wayne	Fort Wayne	IN	2008
Ivy Tech Community College-Gary	Gary	IN	2008
Ivy Tech Community College-Kokomo	Kokomo	IN	2008
Ivy Tech Community College-Lafayette	Lafayette	IN	2008
Ivy Tech Community College-Lawrenceburg	Lawrenceburg	IN	2008
Ivy Tech Community College-Logansport	Kokomo	IN	2008
Ivy Tech Community College-Madison	Lawrenceburg	IN	2008
Ivy Tech Community College-Marion	Muncie	IN	2008
Ivy Tech Community College-Michigan City	Gary	IN	2008
Ivy Tech Community College-Muncie	Muncie	IN	2008
Ivy Tech Community College-Sellersburg	Sellersburg	IN	2008
Ivy Tech Community College-South Bend	South Bend	IN	2008
Ivy Tech Community College-Terre Haute	Terre Haute	IN	2008
Ivy Tech Community College-Valparaiso	Gary	IN	2008
Ivy Tech Community College-Warsaw	South Bend	IN	2008
Ivy Tech Community College-Whitewater	Richmond	IN	2008
Jackson Community College	Jackson	MI	2009
James A. Rhodes State College	Lima	OH	2007
James Sprunt Community College	Kenansville	NC	2009
Jefferson Community and Technical College	Louisville	KY	2009
Johnson County Community College	Overland Park	KS	2009

Institution	City	State	Year of most recent CCFSSSE participation
Joliet Junior College	Joliet	IL	2009
Kenai Peninsula College-UAA	Soldotna	AK	2007
Kirkwood Community College	Cedar Rapids	IA	2007
Kirtland Community College	Roscommon	MI	2007
Kodiak College, University of Alaska Anchorage	Kodiak	AK	2007
Lake City Community College	Lake City	FL	2007
Lake Michigan College	Benton Harbor	MI	2009
Lake Region State College	Devils Lake	ND	2009
Lake Superior College	Duluth	MN	2009
Lakeland Community College	Kirtland	OH	2008
Lamar Institute of Technology	Beaumont	TX	2008
Lamar State College - Orange	Orange	TX	2008
Laney College	Oakland	CA	2008
Lansing Community College	Lansing	MI	2009
Laramie County Community College	Cheyenne	WY	2009
Lawson State Community College	Birmingham	AL	2009
Lee College	Baytown	TX	2007
Lehigh Carbon Community College	Schnecksville	PA	2008
Lincoln Land Community College	Springfield	IL	2009
Lone Star College-CyFair	Cypress	TX	2009
Lone Star College-Kingwood	Kingwood	TX	2009
Lone Star College-Montgomery	Conroe	TX	2009
Lone Star College-North Harris	Houston	TX	2009
Lone Star College-Tomball	Tomball	TX	2009
Lorain County Community College	Elyria	OH	2009
Manatee Community College	Bradenton	FL	2007
Manchester Community College	Manchester	CT	2008
Manchester Community College	Manchester	NH	2008
Marion Technical College	Marion	OH	2009
Martin Community College	Williamston	NC	2008
Massachusetts Bay Community College	Wellesley Hills	MA	2007
Massasoit Community College	Brockton	MA	2007
McHenry County College	Crystal Lake	IL	2007
Merced College	Merced	CA	2009
Mercer County Community College	West Windsor	NJ	2008
Mesabi Range Community and Technical College	Virginia	MN	2009
Metropolitan Community College-Kansas City	Kansas City	MO	2009
Miami Dade College	Miami	FL	2007
Mid Michigan Community College	Harrison	MI	2007
Middle Georgia College	Cochran	GA	2007
Middlesex Community College	Lowell	MA	2007
Midland College	Midland	TX	2009
Midlands Technical College	Columbia	SC	2007
Miles Community College	Miles City	MT	2008
Minot State University-Bottineau	Bottineau	ND	2009
Modesto Junior College	Modesto	CA	2009
Mohawk Valley Community College	Utica	NY	2009
Monroe Community College	Rochester	NY	2009
Montana State University Billings College of Technology	Billings	MT	2009
Montgomery County Community College	Blue Bell	PA	2009
Moorpark College	Camarillo	CA	2008
Mott Community College	Flint	MI	2009
Mountain View College	Dallas	TX	2008

Institution	City	State	Year of most recent CCFSSSE participation
Mt. San Antonio College	Walnut	CA	2007
Nash Community College	Rocky Mount	NC	2008
National Park Community College	Hot Springs	AR	2008
Neosho County Community College	Chanute	KS	2009
New Mexico Junior College	Hobbs	NM	2007
New Mexico State University at Alamogordo	Alamogordo	NM	2009
Niagara County Community College	Sanborn	NY	2009
North Arkansas College	Harrison	AR	2009
North Dakota State College of Science	Wahpeton	ND	2009
North Iowa Area Community College	Mason City	IA	2009
North Lake College	Irving	TX	2008
Northampton Community College	Bethlehem	PA	2009
Northeast Community College	Norfolk	NE	2009
Northeast Lakeview College	Universal City	TX	2009
Northeast Mississippi Community College	Booneville	MS	2009
Northeast State Technical Community College	Blountville	TN	2009
Northern Maine Community College	Presque Isle	ME	2009
Northern Oklahoma College	Tonkawa	OK	2009
Northern Virginia Community College	Annandale	VA	2008
Northern Wyoming Community College District	Sheridan	WY	2009
Northland Community and Technical College	Thief River Falls	MN	2008
NorthWest Arkansas Community College	Bentonville	AR	2009
Northwest College	Powell	WY	2009
Northwest Vista College	San Antonio	TX	2008
Olive-Harvey College	Chicago	IL	2009
Ouachita Technical College	Malvern	AR	2007
Owens Community College	Toledo	OH	2009
Owensboro Community and Technical College	Owensboro	KY	2007
Oxnard College	Oxnard	CA	2008
Palo Alto College	San Antonio	TX	2009
Panola College	Carthage	TX	2008
Pasadena City College	Pasadena	CA	2009
Pasco-Hernando Community College	New Port Richey	FL	2009
Passaic County Community College	Paterson	NJ	2009
Patrick Henry Community College	Martinsville	VA	2008
Pellissippi State Technical Community College	Knoxville	TN	2009
Pensacola Junior College	Pensacola	FL	2007
Phillips Community College of the University of Arkansas	Helena- West Helena	AR	2008
Phoenix College	Phoenix	AZ	2008
Pine Technical College	Pine City	MN	2008
Polk Community College	Winter Haven	FL	2007
Pratt Community College	Pratt	KS	2008
Prince William Sound Community College	Valdez	AK	2007
Pueblo Community College	Pueblo	CO	2009
Pulaski Technical College	North Little Rock	AR	2008
Reading Area Community College	Reading	PA	2008
Redlands Community College	El Reno	OK	2007
Richland College	Dallas	TX	2008
Rowan-Cabarrus Community College	Salisbury	NC	2009
Roxbury Community College	Roxbury	MA	2009
Sacramento City College	Sacramento	CA	2008
Salem Community College	Carneys Point	NJ	2008

Institution	City	State	Year of most recent CCFSSSE participation
Salish Kootenai College	Pablo	MT	2007
Salt Lake Community College	Salt Lake City	UT	2008
San Antonio College	San Antonio	TX	2009
San Diego Mesa College	San Diego	CA	2007
San Jacinto College-Central Campus	Pasadena	TX	2009
San Jacinto College-North Campus	Pasadena	TX	2009
San Jacinto College-South Campus	Pasadena	TX	2009
Santa Ana College	Santa Ana	CA	2009
Santa Fe College	Gainesville	FL	2007
Santa Fe Community College	Santa Fe	NM	2007
Schoolcraft College	Livonia	MI	2007
Scottsdale Community College	Scottsdale	AZ	2008
Seminole Community College	Sanford	FL	2007
Seward County Community College/ Area Technical School	Liberal	KS	2009
Shelton State Community College	Tuscaloosa	AL	2007
Sinclair Community College	Dayton	OH	2007
South Florida Community College	Avon Park	FL	2007
South Mountain Community College	Phoenix	AZ	2007
South Texas College	McAllen	TX	2009
Southeastern Community College	West Burlington	IA	2009
Southern Maine Community College	South Portland	ME	2009
Southern State Community College	Hillsboro	OH	2009
Southwest Georgia Technical College	Thomasville	GA	2009
Southwest Tennessee Community College	Memphis	TN	2009
Southwest Texas Junior College	Uvalde	TX	2008
Southwestern Oregon Community College	Coos Bay	OR	2007
Spartanburg Community College	Spartanburg	SC	2008
Spoon River College	Canton	IL	2007
St. Louis Community College-Meramec	St. Louis	MO	2009
St. Louis Community College at Forest Park	St. Louis	MO	2009
St. Louis Community College at Wildwood	St. Louis	MO	2009
St. Louis Community College-Florissant Valley	St. Louis	MO	2009
St. Petersburg College	St. Petersburg	FL	2007
St. Philip's College	San Antonio	TX	2009
Stark State College of Technology	North Canton	OH	2008
Sullivan County Community College	Loch Sheldrake	NY	2009
SUNY Rockland Community College	Suffern	NY	2009
Taft College	Taft	CA	2009
Tallahassee Community College	Tallahassee	FL	2009
Tanana Valley Campus, University of Alaska Fairbanks	Fairbanks	AK	2007
Technical College of the Lowcountry	Beaufort	SC	2009
Terra State Community College	Fremont	OH	2009
The Community College of Baltimore County	Baltimore	MD	2008
Three Rivers Community College	Norwich	CT	2008
Tompkins Cortland Community College	Dryden	NY	2009
Tri-County Technical College	Pendleton	SC	2009
Trinity Valley Community College	Athens	TX	2009
Triton College	River Grove	IL	2009
Tulsa Community College	Tulsa	OK	2009
Tyler Junior College	Tyler	TX	2009
University of Alaska Matanuska Susitna College	Palmer	AK	2007
University of Alaska Southeast Ketchikan Campus	Juneau	AK	2007

<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCFSSSE participation</b>
University of Arkansas Community College at Batesville	Batesville	AR	2009
University of Cincinnati-Raymond Walters College	Cincinnati	OH	2008
University of New Mexico- Taos Branch	Taos	NM	2008
University of Wisconsin Colleges	Madison	WI	2008
Valencia Community College	Orlando	FL	2009
Ventura College	Ventura	CA	2008
Vernon College	Vernon	TX	2009
Victor Valley College	Victorville	CA	2007
Vincennes University	Vincennes	IN	2009
Volunteer State Community College	Gallatin	TN	2009
Walters State Community College	Morristown	TN	2009
Washington State Community College	Marietta	OH	2009
Wayne Community College	Goldsboro	NC	2007
Weatherford College	Weatherford	TX	2009
West Hills College Coalinga	Coalinga	CA	2008
West Hills College Lemoore	Coalinga	CA	2008
West Hills College NDC	Coalinga	CA	2008
West Kentucky Community and Technical College	Paducah	KY	2008
West Virginia State Community and Technical College	Institute	WV	2008
Western Nebraska Community College	Scottsbluff	NE	2009
Western Nevada College	Carson City	NV	2008
Western Wyoming Community College	Rock Springs	WY	2009
Wharton County Junior College	Wharton	TX	2009
Wilbur Wright College	Chicago	IL	2009
Williston State College	Williston	ND	2009
Windward Community College	Kaneohe	HI	2008
York Technical College	Rock Hill	SC	2009

# 2009 CCFSSSE Student and Faculty Frequency Distributions

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

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

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

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

2009 CCFSSSE Student and Faculty Frequency Distributions  
Example College

2009 CCFSSSE Faculty Responses

2009 CCSSE Student Responses

	Part-Time Faculty			Full-Time Faculty			All Faculty			All Students		
	Count	Percent	Count	Percent	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%	0	0%	0	0%	1	1%	
	Never	11	17%	6	14%	17	18%	24	25%	4	25%	
	Sometimes	21	33%	17	40%	38	36%	55	40%	247	40%	
	Often	31	49%	19	45%	50	48%	69	35%	219	35%	
	Very Often	63	100%	42	100%	105	100%	162	100%	622	100%	
Total												
How often do students in your selected course section make a class presentation	Don't Know	1	2%	0	0%	1	1%	2	3%	2	3%	
	Never	25	40%	22	52%	47	45%	67	41%	222	36%	
	Sometimes	22	35%	12	29%	34	32%	56	41%	255	41%	
	Often	9	14%	5	12%	14	13%	23	18%	112	18%	
	Very Often	6	10%	3	7%	9	9%	15	9%	32	5%	
Total												
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	63	100%	42	100%	105	100%	162	100%	619	100%	
	Never	17	18%	7	17%	18	17%	25	17%	103	17%	
	Sometimes	32	31%	15	36%	47	45%	64	39%	266	43%	
	Often	17	27%	13	31%	30	29%	47	31%	166	27%	
	Very Often	5	8%	4	10%	9	9%	13	8%	53	9%	
Total												
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	0	0%	1	2%	1	1%	2	2%	6	11%	
	Never	16	25%	7	17%	23	22%	40	27%	165	27%	
	Sometimes	21	33%	7	17%	28	27%	56	42%	216	35%	
	Often	12	19%	14	33%	26	25%	42	31%	171	28%	
	Very Often	14	22%	13	31%	27	26%	44	33%	171	28%	
Total												
How often do students in your selected course section come to class without completing readings or assignments	Don't Know	1	2%	1	2%	2	2%	3	2%	158	26%	
	Never	4	6%	4	10%	8	8%	12	8%	62	10%	
	Sometimes	38	60%	21	50%	59	56%	88	62%	383	62%	
	Often	14	22%	10	24%	24	23%	38	27%	148	24%	
	Very Often	6	10%	6	14%	12	11%	18	13%	88	14%	
Total												
How often do students in your selected course section work with other students on projects during class	Don't Know	0	0%	0	0%	0	0%	0	0%	91	15%	
	Never	14	22%	6	14%	20	19%	30	21%	260	42%	
	Sometimes	22	35%	16	38%	38	36%	54	39%	199	32%	
	Often	15	24%	12	29%	27	26%	44	32%	199	32%	
	Very Often	12	19%	8	19%	20	19%	28	20%	65	11%	
Total												
How often do students in your selected course section work with classmates outside of class to prepare class assignments	Don't Know	14	22%	7	17%	21	20%	31	22%	247	40%	
	Never	8	13%	2	5%	10	10%	18	13%	254	41%	
	Sometimes	24	38%	18	43%	42	40%	60	43%	81	13%	
	Often	12	19%	11	26%	23	22%	35	25%	36	6%	
	Very Often	5	8%	4	10%	9	9%	13	9%	67	11%	
Total												
How often do students in your selected course section tutor or teach other students (paid or voluntary)	Don't Know	27	43%	14	33%	41	39%	62	44%	460	74%	
	Never	16	25%	5	12%	21	20%	36	26%	125	20%	
	Sometimes	14	22%	14	33%	28	27%	42	30%	24	4%	
	Often	4	6%	8	19%	12	11%	20	15%	8	1%	
	Very Often	2	3%	1	2%	3	3%	4	3%	8	1%	
Total												
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	16	26%	12	29%	28	27%	46	33%	533	87%	
	Never	39	63%	22	52%	61	59%	102	74%	56	9%	
	Sometimes	5	8%	7	17%	12	12%	24	18%	17	3%	
	Often	1	2%	0	0%	1	1%	2	2%	5	1%	
	Very Often	1	2%	1	2%	2	2%	3	2%	5	1%	
Total												



2009 CCFSSSE Student and Faculty Frequency Distributions  
Example College

2009 CCFSSSE Student Responses

2009 CCFSSSE Faculty 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 use the internet or instant messaging to work on an assignment	Don't Know	8	13%	5	12%	13	12%	Never	74	12%
	Never	10	16%	6	14%	16	15%	Sometimes	146	24%
	Sometimes	14	22%	12	29%	26	25%	Often	157	25%
	Often	16	25%	7	17%	23	22%	Very Often	242	39%
	Very Often	15	24%	12	29%	27	26%	Total	619	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	47	8%
	Never	0	0%	1	2%	1	1%	Sometimes	198	32%
	Sometimes	17	27%	14	33%	31	30%	Often	208	34%
	Often	24	39%	17	40%	41	39%	Very Often	167	27%
	Very Often	22	35%	10	24%	32	30%	Total	620	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	39	6%
	Never	0	0%	0	0%	0	0%	Sometimes	265	43%
	Sometimes	16	25%	9	21%	25	24%	Often	223	36%
	Often	28	46%	25	60%	54	51%	Very Often	91	15%
	Very Often	18	29%	8	19%	26	25%	Total	618	100%
How often do students in your selected course section talk about career plans with you	Don't Know	1	2%	1	2%	2	2%	Never	146	24%
	Never	6	10%	3	7%	9	9%	Sometimes	301	49%
	Sometimes	39	62%	26	62%	65	62%	Often	127	21%
	Often	9	14%	3	7%	11	10%	Very Often	42	7%
	Very Often	8	13%	3	7%	11	10%	Total	617	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	246	40%
	Never	12	19%	3	7%	15	14%	Sometimes	74	12%
	Sometimes	37	59%	25	60%	62	59%	Often	211	34%
	Often	9	14%	11	25%	20	19%	Very Often	29	5%
	Very Often	5	8%	3	7%	8	8%	Total	619	100%
How often do students in your selected course section receive prompt feedback (written or oral) from instructors on your performance	Don't Know	0	0%	0	0%	0	0%	Never	51	8%
	Never	0	0%	0	0%	0	0%	Sometimes	213	35%
	Sometimes	5	8%	2	5%	7	7%	Often	243	39%
	Often	25	40%	18	43%	43	41%	Very Often	108	18%
	Very Often	33	52%	22	52%	55	52%	Total	615	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	6	10%	1	2%	7	7%	Never	74	12%
	Never	1	2%	0	0%	1	1%	Sometimes	236	38%
	Sometimes	24	38%	10	24%	34	32%	Often	211	34%
	Often	21	33%	25	60%	46	44%	Very Often	98	16%
	Very Often	11	17%	6	14%	17	16%	Total	620	100%
How often do students in your selected course section work with you on activities other than coursework	Don't Know	0	0%	1	2%	1	1%	Never	452	74%
	Never	34	54%	14	33%	48	46%	Sometimes	116	19%
	Sometimes	22	35%	19	45%	41	39%	Often	33	5%
	Often	4	6%	6	14%	10	10%	Very Often	12	2%
	Very Often	3	5%	2	5%	5	5%	Total	612	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	26	41%	21	50%	47	45%	Never	76	12%
	Never	2	3%	0	0%	2	2%	Sometimes	248	40%
	Sometimes	18	29%	9	21%	27	26%	Often	198	32%
	Often	12	19%	9	21%	21	20%	Very Often	97	16%
	Very Often	5	8%	3	7%	8	8%	Total	618	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	25	40%	18	43%	43	41%	Never	170	28%
	Never	1	2%	0	0%	1	1%	Sometimes	222	36%
	Sometimes	14	22%	9	21%	23	22%	Often	132	21%
	Often	15	24%	11	26%	26	25%	Very Often	95	15%
	Very Often	8	13%	4	10%	12	11%	Total	619	100%

2009 CCFSS Student and Faculty Frequency Distributions  
Example College

2009 CCFSS Student Responses

2009 CCFSS Faculty Responses

	Part-Time Faculty			Full-Time Faculty			All Faculty			All Students	
	Count	Percent	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	32	51%	21	50%	53	50%	157	26%	157	26%
	Never	3	5%	0	0%	3	3%	3	3%	216	35%
	Sometimes	10	16%	7	17%	17	16%	17	16%	152	25%
	Often	11	17%	13	31%	24	23%	8	8%	90	15%
	Very Often	7	11%	1	2%	8	8%	8	8%	614	100%
Total	63	100%	42	100%	105	100%	614	100%			
How often do students in your selected course section skip class	Don't Know	2	3%	0	0%	2	2%	2	2%	254	41%
	Never	5	8%	2	5%	7	7%	7	7%	331	53%
	Sometimes	48	76%	33	79%	81	77%	20	3%	20	3%
	Often	6	10%	6	14%	12	11%	14	2%	14	2%
	Very Often	2	3%	1	2%	3	3%	3	3%	618	100%
Total	63	100%	42	100%	105	100%	618	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 exactly much the same form	Very Little	17	27%	9	21%	26	25%	45	7%	45	7%
	Some	22	35%	20	48%	42	40%	136	32%	136	32%
	Quite a bit	14	22%	7	17%	21	20%	236	38%	236	38%
	Very Much	10	16%	6	14%	16	15%	142	23%	142	23%
	Total	63	100%	42	100%	105	100%	620	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	13	21%	5	12%	18	17%	39	6%	39	6%
	Some	27	43%	18	43%	45	43%	162	26%	162	26%
	Quite a bit	22	35%	19	45%	41	38%	243	39%	243	39%
	Very Much	6	10%	4	10%	10	10%	119	19%	119	19%
	Total	63	100%	42	100%	105	100%	616	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	9	14%	10	24%	19	18%	79	13%	79	13%
	Some	21	33%	15	36%	31	30%	217	35%	217	35%
	Quite a bit	16	25%	15	36%	31	31%	215	35%	215	35%
	Very Much	17	27%	16	38%	33	31%	100	16%	100	16%
	Total	63	100%	42	100%	105	100%	611	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	6	10%	0	0%	6	6%	76	12%	76	12%
	Some	17	27%	2	5%	19	18%	206	34%	206	34%
	Quite a bit	21	33%	24	57%	45	43%	220	36%	220	36%
	Very Much	19	30%	16	38%	35	33%	112	18%	112	18%
	Total	63	100%	42	100%	105	100%	615	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	4	6%	2	5%	6	6%	41	7%	41	7%
	Some	18	29%	6	14%	24	23%	204	33%	204	33%
	Quite a bit	22	35%	20	48%	42	40%	229	37%	229	37%
	Very Much	19	30%	14	33%	33	31%	148	24%	148	24%
	Total	63	100%	42	100%	105	100%	622	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	2	3%	2	5%	4	4%	8	1%	8	1%
	1 to 4	39	62%	26	62%	65	62%	281	46%	281	46%
	5 to 10	16	25%	10	24%	26	25%	183	30%	183	30%
	11 to 20	1	2%	2	5%	3	3%	81	13%	81	13%
	More than 20	5	8%	2	5%	7	7%	44	7%	44	7%
Total	63	100%	42	100%	105	100%	607	100%			
In your selected course section, what is the number of written papers or reports of any length that your students write	None	17	27%	11	26%	28	27%	49	8%	49	8%
	1 to 4	6	10%	3	7%	9	9%	170	28%	170	28%
	5 to 10	13	21%	10	24%	23	22%	201	33%	201	33%
	11 to 20	4	6%	9	21%	13	12%	124	20%	124	20%
	More than 20	12	19%	9	21%	21	20%	63	10%	63	10%
Total	63	100%	42	100%	105	100%	607	100%			

2009 CCFSS Student and Faculty Frequency Distributions  
Example College

2009 CCFSS Student Responses

2009 CCFSS Faculty Responses

	Part-Time Faculty		Full-Time Faculty		All Faculty		All Students
	Count	Percent	Count	Percent	Count	Percent	
Select the circle that best represents the extent to which your examinations of student performance (e.g. Exams, portfolio) challenge students to do their best work	Extremely Easy (1)	0	0%	0	0%	0	4
	(2)	0	0%	0	0%	0	17
	(3)	0	0%	0	0%	0	36
	(4)	8	13%	4	10%	12	6%
	(5)	31	50%	10	24%	41	21%
	(6)	17	27%	25	60%	42	36%
	Extremely Challenging (7)	6	10%	3	7%	9	23%
Total	62	100%	42	100%	104	100%	
How important is it to you that students participate in internships, field experience, co-op experience, or clinical assignment	Not important	5	8%	4	10%	9	57%
	Somewhat important	35	56%	14	34%	49	34%
	Very important	22	35%	23	56%	45	19%
	Total	62	100%	41	100%	103	100%
How important is it to you that students participate in English as a second language courses	Not important	12	19%	7	17%	19	90%
	Somewhat important	21	34%	17	40%	38	5%
	Very important	29	47%	18	43%	47	5%
	Total	62	100%	42	100%	104	100%
How important is it to you that students participate in developmental/remedial reading courses	Not important	8	13%	1	2%	9	73%
	Somewhat important	9	14%	11	26%	20	11%
	Very important	46	73%	30	71%	76	17%
	Total	63	100%	42	100%	105	100%
How important is it to you that students participate in developmental/remedial writing courses	Not important	11	17%	12	29%	23	22%
	Somewhat important	44	70%	27	66%	71	68%
	Very important	63	100%	41	100%	104	100%
	Total	63	100%	41	100%	104	100%
How important is it to you that students participate in developmental/remedial math courses	Not important	12	19%	14	33%	26	25%
	Somewhat important	43	68%	26	62%	69	66%
	Very important	63	100%	42	100%	105	100%
	Total	63	100%	42	100%	105	100%
How important is it to you that students participate in study skills courses	Not important	14	22%	17	40%	31	30%
	Somewhat important	46	73%	25	60%	71	68%
	Very important	63	100%	42	100%	105	100%
	Total	63	100%	42	100%	105	100%
How important is it to you that students participate in honors courses	Not important	18	29%	7	17%	25	24%
	Somewhat important	23	37%	23	55%	46	44%
	Very important	22	35%	12	29%	34	32%
	Total	63	100%	42	100%	105	100%
How important is it to you that students participate in a college orientation program or course	Not important	4	6%	2	5%	6	6%
	Somewhat important	22	35%	13	31%	35	33%
	Very important	37	59%	27	64%	64	61%
	Total	63	100%	42	100%	105	100%
How important is it to you that students participate in organized learning communities	Not important	11	18%	6	14%	17	16%
	Somewhat important	32	52%	20	48%	52	50%
	Very important	19	31%	16	38%	35	34%
	Total	62	100%	42	100%	104	100%
How much does this college emphasize encouraging students to spend significant amounts of time studying	Very Little	2	3%	3	7%	5	5%
	Some	18	29%	6	14%	24	23%
	Quite a bit	33	53%	22	52%	55	53%
	Very Much	9	15%	11	26%	20	19%
Total	62	100%	42	100%	104	100%	
How much does this college emphasize providing students the support they need to help them to succeed at this college	Very Little	2	3%	1	2%	3	3%
	Some	7	11%	1	2%	8	8%
	Quite a bit	22	35%	13	31%	35	34%
	Very Much	31	50%	27	64%	58	56%
Total	62	100%	42	100%	104	100%	
How much does this college emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very Little	5	8%	12	29%	17	10%
	Some	16	26%	12	29%	28	27%
	Quite a bit	24	39%	12	29%	36	35%
	Very Much	17	27%	12	29%	29	28%
Total	62	100%	41	100%	103	100%	

2009 CCFSSSE Student and Faculty Frequency Distributions  
Example College

2009 CCFSSSE Student Responses

2009 CCFSSSE Faculty Responses

	Part-Time Faculty			Full-Time Faculty			All Faculty			All Students			
	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	7	11%	7	17%	14	14%	27	44%	19	45%	46	38%
	Some	21	34%	21	51%	42	42%	62	100%	62	100%	602	100%
	Quite a bit	6	10%	6	14%	12	12%	18	29%	18	29%	154	25%
	Very Much	6	10%	6	14%	12	12%	18	29%	18	29%	154	25%
	Total	60	100%	60	100%	104	100%	602	100%	602	100%	602	100%
How much does this college emphasize providing the support they need to thrive socially	Very Little	26	42%	20	48%	46	44%	26	42%	20	48%	46	43%
	Some	28	45%	9	21%	37	36%	28	45%	9	21%	37	28%
	Quite a bit	2	3%	7	17%	9	9%	2	3%	7	17%	9	8%
	Very Much	62	100%	42	100%	104	100%	62	100%	42	100%	104	100%
	Total	60	100%	60	100%	104	100%	60	100%	60	100%	600	100%
How much does this college emphasize providing the financial support students need to afford their education	Very Little	11	18%	5	12%	16	15%	11	18%	5	12%	16	20%
	Some	30	48%	26	62%	56	54%	30	48%	26	62%	56	27%
	Quite a bit	19	31%	10	24%	29	28%	19	31%	10	24%	29	30%
	Very Much	62	100%	42	100%	104	100%	62	100%	42	100%	104	22%
	Total	60	100%	60	100%	104	100%	60	100%	60	100%	605	100%
How much does this college emphasize using computers in academic work	Very Little	2	3%	2	5%	4	4%	2	3%	2	5%	4	5%
	Some	22	36%	11	26%	33	32%	22	36%	11	26%	33	12%
	Quite a bit	35	57%	27	64%	62	60%	35	57%	27	64%	62	37%
	Very Much	61	100%	42	100%	103	100%	61	100%	42	100%	103	45%
	Total	60	100%	60	100%	103	100%	60	100%	60	100%	607	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%	0	0%	0	0%	0	0%
	1 to 5	19	31%	13	31%	32	31%	19	31%	13	31%	32	38%
	6 to 10	28	46%	15	36%	43	42%	28	46%	15	36%	43	32%
	11 to 20	13	21%	11	26%	24	23%	13	21%	11	26%	24	19%
	21 to 30	3	5%	3	7%	7	7%	3	5%	3	7%	7	7%
More than 30	0	0%	0	0%	0	0%	0	0%	0	0%	0	4%	
Total	60	100%	60	100%	103	100%	60	100%	60	100%	604	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%	0	0%	0	0%	0	0%	0	0%	0	0%
	1 to 5	1	2%	0	0%	1	1%	1	2%	0	0%	1	1%
	6 to 10	2	3%	0	0%	2	2%	2	3%	0	0%	2	3%
	11 to 20	11	18%	9	22%	20	20%	11	18%	9	22%	20	11%
	21 to 30	26	43%	23	56%	49	49%	26	43%	23	56%	49	19%
More than 30	20	33%	9	22%	29	29%	20	33%	9	22%	29	34%	
Total	60	100%	60	100%	101	100%	60	100%	60	100%	601	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	6	10%	8	20%	14	14%	6	10%	8	20%	14	85%
	1 to 5	49	82%	27	68%	76	76%	49	82%	27	68%	76	12%
	6 to 10	5	8%	5	13%	10	10%	5	8%	5	13%	10	2%
	11 to 20	0	0%	0	0%	0	0%	0	0%	0	0%	0	1%
	21 to 30	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
More than 30	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	
Total	60	100%	60	100%	100	100%	60	100%	60	100%	609	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	2%	0	0%	1	1%	1	2%	0	0%	1	49%
	1 to 5	4	7%	5	12%	9	9%	4	7%	5	12%	9	13%
	6 to 10	7	12%	5	12%	12	12%	7	12%	5	12%	12	8%
	11 to 20	21	35%	9	22%	30	30%	21	35%	9	22%	30	4%
	21 to 30	6	10%	10	24%	16	16%	6	10%	10	24%	16	22%
More than 30	21	35%	12	29%	33	33%	21	35%	12	29%	33	22%	
Total	60	100%	60	100%	101	100%	60	100%	60	100%	603	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	45	75%	36	88%	81	80%	45	75%	36	88%	81	5%
	1 to 5	12	20%	4	10%	16	16%	12	20%	4	10%	16	74%
	6 to 10	2	3%	0	0%	2	2%	2	3%	0	0%	2	15%
	11 to 20	0	0%	1	2%	1	1%	0	0%	1	2%	1	3%
	21 to 30	0	0%	0	0%	0	0%	0	0%	0	0%	0	1%
More than 30	0	0%	0	0%	0	0%	0	0%	0	0%	0	1%	
Total	60	100%	60	100%	101	100%	60	100%	60	100%	601	100%	

2009 CCFSE Student and Faculty Frequency Distributions  
Example College

2009 CCSSE Student Responses

2009 CCFSE 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%	6	1%
	(2)	1	2%	0	0%	1	1%	7	1%
	(3)	0	0%	0	0%	0	0%	27	5%
	(4)	5	8%	1	2%	6	6%	91	15%
	(5)	17	28%	12	29%	29	28%	127	21%
	(6)	27	44%	23	55%	50	49%	185	31%
	Friendly, supportive, sense of belonging (7)	11	18%	6	14%	17	17%	164	27%
Total	61	100%	42	100%	103	100%	607	100%	
Select the circle that best represents the quality of student relationships with instructors	Unavailable, unhelpful, unsympathetic (1)	1	2%	0	0%	1	1%	4	1%
	(2)	1	2%	0	0%	1	1%	2	0%
	(3)	0	0%	0	0%	0	0%	12	2%
	(4)	4	6%	0	0%	4	4%	58	9%
	(5)	10	16%	6	14%	16	15%	115	19%
	(6)	25	40%	21	50%	46	44%	208	34%
	Available, helpful, sympathetic (7)	21	34%	15	36%	36	35%	212	35%
Total	62	100%	42	100%	104	100%	609	100%	
Select the circle that best represents the quality of student relationships with administrative personnel and offices	Unhelpful, inconsiderate, rigid (1)	2	3%	1	2%	3	3%	12	2%
	(2)	0	0%	0	0%	0	0%	20	3%
	(3)	7	11%	3	7%	10	10%	43	7%
	(4)	7	11%	4	10%	11	11%	94	16%
	(5)	14	23%	13	31%	27	26%	146	24%
	(6)	21	34%	12	29%	33	32%	160	26%
	Helpful, considerate, flexible (7)	11	18%	9	21%	20	19%	130	21%
Total	62	100%	42	100%	104	100%	604	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%	38	6%
	Very little	0	0%	1	2%	1	1%	131	22%
	Some	12	19%	7	17%	19	18%	248	41%
	Quite a bit	28	44%	22	52%	40	38%	189	31%
	Very much	23	37%	22	52%	45	43%	605	100%
	Total	63	100%	42	100%	105	100%	605	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%	111
Very little		3	5%	1	2%	4	4%	190	32%
Some		17	27%	8	19%	25	24%	175	29%
Quite a bit		21	33%	12	29%	33	31%	126	21%
Very much		22	35%	21	50%	43	41%	603	100%
Total		63	100%	42	100%	105	100%	603	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	6	10%	1	2%	7	7%	46
	Very little	8	13%	3	7%	11	10%	161	27%
	Some	14	22%	14	33%	28	27%	256	43%
	Quite a bit	19	30%	13	31%	32	30%	138	23%
	Very much	16	25%	11	26%	27	26%	602	100%
	Total	63	100%	42	100%	105	100%	602	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	2	3%	1	2%	3	3%	86
Very little		7	11%	4	10%	11	10%	203	34%
Some		20	32%	19	45%	39	37%	202	33%
Quite a bit		23	37%	11	26%	34	32%	113	19%
Very much		11	17%	7	17%	18	17%	603	100%
Total		63	100%	42	100%	105	100%	603	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%	33
	Very little	2	3%	0	0%	2	2%	128	21%
	Some	4	6%	10	24%	8	8%	280	47%
	Quite a bit	23	37%	10	24%	33	31%	160	27%
	Very much	34	54%	28	67%	62	59%	600	100%
	Total	63	100%	42	100%	105	100%	600	100%

2009 CCFSS Student and Faculty Frequency Distributions  
Example College

2009 CCSSE Student Responses

2009 CCFSS 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	12	20%	8	19%	20	19%		Very little		84	14%
	Very little	18	30%	11	26%	29	28%		Some		131	22%
	Some	9	15%	4	10%	13	13%		Quite a bit		209	35%
	Quite a bit	6	10%	6	14%	12	12%		Very much		177	29%
	Very much	16	26%	13	31%	29	28%		Total		602	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	4	6%	2	5%	6	6%		Very little		71	12%
	Very little	11	17%	6	14%	17	16%		Some		157	26%
	Some	8	13%	12	29%	20	19%		Quite a bit		205	34%
	Quite a bit	24	38%	13	31%	37	35%		Very much		165	28%
	Very much	16	25%	9	21%	25	24%		Total		598	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	1	2%	2	5%	3	3%		Very little		50	8%
	Very little	7	11%	4	10%	11	10%		Some		220	37%
	Some	21	33%	16	38%	37	35%		Quite a bit		215	36%
	Quite a bit	21	33%	9	21%	30	29%		Very much		117	19%
	Very much	13	21%	11	26%	24	23%		Total		601	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		26	4%
	Very little	2	3%	2	5%	4	4%		Some		150	25%
	Some	9	14%	5	12%	14	13%		Quite a bit		251	42%
	Quite a bit	25	41%	22	52%	48	46%		Very much		176	29%
	Very much	26	41%	13	31%	39	37%		Total		603	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	0	0%	0	0%	0	0%		Very little		95	16%
	Very little	8	13%	6	14%	14	13%		Some		192	32%
	Some	22	35%	10	24%	32	31%		Quite a bit		192	32%
	Quite a bit	18	29%	15	36%	33	32%		Very much		117	20%
	Very much	14	23%	11	26%	25	24%		Total		596	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	4	6%	10	10%	10	10%		Very little		171	29%
	Very little	14	23%	11	26%	25	24%		Some		187	31%
	Some	19	31%	13	31%	32	31%		Quite a bit		173	29%
	Quite a bit	16	26%	6	14%	22	21%		Very much		66	11%
	Very much	9	15%	6	14%	15	14%		Total		597	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	1	2%	3	7%	4	4%		Very little		155	26%
	Very little	5	8%	3	7%	8	8%		Some		208	35%
	Some	22	36%	15	36%	37	36%		Quite a bit		144	24%
	Quite a bit	23	38%	16	38%	39	38%		Very much		92	15%
	Very much	10	16%	5	12%	15	15%		Total		599	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 your community	None	5	8%	6	14%	11	11%		Very little		224	37%
	Very little	19	31%	11	26%	30	29%		Some		234	39%
	Some	21	34%	17	40%	38	37%		Quite a bit		91	15%
	Quite a bit	11	18%	8	19%	19	18%		Very much		49	8%
	Very much	6	10%	0	0%	6	6%		Total		598	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	0	0%	2	5%	2	2%		Very little		80	13%
	Very little	8	13%	3	7%	11	10%		Some		179	30%
	Some	23	37%	13	31%	36	34%		Quite a bit		205	34%
	Quite a bit	22	35%	18	43%	40	38%		Very much		135	23%
	Very much	10	16%	6	14%	16	15%		Total		600	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	3	5%	3	7%	6	6%		Very little		121	20%
	Very little	17	27%	7	17%	24	23%		Some		187	31%
	Some	20	32%	14	33%	34	33%		Quite a bit		184	31%
	Quite a bit	15	24%	10	24%	25	24%		Very much		109	18%
	Very much	7	11%	8	19%	15	14%		Total		600	100%
Total												

2009 CCFSSSE Student and Faculty Frequency Distributions  
Example College

2009 CCFSSSE Student Responses

2009 CCFSSSE 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.	1	2%	0	0%	1	1%	Don't know/N.A.	38	6%		
	Rarely or never	12	19%	9	22%	21	20%	Rarely or never	191	32%		
	Sometimes	31	49%	18	44%	49	47%	Sometimes	300	49%		
	Often	19	30%	14	34%	33	32%	Often	77	13%		
Total	63	100%	41	100%	104	100%	Total	607	100%			
How often do you refer students to career counseling	Don't know/N.A.	4	6%	0	0%	4	4%	Don't know/N.A.	133	22%		
	Rarely or never	25	40%	20	49%	45	43%	Rarely or never	302	50%		
	Sometimes	25	40%	17	41%	42	40%	Sometimes	147	24%		
	Often	9	14%	4	10%	13	13%	Often	24	4%		
Total	63	100%	41	100%	104	100%	Total	607	100%			
How often do you refer students to job placement assistance	Don't know/N.A.	5	8%	1	2%	6	6%	Don't know/N.A.	276	46%		
	Rarely or never	38	60%	21	51%	59	57%	Rarely or never	274	46%		
	Sometimes	15	24%	16	39%	31	30%	Sometimes	34	6%		
	Often	5	8%	3	7%	8	8%	Often	17	3%		
Total	63	100%	41	100%	104	100%	Total	601	100%			
How often do you refer students to peer or other tutoring	Don't know/N.A.	2	3%	0	0%	2	2%	Don't know/N.A.	132	22%		
	Rarely or never	10	16%	2	5%	12	12%	Rarely or never	260	43%		
	Sometimes	25	40%	15	37%	40	38%	Sometimes	129	21%		
	Often	26	41%	24	59%	50	48%	Often	80	13%		
Total	63	100%	41	100%	104	100%	Total	601	100%			
How often do you refer students to skill labs (writing, math, etc.)	Don't know/N.A.	4	6%	1	2%	5	5%	Don't know/N.A.	119	20%		
	Rarely or never	14	22%	5	12%	19	18%	Rarely or never	237	39%		
	Sometimes	19	30%	15	37%	34	33%	Sometimes	137	23%		
	Often	26	41%	20	49%	46	44%	Often	107	18%		
Total	63	100%	41	100%	104	100%	Total	600	100%			
How often do you refer students to child care	Don't know/N.A.	12	19%	2	5%	14	13%	Don't know/N.A.	369	61%		
	Rarely or never	40	63%	34	83%	74	71%	Rarely or never	211	35%		
	Sometimes	10	16%	5	12%	15	14%	Sometimes	10	2%		
	Often	1	2%	0	0%	1	1%	Often	12	2%		
Total	63	100%	41	100%	104	100%	Total	601	100%			
How often do you refer students to financial aid advising	Don't know/N.A.	5	8%	2	5%	7	7%	Don't know/N.A.	125	21%		
	Rarely or never	28	44%	15	37%	43	41%	Rarely or never	192	32%		
	Sometimes	18	29%	14	34%	32	31%	Sometimes	180	30%		
	Often	12	19%	10	24%	22	21%	Often	108	18%		
Total	63	100%	41	100%	104	100%	Total	604	100%			
How often do you refer students to computer labs	Don't know/N.A.	3	5%	2	5%	5	5%	Don't know/N.A.	81	14%		
	Rarely or never	17	27%	3	7%	22	21%	Rarely or never	141	23%		
	Sometimes	13	21%	18	44%	31	30%	Sometimes	172	29%		
	Often	30	48%	16	39%	46	44%	Often	209	35%		
Total	63	100%	41	100%	104	100%	Total	603	100%			
How often do you refer students to student organizations	Don't know/N.A.	7	11%	1	3%	8	8%	Don't know/N.A.	255	42%		
	Rarely or never	32	51%	20	50%	52	50%	Rarely or never	273	45%		
	Sometimes	23	37%	13	33%	36	35%	Sometimes	59	10%		
	Often	1	2%	6	15%	7	7%	Often	17	3%		
Total	63	100%	40	100%	103	100%	Total	604	100%			
How often do you refer students to transfer credit assistance	Don't know/N.A.	6	10%	3	7%	9	9%	Don't know/N.A.	234	39%		
	Rarely or never	35	56%	18	44%	53	51%	Rarely or never	218	36%		
	Sometimes	19	30%	15	37%	34	33%	Sometimes	113	19%		
	Often	3	5%	5	12%	8	8%	Often	36	6%		
Total	63	100%	41	100%	104	100%	Total	601	100%			
How often do you refer students to services to students with disabilities	Don't know/N.A.	4	6%	1	2%	5	5%	Don't know/N.A.	387	64%		
	Rarely or never	22	35%	9	22%	31	30%	Rarely or never	187	31%		
	Sometimes	30	48%	27	66%	57	55%	Sometimes	19	3%		
	Often	7	11%	4	10%	11	11%	Often	12	2%		
Total	63	100%	41	100%	104	100%	Total	606	100%			
How important do you believe academic advising/planning is to students at this college	Not at all	1	2%	0	0%	1	1%	Not at all	63	9%		
	Somewhat	4	6%	4	10%	8	8%	Somewhat	147	25%		
	Very	58	92%	37	90%	95	91%	Very	390	65%		
	Total	63	100%	41	100%	104	100%	Total	591	100%		

2009 CCFSSSE Student and Faculty Frequency Distributions  
Example College

2009 CCFSSSE Student Responses

2009 CCFSSSE Faculty Responses

	Part-Time Faculty			Full-Time Faculty			All Faculty			All Students		
	Count	Percent	Percent	Count	Percent	Percent	Count	Percent	Percent	Count	Percent	Percent
How important do you believe career counseling is to students at this college	13	21%	0%	13	32%	1%	26	25%	0%	171	30%	21%
	49	78%	28	68%	77	74%	77	74%	288	50%	50%	50%
	63	100%	41	100%	104	100%	104	100%	579	100%	100%	100%
How important do you believe job placement assistance is to students at this college	1	2%	1	2%	2	2%	2	2%	23	39%	39%	39%
	15	24%	16	39%	31	30%	31	30%	144	26%	26%	26%
	47	75%	24	59%	71	68%	71	68%	198	35%	35%	35%
	63	100%	41	100%	104	100%	104	100%	566	100%	100%	100%
How important do you believe peer and other tutoring is to students at this college	10	16%	5	12%	15	14%	15	14%	172	30%	30%	30%
	52	83%	36	88%	88	85%	88	85%	252	44%	44%	44%
	63	100%	41	100%	104	100%	104	100%	574	100%	100%	100%
How important do you believe skills labs (writing, math, etc.) are to students at this college	3	5%	3	7%	6	6%	6	6%	135	24%	24%	24%
	58	92%	37	90%	95	91%	95	91%	168	29%	29%	29%
	63	100%	41	100%	104	100%	104	100%	268	47%	47%	47%
	3	5%	1	2%	4	4%	4	4%	571	100%	100%	100%
	27	43%	16	39%	43	41%	43	41%	328	58%	58%	58%
	33	52%	24	59%	57	55%	57	55%	145	26%	26%	26%
	63	100%	41	100%	104	100%	104	100%	561	100%	100%	100%
How important do you believe financial aid advising is to students at this college	1	2%	0	0%	1	1%	1	1%	97	17%	17%	17%
	8	13%	5	12%	13	13%	13	13%	104	18%	18%	18%
	54	86%	36	88%	90	87%	90	87%	373	65%	65%	65%
	63	100%	41	100%	104	100%	104	100%	574	100%	100%	100%
How important do you believe computer labs are to students at this college	1	2%	0	0%	1	1%	1	1%	94	16%	16%	16%
	10	16%	8	20%	18	17%	18	17%	122	21%	21%	21%
	52	83%	33	82%	85	82%	85	82%	361	63%	63%	63%
	63	100%	41	100%	104	100%	104	100%	577	100%	100%	100%
How important do you believe student organizations are to students at this college	6	10%	2	5%	8	8%	8	8%	240	42%	42%	42%
	39	62%	25	61%	64	62%	64	62%	207	36%	36%	36%
	18	29%	14	34%	32	31%	32	31%	123	22%	22%	22%
	63	100%	41	100%	104	100%	104	100%	570	100%	100%	100%
How important do you believe transfer credit assistance is to students at this college	2	3%	0	0%	2	2%	2	2%	153	27%	27%	27%
	17	27%	14	34%	31	30%	31	30%	130	23%	23%	23%
	44	70%	27	66%	71	68%	71	68%	286	50%	50%	50%
	63	100%	41	100%	104	100%	104	100%	569	100%	100%	100%
How important do you believe services to students with disabilities are to students at this college	1	2%	0	0%	1	1%	1	1%	254	45%	45%	45%
	9	14%	12	30%	21	20%	21	20%	177	31%	31%	31%
	53	84%	28	70%	81	79%	81	79%	236	42%	42%	42%
	63	100%	40	100%	103	100%	103	100%	588	100%	100%	100%
How likely is it that working full-time would cause students to withdraw from class or from this college	0	0%	0	0%	0	0%	0	0%	202	33%	33%	33%
	9	15%	5	12%	14	14%	14	14%	132	22%	22%	22%
	29	47%	19	46%	48	47%	48	47%	146	24%	24%	24%
	24	39%	17	41%	41	40%	41	40%	127	21%	21%	21%
	62	100%	41	100%	103	100%	103	100%	608	100%	100%	100%
How likely is it that caring for dependents would cause you to withdraw from class or from this college	0	0%	0	0%	0	0%	0	0%	283	47%	47%	47%
	15	25%	7	17%	22	22%	22	22%	141	23%	23%	23%
	20	33%	20	49%	40	39%	40	39%	115	19%	19%	19%
	26	43%	14	34%	40	39%	40	39%	69	11%	11%	11%
	61	100%	41	100%	102	100%	102	100%	608	100%	100%	100%
How likely is it that being academically unprepared would cause students to withdraw from class or from this college	4	6%	0	0%	4	4%	4	4%	357	59%	59%	59%
	16	26%	7	17%	23	22%	23	22%	128	21%	21%	21%
	17	27%	14	34%	31	30%	31	30%	77	13%	13%	13%
	25	40%	20	49%	45	44%	45	44%	42	7%	7%	7%
	62	100%	41	100%	103	100%	103	100%	605	100%	100%	100%



2009 CCFSSSE Student and Faculty Frequency Distributions  
Example College

2009 CCFSSSE Student Responses

2009 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 <b>lacking finances</b> would cause students to withdraw from class or from this college	Not likely	1	2%	0	0%	1	1%	110	18%
	Somewhat likely	11	18%	9	22%	20	20%	136	22%
	Likely	24	40%	14	34%	38	38%	140	23%
	Very likely	24	40%	18	44%	42	42%	218	36%
	<b>Total</b>	<b>60</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>101</b>	<b>100%</b>	<b>605</b>	<b>100%</b>
How likely is it that <b>transferring to a 4-year college or university</b> would cause students to withdraw from class or from this college	Not likely	12	19%	10	24%	22	21%	183	30%
	Somewhat likely	15	24%	13	32%	28	27%	120	20%
	Likely	23	37%	11	27%	34	33%	127	21%
	Very likely	12	19%	7	17%	19	18%	173	29%
	<b>Total</b>	<b>62</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>103</b>	<b>100%</b>	<b>603</b>	<b>100%</b>

2009 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	3	5%	3	7%	6	6%
	10 to 19	41	66%	20	49%	61	59%
	20 to 29	17	27%	14	34%	31	30%
	30 to 39	1	2%	1	2%	2	2%
	40 to 69	0	0%	2	5%	2	2%
	70 or more	0	0%	1	2%	1	1%
	<b>Total</b>	<b>63</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>103</b>	<b>100%</b>
Prior to the Spring semester, how many times have you taught your selected course?	None	13	21%	2	5%	15	14%
	1 to 3	14	22%	4	10%	18	17%
	4 to 6	16	25%	4	10%	20	19%
	7 to 9	4	6%	7	17%	11	10%
	10 to 15	6	10%	3	7%	9	9%
	16 to 20	3	5%	5	12%	8	8%
	21 or more	7	11%	17	40%	24	23%
<b>Total</b>	<b>63</b>	<b>100%</b>	<b>42</b>	<b>100%</b>	<b>105</b>	<b>100%</b>	
How much do you incorporate the use of academic advising/planning into your selected course section	N.A.	10	16%	4	10%	14	13%
	Rarely or never	20	32%	13	32%	33	32%
	Sometimes	21	33%	15	37%	36	35%
	Often	12	19%	9	22%	21	20%
	<b>Total</b>	<b>63</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>104</b>	<b>100%</b>
How much do you incorporate the use of career counseling into your course section	N.A.	9	14%	3	7%	12	12%
	Rarely or never	21	33%	17	41%	38	37%
	Sometimes	23	37%	16	39%	39	38%
	Often	10	16%	5	12%	15	14%
	<b>Total</b>	<b>63</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>104</b>	<b>100%</b>
How much do you incorporate the use of job placement assistance into your selected course section	N.A.	13	21%	3	7%	16	15%
	Rarely or never	32	51%	25	61%	57	55%
	Sometimes	12	19%	10	24%	22	21%
	Often	6	10%	3	7%	9	9%
	<b>Total</b>	<b>63</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>104</b>	<b>100%</b>
How much do you incorporate the use of peer or other tutoring into your course section	N.A.	4	6%	1	2%	5	5%
	Rarely or never	14	22%	4	10%	18	17%
	Sometimes	27	43%	19	46%	46	44%
	Often	18	29%	17	41%	35	34%
	<b>Total</b>	<b>63</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>104</b>	<b>100%</b>
How much do you incorporate the use of skills labs (writing, math, etc.) into your selected course section	N.A.	3	5%	1	2%	4	4%
	Rarely or never	15	24%	12	29%	27	26%
	Sometimes	23	37%	14	34%	37	36%
	Often	22	35%	14	34%	36	35%
	<b>Total</b>	<b>63</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>104</b>	<b>100%</b>

2009 CCFSSSE Faculty Only Frequency Distributions

Example College

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
How much do you incorporate the use of <b>child care</b> into your course section	N.A.	21	33%	5	12%	26	25%
	Rarely or never	35	56%	34	83%	69	66%
	Sometimes	6	10%	2	5%	8	8%
	Often	1	2%	0	0%	1	1%
	Total	63	100%	41	100%	104	100%
How much do you incorporate the use of <b>financial aid advising</b> into your selected course section	N.A.	12	19%	4	10%	16	15%
	Rarely or never	31	49%	23	56%	54	52%
	Sometimes	15	24%	10	24%	25	24%
	Often	5	8%	4	10%	9	9%
	Total	63	100%	41	100%	104	100%
How much do you incorporate the use of <b>computer labs</b> into your course section	N.A.	4	6%	1	2%	5	5%
	Rarely or never	17	27%	11	27%	28	27%
	Sometimes	19	30%	16	39%	35	34%
	Often	23	37%	13	32%	36	35%
	Total	63	100%	41	100%	104	100%
How much do you incorporate the use of <b>student organizations</b> into your selected course section	N.A.	16	26%	4	10%	20	19%
	Rarely or never	29	47%	21	51%	50	49%
	Sometimes	15	24%	12	29%	27	26%
	Often	2	3%	4	10%	6	6%
	Total	62	100%	41	100%	103	100%
How much do you incorporate the use of <b>transfer credit assistance</b> into your course section	N.A.	14	22%	3	7%	17	16%
	Rarely or never	33	52%	26	63%	59	57%
	Sometimes	13	21%	9	22%	22	21%
	Often	3	5%	3	7%	6	6%
	Total	63	100%	41	100%	104	100%
How much do you incorporate the use of <b>services to students with disabilities</b> into your selected course section	N.A.	8	13%	1	2%	9	9%
	Rarely or never	23	37%	11	27%	34	33%
	Sometimes	22	35%	24	59%	46	44%
	Often	10	16%	5	12%	15	14%
	Total	63	100%	41	100%	104	100%
How likely is it that <b>personal issues</b> would cause students to withdraw from class or from this college?	Not likely	0	0%	0	0%	0	0%
	Somewhat likely	14	23%	8	20%	22	21%
	Likely	24	39%	18	44%	42	41%
	Very likely	24	39%	15	37%	39	38%
Total	62	100%	41	100%	103	100%	
About how many hours do you spend in a typical 7-day week <b>teaching students in class</b>	None	0	0%	0	0%	0	0%
	1 to 4	21	33%	4	10%	25	24%
	5 to 8	26	41%	6	15%	32	31%
	9 to 12	14	22%	5	12%	19	18%
	13 to 16	2	3%	21	51%	23	22%
	17 to 20	0	0%	2	5%	2	2%
	21 to 30	0	0%	3	7%	3	3%
31 or more	0	0%	0	0%	0	0%	
Total	63	100%	41	100%	104	100%	

2009 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 grading papers	None	0	0%	0	0%	0
	1 to 4	32	51%	11	27%	43
	5 to 8	18	29%	15	37%	33
	9 to 12	7	11%	8	20%	15
	13 to 16	5	8%	6	15%	11
	17 to 20	0	0%	0	0%	0
	21 to 30	0	0%	1	2%	1
	31 or more	1	2%	0	0%	1
	<b>Total</b>	<b>63</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>104</b>
	<b>100%</b>					<b>100%</b>
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%	0	0%	0
	1 to 4	52	83%	21	51%	73
	5 to 8	6	10%	14	34%	20
	9 to 12	4	6%	4	10%	8
	13 to 16	0	0%	2	5%	2
	17 to 20	0	0%	0	0%	0
	21 to 30	0	0%	0	0%	0
	31 or more	1	2%	0	0%	1
	<b>Total</b>	<b>63</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>104</b>
	<b>100%</b>					<b>100%</b>
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	22	35%	8	20%	30
	5 to 8	29	46%	22	54%	51
	9 to 12	9	14%	8	20%	17
	13 to 16	1	2%	2	5%	3
	17 to 20	1	2%	0	0%	1
	21 to 30	0	0%	1	2%	1
	31 or more	1	2%	0	0%	1
	<b>Total</b>	<b>63</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>104</b>
	<b>100%</b>					<b>100%</b>
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	36	57%	30	73%	66
	5 to 8	21	33%	9	22%	30
	9 to 12	3	5%	0	0%	3
	13 to 16	1	2%	1	2%	2
	17 to 20	1	2%	0	0%	1
	21 to 30	0	0%	1	2%	1
	31 or more	1	2%	0	0%	1
	<b>Total</b>	<b>63</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>104</b>
	<b>100%</b>					<b>100%</b>
About how many hours do you spend in a typical 7-day week research and scholarly activities	None	15	24%	10	24%	25
	1 to 4	21	33%	22	54%	43
	5 to 8	10	16%	6	15%	16
	9 to 12	7	11%	2	5%	9
	13 to 16	5	8%	1	2%	6
	17 to 20	1	2%	0	0%	1
	21 to 30	2	3%	0	0%	2
	31 or more	2	3%	0	0%	2
	<b>Total</b>	<b>63</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>104</b>
	<b>100%</b>					<b>100%</b>

2009 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	95%	38	93%	97	94%
	1 to 4	3%	2	5%	4	4%
	5 to 8	2%	0	0%	1	1%
	9 to 12	0%	1	2%	1	1%
	13 to 16	0%	0	0%	0	0%
	17 to 20	0%	0	0%	0	0%
	21 to 30	0%	0	0%	0	0%
31 or more	0%	0%	0	0%	0	0%
<b>Total</b>	<b>62</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>103</b>	<b>100%</b>
About how many hours do you spend in a typical 7-day week advising students	None	40%	4	10%	29	28%
	1 to 4	55%	33	80%	67	65%
	5 to 8	2%	2	5%	3	3%
	9 to 12	0%	2	5%	2	2%
	13 to 16	2%	0	0%	1	1%
	17 to 20	0%	0	0%	0	0%
	21 to 30	2%	0	0%	1	1%
31 or more	0%	0%	0	0%	0	0%
<b>Total</b>	<b>62</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>103</b>	<b>100%</b>
About how many hours do you spend in a typical 7-day week supervising internships or other field experiences	None	90%	29	71%	84	82%
	1 to 4	5%	9	22%	12	12%
	5 to 8	2%	2	5%	3	3%
	9 to 12	2%	0	0%	1	1%
	13 to 16	0%	1	2%	1	1%
	17 to 20	0%	0	0%	0	0%
	21 to 30	2%	0	0%	1	1%
31 or more	0%	0%	0	0%	0	0%
<b>Total</b>	<b>61</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>102</b>	<b>100%</b>
About how many hours do you spend in a typical 7-day week working with students on activities other than course work	None	76%	21	51%	69	66%
	1 to 4	22%	16	39%	30	29%
	5 to 8	0%	3	7%	3	3%
	9 to 12	0%	1	2%	1	1%
	13 to 16	2%	0	0%	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	0%
<b>Total</b>	<b>63</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>104</b>	<b>100%</b>
About how many hours do you spend in a typical 7-day week involved in other interactions with students outside the classroom	None	48%	8	20%	38	37%
	1 to 4	43%	28	68%	55	53%
	5 to 8	2%	5	12%	6	6%
	9 to 12	3%	0	0%	2	2%
	13 to 16	2%	0	0%	1	1%
	17 to 20	0%	0	0%	0	0%
	21 to 30	3%	0	0%	2	2%
31 or more	0%	0%	0	0%	0	0%
<b>Total</b>	<b>63</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>104</b>	<b>100%</b>

2009 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						
	1 to 4	54	87%	23	56%	77	75%
	5 to 8	3	5%	16	39%	19	18%
	9 to 12	1	2%	1	2%	2	2%
	13 to 16	2	3%	0	0%	2	2%
	17 to 20	0	0%	0	0%	0	0%
	21 to 30	1	2%	0	0%	1	1%
	31 or more	0	0%	0	0%	0	0%
	<b>Total</b>	<b>62</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>103</b>	<b>100%</b>
	About how many hours do you spend in a typical 7-day week coordination and/or administrative activities	None	42	68%	16	39%	58
1 to 4		18	29%	16	39%	34	33%
5 to 8		0	0%	7	17%	7	7%
9 to 12		1	2%	0	0%	1	1%
13 to 16		1	2%	0	0%	1	1%
17 to 20		0	0%	1	2%	1	1%
21 to 30		0	0%	1	2%	1	1%
31 or more		0	0%	0	0%	0	0%
<b>Total</b>		<b>62</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>103</b>	<b>100%</b>
About how many hours do you spend in a typical 7-day week participating on college committees or task forces		None	51	82%	6	15%	57
	1 to 4	9	15%	28	68%	37	36%
	5 to 8	0	0%	6	15%	6	6%
	9 to 12	2	3%	0	0%	2	2%
	13 to 16	0	0%	1	2%	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%
	<b>Total</b>	<b>62</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>103</b>	<b>100%</b>
	About how many hours do you spend in a typical 7-day week mentoring other faculty	None	54	87%	19	46%	73
1 to 4		7	11%	20	49%	27	26%
5 to 8		1	2%	2	5%	3	3%
9 to 12		0	0%	0	0%	0	0%
13 to 16		0	0%	0	0%	0	0%
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%
<b>Total</b>		<b>62</b>	<b>100%</b>	<b>41</b>	<b>100%</b>	<b>103</b>	<b>100%</b>
In your selected course section, on average, what percent of class time is spent on lecture		0%	2	3%	1	3%	3
	1 to 9%	8	13%	2	5%	10	10%
	10 to 19%	7	11%	5	13%	12	12%
	20 to 29%	5	8%	8	20%	13	13%
	30 to 39%	8	13%	6	15%	14	14%
	40 to 49%	13	21%	10	25%	23	22%
	50 to 74%	15	24%	5	13%	20	19%
	75 to 100%	5	8%	3	8%	8	8%
<b>Total</b>	<b>63</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>103</b>	<b>100%</b>	

2009 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	6%	0	0%	4	4%	
	1 to 9%	10%	7	18%	13	13%	
	10 to 19%	9	15%	13	22	22%	
	20 to 29%	15	24%	8	20%	23	23%
	30 to 39%	9	15%	7	18%	16	16%
	40 to 49%	8	13%	1	3%	9	9%
	50 to 74%	6	10%	4	10%	10	10%
75 to 100%	5	8%	0	0%	5	5%	
<b>Total</b>	<b>62</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>102</b>	<b>100%</b>	
In your selected course section, on average, what percent of class time is spent on teacher-student shared responsibility (seminar, discussion, etc.)	0%	13	21%	15	38%	28	27%
	1 to 9%	15	24%	8	20%	23	23%
	10 to 19%	12	19%	9	23%	21	21%
	20 to 29%	11	18%	6	15%	17	17%
	30 to 39%	4	6%	0	0%	4	4%
	40 to 49%	2	3%	1	3%	3	3%
	50 to 74%	5	8%	1	3%	6	6%
75 to 100%	0	0%	0	0%	0	0%	
<b>Total</b>	<b>62</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>102</b>	<b>100%</b>	
In your selected course section, on average, what percent of class time is spent on student computer use	0	36	58%	24	62%	60	59%
	1 to 9%	9	15%	9	23%	18	18%
	10 to 19%	4	6%	3	8%	7	7%
	20 to 29%	5	8%	1	3%	6	6%
	30 to 39%	2	3%	0	0%	2	2%
	40 to 49%	1	2%	0	0%	1	1%
	50 to 74%	2	3%	0	0%	2	2%
75 to 100%	3	5%	2	5%	5	5%	
<b>Total</b>	<b>62</b>	<b>100%</b>	<b>39</b>	<b>100%</b>	<b>101</b>	<b>100%</b>	
In your selected course section, on average, what percent of class time is spent on small group activities	0%	19	31%	9	23%	28	28%
	1 to 9%	19	31%	14	36%	33	33%
	10 to 19%	10	16%	8	21%	18	18%
	20 to 29%	6	10%	4	10%	10	10%
	30 to 39%	3	5%	1	3%	4	4%
	40 to 49%	0	0%	2	5%	2	2%
	50 to 74%	2	3%	1	3%	3	3%
75 to 100%	2	3%	0	0%	2	2%	
<b>Total</b>	<b>61</b>	<b>100%</b>	<b>39</b>	<b>100%</b>	<b>100</b>	<b>100%</b>	
In your selected course section, on average, what percent of class time is spent on student presentations	0	30	50%	18	45%	48	48%
	1 to 9%	17	28%	17	43%	34	34%
	10 to 19%	7	12%	2	5%	9	9%
	20 to 29%	2	3%	1	3%	3	3%
	30 to 39%	2	3%	1	3%	3	3%
	40 to 49%	1	2%	1	3%	2	2%
	50 to 74%	1	2%	0	0%	1	1%
75 to 100%	0	0%	0	0%	0	0%	
<b>Total</b>	<b>60</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>100</b>	<b>100%</b>	

2009 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%	33	53%	23	58%	56
	1 to 9%	12	19%	8	20%	20
	10 to 19%	8	13%	7	18%	15
	20 to 29%	4	6%	2	5%	6
	30 to 39%	1	2%	0	0%	1
	40 to 49%	1	2%	0	0%	1
	50 to 74%	3	5%	0	0%	3
75 to 100%	0	0%	0	0%	0	
<b>Total</b>	<b>62</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>102</b>	<b>100%</b>
In your selected course section, on average, what percent of class time is spent on testing and evaluation	0	5	8%	1	3%	6
	1 to 9%	33	52%	15	38%	48
	10 to 19%	13	21%	19	48%	32
	20 to 29%	6	10%	4	10%	10
	30 to 39%	3	5%	1	3%	4
	40 to 49%	2	3%	0	0%	2
	50 to 74%	1	2%	0	0%	1
75 to 100%	0	0%	0	0%	0	
<b>Total</b>	<b>63</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>103</b>	<b>100%</b>
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%	58	95%	35	88%	93
	1 to 9%	1	2%	2	5%	3
	10 to 19%	0	0%	1	3%	1
	20 to 29%	1	2%	0	0%	1
	30 to 39%	0	0%	1	3%	1
	40 to 49%	1	2%	0	0%	1
	50 to 74%	0	0%	1	3%	1
75 to 100%	0	0%	0	0%	0	
<b>Total</b>	<b>61</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>101</b>	<b>100%</b>
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	51	84%	27	68%	78
	1 to 9%	8	13%	7	18%	15
	10 to 19%	1	2%	3	8%	4
	20 to 29%	1	2%	2	5%	3
	30 to 39%	0	0%	0	0%	0
	40 to 49%	0	0%	0	0%	0
	50 to 74%	0	0%	1	3%	1
75 to 100%	0	0%	0	0%	0	
<b>Total</b>	<b>61</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>101</b>	<b>100%</b>
In your selected course section, on average, what percent of class time is spent on hands-on practice	0%	16	26%	7	18%	23
	1 to 9%	15	25%	9	23%	24
	10 to 19%	12	20%	7	18%	19
	20 to 29%	3	5%	9	23%	12
	30 to 39%	4	7%	2	5%	6
	40 to 49%	4	7%	3	8%	7
	50 to 74%	2	3%	1	3%	3
75 to 100%	5	8%	2	5%	7	
<b>Total</b>	<b>61</b>	<b>100%</b>	<b>40</b>	<b>100%</b>	<b>101</b>	<b>100%</b>



2009 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	63	100%	0	0%	63	60%
Part-time faculty	0	0%	42	100%	42	40%
Full-time faculty	63	100%	42	100%	105	100%
Total	7	11%	1	2%	8	8%
What is the total number of credit hours you are scheduled to teach during the current academic year (including summer sessions) at this college	8	13%	1	2%	9	9%
1 to 3 hours	11	17%	0	0%	11	11%
4 to 6 hours	11	17%	0	0%	11	11%
7 to 9 hours	5	8%	5	12%	10	10%
10 to 12 hours	2	3%	1	2%	3	3%
13 to 15 hours	4	6%	1	2%	5	5%
16 to 18 hours	0	0%	0	0%	0	0%
19 to 21 hours	6	10%	0	0%	6	6%
22 to 24 hours	5	8%	11	27%	16	15%
25 to 27 hours	4	6%	21	51%	25	24%
28 to 30 hours	63	100%	41	100%	104	100%
More than 30 hours	59	94%	39	93%	98	93%
Total	4	6%	3	7%	7	7%
During the current academic year, is team teaching part of your teaching role at this college	63	100%	42	100%	105	100%
Yes	54	86%	35	83%	89	85%
No	9	14%	7	17%	16	15%
Total	63	100%	42	100%	105	100%
During the current academic year, are learning communities part of your teaching role at this college	60	95%	32	76%	92	88%
Yes	3	5%	10	24%	13	12%
No	63	100%	42	100%	105	100%
Total	59	94%	32	76%	91	87%
During the current academic year, are capstone courses part of your teaching role at this college	4	6%	10	24%	14	13%
Yes	63	100%	42	100%	105	100%
No	58	92%	6	14%	64	61%
Total	5	8%	36	86%	41	39%
During the current academic year, is academic advising part of your teaching role at this college	63	100%	42	100%	105	100%
Yes	62	98%	35	83%	97	92%
No	1	2%	7	17%	8	8%
Total	63	100%	42	100%	105	100%
During the current academic year, are distance learning courses part of your teaching role at this college	52	83%	19	45%	71	68%
Yes	11	17%	23	55%	34	32%
No	63	100%	42	100%	105	100%
Total	62	98%	39	93%	101	96%
During the current academic year, is service learning (community service) incorporated into your course part of your teaching role at this college	1	2%	3	7%	4	4%
Yes	63	100%	42	100%	105	100%
No	59	94%	32	76%	91	87%
Total	4	6%	10	24%	14	13%
During the current academic year, are independent studies part of your teaching role at this college	63	100%	42	100%	105	100%
Yes	59	94%	32	76%	91	87%
No	4	6%	10	24%	14	13%
Total	63	100%	42	100%	105	100%

2009 CCFSSSE Faculty Only Frequency Distributions

Example College

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
Which of the following best describes your academic rank, title, or current position (Mark only one)	Other	7	11%	1	3%	8	8%
	Lecturer	2	3%	0	0%	2	2%
	Instructor	48	76%	8	20%	56	54%
	Assistant Professor	1	2%	1	3%	2	2%
	Associate Professor	0	0%	1	3%	1	1%
	Professor	5	8%	29	73%	34	33%
	Total	63	100%	40	100%	103	100%
What is your current tenure status (Mark only one)	No tenure system at this institution	25	43%	6	15%	31	32%
	Not on tenure track, although this institution has a tenure system	31	53%	4	10%	35	36%
How many years of teaching experience do you have in any college/university, not including graduate teaching assistant positions	On tenure track but not tenured	0	0%	8	20%	8	8%
	Tenured	2	3%	22	55%	24	24%
	Total	58	100%	40	100%	98	100%
	40 years or more	0	0%	0	0%	0	0%
	30 to 39 years	2	3%	2	5%	4	4%
	20 to 29 years	2	3%	16	40%	18	17%
	10 to 19 years	16	25%	10	25%	26	25%
	5 to 9 years	15	24%	9	23%	24	23%
	1 to 4 years	16	25%	3	8%	19	18%
	First-year teacher	12	19%	0	0%	12	12%
Total	63	100%	40	100%	103	100%	
What is the highest degree you have earned	Other	1	2%	1	3%	2	2%
	Associate degree	4	6%	1	3%	5	5%
	Bachelor's degree	13	21%	10	25%	23	22%
	Master's degree	39	62%	22	55%	61	59%
	Doctoral degree (e.g., Ph.D., Ed.D.)	6	10%	6	15%	12	12%
	First professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	0	0%	0	0%	0	0%
	Total	63	100%	40	100%	103	100%
What is your age group	22 to 24	0	0%	0	0%	0	0%
	25 to 29	6	10%	0	0%	6	6%
	30 to 39	9	14%	7	18%	16	16%
	40 to 49	16	25%	9	23%	25	24%
	50 to 64	27	43%	23	58%	50	49%
	65 or more	5	8%	1	3%	6	6%
Total	63	100%	40	100%	103	100%	
What is your gender	Male	23	37%	22	55%	45	44%
	Female	40	63%	18	45%	58	56%
	Total	63	100%	40	100%	103	100%

2009 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	62	98%	40	100%	102	99%
	United States citizen, naturalized	0	0%	0	0%	0	0%
	Permanent resident of the United States (immigrant visa)	1	2%	0	0%	1	1%
	Temporary resident of the United States (non-immigrant visa)	0	0%	0	0%	0	0%
	Total	63	100%	40	100%	103	100%
What is your racial or ethnic identification (Mark only one)	American Indian or Native American	0	0%	1	3%	1	1%
	Asian, Asian American, or Pacific Islander	0	0%	0	0%	0	0%
	Native Hawaiian	0	0%	0	0%	0	0%
	Black or African American, Non-Hispanic	1	2%	0	0%	1	1%
	Hispanic	49	79%	34	89%	83	83%
	White, Non-Hispanic	5	8%	2	5%	7	7%
	Hispanic, Latino, or Spanish Other	7	11%	1	3%	8	8%
	Total	62	100%	38	100%	100	100%
Where are you employed outside of this college: <b>Self-employed</b>	No	48	76%	36	86%	84	80%
	Yes	15	24%	6	14%	21	20%
	Total	63	100%	42	100%	105	100%
Where are you employed outside of this college: <b>Other college(s) in teaching position</b>	No	49	78%	41	98%	90	86%
	Yes	14	22%	1	2%	15	14%
	Total	63	100%	42	100%	105	100%
Where are you employed outside of this college: <b>Other college(s) in non-teaching position</b>	No	61	97%	41	98%	102	97%
	Yes	2	3%	1	2%	3	3%
	Total	63	100%	42	100%	105	100%
Where are you employed outside of this college: <b>Full-time non-academic position</b>	No	58	92%	42	100%	100	95%
	Yes	5	8%	0	0%	5	5%
	Total	63	100%	42	100%	105	100%
Where are you employed outside of this college: <b>Part-time non-academic position</b>	No	55	87%	41	98%	96	91%
	Yes	8	13%	1	2%	9	9%
	Total	63	100%	42	100%	105	100%
Where are you employed outside of this college: <b>Work related to my teaching field at this college</b>	No	61	97%	37	88%	98	93%
	Yes	2	3%	5	12%	7	7%
	Total	63	100%	42	100%	105	100%
Where are you employed outside of this college: <b>Not employed elsewhere</b>	No	40	63%	12	29%	52	50%
	Yes	23	37%	30	71%	53	50%
	Total	63	100%	42	100%	105	100%

# **2009 CCFSSE Cohort Student and Faculty Frequency Distributions**

There are two reports in this section. The first report summarizes the observed frequencies of occurrence (counts and percentages) of the values for generally equivalent items from *all faculty* (part-time, full-time, and all faculty) in the 2009 CCFSSE Cohort, and *all student* data from 2009 CCSSE Cohort colleges that are also members of the 2009 CCFSSE Cohort.

The second report summarizes the observed frequencies of occurrence (counts and percentages) from the 2009 CCFSSE Cohort for all faculty survey items that do not appear on the student survey. Data are presented for part-time, full-time, and all faculty respondents.

2009 CCFSSSE Student and Faculty Frequency Distributions

2009 CCSSE Student Responses

2009 CCFSSSE Faculty Responses

	Part-Time Faculty			Full-Time Faculty			All Faculty			All Students	
	Count	Percent	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	2	0%	11	0%	13	0%	Never	5552	3%	
	Never	33	0%	37	0%	70	0%	Sometimes	69294	33%	
	Sometimes	2378	19%	2799	16%	5177	17%	Often	74314	35%	
	Often	4403	35%	5772	33%	10175	34%	Very Often	60671	29%	
	Very Often	5896	46%	8805	51%	14701	49%	Total	209831	100%	
How often do students in your selected course section make a class presentation	Don't Know	47	0%	44	0%	91	0%	Never	66110	32%	
	Never	4630	36%	5926	34%	10456	35%	Sometimes	84992	41%	
	Sometimes	4911	38%	6658	38%	11749	39%	Often	41815	20%	
	Often	1769	14%	2623	15%	4392	15%	Very Often	16059	8%	
	Very Often	1391	11%	1952	11%	3343	11%	Total	208976	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	1370	11%	1366	8%	2736	9%	Never	45987	22%	
	Never	5079	40%	7223	42%	12302	41%	Sometimes	61896	30%	
	Sometimes	3462	28%	4838	28%	8300	28%	Often	61268	29%	
	Often	1436	11%	2105	12%	3541	12%	Very Often	39969	19%	
	Very Often	1217	10%	1751	10%	2968	10%	Total	208220	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	179	1%	141	1%	320	1%	Never	23894	11%	
	Never	2564	20%	2935	17%	5499	19%	Sometimes	59971	29%	
	Sometimes	3699	29%	4847	28%	8546	29%	Often	77016	37%	
	Often	3245	26%	4738	27%	7983	27%	Very Often	47531	23%	
	Very Often	2906	23%	4672	27%	7578	25%	Total	208412	100%	
How often do students in your selected course section come to class without completing readings or assignments	Don't Know	434	3%	506	3%	940	3%	Never	64848	31%	
	Never	639	5%	583	3%	1222	4%	Sometimes	114746	55%	
	Sometimes	7498	59%	9385	54%	16813	56%	Often	20795	10%	
	Often	2971	23%	4716	27%	7687	26%	Very Often	7617	4%	
	Very Often	1206	10%	2190	13%	3396	11%	Total	208006	100%	
How often do students in your selected course section work with other students on projects during class	Don't Know	165	1%	116	1%	281	1%	Never	27925	13%	
	Never	1978	16%	2103	12%	4081	14%	Sometimes	83532	40%	
	Sometimes	4551	36%	5635	32%	10186	34%	Often	67673	33%	
	Often	3239	26%	4761	27%	8000	27%	Very Often	28550	14%	
	Very Often	2730	22%	4754	27%	7484	25%	Total	207681	100%	
How often do students in your selected course section work with classmates outside of class to prepare class assignments	Don't Know	2493	19%	2157	12%	4650	15%	Never	95743	41%	
	Never	2119	17%	2179	13%	4298	14%	Sometimes	77566	37%	
	Sometimes	5238	41%	7495	43%	12733	42%	Often	32502	16%	
	Often	2081	16%	3736	22%	5817	19%	Very Often	12466	6%	
	Very Often	796	6%	1797	10%	2593	9%	Total	208278	100%	
How often do students in your selected course section tutor or teach other students (paid or voluntary)	Don't Know	12657	100%	17364	100%	30021	100%	Never	152921	73%	
	Never	5479	43%	5064	29%	10543	35%	Sometimes	40301	19%	
	Sometimes	1992	16%	2426	14%	4418	15%	Often	10359	5%	
	Often	1044	8%	2467	14%	3511	12%	Very Often	5208	2%	
	Very Often	346	3%	858	5%	1204	4%	Total	208789	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	12652	100%	17356	100%	30008	100%	Never	161665	78%	
	Never	4408	35%	3694	21%	8092	27%	Sometimes	32596	16%	
	Sometimes	6138	49%	8928	52%	15066	50%	Often	9536	5%	
	Often	1489	12%	3038	18%	4507	15%	Very Often	4107	2%	
	Very Often	319	3%	897	5%	1216	4%	Total	207904	100%	

2009 CCFSS Student and Faculty Frequency Distributions

2009 CCSSE Student Responses

2009 CCFSS Faculty 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 use the internet or instant messaging to work on an assignment	Don't Know	1969	16%	1819	10%	3788	13%	Never	23024
	Never	1162	9%	1433	8%	2595	9%	Sometimes	51126
	Sometimes	3545	28%	4684	27%	8209	27%	Often	63978
	Often	2953	23%	4295	25%	7248	24%	Very Often	69714
	Very Often	3013	24%	5136	30%	8149	27%	Total	207842
Total	12642	100%	17347	100%	29989	100%			
How often do students in your selected course section use e-mail to communicate with you	Don't Know	12	0%	23	0%	35	0%	Never	30751
	Never	267	2%	344	2%	611	2%	Sometimes	71282
	Sometimes	4278	34%	5697	33%	9975	33%	Often	60089
	Often	4400	35%	5895	34%	10295	34%	Very Often	45957
	Very Often	3738	29%	5421	31%	9159	30%	Total	208059
Total	12695	100%	17380	100%	30075	100%			
How often do students in your selected course section discuss grades or assignments with you	Don't Know	7	0%	14	0%	21	0%	Never	19902
	Never	71	1%	68	0%	139	0%	Sometimes	91877
	Sometimes	3853	30%	4763	27%	8616	29%	Often	64754
	Often	5725	45%	7928	46%	13653	45%	Very Often	31651
	Very Often	3032	24%	4598	26%	7631	25%	Total	208184
Total	12688	100%	17372	100%	30060	100%			
How often do students in your selected course section talk about career plans with you	Don't Know	33	0%	32	0%	65	0%	Never	63643
	Never	984	8%	869	5%	1853	6%	Sometimes	92793
	Sometimes	7420	59%	9046	52%	16466	55%	Often	36387
	Often	2958	23%	4738	27%	7696	26%	Very Often	15258
	Very Often	1248	10%	2654	15%	3902	13%	Total	208032
Total	12643	100%	17339	100%	29982	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	78	1%	82	0%	160	1%	Never	98350
	Never	1900	15%	1401	8%	3301	11%	Sometimes	76830
	Sometimes	7405	59%	10310	60%	17715	59%	Often	23881
	Often	2343	19%	4029	23%	6372	21%	Very Often	8423
	Very Often	902	7%	1503	9%	2405	8%	Total	207587
Total	12628	100%	17325	100%	29953	100%			
How often do students in your selected course section receive prompt feedback (written or oral) from you about their performance	Don't Know	10	0%	14	0%	24	0%	Never	16733
	Never	44	0%	34	0%	78	0%	Sometimes	74435
	Sometimes	1002	8%	1114	6%	2116	7%	Often	80741
	Often	5110	40%	7020	40%	12130	40%	Very Often	35994
	Very Often	6510	51%	9174	53%	15684	52%	Total	207904
Total	12676	100%	17356	100%	30032	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	1085	9%	1184	7%	2269	8%	Never	22751
	Never	164	1%	196	1%	360	1%	Sometimes	82125
	Sometimes	4572	36%	5790	33%	10362	34%	Often	71724
	Often	5198	41%	7183	41%	12381	41%	Very Often	31426
	Very Often	1724	14%	3039	17%	4763	16%	Total	208026
Total	12683	100%	17392	100%	30075	100%			
How often do students in your selected course section work with you on activities other than coursework	Don't Know	261	2%	208	1%	469	2%	Never	146876
	Never	7090	56%	6239	36%	13329	44%	Sometimes	41550
	Sometimes	4332	34%	6519	49%	10851	43%	Often	13354
	Often	750	6%	1824	11%	2574	9%	Very Often	4717
	Very Often	204	2%	563	3%	767	3%	Total	206496
Total	12637	100%	17353	100%	29996	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	4634	37%	5518	32%	10152	34%	Never	26030
	Never	358	3%	345	2%	703	2%	Sometimes	79313
	Sometimes	4535	36%	6318	36%	10853	36%	Often	64554
	Often	2436	19%	4002	23%	6438	21%	Very Often	38841
	Very Often	672	5%	1178	7%	1850	6%	Total	208738
Total	12635	100%	17361	100%	29986	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	4910	39%	6014	35%	10924	36%	Never	48102
	Never	474	4%	539	3%	1013	3%	Sometimes	69976
	Sometimes	2971	24%	4563	26%	7534	25%	Often	50427
	Often	2795	22%	3943	23%	6738	23%	Very Often	40130
	Very Often	1487	12%	2300	13%	3787	13%	Total	208636
Total	12637	100%	17359	100%	29986	100%			

2009 CCFSS Student and Faculty Frequency Distributions

2009 CCSSE Student Responses

2009 CCFSS Faculty 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	45%	7052	41%	12718	42%	Never	23%
	Never	4%	584	3%	1122	4%	Sometimes	36%
	Sometimes	28%	4405	25%	7240	24%	Often	24%
	Often	19%	3456	20%	5734	19%	Very Often	17%
	Very Often	10%	1846	11%	3087	10%	Total	100%
Total	12618	100%	17343	100%	29961	100%		
How often do students in your selected course section skip class	Don't Know	4%	572	3%	1087	4%	Never	51%
	Never	6%	1315	8%	2075	7%	Sometimes	44%
	Sometimes	75%	12929	75%	23379	75%	Often	4%
	Often	12%	1982	11%	3456	12%	Very Often	2%
	Very Often	4%	576	3%	1037	3%	Total	100%
Total	12660	100%	17354	100%	30014	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 exactly much the same form	Very Little	26%	3910	23%	6606	22%	Very Little	7%
	Some	34%	6187	36%	10547	35%	Some	28%
	Quite a bit	28%	4713	27%	8310	28%	Quite a bit	39%
	Very Much	16%	2568	15%	4581	15%	Very Much	25%
	Total	12688	100%	17368	100%	30054	100%	Total
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	3%	400	2%	792	3%	Very Little	5%
	Some	18%	2736	16%	5018	17%	Some	29%
	Quite a bit	46%	6426	37%	10806	36%	Quite a bit	43%
	Very Much	33%	6081	35%	10209	34%	Very Much	23%
	Total	12655	100%	17368	100%	30033	100%	Total
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	5%	472	3%	990	3%	Very Little	8%
	Some	22%	3085	18%	5850	19%	Some	33%
	Quite a bit	40%	7096	41%	12126	40%	Quite a bit	39%
	Very Much	34%	6722	38%	11069	37%	Very Much	20%
	Total	12660	100%	17375	100%	30035	100%	Total
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	10%	1330	8%	2801	9%	Very Little	13%
	Some	28%	4485	26%	8056	27%	Some	36%
	Quite a bit	35%	6426	37%	10806	36%	Quite a bit	34%
	Very Much	27%	5099	29%	8504	28%	Very Much	17%
	Total	12637	100%	17340	100%	29977	100%	Total
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	7%	649	4%	1366	5%	Very Little	10%
	Some	23%	3282	19%	6239	21%	Some	34%
	Quite a bit	37%	6417	37%	11159	37%	Quite a bit	36%
	Very Much	33%	6988	40%	11218	37%	Very Much	20%
	Total	12646	100%	17336	100%	29982	100%	Total
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	9%	1218	7%	2354	8%	Very Little	9%
	Some	27%	4081	24%	7469	25%	Some	31%
	Quite a bit	34%	5964	34%	10234	34%	Quite a bit	36%
	Very Much	30%	6047	35%	9870	33%	Very Much	24%
	Total	12617	100%	17310	100%	29927	100%	Total
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	5%	839	5%	1487	5%	None	3%
	1	53%	8187	47%	14808	50%	1 to 4	43%
	2-3	49%	6197	36%	10280	34%	5 to 10	31%
	4-5	4%	984	6%	1475	5%	11 to 20	14%
	More than 6	6%	1087	6%	1816	6%	More than 20	10%
Total	12682	100%	17294	100%	29976	100%	Total	100%
In your selected course section, what is the number of written papers or reports of any length that your students write	None	3%	3064	24%	7099	24%	None	11%
	1	15%	2692	16%	4602	15%	1 to 4	32%
	2 to 3	27%	3970	23%	6748	23%	5 to 10	31%
	4 to 6	19%	3157	18%	5527	19%	11 to 20	17%
	More than 6	19%	3372	20%	5776	19%	More than 20	9%
Total	12526	100%	17226	100%	29752	100%	Total	100%

2009 CCFSSSE Student and Faculty Frequency Distributions

2009 CCFSSSE Faculty Responses

2009 CCSSE Student Responses

	Part-Time Faculty		Full-Time Faculty		All Faculty		All Students
	Count	Percent	Count	Percent	Count	Percent	
Select the circle that best represents the extent to which your examinations of student performance (e.g. Exams, portfolio) challenge students to do their best work	Extremely Easy (1)	41	0%	40	0%	81	1%
	(2)	56	0%	77	0%	133	2%
	(3)	286	2%	291	2%	577	6%
	(4)	1540	12%	1748	10%	3288	24%
	(5)	4759	38%	5919	34%	10678	34%
	(6)	4893	39%	7412	43%	12305	23%
	Extremely Challenging (7)	994	8%	1780	10%	2774	11%
Total	12669	100%	17267	100%	29936	100%	
How important is it to you that students participate in internships, field experience, co-op experience, or clinical assignment	Not important	1814	15%	1929	11%	3743	13%
	Somewhat important	4037	32%	5397	31%	9434	32%
	Very important	6596	53%	9912	58%	16508	42%
Total	12447	100%	17238	100%	29685	100%	
How important is it to you that students participate in English as a second language courses	Not important	2462	20%	3286	19%	5748	19%
	Somewhat important	4162	34%	5469	32%	9631	33%
	Very important	5759	47%	8441	49%	14200	48%
Total	12383	100%	17196	100%	29579	100%	
How important is it to you that students participate in developmental/remedial reading courses	Not important	1112	9%	847	5%	1959	7%
	Somewhat important	3487	28%	3855	22%	7343	25%
	Very important	7808	65%	12522	73%	20330	69%
Total	12407	100%	17225	100%	29632	100%	
How important is it to you that students participate in developmental/remedial writing courses	Not important	1028	8%	844	5%	1872	6%
	Somewhat important	3336	27%	3934	23%	7270	25%
	Very important	8053	65%	12425	72%	20478	69%
Total	12417	100%	17203	100%	29620	100%	
How important is it to you that students participate in developmental/remedial math courses	Not important	1676	14%	1197	7%	2873	10%
	Somewhat important	3465	28%	3874	23%	7339	25%
	Very important	7245	58%	12144	71%	19389	66%
Total	12386	100%	17215	100%	29801	100%	
How important is it to you that students participate in study skills courses	Not important	610	5%	652	4%	1262	4%
	Somewhat important	3860	31%	5289	31%	9149	31%
	Very important	8006	64%	11306	66%	19312	65%
Total	12476	100%	17247	100%	29723	100%	
How important is it to you that students participate in honors courses	Not important	2883	22%	3970	23%	6853	23%
	Somewhat important	5567	45%	8274	48%	13841	47%
	Very important	4093	33%	4847	28%	8940	30%
Total	12543	100%	17091	100%	29434	100%	
How important is it to you that students participate in a college orientation program or course	Not important	1381	11%	1553	9%	2934	10%
	Somewhat important	4906	40%	6482	38%	11388	39%
	Very important	6093	49%	9151	53%	15244	52%
Total	12380	100%	17186	100%	29576	100%	
How important is it to you that students participate in organized learning communities	Not important	2288	19%	3345	20%	5633	19%
	Somewhat important	6152	50%	8968	52%	15120	51%
	Very important	3879	31%	4785	28%	8664	29%
Total	12319	100%	17098	100%	29417	100%	
How much does this college emphasize encouraging students to spend significant amounts of time studying	Very Little	607	5%	1198	7%	1805	6%
	Some	3677	30%	5164	30%	8841	30%
	Quite a bit	5389	44%	7038	41%	12427	42%
Total	12383	100%	17232	100%	29615	100%	
How much does this college emphasize providing students the support they need to help them to succeed at this college	Very Little	143	1%	341	2%	484	2%
	Some	1581	13%	2811	14%	4192	14%
	Quite a bit	4962	40%	6506	38%	11468	39%
Total	12464	100%	17276	100%	29740	100%	
How much does this college emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very Little	715	6%	1429	8%	2144	7%
	Some	3406	28%	5451	32%	8857	30%
	Quite a bit	4404	36%	5965	34%	10269	35%
Total	12249	100%	17163	100%	29412	100%	



2009 CCFSS Student and Faculty Frequency Distributions

2009 CCSSE Student Responses

2009 CCFSS Faculty Responses

	Part-Time Faculty		Full-Time Faculty		All Faculty		All Students		
	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	1206	10%	2184	13%	3370	11%	85105	40%
	Some	4749	39%	6682	39%	11431	39%	69566	34%
	Quite a bit	4047	33%	5438	32%	9485	32%	35483	17%
	Very Much	2186	18%	2872	17%	5058	17%	17625	9%
	<b>Total</b>	<b>12188</b>	<b>100%</b>	<b>17156</b>	<b>100%</b>	<b>29344</b>	<b>100%</b>	<b>205779</b>	<b>100%</b>
How much does this college emphasize providing students the support they need to thrive socially	Very Little	1321	11%	2524	15%	3845	13%	57638	28%
	Some	5099	42%	7572	44%	12671	43%	81088	40%
	Quite a bit	3872	32%	4820	28%	8692	30%	48124	23%
	Very Much	1830	15%	2189	13%	4019	14%	19987	10%
	<b>Total</b>	<b>12122</b>	<b>100%</b>	<b>17105</b>	<b>100%</b>	<b>29227</b>	<b>100%</b>	<b>204887</b>	<b>100%</b>
How much does this college emphasize providing the financial support students need to afford their education	Very Little	344	3%	475	3%	819	3%	53738	26%
	Some	2752	23%	3811	22%	6563	22%	55066	27%
	Quite a bit	5476	45%	7868	46%	13344	46%	50355	25%
	Very Much	3583	29%	4968	29%	8551	29%	45956	22%
	<b>Total</b>	<b>12155</b>	<b>100%</b>	<b>17122</b>	<b>100%</b>	<b>29277</b>	<b>100%</b>	<b>203116</b>	<b>100%</b>
How much does this college emphasize using computers in academic work	Very Little	145	1%	197	1%	342	1%	13354	6%
	Some	1267	10%	1659	10%	2926	10%	36555	18%
	Quite a bit	4311	35%	5965	35%	10276	35%	81088	39%
	Very Much	6644	54%	9403	55%	16047	54%	87869	43%
	<b>Total</b>	<b>12367</b>	<b>100%</b>	<b>17224</b>	<b>100%</b>	<b>29591</b>	<b>100%</b>	<b>206260</b>	<b>100%</b>
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	59	0%	102	1%	161	1%	3615	2%
	1 to 5	5934	49%	7672	45%	13606	47%	88442	43%
	6 to 10	4387	36%	6249	37%	10636	36%	61784	30%
	11 to 20	1557	13%	2548	15%	4105	14%	34987	17%
	21 to 30	219	2%	389	2%	608	2%	11361	6%
More than 30	36	0%	77	0%	113	0%	6095	3%	
<b>Total</b>	<b>12192</b>	<b>100%</b>	<b>17037</b>	<b>100%</b>	<b>29229</b>	<b>100%</b>	<b>206295</b>	<b>100%</b>	
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	99	0%	78	0%	137	0%	None	0%
	1 to 5	170	1%	191	1%	361	1%	12499	6%
	6 to 10	537	4%	646	4%	1183	4%	12789	6%
	11 to 20	2820	23%	4204	25%	7024	24%	25337	12%
	21 to 30	4831	40%	7835	46%	12666	43%	35629	17%
More than 30	3695	31%	4065	24%	7760	27%	26744	13%	
<b>Total</b>	<b>12112</b>	<b>100%</b>	<b>17019</b>	<b>100%</b>	<b>29131</b>	<b>100%</b>	<b>205602</b>	<b>100%</b>	
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	2137	18%	3126	18%	5263	18%	163246	82%
	1 to 5	8437	71%	12262	72%	20599	72%	25707	12%
	6 to 10	1032	9%	1192	7%	2224	8%	5371	3%
	11 to 20	234	2%	290	2%	524	2%	2848	1%
	21 to 30	51	0%	66	0%	117	0%	1163	1%
More than 30	11	0%	19	0%	30	0%	1396	1%	
<b>Total</b>	<b>11902</b>	<b>100%</b>	<b>16945</b>	<b>100%</b>	<b>28847</b>	<b>100%</b>	<b>205731</b>	<b>100%</b>	
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	321	3%	336	2%	657	2%	90224	44%
	1 to 5	1829	15%	2393	14%	4222	15%	31711	15%
	6 to 10	2203	19%	3225	19%	5428	19%	19882	8%
	11 to 20	2803	24%	4109	25%	6912	24%	11968	6%
	21 to 30	1849	17%	3067	18%	5016	18%	8008	4%
More than 30	2897	23%	3807	22%	6504	22%	47623	23%	
<b>Total</b>	<b>11802</b>	<b>100%</b>	<b>16737</b>	<b>100%</b>	<b>28539</b>	<b>100%</b>	<b>205397</b>	<b>100%</b>	
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	123	1%	167	1%	290	1%	14341	7%
	1 to 5	7945	66%	10450	62%	18395	63%	143329	70%
	6 to 10	3032	25%	4928	29%	7960	27%	31464	15%
	11 to 20	660	5%	1055	6%	1715	6%	9888	5%
	21 to 30	146	1%	203	1%	349	1%	2739	1%
More than 30	149	1%	163	1%	312	1%	3919	2%	
<b>Total</b>	<b>12055</b>	<b>100%</b>	<b>16866</b>	<b>100%</b>	<b>29021</b>	<b>100%</b>	<b>205681</b>	<b>100%</b>	

2009 CCFSE Student and Faculty Frequency Distributions

2009 CCFSE Faculty Responses

2009 CCSSE 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) (2) (3) (4) (5) (6) (7) Total	Unfriendly, unsupportive, sense of alienation (1) (2) (3) (4) (5) (6) (7) Total	All Students Count	Percent	
	Count	Percent	Count	Percent	Count	Percent					
Select the circle that best represents the quality of student relationships with instructors	9	0%	11	0%	20	0%			1937	1%	
	62	1%	74	0%	136	0%			4001	2%	
	284	2%	368	2%	652	2%			9071	4%	
	1481	12%	2139	13%	3620	12%			31683	15%	
	3651	31%	5768	34%	9419	33%			45618	22%	
	4338	35%	6103	36%	10441	35%			57604	28%	
	2301	19%	2629	15%	4930	17%			56508	27%	
12328	100%	17092	100%	29418	100%			208420	100%		
Select the circle that best represents the quality of student relationships with administrative personnel and offices	12	0%	9	0%	21	0%			1340	1%	
	35	0%	37	0%	72	0%			2966	1%	
	144	1%	171	1%	315	1%			7192	3%	
	815	7%	1090	6%	1905	6%			23265	11%	
	2842	23%	3983	23%	6835	23%			42940	21%	
	5320	43%	7883	46%	13203	45%			65616	32%	
	3183	26%	3947	23%	7130	24%			63109	31%	
12351	100%	17130	100%	29481	100%			208427	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	89	1%	288	2%	377	1%			6590	3%	
	281	2%	797	5%	1078	4%			9691	5%	
	715	6%	1564	9%	2269	8%			16749	8%	
	1792	15%	3154	19%	4946	17%			40566	20%	
	2975	24%	4528	27%	7503	26%			45836	22%	
	3912	32%	4583	27%	8495	29%			46700	23%	
	2421	20%	2137	13%	4558	16%			40003	19%	
12185	100%	17041	100%	29226	100%			208135	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%	74	0%	114	0%			11279	5%	
	Very little	3%	660	4%	982	3%			47251	23%	
	Some	2546	21%	3985	23%	6531	22%		86440	42%	
	Quite a bit	5231	42%	6808	40%	12039	41%		61015	30%	
	Very much	4228	34%	5607	33%	9835	33%		205985	100%	
	Total	12367	100%	17134	100%	29501	100%				
	None	78	1%	102	1%	180	1%			36570	18%
Very little	653	5%	845	5%	1498	5%			61385	30%	
Some	2956	24%	3634	21%	6590	22%			62524	30%	
Quite a bit	4301	35%	5273	31%	9578	32%			45136	22%	
Very much	4368	35%	7283	42%	11651	40%			205615	100%	
Total	12356	100%	17139	100%	29495	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	504	4%	509	3%	1013	3%			23334	11%
	Very little	1638	13%	2219	13%	3857	13%			59289	29%
	Some	3925	32%	5585	33%	9510	32%			78096	38%
	Quite a bit	3363	27%	4794	28%	8157	28%			44988	22%
	Very much	2909	24%	4012	23%	6921	23%			205717	100%
	Total	12339	100%	17119	100%	29468	100%				
	None	342	3%	421	2%	763	3%			29095	14%
Very little	1447	12%	2115	12%	3562	12%			62266	30%	
Some	4168	34%	5655	34%	10023	34%			72767	35%	
Quite a bit	3902	32%	5300	31%	9202	31%			41463	20%	
Very much	2484	20%	3404	20%	5888	20%			205612	100%	
Total	12343	100%	17095	100%	29438	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	47	0%	36	0%	83	0%			13160	6%
	Very little	272	2%	289	2%	561	2%			51575	25%
	Some	1867	15%	2000	12%	3867	13%			86083	42%
	Quite a bit	4453	36%	5663	33%	10121	34%			54793	27%
	Very much	5734	46%	9147	53%	14881	50%			205611	100%
	Total	12378	100%	17135	100%	29513	100%				

2009 CCFSSSE Student and Faculty Frequency Distributions

2009 CCSSE Student Responses

2009 CCFSSSE Faculty Responses

	Part-Time Faculty		Full-Time Faculty		All Faculty			All Students		
	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	3550	29%	3877	23%	7427	25%	Very little	32162	16%
	Very little	2931	24%	3883	23%	6814	23%	Some	59635	29%
	Some	2211	18%	3346	20%	5557	19%	Quite a bit	69813	34%
	Quite a bit	1286	10%	2283	13%	3569	12%	Very much	43764	21%
	Total	12345	100%	17144	100%	29489	100%	Total	205375	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	763	6%	641	4%	1404	5%	Very little	27289	13%
	Very little	1453	12%	1645	10%	3098	10%	Some	55322	27%
	Some	3656	30%	4868	28%	8524	29%	Quite a bit	62238	33%
	Quite a bit	3319	27%	4792	28%	8111	27%	Very much	54584	27%
	Total	12378	100%	17145	100%	29523	100%	Total	205414	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	186	2%	168	1%	354	1%	Very little	18940	9%
	Very little	981	8%	1048	6%	2029	7%	Some	64121	31%
	Some	3736	30%	4525	26%	8261	28%	Quite a bit	75943	37%
	Quite a bit	4177	34%	5841	34%	10018	34%	Very much	46593	23%
	Total	12388	100%	17150	100%	29538	100%	Total	205597	100%
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	20	0%	28	0%	48	0%	Very little	18624	7%
	Very little	186	2%	218	1%	404	1%	Some	50344	24%
	Some	2026	16%	2820	16%	4846	16%	Quite a bit	83887	41%
	Quite a bit	5922	48%	8257	48%	14179	48%	Very much	57741	28%
	Total	12391	100%	17165	100%	29556	100%	Total	205595	100%
To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in understanding themselves	None	228	2%	392	2%	620	2%	Very little	33545	16%
	Very little	1042	8%	1603	9%	2645	9%	Some	60626	30%
	Some	3762	31%	5495	32%	9257	32%	Quite a bit	65160	32%
	Quite a bit	4019	33%	5461	32%	9480	32%	Very much	49994	22%
	Total	12269	100%	17040	100%	29309	100%	Total	205325	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	875	7%	1283	7%	2158	7%	Very little	46695	23%
	Very little	1909	16%	2766	16%	4675	16%	Some	69224	34%
	Some	3935	32%	5511	32%	9447	32%	Quite a bit	54988	27%
	Quite a bit	3162	26%	4408	26%	7570	26%	Very much	34352	17%
	Total	12299	100%	17111	100%	29410	100%	Total	205239	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	452	4%	601	4%	1053	4%	Very little	48326	24%
	Very little	1243	10%	1790	10%	3033	10%	Some	67969	33%
	Some	4218	34%	5946	35%	10164	35%	Quite a bit	55065	27%
	Quite a bit	3868	31%	5229	31%	9097	31%	Very much	33954	17%
	Total	12294	100%	17118	100%	29412	100%	Total	205313	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	987	8%	1392	8%	2369	8%	Very little	74730	36%
	Very little	2644	22%	3776	22%	6420	22%	Some	72516	35%
	Some	4592	38%	6151	36%	10743	37%	Quite a bit	37879	18%
	Quite a bit	2513	21%	3483	20%	5966	21%	Very much	19769	10%
	Total	12193	100%	17048	100%	29241	100%	Total	204883	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	409	3%	564	3%	973	3%	Very little	30498	15%
	Very little	1520	12%	2187	13%	3707	13%	Some	57521	28%
	Some	4468	36%	5711	33%	10179	35%	Quite a bit	67287	33%
	Quite a bit	3778	31%	5101	30%	8879	30%	Very much	50109	24%
	Total	12310	100%	17115	100%	29425	100%	Total	205414	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	796	6%	1114	7%	1910	7%	Very little	38226	19%
	Very little	2338	19%	3188	19%	5526	19%	Some	61275	30%
	Some	4278	35%	5432	32%	9710	33%	Quite a bit	61369	30%
	Quite a bit	2937	24%	4200	25%	7137	24%	Very much	44991	22%
	Total	12271	100%	17067	100%	29338	100%	Total	205801	100%

2009 CCFSSSE Student and Faculty Frequency Distributions

2009 CCFSSSE Student Responses

2009 CCFSSSE Faculty Responses

Question	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.	599	5%	235	1%	834	3%	18339	9%
	Rarely or never	3224	26%	2552	15%	5776	20%	71281	35%
	Sometimes	6103	49%	8247	48%	14350	49%	86393	43%
	Often	2478	20%	6116	36%	8594	29%	26242	13%
	Total	12404	100%	17150	100%	29554	100%	204274	100%
How often do you refer students to career counseling	Don't know/N.A.	872	7%	500	3%	1372	5%	42121	21%
	Rarely or never	5346	43%	5735	34%	11081	38%	102554	50%
	Sometimes	4783	39%	8251	48%	13034	44%	47529	23%
	Often	1370	11%	2627	15%	3997	14%	11244	6%
	Total	12371	100%	17131	100%	29484	100%	203448	100%
How often do you refer students to job placement assistance	Don't know/N.A.	1305	11%	1008	6%	2313	8%	85074	42%
	Rarely or never	6939	56%	8245	48%	15184	52%	94825	47%
	Sometimes	3259	26%	5945	35%	9204	31%	17125	8%
	Often	839	7%	1905	11%	2744	9%	5037	2%
	Total	12342	100%	17103	100%	29445	100%	202061	100%
How often do you refer students to peer or other tutoring	Don't know/N.A.	54	0%	261	2%	815	3%	56525	28%
	Rarely or never	2768	22%	2395	14%	5163	17%	89256	46%
	Sometimes	5015	41%	7623	45%	12638	43%	37379	19%
	Often	4045	33%	6847	40%	10892	37%	14551	7%
	Total	12382	100%	17126	100%	29508	100%	201711	100%
How often do you refer students to skill labs (writing, math, etc.)	Don't know/N.A.	802	6%	626	4%	1428	5%	46806	23%
	Rarely or never	3561	29%	3728	22%	7289	25%	74725	37%
	Sometimes	4083	33%	6664	39%	10747	36%	49394	25%
	Often	3928	32%	6113	36%	10041	34%	30515	15%
	Total	12374	100%	17131	100%	29505	100%	201440	100%
How often do you refer students to child care	Don't know/N.A.	2701	22%	3017	18%	5718	19%	115506	57%
	Rarely or never	8161	65%	10840	63%	19001	65%	75738	38%
	Sometimes	1283	10%	2849	17%	4132	14%	5592	3%
	Often	176	1%	391	2%	567	2%	4633	2%
	Total	12321	100%	17097	100%	29418	100%	201470	100%
How often do you refer students to financial aid advising	Don't know/N.A.	1487	12%	783	5%	2270	8%	45804	23%
	Rarely or never	5568	45%	4742	28%	10310	35%	64557	32%
	Sometimes	4142	34%	8121	47%	12263	42%	55620	28%
	Often	1155	9%	3454	20%	4609	16%	35411	18%
	Total	12352	100%	17100	100%	29452	100%	201393	100%
How often do you refer students to computer labs	Don't know/N.A.	777	6%	471	3%	1248	4%	27335	14%
	Rarely or never	3155	25%	2842	17%	5997	20%	49273	24%
	Sometimes	4444	36%	6500	40%	11244	38%	60660	30%
	Often	3978	32%	7014	41%	10992	37%	64500	32%
	Total	12354	100%	17127	100%	29481	100%	201789	100%
How often do you refer students to student organizations	Don't know/N.A.	1649	13%	945	6%	2594	9%	78588	39%
	Rarely or never	6933	56%	7078	41%	14011	48%	89583	45%
	Sometimes	3076	25%	6853	40%	9929	34%	22817	11%
	Often	637	5%	2211	13%	2848	10%	9346	5%
	Total	12295	100%	17087	100%	28382	100%	200335	100%
How often do you refer students to transfer credit assistance	Don't know/N.A.	1757	14%	1102	6%	2859	10%	71618	35%
	Rarely or never	6155	50%	5777	34%	11932	41%	74458	37%
	Sometimes	3484	28%	7571	44%	11055	38%	41519	21%
	Often	914	7%	2629	15%	3543	12%	14497	7%
	Total	12310	100%	17079	100%	29389	100%	202070	100%
How often do you refer students to services to students with disabilities	Don't know/N.A.	1097	9%	602	4%	1699	6%	118617	59%
	Rarely or never	4007	32%	3970	23%	7977	27%	67285	33%
	Sometimes	5414	44%	9250	54%	14664	50%	9440	5%
	Often	1815	15%	3258	19%	5073	17%	7187	4%
	Total	12333	100%	17080	100%	29413	100%	202528	100%
How important do you believe academic advising/planning is to students at this college	Not at all	79	1%	95	1%	172	1%	19509	10%
	Somewhat	1846	15%	2263	13%	4109	14%	53900	27%
	Very	10401	84%	14752	86%	25153	85%	124606	63%
	Total	12326	100%	17108	100%	29434	100%	198074	100%

2009 CCFSSSE Student and Faculty Frequency Distributions

2009 CCSSE Student Responses

2009 CCFSSSE Faculty Responses

Statement	Part-Time Faculty			Full-Time Faculty			All Faculty			All Students		
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
How important do you believe career counseling is to students at this college	128	1%	231	1%	359	1%	40321	21%	56567	29%	98860	51%
	Not at all				Not at all		Not at all		Not at all		Not at all	
	Somewhat				Somewhat		Somewhat		Somewhat		Somewhat	
	Very				Very		Very		Very		Very	
Total	12307	100%	17084	100%	29391	100%	193589	100%	193589	100%	193589	100%
How important do you believe job placement assistance is to students at this college	235	2%	508	3%	743	3%	65888	34%	54860	28%	72571	38%
	Not at all				Not at all		Not at all		Not at all		Not at all	
	Somewhat				Somewhat		Somewhat		Somewhat		Somewhat	
	Very				Very		Very		Very		Very	
Total	12272	100%	17081	100%	29333	100%	193519	100%	193519	100%	193519	100%
How important do you believe peer and other tutoring is to students at this college	179	1%	199	1%	378	1%	60035	29%	60047	31%	77100	40%
	Not at all				Not at all		Not at all		Not at all		Not at all	
	Somewhat				Somewhat		Somewhat		Somewhat		Somewhat	
	Very				Very		Very		Very		Very	
Total	12286	100%	17074	100%	29360	100%	193182	100%	193182	100%	193182	100%
How important do you believe skills labs (writing, math, etc.) are to students at this college	145	1%	205	1%	350	1%	47008	24%	60247	31%	85378	44%
	Not at all				Not at all		Not at all		Not at all		Not at all	
	Somewhat				Somewhat		Somewhat		Somewhat		Somewhat	
	Very				Very		Very		Very		Very	
Total	12297	100%	17069	100%	29368	100%	192633	100%	192633	100%	192633	100%
How important do you believe child care is to students at this college	915	7%	1108	6%	2021	7%	103688	54%	34939	18%	53015	28%
	Not at all				Not at all		Not at all		Not at all		Not at all	
	Somewhat				Somewhat		Somewhat		Somewhat		Somewhat	
	Very				Very		Very		Very		Very	
Total	12222	100%	17024	100%	29246	100%	191642	100%	191642	100%	191642	100%
How important do you believe financial aid advising is to students at this college	106	1%	116	1%	222	1%	40436	21%	33796	17%	119108	62%
	Not at all				Not at all		Not at all		Not at all		Not at all	
	Somewhat				Somewhat		Somewhat		Somewhat		Somewhat	
	Very				Very		Very		Very		Very	
Total	12274	100%	17071	100%	29345	100%	193340	100%	193340	100%	193340	100%
How important do you believe computer labs are to students at this college	2750	22%	3523	21%	6279	21%	48951	25%	49851	25%	53015	28%
	Not at all				Not at all		Not at all		Not at all		Not at all	
	Somewhat				Somewhat		Somewhat		Somewhat		Somewhat	
	Very				Very		Very		Very		Very	
Total	12289	100%	17069	100%	29358	100%	194184	100%	194184	100%	194184	100%
How important do you believe student organizations are to students at this college	1783	10%	1393	8%	2576	9%	77887	41%	67192	35%	191001	100%
	Not at all				Not at all		Not at all		Not at all		Not at all	
	Somewhat				Somewhat		Somewhat		Somewhat		Somewhat	
	Very				Very		Very		Very		Very	
Total	12235	100%	17047	100%	29282	100%	191001	100%	191001	100%	191001	100%
How important do you believe transfer credit assistance is to students at this college	269	2%	319	2%	589	2%	52329	27%	42041	22%	98964	51%
	Not at all				Not at all		Not at all		Not at all		Not at all	
	Somewhat				Somewhat		Somewhat		Somewhat		Somewhat	
	Very				Very		Very		Very		Very	
Total	12225	100%	17027	100%	29252	100%	193335	100%	193335	100%	193335	100%
How important do you believe services to students with disabilities are to students at this college	3508	29%	4864	29%	8572	29%	29813	15%	85074	44%	192724	100%
	Not at all				Not at all		Not at all		Not at all		Not at all	
	Somewhat				Somewhat		Somewhat		Somewhat		Somewhat	
	Very				Very		Very		Very		Very	
Total	12192	100%	16975	100%	29167	100%	192724	100%	192724	100%	192724	100%
How likely is it that working full-time would cause students to withdraw from class or from this college	325	3%	264	2%	589	2%	84623	41%	44433	22%	36211	18%
	Not likely				Not likely		Not likely		Not likely		Not likely	
	Somewhat likely				Somewhat likely		Somewhat likely		Somewhat likely		Somewhat likely	
	Likely				Likely		Likely		Likely		Likely	
	Very likely				Very likely		Very likely		Very likely		Very likely	
Total	12393	100%	17148	100%	29541	100%	206425	100%	206425	100%	206425	100%
How likely is it that caring for dependents would cause students to withdraw from class or from this college	420	3%	414	2%	834	3%	101008	48%	46886	23%	32599	16%
	Not likely				Not likely		Not likely		Not likely		Not likely	
	Somewhat likely				Somewhat likely		Somewhat likely		Somewhat likely		Somewhat likely	
	Likely				Likely		Likely		Likely		Likely	
	Very likely				Very likely		Very likely		Very likely		Very likely	
Total	12359	100%	17125	100%	29484	100%	206007	100%	206007	100%	206007	100%
How likely is it that being academically unprepared would cause students to withdraw from class or from this college	401	3%	346	2%	747	3%	119086	58%	47716	23%	24749	12%
	Not likely				Not likely		Not likely		Not likely		Not likely	
	Somewhat likely				Somewhat likely		Somewhat likely		Somewhat likely		Somewhat likely	
	Likely				Likely		Likely		Likely		Likely	
	Very likely				Very likely		Very likely		Very likely		Very likely	
Total	12309	100%	17144	100%	29534	100%	205254	100%	205254	100%	205254	100%

2009 CCFSSSE Student and Faculty Frequency Distributions

2009 CCSSE 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	721	6%	602	4%	1323	4%
	Somewhat likely	3213	26%	3484	20%	6697	23%
	Likely	4268	35%	5999	35%	10267	35%
	Very likely	4139	34%	7036	41%	11175	38%
Total	12341	100%	17121	100%	29462	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	2016	16%	3298	19%	5314	18%
	Somewhat likely	4308	35%	6052	35%	10360	35%
	Likely	3836	32%	4952	29%	8788	30%
	Very likely	2065	17%	2796	16%	4861	17%
Total	12325	100%	17098	100%	29423	100%	

2009 CCFSSSE 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	63007			63007	31%
	Somewhat likely	47026			47026	23%
	Likely	39024			39024	19%
	Very likely	56795			56795	28%
Total	205852			205852	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	69718			69718	34%
	Somewhat likely	36314			36314	18%
	Likely	37442			37442	18%
	Very likely	62807			62807	30%
Total	205981			205981	100%	

2009 CCFSSSE Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
How many students are enrolled in your selected course section	Fewer than 10	1522	12%	1892	11%	3414	11%
	10 to 19	4981	39%	6041	35%	11022	37%
	20 to 29	4467	36%	6263	36%	10730	36%
	30 to 39	1211	10%	2069	12%	3280	11%
	40 to 69	390	3%	782	5%	1172	4%
	70 or more	65	1%	286	2%	351	1%
	Total	12636	100%	17333	100%	29969	100%
Prior to the Spring semester, how many times have you taught your selected course?	None	1866	15%	1046	6%	2912	10%
	1 to 3	3344	26%	2611	15%	5955	20%
	4 to 6	1969	15%	2059	12%	4028	13%
	7 to 9	1226	10%	1729	10%	2955	10%
	10 to 15	1419	11%	2426	14%	3845	13%
	16 to 20	948	7%	2005	12%	2953	10%
	21 or more	1937	15%	5543	32%	7480	25%
Total	12709	100%	17419	100%	30128	100%	
How much do you incorporate the use of academic advising/planning into your selected course section	N.A.	1386	11%	1221	7%	2607	9%
	Rarely or never	5009	41%	5671	33%	10680	36%
	Sometimes	4356	35%	6185	36%	10541	36%
	Often	1577	13%	4024	24%	5601	19%
	Total	12328	100%	17101	100%	29429	100%
How much do you incorporate the use of career counseling into your course section	N.A.	1544	13%	1528	9%	3072	10%
	Rarely or never	5574	45%	6830	40%	12404	42%
	Sometimes	3842	31%	5793	34%	9635	33%
	Often	1356	11%	2932	17%	4288	15%
	Total	12316	100%	17083	100%	29399	100%
How much do you incorporate the use of job placement assistance into your selected course section	N.A.	2055	17%	2130	12%	4185	14%
	Rarely or never	7104	58%	9055	53%	16159	55%
	Sometimes	2367	19%	3989	23%	6356	22%
	Often	752	6%	1869	11%	2621	9%
	Total	12278	100%	17043	100%	29321	100%
How much do you incorporate the use of peer or other tutoring into your course section	N.A.	937	8%	741	4%	1678	6%
	Rarely or never	3707	30%	4254	25%	7961	27%
	Sometimes	4590	37%	7188	42%	11778	40%
	Often	3077	25%	4877	29%	7954	27%
	Total	12311	100%	17060	100%	29371	100%
How much do you incorporate the use of skills labs (writing, math, etc.) into your selected course section	N.A.	1210	10%	1217	7%	2427	8%
	Rarely or never	4167	34%	5475	32%	9642	33%
	Sometimes	3712	30%	5935	35%	9647	33%
	Often	3205	26%	4441	26%	7646	26%
	Total	12294	100%	17068	100%	29362	100%

2009 CCFSSSE Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
How much do you incorporate the use of <b>child care</b> into your course section	N.A.	3490	28%	4320	25%	7810	27%
	Rarely or never	7862	64%	10975	64%	18837	64%
	Sometimes	785	6%	1500	9%	2285	8%
	Often	124	1%	256	2%	380	1%
Total	12261	100%	17051	100%	29312	100%	
How much do you incorporate the use of <b>financial aid</b> advising into your selected course section	N.A.	2552	21%	2562	15%	5114	17%
	Rarely or never	6941	57%	8769	52%	15710	54%
	Sometimes	2182	18%	4327	25%	6509	22%
	Often	579	5%	1365	8%	1944	7%
Total	12254	100%	17023	100%	29277	100%	
How much do you incorporate the use of <b>computer labs</b> into your course section	N.A.	1165	9%	994	6%	2159	7%
	Rarely or never	3522	29%	3815	22%	7337	25%
	Sometimes	3904	32%	6064	36%	9968	34%
	Often	3711	30%	6183	36%	9894	34%
Total	12302	100%	17056	100%	29358	100%	
How much do you incorporate the use of <b>student organizations</b> into your selected course section	N.A.	2339	19%	2021	12%	4360	15%
	Rarely or never	7260	59%	8501	50%	15761	54%
	Sometimes	2181	18%	4993	29%	7174	25%
	Often	452	4%	1509	9%	1961	7%
Total	12232	100%	17024	100%	29256	100%	
How much do you incorporate the use of <b>transfer credit assistance</b> into your course section	N.A.	2516	21%	2324	14%	4840	17%
	Rarely or never	6938	57%	8365	49%	15303	52%
	Sometimes	2202	18%	4814	28%	7016	24%
	Often	560	5%	1518	9%	2078	7%
Total	12216	100%	17021	100%	29237	100%	
How much do you incorporate the use of <b>services to students with disabilities</b> into your selected course section	N.A.	1478	12%	1308	8%	2786	10%
	Rarely or never	4635	38%	5590	33%	10225	35%
	Sometimes	4457	36%	7374	43%	11831	40%
	Often	1653	14%	2720	16%	4373	15%
Total	12223	100%	16992	100%	29215	100%	
How likely is it that <b>personal issues</b> would cause students to withdraw from class or from this college?	Not likely	152	1%	108	1%	260	1%
	Somewhat likely	2830	23%	2797	16%	5627	19%
	Likely	4758	39%	6296	37%	11054	38%
	Very likely	4601	37%	7887	46%	12488	42%
Total	12341	100%	17088	100%	29429	100%	
About how many hours do you spend in a typical 7-day week <b>teaching students in class</b>	None	8	0%	14	0%	22	0%
	1 to 4	4245	34%	1281	8%	5526	19%
	5 to 8	4077	33%	1893	11%	5970	20%
	9 to 12	2350	19%	2656	16%	5006	17%
	13 to 16	800	6%	5095	30%	5895	20%
	17 to 20	422	3%	3518	21%	3940	13%
	21 to 30	294	2%	2193	13%	2487	8%
31 or more	186	2%	430	3%	616	2%	
Total	12382	100%	17080	100%	29462	100%	



2009 CCFSSSE Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
About how many hours do you spend in a typical 7-day week grading papers	None	2%	166	1%	441	1%	
	1 to 4	61%	5473	32%	12960	44%	
	5 to 8	24%	5842	34%	8801	30%	
	9 to 12	7%	2787	16%	3682	13%	
	13 to 16	3%	1339	8%	1715	6%	
	17 to 20	2%	801	5%	1027	3%	
	21 to 30	1%	94	3%	521	2%	
	31 or more	0%	223	1%	278	1%	
	Total	12367	100%	17058	100%	29425	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	4%	276	2%	720	2%
1 to 4		77%	9395	55%	18881	64%	
5 to 8		13%	4581	27%	6206	21%	
9 to 12		4%	1523	9%	1976	7%	
13 to 16		1%	622	4%	771	3%	
17 to 20		1%	318	2%	394	1%	
21 to 30		0%	177	1%	228	1%	
31 or more		0%	109	1%	145	0%	
Total		12320	100%	17001	100%	29321	100%
About how many hours do you spend in a typical 7-day week preparing for class		None	0%	14	0%	43	0%
	1 to 4	44%	3808	22%	9190	31%	
	5 to 8	37%	7199	42%	11721	40%	
	9 to 12	12%	3587	21%	5105	17%	
	13 to 16	4%	1353	8%	1846	6%	
	17 to 20	2%	647	4%	893	3%	
	21 to 30	1%	299	2%	416	1%	
	31 or more	1%	147	1%	209	1%	
	Total	12369	100%	17054	100%	29423	100%
	About how many hours do you spend in a typical 7-day week reflecting and working on ways to improve my teaching	None	1%	176	1%	356	1%
1 to 4		70%	10085	59%	18721	64%	
5 to 8		19%	4294	25%	6609	22%	
9 to 12		5%	1369	8%	2045	7%	
13 to 16		2%	507	3%	737	3%	
17 to 20		1%	242	1%	368	1%	
21 to 30		1%	150	1%	223	1%	
31 or more		1%	204	1%	315	1%	
Total		12347	100%	17027	100%	29374	100%
About how many hours do you spend in a typical 7-day week research and scholarly activities		None	23%	3063	18%	5873	20%
	1 to 4	49%	9194	54%	15164	52%	
	5 to 8	16%	2748	16%	4706	16%	
	9 to 12	6%	1018	6%	1787	6%	
	13 to 16	2%	459	3%	766	3%	
	17 to 20	2%	262	2%	479	2%	
	21 to 30	1%	131	1%	242	1%	
	31 or more	1%	104	1%	255	1%	
	Total	12293	100%	16979	100%	29272	100%

2009 CCFSSSE Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
About how many hours do you spend in a typical 7-day week working with honors' projects	None	11245	92%	14191	84%	25436	87%
	1 to 4	790	6%	2216	13%	3006	10%
	5 to 8	129	1%	316	2%	445	2%
	9 to 12	39	0%	106	1%	145	0%
	13 to 16	21	0%	62	0%	83	0%
	17 to 20	15	0%	17	0%	32	0%
	21 to 30	8	0%	8	0%	16	0%
	31 or more	14	0%	16	0%	30	0%
<b>Total</b>	<b>12261</b>	<b>100%</b>	<b>16932</b>	<b>100%</b>	<b>29193</b>	<b>100%</b>	
About how many hours do you spend in a typical 7-day week advising students	None	5114	42%	2305	14%	7419	25%
	1 to 4	6191	50%	10154	60%	16345	56%
	5 to 8	583	5%	2883	17%	3468	12%
	9 to 12	179	1%	893	5%	1072	4%
	13 to 16	67	1%	320	2%	387	1%
	17 to 20	62	1%	191	1%	253	1%
	21 to 30	49	0%	123	1%	172	1%
	31 or more	53	0%	139	1%	192	1%
<b>Total</b>	<b>12300</b>	<b>100%</b>	<b>17008</b>	<b>100%</b>	<b>29308</b>	<b>100%</b>	
About how many hours do you spend in a typical 7-day week supervising internships or other field experiences	None	10945	89%	12099	72%	23044	79%
	1 to 4	868	7%	2793	17%	3661	13%
	5 to 8	222	2%	913	5%	1135	4%
	9 to 12	96	1%	508	3%	604	2%
	13 to 16	37	0%	318	2%	355	1%
	17 to 20	27	0%	126	1%	153	1%
	21 to 30	19	0%	85	1%	104	0%
	31 or more	33	0%	53	0%	86	0%
<b>Total</b>	<b>12247</b>	<b>100%</b>	<b>16895</b>	<b>100%</b>	<b>29142</b>	<b>100%</b>	
About how many hours do you spend in a typical 7-day week working with students on activities other than course work	None	10141	83%	8242	49%	18383	63%
	1 to 4	1713	14%	6833	40%	8546	29%
	5 to 8	245	2%	1187	7%	1432	5%
	9 to 12	81	1%	341	2%	422	1%
	13 to 16	26	0%	155	1%	181	1%
	17 to 20	19	0%	106	1%	125	0%
	21 to 30	19	0%	44	0%	63	0%
	31 or more	18	0%	58	0%	76	0%
<b>Total</b>	<b>12262</b>	<b>100%</b>	<b>16966</b>	<b>100%</b>	<b>29228</b>	<b>100%</b>	
About how many hours do you spend in a typical 7-day week involved in other interactions with students outside the classroom	None	6350	52%	3817	22%	10167	35%
	1 to 4	5086	41%	10174	60%	15260	52%
	5 to 8	515	4%	2030	12%	2545	9%
	9 to 12	150	1%	529	3%	679	2%
	13 to 16	66	1%	178	1%	244	1%
	17 to 20	50	0%	105	1%	155	1%
	21 to 30	37	0%	74	0%	111	0%
	31 or more	44	0%	86	1%	130	0%
<b>Total</b>	<b>12298</b>	<b>100%</b>	<b>16993</b>	<b>100%</b>	<b>29291</b>	<b>100%</b>	

2009 CCFSSSE Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
About how many hours do you spend in a typical 7-day week conducting service activities	None	10273	84%	9624	57%	19897	69%
	1 to 4	1461	12%	5686	34%	7147	25%
	5 to 8	286	2%	1015	6%	1301	4%
	9 to 12	98	1%	257	2%	355	1%
	13 to 16	42	0%	105	1%	147	1%
	17 to 20	23	0%	59	0%	82	0%
	21 to 30	17	0%	33	0%	50	0%
31 or more	19	0%	45	0%	64	0%	
<b>Total</b>	<b>12219</b>	<b>100%</b>	<b>16824</b>	<b>100%</b>	<b>29043</b>	<b>100%</b>	
About how many hours do you spend in a typical 7-day week coordination and/or administrative activities	None	8799	72%	4737	28%	13536	46%
	1 to 4	2640	22%	6382	38%	9022	31%
	5 to 8	367	3%	2804	17%	3171	11%
	9 to 12	131	1%	1280	8%	1411	5%
	13 to 16	54	0%	569	3%	623	2%
	17 to 20	54	0%	432	3%	486	2%
	21 to 30	54	0%	332	2%	386	1%
31 or more	142	1%	354	2%	496	2%	
<b>Total</b>	<b>12241</b>	<b>100%</b>	<b>16890</b>	<b>100%</b>	<b>29131</b>	<b>100%</b>	
About how many hours do you spend in a typical 7-day week participating on college committees or task forces	None	9819	80%	1884	11%	11703	40%
	1 to 4	2005	16%	10881	64%	12886	44%
	5 to 8	274	2%	2883	17%	3157	11%
	9 to 12	86	1%	805	5%	891	3%
	13 to 16	37	0%	280	2%	317	1%
	17 to 20	21	0%	144	1%	165	1%
	21 to 30	13	0%	70	0%	83	0%
31 or more	13	0%	41	0%	54	0%	
<b>Total</b>	<b>12268</b>	<b>100%</b>	<b>16988</b>	<b>100%</b>	<b>29256</b>	<b>100%</b>	
About how many hours do you spend in a typical 7-day week mentoring other faculty	None	10556	86%	7389	44%	17945	62%
	1 to 4	1460	12%	7982	47%	9442	32%
	5 to 8	124	1%	1058	6%	1182	4%
	9 to 12	31	0%	260	2%	291	1%
	13 to 16	12	0%	102	1%	114	0%
	17 to 20	8	0%	53	0%	61	0%
	21 to 30	11	0%	31	0%	42	0%
31 or more	8	0%	34	0%	42	0%	
<b>Total</b>	<b>12210</b>	<b>100%</b>	<b>16909</b>	<b>100%</b>	<b>29119</b>	<b>100%</b>	
In your selected course section, on average, what percent of class time is spent on lecture	0%	253	2%	435	3%	688	2%
	1 to 9%	1457	12%	2244	13%	3701	13%
	10 to 19%	1717	14%	2498	15%	4215	14%
	20 to 29%	1608	13%	2303	14%	3911	13%
	30 to 39%	1461	12%	2030	12%	3491	12%
	40 to 49%	1742	14%	2335	14%	4077	14%
	50 to 74%	2799	23%	3684	22%	6483	22%
75 to 100%	1233	10%	1408	8%	2641	9%	
<b>Total</b>	<b>12270</b>	<b>100%</b>	<b>16937</b>	<b>100%</b>	<b>29207</b>	<b>100%</b>	

2009 CCFSSSE Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty	
	Count	Percent	Count	Percent	Count	Percent
In your selected course section, on average, what percent of class time is spent on teacher-led discussion	0	473	4%	724	4%	1197
	1 to 9%	2467	20%	3932	24%	6399
	10 to 19%	2912	24%	4237	25%	7149
	20 to 29%	2266	19%	3077	18%	5343
	30 to 39%	1323	11%	1748	10%	3071
	40 to 49%	1025	8%	1271	8%	2296
	50 to 74%	1149	9%	1281	8%	2430
	75 to 100%	496	4%	456	3%	952
	Total	12111	100%	16726	100%	28837
	In your selected course section, on average, what percent of class time is spent on teacher-student shared responsibility (seminar, discussion, etc.)	0%	2896	25%	4155	26%
1 to 9%		2842	24%	4466	27%	7308
10 to 19%		2178	18%	3111	19%	5289
20 to 29%		1521	13%	1938	12%	3459
30 to 39%		816	7%	1006	6%	1822
40 to 49%		608	5%	679	4%	1287
50 to 74%		663	6%	645	4%	1308
75 to 100%		258	2%	262	2%	520
Total		11782	100%	16262	100%	28044
In your selected course section, on average, what percent of class time is spent on student computer use		0	6539	54%	7741	46%
	1 to 9%	2418	20%	4214	25%	6632
	10 to 19%	962	8%	1654	10%	2616
	20 to 29%	547	5%	860	5%	1407
	30 to 39%	348	3%	532	3%	880
	40 to 49%	322	3%	450	3%	772
	50 to 74%	454	4%	655	4%	1109
	75 to 100%	514	4%	627	4%	1141
	Total	12104	100%	16733	100%	28837
	In your selected course section, on average, what percent of class time is spent on small group activities	0%	3002	25%	3217	19%
1 to 9%		3585	29%	5472	33%	9057
10 to 19%		2358	19%	3685	22%	6043
20 to 29%		1395	11%	1978	12%	3373
30 to 39%		747	6%	976	6%	1723
40 to 49%		474	4%	646	4%	1120
50 to 74%		434	4%	611	4%	1045
75 to 100%		168	1%	212	1%	380
Total		12163	100%	16797	100%	28960
In your selected course section, on average, what percent of class time is spent on student presentations		0	4823	40%	6679	40%
	1 to 9%	4047	33%	6153	37%	10200
	10 to 19%	1649	14%	2125	13%	3774
	20 to 29%	685	6%	812	5%	1497
	30 to 39%	347	3%	421	3%	768
	40 to 49%	203	2%	225	1%	428
	50 to 74%	242	2%	214	1%	456
	75 to 100%	97	1%	102	1%	199
	Total	12093	100%	16731	100%	28824

2009 CCFSSSE Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty	
	Count	Percent	Count	Percent	Count	Percent
In your selected course section, on average, what percent of class time is spent on in-class writing	0%	6109	51%	8306	50%	14415
	1 to 9%	3180	26%	5254	31%	8434
	10 to 19%	1334	11%	1712	10%	3046
	20 to 29%	636	5%	687	4%	1323
	30 to 39%	298	2%	324	2%	622
	40 to 49%	212	2%	169	1%	381
	50 to 74%	196	2%	164	1%	360
	75 to 100%	85	1%	84	1%	169
Total	12050	100%	16700	100%	28750	100%
In your selected course section, on average, what percent of class time is spent on testing and evaluation	0	705	6%	926	6%	1631
	1 to 9%	5072	42%	8015	48%	13087
	10 to 19%	3930	32%	5187	31%	9117
	20 to 29%	1340	11%	1562	9%	2902
	30 to 39%	502	4%	524	3%	1026
	40 to 49%	248	2%	244	1%	492
	50 to 74%	249	2%	214	1%	463
	75 to 100%	137	1%	136	1%	273
Total	12183	100%	16808	100%	28991	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%	10967	91%	15218	92%	26185
	1 to 9%	424	4%	597	4%	1021
	10 to 19%	169	1%	191	1%	360
	20 to 29%	88	1%	115	1%	203
	30 to 39%	84	1%	98	1%	182
	40 to 49%	40	0%	83	1%	123
	50 to 74%	91	1%	110	1%	201
	75 to 100%	137	1%	153	1%	290
Total	12000	100%	16565	100%	28565	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	8707	72%	10177	61%	18884
	1 to 9%	1173	10%	1879	11%	3052
	10 to 19%	581	5%	1096	7%	1677
	20 to 29%	463	4%	995	6%	1458
	30 to 39%	337	3%	701	4%	1038
	40 to 49%	323	3%	698	4%	1021
	50 to 74%	337	3%	823	5%	1160
	75 to 100%	136	1%	316	2%	452
Total	12057	100%	16685	100%	28742	100%
In your selected course section, on average, what percent of class time is spent on hands-on practice	0%	3667	30%	4166	25%	7833
	1 to 9%	2238	19%	3192	19%	5430
	10 to 19%	1635	14%	2597	16%	4232
	20 to 29%	1185	10%	1793	11%	2978
	30 to 39%	742	6%	1124	7%	1866
	40 to 49%	671	6%	1074	6%	1745
	50 to 74%	1008	8%	1555	9%	2563
	75 to 100%	925	8%	1203	7%	2128
Total	12071	100%	16704	100%	28775	100%

2009 CCFSSSE Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty	
	Count	Percent	Count	Percent	Count	Percent
During this term, does your institution consider you to be employed part-time or full-time	12737	100%	0	0%	12737	42%
Part-time faculty	0	0%	17444	100%	17444	58%
Full-time faculty	12737	100%	17444	100%	30181	100%
Total	12737	12%	312	2%	1839	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	2521	20%	432	3%	2953	10%
1 to 3 hours	1848	15%	479	3%	2327	8%
4 to 6 hours	1704	14%	1652	5%	2470	8%
7 to 9 hours	1063	9%	1652	10%	2715	9%
10 to 12 hours	1012	8%	1472	9%	2484	8%
13 to 15 hours	749	6%	975	6%	1724	6%
16 to 18 hours	598	5%	924	5%	1522	5%
19 to 21 hours	367	3%	681	4%	1048	4%
22 to 24 hours	332	3%	1781	10%	2113	7%
25 to 27 hours	604	5%	7538	44%	8142	28%
28 to 30 hours	12325	100%	17012	100%	29337	100%
More than 30 hours	11380	91%	14202	83%	25582	86%
Total	1099	9%	2983	17%	4082	14%
During the current academic year, is team teaching part of your teaching role at this college	11371	91%	15051	88%	26422	89%
Yes	1108	9%	2134	12%	3242	11%
No	12479	100%	17185	100%	29664	100%
Total	11612	93%	15105	88%	26717	90%
During the current academic year, are learning communities part of your teaching role at this college	867	7%	2080	12%	2947	10%
Yes	12010	96%	14333	83%	26343	89%
No	469	4%	2852	17%	3321	11%
Total	12479	100%	17185	100%	29664	100%
During the current academic year, are capstone courses part of your teaching role at this college	11427	92%	7256	42%	18683	63%
Yes	1052	8%	9929	58%	10981	37%
No	12479	100%	17185	100%	29664	100%
Total	11894	95%	13565	79%	25459	86%
During the current academic year, is clinical and other field supervision of student work part of your teaching role at this college	585	5%	3620	21%	4205	14%
Yes	12479	100%	17185	100%	29664	100%
No	11146	89%	10935	64%	22081	74%
Total	1333	11%	6250	36%	7583	26%
During the current academic year, are distance learning courses part of your teaching role at this college	12479	100%	17185	100%	29664	100%
Total	11969	96%	14602	85%	26571	90%
During the current academic year, is service learning (community service) incorporated into your course part of your teaching role at this college	510	4%	2883	15%	3093	10%
Yes	12479	100%	17185	100%	29664	100%
No	11528	92%	13767	80%	25295	85%
Total	951	8%	3418	20%	4369	15%
During the current academic year, are independent studies part of your teaching role at this college	12479	100%	17185	100%	29664	100%

2009 CCFSSSE Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty		
	Count	Percent	Count	Percent	Count	Percent	
Which of the following best describes your academic rank, title, or current position (Mark only one)	Other	1091	9%	518	3%	1609	6%
	Lecturer	676	6%	160	1%	836	3%
	Instructor	8798	72%	6468	38%	15266	52%
	Assistant Professor	429	4%	2604	15%	3033	10%
	Associate Professor	461	4%	2676	16%	3137	11%
	Professor	761	6%	4547	27%	5308	18%
	Total	12216	100%	16973	100%	29189	100%
What is your current tenure status (Mark only one)	No tenure system at this institution	3615	31%	5879	35%	9494	33%
	Not on tenure track, although this institution has a tenure system	7483	65%	1249	7%	8732	31%
	On tenure track but not tenured	145	1%	2598	15%	2743	10%
How many years of teaching experience do you have in any college/university, not including graduate teaching assistant positions	Total	302	3%	7097	42%	7399	26%
	40 years or more	151	1%	224	1%	375	1%
	30 to 39 years	509	4%	1531	9%	2040	7%
	20 to 29 years	1156	9%	3450	20%	4606	16%
	10 to 19 years	2579	21%	5668	33%	8247	28%
	5 to 9 years	3249	27%	3810	22%	7059	24%
	1 to 4 years	3393	28%	1945	11%	5338	18%
	First-year teacher	1207	10%	349	2%	1556	5%
	Total	12244	100%	16977	100%	29221	100%
	What is the highest degree you have earned	Other	208	2%	264	2%	472
Associate degree		388	3%	550	3%	938	3%
Bachelor's degree		1820	15%	1381	8%	3201	11%
Master's degree		8053	66%	11217	66%	19270	66%
Doctoral degree (e.g., Ph.D., Ed.D.)		1363	11%	3142	19%	4505	15%
First professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)		405	3%	413	2%	818	3%
What is your age group	Total	12237	100%	16967	100%	29204	100%
	22 to 24	65	1%	29	0%	94	0%
	25 to 29	724	6%	476	3%	1200	4%
	30 to 39	2123	17%	2889	17%	5012	17%
	40 to 49	2684	22%	4560	27%	7244	25%
	50 to 64	5356	44%	8177	48%	13533	47%
	65 or more	1257	10%	763	5%	2020	7%
What is your gender	Total	12209	100%	16894	100%	29103	100%
	Male	5377	44%	7578	45%	12955	45%
	Female	6792	56%	9248	55%	16040	55%
Total	12169	100%	16826	100%	28995	100%	

2009 CCFSSSE Faculty Only Frequency Distributions

	Part-Time Faculty		Full-Time Faculty		All Faculty			
	Count	Percent	Count	Percent	Count	Percent		
What is your citizenship status	11016	90%	15556	92%	26572	91%		
	857	7%	991	6%	1848	6%		
	271	2%	292	2%	563	2%		
	34	0%	41	0%	75	0%		
	12178	100%	16880	100%	29058	100%		
What is your racial or ethnic identification (Mark only one)	American Indian or Native American	104	1%	143	1%	247	1%	
	Asian, Asian American, or Pacific Islander	449	4%	526	3%	975	3%	
	Native Hawaiian	5	0%	10	0%	15	0%	
	Black or African American, Non-Hispanic	710	6%	874	5%	1584	6%	
	White, Non-Hispanic	9899	82%	13794	83%	23693	82%	
	Hispanic, Latino, or Spanish	554	5%	845	5%	1399	5%	
	Other	351	3%	526	3%	877	3%	
	Total	12072	100%	16718	100%	28790	100%	
	Where are you employed outside of this college: <b>Self-employed</b>	No	10327	83%	15438	90%	25765	87%
	Yes	2062	17%	1684	10%	3746	13%	
Total	12389	100%	17122	100%	29511	100%		
Where are you employed outside of this college: <b>Other college(s) in teaching position</b>	No	9807	79%	16002	93%	25809	87%	
	Yes	2582	21%	1120	7%	3702	13%	
Total	12389	100%	17122	100%	29511	100%		
Where are you employed outside of this college: <b>Other college(s) in non-teaching position</b>	No	12001	97%	17013	99%	29014	98%	
	Yes	388	3%	109	1%	497	2%	
Total	12389	100%	17122	100%	29511	100%		
Where are you employed outside of this college: <b>Full-time non-academic position</b>	No	10459	84%	16890	99%	27349	93%	
	Yes	1930	16%	232	1%	2162	7%	
Total	12389	100%	17122	100%	29511	100%		
Where are you employed outside of this college: <b>Part-time non-academic position</b>	No	11429	92%	16494	96%	27923	95%	
	Yes	960	8%	628	4%	1588	5%	
Total	12389	100%	17122	100%	29511	100%		
Where are you employed outside of this college: <b>Work related to my teaching field at this college</b>	No	10247	83%	15757	92%	26004	88%	
	Yes	2142	17%	1365	8%	3507	12%	
Total	12389	100%	17122	100%	29511	100%		
Where are you employed outside of this college: <b>Not employed elsewhere</b>	No	8797	71%	4826	28%	13623	46%	
	Yes	3592	29%	1296	7%	4888	16%	
Total	12389	100%	17122	100%	29511	100%		



# 2009 *CCFSSE* 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 *CCFSSE* 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 2009 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: CCFSSE 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	FIMPFADV	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	FSMGROUP	Small group activities
16f	FSTUPRES	Student presentations
16g	FCLASWRIT	In-class writing
16h	FTESTEVAL	Testing and evaluation
16i	FPERART	Performances in applied and fine arts (dance, drama, music)
16j	FEXPERI	Experiential (labs, field work, art exhibits, clinical placements, internships)
16k	FHANDS	Hands-on practice

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

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

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

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

**NOTE:** All items below have the following response values:

**0=No response**

**1=Response**

Item #	Variable Name	Item Description/Variable Label
19a	FTEAMTEC	Team teaching
19b	FLINKED	Linked courses
19c	FLEARNCOMM	Learning community
19d	FCAPSTONE	Capstone course (culminating a program or integrating a series of courses)
19e	FACAADV	Academic advising
19f	FCLINIC	Clinical or other field supervision of student work
19g	FDISTANC	Distance learning course
19h	FSERVIC	Service learning (community service) incorporated into course(s)
19i	FINDSTUDY	Independent study

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

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

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

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

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

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

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

Item #	Variable Name	Item Description/Variable Label	Response Value
27	FRERACE	What is your racial or ethnic identification? <i>(Mark only one)</i>	1=American Indian or other Native American 2=Asian, Asian American or Pacific Islander 3=Native Hawaiian 4=Black or African American, Non-Hispanic 5=White, Non-Hispanic 6=Hispanic, Latino, Spanish 7=Other

28) Where are you employed outside of this college?

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

**NOTE:** All items below have the following response values:

**0=No response**

**1=Response**

Item #	Variable Name	Item Description/Variable Label
28a	FSELFEM	Self-employed
28b	FOTCOLTP	Other college(s) in teaching position
28c	FOTCOLNT	Other college(s) in non-teaching position
28d	FFT NAP	Full-time non-academic position
28e	FPT NAP	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

**APPENDIX**





# 2009 CCSSE Cohort

Institution	City	State	Year of most recent CCSSE participation
Abraham Baldwin Agricultural College	Tifton	GA	2008
Adirondack Community College	Queensbury	NY	2009
Aiken Technical College	Graniteville	SC	2009
Aims Community College	Greeley	CO	2009
Alabama Southern Community College	Monroeville	AL	2009
Alexandria Technical College	Alexandria	MN	2009
Allegany College of Maryland	Cumberland	MD	2008
Alpena Community College	Alpena	MI	2008
Alvin Community College	Alvin	TX	2009
Amarillo College	Amarillo	TX	2009
American River College	Sacramento	CA	2009
Ancilla College	Donaldson	IN	2008
Angelina College	Lufkin	TX	2009
Anne Arundel Community College	Arnold	MD	2008
Anoka Technical College	Anoka	MN	2009
Anoka-Ramsey Community College	Coon Rapids	MN	2009
Antelope Valley College	Lancaster	CA	2008
Arkansas State University-Beebe	Beebe	AR	2009
Arkansas State University-Newport	Newport	AR	2009
Asheville-Buncombe Technical Community College	Asheville	NC	2007
Ashland Community and Technical College	Ashland	KY	2009
Asnuntuck Community College	Enfield	CT	2008
Atlanta Metropolitan College	Atlanta	GA	2008
Atlanta Technical College	Atlanta	GA	2009
Atlantic Cape Community College	Mays Landing	NJ	2009
Austin Community College	Austin	TX	2007
Bainbridge College	Bainbridge	GA	2008
Baltimore City Community College	Baltimore	MD	2008
Barton County Community College	Great Bend	KS	2008
Baton Rouge Community College	Baton Rouge	LA	2009
Bay de Noc Community College	Escanaba	MI	2008
Bellevue Community College	Bellevue	WA	2008
Belmont Technical College	St. Clairsville	OH	2009
Bergen Community College	Paramus	NJ	2008
Berkeley City College	Berkeley	CA	2008
Berkshire Community College	Pittsfield	MA	2009
Big Bend Community College	Moses Lake	WA	2009
Big Sandy Community and Technical College	Prestonsburg	KY	2009
Bismarck State College	Bismarck	ND	2009
Blinn College	Brenham	TX	2008
Blue Ridge Community and Technical College	Martinsburg	WV	2008
Blue Ridge Community College	Weyers Cave	VA	2008
Bluegrass Community and Technical College	Lexington	KY	2008



Institution	City	State	Year of most recent CCSSE participation
Borough of Manhattan Community College	New York	NY	2007
Bossier Parish Community College	Bossier City	LA	2009
Bowling Green Technical College	Bowling Green	KY	2009
Brazosport College	Lake Jackson	TX	2009
Brevard Community College	Cocoa	FL	2007
Bristol Community College	Fall River	MA	2009
Brookdale Community College	Lincroft	NJ	2007
Brookhaven College	Farmers Branch	TX	2008
Broome Community College	Binghamton	NY	2009
Broward College	Fort Lauderdale	FL	2007
Bucks County Community College	Newtown	PA	2008
Bunker Hill Community College	Boston	MA	2009
Burlington County College	Pemberton	NJ	2009
Butler Community College	El Dorado	KS	2009
Butler County Community College	Butler	PA	2009
Butte College	Oroville	CA	2008
Caldwell Community College and Technical Institute	Hudson	NC	2009
Calhoun Community College	Tanner	AL	2009
Cape Cod Community College	West Barnstable	MA	2009
Cape Fear Community College	Wilmington	NC	2008
Capital Community College	Hartford	CT	2008
Caritas Laboure College	Boston	MA	2009
Carolinas College of Health Sciences	Charlotte	NC	2009
Carroll Community College	Westminster	MD	2008
Carteret Community College	Morehead City	NC	2008
Casper College	Casper	WY	2009
Cayuga Community College	Auburn	NY	2009
Cecil College	North East	MD	2008
Central Arizona College	Coolidge	AZ	2008
Central Carolina Community College	Sanford	NC	2009
Central Community College	Grand Island	NE	2009
Central Florida Community College	Ocala	FL	2007
Central Lakes College	Brainerd	MN	2008
Central Maine Community College	Auburn	ME	2009
Central Oregon Community College	Bend	OR	2008
Central Virginia Community College	Lynchburg	VA	2008
Central Wyoming College	Riverton	WY	2009
Centralia College	Centralia	WA	2008
Century College	White Bear Lake	MN	2009
Chandler-Gilbert Community College	Chandler	AZ	2009
Chattanooga State Technical Community College	Chattanooga	TN	2009
Chemeketa Community College	Salem	OR	2008
Chesapeake College	Wye Mills	MD	2008
Chipola College	Marianna	FL	2009
Chippewa Valley Technical College	Eau Claire	WI	2008
Citrus College	Glendora	CA	2008
City College of San Francisco	San Francisco	CA	2007
Clackamas Community College	Oregon City	OR	2008
Clarendon College	Clarendon	TX	2008
Clark State Community College	Springfield	OH	2009
Cleveland Community College	Shelby	NC	2009
Cleveland State Community College	Cleveland	TN	2009
Clinton Community College	Davenport	IA	2009

Institution	City	State	Year of most recent CCSSE participation
Clinton Community College	Plattsburgh	NY	2009
Coastal Bend College	Beeville	TX	2008
Coastal Carolina Community College	Jacksonville	NC	2009
Cochise College	Sierra Vista	AZ	2008
College of Alameda	Alameda	CA	2009
College of Coastal Georgia	Brunswick	GA	2008
College of DuPage	Glen Ellyn	IL	2009
College of Lake County	Grayslake	IL	2007
College of Southern Idaho	Twin Falls	ID	2009
College of Southern Maryland	La Plata	MD	2008
College of the Desert	Palm Desert	CA	2008
College of the Mainland	Texas City	TX	2008
College of the Marshall Islands	Majuro	MH	2008
College of the Sequoias	Visalia	CA	2009
College of the Siskiyous	Weed	CA	2008
Colorado Mountain College	Glenwood Springs	CO	2007
Columbia Basin College	Pasco	WA	2008
Columbia Gorge Community College	The Dalles	OR	2008
Columbia State Community College	Columbia	TN	2009
Columbia-Greene Community College	Hudson	NY	2009
Community College of Allegheny County	Pittsburgh	PA	2009
Community College of Beaver County	Monaca	PA	2009
Community College of Denver	Denver	CO	2008
Community College of Philadelphia	Philadelphia	PA	2009
Community College of Vermont	Waterbury	VT	2008
Corning Community College	Corning	NY	2009
Crafton Hills College	Yucaipa	CA	2009
Crowder College	Neosho	MO	2008
Cumberland County College	Vineland	NJ	2007
Cuyahoga Community College	Cleveland	OH	2008
Dabney S. Lancaster Community College	Clifton Forge	VA	2008
Dakota County Technical College	Rosemount	MN	2008
Danville Area Community College	Danville	IL	2009
Danville Community College	Danville	VA	2008
Darton College	Albany	GA	2008
Daytona State College	Daytona Beach	FL	2009
De Anza College	Cupertino	CA	2009
DeKalb Technical College	Clarkston	GA	2009
Del Mar College	Corpus Christi	TX	2009
Delaware County Community College	Media	PA	2009
Delaware Technical and Community College- Owens Campus	Dover	DE	2007
Delaware Technical and Community College- Stanton-Wilmington	Dover	DE	2007
Delaware Technical and Community College- Terry Campus	Dover	DE	2007
Delgado Community College	New Orleans	LA	2007
Delta College	University Center	MI	2009
Diné College	Tsaile	AZ	2008
Doña Ana Community College	Las Cruces	NM	2009
Douglas College	New Westminster	BC	2007
Durham Technical Community College	Durham	NC	2008
Dutchess Community College-SUNY	Poughkeepsie	NY	2009

Institution	City	State	Year of most recent CCSSE participation
Dyersburg State Community College	Dyersburg	TN	2009
East Arkansas Community College	Forrest City	AR	2009
East Central Community College	Decatur	MS	2009
East Georgia College	Swainsboro	GA	2009
Eastern Maine Community College	Bangor	ME	2009
Eastern New Mexico University-Roswell	Roswell	NM	2008
Eastern Shore Community College	Melfa	VA	2008
Eastern West Virginia Community and Technical College	Moorefield	WV	2008
Eastern Wyoming College	Torrington	WY	2009
Eastfield College	Mesquite	TX	2007
Edison State College	Fort Myers	FL	2007
Edison State Community College	Piqua	OH	2009
Edmonds Community College	Lynnwood	WA	2009
El Camino College	Torrance	CA	2008
El Camino College Compton Center	Torrance	CA	2008
El Centro College	Dallas	TX	2009
El Paso Community College	El Paso	TX	2009
Elgin Community College	Elgin	IL	2009
Elizabethtown Community and Technical College	Elizabethtown	KY	2009
Ellsworth Community College	Marshalltown	IA	2009
Erie Community College	Buffalo	NY	2009
Estrella Mountain Community College	Avondale	AZ	2009
Fayetteville Technical Community College	Fayetteville	NC	2009
Finger Lakes Community College	Canandaigua	NY	2009
Florida Community College at Jacksonville	Jacksonville	FL	2009
Florida Keys Community College	Key West	FL	2007
Fond du Lac Tribal and Community College	Cloquet	MN	2009
Forsyth Technical Community College	Winston-Salem	NC	2009
Frank Phillips College	Borger	TX	2009
Frederick Community College	Frederick	MD	2008
Fullerton Community College	Fullerton	CA	2009
Fulton-Montgomery Community College	Johnstown	NY	2009
Gadsden State Community College	Gadsden	AL	2008
Gainesville State College	Oakwood	GA	2008
Galveston College	Galveston	TX	2008
Garrett College	McHenry	MD	2008
Gaston College	Dallas	NC	2009
Gateway Community and Technical College	Covington	KY	2009
GateWay Community College	Phoenix	AZ	2008
Gateway Community College	New Haven	CT	2008
Genesee Community College	Batavia	NY	2009
George C Wallace State Community College	Hanceville	AL	2009
Georgia Highlands College	Rome	GA	2008
Georgia Military College	Milledgeville	GA	2009
Georgia Perimeter College	Decatur	GA	2008
Germanna Community College	Locust Grove	VA	2008
Glendale Community College	Glendale	CA	2009
Gloucester County College	Sewell	NJ	2007
Goodwin College	East Hartford	CT	2009
Gordon College	Barnesville	GA	2008
Grand Rapids Community College	NE Grand Rapids	MI	2009
Grays Harbor College	Aberdeen	WA	2008
Grayson County College	Denison	TX	2008

Institution	City	State	Year of most recent CCSSE participation
Great Bay Community College	Stratham	NH	2008
Green River Community College	Auburn	WA	2008
Greenfield Community College	Greenfield	MA	2007
Greenville Technical College	Greenville	SC	2007
Guilford Technical Community College	Jamestown	NC	2009
Gulf Coast Community College	Panama City	FL	2009
Hagerstown Community College	Hagerstown	MD	2008
Halifax Community College	Weldon	NC	2009
Harford Community College	Bel Air	MD	2008
Harold Washington College	Chicago	IL	2009
Harper College	Palatine	IL	2009
Hawaii Community College	Hilo	HI	2008
Haywood Community College	Clyde	NC	2009
Hazard Community and Technical College	Hazard	KY	2008
Heartland Community College	Normal	IL	2007
Henderson Community College	Henderson	KY	2008
Hennepin Technical College	Brooklyn Park	MN	2008
Henry Ford Community College	Dearborn	MI	2008
Herkimer County Community College	Herkimer	NY	2009
Hesston College	Hesston	KS	2009
Hibbing Community College	Hibbing	MN	2009
Highline Community College	Des Moines	WA	2008
Hillsborough Community College	Tampa	FL	2007
Holyoke Community College	Holyoke	MA	2007
Honolulu Community College	Honolulu	HI	2008
Hopkinsville Community College	Hopkinsville	KY	2009
Horry-Georgetown Technical College	Conway	SC	2009
Housatonic Community College	Bridgeport	CT	2008
Houston Community College	Houston	TX	2009
Howard College	Big Spring	TX	2008
Howard Community College	Columbia	MD	2008
Hudson Valley Community College	Troy	NY	2009
Humber ITAL	Toronto	ON	2009
Hutchinson Community College	Hutchinson	KS	2009
Illinois Central College	East Peoria	IL	2008
Illinois Valley Community College	Oglesby	IL	2009
Indian River State College	Fort Pierce	FL	2007
Inver Hills Community College	Inver Grove-Heights	MN	2009
Iowa Central Community College	Fort Dodge	IA	2009
Iowa Western Community College	Council Bluffs	IA	2009
Isothermal Community College	Spindale	NC	2007
Itasca Community College	Grand Rapids	MN	2009
Itawamba Community College	Fulton	MS	2008
Ivy Tech Community College-Anderson	Muncie	IN	2008
Ivy Tech Community College-Bloomington	Bloomington	IN	2008
Ivy Tech Community College-Central Indiana	Indianapolis	IN	2008
Ivy Tech Community College-Columbus	Columbus	IN	2008
Ivy Tech Community College-East Chicago	Gary	IN	2008
Ivy Tech Community College-Elkhart	South Bend	IN	2008
Ivy Tech Community College-Evansville	Evansville	IN	2008
Ivy Tech Community College-Fort Wayne	Fort Wayne	IN	2008
Ivy Tech Community College-Gary	Gary	IN	2008

Institution	City	State	Year of most recent CCSSE participation
Ivy Tech Community College-Kokomo	Kokomo	IN	2008
Ivy Tech Community College-Lafayette	Lafayette	IN	2008
Ivy Tech Community College-Lawrenceburg	Lawrenceburg	IN	2008
Ivy Tech Community College-Logansport	Kokomo	IN	2008
Ivy Tech Community College-Madison	Lawrenceburg	IN	2008
Ivy Tech Community College-Marion	Muncie	IN	2008
Ivy Tech Community College-Michigan City	Gary	IN	2008
Ivy Tech Community College-Muncie	Muncie	IN	2008
Ivy Tech Community College-Sellersburg	Sellersburg	IN	2008
Ivy Tech Community College-South Bend	South Bend	IN	2008
Ivy Tech Community College-Terre Haute	Terre Haute	IN	2008
Ivy Tech Community College-Valparaiso	Gary	IN	2008
Ivy Tech Community College-Warsaw	South Bend	IN	2008
Ivy Tech Community College-Whitewater	Richmond	IN	2008
J. Sargeant Reynolds Community College	Richmond	VA	2008
Jackson Community College	Jackson	MI	2009
Jackson State Community College	Jackson	TN	2009
James A. Rhodes State College	Lima	OH	2007
James Sprunt Community College	Kenansville	NC	2009
Jamestown Community College	Jamestown	NY	2009
Jefferson Community and Technical College	Louisville	KY	2009
Jefferson Community College	Watertown	NY	2009
Jefferson Community College	Steubenville	OH	2009
John Tyler Community College	Midlothian	VA	2008
John Wood Community College	Quincy	IL	2009
Johnson County Community College	Overland Park	KS	2009
Joliet Junior College	Joliet	IL	2009
Kankakee Community College	Kankakee	IL	2009
Kansas City Kansas Community College	Kansas City	KS	2007
Kapiolani Community College	Honolulu	HI	2008
Kauai Community College	Lihue	HI	2008
Kenai Peninsula College-UAA	Soldotna	AK	2007
Kennebec Valley Community College	Fairfield	ME	2009
Kilgore College	Kilgore	TX	2008
Kingsborough Community College	Brooklyn	NY	2009
Kirkwood Community College	Cedar Rapids	IA	2009
Kirtland Community College	Roscommon	MI	2007
Klamath Community College	Klamath Falls	OR	2008
Kodiak College, University of Alaska Anchorage	Kodiak	AK	2007
Kuskokwim Campus, University of Alaska Fairbanks	Bethel	AK	2007
L. E. Fletcher Technical Community College	Houma	LA	2009
LaGuardia Community College	Long Island City	NY	2007
Lake City Community College	Lake City	FL	2007
Lake Michigan College	Benton Harbor	MI	2009
Lake Region State College	Devils Lake	ND	2009
Lake Superior College	Duluth	MN	2009
Lake-Sumter Community College	Leesburg	FL	2007
Lakeland Community College	Kirtland	OH	2008
Lakes Region Community College	Laconia	NH	2008
Lamar Institute of Technology	Beaumont	TX	2008
Lamar State College-Orange	Orange	TX	2008
Lane Community College	Eugene	OR	2008
Laney College	Oakland	CA	2008

Institution	City	State	Year of most recent CCSSE participation
Lansing Community College	Lansing	MI	2009
Laramie County Community College	Cheyenne	WY	2009
Lawson State Community College	Birmingham	AL	2009
Lee College	Baytown	TX	2007
Leech Lake Tribal College	Cass Lake	MN	2007
Leeward Community College	Pearl City	HI	2008
Lehigh Carbon Community College	Schnecksville	PA	2008
Lincoln Land Community College	Springfield	IL	2009
Linn-Benton Community College	Albany	OR	2008
Lone Star College-CyFair	Cypress	TX	2009
Lone Star College-Kingwood	Kingwood	TX	2009
Lone Star College-Montgomery	Conroe	TX	2009
Lone Star College-North Harris	Houston	TX	2009
Lone Star College-Tomball	Tomball	TX	2009
Lorain County Community College	Elyria	OH	2009
Lord Fairfax Community College	Middletown	VA	2008
Louisburg College	Louisburg	NC	2008
Louisiana Delta Community College	Monroe	LA	2009
Louisiana Technical College-Region 2	Baton Rouge	LA	2008
Louisiana Technical College-Region 3	Morgan City	LA	2007
Louisiana Technical College-Region 4	Lafayette	LA	2007
Louisiana Technical College-Region 6	Alexandria	LA	2007
Louisiana Technical College-Region 7	Minden	LA	2007
Louisiana Technical College-Region 8	West Monroe	LA	2007
Louisiana Technical College-Region 9	Bogalusa	LA	2008
Lower Columbia College	Longview	WA	2007
Macomb Community College	Grosse Pointe	MI	2007
Madison Area Technical College	Madison	WI	2009
Madisonville Community College	Madisonville	KY	2009
Manatee Community College	Bradenton	FL	2007
Manchester Community College	Manchester	CT	2008
Manchester Community College	Manchester	NH	2008
Marion Technical College	Marion	OH	2009
Marshall Community and Technical College	Huntington	WV	2008
Marshalltown Community College	Marshalltown	IA	2009
Martin Community College	Williamston	NC	2008
Massachusetts Bay Community College	Wellesley Hills	MA	2007
Massasoit Community College	Brockton	MA	2009
Maui Community College	Kahului	HI	2008
Mayland Community College	Spruce Pine	NC	2009
Maysville Community & Technical College	Maysville	KY	2009
McHenry County College	Crystal Lake	IL	2007
McLennan Community College	Waco	TX	2009
Merced College	Merced	CA	2009
Mercer County Community College	West Windsor	NJ	2008
Mercy College of Health Sciences	Des Moines	IA	2008
Mesa Community College	Mesa	AZ	2008
Mesa State College	Grand Junction	CO	2008
Mesabi Range Community and Technical College	Virginia	MN	2009
Metropolitan Community College	Omaha	NE	2009
Metropolitan Community College-Kansas City	Kansas City	MO	2009
Miami Dade College	Miami	FL	2007
Mid Michigan Community College	Harrison	MI	2007

Institution	City	State	Year of most recent CCSSE participation
Mid-South Community College	West Memphis	AR	2008
Middle Georgia College	Cochran	GA	2008
Middlesex Community College	Lowell	MA	2007
Middlesex Community College	Middletown	CT	2008
Midland College	Midland	TX	2009
Midlands Technical College	Columbia	SC	2009
Miles Community College	Miles City	MT	2008
Minneapolis Community and Technical College	Minneapolis	MN	2009
Minnesota West-Canby	Worthington	MN	2009
Minnesota West-Granite Falls	Worthington	MN	2009
Minnesota West-Jackson	Worthington	MN	2009
Minnesota West-Pipestone	Worthington	MN	2009
Minnesota West-Worthington	Worthington	MN	2009
Minot State University-Bottineau	Bottineau	ND	2009
MiraCosta College	Oceanside	CA	2009
Missouri State University-West Plains	West Plains	MO	2009
MN State College-Southeast Technical	Winona	MN	2008
Modesto Junior College	Modesto	CA	2009
Mohawk Valley Community College	Utica	NY	2009
Monroe Community College	Rochester	NY	2009
Montana State University Billings- College of Technology	Billings	MT	2009
Montana State University- Great Falls College of Technology	Great Falls	MT	2008
Montgomery College	Rockville	MD	2008
Montgomery County Community College	Blue Bell	PA	2009
Moorpark College	Camarillo	CA	2008
Moraine Valley Community College	Palos Hills	IL	2008
Morgan Community College	Fort Morgan	CO	2009
Morton College	Cicero	IL	2009
Motlow State Community College	Tullahoma	TN	2009
Mott Community College	Flint	MI	2009
Mount Wachusett Community College	Gardner	MA	2007
Mountain Empire Community College	Big Stone Gap	VA	2008
Mountain View College	Dallas	TX	2008
MSCTC-Detroit Lakes Campus	Fergus Falls	MN	2009
MSCTC-Fergus Falls Campus	Fergus Falls	MN	2009
MSCTC-Wadena Campus	Fergus Falls	MN	2009
Mt. San Antonio College	Walnut	CA	2009
Muscatine Community College	Davenport	IA	2009
Nash Community College	Rocky Mount	NC	2008
Nashua Community College	Nashua	NH	2008
Nashville State Community College	Nashville	TN	2009
Nassau Community College	Garden City	NY	2009
National Park Community College	Hot Springs	AR	2008
Naugatuck Valley Community College	Waterbury	CT	2008
Neosho County Community College	Chanute	KS	2009
New Mexico Junior College	Hobbs	NM	2007
New Mexico State University-Grants	Grants	NM	2008
New Mexico State University at Alamogordo	Alamogordo	NM	2009
New River Community and Technical College	Beckley	WV	2008
New River Community College	Dublin	VA	2008
NHTI-Concord's Community College	Concord	NH	2008

Institution	City	State	Year of most recent CCSSE participation
Niagara County Community College	Sanborn	NY	2009
Normandale Community College	Bloomington	MN	2008
North Arkansas College	Harrison	AR	2009
North Central Michigan College	Petoskey	MI	2009
North Central Missouri College	Trenton	MO	2009
North Central State College	Mansfield	OH	2008
North Central Texas College	Gainesville	TX	2009
North Country Community College	Saranac Lake	NY	2009
North Dakota State College of Science	Wahpeton	ND	2009
North Florida Community College	Madison	FL	2007
North Hennepin Community College	Brooklyn Park	MN	2009
North Iowa Area Community College	Mason City	IA	2009
North Lake College	Irving	TX	2008
North Seattle Community College	Seattle	WA	2008
North Shore Community College	Danvers	MA	2007
Northampton Community College	Bethlehem	PA	2009
Northeast Community College	Norfolk	NE	2009
Northeast Iowa Community College	Calmar	IA	2008
Northeast Lakeview College	Universal City	TX	2009
Northeast Mississippi Community College	Booneville	MS	2009
Northeast State Technical Community College	Blountville	TN	2009
Northeast Texas Community College	Mt Pleasant	TX	2007
Northern Essex Community College	Haverhill	MA	2009
Northern Maine Community College	Presque Isle	ME	2009
Northern Oklahoma College	Tonkawa	OK	2009
Northern Virginia Community College	Annandale	VA	2008
Northern Wyoming Community College District	Sheridan	WY	2009
Northland Community and Technical College	Thief River Falls	MN	2008
NorthWest Arkansas Community College	Bentonville	AR	2009
Northwest College	Powell	WY	2009
Northwest Florida State College	Niceville	FL	2007
Northwest Iowa Community College	Sheldon	IA	2009
Northwest Technical College	Bemidji	MN	2008
Northwest Vista College	San Antonio	TX	2009
Northwestern Connecticut Community College	Winsted	CT	2008
Norwalk Community College	Norwalk	CT	2008
Nova Scotia Community College	Halifax	NS	2008
Nunez Community College	Chalmette	LA	2007
Oakland Community College	Bloomfield Hills	MI	2009
Oakton Community College	Des Plaines	IL	2009
Ocean County College	Toms River	NJ	2008
Odessa College	Odessa	TX	2008
Oklahoma City Community College	Oklahoma City	OK	2009
Olive-Harvey College	Chicago	IL	2009
Olympic College	Bremerton	WA	2009
Onondaga Community College	Syracuse	NY	2009
Orange County Community College	Middletown	NY	2009
Oregon Coast Community College	Newport	OR	2008
Ouachita Technical College	Malvern	AR	2009
Owens Community College	Toledo	OH	2009
Owensboro Community and Technical College	Owensboro	KY	2009
Oxnard College	Oxnard	CA	2008
Ozarka College	Melbourne	AR	2008



Institution	City	State	Year of most recent CCSSE participation
Ozarks Technical Community College	Springfield	MO	2009
Palm Beach Community College	Lake Worth	FL	2007
Palo Alto College	San Antonio	TX	2009
Palomar College	San Marcos	CA	2007
Panola College	Carthage	TX	2009
Paradise Valley Community College	Phoenix	AZ	2007
Paris Junior College	Paris	TX	2008
Parkland College	Champaign	IL	2007
Pasadena City College	Pasadena	CA	2009
Pasco-Hernando Community College	New Port Richey	FL	2009
Passaic County Community College	Paterson	NJ	2009
Patrick Henry Community College	Martinsville	VA	2008
Paul D. Camp Community College	Franklin	VA	2008
Pellissippi State Technical Community College	Knoxville	TN	2009
Pensacola Junior College	Pensacola	FL	2007
Phillips Community College of the University of Arkansas	Helena- West Helena	AR	2008
Phoenix College	Phoenix	AZ	2008
Piedmont Virginia Community College	Charlottesville	VA	2009
Pierpont Community and Technical College	Fairmont	WV	2008
Pine Technical College	Pine City	MN	2008
Pitt Community College	Winterville	NC	2009
Polk Community College	Winter Haven	FL	2007
Portland Community College	Portland	OR	2008
Prairie State College	Chicago Heights	IL	2008
Pratt Community College	Pratt	KS	2008
Prince George's Community College	Largo	MD	2008
Prince William Sound Community College	Valdez	AK	2007
Pueblo Community College	Pueblo	CO	2009
Pulaski Technical College	North Little Rock	AR	2008
Queensborough Community College	Bayside	NY	2007
Quinebaug Valley Community College	Danielson	CT	2008
Quinsigamond Community College	Worcester	MA	2007
Rainy River Community College	International Falls	MN	2009
Ranger College	Ranger	TX	2008
Rappahannock Community College	Glenns	VA	2008
Raritan Valley Community College	Somerville	NJ	2008
Reading Area Community College	Reading	PA	2008
Redlands Community College	El Reno	OK	2009
Rend Lake College	Ina	IL	2009
Rich Mountain Community College	Mena	AR	2009
Richard J. Daley College	Chicago	IL	2007
Richland College	Dallas	TX	2008
Ridgewater College	Willmar	MN	2008
River Parishes Community College	Sorrento	LA	2009
River Valley Community College	Claremont	NH	2008
Riverland Community College	Austin	MN	2009
Roane State Community College	Harriman	TN	2009
Rochester Community and Technical College	Rochester	MN	2009
Rogue Community College	Grants Pass	OR	2008
Rowan-Cabarrus Community College	Salisbury	NC	2009
Roxbury Community College	Roxbury	MA	2009
Sacramento City College	Sacramento	CA	2008

Institution	City	State	Year of most recent CCSSE participation
Saint Paul College	Saint Paul	MN	2009
Salem Community College	Carneys Point	NJ	2008
Salish Kootenai College	Pablo	MT	2007
Salt Lake Community College	Salt Lake City	UT	2008
San Antonio College	San Antonio	TX	2009
San Diego Mesa College	San Diego	CA	2007
San Jacinto College-Central Campus	Pasadena	TX	2009
San Jacinto College-North Campus	Pasadena	TX	2009
San Jacinto College-South Campus	Pasadena	TX	2009
San Jose City College	San Jose	CA	2008
Santa Ana College	Santa Ana	CA	2009
Santa Fe College	Gainesville	FL	2007
Santa Fe Community College	Santa Fe	NM	2007
Schenectady County Community College	Schenectady	NY	2009
Schoolcraft College	Livonia	MI	2007
Scott Community College	Davenport	IA	2009
Scottsdale Community College	Scottsdale	AZ	2008
Seminole Community College	Sanford	FL	2007
Seward County Community College			
Area Technical School	Liberal	KS	2009
Shelton State Community College	Tuscaloosa	AL	2007
Sinclair Community College	Dayton	OH	2007
Skagit Valley College	Mount Vernon	WA	2007
Skyline College	San Bruno	CA	2008
Somerset Community College	Somerset	KY	2008
South Central College	North Mankato	MN	2008
South Florida Community College	Avon Park	FL	2007
South Georgia College	Douglas	GA	2009
South Louisiana Community College	Lafayette	LA	2007
South Mountain Community College	Phoenix	AZ	2007
South Puget Sound Community College	Olympia	WA	2008
South Seattle Community College	Seattle	WA	2007
South Suburban College	South Holland	IL	2008
South Texas College	McAllen	TX	2009
Southeast Kentucky Community and Technical College	Cumberland	KY	2008
Southeastern Community College	West Burlington	IA	2009
Southeastern Community College	Whiteville	NC	2007
Southeastern Technical College	Vidalia	GA	2008
Southern Maine Community College	South Portland	ME	2009
Southern State Community College	Hillsboro	OH	2009
Southern West Virginia Community and Technical College	Mt. Gay	WV	2008
Southside Virginia Community College	Alberta	VA	2008
Southwest Georgia Technical College	Thomasville	GA	2009
Southwest Tennessee Community College	Memphis	TN	2009
Southwest Texas Junior College	Uvalde	TX	2008
Southwest Virginia Community College	Richlands	VA	2008
Southwestern Community College	Sylva	NC	2008
Southwestern Indian Polytechnic Institute	Albuquerque	NM	2009
Southwestern Oregon Community College	Coos Bay	OR	2008
SOWELA Technical Community College	Lake Charles	LA	2007
Spartanburg Community College	Spartanburg	SC	2008
Spoon River College	Canton	IL	2007

<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCSSE participation</b>
West Kentucky Community and Technical College	Paducah	KY	2008
West Virginia Northern Community College	Wheeling	WV	2008
West Virginia State Community and Technical College	Institute	WV	2008
West Virginia University at Parkersburg	Parkersburg	WV	2008
Western Nebraska Community College	Scottsbluff	NE	2007
Western Nevada College	Carson City	NV	2008
Western Texas College	Snyder	TX	2006
Western Wyoming Community College	Rock Springs	WY	2007
Westmoreland County Community College	Youngwood	PA	2007
Wharton County Junior College	Wharton	TX	2007
White Mountains Community College	Berlin	NH	2008
Wilbur Wright College	Chicago	IL	2007
Wilkes Community College	Wilkesboro	NC	2008
Williston State College	Williston	ND	2007
Windward Community College	Kaneohe	HI	2008
Wor-Wic Community College	Salisbury	MD	2008
Wytheville Community College	Wytheville	VA	2008
York Technical College	Rock Hill	SC	2008



# 2009 CCSSE Cohort Comparison Groups

## Comparison Groups—Small Colleges

Institution	City	State	Year of most recent CCSSE participation
Abraham Baldwin Agricultural College	Tifton	GA	2008
Adirondack Community College	Queensbury	NY	2009
Aiken Technical College	Graniteville	SC	2009
Alabama Southern Community College	Monroeville	AL	2009
Alexandria Technical College	Alexandria	MN	2009
Allegheny College of Maryland	Cumberland	MD	2008
Alpena Community College	Alpena	MI	2008
Alvin Community College	Alvin	TX	2009
Ancilla College	Donaldson	IN	2008
Anoka Technical College	Anoka	MN	2009
Arkansas State University-Beebe	Beebe	AR	2009
Arkansas State University-Newport	Newport	AR	2009
Asnuntuck Community College	Enfield	CT	2008
Atlanta Metropolitan College	Atlanta	GA	2008
Atlanta Technical College	Atlanta	GA	2009
Bainbridge College	Bainbridge	GA	2008
Barton County Community College	Great Bend	KS	2008
Bay de Noc Community College	Escanaba	MI	2008
Belmont Technical College	St. Clairsville	OH	2009
Berkshire Community College	Pittsfield	MA	2009
Big Bend Community College	Moses Lake	WA	2009
Bismarck State College	Bismarck	ND	2009
Blue Ridge Community and Technical College	Martinsburg	WV	2008
Blue Ridge Community College	Weyers Cave	VA	2008
Brazosport College	Lake Jackson	TX	2009
Butler County Community College	Butler	PA	2009
Caldwell Community College and Technical Institute	Hudson	NC	2009
Cape Cod Community College	West Barnstable	MA	2009
Capital Community College	Hartford	CT	2008
Caritas Laboure College	Boston	MA	2009
Carolinas College of Health Sciences	Charlotte	NC	2009
Carroll Community College	Westminster	MD	2008
Carteret Community College	Morehead City	NC	2008
Casper College	Casper	WY	2009
Cayuga Community College	Auburn	NY	2009
Cecil College	North East	MD	2008
Central Lakes College	Brainerd	MN	2008
Central Maine Community College	Auburn	ME	2009
Central Oregon Community College	Bend	OR	2008
Central Wyoming College	Riverton	WY	2009
Centralia College	Centralia	WA	2008
Chesapeake College	Wye Mills	MD	2008
Chipola College	Marianna	FL	2009

## Comparison Groups—Small Colleges (continued)

Institution	City	State	Year of most recent CCSSE participation
Clarendon College	Clarendon	TX	2008
Clark State Community College	Springfield	OH	2009
Cleveland Community College	Shelby	NC	2009
Cleveland State Community College	Cleveland	TN	2009
Clinton Community College	Davenport	IA	2009
Clinton Community College	Plattsburgh	NY	2009
Coastal Bend College	Beeville	TX	2008
Coastal Carolina Community College	Jacksonville	NC	2009
College of Coastal Georgia	Brunswick	GA	2008
College of the Mainland	Texas City	TX	2008
College of the Marshall Islands	Majuro	MH	2008
College of the Siskiyous	Weed	CA	2008
Columbia Gorge Community College	The Dalles	OR	2008
Columbia-Greene Community College	Hudson	NY	2009
Community College of Beaver County	Monaca	PA	2009
Crowder College	Neosho	MO	2008
Cumberland County College	Vineland	NJ	2007
Dabney S. Lancaster Community College	Clifton Forge	VA	2008
Dakota County Technical College	Rosemount	MN	2008
Danville Area Community College	Danville	IL	2009
Danville Community College	Danville	VA	2008
DeKalb Technical College	Clarkston	GA	2009
Delaware Technical & Community College- Owens Campus	Dover	DE	2007
Delaware Technical & Community College- Terry Campus	Dover	DE	2007
Diné College	Tsaile	AZ	2008
Dyersburg State Community College	Dyersburg	TN	2009
East Arkansas Community College	Forrest City	AR	2009
East Central Community College	Decatur	MS	2009
East Georgia College	Swainsboro	GA	2009
Eastern Maine Community College	Bangor	ME	2009
Eastern New Mexico University-Roswell	Roswell	NM	2008
Eastern Shore Community College	Melfa	VA	2008
Eastern West Virginia Community and Technical College	Moorefield	WV	2008
Eastern Wyoming College	Torrington	WY	2009
Edison State Community College	Piqua	OH	2009
El Camino College Compton Center	Torrance	CA	2008
Ellsworth Community College	Marshalltown	IA	2009
Florida Keys Community College	Key West	FL	2007
Fond du Lac Tribal and Community College	Cloquet	MN	2009
Frank Phillips College	Borger	TX	2009
Fulton-Montgomery Community College	Johnstown	NY	2009
Galveston College	Galveston	TX	2008
Garrett College	McHenry	MD	2008
Gateway Community and Technical College	Covington	KY	2009
Georgia Highlands College	Rome	GA	2008
Goodwin College	East Hartford	CT	2009
Gordon College	Barnesville	GA	2008
Grays Harbor College	Aberdeen	WA	2008
Grayson County College	Denison	TX	2008
Great Bay Community College	Stratham	NH	2008
Greenfield Community College	Greenfield	MA	2007

## Comparison Groups—Small Colleges (continued)

Institution	City	State	Year of most recent CCSSE participation
Hagerstown Community College	Hagerstown	MD	2008
Halifax Community College	Weldon	NC	2009
Hawaii Community College	Hilo	HI	2008
Haywood Community College	Clyde	NC	2009
Hazard Community and Technical College	Hazard	KY	2008
Henderson Community College	Henderson	KY	2008
Herkimer County Community College	Herkimer	NY	2009
Hesston College	Hesston	KS	2009
Hibbing Community College	Hibbing	MN	2009
Honolulu Community College	Honolulu	HI	2008
Hopkinsville Community College	Hopkinsville	KY	2009
Housatonic Community College	Bridgeport	CT	2008
Howard College	Big Spring	TX	2008
Illinois Valley Community College	Oglesby	IL	2009
Isothermal Community College	Spindale	NC	2007
Itasca Community College	Grand Rapids	MN	2009
Ivy Tech Community College-Anderson	Muncie	IN	2008
Ivy Tech Community College-Bloomington	Bloomington	IN	2008
Ivy Tech Community College-Columbus	Columbus	IN	2008
Ivy Tech Community College-East Chicago	Gary	IN	2008
Ivy Tech Community College-Elkhart	South Bend	IN	2008
Ivy Tech Community College-Gary	Gary	IN	2008
Ivy Tech Community College-Kokomo	Kokomo	IN	2008
Ivy Tech Community College-Lawrenceburg	Lawrenceburg	IN	2008
Ivy Tech Community College-Logansport	Kokomo	IN	2008
Ivy Tech Community College-Madison	Lawrenceburg	IN	2008
Ivy Tech Community College-Marion	Muncie	IN	2008
Ivy Tech Community College-Michigan City	Gary	IN	2008
Ivy Tech Community College-Muncie	Muncie	IN	2008
Ivy Tech Community College-Sellersburg	Sellersburg	IN	2008
Ivy Tech Community College-South Bend	South Bend	IN	2008
Ivy Tech Community College-Valparaiso	Gary	IN	2008
Ivy Tech Community College-Warsaw	South Bend	IN	2008
Ivy Tech Community College-Whitewater	Richmond	IN	2008
Jackson State Community College	Jackson	TN	2009
James A. Rhodes State College	Lima	OH	2007
James Sprunt Community College	Kenansville	NC	2009
Jamestown Community College	Jamestown	NY	2009
Jefferson Community College	Watertown	NY	2009
Jefferson Community College	Steubenville	OH	2009
John Wood Community College	Quincy	IL	2009
Kankakee Community College	Kankakee	IL	2009
Kauai Community College	Lihue	HI	2008
Kenai Peninsula College-UAA	Soldotna	AK	2007
Kennebec Valley Community College	Fairfield	ME	2009
Kirtland Community College	Roscommon	MI	2007
Klamath Community College	Klamath Falls	OR	2008
Kodiak College, University of Alaska Anchorage	Kodiak	AK	2007
Kuskokwim Campus, University of Alaska Fairbanks	Bethel	AK	2007
L. E. Fletcher Technical Community College	Houma	LA	2009
Lake City Community College	Lake City	FL	2007
Lake Michigan College	Benton Harbor	MI	2009
Lake Region State College	Devils Lake	ND	2009

## Comparison Groups—Small Colleges (continued)

Institution	City	State	Year of most recent CCSSE participation
Lakes Region Community College	Laconia	NH	2008
Lake-Sumter Community College	Leesburg	FL	2007
Lamar Institute of Technology	Beaumont	TX	2008
Lamar State College-Orange	Orange	TX	2008
Lawson State Community College	Birmingham	AL	2009
Leech Lake Tribal College	Cass Lake	MN	2007
Louisburg College	Louisburg	NC	2008
Louisiana Delta Community College	Monroe	LA	2009
Louisiana Technical College-Region 2	Baton Rouge	LA	2008
Louisiana Technical College-Region 3	Morgan City	LA	2007
Louisiana Technical College-Region 4	Lafayette	LA	2007
Louisiana Technical College-Region 6	Alexandria	LA	2007
Louisiana Technical College-Region 7	Minden	LA	2007
Louisiana Technical College-Region 8	West Monroe	LA	2007
Louisiana Technical College-Region 9	Bogalusa	LA	2008
Lower Columbia College	Longview	WA	2007
Madisonville Community College	Madisonville	KY	2009
Manchester Community College	Manchester	NH	2008
Marion Technical College	Marion	OH	2009
Marshall Community and Technical College	Huntington	WV	2008
Marshalltown Community College	Marshalltown	IA	2009
Martin Community College	Williamston	NC	2008
Maui Community College	Kahului	HI	2008
Mayland Community College	Spruce Pine	NC	2009
Maysville Community & Technical College	Maysville	KY	2009
Mercy College of Health Sciences	Des Moines	IA	2008
Mesa State College	Grand Junction	CO	2008
Mesabi Range Community and Technical College	Virginia	MN	2009
Mid Michigan Community College	Harrison	MI	2007
Middle Georgia College	Cochran	GA	2008
Middlesex Community College	Middletown	CT	2008
Mid-South Community College	West Memphis	AR	2008
Miles Community College	Miles City	MT	2008
Minnesota West-Canby	Worthington	MN	2009
Minnesota West-Granite Falls	Worthington	MN	2009
Minnesota West-Jackson	Worthington	MN	2009
Minnesota West-Pipestone	Worthington	MN	2009
Minnesota West-Worthington	Worthington	MN	2009
Minot State University-Bottineau	Bottineau	ND	2009
Missouri State University-West Plains	West Plains	MO	2009
MN State College-Southeast Technical	Winona	MN	2008
Montana State University Billings College of Technology	Billings	MT	2009
Montana State University-Great Falls College of Technology	Great Falls	MT	2008
Morgan Community College	Fort Morgan	CO	2009
Motlow State Community College	Tullahoma	TN	2009
Mount Wachusett Community College	Gardner	MA	2007
Mountain Empire Community College	Big Stone Gap	VA	2008
MSCTC-Detroit Lakes Campus	Fergus Falls	MN	2009
MSCTC-Fergus Falls Campus	Fergus Falls	MN	2009
MSCTC-Wadena Campus	Fergus Falls	MN	2009
Muscatine Community College	Davenport	IA	2009

## Comparison Groups—Small Colleges (continued)

Institution	City	State	Year of most recent CCSSE participation
Nash Community College	Rocky Mount	NC	2008
Nashua Community College	Nashua	NH	2008
National Park Community College	Hot Springs	AR	2008
Neosho County Community College	Chanute	KS	2009
New Mexico Junior College	Hobbs	NM	2007
New Mexico State University-Grants	Grants	NM	2008
New Mexico State University at Alamogordo	Alamogordo	NM	2009
New River Community and Technical College	Beckley	WV	2008
New River Community College	Dublin	VA	2008
NHTI - Concord's Community College	Concord	NH	2008
North Arkansas College	Harrison	AR	2009
North Central Michigan College	Petoskey	MI	2009
North Central Missouri College	Trenton	MO	2009
North Central State College	Mansfield	OH	2008
North Country Community College	Saranac Lake	NY	2009
North Dakota State College of Science	Wahpeton	ND	2009
North Florida Community College	Madison	FL	2007
North Iowa Area Community College	Mason City	IA	2009
Northeast Lakeview College	Universal City	TX	2009
Northeast Mississippi Community College	Booneville	MS	2009
Northeast Texas Community College	Mt Pleasant	TX	2007
Northern Maine Community College	Presque Isle	ME	2009
Northern Wyoming Community College District	Sheridan	WY	2009
Northland Community and Technical College	Thief River Falls	MN	2008
Northwest College	Powell	WY	2009
Northwest Iowa Community College	Sheldon	IA	2009
Northwest Technical College	Bemidji	MN	2008
Northwestern Connecticut Community College	Winsted	CT	2008
Nunez Community College	Chalmette	LA	2007
Olive-Harvey College	Chicago	IL	2009
Oregon Coast Community College	Newport	OR	2008
Ouachita Technical College	Malvern	AR	2009
Ozarka College	Melbourne	AR	2008
Panola College	Carthage	TX	2009
Paris Junior College	Paris	TX	2008
Patrick Henry Community College	Martinsville	VA	2008
Paul D. Camp Community College	Franklin	VA	2008
Phillips Community College of the University of Arkansas	Helena- West Helena	AR	2008
Pierpont Community and Technical College	Fairmont	WV	2008
Pine Technical College	Pine City	MN	2008
Pratt Community College	Pratt	KS	2008
Prince William Sound Community College	Valdez	AK	2007
Quinebaug Valley Community College	Danielson	CT	2008
Rainy River Community College	International Falls	MN	2009
Ranger College	Ranger	TX	2008
Rappahannock Community College	Glenns	VA	2008
Redlands Community College	El Reno	OK	2009
Rich Mountain Community College	Mena	AR	2009
Ridgewater College	Willmar	MN	2008
River Parishes Community College	Sorrento	LA	2009
River Valley Community College	Claremont	NH	2008
Riverland Community College	Austin	MN	2009



## Comparison Groups—Small Colleges (continued)

Institution	City	State	Year of most recent CCSSE participation
Rogue Community College	Grants Pass	OR	2008
Roxbury Community College	Roxbury	MA	2009
Salem Community College	Carneys Point	NJ	2008
Salish Kootenai College	Pablo	MT	2007
Santa Fe Community College	Santa Fe	NM	2007
Schenectady County Community College	Schenectady	NY	2009
Scott Community College	Davenport	IA	2009
Seward County Community College/ Area Technical School	Liberal	KS	2009
South Central College	North Mankato	MN	2008
South Florida Community College	Avon Park	FL	2007
South Georgia College	Douglas	GA	2009
South Louisiana Community College	Lafayette	LA	2007
South Mountain Community College	Phoenix	AZ	2007
Southeastern Community College	West Burlington	IA	2009
Southeastern Community College	Whiteville	NC	2007
Southeastern Technical College	Vidalia	GA	2008
Southern State Community College	Hillsboro	OH	2009
Southern West Virginia Community and Technical College	Mt. Gay	WV	2008
Southwest Georgia Technical College	Thomasville	GA	2009
Southwest Virginia Community College	Richlands	VA	2008
Southwestern Community College	Sylva	NC	2008
Southwestern Indian Polytechnic Institute	Albuquerque	NM	2009
Southwestern Oregon Community College	Coos Bay	OR	2008
SOWELA Technical Community College	Lake Charles	LA	2007
Spartanburg Community College	Spartanburg	SC	2008
Spoon River College	Canton	IL	2007
St. Clair County Community College	Port Huron	MI	2008
St. Cloud Technical College	St. Cloud	MN	2009
St. Louis Community College at Wildwood	St. Louis	MO	2009
Sullivan County Community College	Loch Sheldrake	NY	2009
SUNY Ulster	Stone Ridge	NY	2009
Surry Community College	Dobson	NC	2007
Sussex County Community College	Newton	NJ	2009
Tanana Valley Campus, University of Alaska Fairbanks	Fairbanks	AK	2007
Technical College of the Lowcountry	Beaufort	SC	2009
Terra State Community College	Fremont	OH	2009
Texas State Technical College Harlingen	Harlingen	TX	2008
Texas State Technical College Marshall	Marshall	TX	2009
Texas State Technical College Waco	Waco	TX	2009
Texas State Technical College West Texas	Sweetwater	TX	2008
The Community and Technical College at WVU Tech	Montgomery	WV	2008
The Victoria College	Victoria	TX	2007
Three Rivers Community College	Norwich	CT	2008
Tillamook Bay Community College	Tillamook	OR	2008
Tompkins Cortland Community College	Dryden	NY	2009
Treasure Valley Community College	Ontario	OR	2008
Tunxis Community College	Farmington	CT	2008
Umpqua Community College	Roseburg	OR	2008
University of Akron Wayne College	Orrville	OH	2009
University of Alaska Matanuska Susitna College	Palmer	AK	2007
University of Alaska Southeast Ketchikan Campus	Juneau	AK	2007

## Comparison Groups—Small Colleges (continued)

Institution	City	State	Year of most recent CCSSE participation
University of Arkansas Community College at Batesville	Batesville	AR	2009
University of Cincinnati-Raymond Walters College	Cincinnati	OH	2008
University of Cincinnati Clermont College	Batavia	OH	2008
University of New Mexico-Taos Branch	Taos	NM	2008
University of New Mexico-Valencia Campus	Los Lunas	NM	2008
Vermilion Community College	Ely	ND	2009
Vernon College	Vernon	TX	2009
Virginia Highlands Community College	Abingdon	VA	2008
Washington County Community College	Calais	ME	2009
Washington State Community College	Marietta	OH	2009
Waycross College	Waycross	GA	2008
Wayne Community College	Goldsboro	NC	2007
Wenatchee Valley College	Wenatchee	WA	2007
West Hills College Coalinga	Coalinga	CA	2008
West Hills College Lemoore	Coalinga	CA	2008
West Hills College NDC	Coalinga	CA	2008
West Virginia Northern Community College	Wheeling	WV	2008
West Virginia State Community and Technical College	Institute	WV	2008
West Virginia University at Parkersburg	Parkersburg	WV	2008
Western Nebraska Community College	Scottsbluff	NE	2009
Western Texas College	Snyder	TX	2009
Western Wyoming Community College	Rock Springs	WY	2009
White Mountains Community College	Berlin	NH	2008
Wilkes Community College	Wilkesboro	NC	2008
Williston State College	Williston	ND	2009
Windward Community College	Kaneohe	HI	2008
Wisconsin Indianhead Technical College	Shell Lake	WI	2009
Wor-Wic Community College	Salisbury	MD	2008
Wytheville Community College	Wytheville	VA	2008
York County Community College	Wells	ME	2009

## Comparison Groups—Medium Colleges

Institution	City	State	Year of most recent CCSSE participation
Aims Community College	Greeley	CO	2009
Angelina College	Lufkin	TX	2009
Anoka-Ramsey Community College	Coon Rapids	MN	2009
Asheville-Buncombe Technical Community College	Asheville	NC	2007
Ashland Community and Technical College	Ashland	KY	2009
Atlantic Cape Community College	Mays Landing	NJ	2009
Baltimore City Community College	Baltimore	MD	2008
Baton Rouge Community College	Baton Rouge	LA	2009
Berkeley City College	Berkeley	CA	2008
Big Sandy Community and Technical College	Prestonsburg	KY	2009
Bossier Parish Community College	Bossier City	LA	2009
Bowling Green Technical College	Bowling Green	KY	2009
Bristol Community College	Fall River	MA	2009
Broome Community College	Binghamton	NY	2009
Cape Fear Community College	Wilmington	NC	2008
Central Arizona College	Coolidge	AZ	2008
Central Carolina Community College	Sanford	NC	2009
Central Community College	Grand Island	NE	2009
Central Florida Community College	Ocala	FL	2007
Central Virginia Community College	Lynchburg	VA	2008
Chemeketa Community College	Salem	OR	2008
Chippewa Valley Technical College	Eau Claire	WI	2008
Clackamas Community College	Oregon City	OR	2008
Cochise College	Sierra Vista	AZ	2008
College of Alameda	Alameda	CA	2009
College of Southern Idaho	Twin Falls	ID	2009
College of Southern Maryland	La Plata	MD	2008
Colorado Mountain College	Glenwood Springs	CO	2007
Columbia Basin College	Pasco	WA	2008
Columbia State Community College	Columbia	TN	2009
Community College of Vermont	Waterbury	VT	2008
Corning Community College	Corning	NY	2009
Crafton Hills College	Yucaipa	CA	2009
Darton College	Albany	GA	2008
Delaware Technical & Community College- Stanton-Wilmington	Dover	DE	2007
Doña Ana Community College	Las Cruces	NM	2009
Durham Technical Community College	Durham	NC	2008
El Centro College	Dallas	TX	2009
Elizabethtown Community & Technical College	Elizabethtown	KY	2009
Estrella Mountain Community College	Avondale	AZ	2009
Finger Lakes Community College	Canandaigua	NY	2009
Forsyth Technical Community College	Winston-Salem	NC	2009
Frederick Community College	Frederick	MD	2008
Gadsden State Community College	Gadsden	AL	2008
Gainesville State College	Oakwood	GA	2008
Gaston College	Dallas	NC	2009
GateWay Community College	Phoenix	AZ	2008
Gateway Community College	New Haven	CT	2008
Genesee Community College	Batavia	NY	2009
George C Wallace State Community College	Hanceville	AL	2009
Georgia Military College	Milledgeville	GA	2009
Germanna Community College	Locust Grove	VA	2008

## Comparison Groups—Medium Colleges (continued)

Institution	City	State	Year of most recent CCSSE participation
Gloucester County College	Sewell	NJ	2007
Green River Community College	Auburn	WA	2008
Gulf Coast Community College	Panama City	FL	2009
Harford Community College	Bel Air	MD	2008
Heartland Community College	Normal	IL	2007
Hennepin Technical College	Brooklyn Park	MN	2008
Highline Community College	Des Moines	WA	2008
Holyoke Community College	Holyoke	MA	2007
Horry-Georgetown Technical College	Conway	SC	2009
Howard Community College	Columbia	MD	2008
Hutchinson Community College	Hutchinson	KS	2009
Inver Hills Community College	Inver Grove Heights	MN	2009
Iowa Central Community College	Fort Dodge	IA	2009
Iowa Western Community College	Council Bluffs	IA	2009
Itawamba Community College	Fulton	MS	2008
Ivy Tech Community College - Evansville	Evansville	IN	2008
Ivy Tech Community College - Fort Wayne	Fort Wayne	IN	2008
Ivy Tech Community College - Lafayette	Lafayette	IN	2008
Ivy Tech Community College - Terre Haute	Terre Haute	IN	2008
Jackson Community College	Jackson	MI	2009
John Tyler Community College	Midlothian	VA	2008
Kansas City Kansas Community College	Kansas City	KS	2007
Kapiolani Community College	Honolulu	HI	2008
Kilgore College	Kilgore	TX	2008
Lake Superior College	Duluth	MN	2009
Laramie County Community College	Cheyenne	WY	2009
Lee College	Baytown	TX	2007
Leeward Community College	Pearl City	HI	2008
Lehigh Carbon Community College	Schnecksville	PA	2008
Lincoln Land Community College	Springfield	IL	2009
Linn-Benton Community College	Albany	OR	2008
Lone Star College-Kingwood	Kingwood	TX	2009
Lone Star College-Tomball	Tomball	TX	2009
Lord Fairfax Community College	Middletown	VA	2008
Manchester Community College	Manchester	CT	2008
Massachusetts Bay Community College	Wellesley Hills	MA	2007
Massasoit Community College	Brockton	MA	2009
McHenry County College	Crystal Lake	IL	2007
Midland College	Midland	TX	2009
Mohawk Valley Community College	Utica	NY	2009
Morton College	Cicero	IL	2009
Mountain View College	Dallas	TX	2008
Nashville State Community College	Nashville	TN	2009
Naugatuck Valley Community College	Waterbury	CT	2008
Niagara County Community College	Sanborn	NY	2009
North Central Texas College	Gainesville	TX	2009
North Hennepin Community College	Brooklyn Park	MN	2009
North Seattle Community College	Seattle	WA	2008
North Shore Community College	Danvers	MA	2007
Northeast Community College	Norfolk	NE	2009
Northeast Iowa Community College	Calmar	IA	2008
Northeast State Technical Community College	Blountville	TN	2009

## Comparison Groups—Medium Colleges (continued)

Institution	City	State	Year of most recent CCSSE participation
Northern Essex Community College	Haverhill	MA	2009
Northern Oklahoma College	Tonkawa	OK	2009
NorthWest Arkansas Community College	Bentonville	AR	2009
Northwest Florida State College	Niceville	FL	2007
Norwalk Community College	Norwalk	CT	2008
Odessa College	Odessa	TX	2008
Olympic College	Bremerton	WA	2009
Orange County Community College	Middletown	NY	2009
Owensboro Community and Technical College	Owensboro	KY	2009
Oxnard College	Oxnard	CA	2008
Palo Alto College	San Antonio	TX	2009
Passaic County Community College	Paterson	NJ	2009
Piedmont Virginia Community College	Charlottesville	VA	2009
Pitt Community College	Winterville	NC	2009
Polk Community College	Winter Haven	FL	2007
Prairie State College	Chicago Heights	IL	2008
Pueblo Community College	Pueblo	CO	2009
Quinsigamond Community College	Worcester	MA	2007
Raritan Valley Community College	Somerville	NJ	2008
Reading Area Community College	Reading	PA	2008
Rend Lake College	Ina	IL	2009
Roane State Community College	Harriman	TN	2009
Rochester Community and Technical College	Rochester	MN	2009
Rowan-Cabarrus Community College	Salisbury	NC	2009
Saint Paul College	Saint Paul	MN	2009
San Jacinto College-North Campus	Pasadena	TX	2009
Shelton State Community College	Tuscaloosa	AL	2007
Skagit Valley College	Mount Vernon	WA	2007
Skyline College	San Bruno	CA	2008
Somerset Community College	Somerset	KY	2008
South Puget Sound Community College	Olympia	WA	2008
South Seattle Community College	Seattle	WA	2007
South Suburban College	South Holland	IL	2008
Southeast Kentucky Community & Technical College	Cumberland	KY	2008
Southern Maine Community College	South Portland	ME	2009
Southside Virginia Community College	Alberta	VA	2008
Southwest Texas Junior College	Uvalde	TX	2008
Springfield Technical Community College	Springfield	MA	2007
St. Johns River Community College	Palatka	FL	2007
St. Louis Community College at Forest Park	St. Louis	MO	2009
St. Louis Community College-Florissant Valley	St. Louis	MO	2009
Stark State College of Technology	North Canton	OH	2008
SUNY Rockland Community College	Suffern	NY	2009
Tacoma Community College	Tacoma	WA	2008
Temple College	Temple	TX	2009
Tri-County Technical College	Pendleton	SC	2009
Trinity Valley Community College	Athens	TX	2009
Volunteer State Community College	Gallatin	TN	2009
Walla Walla Community College	Walla Walla	WA	2008
Walters State Community College	Morristown	TN	2009
Weatherford College	Weatherford	TX	2009
West Kentucky Community and Technical College	Paducah	KY	2008
Western Iowa Tech Community College	Sioux City	IA	2009

## Comparison Groups—Medium Colleges (continued)

---

<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCSSE participation</b>
Western Nevada College	Carson City	NV	2008
Western Technical College	La Crosse	WI	2009
Westmoreland County Community College	Youngwood	PA	2009
Wharton County Junior College	Wharton	TX	2009
York Technical College	Rock Hill	SC	2009

## Comparison Groups—Large Colleges

Institution	City	State	Year of most recent CCSSE participation
Amarillo College	Amarillo	TX	2009
Anne Arundel Community College	Arnold	MD	2008
Antelope Valley College	Lancaster	CA	2008
Bellevue Community College	Bellevue	WA	2008
Bergen Community College	Paramus	NJ	2008
Blinn College	Brenham	TX	2008
Bluegrass Community and Technical College	Lexington	KY	2008
Brevard Community College	Cocoa	FL	2007
Brookdale Community College	Lincroft	NJ	2007
Brookhaven College	Farmers Branch	TX	2008
Bucks County Community College	Newtown	PA	2008
Bunker Hill Community College	Boston	MA	2009
Burlington County College	Pemberton	NJ	2009
Butler Community College	El Dorado	KS	2009
Butte College	Oroville	CA	2008
Calhoun Community College	Tanner	AL	2009
Century College	White Bear Lake	MN	2009
Chandler-Gilbert Community College	Chandler	AZ	2009
Chattanooga State Technical Community College	Chattanooga	TN	2009
Citrus College	Glendora	CA	2008
College of Lake County	Grayslake	IL	2007
College of the Desert	Palm Desert	CA	2008
College of the Sequoias	Visalia	CA	2009
Community College of Denver	Denver	CO	2008
Daytona State College	Daytona Beach	FL	2009
Del Mar College	Corpus Christi	TX	2009
Delaware County Community College	Media	PA	2009
Delgado Community College	New Orleans	LA	2007
Delta College	University Center	MI	2009
Douglas College	New Westminster	BC	2007
Dutchess Community College-SUNY	Poughkeepsie	NY	2009
Eastfield College	Mesquite	TX	2007
Edison State College	Fort Myers	FL	2007
Edmonds Community College	Lynnwood	WA	2009
Elgin Community College	Elgin	IL	2009
Erie Community College	Buffalo	NY	2009
Fayetteville Technical Community College	Fayetteville	NC	2009
Greenville Technical College	Greenville	SC	2007
Guilford Technical Community College	Jamestown	NC	2009
Harold Washington College	Chicago	IL	2009
Henry Ford Community College	Dearborn	MI	2008
Hudson Valley Community College	Troy	NY	2009
Illinois Central College	East Peoria	IL	2008
Indian River State College	Fort Pierce	FL	2007
Ivy Tech Community College-Central Indiana	Indianapolis	IN	2008
J. Sargeant Reynolds Community College	Richmond	VA	2008
Joliet Junior College	Joliet	IL	2009
Kingsborough Community College	Brooklyn	NY	2009
LaGuardia Community College	Long Island City	NY	2007
Lakeland Community College	Kirtland	OH	2008
Lane Community College	Eugene	OR	2008
Laney College	Oakland	CA	2008
Lone Star College - CyFair	Cypress	TX	2009

## Comparison Groups—Large Colleges (continued)

Institution	City	State	Year of most recent CCSSE participation
Lone Star College-Montgomery	Conroe	TX	2009
Lone Star College-North Harris	Houston	TX	2009
Lorain County Community College	Elyria	OH	2009
Madison Area Technical College	Madison	WI	2009
Manatee Community College	Bradenton	FL	2007
McLennan Community College	Waco	TX	2009
Merced College	Merced	CA	2009
Mercer County Community College	West Windsor	NJ	2008
Metropolitan Community College	Omaha	NE	2009
Middlesex Community College	Lowell	MA	2007
Midlands Technical College	Columbia	SC	2009
Minneapolis Community and Technical College	Minneapolis	MN	2009
MiraCosta College	Oceanside	CA	2009
Montgomery County Community College	Blue Bell	PA	2009
Moorpark College	Camarillo	CA	2008
Mott Community College	Flint	MI	2009
Normandale Community College	Bloomington	MN	2008
North Lake College	Irving	TX	2008
Northampton Community College	Bethlehem	PA	2009
Northwest Vista College	San Antonio	TX	2009
Nova Scotia Community College	Halifax	NS	2008
Oakton Community College	Des Plaines	IL	2009
Ocean County College	Toms River	NJ	2008
Oklahoma City Community College	Oklahoma City	OK	2009
Onondaga Community College	Syracuse	NY	2009
Ozarks Technical Community College	Springfield	MO	2009
Paradise Valley Community College	Phoenix	AZ	2007
Parkland College	Champaign	IL	2007
Pasco-Hernando Community College	New Port Richey	FL	2009
Pellissippi State Technical Community College	Knoxville	TN	2009
Pensacola Junior College	Pensacola	FL	2007
Phoenix College	Phoenix	AZ	2008
Prince George's Community College	Largo	MD	2008
Pulaski Technical College	North Little Rock	AR	2008
Queensborough Community College	Bayside	NY	2007
Richard J. Daley College	Chicago	IL	2007
Richland College	Dallas	TX	2008
San Jacinto College-Central Campus	Pasadena	TX	2009
San Jacinto College-South Campus	Pasadena	TX	2009
San Jose City College	San Jose	CA	2008
Schoolcraft College	Livonia	MI	2007
Scottsdale Community College	Scottsdale	AZ	2008
Seminole Community College	Sanford	FL	2007
Southwest Tennessee Community College	Memphis	TN	2009
St. Louis Community College-Meramec	St. Louis	MO	2009
St. Philip's College	San Antonio	TX	2009
Taft College	Taft	CA	2009
Tallahassee Community College	Tallahassee	FL	2009
Thomas Nelson Community College	Hampton	VA	2008
Truman College	Chicago	IL	2009
Tyler Junior College	Tyler	TX	2009
Union County College	Cranford	NJ	2008
University of Wisconsin Colleges	Madison	WI	2008



## Comparison Groups—Large Colleges (continued)

<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCSSE participation</b>
Ventura College	Ventura	CA	2008
Victor Valley College	Victorville	CA	2009
Vincennes University	Vincennes	IN	2009
Virginia Western Community College	Roanoke	VA	2008
Westchester Community College	Valhalla	NY	2009
Wilbur Wright College	Chicago	IL	2009

## Comparison Groups—Extra-Large Colleges

Institution	City	State	Year of most recent CCSSE participation
American River College	Sacramento	CA	2009
Austin Community College	Austin	TX	2007
Borough of Manhattan Community College	New York	NY	2007
Broward College	Fort Lauderdale	FL	2007
City College of San Francisco	San Francisco	CA	2007
College of DuPage	Glen Ellyn	IL	2009
Community College of Allegheny County	Pittsburgh	PA	2009
Community College of Philadelphia	Philadelphia	PA	2009
Cuyahoga Community College	Cleveland	OH	2008
De Anza College	Cupertino	CA	2009
El Camino College	Torrance	CA	2008
El Paso Community College	El Paso	TX	2009
Florida Community College at Jacksonville	Jacksonville	FL	2009
Fullerton Community College	Fullerton	CA	2009
Georgia Perimeter College	Decatur	GA	2008
Glendale Community College	Glendale	CA	2009
Grand Rapids Community College	NE Grand Rapids	MI	2009
Harper College	Palatine	IL	2009
Hillsborough Community College	Tampa	FL	2007
Houston Community College	Houston	TX	2009
Humber ITAL	Toronto	ON	2009
Jefferson Community and Technical College	Louisville	KY	2009
Johnson County Community College	Overland Park	KS	2009
Kirkwood Community College	Cedar Rapids	IA	2009
Lansing Community College	Lansing	MI	2009
Macomb Community College	Grosse Pointe	MI	2007
Mesa Community College	Mesa	AZ	2008
Metropolitan Community College-Kansas City	Kansas City	MO	2009
Miami Dade College	Miami	FL	2007
Modesto Junior College	Modesto	CA	2009
Monroe Community College	Rochester	NY	2009
Montgomery College	Rockville	MD	2008
Moraine Valley Community College	Palos Hills	IL	2008
Mt. San Antonio College	Walnut	CA	2009
Nassau Community College	Garden City	NY	2009
Northern Virginia Community College	Annandale	VA	2008
Oakland Community College	Bloomfield Hills	MI	2009
Owens Community College	Toledo	OH	2009
Palm Beach Community College	Lake Worth	FL	2007
Palomar College	San Marcos	CA	2007
Pasadena City College	Pasadena	CA	2009
Portland Community College	Portland	OR	2008
Sacramento City College	Sacramento	CA	2008
Salt Lake Community College	Salt Lake City	UT	2008
San Antonio College	San Antonio	TX	2009
San Diego Mesa College	San Diego	CA	2007
Santa Ana College	Santa Ana	CA	2009
Santa Fe College	Gainesville	FL	2007
Sinclair Community College	Dayton	OH	2007
South Texas College	McAllen	TX	2009
St. Petersburg College	St. Petersburg	FL	2007
Suffolk County Community College	Selden	NY	2009
The Community College of Baltimore County	Baltimore	MD	2008

## Comparison Groups—Extra-Large Colleges (continued)

---

<b>Institution</b>	<b>City</b>	<b>State</b>	<b>Year of most recent CCSSE participation</b>
Tidewater Community College	Norfolk	VA	2008
Triton College	River Grove	IL	2009
Tulsa Community College	Tulsa	OK	2009
Valencia Community College	Orlando	FL	2009
Wayne County Community College District	Detroit	MI	2009

### **Alamo County College District**

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

### **Achieving the Dream**

Alvin Community College  
Brazosport College  
Bunker Hill Community College  
Community College of Allegheny County  
Community College of Beaver County  
Delaware County Community College  
El Paso Community College  
Guilford Technical Community College  
Jackson Community College  
Jefferson Community College  
Lake Michigan College  
Lone Star College-CyFair  
Lone Star College - Kingwood  
Lone Star College-Montgomery  
Lone Star College-North Harris  
Lone Star College-Tomball  
Montgomery County Community College  
North Central Michigan College  
Northeast Lakeview College  
Northwest Vista College  
Oklahoma City Community College  
Palo Alto College  
Roxbury Community College  
San Antonio College  
San Jacinto College-Central Campus  
San Jacinto College-North Campus  
San Jacinto College-South Campus  
South Texas College  
St. Philip's College  
Technical College of the Lowcountry  
Tulsa Community College  
Valencia Community College  
Westmoreland County Community College  
Wharton County Junior College

### **Arkansas**

Arkansas State University-Beebe  
Arkansas State University-Newport  
East Arkansas Community College  
North Arkansas College  
NorthWest Arkansas Community College  
Ouachita Technical College  
Rich Mountain Community College  
University of Arkansas Community College at Batesville

### **Eastern Iowa Community College District**

Clinton Community College  
Muscatine Community College  
Scott Community College

### **Hispanic Student Success**

Bunker Hill Community College  
College of the Sequoias  
Crafton Hills College  
Del Mar College  
El Centro College  
El Paso Community College  
Modesto Junior College  
Mt. San Antonio College  
Northwest Vista College  
Passaic County Community College  
San Jacinto College-Central Campus  
San Jacinto College-North Campus  
San Jacinto College-South Campus  
South Texas College  
St. Philip's College  
Triton College  
Western Texas College  
Wilbur Wright College

### **Illinois**

College of DuPage  
Danville Area Community College  
Elgin Community College  
Harold Washington College  
Harper College  
Illinois Valley Community College  
John Wood Community College  
Joliet Junior College

Kankakee Community College  
Lincoln Land Community College  
Morton College  
Oakton Community College  
Rend Lake College  
Triton College  
Truman College  
Wilbur Wright College

### **Iowa**

Iowa Western Community College  
Kirkwood Community College  
North Iowa Area Community College  
Northwest Iowa Community College  
Southeastern Community College  
Western Iowa Tech Community College

### **Kentucky**

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

### **Lone Star**

Lone Star College-CyFair  
Lone Star College-Kingwood  
Lone Star College-Montgomery  
Lone Star College-North Harris  
Lone Star College-Tomball

### **Maine**

Central Maine Community College  
Eastern Maine Community College  
Kennebec Valley Community College  
Northern Maine Community College  
Southern Maine Community College  
Washington County Community College  
York County Community College

### **Maricopa**

Chandler-Gilbert Community College  
Estrella Mountain Community College

### **Massachusetts**

Berkshire Community College  
Bristol Community College  
Bunker Hill Community College  
Cape Cod Community College  
Massasoit Community College  
Northern Essex Community College  
Roxbury Community College

### **Minnesota**

Alexandria Technical College  
Anoka Technical College  
Anoka-Ramsey Community College  
Century College  
Fond du Lac Tribal and Community College  
Hibbing Community College  
Inver Hills Community College  
Itasca Community College  
Lake Superior College  
Mesabi Range Community and Technical College  
Minneapolis Community and Technical College  
Minnesota West-Canby  
Minnesota West-Granite Falls  
Minnesota West-Jackson  
Minnesota West-Pipestone  
Minnesota West-Worthington  
MSCTC-Detroit Lakes Campus  
MSCTC-Fergus Falls Campus  
MSCTC-Wadena Campus  
North Hennepin Community College  
Rainy River Community College  
Riverland Community College  
Rochester Community and Technical College  
Saint Paul College  
St. Cloud Technical College  
Vermilion Community College

### **Minnesota West**

Minnesota West-Canby  
Minnesota West-Granite Falls  
Minnesota West-Jackson  
Minnesota West-Pipestone  
Minnesota West-Worthington

### **Minnesota State Community and Technical College**

MSCTC-Detroit Lakes Campus  
MSCTC-Fergus Falls Campus  
MSCTC-Wadena Campus

### **Nebraska**

Central Community College  
Metropolitan Community College  
Northeast Community College  
Western Nebraska Community College

### **North Dakota**

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

## **San Jacinto College District**

San Jacinto College-Central Campus  
San Jacinto College-North Campus  
San Jacinto College-South Campus

## **South Carolina**

Aiken Technical College  
Horry-Georgetown Technical College  
Midlands Technical College  
Technical College of the Lowcountry  
Tri-County Technical College  
York Technical College

## **St. Louis Community College District**

St. Louis Community College-Meramec  
St. Louis Community College at Forest Park  
St. Louis Community College at Wildwood  
St. Louis Community College-Florissant Valley

## **SSPIRE**

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

## **SUNY**

Adirondack Community College  
Broome Community College  
Cayuga Community College  
Clinton Community College  
Columbia-Greene Community College  
Corning Community College  
Dutchess Community College - SUNY  
Erie Community College  
Finger Lakes Community College  
Fulton-Montgomery Community College  
Genesee Community College  
Herkimer County Community College  
Hudson Valley Community College  
Jamestown Community College  
Jefferson Community College  
Mohawk Valley Community College  
Monroe Community College  
Nassau Community College  
Niagara County Community College  
North Country Community College  
Onondaga Community College  
Orange County Community College  
Schenectady County Community College  
Suffolk County Community College  
Sullivan County Community College

SUNY Rockland Community College  
SUNY Ulster  
Tompkins Cortland Community College  
Westchester Community College

## **Tennessee**

Chattanooga State Technical Community College  
Cleveland State Community College  
Columbia State Community College  
Dyersburg State Community College  
Jackson State Community College  
Motlow State Community College  
Nashville State Community College  
Northeast State Technical Community College  
Pellissippi State Technical Community College  
Roane State Community College  
Southwest Tennessee Community College  
Volunteer State Community College  
Walters State Community College

## **Texas Small Colleges**

Angelina College  
Brazosport College  
El Centro College  
Frank Phillips College  
Panola College  
Temple College  
Texas State Technical College Marshall  
Texas State Technical College Waco  
Trinity Valley Community College  
Vernon College  
Western Texas College

## **Wisconsin Technical Colleges**

Madison Area Technical College  
Western Technical College  
Wisconsin Indianhead Technical College

## **Wyoming**

Casper College  
Central Wyoming College  
Eastern Wyoming College  
Laramie County Community College  
Northern Wyoming Community College District  
Northwest College  
Western Wyoming Community College

## Percent of Target

Table 2, beginning on the next page, provides data on survey completion counts and rates for 2009 *CCSSE* Cohort colleges (colleges that participated in *CCSSE* from 2007 through 2009) as well as breakouts for colleges in each size category—small, medium, large, and extra-large.

Each participating college has a target sample size: the third column in the table that is based on most current total enrollment as reported by IPEDS: samples normally range from approximately 600 to 1,200 students. The first column of data, **Percent of Target Rate**, is the ratio of adjusted surveys to target sample size. For example, if a college's target sample size was 800 and the adjusted survey count was 665, then the Percent of Target Rate would be 83% (665/800). The second column lists the adjusted survey count, which is the total number of surveys completed by a college excluding students who were under the age of 18, students who had taken the survey more than once, students who did not indicate their enrollment status (part- or full-time), and surveys that were invalid. The final column details the most current year of *CCSSE* participation for the college.

## Table 2

### 2009 CCSSE Cohort: Percent of Target

Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
<b>2009 CCSSE Cohort Colleges</b>		<b>79%</b>	<b>400,886</b>	<b>503,169</b>
<b>All Small CCSSE Colleges</b>		<b>74%</b>	<b>136,334</b>	<b>183,869</b>
Abraham Baldwin Agricultural College	2008	100%	599	600
Adirondack Community College	2009	95%	571	600
Aiken Technical College	2009	69%	414	600
Alabama Southern Community College	2009	60%	359	600
Alexandria Technical College	2009	97%	581	600
Allegheny College of Maryland	2008	108%	645	600
Alpena Community College	2008	74%	444	600
Alvin Community College	2009	38%	228	600
Ancilla College	2008	87%	187	216
Anoka Technical College	2009	97%	581	600
Arkansas State University-Beebe	2009	112%	673	600
Arkansas State University-Newport	2009	47%	284	600
Asnuntuck Community College	2008	76%	455	600
Atlanta Metropolitan College	2008	79%	476	600
Atlanta Technical College	2009	81%	488	600
Bainbridge College	2008	67%	403	600
Barton County Community College	2008	80%	481	600
Bay de Noc Community College	2008	90%	537	600
Belmont Technical College	2009	97%	581	600
Berkshire Community College	2009	88%	525	600
Big Bend Community College	2009	71%	423	600
Bismarck State College	2009	88%	529	600
Blue Ridge Community College	2008	94%	566	600
Blue Ridge Community and Technical College	2008	63%	377	600
Brazosport College	2009	89%	532	600
Butler County Community College	2009	93%	558	600
Caldwell Community College and Technical Institute	2009	105%	630	600
Cape Cod Community College	2009	47%	283	600
Capital Community College	2008	89%	531	600
Caritas Laboure College	2009	58%	346	600
Carolinas College of Health Sciences	2009	53%	316	600
Carroll Community College	2008	96%	573	600
Carteret Community College	2008	86%	513	600
Casper College	2009	95%	572	600
Cayuga Community College	2009	75%	452	600
Cecil College	2008	78%	465	600
Central Lakes College	2008	91%	547	600
Central Maine Community College	2009	94%	564	600
Central Oregon Community College	2008	84%	504	600



Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
Central Wyoming College	2009	64%	385	600
Centralia College	2008	74%	441	600
Chesapeake College	2008	80%	480	600
Chipola College	2009	77%	463	600
Clarendon College	2008	64%	181	285
Clark State Community College	2009	89%	536	600
Cleveland Community College	2009	72%	431	600
Cleveland State Community College	2009	89%	536	600
Clinton Community College	2009	94%	561	600
Clinton Community College	2009	39%	233	600
Coastal Bend College	2008	86%	513	600
Coastal Carolina Community College	2009	90%	540	600
College of Coastal Georgia	2008	91%	548	600
College of the Mainland	2008	53%	317	600
College of the Marshall Islands	2008	64%	199	312
College of the Siskiyous	2008	63%	376	600
Columbia Gorge Community College	2008	79%	288	366
Columbia-Greene Community College	2009	90%	538	600
Community College of Beaver County	2009	84%	503	600
Crowder College	2008	90%	538	600
Cumberland County College	2007	82%	494	600
Dabney S. Lancaster Community College	2008	68%	203	300
Dakota County Technical College	2008	81%	487	600
Danville Area Community College	2009	80%	480	600
Danville Community College	2008	82%	492	600
DeKalb Technical College	2009	97%	581	600
Delaware Technical & Community College-Owens Campus	2007	83%	496	600
Delaware Technical & Community College-Terry Campus	2007	76%	456	600
Diné College	2008	69%	416	600
Dyersburg State Community College	2009	88%	528	600
East Arkansas Community College	2009	60%	360	600
East Central Community College	2009	98%	590	600
East Georgia College	2009	81%	483	600
Eastern Maine Community College	2009	83%	499	600
Eastern New Mexico University-Roswell	2008	74%	443	600
Eastern Shore Community College	2008	83%	219	263
Eastern West Virginia Community & Technical College	2008	35%	119	341
Eastern Wyoming College	2009	64%	383	600
Edison State Community College	2009	96%	577	600
El Camino College Compton Center	2008	51%	307	600
Ellsworth Community College	2009	54%	322	600
Florida Keys Community College	2007	69%	273	396
Fond du Lac Tribal and Community College	2009	67%	404	600
Frank Phillips College	2009	46%	273	600
Fulton-Montgomery Community College	2009	67%	399	600
Galveston College	2008	64%	384	600
Garrett College	2008	72%	237	330
Gateway Community and Technical College	2009	84%	503	600
Georgia Highlands College	2008	89%	534	600
Goodwin College	2009	100%	601	600
Gordon College	2008	73%	438	600

Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
Grays Harbor College	2008	26%	157	600
Grayson County College	2008	72%	433	600
Great Bay Community College	2008	83%	496	600
Greenfield Community College	2007	78%	469	600
Hagerstown Community College	2008	85%	511	600
Halifax Community College	2009	65%	391	600
Hawaii Community College	2008	77%	459	600
Haywood Community College	2009	71%	424	600
Hazard Community and Technical College	2008	83%	495	600
Henderson Community College	2008	83%	499	600
Herkimer County Community College	2009	78%	469	600
Hesston College	2009	44%	263	600
Hibbing Community College	2009	53%	316	600
Honolulu Community College	2008	74%	444	600
Hopkinsville Community College	2009	91%	545	600
Housatonic Community College	2008	85%	508	600
Howard College	2008	77%	459	600
Illinois Valley Community College	2009	90%	542	600
Isothermal Community College	2007	75%	447	600
Itasca Community College	2009	60%	361	600
Ivy Tech Community College-Anderson	2008	63%	377	600
Ivy Tech Community College-Bloomington	2008	95%	567	600
Ivy Tech Community College-Columbus	2008	66%	398	600
Ivy Tech Community College-East Chicago	2008	66%	249	376
Ivy Tech Community College-Elkhart	2008	74%	300	403
Ivy Tech Community College-Gary	2008	69%	416	600
Ivy Tech Community College-Kokomo	2008	87%	522	600
Ivy Tech Community College-Lawrenceburg	2008	75%	302	402
Ivy Tech Community College-Logansport	2008	69%	238	344
Ivy Tech Community College-Madison	2008	62%	216	348
Ivy Tech Community College-Marion	2008	64%	241	374
Ivy Tech Community College-Michigan City	2008	64%	224	350
Ivy Tech Community College-Muncie	2008	56%	336	600
Ivy Tech Community College-Sellersburg	2008	79%	472	600
Ivy Tech Community College-South Bend	2008	63%	379	600
Ivy Tech Community College-Valparaiso	2008	64%	382	600
Ivy Tech Community College-Warsaw	2008	46%	150	324
Ivy Tech Community College-Whitewater	2008	74%	445	600
Jackson State Community College	2009	105%	630	600
James A. Rhodes State College	2007	79%	471	600
James Sprunt Community College	2009	62%	372	600
Jamestown Community College	2009	97%	580	600
Jefferson Community College	2009	90%	538	600
Jefferson Community College	2009	73%	436	600
John Wood Community College	2009	92%	550	600
Kankakee Community College	2009	93%	560	600
Kauai Community College	2008	97%	277	286
Kenai Peninsula College-UAA	2007	52%	310	600
Kennebec Valley Community College	2009	80%	478	600
Kirtland Community College	2007	77%	461	600
Klamath Community College	2008	87%	234	270
Kodiak College, University of Alaska Anchorage	2007	66%	165	249
Kuskokwim Campus, University of Alaska Fairbanks	2007	17%	42	250

Table 2: Percent of Target

Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
L. E. Fletcher Technical Community College	2009	76%	455	600
Lake City Community College	2007	73%	436	600
Lake Michigan College	2009	80%	477	600
Lake Region State College	2009	35%	210	600
Lake-Sumter Community College	2007	99%	594	600
Lakes Region Community College	2008	87%	325	374
Lamar Institute of Technology	2008	88%	526	600
Lamar State College-Orange	2008	77%	461	600
Lawson State Community College	2009	95%	568	600
Leech Lake Tribal College	2007	34%	65	189
Louisburg College	2008	75%	241	323
Louisiana Delta Community College	2009	65%	387	600
Louisiana Technical College-Region 2	2008	38%	156	406
Louisiana Technical College-Region 3	2007	40%	242	600
Louisiana Technical College-Region 4	2007	88%	526	600
Louisiana Technical College-Region 6	2007	78%	305	392
Louisiana Technical College-Region 7	2007	81%	339	420
Louisiana Technical College-Region 8	2007	75%	281	377
Louisiana Technical College-Region 9	2008	46%	278	600
Lower Columbia College	2007	81%	486	600
MN State College-Southeast Technical	2008	81%	485	600
MSCTC-Detroit Lakes Campus	2009	54%	323	600
MSCTC-Fergus Falls Campus	2009	59%	355	600
MSCTC-Wadena Campus	2009	56%	334	600
Madisonville Community College	2009	85%	509	600
Manchester Community College	2008	90%	540	600
Marion Technical College	2009	102%	613	600
Marshall Community and Technical College	2008	75%	447	600
Marshalltown Community College	2009	80%	479	600
Martin Community College	2008	54%	193	355
Maui Community College	2008	85%	509	600
Mayland Community College	2009	65%	389	600
Maysville Community & Technical College	2009	76%	454	600
Mercy College of Health Sciences	2008	131%	318	242
Mesa State College	2008	56%	337	600
Mesabi Range Community and Technical College	2009	64%	382	600
Mid Michigan Community College	2007	89%	536	600
Mid-South Community College	2008	61%	368	600
Middle Georgia College	2008	87%	522	600
Middlesex Community College	2008	77%	464	600
Miles Community College	2008	90%	188	210
Minnesota West-Canby	2009	19%	111	600
Minnesota West-Granite Falls	2009	16%	93	600
Minnesota West-Jackson	2009	18%	109	600
Minnesota West-Pipestone	2009	19%	114	600
Minnesota West-Worthington	2009	38%	230	600
Minot State University-Bottineau	2009	22%	133	600
Missouri State University-West Plains	2009	81%	484	600
Montana State University Billings College of Technology	2009	63%	376	600
Montana State University-Great Falls College of Technology	2008	82%	493	600
Morgan Community College	2009	63%	378	600

Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
Motlow State Community College	2009	95%	571	600
Mount Wachusett Community College	2007	96%	578	600
Mountain Empire Community College	2008	79%	473	600
Muscatine Community College	2009	43%	256	600
NHTI - Concord's Community College	2008	85%	511	600
Nash Community College	2008	78%	467	600
Nashua Community College	2008	82%	490	600
National Park Community College	2008	92%	550	600
Neosho County Community College	2009	83%	500	600
New Mexico Junior College	2007	73%	438	600
New Mexico State University-Grants	2008	61%	198	322
New Mexico State University at Alamogordo	2009	69%	416	600
New River Community College	2008	97%	582	600
New River Community and Technical College	2008	53%	316	600
North Arkansas College	2009	80%	480	600
North Central Michigan College	2009	85%	510	600
North Central Missouri College	2009	70%	419	600
North Central State College	2008	83%	495	600
North Country Community College	2009	81%	484	600
North Dakota State College of Science	2009	54%	325	600
North Florida Community College	2007	71%	288	406
North Iowa Area Community College	2009	80%	477	600
Northeast Lakeview College	2009	97%	584	600
Northeast Mississippi Community College	2009	95%	569	600
Northeast Texas Community College	2007	67%	399	600
Northern Maine Community College	2009	68%	408	600
Northern Wyoming Community College District	2009	95%	571	600
Northland Community and Technical College	2008	89%	531	600
Northwest College	2009	72%	434	600
Northwest Iowa Community College	2009	63%	378	600
Northwest Technical College	2008	98%	278	285
Northwestern Connecticut Community College	2008	62%	371	600
Nunez Community College	2007	76%	249	327
Olive-Harvey College	2009	62%	371	600
Oregon Coast Community College	2008	93%	199	213
Ouachita Technical College	2009	53%	317	600
Ozarka College	2008	84%	238	282
Panola College	2009	76%	457	600
Paris Junior College	2008	76%	454	600
Patrick Henry Community College	2008	86%	513	600
Paul D. Camp Community College	2008	39%	236	600
Phillips Community College of the University of Arkansas	2008	87%	524	600
Pierpont Community and Technical College	2008	62%	373	600
Pine Technical College	2008	95%	244	258
Pratt Community College	2008	44%	266	600
Prince William Sound Community College	2007	15%	51	347
Quinebaug Valley Community College	2008	90%	537	600
Rainy River Community College	2009	22%	134	600
Ranger College	2008	80%	214	267
Rappahannock Community College	2008	73%	438	600
Redlands Community College	2009	67%	401	600

Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
Rich Mountain Community College	2009	41%	246	600
Ridgewater College	2008	114%	685	600
River Parishes Community College	2009	61%	367	600
River Valley Community College	2008	72%	255	352
Riverland Community College	2009	78%	467	600
Rogue Community College	2008	84%	501	600
Roxbury Community College	2009	46%	274	600
SOWELA Technical Community College	2007	46%	276	600
SUNY Ulster	2009	91%	546	600
Salem Community College	2008	90%	269	299
Salish Kootenai College	2007	66%	259	394
Santa Fe Community College	2007	70%	422	600
Schenectady County Community College	2009	93%	557	600
Scott Community College	2009	71%	424	600
Seward County Community College/ Area Technical School	2009	65%	389	600
South Central College	2008	84%	505	600
South Florida Community College	2007	84%	504	600
South Georgia College	2009	81%	488	600
South Louisiana Community College	2007	70%	420	600
South Mountain Community College	2007	66%	397	600
Southeastern Community College	2009	75%	447	600
Southeastern Community College	2007	68%	405	600
Southeastern Technical College	2008	84%	228	271
Southern State Community College	2009	95%	567	600
Southern West Virginia Community and Technical College	2008	77%	462	600
Southwest Georgia Technical College	2009	78%	470	600
Southwest Virginia Community College	2008	75%	449	600
Southwestern Community College	2008	78%	468	600
Southwestern Indian Polytechnic Institute	2009	45%	271	600
Southwestern Oregon Community College	2008	68%	407	600
Spartanburg Community College	2008	93%	559	600
Spoon River College	2007	83%	495	600
St. Clair County Community College	2008	94%	566	600
St. Cloud Technical College	2009	96%	575	600
St. Louis Community College at Wildwood	2009	74%	442	600
Sullivan County Community College	2009	73%	437	600
Surry Community College	2007	88%	530	600
Sussex County Community College	2009	94%	563	600
Tanana Valley Campus, University of Alaska Fairbanks	2007	56%	334	600
Technical College of the Lowcountry	2009	71%	425	600
Terra State Community College	2009	68%	407	600
Texas State Technical College Harlingen	2008	81%	487	600
Texas State Technical College Marshall	2009	54%	324	600
Texas State Technical College Waco	2009	81%	484	600
Texas State Technical College West Texas	2008	66%	396	600
The Community and Technical College at WVU Tech	2008	88%	216	245
The Victoria College	2007	81%	487	600
Three Rivers Community College	2008	94%	562	600
Tillamook Bay Community College	2008	36%	126	346
Tompkins Cortland Community College	2009	102%	611	600
Treasure Valley Community College	2008	89%	532	600

Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
Tunxis Community College	2008	78%	468	600
Umpqua Community College	2008	115%	386	336
University of Akron Wayne College	2009	84%	505	600
University of Alaska Matanuska Susitna College	2007	72%	300	415
University of Alaska Southeast Ketchikan Campus	2007	10%	61	600
University of Arkansas Community College at Batesville	2009	72%	429	600
University of Cincinnati-Raymond Walters College	2008	80%	479	600
University of Cincinnati Clermont College	2008	70%	422	600
University of New Mexico-Taos Branch	2008	70%	283	404
University of New Mexico-Valencia Campus	2008	75%	450	600
Vermilion Community College	2009	46%	274	600
Vernon College	2009	90%	540	600
Virginia Highlands Community College	2008	79%	474	600
Washington County Community College	2009	38%	228	600
Washington State Community College	2009	83%	499	600
Waycross College	2008	80%	224	279
Wayne Community College	2007	76%	455	600
Wenatchee Valley College	2007	77%	464	600
West Hills College Coalinga	2008	50%	208	413
West Hills College Lemoore	2008	71%	423	600
West Hills College NDC	2008	54%	137	255
West Virginia Northern Community College	2008	70%	418	600
West Virginia State Community and Technical College	2008	69%	416	600
West Virginia University at Parkersburg	2008	110%	659	600
Western Nebraska Community College	2009	88%	528	600
Western Texas College	2009	36%	214	600
Western Wyoming Community College	2009	74%	441	600
White Mountains Community College	2008	72%	201	280
Wilkes Community College	2008	97%	582	600
Williston State College	2009	37%	223	600
Windward Community College	2008	61%	367	600
Wisconsin Indianhead Technical College	2009	104%	625	600
Wor-Wic Community College	2008	90%	539	600
Wytheville Community College	2008	70%	422	600
York County Community College	2009	72%	433	600

Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
<b>2009 CCSSE Cohort Colleges</b>		<b>79%</b>	<b>400,886</b>	<b>503,169</b>
<b>All Medium CCSSE Colleges</b>		<b>83%</b>	<b>107,957</b>	<b>129,600</b>
Aims Community College	2009	78%	622	800
Angelina College	2009	93%	740	800
Anoka-Ramsey Community College	2009	93%	747	800
Asheville-Buncombe Technical Community College	2007	89%	708	800
Ashland Community and Technical College	2009	78%	622	800
Atlantic Cape Community College	2009	96%	764	800
Baltimore City Community College	2008	55%	439	800
Baton Rouge Community College	2009	36%	287	800
Berkeley City College	2008	24%	189	800
Big Sandy Community and Technical College	2009	27%	218	800
Bossier Parish Community College	2009	87%	693	800
Bowling Green Technical College	2009	73%	585	800
Bristol Community College	2009	92%	736	800
Broome Community College	2009	95%	761	800
Cape Fear Community College	2008	93%	745	800
Central Arizona College	2008	62%	498	800
Central Carolina Community College	2009	97%	775	800
Central Community College	2009	84%	671	800
Central Florida Community College	2007	78%	622	800
Central Virginia Community College	2008	70%	557	800
Chemeketa Community College	2008	91%	724	800
Chippewa Valley Technical College	2008	101%	807	800
Clackamas Community College	2008	70%	560	800
Cochise College	2008	90%	722	800
College of Alameda	2009	67%	534	800
College of Southern Idaho	2009	86%	691	800
College of Southern Maryland	2008	85%	677	800
Colorado Mountain College	2007	62%	492	800
Columbia Basin College	2008	86%	685	800
Columbia State Community College	2009	99%	792	800
Community College of Vermont	2008	104%	831	800
Corning Community College	2009	85%	677	800
Crafton Hills College	2009	88%	700	800
Darton College	2008	71%	567	800
Delaware Technical & Community College-Stanton-Wilmington	2007	97%	773	800
Doña Ana Community College	2009	94%	755	800
Durham Technical Community College	2008	84%	669	800
El Centro College	2009	82%	652	800
Elizabethtown Community & Technical College	2009	80%	639	800
Estrella Mountain Community College	2009	76%	611	800
Finger Lakes Community College	2009	85%	679	800
Forsyth Technical Community College	2009	101%	808	800
Frederick Community College	2008	94%	752	800
Gadsden State Community College	2008	71%	565	800
Gainesville State College	2008	88%	706	800
Gaston College	2009	88%	707	800
GateWay Community College	2008	62%	495	800
Gateway Community College	2008	83%	665	800

Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
Genesee Community College	2009	102%	819	800
George C Wallace State Community College	2009	91%	724	800
Georgia Military College	2009	103%	823	800
Germanna Community College	2008	91%	730	800
Gloucester County College	2007	76%	604	800
Green River Community College	2008	60%	480	800
Gulf Coast Community College	2009	88%	703	800
Harford Community College	2008	100%	798	800
Heartland Community College	2007	62%	494	800
Hennepin Technical College	2008	74%	594	800
Highline Community College	2008	81%	645	800
Holyoke Community College	2007	80%	639	800
Horry-Georgetown Technical College	2009	32%	259	800
Howard Community College	2008	92%	734	800
Hutchinson Community College	2009	91%	730	800
Inver Hills Community College	2009	91%	726	800
Iowa Central Community College	2009	98%	784	800
Iowa Western Community College	2009	97%	777	800
Itawamba Community College	2008	104%	829	800
Ivy Tech Community College-Evansville	2008	78%	621	800
Ivy Tech Community College-Fort Wayne	2008	75%	602	800
Ivy Tech Community College-Lafayette	2008	77%	617	800
Ivy Tech Community College-Terre Haute	2008	79%	631	800
Jackson Community College	2009	82%	652	800
John Tyler Community College	2008	104%	834	800
Kansas City Kansas Community College	2007	88%	706	800
Kapiolani Community College	2008	56%	450	800
Kilgore College	2008	88%	703	800
Lake Superior College	2009	87%	694	800
Laramie County Community College	2009	89%	710	800
Lee College	2007	85%	679	800
Leeward Community College	2008	82%	653	800
Lehigh Carbon Community College	2008	79%	630	800
Lincoln Land Community College	2009	81%	648	800
Linn-Benton Community College	2008	80%	638	800
Lone Star College-Kingwood	2009	86%	685	800
Lone Star College-Tomball	2009	85%	678	800
Lord Fairfax Community College	2008	89%	709	800
Manchester Community College	2008	76%	604	800
Massachusetts Bay Community College	2007	73%	587	800
Massasoit Community College	2009	93%	746	800
McHenry County College	2007	103%	827	800
Midland College	2009	75%	599	800
Mohawk Valley Community College	2009	96%	764	800
Morton College	2009	78%	625	800
Mountain View College	2008	86%	688	800
Nashville State Community College	2009	107%	857	800
Naugatuck Valley Community College	2008	91%	729	800
Niagara County Community College	2009	74%	593	800
North Central Texas College	2009	89%	712	800
North Hennepin Community College	2009	98%	781	800
North Seattle Community College	2008	84%	668	800
North Shore Community College	2007	75%	596	800



Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
NorthWest Arkansas Community College	2009	94%	754	800
Northeast Community College	2009	100%	801	800
Northeast Iowa Community College	2008	67%	538	800
Northeast State Technical Community College	2009	79%	634	800
Northern Essex Community College	2009	84%	669	800
Northern Oklahoma College	2009	89%	709	800
Northwest Florida State College	2007	81%	651	800
Norwalk Community College	2008	86%	689	800
Odessa College	2008	79%	634	800
Olympic College	2009	92%	734	800
Orange County Community College	2009	104%	833	800
Owensboro Community and Technical College	2009	85%	682	800
Oxnard College	2008	72%	579	800
Palo Alto College	2009	58%	463	800
Passaic County Community College	2009	88%	701	800
Piedmont Virginia Community College	2009	95%	758	800
Pitt Community College	2009	90%	722	800
Polk Community College	2007	83%	664	800
Prairie State College	2008	88%	706	800
Pueblo Community College	2009	88%	704	800
Quinsigamond Community College	2007	75%	598	800
Raritan Valley Community College	2008	84%	670	800
Reading Area Community College	2008	97%	779	800
Rend Lake College	2009	92%	733	800
Roane State Community College	2009	106%	847	800
Rochester Community and Technical College	2009	78%	621	800
Rowan-Cabarrus Community College	2009	80%	641	800
SUNY Rockland Community College	2009	86%	684	800
Saint Paul College	2009	83%	660	800
San Jacinto College-North Campus	2009	81%	649	800
Shelton State Community College	2007	85%	676	800
Skagit Valley College	2007	65%	520	800
Skyline College	2008	85%	683	800
Somerset Community College	2008	86%	690	800
South Puget Sound Community College	2008	88%	705	800
South Seattle Community College	2007	63%	506	800
South Suburban College	2008	75%	599	800
Southeast Kentucky Community & Technical College	2008	68%	544	800
Southern Maine Community College	2009	103%	825	800
Southside Virginia Community College	2008	78%	624	800
Southwest Texas Junior College	2008	75%	597	800
Springfield Technical Community College	2007	83%	666	800
St. Johns River Community College	2007	90%	717	800
St. Louis Community College at Forest Park	2009	80%	637	800
St. Louis Community College-Florissant Valley	2009	75%	596	800
Stark State College of Technology	2008	99%	793	800
Tacoma Community College	2008	71%	570	800
Temple College	2009	73%	584	800
Tri-County Technical College	2009	83%	662	800
Trinity Valley Community College	2009	83%	661	800
Volunteer State Community College	2009	110%	882	800
Walla Walla Community College	2008	72%	578	800
Walters State Community College	2009	95%	758	800

Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
Weatherford College	2009	85%	677	800
West Kentucky Community and Technical College	2008	95%	757	800
Western Iowa Tech Community College	2009	62%	493	800
Western Nevada College	2008	87%	692	800
Western Technical College	2009	98%	780	800
Westmoreland County Community College	2009	102%	817	800
Wharton County Junior College	2009	90%	717	800
York Technical College	2009	90%	722	800

Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
<b>2009 CCSSE Cohort Colleges</b>		<b>79%</b>	<b>400,886</b>	<b>503,169</b>
<b>All Large CCSSE Colleges</b>		<b>82%</b>	<b>92,143</b>	<b>112,000</b>
Amarillo College	2009	76%	761	1000
Anne Arundel Community College	2008	84%	844	1000
Antelope Valley College	2008	75%	746	1000
Bellevue Community College	2008	90%	897	1000
Bergen Community College	2008	81%	813	1000
Blinn College	2008	108%	1079	1000
Bluegrass Community and Technical College	2008	79%	790	1000
Brevard Community College	2007	102%	1024	1000
Brookdale Community College	2007	75%	751	1000
Brookhaven College	2008	84%	841	1000
Bucks County Community College	2008	86%	856	1000
Bunker Hill Community College	2009	77%	765	1000
Burlington County College	2009	87%	874	1000
Butler Community College	2009	69%	692	1000
Butte College	2008	89%	894	1000
Calhoun Community College	2009	88%	880	1000
Century College	2009	96%	960	1000
Chandler-Gilbert Community College	2009	97%	971	1000
Chattanooga State Technical Community College	2009	81%	808	1000
Citrus College	2008	93%	932	1000
College of Lake County	2007	58%	575	1000
College of the Desert	2008	87%	870	1000
College of the Sequoias	2009	93%	933	1000
Community College of Denver	2008	84%	839	1000
Daytona State College	2009	99%	990	1000
Del Mar College	2009	82%	815	1000
Delaware County Community College	2009	81%	814	1000
Delgado Community College	2007	84%	841	1000
Delta College	2009	102%	1019	1000
Douglas College	2007	68%	675	1000
Dutchess Community College-SUNY	2009	98%	980	1000
Eastfield College	2007	78%	775	1000
Edison State College	2007	82%	821	1000
Edmonds Community College	2009	72%	723	1000
Elgin Community College	2009	89%	889	1000
Erie Community College	2009	74%	742	1000
Fayetteville Technical Community College	2009	89%	892	1000
Greenville Technical College	2007	91%	913	1000
Guilford Technical Community College	2009	92%	924	1000
Harold Washington College	2009	67%	665	1000
Henry Ford Community College	2008	82%	822	1000
Hudson Valley Community College	2009	43%	430	1000
Illinois Central College	2008	82%	816	1000
Indian River State College	2007	80%	799	1000
Ivy Tech Community College-Central Indiana	2008	67%	669	1000
J. Sargeant Reynolds Community College	2008	88%	877	1000
Joliet Junior College	2009	66%	657	1000
Kingsborough Community College	2009	76%	758	1000
LaGuardia Community College	2007	73%	732	1000
Lakeland Community College	2008	82%	820	1000

Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
Lane Community College	2008	70%	699	1000
Laney College	2008	14%	136	1000
Lone Star College-CyFair	2009	96%	962	1000
Lone Star College-Montgomery	2009	85%	848	1000
Lone Star College-North Harris	2009	91%	910	1000
Lorain County Community College	2009	83%	831	1000
Madison Area Technical College	2009	99%	989	1000
McLennan Community College	2009	55%	551	1000
Merced College	2009	82%	815	1000
Mercer County Community College	2008	82%	819	1000
Metropolitan Community College	2009	95%	947	1000
Middlesex Community College	2007	87%	873	1000
Midlands Technical College	2009	96%	959	1000
Minneapolis Community and Technical College	2009	80%	798	1000
MiraCosta College	2009	91%	907	1000
Montgomery County Community College	2009	82%	817	1000
Moorpark College	2008	59%	588	1000
Mott Community College	2009	103%	1034	1000
Normandale Community College	2008	87%	873	1000
North Lake College	2008	82%	821	1000
Northampton Community College	2009	97%	971	1000
Northwest Vista College	2009	73%	734	1000
Nova Scotia Community College	2008	95%	953	1000
Oakton Community College	2009	98%	983	1000
Ocean County College	2008	86%	858	1000
Oklahoma City Community College	2009	80%	796	1000
Onondaga Community College	2009	91%	906	1000
Ozarks Technical Community College	2009	95%	953	1000
Paradise Valley Community College	2007	87%	868	1000
Parkland College	2007	86%	862	1000
Pasco-Hernando Community College	2009	85%	851	1000
Pellissippi State Technical Community College	2009	93%	927	1000
Pensacola Junior College	2007	91%	912	1000
Phoenix College	2008	64%	635	1000
Prince George's Community College	2008	86%	861	1000
Pulaski Technical College	2008	83%	825	1000
Queensborough Community College	2007	86%	857	1000
Richard J. Daley College	2007	64%	644	1000
Richland College	2008	84%	842	1000
San Jacinto College-Central Campus	2009	77%	773	1000
San Jacinto College-South Campus	2009	77%	769	1000
San Jose City College	2008	76%	761	1000
Schoolcraft College	2007	86%	860	1000
Scottsdale Community College	2008	74%	743	1000
Seminole Community College	2007	80%	800	1000
Southwest Tennessee Community College	2009	87%	873	1000
St. Louis Community College-Meramec	2009	61%	613	1000
St. Philip's College	2009	86%	864	1000
State College of Florida Manatee-Sarasota	2007	98%	979	1000
Taft College	2009	48%	476	1000
Tallahassee Community College	2009	79%	786	1000
Thomas Nelson Community College	2008	90%	898	1000
Truman College	2009	93%	933	1000

<b>Institution</b>	<b>Year of most recent CCSSE Participation</b>	<b>Percent of Target</b>	<b>Adjusted Survey Count</b>	<b>Targeted Number of Surveys</b>
Tyler Junior College	2009	83%	825	1000
Union County College	2008	85%	847	1000
University of Wisconsin Colleges	2008	96%	955	1000
Ventura College	2008	54%	541	1000
Victor Valley College	2009	53%	530	1000
Vincennes University	2009	106%	1064	1000
Virginia Western Community College	2008	89%	892	1000
Westchester Community College	2009	82%	824	1000
Wilbur Wright College	2009	87%	869	1000

Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
<b>2009 CCSSE Cohort Colleges</b>		<b>79%</b>	<b>400,886</b>	<b>503,169</b>
<b>All Extra-Large CCSSE Colleges</b>		<b>83%</b>	<b>64,452</b>	<b>77,700</b>
American River College	2009	80%	1205	1500
Austin Community College	2007	62%	930	1500
Borough of Manhattan Community College	2007	36%	429	1200
Broward College	2007	81%	1208	1500
City College of San Francisco	2007	79%	1179	1500
College of DuPage	2009	92%	1376	1500
Community College of Allegheny County	2009	73%	875	1200
Community College of Philadelphia	2009	81%	973	1200
Cuyahoga Community College	2008	84%	1253	1500
De Anza College	2009	53%	797	1500
El Camino College	2008	68%	1024	1500
El Paso Community College	2009	88%	1316	1500
Florida Community College at Jacksonville	2009	90%	1346	1500
Fullerton Community College	2009	76%	913	1200
Georgia Perimeter College	2008	93%	1114	1200
Glendale Community College	2009	84%	1013	1200
Grand Rapids Community College	2009	91%	1094	1200
Harper College	2009	83%	1001	1200
Hillsborough Community College	2007	73%	875	1200
Houston Community College	2009	86%	1293	1500
Humber ITAL	2009	82%	987	1200
Jefferson Community and Technical College	2009	83%	996	1200
Johnson County Community College	2009	73%	879	1200
Kirkwood Community College	2009	75%	896	1200
Lansing Community College	2009	85%	1016	1200
Macomb Community College	2007	87%	1047	1200
Mesa Community College	2008	83%	1246	1500
Metropolitan Community College-Kansas City	2009	95%	1143	1200
Miami Dade College	2007	73%	1099	1500
Modesto Junior College	2009	82%	982	1200
Monroe Community College	2009	88%	1053	1200
Montgomery College	2008	102%	1528	1500
Moraine Valley Community College	2008	101%	1215	1200
Mt. San Antonio College	2009	76%	1138	1500
Nassau Community College	2009	109%	1308	1200
Northern Virginia Community College	2008	97%	1461	1500
Oakland Community College	2009	69%	1039	1500
Owens Community College	2009	72%	864	1200
Palm Beach Community College	2007	101%	1206	1200
Palomar College	2007	85%	1268	1500
Pasadena City College	2009	66%	984	1500
Portland Community College	2008	75%	1132	1500
Sacramento City College	2008	67%	1009	1500
Salt Lake Community College	2008	91%	1369	1500
San Antonio College	2009	89%	1067	1200
San Diego Mesa College	2007	84%	1007	1200
Santa Ana College	2009	96%	1446	1500
Santa Fe College	2007	79%	953	1200
Sinclair Community College	2007	77%	923	1200

Institution	Year of most recent CCSSE Participation	Percent of Target	Adjusted Survey Count	Targeted Number of Surveys
South Texas College	2009	88%	1060	1200
St. Petersburg College	2007	98%	1470	1500
Suffolk County Community College	2009	92%	1385	1500
The Community College of Baltimore County	2008	101%	1212	1200
Tidewater Community College	2008	99%	1478	1500
Triton College	2009	95%	1140	1200
Tulsa Community College	2009	84%	1007	1200
Valencia Community College	2009	100%	1500	1500
Wayne County Community College District	2009	60%	725	1200

## Respondents to Underlying Population by College Size

Table 3, on the following page, highlights data about respondent and population characteristics-similar to data presented in Table 1-by institution size and overall. The specific characteristics examined include gender, race/ethnicity, age, and enrollment status.

The first column details these characteristics for 2009 Small College Respondents while the second presents the population data for the same size group -2009 *CCSSE* Cohort Small Colleges (small colleges that participated in *CCSSE* from 2007 through 2009). This pattern of data presentation, respondents in one column and population data in the next, continues for medium through extra-large colleges. The last two columns present data for 2009 *CCSSE* respondents and then population data for 2009 *CCSSE* Cohort colleges.



**Table 3**  
**2009 CCSSE Cohort Respondents to the Underlying Population Comparisons by College Size**

	2009 Cohort Small College Respondents	2009 Cohort Small College Population	2009 Cohort Medium College Respondents	2009 Cohort Medium College Population	2009 Cohort Large College Respondents	2009 Cohort Large College Population	2009 Cohort Ex-Large College Respondents	2009 Cohort Ex-Large College Population	2009 Cohort College Respondents	2009 Cohort College Population
<b>Gender</b>										
Male	39%	40%	41%	41%	43%	42%	44%	44%	41%	42%
Female	61%	60%	59%	59%	57%	58%	56%	56%	59%	58%
<b>Race/Ethnicity</b>										
American Indian or other Native American	3%	2%	1%	1%	1%	1%	1%	1%	2%	1%
Asian, Asian American or Pacific Islander	2%	3%	4%	4%	5%	5%	7%	9%	4%	6%
Black or African American, Non-Hispanic	10%	12%	10%	12%	12%	15%	14%	14%	11%	13%
White, Non-Hispanic	73%	73%	67%	65%	56%	56%	48%	45%	64%	58%
Hispanic, Latino, Spanish	6%	7%	9%	10%	13%	15%	17%	20%	10%	14%
Other	3%	4%	3%	6%	4%	5%	5%	7%	4%	6%
International Student or Foreign National	4%	<1%	6%	1%	8%	2%	3%	3%	6%	2%
<b>Student Age</b>										
18 to 19	29%	26%	30%	26%	30%	25%	23%	23%	30%	25%
20 to 21	23%	17%	24%	18%	25%	19%	19%	19%	24%	19%
22 to 24	13%	13%	14%	14%	15%	15%	16%	16%	14%	15%
25 to 29	12%	13%	12%	13%	12%	14%	12%	14%	12%	14%
30 to 39	13%	15%	11%	15%	10%	14%	10%	14%	11%	14%
40 to 49	7%	9%	6%	9%	5%	8%	5%	8%	6%	9%
50 to 64	3%	5%	3%	4%	2%	4%	3%	4%	3%	4%
65 and over	<1%	1%	<1%	1%	<1%	1%	1%	1%	<1%	1%
<b>Enrollment Status</b>										
Full-Time	75%	44%	71%	41%	69%	40%	67%	36%	71%	40%
Part-Time	25%	56%	29%	59%	31%	60%	33%	64%	29%	60%

**Notes:**

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

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

## Underlying Population Percentages

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

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

Table 4  
Underlying Population Percentages by Gender, Race/Ethnicity, and Enrollment Status

	Gender		Race/Ethnicity							Enrollment Status		
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time	
<b>Small Colleges</b>												
All 2009 COSSE Cohort Colleges	42%	58%	1%	6%	13%	58%	14%	6%	2%	40%	60%	
All Small Colleges	40%	60%	2%	3%	12%	73%	7%	4%	<1%	44%	56%	
Abraham Baldwin Agricultural College	46%	54%	<1%	1%	20%	76%	2%	0%	<1%	70%	30%	
Adirondack Community College	40%	60%	<1%	1%	1%	97%	1%	0%	<1%	60%	40%	
Aiken Technical College	36%	64%	1%	1%	33%	60%	3%	2%	<1%	50%	50%	
Alabama Southern Community College	33%	67%	1%	1%	34%	63%	<1%	0%	0%	61%	39%	
Alexandria Technical College	57%	43%	1%	<1%	1%	88%	<1%	10%	0%	71%	29%	
Allegheny College of Maryland	35%	65%	<1%	1%	7%	90%	1%	1%	0%	53%	47%	
Alpena Community College	44%	56%	1%	1%	1%	90%	1%	6%	<1%	54%	46%	
Alvin Community College	45%	55%	1%	3%	9%	64%	23%	1%	0%	36%	64%	
Ancilla College	31%	69%	1%	1%	5%	86%	4%	2%	1%	69%	31%	
Anoka Technical College	42%	58%	1%	4%	10%	78%	1%	7%	0%	45%	55%	
Arkansas State University - Beebe	40%	60%	2%	1%	5%	89%	2%	1%	<1%	54%	46%	
Arkansas State University-Newport	43%	57%	<1%	<1%	13%	85%	1%	0%	<1%	34%	66%	
Asnuntuck Community College	48%	52%	<1%	3%	10%	79%	6%	3%	<1%	34%	66%	
Atlanta Metropolitan College	35%	65%	<1%	1%	95%	<1%	1%	0%	3%	54%	46%	
Atlanta Technical College	39%	61%	<1%	2%	90%	4%	1%	3%	0%	48%	52%	
Bainbridge College	29%	71%	<1%	2%	52%	41%	1%	3%	<1%	42%	58%	
Barton County Community College	50%	50%	1%	2%	11%	74%	7%	3%	1%	24%	76%	
Bay de Noc Community College	40%	60%	4%	1%	<1%	91%	1%	4%	0%	57%	43%	
Belmont Technical College	36%	64%	1%	<1%	2%	93%	<1%	4%	0%	66%	34%	
Berkshire Community College	36%	64%	<1%	1%	4%	84%	4%	4%	2%	41%	59%	
Big Bend Community College	41%	59%	1%	2%	1%	62%	26%	8%	<1%	63%	37%	
Bismarck Community College	53%	47%	3%	<1%	1%	90%	1%	4%	<1%	65%	35%	
Bismarck State College	38%	62%	1%	1%	9%	83%	3%	3%	0%	28%	72%	
Blue Ridge Community and Technical College	42%	58%	<1%	2%	5%	90%	3%	0%	<1%	41%	59%	
Blue Ridge Community College	49%	51%	<1%	1%	7%	64%	27%	0%	0%	20%	80%	
Brazosport College	39%	61%	<1%	<1%	2%	86%	1%	11%	<1%	54%	46%	
Butler County Community College	45%	55%	<1%	1%	4%	90%	1%	4%	<1%	37%	63%	
Caldwell Community College and Technical Institute	39%	61%	1%	1%	4%	75%	5%	13%	1%	37%	63%	
Cape Cod Community College	39%	61%	<1%	1%	4%	75%	5%	13%	1%	37%	63%	
Capital Community College	28%	72%	<1%	4%	39%	22%	30%	5%	1%	28%	72%	
Caritas Labour College	8%	92%	1%	2%	23%	61%	4%	7%	1%	5%	95%	
Carroll Community College	12%	88%	<1%	4%	7%	83%	2%	3%	0%	21%	79%	
Carroll Community College	38%	62%	<1%	1%	3%	92%	2%	2%	0%	47%	53%	
Carteret Community College	29%	71%	<1%	1%	9%	83%	2%	4%	0%	22%	78%	
Casper College	42%	58%	1%	1%	1%	93%	2%	0%	1%	45%	55%	
Cayuga Community College	40%	60%	<1%	1%	2%	95%	1%	<1%	<1%	51%	49%	
Cecil College	35%	65%	1%	1%	7%	87%	2%	2%	<1%	33%	67%	
Central Lakes College	42%	58%	1%	1%	1%	93%	1%	2%	<1%	57%	43%	
Central Maine Community College	48%	54%	1%	1%	2%	72%	1%	23%	0%	44%	56%	
Central Oregon Community College	42%	58%	3%	2%	1%	83%	4%	8%	0%	38%	62%	

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

Small Colleges continued	Gender		Race/Ethnicity						Enrollment Status		
	Male	Female	American Indian or Other Native American	Asian, American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
All 2009 CGSSE Cohort Colleges	42%	58%	1%	6%	13%	58%	14%	6%	2%	40%	60%
All Small Colleges	40%	60%	2%	3%	12%	73%	7%	4%	<1%	44%	56%
Central Wyoming College	39%	61%	13%	1%	1%	76%	4%	4%	1%	36%	64%
Centralia College	41%	59%	2%	2%	3%	82%	5%	7%	1%	38%	62%
Chesapeake College	30%	70%	<1%	1%	16%	80%	2%	<1%	<1%	36%	64%
Chipola College	43%	57%	1%	1%	20%	76%	2%	0%	0%	45%	55%
Clarendon College	55%	45%	1%	2%	10%	67%	18%	<1%	1%	49%	51%
Clark State Community College	33%	67%	<1%	1%	11%	83%	1%	4%	<1%	37%	63%
Cleveland Community College	35%	65%	<1%	1%	31%	63%	2%	3%	0%	48%	52%
Cleveland State Community College	39%	61%	1%	1%	4%	90%	2%	1%	2%	51%	49%
Clinton Community College	43%	57%	1%	1%	3%	80%	2%	13%	<1%	55%	45%
Clinton Community College	34%	66%	1%	<1%	4%	87%	2%	1%	<1%	46%	54%
Coastal Bend College	37%	63%	<1%	1%	4%	31%	64%	1%	<1%	38%	62%
Coastal Carolina Community College	35%	65%	1%	3%	19%	66%	8%	3%	0%	34%	66%
College of Coastal Georgia	34%	66%	1%	2%	27%	68%	3%	0%	1%	37%	63%
College of the Mainland	39%	61%	1%	2%	18%	57%	20%	2%	<1%	30%	70%
College of the Marshall Islands	56%	44%	0%	99%	0%	0%	0%	0%	1%	59%	41%
College of the Siskiyous	46%	54%	5%	3%	4%	76%	8%	7%	<1%	33%	67%
Columbia Gorge Community College	32%	68%	1%	2%	<1%	76%	8%	14%	0%	38%	62%
Columbia-Greene Community College	38%	62%	1%	1%	4%	90%	4%	0%	<1%	54%	46%
Columbia-Greene Community College Community College of Beaver County	41%	59%	<1%	<1%	7%	82%	1%	10%	<1%	42%	58%
Crowder College	35%	65%	2%	1%	1%	89%	4%	2%	1%	47%	53%
Cumberland County College	35%	65%	2%	2%	17%	61%	18%	<1%	<1%	55%	45%
Dabney S. Lancaster Community College	42%	58%	1%	1%	5%	93%	1%	0%	0%	37%	63%
Dakota County Technical College	52%	48%	1%	3%	7%	81%	2%	5%	1%	52%	48%
Danville Area Community College	35%	65%	<1%	1%	11%	82%	2%	3%	<1%	42%	58%
Danville Community College	40%	60%	<1%	1%	36%	63%	1%	0%	0%	33%	67%
DeKalb Technical College	39%	61%	<1%	3%	72%	20%	2%	2%	0%	37%	63%
Delaware Technical & Community College - Owens Campus	34%	66%	<1%	1%	14%	74%	3%	2%	5%	44%	56%
Delaware Technical & Community College - Terry Campus	32%	68%	<1%	3%	26%	63%	3%	2%	2%	43%	57%
Dine' College	26%	74%	98%	<1%	<1%	1%	<1%	<1%	0%	49%	51%
Dyersburg State Community College	30%	70%	<1%	1%	17%	80%	1%	<1%	0%	50%	50%
East Arkansas Community College	29%	71%	<1%	1%	41%	57%	1%	<1%	0%	50%	50%
East Central Community College	40%	60%	7%	<1%	35%	56%	1%	1%	0%	79%	21%
East Georgia College	41%	59%	<1%	1%	33%	65%	1%	0%	<1%	75%	25%
Eastern Maine Community College	52%	48%	1%	1%	1%	91%	<1%	6%	0%	56%	44%
Eastern New Mexico University - Roswell	46%	54%	3%	1%	2%	49%	42%	3%	<1%	33%	67%
Eastern Shore Community College	31%	69%	1%	1%	40%	55%	4%	0%	<1%	33%	67%
Eastern West Virginia Community & Technical College	27%	73%	0%	0%	2%	98%	0%	0%	0%	12%	88%
Eastern Wyoming College	38%	62%	1%	<1%	1%	93%	4%	1%	<1%	36%	64%
Edison State Community College	34%	66%	<1%	1%	2%	94%	1%	1%	<1%	35%	65%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

Small Colleges continued	Gender		Race/Ethnicity						Enrollment Status		
	Male	Female	American Indian or Other Native American	Asian, American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
All 2009 CCSSE Cohort Colleges	42%	58%	1%	6%	13%	58%	14%	6%	2%	40%	60%
All Small Colleges	40%	60%	2%	3%	12%	73%	7%	4%	<1%	44%	56%
El Camino College Compton Center	33%	67%	<1%	5%	52%	3%	34%	4%	1%	30%	70%
Elisworth Community College	50%	50%	<1%	1%	8%	85%	4%	2%	0%	62%	38%
Florida Keys Community College	42%	58%	1%	1%	10%	69%	14%	3%	2%	27%	73%
Fond du Lac Tribal and Community College	43%	57%	15%	2%	2%	76%	1%	4%	0%	34%	66%
Frank Phillips College	44%	56%	1%	<1%	3%	76%	18%	<1%	2%	45%	55%
Fulton-Montgomery Community College	44%	56%	<1%	1%	4%	84%	6%	<1%	4%	65%	35%
Galveston College	35%	65%	<1%	3%	20%	50%	25%	<1%	2%	30%	70%
Garrett College	51%	49%	<1%	<1%	7%	89%	1%	1%	2%	70%	30%
Gateway Community and Technical College	42%	58%	<1%	1%	6%	90%	1%	1%	<1%	33%	67%
Georgia Highlands College	38%	62%	<1%	2%	11%	83%	3%	0%	1%	56%	44%
Goodwin College	12%	88%	<1%	3%	32%	47%	16%	3%	<1%	14%	86%
Gordon College	35%	65%	<1%	1%	35%	60%	3%	<1%	1%	66%	34%
Grays Harbor College	42%	58%	4%	2%	3%	78%	5%	8%	0%	52%	48%
Grayson County College	38%	62%	6%	1%	7%	76%	6%	<1%	4%	45%	55%
Great Bay Community College	40%	60%	1%	1%	1%	65%	1%	31%	0%	25%	75%
Greenfield Community College	38%	62%	<1%	3%	2%	84%	3%	8%	0%	42%	58%
Hagerstown Community College	39%	61%	<1%	2%	8%	85%	3%	3%	0%	34%	66%
Halifax Community College	32%	68%	1%	<1%	46%	50%	1%	1%	0%	44%	56%
Hawaii Community College	38%	62%	1%	68%	1%	22%	2%	3%	2%	45%	55%
Haywood Community College	40%	60%	<1%	<1%	<1%	99%	1%	<1%	0%	32%	68%
Hazard Community and Technical College	51%	49%	<1%	<1%	1%	91%	<1%	8%	0%	37%	63%
Henderson Community College	36%	64%	<1%	1%	5%	81%	1%	12%	0%	33%	67%
Herkimer County Community College	40%	60%	<1%	2%	8%	61%	3%	24%	1%	64%	36%
Hesson College	39%	61%	2%	1%	3%	80%	3%	3%	8%	89%	11%
Hibbing Community College	49%	51%	3%	1%	3%	91%	<1%	2%	<1%	66%	34%
Honolulu Community College	54%	46%	<1%	82%	1%	11%	2%	2%	1%	37%	63%
Hopkinsville Community College	30%	70%	1%	2%	24%	57%	4%	13%	<1%	40%	60%
Housatonic Community College	35%	65%	<1%	3%	27%	42%	20%	7%	1%	36%	64%
Howard College	38%	62%	<1%	2%	4%	56%	36%	1%	<1%	34%	66%
Illinois Valley Community College	44%	56%	<1%	1%	4%	83%	6%	5%	<1%	44%	56%
Isothermal Community College	39%	61%	<1%	<1%	14%	81%	3%	1%	0%	43%	57%
Itasca Community College	52%	48%	4%	1%	2%	87%	1%	4%	2%	43%	57%
Ivy Tech Community College - Anderson	31%	69%	<1%	1%	9%	83%	1%	6%	0%	29%	71%
Ivy Tech Community College - Bloomington	41%	59%	<1%	1%	3%	88%	1%	7%	0%	44%	56%
Ivy Tech Community College - Columbus	28%	72%	<1%	1%	2%	88%	1%	8%	0%	31%	69%
Ivy Tech Community College - East Chicago	47%	53%	<1%	<1%	44%	27%	24%	4%	0%	26%	74%
Ivy Tech Community College - Elkhart	31%	69%	1%	2%	12%	72%	9%	4%	0%	18%	82%
Ivy Tech Community College - Gary	38%	61%	<1%	1%	48%	39%	8%	4%	0%	23%	77%
Ivy Tech Community College - Kokomo	37%	63%	1%	<1%	5%	88%	1%	5%	0%	34%	66%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Gender		Race/Ethnicity						Enrollment Status		
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
<b>Small Colleges continued</b>											
<b>All 2009 COSSE Cohort Colleges</b>	<b>42%</b>	<b>58%</b>	<b>1%</b>	<b>6%</b>	<b>13%</b>	<b>53%</b>	<b>14%</b>	<b>6%</b>	<b>2%</b>	<b>40%</b>	<b>60%</b>
All Small Colleges	40%	60%	2%	3%	12%	73%	7%	4%	<1%	44%	56%
Ivy Tech Community College - Lawrenceburg	30%	70%	<1%	<1%	1%	94%	<1%	4%	0%	32%	68%
Ivy Tech Community College - Logansport	24%	76%	1%	<1%	1%	92%	2%	3%	0%	16%	84%
Ivy Tech Community College - Madison	27%	73%	<1%	<1%	1%	95%	1%	3%	0%	36%	64%
Ivy Tech Community College - Marion	29%	71%	<1%	<1%	7%	86%	2%	5%	0%	33%	67%
Ivy Tech Community College - Michigan City	29%	71%	<1%	<1%	18%	74%	4%	3%	0%	22%	78%
Ivy Tech Community College - Muncie	38%	62%	<1%	<1%	5%	88%	1%	5%	0%	43%	57%
Ivy Tech Community College - Sellersburg	48%	52%	1%	1%	5%	84%	1%	8%	0%	29%	71%
Ivy Tech Community College - South Bend	47%	53%	<1%	2%	16%	72%	5%	6%	0%	23%	77%
Ivy Tech Community College - Valparaiso	33%	67%	<1%	1%	4%	85%	6%	4%	0%	26%	74%
Ivy Tech Community College - Warsaw	39%	61%	1%	1%	2%	88%	4%	4%	0%	16%	84%
Ivy Tech Community College - Whitewater	28%	72%	<1%	<1%	4%	93%	1%	1%	0%	26%	74%
Jackson State Community College	34%	66%	<1%	1%	17%	80%	1%	1%	<1%	1%	45%
James A. Rhodes State College	27%	73%	<1%	1%	7%	88%	2%	2%	0%	56%	44%
James Sprunt Community College	31%	69%	<1%	1%	40%	53%	4%	2%	0%	32%	48%
Jamestown Community College	43%	57%	1%	1%	2%	93%	3%	0%	<1%	69%	31%
Jefferson Community College	38%	62%	1%	2%	5%	76%	4%	13%	<1%	55%	45%
Jefferson Community College	38%	62%	<1%	1%	4%	84%	1%	10%	<1%	51%	49%
John Wood Community College	38%	62%	<1%	1%	3%	80%	1%	14%	<1%	47%	53%
Kankakee Community College	35%	65%	<1%	2%	15%	79%	5%	0%	<1%	38%	62%
Kauai Community College	36%	64%	<1%	71%	1%	25%	2%	<1%	1%	37%	63%
Kenai Peninsula College-UAA	41%	59%	7%	1%	1%	76%	2%	10%	2%	29%	71%
Kennebec Valley Community College	36%	64%	1%	1%	<1%	70%	1%	27%	0%	26%	74%
Kirtland Community College	43%	57%	2%	<1%	1%	91%	1%	5%	0%	36%	64%
Klamath Community College	37%	63%	5%	2%	1%	80%	8%	4%	0%	37%	63%
Kodiak College, University of Alaska Anchorage	29%	71%	11%	8%	1%	68%	4%	4%	2%	12%	88%
Kuskokwim Campus, University of Alaska Fairbanks	24%	76%	69%	1%	<1%	21%	2%	5%	1%	22%	78%
L. E. Fletcher Technical Community College	43%	57%	6%	1%	19%	72%	2%	<1%	0%	43%	57%
Lake City Community College	33%	67%	<1%	1%	11%	85%	2%	<1%	1%	41%	59%
Lake Michigan College	40%	60%	1%	2%	17%	67%	4%	9%	0%	33%	67%
Lake Region State College	41%	59%	4%	1%	2%	85%	2%	6%	2%	27%	73%
Lakes Region Community College	48%	52%	<1%	<1%	<1%	59%	<1%	40%	0%	46%	54%
Lake-Sumter Community College	34%	66%	2%	2%	11%	71%	9%	5%	1%	34%	66%
Lamar Institute of Technology	56%	44%	<1%	3%	30%	55%	9%	4%	<1%	50%	50%
Lamar State College - Orange	27%	73%	1%	1%	18%	77%	4%	<1%	0%	46%	54%
Lawson State Community College	36%	64%	<1%	<1%	83%	16%	<1%	1%	0%	52%	48%
Leech Lake Tribal College	47%	53%	91%	0%	0%	9%	0%	0%	0%	78%	22%
Louisburg College	69%	31%	<1%	1%	62%	33%	3%	0%	1%	92%	8%
Louisiana Delta Community College	43%	57%	<1%	1%	30%	68%	<1%	<1%	0%	47%	53%
Louisiana Technical College - Region 2	58%	42%	<1%	1%	50%	35%	1%	14%	0%	44%	56%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Gender		Race/Ethnicity						Enrollment Status		
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
<b>Small Colleges continued</b>											
All 2009 CCSSSE Cohort Colleges	42%	58%	1%	6%	13%	58%	14%	6%	2%	40%	60%
All Small Colleges	40%	60%	2%	3%	12%	73%	7%	4%	<1%	44%	56%
Louisiana Technical College - Region 3	70%	30%	1%	1%	32%	63%	3%	<1%	0%	33%	67%
Louisiana Technical College - Region 4	47%	53%	1%	1%	38%	57%	1%	1%	<1%	56%	44%
Louisiana Technical College - Region 6	45%	55%	1%	1%	34%	58%	2%	4%	0%	56%	44%
Louisiana Technical College - Region 7	56%	44%	1%	1%	43%	52%	1%	2%	0%	49%	51%
Louisiana Technical College - Region 8	41%	59%	1%	<1%	39%	59%	1%	<1%	0%	44%	56%
Louisiana Technical College - Region 9	62%	38%	<1%	<1%	26%	69%	1%	3%	0%	32%	68%
Lower Columbia College	35%	65%	2%	2%	1%	78%	5%	12%	<1%	54%	46%
Madisonville Community College	46%	54%	<1%	<1%	5%	93%	<1%	1%	0%	37%	63%
Manchester Community College	45%	55%	1%	2%	3%	67%	3%	24%	0%	41%	59%
Marion Technical College	39%	61%	<1%	1%	6%	91%	1%	1%	<1%	47%	53%
Marshall Community and Technical College	58%	42%	<1%	1%	8%	76%	1%	14%	<1%	52%	48%
Marshalltown Community College	40%	60%	3%	2%	3%	79%	8%	5%	0%	44%	56%
Martin Community College	33%	67%	<1%	1%	53%	43%	1%	2%	0%	32%	68%
Maui Community College	35%	65%	<1%	64%	1%	30%	2%	<1%	2%	38%	62%
Mayland Community College	50%	50%	1%	<1%	4%	92%	2%	<1%	<1%	36%	64%
Mayville Community & Technical College	45%	55%	<1%	<1%	3%	87%	0%	9%	<1%	33%	67%
Mercy College of Health Sciences	9%	91%	1%	3%	2%	86%	3%	5%	0%	62%	38%
Mesa State College	46%	54%	2%	2%	3%	75%	12%	6%	<1%	65%	35%
Mesabi Range Community and Technical College	51%	49%	2%	1%	4%	92%	<1%	1%	1%	61%	39%
Mid Michigan Community College	40%	60%	2%	<1%	2%	89%	2%	4%	<1%	50%	50%
Middle Georgia College	45%	55%	<1%	1%	40%	57%	1%	0%	1%	70%	30%
Middlesex Community College	37%	63%	<1%	3%	9%	73%	11%	4%	<1%	40%	60%
Mid-South Community College	37%	63%	<1%	1%	51%	46%	1%	0%	<1%	25%	75%
Miles Community College	34%	66%	3%	1%	1%	93%	1%	0%	1%	66%	34%
Minnesota West - Canby	71%	28%	1%	3%	1%	88%	2%	0%	1%	84%	16%
Minnesota West - Granite Falls	33%	67%	1%	1%	1%	93%	4%	0%	<1%	66%	34%
Minnesota West - Jackson	58%	41%	0%	1%	0%	92%	2%	5%	<1%	66%	34%
Minnesota West - Pipestone	20%	78%	3%	1%	1%	85%	2%	7%	0%	61%	39%
Minnesota West - Worthington	38%	62%	1%	3%	5%	75%	5%	12%	<1%	57%	43%
Minot State University-Bottineau	46%	54%	8%	<1%	2%	78%	2%	7%	4%	48%	52%
Missouri State University-West Plains	38%	62%	2%	1%	1%	90%	1%	5%	<1%	55%	45%
MN State College - Southeast Technical	39%	61%	1%	2%	5%	91%	1%	<1%	<1%	59%	41%
Montana State University-Billings College of Technology	45%	55%	5%	2%	1%	84%	4%	4%	<1%	64%	36%
Montana State University-Great Falls College of Technology	34%	66%	4%	2%	2%	84%	2%	7%	0%	31%	69%
Morgan Community College	35%	65%	1%	1%	1%	81%	14%	3%	<1%	25%	75%
Motlow State Community College	37%	63%	<1%	2%	7%	87%	2%	2%	0%	54%	46%
Mount Wachusett Community College	35%	65%	<1%	2%	5%	71%	9%	11%	1%	44%	56%
Mountain Empire Community College	38%	62%	<1%	<1%	2%	98%	<1%	0%	<1%	40%	60%
MSCTC - Detroit Lakes Campus	42%	58%	7%	<1%	1%	84%	1%	6%	0%	52%	48%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Gender		Race/Ethnicity						Enrollment Status		
	Male	Female	American Indian or Other Native American	Asian, Asian or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
<b>Small Colleges continued</b>											
All 2009 CCSSE Cohort Colleges	42%	58%	1%	6%	13%	58%	14%	6%	2%	40%	60%
All Small Colleges	40%	60%	2%	3%	12%	73%	7%	4%	<1%	44%	56%
MSCTC - Fergus Falls Campus	42%	58%	1%	1%	6%	86%	2%	5%	0%	58%	42%
MSCTC - Wadena Campus	44%	56%	1%	1%	1%	90%	1%	6%	0%	59%	41%
Muscatine Community College	46%	54%	1%	1%	1%	78%	13%	5%	1%	37%	63%
Nash Community College	37%	63%	1%	1%	34%	58%	2%	4%	<1%	37%	63%
Nashua Community College	46%	54%	<1%	2%	2%	74%	4%	18%	0%	39%	61%
National Park Community College	36%	64%	1%	1%	8%	85%	4%	<1%	<1%	45%	55%
Neosho County Community College	32%	68%	1%	2%	7%	85%	3%	2%	<1%	32%	68%
New Mexico Junior College	41%	59%	1%	1%	4%	51%	39%	3%	2%	38%	62%
New Mexico State University - Grants	35%	65%	39%	<1%	2%	17%	34%	7%	1%	36%	64%
New Mexico State University at Alamogordo	35%	65%	4%	2%	5%	42%	30%	12%	4%	32%	68%
New River Community and Technical College	33%	67%	<1%	<1%	7%	91%	1%	<1%	0%	48%	52%
New River Community College	50%	50%	<1%	2%	4%	92%	1%	0%	<1%	38%	62%
NHTI - Concord's Community College	43%	57%	<1%	2%	2%	85%	2%	10%	0%	50%	50%
North Arkansas College	40%	60%	2%	1%	<1%	94%	2%	1%	0%	57%	43%
North Central Michigan College	38%	62%	4%	1%	<1%	83%	1%	10%	0%	34%	66%
North Central Missouri College	29%	71%	1%	<1%	1%	96%	1%	0%	<1%	53%	47%
North Central State College	32%	68%	<1%	1%	5%	87%	1%	5%	<1%	34%	66%
North Country Community College	38%	62%	3%	1%	2%	92%	1%	0%	2%	55%	45%
North Dakota State College of Science	58%	42%	1%	<1%	3%	95%	1%	0%	<1%	72%	28%
North Florida Community College	32%	68%	<1%	1%	26%	69%	2%	1%	<1%	47%	53%
North Iowa Area Community College	46%	54%	<1%	1%	3%	90%	2%	2%	1%	52%	48%
Northeast Lakeview College	37%	63%	1%	3%	10%	57%	29%	0%	<1%	47%	53%
Northeast Mississippi Community College	40%	60%	1%	<1%	20%	78%	1%	1%	<1%	83%	17%
Northeast Texas Community College	47%	53%	1%	2%	8%	71%	17%	0%	<1%	41%	59%
Northern Maine Community College	50%	50%	3%	1%	<1%	84%	1%	9%	2%	60%	40%
Northern Wyoming Community College District	48%	52%	1%	1%	1%	92%	4%	0%	1%	33%	67%
Northland Community and Technical College	44%	56%	3%	4%	4%	88%	2%	1%	<1%	49%	51%
Northwest College	39%	61%	1%	3%	1%	90%	5%	<1%	0%	67%	33%
Northwest Iowa Community College	49%	51%	<1%	<1%	<1%	91%	2%	7%	<1%	47%	53%
Northwest Technical College	31%	69%	9%	1%	1%	83%	1%	5%	<1%	47%	53%
Northwestern Connecticut Community College	33%	67%	<1%	2%	2%	88%	4%	4%	<1%	34%	66%
Niue Community College	39%	61%	2%	3%	27%	62%	4%	3%	0%	42%	58%
Olive-Harvey College	30%	70%	<1%	1%	80%	1%	18%	0%	0%	48%	52%
Oregon Coast Community College	32%	68%	3%	3%	1%	90%	4%	0%	0%	20%	80%
Ouachita Technical College	45%	55%	<1%	1%	1%	86%	2%	0%	1%	36%	64%
Ozarka College	23%	77%	1%	1%	<1%	97%	1%	0%	0%	59%	41%
Panola College	33%	67%	1%	1%	16%	77%	5%	0%	1%	46%	54%
Paris Junior College	37%	63%	2%	1%	11%	80%	6%	<1%	<1%	42%	58%
Patrick Henry Community College	36%	64%	<1%	1%	22%	76%	1%	0%	0%	36%	64%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.



	Gender		Race/Ethnicity							Enrollment Status	
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
<b>Small Colleges continued</b>											
All 2009 CCSSE Cohort Colleges	42%	58%	1%	6%	13%	58%	14%	6%	2%	40%	60%
All Small Colleges	40%	60%	2%	3%	12%	73%	7%	4%	<1%	44%	56%
Paul D. Camp Community College	35%	65%	1%	1%	39%	59%	1%	0%	<1%	26%	74%
Phillips Community College of the University of Arkansas	34%	66%	<1%	<1%	45%	53%	1%	<1%	0%	35%	65%
Pierpont Community and Technical College	40%	60%	<1%	1%	5%	92%	1%	1%	0%	58%	42%
Pine Technical College	32%	68%	2%	1%	2%	92%	1%	2%	0%	36%	64%
Pratt Community College	49%	51%	1%	<1%	3%	88%	4%	2%	2%	48%	52%
Prince William Sound Community College	43%	57%	14%	4%	1%	66%	2%	12%	1%	12%	88%
Quinebaug Valley Community College	33%	67%	<1%	2%	2%	82%	9%	4%	<1%	36%	64%
Rainy River Community College	44%	56%	5%	1%	20%	63%	2%	4%	6%	64%	36%
Ranger College	52%	48%	1%	1%	10%	67%	21%	0%	<1%	84%	16%
Rappahannock Community College	37%	63%	1%	1%	16%	80%	2%	0%	<1%	20%	80%
Redlands Community College	35%	65%	7%	2%	6%	78%	3%	4%	<1%	36%	64%
Rich Mountain Community College	30%	70%	1%	1%	<1%	95%	2%	<1%	0%	35%	65%
Ridgewater College	45%	55%	1%	1%	1%	92%	3%	2%	<1%	62%	38%
River Parishes Community College	36%	64%	1%	<1%	34%	62%	1%	2%	0%	39%	61%
River Valley Community College	26%	74%	0%	1%	1%	81%	1%	16%	0%	21%	79%
Riverland Community College	50%	50%	1%	2%	3%	87%	5%	2%	1%	40%	60%
Rogue Community College	43%	57%	2%	2%	1%	78%	7%	10%	<1%	31%	69%
Roxbury Community College	31%	69%	<1%	2%	55%	5%	13%	23%	2%	40%	60%
Salem Community College	32%	68%	1%	1%	22%	63%	4%	7%	3%	55%	45%
Salish Kootenai College	41%	59%	72%	1%	2%	22%	4%	0%	0%	60%	40%
Santa Fe Community College	39%	61%	3%	1%	1%	38%	37%	18%	<1%	22%	78%
Schenectady County Community College	46%	54%	1%	3%	9%	73%	4%	10%	<1%	48%	52%
Scott Community College	38%	62%	1%	2%	9%	76%	5%	6%	1%	50%	50%
Seward County Community College/Area Technical School	37%	63%	1%	2%	2%	65%	23%	7%	0%	36%	64%
South Central College	46%	54%	1%	1%	2%	86%	2%	7%	1%	49%	51%
South Florida Community College	46%	54%	1%	1%	11%	65%	20%	1%	2%	36%	64%
South Georgia College	37%	63%	<1%	1%	32%	61%	2%	3%	<1%	69%	31%
South Louisiana Community College	44%	56%	<1%	2%	25%	71%	1%	0%	1%	43%	57%
South Mountain Community College	35%	65%	4%	4%	15%	27%	40%	10%	1%	20%	80%
Southeastern Community College	36%	64%	<1%	1%	3%	87%	3%	5%	1%	55%	45%
Southeastern Community College	33%	67%	6%	<1%	30%	61%	1%	2%	0%	38%	62%
Southeastern Technical College	29%	71%	<1%	<1%	29%	67%	3%	<1%	0%	43%	57%
Southern State Community College	28%	72%	1%	1%	2%	95%	1%	2%	0%	55%	45%
Southern West Virginia Community and Technical College	30%	70%	<1%	<1%	2%	98%	<1%	0%	0%	59%	41%
Southwest Georgia Technical College	23%	77%	<1%	<1%	39%	58%	2%	1%	<1%	34%	66%
Southwest Virginia Community College	41%	59%	<1%	<1%	2%	97%	0%	0%	<1%	36%	64%
Southwestern Community College	38%	62%	9%	1%	1%	85%	2%	2%	0%	36%	64%
Southwestern Indian Polytechnic Institute	45%	55%	100%	0%	0%	0%	0%	0%	0%	82%	18%
Southwestern Oregon Community College	41%	59%	4%	2%	2%	70%	3%	19%	0%	39%	61%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Gender		Race/Ethnicity							Enrollment Status		
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time	
<b>Small Colleges continued</b>												
All 2009 CCSSE Cohort Colleges	42%	58%	1%	6%	13%	58%	14%	6%	2%	40%	60%	
All Small Colleges	40%	60%	2%	3%	12%	73%	7%	4%	<1%	44%	56%	
SOWELA Technical Community College	61%	39%	1%	1%	23%	68%	2%	5%	<1%	63%	37%	
Spartanburg Community College	35%	65%	<1%	3%	26%	68%	2%	2%	<1%	54%	46%	
Spoon River College	43%	57%	<1%	1%	4%	93%	1%	0%	<1%	46%	54%	
St. Clair County Community College	38%	62%	1%	1%	3%	90%	2%	3%	<1%	45%	55%	
St. Cloud Technical College	52%	48%	1%	1%	3%	88%	1%	6%	<1%	63%	37%	
St. Louis Community College at Wildwood	50%	50%	<1%	1%	2%	83%	2%	10%	1%	50%	50%	
Sullivan County Community College	41%	59%	<1%	2%	14%	47%	10%	27%	<1%	60%	40%	
SUNY Ulster	43%	57%	1%	1%	4%	88%	5%	0%	<1%	46%	54%	
Surry Community College	39%	61%	<1%	1%	3%	91%	3%	1%	0%	44%	56%	
Sussex County Community College	44%	56%	1%	1%	2%	89%	6%	<1%	1%	55%	45%	
Tanana Valley Campus, University of Alaska Fairbanks	40%	60%	12%	3%	4%	66%	3%	8%	4%	50%	50%	
Technical College of the Lowcountry	29%	71%	<1%	1%	43%	49%	5%	2%	<1%	33%	67%	
Terra State Community College	47%	53%	<1%	<1%	3%	85%	6%	5%	0%	37%	63%	
Texas State Technical College Harlingen	47%	53%	<1%	1%	1%	8%	89%	<1%	1%	38%	62%	
Texas State Technical College Marshall	67%	33%	<1%	<1%	24%	69%	7%	<1%	<1%	46%	54%	
Texas State Technical College Waco	76%	24%	1%	1%	15%	64%	17%	0%	1%	65%	35%	
Texas State Technical College West Texas	51%	49%	<1%	1%	11%	65%	23%	0%	0%	17%	83%	
The Community and Technical College at WVU Tech	55%	45%	1%	<1%	9%	89%	1%	<1%	<1%	71%	29%	
The Victoria College	34%	66%	<1%	1%	5%	60%	34%	0%	<1%	33%	67%	
Three Rivers Community College	38%	62%	1%	3%	8%	73%	8%	6%	<1%	34%	66%	
Tillamook Bay Community College	36%	64%	3%	3%	<1%	87%	5%	3%	0%	26%	74%	
Tompkins Cortland Community College	44%	56%	<1%	2%	7%	83%	3%	<1%	5%	75%	25%	
Treasure Valley Community College	37%	63%	1%	2%	1%	72%	16%	7%	<1%	50%	50%	
Tunxis Community College	38%	62%	<1%	3%	6%	76%	10%	3%	1%	40%	60%	
Umpqua Community College	40%	60%	2%	1%	1%	83%	3%	9%	<1%	51%	49%	
University of Akron Wayne College	38%	62%	<1%	1%	3%	93%	1%	2%	<1%	54%	46%	
University of Alaska Matanuska Susitna College	32%	68%	6%	2%	2%	82%	3%	5%	1%	40%	60%	
University of Alaska Southeast Ketchikan Campus	37%	63%	17%	4%	<1%	62%	3%	11%	2%	31%	69%	
University of Arkansas Community College at Batesville	29%	71%	1%	<1%	3%	94%	1%	<1%	<1%	57%	43%	
University of Cincinnati - Raymond Walters College	36%	64%	1%	2%	15%	71%	1%	9%	1%	53%	47%	
University of Cincinnati Clermont College	40%	60%	1%	1%	2%	81%	1%	14%	1%	62%	38%	
University of New Mexico - Taos Branch	32%	68%	7%	1%	1%	32%	51%	8%	0%	26%	74%	
University of New Mexico - Valencia Campus	33%	67%	4%	1%	1%	32%	59%	2%	1%	48%	52%	
Vermilion Community College	69%	31%	1%	2%	8%	87%	1%	<1%	<1%	73%	27%	
Vernon College	38%	62%	1%	2%	8%	75%	14%	<1%	<1%	34%	66%	
Virginia Highlands Community College	46%	54%	<1%	<1%	2%	97%	<1%	0%	0%	39%	61%	
Washington County Community College	48%	52%	8%	0%	<1%	63%	<1%	28%	0%	75%	25%	
Washington State Community College	36%	64%	1%	1%	2%	93%	2%	2%	0%	68%	32%	
Waycross College	29%	71%	1%	2%	21%	74%	2%	0%	<1%	43%	57%	

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Gender		Race/Ethnicity							Enrollment Status	
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
<b>Small Colleges continued</b>											
All 2009 CCSSE Cohort Colleges	42%	58%	1%	6%	13%	58%	14%	6%	2%	40%	60%
All Small Colleges	40%	60%	2%	3%	12%	73%	7%	4%	<1%	44%	56%
Wayne Community College	33%	67%	1%	1%	27%	61%	3%	6%	<1%	51%	49%
Wenatchee Valley College	36%	64%	3%	1%	<1%	73%	16%	6%	<1%	61%	39%
West Hills College Coalinga										46%	54%
West Hills College Lemboore	38%	62%	1%	8%	8%	36%	40%	6%	1%	29%	71%
West Hills College NDC										43%	57%
West Virginia Northern Community College	36%	64%	<1%	1%	3%	95%	1%	<1%	<1%	45%	55%
West Virginia State Community and Technical College	33%	67%	<1%	1%	17%	77%	1%	4%	<1%	63%	37%
West Virginia University at Parkersburg	37%	63%	<1%	1%	1%	97%	1%	1%	0%	59%	41%
Western Nebraska Community College	39%	61%	1%	1%	2%	76%	10%	8%	2%	42%	58%
Western Texas College	53%	47%	<1%	1%	10%	69%	21%	0%	0%	21%	79%
Western Wyoming Community College	51%	49%	1%	1%	1%	88%	6%	0%	3%	30%	70%
White Mountains Community College	30%	70%	<1%	<1%	<1%	72%	<1%	26%	0%	30%	70%
Wilkes Community College	40%	60%	<1%	1%	5%	90%	2%	1%	0%	45%	55%
Williston State College	26%	74%	4%	<1%	1%	84%	1%	7%	3%	59%	41%
Windward Community College	39%	61%	<1%	69%	1%	25%	3%	1%	<1%	40%	60%
Wisconsin Indianhead Technical College	38%	62%	2%	1%	1%	93%	1%	3%	<1%	42%	58%
Wor-Wic Community College	35%	65%	<1%	2%	24%	69%	2%	3%	<1%	32%	68%
Wytheville Community College	36%	64%	<1%	1%	3%	94%	1%	0%	<1%	30%	70%
York County Community College	39%	61%	<1%	1%	<1%	36%	<1%	62%	0%	34%	66%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Gender		Race/Ethnicity						Enrollment Status		
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
<b>Medium Colleges</b>											
All 2009 CCSSSE Cohort Colleges	42%	58%	1%	6%	13%	58%	14%	6%	2%	40%	60%
All Medium Colleges	41%	59%	1%	4%	12%	65%	10%	6%	1%	41%	59%
Aims Community College	43%	57%	1%	2%	1%	69%	20%	6%	0%	37%	63%
Angelina College	37%	63%	<1%	1%	9%	80%	9%	1%	<1%	44%	56%
Anoka-Ramsey Community College	38%	62%	1%	3%	5%	86%	1%	4%	<1%	44%	56%
Asheville-Buncombe Technical Community College	43%	57%	1%	1%	5%	88%	2%	3%	<1%	37%	63%
Ashland Community and Technical College	52%	48%	<1%	<1%	1%	77%	<1%	21%	<1%	35%	65%
Atlantic Cape Community College	38%	62%	<1%	8%	14%	59%	12%	6%	1%	49%	51%
Baltimore City Community College	30%	70%	<1%	1%	78%	8%	1%	5%	7%	40%	60%
Baton Rouge Community College	43%	57%	<1%	2%	36%	57%	2%	2%	1%	58%	42%
Berkeley City College	39%	61%	1%	16%	21%	32%	14%	13%	4%	18%	82%
Big Sandy Community and Technical College	47%	53%	<1%	<1%	1%	79%	<1%	19%	0%	39%	61%
Bossier Parish Community College	35%	65%	<1%	1%	31%	62%	2%	3%	<1%	57%	43%
Bowling Green Technical College	66%	34%	<1%	1%	4%	68%	1%	26%	<1%	17%	83%
Bristol Community College	37%	63%	1%	2%	6%	75%	3%	13%	<1%	46%	54%
Broome Community College	45%	55%	<1%	2%	3%	87%	2%	4%	2%	65%	35%
Cape Fear Community College	47%	53%	1%	1%	14%	77%	2%	5%	0%	41%	59%
Central Arizona College	44%	56%	5%	1%	8%	53%	29%	5%	<1%	23%	77%
Central Carolina Community College	36%	64%	1%	1%	25%	64%	6%	3%	0%	34%	66%
Central Community College	40%	60%	<1%	1%	1%	88%	8%	2%	<1%	33%	67%
Central Florida Community College	38%	62%	<1%	2%	10%	73%	9%	3%	1%	43%	57%
Central Virginia Community College	43%	57%	1%	1%	15%	82%	1%	0%	0%	24%	76%
Chemeketa Community College	45%	55%	2%	4%	1%	71%	11%	11%	<1%	42%	58%
Chippewa Valley Technical College	40%	60%	1%	3%	1%	90%	1%	4%	0%	49%	51%
Clackamas Community College	48%	52%	1%	5%	1%	77%	9%	7%	<1%	32%	68%
Cochise College	42%	58%	1%	2%	5%	52%	33%	5%	1%	38%	62%
College of Alameda	44%	56%	1%	36%	24%	15%	13%	8%	3%	18%	82%
College of Southern Idaho	35%	65%	1%	1%	1%	82%	8%	5%	3%	40%	60%
College of Southern Maryland	34%	66%	1%	4%	20%	64%	3%	8%	<1%	40%	60%
Colorado Mountain College	48%	52%	1%	1%	1%	74%	13%	11%	<1%	22%	78%
Columbia Basin College	36%	64%	1%	2%	1%	75%	16%	4%	<1%	46%	54%
Columbia State Community College	35%	65%	<1%	1%	7%	87%	2%	2%	1%	49%	51%
Community College of Vermont	29%	71%	1%	1%	2%	84%	2%	10%	<1%	18%	82%
Corning Community College	43%	57%	<1%	1%	2%	60%	1%	35%	<1%	46%	54%
Crafton Hills College	46%	54%	1%	6%	4%	57%	26%	6%	<1%	35%	65%
Darton College	29%	71%	<1%	1%	42%	55%	1%	0%	1%	44%	56%
Delaware Technical & Community College - Stanton-Wilmington	32%	68%	<1%	3%	23%	60%	6%	6%	2%	41%	59%
Dona Ana Community College	46%	54%	3%	1%	2%	22%	59%	7%	7%	33%	67%
Durham Technical Community College	36%	64%	<1%	4%	39%	35%	5%	10%	6%	26%	74%
EI Centro College	33%	67%	1%	4%	32%	29%	30%	3%	1%	24%	76%
Elizabethtown Community & Technical College	40%	60%	<1%	2%	8%	81%	2%	7%	<1%	44%	56%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Gender		Race/Ethnicity							Enrollment Status	
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
<b>Medium Colleges continued</b>											
All 2009 CCSSSE Cohort Colleges	42%	58%	1%	6%	13%	58%	14%	6%	2%	40%	60%
All Medium Colleges	41%	59%	1%	4%	12%	65%	10%	6%	1%	41%	59%
Estrella Mountain Community College	39%	61%	1%	4%	8%	39%	32%	16%	1%	25%	75%
Finger Lakes Community College	44%	56%	<1%	1%	4%	77%	2%	15%	0%	53%	47%
Forsyth Technical Community College	36%	64%	<1%	1%	26%	65%	4%	3%	0%	40%	60%
Frederick Community College	40%	60%	1%	4%	10%	77%	5%	2%	<1%	38%	62%
Gadsden State Community College	39%	61%	1%	<1%	20%	73%	2%	1%	3%	56%	44%
Gainesville State College	48%	54%	<1%	3%	4%	85%	5%	1%	1%	65%	35%
Gaston College	34%	66%	1%	1%	13%	74%	3%	9%	0%	35%	65%
GateWay Community College	48%	52%	5%	4%	9%	49%	25%	9%	1%	17%	83%
Gateway Community College	38%	62%	<1%	4%	25%	51%	12%	6%	1%	37%	63%
Genesee Community College	37%	63%	<1%	1%	4%	48%	1%	45%	2%	46%	54%
George C Wallace State Community College	35%	65%	1%	<1%	5%	92%	1%	1%	<1%	57%	43%
Georgia Military College	38%	62%	1%	2%	39%	52%	3%	3%	<1%	66%	34%
Germanna Community College	36%	64%	1%	3%	14%	78%	5%	0%	<1%	29%	71%
Gloucester County College	43%	57%	<1%	1%	10%	73%	3%	11%	1%	55%	45%
Green River Community College	43%	57%	1%	7%	4%	63%	4%	11%	10%	59%	41%
Gulf Coast Community College	41%	59%	1%	3%	11%	80%	3%	2%	<1%	40%	60%
Harford Community College	39%	61%	<1%	3%	12%	79%	3%	4%	1%	44%	56%
Heartland Community College	45%	55%	<1%	3%	9%	85%	3%	0%	1%	44%	56%
Hennepin Technical College	58%	42%	1%	7%	14%	66%	2%	9%	1%	40%	60%
Highline Community College	38%	62%	1%	15%	10%	47%	4%	17%	6%	57%	43%
Holyoke Community College	38%	62%	1%	2%	6%	74%	15%	3%	1%	54%	46%
Horry-Georgetown Technical College	34%	66%	1%	1%	23%	69%	2%	3%	2%	40%	60%
Howard Community College	43%	57%	1%	9%	21%	53%	4%	6%	6%	39%	61%
Hutchinson Community College	41%	59%	1%	1%	5%	83%	5%	5%	<1%	46%	54%
Inver Hills Community College	43%	57%	1%	4%	7%	75%	3%	10%	<1%	40%	60%
Iowa Central Community College	49%	51%	<1%	2%	4%	83%	5%	5%	1%	45%	55%
Iowa Western Community College	43%	57%	<1%	1%	3%	82%	2%	10%	2%	54%	46%
Itawamba Community College	35%	65%	<1%	<1%	31%	67%	1%	1%	0%	71%	29%
Ivy Tech Community College - Evansville	48%	52%	<1%	1%	8%	87%	1%	4%	0%	29%	71%
Ivy Tech Community College - Fort Wayne	39%	61%	1%	2%	12%	76%	3%	6%	0%	35%	65%
Ivy Tech Community College - Lafayette	51%	49%	1%	2%	3%	85%	5%	5%	0%	44%	56%
Ivy Tech Community College - Terre Haute	44%	56%	1%	<1%	3%	91%	<1%	5%	0%	40%	60%
Jackson Community College	37%	63%	1%	1%	5%	84%	3%	6%	<1%	43%	57%
John Tyler Community College	38%	62%	1%	3%	26%	67%	3%	0%	<1%	25%	75%
Kansas City Kansas Community College	35%	65%	1%	2%	24%	59%	6%	6%	2%	36%	64%
Kapiolani Community College	42%	58%	<1%	75%	1%	14%	2%	1%	7%	37%	63%
Kilgore College	37%	63%	<1%	1%	17%	67%	6%	7%	3%	52%	48%
Lake Superior College	44%	56%	2%	1%	2%	88%	1%	6%	<1%	45%	55%
Laramie County Community College	41%	59%	1%	2%	2%	85%	7%	2%	1%	39%	61%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Gender		Race/Ethnicity							Enrollment Status	
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
<b>Medium Colleges continued</b>											
All 2009 CCSSE Cohort Colleges	42%	58%	1%	6%	13%	58%	14%	6%	2%	40%	60%
All Medium Colleges	41%	59%	1%	4%	12%	65%	10%	6%	1%	41%	59%
Lee College	51%	49%	<1%	2%	19%	51%	27%	1%	1%	29%	71%
Leeward Community College	41%	59%	<1%	7%	2%	2%	3%	3%	1%	43%	57%
Lehigh Carbon Community College	39%	61%	<1%	2%	6%	79%	11%	2%	<1%	38%	62%
Lincoln Land Community College	41%	59%	<1%	1%	8%	88%	2%	0%	<1%	41%	59%
Linn-Benton Community College	47%	53%	2%	4%	1%	83%	5%	6%	<1%	52%	48%
Lone Star College - Kingwood	35%	65%	<1%	4%	11%	57%	17%	10%	1%	34%	66%
Lone Star College - Tomball	39%	61%	1%	7%	8%	59%	19%	5%	34%	66%	34%
Lord Fairfax Community College	38%	62%	<1%	2%	4%	90%	3%	0%	<1%	27%	73%
Manchester Community College	46%	54%	<1%	4%	13%	67%	10%	5%	1%	45%	55%
Massachusetts Bay Community College	40%	60%	<1%	4%	13%	66%	9%	5%	2%	40%	60%
Massasoit Community College	41%	59%	1%	2%	17%	65%	3%	13%	<1%	46%	54%
McHenry County College	44%	56%	<1%	2%	1%	88%	7%	0%	2%	43%	57%
Midland College	40%	60%	<1%	2%	5%	60%	32%	<1%	1%	31%	69%
Mohawk Valley Community College	46%	54%	1%	2%	5%	82%	3%	6%	1%	62%	38%
Morton College	39%	61%	<1%	2%	5%	14%	77%	0%	2%	25%	75%
Mountain View College	41%	59%	<1%	4%	28%	18%	47%	2%	<1%	26%	74%
Nashville State Community College	41%	59%	<1%	2%	25%	56%	2%	6%	9%	36%	64%
Naugatuck Valley Community College	41%	59%	<1%	3%	8%	63%	13%	6%	1%	42%	58%
Niagara County Community College	40%	60%	1%	1%	6%	68%	1%	22%	<1%	57%	43%
North Central Texas College	41%	59%	1%	2%	8%	76%	11%	1%	1%	42%	58%
North Hennepin Community College	42%	58%	1%	11%	15%	65%	1%	5%	1%	39%	61%
North Seattle Community College	39%	61%	1%	11%	5%	51%	3%	23%	6%	31%	69%
North Shore Community College	39%	61%	1%	3%	8%	68%	13%	7%	<1%	43%	57%
Northeast Community College	54%	46%	1%	<1%	1%	94%	4%	0%	<1%	40%	60%
Northeast Iowa Community College	39%	61%	<1%	<1%	1%	92%	1%	5%	<1%	43%	57%
Northeast State Technical Community College	48%	52%	<1%	1%	3%	89%	1%	7%	<1%	52%	48%
Northern Essex Community College	35%	65%	<1%	2%	3%	63%	21%	10%	1%	37%	63%
Northern Oklahoma College	45%	55%	9%	1%	5%	80%	4%	1%	1%	54%	46%
NorthWest Arkansas Community College	40%	60%	2%	4%	2%	80%	10%	3%	0%	33%	67%
Northwest Florida State College	41%	59%	1%	4%	9%	78%	5%	3%	<1%	35%	65%
Norwalk Community College	39%	61%	<1%	5%	16%	46%	20%	7%	5%	35%	65%
Odessa College	37%	63%	1%	1%	4%	46%	48%	0%	<1%	30%	70%
Olympic College	42%	58%	1%	7%	3%	71%	5%	12%	<1%	49%	51%
Orange County Community College	41%	59%	<1%	2%	10%	66%	15%	6%	1%	52%	48%
Owensboro Community and Technical College	48%	52%	<1%	<1%	3%	89%	1%	7%	<1%	31%	69%
Oxnard College	43%	57%	1%	9%	4%	17%	63%	5%	<1%	31%	69%
Palo Alto College	38%	62%	<1%	1%	2%	33%	64%	<1%	<1%	38%	62%
Passaic County Community College	37%	63%	<1%	5%	17%	22%	44%	9%	4%	31%	69%
Piedmont Virginia Community College	41%	59%	<1%	3%	14%	80%	2%	0%	1%	23%	77%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Gender		Race/Ethnicity							Enrollment Status	
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
<b>Medium Colleges continued</b>											
All 2009 CCSSE Cohort Colleges	42%	58%	1%	6%	13%	58%	14%	6%	2%	40%	60%
All Medium Colleges	41%	59%	1%	4%	12%	65%	10%	6%	1%	41%	59%
Pitt Community College	40%	60%	<1%	1%	29%	63%	2%	4%	1%	53%	47%
Polk Community College	36%	64%	<1%	3%	15%	66%	10%	5%	1%	32%	68%
Prairie State College	38%	62%	<1%	1%	49%	33%	14%	3%	<1%	36%	64%
Pueblo Community College	38%	62%	2%	1%	2%	33%	33%	4%	<1%	37%	63%
Quinsigamond Community College	41%	59%	1%	4%	10%	70%	10%	5%	1%	47%	53%
Raritan Valley Community College	44%	56%	<1%	7%	8%	63%	10%	8%	4%	46%	54%
Reading Area Community College	33%	67%	1%	2%	11%	63%	17%	6%	0%	43%	57%
Rend Lake College	47%	53%	<1%	1%	6%	91%	1%	0%	<1%	39%	61%
Roane State Community College	33%	67%	1%	1%	2%	93%	1%	2%	<1%	57%	43%
Rochester Community and Technical College	38%	62%	1%	4%	7%	82%	2%	3%	1%	56%	44%
Rowan-Cabarrus Community College	33%	67%	1%	2%	19%	75%	3%	1%	0%	32%	68%
Saint Paul College	50%	50%	1%	8%	29%	56%	2%	4%	<1%	38%	62%
San Jacinto College - North Campus	38%	62%	<1%	3%	19%	27%	47%	<1%	3%	32%	68%
Shelton State Community College	48%	54%	1%	1%	29%	65%	1%	3%	<1%	60%	40%
Skagit Valley College	37%	63%	1%	5%	2%	80%	7%	4%	2%	40%	60%
Skyline College	47%	53%	<1%	45%	4%	23%	19%	8%	1%	30%	70%
Somerset Community College	59%	41%	<1%	<1%	1%	94%	0%	4%	<1%	45%	55%
South Puget Sound Community College	33%	67%	2%	5%	2%	61%	4%	25%	1%	47%	53%
South Seattle Community College	60%	40%	1%	12%	9%	49%	6%	20%	4%	30%	70%
South Suburban College	28%	72%	<1%	1%	67%	24%	8%	0%	<1%	33%	67%
Southeast Kentucky Community & Technical College	54%	46%	<1%	<1%	2%	88%	<1%	9%	<1%	32%	68%
Southern Maine Community College	49%	51%	1%	2%	3%	78%	1%	14%	<1%	47%	53%
Southside Virginia Community College	39%	61%	<1%	1%	39%	59%	1%	0%	0%	31%	69%
Southwest Texas Junior College	41%	59%	<1%	<1%	2%	14%	79%	4%	<1%	42%	58%
Springfield Technical Community College	43%	57%	1%	2%	12%	56%	16%	11%	1%	42%	58%
St. Johns River Community College	37%	63%	<1%	2%	9%	78%	5%	5%	<1%	35%	65%
St. Louis Community College at Forest Park	33%	67%	<1%	3%	45%	36%	2%	10%	2%	36%	64%
St. Louis Community College-Florissant Valley	34%	66%	<1%	1%	52%	38%	1%	7%	1%	39%	61%
Stark State College of Technology	44%	56%	1%	1%	11%	83%	1%	3%	<1%	33%	67%
SUNY Rockland Community College	44%	56%	<1%	7%	20%	48%	13%	9%	3%	60%	40%
Tacoma Community College	36%	64%	1%	7%	8%	61%	5%	15%	3%	54%	46%
Temple College	34%	66%	1%	2%	17%	64%	16%	<1%	<1%	38%	62%
Tri-County Technical College	43%	57%	<1%	1%	14%	81%	1%	2%	0%	53%	47%
Trinity Valley Community College	33%	67%	<1%	<1%	9%	83%	7%	0%	<1%	44%	56%
Volunteer State Community College	36%	64%	<1%	1%	8%	87%	2%	1%	1%	47%	53%
Walla Walla Community College	51%	49%	1%	1%	3%	72%	10%	12%	<1%	46%	54%
Walters State Community College	38%	62%	<1%	1%	3%	94%	2%	0%	<1%	52%	48%
Weatherford College	39%	61%	1%	1%	2%	81%	9%	4%	1%	49%	51%
West Kentucky Community and Technical College	51%	49%	<1%	1%	6%	74%	1%	18%	<1%	31%	69%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

Medium Colleges continued	Gender		Race/Ethnicity						Enrollment Status		
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
All 2009 CCSSE Cohort Colleges	42%	58%	1%	6%	13%	58%	14%	6%	2%	40%	60%
All Medium Colleges	41%	59%	1%	4%	12%	65%	10%	6%	1%	41%	59%
Western Iowa Tech Community College	42%	58%	1%	2%	2%	64%	5%	26%	<1%	38%	62%
Western Nevada College	43%	57%	3%	3%	2%	71%	9%	12%	<1%	21%	79%
Western Technical College	43%	57%	2%	3%	1%	90%	1%	3%	0%	42%	58%
Westmoreland County Community College	38%	62%	<1%	<1%	2%	92%	1%	4%	0%	47%	53%
Wharton County Junior College	42%	58%	<1%	5%	9%	56%	26%	1%	3%	44%	56%
York Technical College	37%	63%	1%	1%	25%	69%	2%	2%	0%	48%	52%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.



Large Colleges	Gender		Race/Ethnicity							Enrollment Status	
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
All 2009 CCSSE Cohort Colleges	42%	58%	1%	6%	13%	58%	14%	6%	2%	40%	60%
All Large Colleges	42%	58%	1%	5%	15%	56%	15%	5%	2%	40%	60%
Amarillo College	39%	61%	1%	3%	4%	65%	25%	2%	0%	31%	69%
Anne Arundel Community College	39%	61%	1%	4%	14%	64%	3%	14%	1%	35%	65%
Antelope Valley College	39%	61%	1%	5%	19%	38%	30%	7%	<1%	33%	67%
Bellevue Community College	42%	58%	1%	15%	3%	63%	4%	10%	4%	46%	54%
Bergen Community College	47%	53%	<1%	10%	6%	44%	24%	6%	8%	53%	47%
Blinn College	50%	50%	1%	1%	9%	76%	13%	<1%	1%	53%	47%
Bluegrass Community and Technical College	44%	56%	<1%	1%	13%	77%	2%	6%	7%	48%	52%
Brevard Community College	41%	59%	1%	3%	10%	78%	8%	<1%	1%	39%	61%
Brookdale Community College	44%	56%	<1%	4%	10%	73%	9%	3%	1%	56%	44%
Brookhaven College	41%	59%	<1%	13%	14%	42%	26%	3%	1%	22%	78%
Bucks County Community College	42%	58%	<1%	2%	3%	76%	2%	11%	6%	43%	57%
Bunker Hill Community College	40%	60%	<1%	13%	24%	14%	14%	5%	7%	31%	69%
Burlington Community College	41%	59%	<1%	4%	20%	61%	6%	8%	<1%	53%	47%
Butler Community College	41%	59%	1%	3%	9%	72%	6%	5%	3%	44%	56%
Butte College	44%	56%	3%	6%	3%	65%	14%	8%	1%	42%	58%
Calhoun Community College	43%	57%	3%	2%	18%	74%	2%	1%	0%	41%	59%
Century College	43%	57%	1%	13%	8%	71%	2%	4%	1%	48%	52%
Chandler-Gilbert Community College	45%	55%	2%	6%	4%	64%	15%	8%	1%	29%	71%
Chattanooga State Technical Community College	38%	62%	<1%	2%	17%	78%	2%	1%	<1%	44%	56%
Citrus College	44%	56%	1%	10%	5%	31%	43%	7%	4%	43%	57%
College of Lake County	42%	58%	<1%	6%	8%	60%	24%	0%	2%	31%	69%
College of the Desert	42%	58%	1%	5%	4%	33%	49%	6%	2%	36%	64%
College of the Sequoias	44%	56%	1%	5%	4%	36%	45%	8%	<1%	39%	61%
Community College of Denver	37%	63%	1%	6%	13%	43%	29%	5%	2%	25%	75%
Daytona State College	38%	62%	<1%	2%	14%	72%	8%	3%	<1%	42%	58%
Del Mar College	40%	60%	<1%	2%	3%	34%	57%	4%	0%	28%	72%
Delaware County Community College	44%	56%	<1%	4%	18%	68%	1%	6%	2%	43%	57%
Delgado Community College	31%	69%	1%	3%	37%	42%	6%	10%	1%	46%	54%
Delta College	44%	56%	1%	1%	8%	81%	4%	5%	1%	42%	58%
Douglas College	37%	63%								40%	60%
Dutchess Community College - SUNY	44%	56%	1%	2%	10%	71%	8%	8%	<1%	51%	49%
Eastfield College	41%	59%	1%	4%	22%	41%	28%	4%	<1%	28%	72%
Edison State College	38%	62%	<1%	2%	10%	68%	16%	1%	3%	35%	65%
Edmonds Community College	42%	58%	1%	10%	4%	57%	16%	16%	6%	43%	57%
Elgin Community College	45%	55%	<1%	7%	4%	58%	30%	0%	<1%	34%	66%
Erie Community College	50%	50%	1%	2%	17%	76%	4%	0%	1%	67%	33%
Fayetteville Technical Community College	30%	70%	3%	2%	41%	42%	7%	6%	0%	31%	69%
Greenville Technical College	39%	61%	<1%	2%	25%	67%	4%	3%	<1%	42%	58%
Guilford Technical Community College	44%	56%	1%	3%	35%	53%	3%	4%	1%	53%	47%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Gender		Race/Ethnicity						Enrollment Status		
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
<b>Large Colleges continued</b>											
All 2009 CCSSSE Cohort Colleges	42%	58%	1%	6%	13%	58%	14%	6%	2%	40%	60%
All Large Colleges	42%	58%	1%	5%	15%	56%	15%	5%	2%	40%	60%
Harold Washington College	45%	55%	1%	13%	39%	24%	23%	0%	0%	49%	51%
Henry Ford Community College	42%	58%	<1%	2%	22%	51%	3%	22%	<1%	38%	62%
Hudson Valley Community College	52%	48%	<1%	2%	9%	86%	3%	0%	<1%	57%	43%
Illinois Central College	42%	58%	<1%	2%	11%	85%	2%	0%	<1%	40%	60%
Indian River State College	39%	61%	<1%	2%	15%	69%	11%	2%	1%	33%	67%
Ivy Tech Community College - Central Indiana	42%	58%	<1%	2%	25%	68%	3%	4%	0%	31%	69%
J. Sargeant Reynolds Community College	41%	59%	1%	4%	33%	59%	3%	0%	1%	25%	75%
Joliet Junior College	41%	59%	<1%	3%	10%	71%	15%	0%	<1%	41%	59%
Kingsborough Community College	42%	58%	<1%	12%	31%	38%	14%	0%	4%	54%	46%
LaGuardia Community College	38%	62%	<1%	16%	19%	14%	35%	0%	16%	54%	46%
Lakeland Community College	40%	60%	<1%	1%	13%	78%	2%	5%	1%	43%	57%
Lane Community College	44%	56%	2%	2%	2%	68%	5%	20%	1%	44%	56%
Laney College	43%	57%	<1%	32%	27%	16%	12%	9%	4%	22%	78%
Lone Star College - CyFair	42%	58%	<1%	10%	10%	40%	29%	10%	1%	36%	64%
Lone Star College - Montgomery	39%	61%	1%	4%	7%	66%	17%	4%	1%	35%	65%
Lone Star College - North Harris	38%	61%	<1%	7%	22%	25%	35%	7%	3%	29%	71%
Lorain County Community College	36%	64%	1%	1%	8%	81%	7%	2%	1%	40%	60%
Madison Area Technical College	46%	54%	1%	3%	5%	73%	3%	16%	0%	36%	64%
McLennan Community College	33%	67%	<1%	1%	17%	65%	16%	0%	<1%	45%	55%
Merced College	39%	61%	1%	11%	6%	35%	39%	7%	1%	40%	60%
Mercer County Community College	43%	57%	<1%	5%	24%	45%	10%	9%	6%	40%	60%
Metropolitan Community College	44%	56%	1%	4%	11%	77%	5%	1%	<1%	38%	62%
Middlesex Community College	42%	58%	<1%	10%	6%	72%	10%	1%	1%	42%	58%
Midlands Technical College	39%	61%	1%	2%	34%	57%	2%	4%	<1%	46%	54%
Minneapolis Community and Technical College	46%	54%	2%	7%	30%	51%	4%	4%	2%	41%	59%
MiraCosta College	42%	58%	1%	9%	4%	53%	22%	9%	2%	33%	67%
Montgomery County Community College	43%	57%	<1%	7%	12%	66%	3%	9%	2%	46%	54%
Moorpark College	46%	54%	1%	9%	2%	59%	17%	11%	1%	43%	57%
Mott Community College	39%	61%	1%	1%	17%	60%	2%	19%	<1%	36%	64%
Normandale Community College	43%	57%	1%	8%	10%	70%	3%	8%	1%	50%	50%
North Lake College	46%	54%	<1%	11%	15%	40%	23%	3%	8%	31%	69%
Northampton Community College	38%	62%	<1%	2%	6%	77%	9%	4%	1%	45%	55%
Northwest Vista College	44%	56%	<1%	4%	6%	44%	45%	<1%	<1%	37%	63%
Nova Scotia Community College	50%	50%								91%	9%
Oakton Community College	45%	55%	<1%	5%	16%	54%	8%	12%	4%	30%	70%
Ocean County College	42%	58%	<1%	2%	4%	80%	7%	6%	1%	55%	45%
Oklahoma City Community College	44%	56%	6%	5%	9%	69%	7%	<1%	5%	37%	63%
Onondaga Community College	49%	51%	1%	2%	7%	69%	2%	19%	<1%	53%	47%
Ozarks Technical Community College	45%	55%	1%	2%	2%	90%	2%	3%	<1%	50%	50%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

Large Colleges continued	Gender		Race/Ethnicity							Enrollment Status	
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time
All 2009 CCSSE Cohort Colleges	42%	58%	1%	6%	13%	58%	14%	6%	2%	40%	60%
All Large Colleges	42%	58%	1%	5%	15%	56%	15%	5%	2%	40%	60%
Paradise Valley Community College	40%	60%	1%	3%	2%	72%	10%	11%	1%	27%	73%
Parkland College	47%	53%	<1%	3%	12%	76%	4%	0%	4%	46%	54%
Pasco-Hernando Community College	35%	65%	1%	2%	5%	82%	9%	1%	<1%	39%	61%
Pellissippi State Technical Community College	47%	53%	1%	2%	7%	87%	2%	1%	1%	50%	50%
Pensacola Junior College	38%	62%	2%	4%	14%	76%	4%	<1%	<1%	41%	59%
Phoenix College	39%	61%	4%	3%	9%	35%	33%	16%	1%	23%	77%
Prince George's Community College	36%	64%	<1%	4%	78%	8%	4%	1%	5%	25%	75%
Pulaski Technical College	31%	69%	1%	1%	49%	47%	2%	1%	<1%	47%	53%
Queensborough Community College	43%	57%	<1%	20%	24%	24%	22%	0%	9%	52%	48%
Richard J. Daley College	38%	62%	<1%	1%	19%	10%	70%	0%	0%	35%	65%
Richland College	44%	56%	<1%	13%	19%	40%	20%	5%	2%	28%	72%
San Jacinto College - Central Campus	43%	57%	1%	5%	6%	49%	37%	<1%	3%	32%	68%
San Jacinto College - South Campus	43%	57%	1%	9%	10%	44%	29%	<1%	7%	34%	66%
San Jose City College	43%	57%	1%	28%	9%	20%	22%	10%	1%	26%	74%
Schoolcraft College	44%	56%	1%	3%	8%	75%	2%	10%	1%	38%	62%
Scottsdale Community College	46%	54%	4%	3%	3%	69%	10%	9%	2%	32%	68%
Seminole Community College	43%	57%	<1%	3%	13%	41%	16%	4%	4%	37%	63%
Southwest Tennessee Community College	36%	64%	<1%	2%	58%	35%	2%	3%	<1%	48%	52%
St. Louis Community College - Meramec	43%	57%	<1%	3%	5%	79%	2%	9%	2%	48%	52%
St. Philip's College	43%	57%	<1%	2%	16%	35%	46%	0%	<1%	42%	58%
State College of Florida Manatee-Sarasota	37%	63%	<1%	2%	11%	75%	9%	1%	2%	45%	55%
Taft College	78%	22%	2%	3%	22%	41%	44%	3%	<1%	10%	90%
Tallahassee Community College	45%	55%	<1%	2%	32%	55%	7%	4%	1%	49%	51%
Thomas Nelson Community College	41%	59%	1%	4%	34%	57%	4%	0%	<1%	31%	69%
Truman College	44%	56%	<1%	13%	19%	21%	46%	0%	0%	22%	78%
Tyler Junior College	42%	58%	1%	1%	21%	65%	11%	<1%	1%	60%	40%
Union County College	36%	64%	1%	5%	21%	26%	24%	20%	3%	46%	54%
University of Wisconsin Colleges	46%	54%	1%	3%	2%	92%	2%	0%	<1%	64%	36%
Ventura College	42%	58%	1%	6%	3%	43%	38%	8%	<1%	34%	66%
Victor Valley College	40%	60%	1%	4%	12%	46%	31%	6%	<1%	29%	71%
Vincennes University	55%	45%	<1%	1%	7%	77%	2%	12%	1%	47%	53%
Virginia Western Community College	42%	58%	<1%	2%	10%	86%	1%	0%	1%	24%	76%
Westchester Community College	44%	56%	1%	5%	19%	50%	20%	3%	2%	51%	49%
Wilbur Wright College	41%	59%	<1%	8%	8%	33%	50%	0%	0%	29%	71%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Gender		Race/Ethnicity							Enrollment Status		
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time	
<b>Extra Large Colleges</b>												
All 2009 CCSSE Cohort Colleges	42%	58%	1%	6%	13%	58%	14%	6%	2%	40%	60%	
All Extra Large Colleges	44%	56%	1%	9%	14%	45%	20%	7%	3%	36%	64%	
American River College	48%	52%	1%	12%	9%	49%	14%	14%	1%	27%	73%	
Austin Community College	43%	57%	1%	5%	8%	59%	24%	1%	2%	28%	72%	
Borough of Manhattan Community College	40%	60%	<1%	11%	34%	14%	31%	0%	10%	61%	39%	
Broward College	40%	60%	<1%	4%	28%	29%	27%	4%	7%	34%	66%	
City College of San Francisco	42%	58%	<1%	40%	8%	22%	16%	11%	2%	18%	82%	
College of DuPage	45%	55%	<1%	11%	6%	67%	15%	1%	0%	36%	64%	
Community College of Allegheny County	43%	57%	1%	1%	14%	70%	1%	13%	<1%	40%	60%	
Community College of Philadelphia	32%	68%	<1%	6%	45%	25%	6%	11%	8%	33%	67%	
Cuyahoga Community College	38%	62%	<1%	2%	29%	58%	3%	5%	3%	42%	58%	
De Anza College	49%	51%	1%	37%	6%	24%	17%	10%	6%	39%	61%	
El Camino College	46%	54%	<1%	16%	18%	20%	32%	10%	2%	31%	69%	
El Paso Community College	39%	61%	<1%	1%	2%	8%	85%	0%	3%	38%	62%	
Florida Community College at Jacksonville	39%	61%	<1%	4%	21%	59%	6%	8%	1%	29%	71%	
Fullerton Community College	48%	52%	1%	17%	3%	35%	34%	8%	1%	41%	59%	
Georgia Perimeter College	38%	62%	<1%	9%	39%	40%	5%	3%	4%	43%	57%	
Glendale Community College	41%	59%	<1%	14%	3%	52%	24%	4%	3%	31%	69%	
Grand Rapids Community College	48%	52%	1%	3%	11%	6%	77%	2%	<1%	44%	56%	
Harper College	44%	56%	<1%	12%	4%	59%	16%	8%	1%	43%	57%	
Hillsborough Community College	42%	58%	<1%	4%	19%	52%	22%	1%	2%	33%	67%	
Houston Community College	41%	59%	<1%	11%	26%	20%	28%	5%	10%	29%	71%	
Humber ITAL	43%	44%								94%	6%	
Jefferson Community and Technical College	47%	53%	<1%	2%	19%	64%	2%	13%	<1%	32%	68%	
Johnson County Community College	46%	54%	1%	4%	5%	71%	4%	14%	2%	35%	65%	
Kirkwood Community College	46%	54%	1%	1%	5%	80%	2%	10%	1%	56%	44%	
Lansing Community College	45%	55%	1%	2%	8%	66%	5%	16%	2%	33%	67%	
Macomb Community College	48%	52%	<1%	2%	6%	76%	1%	9%	5%	38%	62%	
Mesa Community College	46%	54%	3%	4%	5%	62%	16%	8%	1%	31%	69%	
Metropolitan Community College - Kansas City	40%	60%	<1%	2%	11%	58%	3%	26%	<1%	40%	60%	
Miami Dade College	39%	61%	<1%	1%	19%	9%	66%	2%	3%	38%	62%	
Modesto Junior College	40%	60%	1%	8%	3%	40%	26%	21%	<1%	35%	65%	
Monroe Community College	46%	54%	1%	3%	16%	71%	6%	3%	<1%	60%	40%	
Montgomery College	45%	55%	<1%	14%	26%	55%	13%	2%	8%	39%	61%	
Moraine Valley Community College	43%	57%	<1%	3%	9%	73%	14%	0%	2%	43%	57%	
Mt. San Antonio College	46%	54%	<1%	24%	5%	19%	44%	6%	1%	31%	69%	
Nassau Community College	48%	52%	<1%	6%	20%	50%	13%	6%	5%	67%	33%	
Northern Virginia Community College	46%	54%	1%	14%	16%	53%	13%	0%	3%	36%	64%	
Oakland Community College	42%	58%	1%	3%	15%	63%	13%	2%	8%	33%	67%	
Owens Community College	55%	45%	1%	1%	11%	80%	4%	3%	<1%	33%	67%	
Palm Beach Community College	41%	59%	<1%	3%	22%	51%	18%	3%	3%	35%	65%	

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Gender		Race/Ethnicity							Enrollment Status		
	Male	Female	American Indian or Other Native American	Asian, Asian American or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, or Spanish	Other	International Student or Foreign National	Full-Time	Part-Time	
<b>Extra Large Colleges continued</b>												
All 2009 CCSSSE Cohort Colleges	42%	58%	1%	6%	13%	58%	14%	6%	2%	40%	60%	
All Extra Large Colleges	44%	56%	1%	9%	14%	45%	20%	7%	3%	36%	64%	
Palomar College	51%	49%	1%	9%	4%	52%	25%	7%	1%	32%	68%	
Pasadena City College	45%	55%	1%	31%	5%	18%	32%	9%	4%	33%	67%	
Portland Community College	44%	56%	1%	8%	5%	63%	6%	14%	2%	36%	64%	
Sacramento City College	41%	59%	1%	25%	14%	32%	17%	9%	1%	30%	70%	
Salt Lake Community College	51%	49%	1%	5%	2%	76%	9%	6%	1%	33%	67%	
San Antonio College	41%	59%	<1%	3%	5%	45%	46%	0%	1%	39%	61%	
San Diego Mesa College	47%	53%	1%	20%	6%	41%	19%	12%	1%	26%	74%	
Santa Ana College	58%	42%	1%	12%	2%	29%	45%	9%	1%	13%	87%	
Santa Fe College	47%	53%	<1%	3%	12%	70%	10%	2%	2%	54%	46%	
Sinclair Community College	44%	56%	1%	2%	15%	72%	2%	9%	1%	39%	61%	
South Texas College	42%	58%	<1%	1%	<1%	3%	94%	1%	1%	35%	65%	
St. Petersburg College	37%	63%	<1%	3%	11%	75%	6%	4%	2%	32%	68%	
Suffolk County Community College	43%	57%	<1%	3%	7%	67%	13%	9%	<1%	58%	42%	
The Community College of Baltimore County	37%	63%	<1%	4%	31%	55%	2%	5%	2%	34%	66%	
Tidewater Community College	39%	61%	1%	6%	31%	58%	4%	0%	<1%	36%	64%	
Triton College	45%	55%	<1%	4%	17%	48%	29%	2%	<1%	25%	75%	
Tulsa Community College	38%	62%	8%	2%	9%	75%	3%	<1%	3%	37%	63%	
Valencia Community College	43%	57%	<1%	5%	15%	43%	24%	9%	3%	43%	57%	
Wayne County Community College District	30%	70%	<1%	1%	64%	17%	2%	15%	<1%	22%	78%	

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

Table 5  
Underlying Population Percentages by Age

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
<b>Small Colleges</b>								
All 2009 CCSSE Cohort Colleges	25%	19%	15%	14%	14%	9%	4%	1%
All Small Colleges	26%	17%	13%	13%	15%	9%	5%	1%
Abraham Baldwin Agricultural College	50%	25%	8%	6%	8%	3%	1%	0%
Adirondack Community College	34%	21%	14%	11%	10%	7%	3%	<1%
Aiken Technical College	26%	18%	14%	15%	15%	8%	4%	<1%
Alabama Southern Community College	35%	26%	10%	9%	13%	6%	2%	<1%
Alexandria Technical College	47%	19%	10%	9%	7%	5%	3%	<1%
Allegheny College of Maryland	36%	20%	11%	10%	12%	8%	2%	<1%
Alpena Community College	34%	18%	10%	13%	13%	8%	4%	<1%
Alvin Community College	24%	17%	14%	15%	17%	9%	3%	<1%
Ancilla College	21%	25%	13%	12%	15%	9%	4%	0%
Anoka Technical College	22%	16%	15%	14%	18%	12%	3%	0%
Arkansas State University - Beebe	31%	16%	12%	13%	15%	9%	4%	1%
Arkansas State University-Newport	20%	14%	15%	13%	22%	11%	5%	0%
Asunotuck Community College	23%	15%	14%	13%	14%	12%	7%	2%
Atlanta Metropolitan College	19%	22%	19%	14%	17%	7%	2%	0%
Atlanta Technical College	12%	15%	15%	18%	21%	12%	6%	1%
Bainbridge College	22%	15%	12%	15%	22%	12%	3%	0%
Barton County Community College	22%	17%	16%	17%	15%	8%	4%	1%
Bay de Noc Community College	29%	21%	15%	12%	12%	8%	3%	1%
Belmont Technical College	21%	18%	15%	15%	18%	9%	4%	<1%
Berkshire Community College	28%	16%	15%	12%	13%	10%	6%	<1%
Big Bend Community College	29%	15%	13%	13%	16%	10%	5%	1%
Bismarck State College	16%	29%	17%	13%	12%	9%	3%	<1%
Blue Ridge Community and Technical College	14%	12%	9%	13%	20%	19%	13%	1%
Blue Ridge Community College	28%	24%	14%	11%	11%	7%	4%	<1%
Brazosport College	28%	17%	15%	14%	16%	7%	4%	<1%
Butler County Community College	31%	19%	13%	11%	13%	9%	3%	<1%
Caldwell Community College and Technical Institute	24%	19%	12%	11%	16%	11%	7%	1%
Cape Cod Community College	27%	17%	13%	12%	14%	11%	6%	1%
Capital Community College	14%	15%	15%	16%	21%	13%	5%	1%
Caritas Labour College	4%	7%	15%	27%	25%	17%	4%	0%
Carolinus College of Health Sciences	12%	18%	21%	20%	18%	10%	2%	0%
Carroll Community College	41%	18%	12%	8%	10%	8%	3%	<1%
Carteret Community College	13%	21%	16%	17%	15%	11%	6%	1%
Casper College	25%	19%	14%	13%	14%	7%	6%	1%
Cayuga Community College	29%	20%	13%	13%	13%	9%	3%	0%
Cecil College	33%	20%	11%	11%	12%	9%	4%	<1%
Central Lakes College	35%	18%	13%	11%	10%	8%	3%	1%
Central Maine Community College	32%	17%	11%	11%	13%	10%	4%	<1%
Central Oregon Community College	29%	17%	13%	14%	13%	8%	5%	1%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

Small Colleges continued	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
All 2009 CCSSE Cohort Colleges	25%	19%	15%	14%	14%	9%	4%	1%
All Small Colleges	26%	17%	13%	13%	15%	9%	5%	1%
Central Wyoming College	26%	15%	12%	11%	15%	11%	8%	1%
Centralia College	19%	9%	9%	13%	17%	13%	13%	8%
Chesapeake College	33%	16%	11%	10%	12%	11%	5%	1%
Chipola College	38%	19%	11%	10%	13%	6%	3%	<1%
Clarendon College	47%	14%	12%	13%	10%	3%	2%	1%
Clark State Community College	21%	15%	13%	16%	20%	10%	4%	<1%
Cleveland Community College	22%	14%	12%	10%	22%	13%	7%	1%
Cleveland State Community College	28%	15%	13%	13%	17%	11%	4%	<1%
Clinton Community College	35%	15%	10%	13%	15%	9%	2%	<1%
Clinton Community College	38%	23%	11%	9%	11%	7%	2%	0%
Coastal Bend College	29%	18%	12%	13%	17%	8%	3%	<1%
Coastal Carolina Community College	18%	19%	17%	17%	17%	8%	3%	<1%
College of Coastal Georgia	27%	17%	14%	15%	16%	8%	2%	0%
College of the Mainland	24%	16%	16%	16%	17%	7%	3%	<1%
College of the Marshall Islands	30%	26%	19%	11%	10%	4%	1%	0%
College of the Siskiyous	19%	12%	10%	12%	13%	12%	17%	6%
Columbia Gorge Community College	20%	12%	12%	12%	21%	14%	10%	<1%
Columbia-Greene Community College	36%	21%	11%	10%	10%	9%	4%	<1%
Community College of Beaver County	28%	22%	14%	12%	12%	8%	3%	<1%
Crowder College	34%	16%	11%	12%	15%	8%	3%	<1%
Cumberland County College	29%	21%	12%	12%	14%	9%	3%	1%
Dabney S. Lancaster Community College	33%	15%	10%	8%	15%	12%	6%	1%
Dakota County Technical College	22%	18%	14%	14%	16%	11%	6%	<1%
Danville Area Community College	30%	15%	9%	14%	16%	10%	5%	1%
Danville Community College	27%	13%	9%	10%	14%	14%	12%	1%
DeKalb Technical College	9%	11%	14%	18%	25%	17%	6%	<1%
Delaware Technical & Community College - Owens Campus	26%	16%	14%	14%	15%	10%	4%	<1%
Delaware Technical & Community College - Terry Campus	26%	15%	11%	14%	18%	11%	4%	<1%
Dine College	17%	14%	14%	15%	19%	13%	7%	1%
Dyersburg State Community College	30%	16%	11%	14%	17%	9%	2%	0%
East Arkansas Community College	20%	19%	14%	12%	18%	9%	6%	2%
East Central Community College	30%	27%	12%	11%	14%	5%	2%	<1%
East Georgia College	54%	23%	9%	5%	6%	2%	1%	0%
Eastern Maine Community College	31%	21%	14%	10%	12%	9%	3%	0%
Eastern New Mexico University - Roswell	15%	12%	11%	14%	21%	15%	11%	1%
Eastern Shore Community College	26%	16%	13%	12%	16%	11%	6%	<1%
Eastern West Virginia Community & Technical College	19%	8%	8%	14%	20%	23%	8%	1%
Eastern Wyoming College	30%	11%	10%	10%	13%	10%	13%	3%
Edison State Community College	24%	15%	11%	13%	20%	12%	4%	1%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
<b>Small Colleges continued</b>								
All 2009 CCSSE Cohort Colleges	25%	19%	15%	14%	14%	9%	4%	1%
All Small Colleges	26%	17%	13%	13%	15%	9%	5%	1%
El Camino College Compton Center	18%	16%	15%	16%	17%	12%	5%	1%
Elisworth Community College	52%	20%	8%	6%	6%	3%	2%	3%
Florida Keys Community College	21%	16%	12%	15%	17%	10%	8%	2%
Fond du Lac Tribal and Community College	29%	18%	15%	13%	15%	7%	3%	<1%
Frank Phillips College	41%	18%	10%	9%	11%	7%	3%	<1%
Fulton-Montgomery Community College	40%	20%	12%	11%	9%	6%	2%	<1%
Galveston College	22%	17%	16%	15%	15%	9%	4%	1%
Garrett College	52%	18%	8%	7%	7%	5%	2%	<1%
Gateway Community and Technical College	17%	15%	14%	16%	20%	12%	6%	<1%
Georgia Highlands College	39%	21%	14%	10%	9%	5%	1%	0%
Goodwin College	6%	9%	15%	21%	30%	14%	4%	<1%
Gordon College	48%	24%	9%	7%	8%	4%	<1%	0%
Grays Harbor College	21%	9%	8%	10%	14%	12%	16%	10%
Grayson County College	19%	21%	17%	14%	16%	8%	3%	<1%
Great Bay Community College	27%	17%	14%	14%	12%	11%	5%	<1%
Greenfield Community College	25%	17%	15%	14%	15%	9%	5%	<1%
Hagerstown Community College	31%	18%	12%	12%	14%	9%	4%	1%
Halifax Community College	19%	11%	12%	16%	23%	14%	4%	<1%
Hawaii Community College	30%	18%	15%	12%	11%	8%	5%	1%
Haywood Community College	22%	14%	12%	13%	18%	13%	7%	2%
Hazard Community and Technical College	24%	15%	12%	12%	17%	11%	9%	1%
Henderson Community College	18%	13%	11%	14%	21%	14%	9%	1%
Herkimer County Community College	40%	22%	11%	10%	10%	5%	2%	<1%
Hesston College	63%	16%	6%	4%	6%	4%	1%	<1%
Hibbing Community College	30%	18%	16%	15%	13%	6%	2%	0%
Honolulu Community College	24%	21%	17%	15%	14%	6%	3%	<1%
Hopkinsville Community College	18%	14%	14%	18%	23%	9%	3%	<1%
Housatonic Community College	23%	19%	14%	14%	15%	10%	4%	1%
Howard College	29%	18%	16%	14%	14%	7%	2%	0%
Illinois Valley Community College	30%	16%	12%	13%	14%	9%	5%	1%
Isothermal Community College	26%	11%	9%	11%	19%	14%	9%	1%
Itasca Community College	47%	15%	9%	9%	12%	6%	1%	0%
Ivy Tech Community College - Anderson	14%	18%	14%	16%	21%	11%	6%	1%
Ivy Tech Community College - Bloomington	21%	19%	15%	15%	16%	10%	4%	<1%
Ivy Tech Community College - Columbus	13%	16%	15%	16%	23%	13%	4%	<1%
Ivy Tech Community College - East Chicago	12%	13%	13%	16%	22%	12%	10%	2%
Ivy Tech Community College - Elkhart	15%	15%	13%	16%	20%	12%	8%	<1%
Ivy Tech Community College - Gary	9%	12%	16%	21%	24%	12%	5%	1%
Ivy Tech Community College - Kokomo	12%	14%	14%	17%	23%	13%	5%	1%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.



	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
<b>Small Colleges continued</b>								
All 2009 COSSE Cohort Colleges	25%	19%	15%	14%	14%	9%	4%	1%
All Small Colleges	26%	17%	13%	13%	15%	9%	5%	1%
Ivy Tech Community College - Lawrenceburg	19%	20%	12%	13%	18%	13%	4%	<1%
Ivy Tech Community College - Logansport	11%	14%	13%	16%	25%	15%	7%	<1%
Ivy Tech Community College - Madison	14%	17%	13%	16%	22%	12%	5%	<1%
Ivy Tech Community College - Marion	12%	13%	13%	13%	22%	15%	12%	<1%
Ivy Tech Community College - Michigan City	15%	14%	16%	18%	20%	12%	4%	<1%
Ivy Tech Community College - Muncie	16%	20%	16%	15%	18%	10%	4%	1%
Ivy Tech Community College - Sellersburg	12%	14%	15%	20%	23%	12%	4%	<1%
Ivy Tech Community College - South Bend	11%	16%	16%	21%	20%	11%	5%	<1%
Ivy Tech Community College - Valparaiso	15%	17%	15%	17%	20%	11%	4%	<1%
Ivy Tech Community College - Warsaw	19%	17%	15%	14%	19%	12%	5%	<1%
Ivy Tech Community College - Whitewater	15%	11%	13%	16%	26%	13%	6%	<1%
Jackson State Community College	27%	19%	14%	14%	16%	7%	3%	<1%
James A. Rhodes State College	24%	18%	15%	16%	17%	7%	2%	<1%
James Sprunt Community College	20%	12%	12%	11%	21%	16%	8%	<1%
Jamestown Community College	36%	21%	11%	10%	11%	8%	3%	<1%
Jefferson Community College	30%	17%	14%	15%	14%	7%	2%	<1%
Jefferson Community College	17%	25%	16%	13%	15%	8%	6%	<1%
John Wood Community College	32%	15%	13%	12%	14%	10%	4%	<1%
Kankakee Community College	24%	15%	12%	14%	16%	11%	7%	1%
Kauai Community College	30%	18%	12%	13%	10%	8%	8%	1%
Kenai Peninsula College-UAA	14%	11%	11%	12%	17%	16%	16%	3%
Kennebec Valley Community College	23%	14%	11%	13%	20%	14%	6%	<1%
Kirtland Community College	21%	14%	11%	14%	19%	13%	8%	<1%
Klamath Community College	13%	8%	19%	19%	27%	12%	2%	0%
Kodiak College, University of Alaska Anchorage	10%	8%	7%	12%	19%	19%	21%	4%
Kuskokwim Campus, University of Alaska Fairbanks	11%	13%	11%	17%	17%	19%	12%	1%
L. E. Fletcher Technical Community College	25%	21%	17%	11%	14%	8%	4%	<1%
Lake City Community College	28%	18%	13%	13%	14%	9%	4%	<1%
Lake Michigan College	30%	16%	12%	13%	15%	9%	4%	<1%
Lake Region State College	13%	24%	20%	15%	14%	10%	5%	0%
Lake-Sumter Community College	32%	21%	12%	10%	14%	9%	3%	<1%
Lakes Region Community College	32%	18%	10%	10%	14%	10%	6%	<1%
Lamar Institute of Technology	28%	22%	18%	15%	12%	4%	1%	<1%
Lamar State College - Orange	28%	17%	15%	15%	16%	7%	2%	<1%
Lawson State Community College	22%	19%	13%	16%	17%	8%	4%	<1%
Leech Lake Tribal College	12%	10%	19%	15%	22%	15%	7%	1%
Louisburg College	72%	24%	3%	1%	0%	1%	0%	0%
Louisiana Delta Community College	28%	26%	17%	10%	11%	6%	2%	<1%
Louisiana Technical College - Region 2	12%	13%	12%	23%	22%	11%	5%	<1%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
<b>Small Colleges continued</b>								
<b>All 2009 CCSSE Cohort Colleges</b>	25%	19%	15%	14%	14%	9%	4%	1%
All Small Colleges	26%	17%	13%	13%	15%	9%	5%	1%
Louisiana Technical College - Region 3	19%	15%	10%	22%	18%	12%	4%	<1%
Louisiana Technical College - Region 4	27%	19%	15%	20%	12%	5%	2%	<1%
Louisiana Technical College - Region 6	21%	13%	10%	25%	20%	8%	3%	<1%
Louisiana Technical College - Region 7	19%	13%	12%	24%	18%	9%	5%	<1%
Louisiana Technical College - Region 8	18%	13%	11%	25%	19%	9%	4%	<1%
Louisiana Technical College - Region 9	30%	16%	9%	18%	13%	9%	4%	1%
Lower Columbia College	23%	12%	10%	15%	16%	9%	8%	7%
Madisonville Community College	18%	12%	11%	14%	21%	14%	10%	1%
Manchester Community College	25%	20%	14%	13%	15%	11%	3%	<1%
Marion Technical College	19%	15%	12%	15%	21%	13%	5%	0%
Marshall Community and Technical College	19%	15%	13%	12%	23%	14%	5%	<1%
Marshalltown Community College	36%	16%	11%	12%	13%	9%	3%	<1%
Martin Community College	24%	12%	12%	14%	22%	10%	6%	1%
Maui Community College	26%	17%	14%	13%	13%	9%	6%	1%
Mayland Community College	24%	8%	9%	13%	21%	16%	7%	<1%
Maysville Community & Technical College	21%	12%	9%	15%	24%	13%	7%	1%
Mercy College of Health Sciences	15%	18%	24%	19%	13%	8%	1%	0%
Mesa State College								
Mesabi Range Community and Technical College	35%	14%	10%	14%	15%	8%	5%	0%
Mid Michigan Community College	26%	25%	17%	12%	13%	6%	2%	<1%
Mid-South Community College	22%	14%	13%	13%	20%	12%	5%	1%
Middle Georgia College	46%	20%	9%	10%	10%	4%	1%	0%
Middlesex Community College	26%	17%	14%	13%	13%	11%	5%	1%
Miles Community College	37%	20%	9%	10%	13%	10%	1%	0%
Minnesota West - Canby	50%	18%	7%	8%	6%	8%	2%	0%
Minnesota West - Granite Falls	24%	18%	17%	15%	12%	11%	4%	0%
Minnesota West - Jackson	41%	15%	14%	11%	12%	5%	3%	0%
Minnesota West - Pipestone	22%	16%	15%	17%	15%	11%	3%	<1%
Minnesota West - Worthington	35%	16%	12%	14%	13%	8%	2%	<1%
Minot State University-Bottineau	14%	24%	16%	16%	14%	9%	7%	0%
Missouri State University-West Plains	36%	18%	11%	11%	13%	8%	4%	<1%
MN State College - Southeast Technical	22%	18%	17%	15%	14%	10%	4%	0%
Montana State University Billings College of Technology	27%	19%	16%	14%	13%	8%	3%	<1%
Montana State University-Great Falls College of Technology	34%	13%	15%	15%	12%	7%	3%	<1%
Morgan Community College	21%	8%	7%	12%	17%	17%	12%	7%
Motlow State Community College	34%	21%	12%	11%	12%	8%	2%	<1%
Mount Wachusett Community College	22%	19%	13%	13%	17%	12%	5%	<1%
Mountain Empire Community College	28%	16%	12%	12%	15%	11%	7%	<1%
MSCTC - Detroit Lakes Campus	22%	21%	16%	19%	13%	6%	3%	0%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
<b>Small Colleges continued</b>								
<b>All 2009 CCSSE Cohort Colleges</b>	25%	19%	15%	14%	14%	9%	4%	1%
<b>All Small Colleges</b>	26%	17%	13%	13%	15%	9%	5%	1%
MSCTC - Fergus Falls Campus	38%	21%	12%	11%	9%	5%	4%	1%
MSCTC - Wadena Campus	25%	17%	14%	14%	16%	9%	5%	1%
Muscatine Community College	37%	15%	9%	13%	16%	8%	2%	0%
Nash Community College	26%	15%	11%	13%	20%	11%	4%	<1%
Nashua Community College	30%	19%	12%	12%	13%	12%	3%	<1%
National Park Community College	22%	15%	11%	13%	16%	10%	8%	5%
Neosho County Community College	27%	20%	15%	11%	12%	7%	4%	4%
New Mexico Junior College	23%	14%	11%	13%	14%	10%	10%	5%
New Mexico State University - Grants	19%	14%	12%	15%	19%	13%	7%	<1%
New Mexico State University at Alamogordo	20%	15%	15%	15%	17%	10%	5%	2%
New River Community and Technical College	22%	15%	12%	16%	20%	11%	5%	<1%
New River Community College	24%	20%	16%	11%	14%	9%	4%	<1%
NHTI - Concord's Community College	35%	21%	11%	11%	11%	9%	3%	<1%
North Arkansas College	31%	14%	13%	13%	15%	10%	4%	1%
North Central Michigan College	21%	13%	10%	11%	14%	12%	13%	6%
North Central Missouri College	39%	16%	9%	10%	15%	8%	3%	0%
North Central State College	21%	16%	16%	16%	19%	9%	4%	<1%
North Country Community College	36%	20%	12%	12%	12%	7%	1%	<1%
North Dakota State College of Science	20%	40%	15%	9%	8%	5%	3%	<1%
North Florida Community College	33%	20%	12%	8%	13%	7%	5%	1%
North Iowa Area Community College	45%	19%	9%	9%	8%	6%	4%	<1%
Northeast Lakeview College	21%	25%	18%	15%	14%	6%	2%	<1%
Northeast Mississippi Community College	47%	19%	8%	8%	10%	6%	1%	<1%
Northeast Texas Community College	49%	18%	13%	8%	8%	2%	1%	<1%
Northern Maine Community College	16%	21%	13%	15%	18%	12%	4%	<1%
Northern Wyoming Community College District	29%	15%	13%	12%	12%	10%	8%	1%
Northland Community and Technical College	23%	19%	16%	13%	14%	10%	7%	<1%
Northwest College	28%	28%	14%	9%	11%	6%	4%	1%
Northwest Iowa Community College	50%	19%	10%	8%	8%	4%	2%	<1%
Northwest Technical College	22%	19%	18%	17%	14%	7%	3%	0%
Northwestern Connecticut Community College	25%	17%	13%	9%	11%	10%	6%	8%
Nunez Community College	23%	16%	17%	16%	15%	8%	4%	1%
Olive-Harvey College	17%	13%	13%	16%	22%	12%	6%	1%
Oregon Coast Community College	14%	9%	12%	15%	22%	15%	13%	1%
Ouachita Technical College	27%	14%	12%	14%	21%	9%	3%	<1%
Ozarka College	19%	12%	11%	15%	21%	10%	9%	3%
Panola College	41%	16%	11%	12%	13%	6%	2%	<1%
Paris Junior College	34%	21%	12%	10%	13%	7%	2%	<1%
Patrick Henry Community College	22%	14%	11%	11%	17%	14%	10%	1%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
<b>Small Colleges continued</b>								
All 2009 CCSSE Cohort Colleges	25%	19%	15%	14%	14%	9%	4%	1%
All Small Colleges	26%	17%	13%	13%	15%	9%	5%	1%
Paul D. Camp Community College	24%	14%	12%	13%	17%	15%	6%	1%
Phillips Community College of the University of Arkansas	25%	14%	13%	15%	17%	10%	5%	<1%
Pierpont Community and Technical College	31%	19%	13%	12%	13%	8%	3%	<1%
Pine Technical College	20%	12%	15%	16%	20%	14%	3%	0%
Pratt Community College	47%	17%	9%	8%	9%	5%	3%	<1%
Prince William Sound Community College	10%	5%	7%	9%	23%	20%	25%	2%
Quinebaug Valley Community College	26%	14%	13%	13%	16%	11%	5%	1%
Rainy River Community College	32%	15%	9%	9%	9%	8%	6%	12%
Ranger College	71%	14%	5%	6%	3%	1%	1%	0%
Rappahannock Community College	36%	16%	10%	9%	14%	10%	6%	1%
Redlands Community College	30%	15%	11%	12%	17%	8%	5%	2%
Rich Mountain Community College	29%	9%	8%	9%	13%	8%	8%	16%
Ridgewater College	36%	16%	10%	11%	11%	9%	5%	<1%
River Parishes Community College	33%	21%	15%	12%	12%	5%	1%	<1%
River Valley Community College	18%	14%	13%	15%	19%	13%	7%	<1%
Riverland Community College	24%	12%	11%	13%	17%	13%	9%	2%
Rogue Community College	21%	14%	13%	15%	17%	12%	7%	1%
Roxbury Community College	10%	14%	16%	18%	23%	14%	4%	1%
Salem Community College	32%	19%	11%	11%	17%	7%	3%	<1%
Salish Kootenai College	14%	14%	16%	15%	17%	11%	11%	1%
Santa Fe Community College	11%	10%	11%	13%	19%	15%	17%	4%
Schenectady County Community College	28%	20%	16%	12%	12%	8%	4%	<1%
Scott Community College	25%	17%	14%	14%	17%	8%	4%	<1%
Seward County Community College/Area Technical School	33%	12%	8%	8%	11%	9%	11%	8%
South Central College	25%	18%	13%	12%	13%	11%	7%	1%
South Florida Community College	36%	18%	13%	11%	11%	6%	4%	<1%
South Georgia College	45%	21%	12%	9%	10%	3%	1%	0%
South Louisiana Community College	32%	24%	16%	11%	9%	5%	2%	<1%
South Mountain Community College	22%	13%	12%	14%	17%	13%	8%	1%
Southeastern Community College	26%	16%	13%	14%	17%	10%	5%	<1%
Southeastern Community College	33%	15%	11%	13%	15%	9%	4%	<1%
Southeastern Technical College	16%	15%	16%	17%	20%	10%	5%	<1%
Southern State Community College	23%	16%	14%	15%	18%	11%	3%	1%
Southern West Virginia Community and Technical College	31%	20%	13%	12%	14%	7%	3%	<1%
Southwest Georgia Technical College	20%	15%	14%	15%	20%	11%	5%	<1%
Southwest Virginia Community College	23%	13%	10%	12%	15%	13%	11%	3%
Southwestern Community College	24%	17%	13%	14%	17%	10%	6%	<1%
Southwestern Indian Polytechnic Institute	19%	19%	22%	17%	15%	6%	4%	<1%
Southwestern Oregon Community College	31%	12%	9%	9%	13%	10%	11%	5%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
<b>Small Colleges continued</b>								
All 2009 CCSSE Cohort Colleges	25%	19%	15%	14%	14%	9%	4%	1%
All Small Colleges	26%	17%	13%	13%	15%	9%	5%	1%
SOWELA Technical Community College	24%	23%	18%	16%	12%	4%	2%	<1%
Spartanburg Community College	29%	19%	14%	13%	16%	8%	3%	<1%
Spoon River College	31%	20%	12%	10%	12%	10%	4%	<1%
St. Clair County Community College	33%	16%	11%	12%	14%	10%	3%	<1%
St. Cloud Technical College	37%	23%	15%	11%	8%	5%	2%	<1%
St. Louis Community College at Wildwood	42%	17%	8%	7%	12%	9%	5%	1%
Sullivan County Community College	40%	22%	10%	9%	8%	7%	2%	<1%
SUNY Ulster	39%	18%	13%	10%	10%	7%	3%	1%
Surry Community College	30%	19%	13%	9%	14%	9%	5%	1%
Sussex County Community College	36%	23%	12%	8%	8%	9%	4%	1%
Tanana Valley Campus, University of Alaska Fairbanks	20%	16%	15%	15%	15%	11%	8%	1%
Technical College of the Lowcountry	19%	14%	16%	18%	18%	10%	5%	<1%
Terra State Community College	22%	15%	13%	14%	20%	12%	5%	0%
Texas State Technical College Harlingen	32%	18%	15%	14%	13%	5%	2%	0%
Texas State Technical College Marshall	35%	18%	14%	12%	12%	6%	3%	<1%
Texas State Technical College Waco	33%	23%	16%	13%	9%	5%	2%	<1%
Texas State Technical College West Texas	24%	15%	14%	13%	18%	10%	4%	<1%
The Community and Technical College at WVU Tech	35%	19%	12%	10%	12%	8%	3%	<1%
The Victoria College	28%	19%	15%	15%	14%	6%	3%	<1%
Three Rivers Community College	25%	15%	12%	15%	16%	12%	4%	<1%
Tillamook Bay Community College	37%	13%	9%	10%	13%	9%	8%	2%
Tompkins Cortland Community College	35%	21%	14%	10%	10%	6%	3%	<1%
Treasure Valley Community College	32%	16%	12%	12%	16%	8%	4%	<1%
Tunxis Community College	24%	21%	15%	14%	13%	8%	3%	1%
Umpqua Community College	29%	16%	7%	16%	15%	11%	6%	<1%
University of Akron Wayne College	28%	20%	14%	13%	13%	9%	4%	0%
University of Alaska Matanuska Susitna College	17%	15%	12%	12%	18%	14%	10%	1%
University of Alaska Southeast Ketchikan Campus	12%	10%	12%	15%	21%	17%	12%	1%
University of Arkansas Community College at Batesville	18%	17%	11%	16%	22%	11%	5%	0%
University of Cincinnati - Raymond Walters College	21%	21%	19%	16%	15%	6%	2%	<1%
University of Cincinnati Clermont College	28%	21%	13%	14%	14%	8%	3%	<1%
University of New Mexico - Taos Branch	14%	8%	10%	11%	18%	17%	18%	5%
University of New Mexico - Valencia Campus	24%	16%	14%	13%	15%	10%	7%	2%
Vermilion Community College	51%	22%	10%	6%	4%	4%	3%	<1%
Vernon College	31%	16%	13%	15%	15%	8%	3%	<1%
Virginia Highlands Community College	28%	17%	11%	12%	16%	10%	6%	<1%
Washington County Community College	40%	14%	9%	9%	10%	11%	7%	0%
Washington State Community College	31%	19%	11%	10%	16%	7%	6%	1%
Waycross College	36%	16%	10%	13%	17%	7%	1%	0%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
<b>Small Colleges continued</b>								
All 2009 CCSSE Cohort Colleges	25%	13%	15%	14%	14%	9%	4%	1%
All Small Colleges	26%	17%	13%	13%	15%	9%	5%	1%
Wayne Community College	27%	16%	13%	13%	15%	11%	5%	<1%
Wenatchee Valley College	26%	15%	12%	13%	15%	9%	6%	4%
West Hills College Coalinga								
West Hills College Lemoore	24%	18%	15%	15%	16%	8%	3%	1%
West Hills College NDC								
West Virginia Northern Community College	19%	13%	13%	15%	18%	13%	9%	1%
West Virginia State Community and Technical College	17%	15%	15%	18%	21%	10%	3%	<1%
West Virginia University at Parkersburg	23%	16%	16%	16%	17%	9%	4%	<1%
Western Nebraska Community College	31%	15%	11%	12%	14%	10%	8%	1%
Western Texas College	31%	19%	17%	13%	13%	6%	2%	<1%
Western Wyoming Community College	22%	13%	10%	14%	17%	13%	9%	1%
White Mountains Community College	19%	13%	10%	13%	19%	15%	10%	1%
Wilkes Community College	32%	17%	12%	10%	15%	10%	5%	1%
Williston State College	12%	28%	17%	15%	15%	8%	4%	0%
Windward Community College	31%	21%	16%	11%	10%	6%	5%	1%
Wisconsin Indianhead Technical College	19%	14%	13%	14%	18%	14%	7%	1%
Wor-Wic Community College	26%	17%	14%	15%	15%	9%	4%	<1%
Wytheville Community College	28%	12%	9%	12%	18%	13%	7%	1%
York County Community College	29%	20%	11%	11%	13%	11%	5%	0%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
<b>Medium Colleges</b>								
All 2009 CCSSE Cohort Colleges	25%	19%	15%	14%	14%	9%	4%	1%
All Medium Colleges	26%	18%	14%	13%	15%	9%	4%	1%
Aims Community College	21%	19%	15%	13%	15%	9%	6%	<1%
Angelina College	34%	18%	14%	12%	13%	6%	3%	<1%
Anoka-Ramsey Community College	35%	19%	13%	13%	12%	6%	2%	<1%
Ashville-Buncombe Technical Community College	19%	17%	14%	17%	17%	10%	6%	<1%
Ashland Community and Technical College	20%	14%	12%	14%	20%	12%	7%	1%
Atlantic Cape Community College	28%	21%	14%	12%	13%	8%	3%	<1%
Baltimore City Community College	16%	15%	13%	16%	20%	13%	6%	1%
Baton Rouge Community College	33%	25%	16%	11%	9%	4%	2%	<1%
Berkeley City College	13%	14%	16%	17%	17%	11%	10%	3%
Big Sandy Community and Technical College	29%	16%	11%	11%	16%	10%	6%	<1%
Bossier Parish Community College	26%	22%	14%	14%	14%	6%	3%	<1%
Bowling Green Technical College	14%	8%	9%	14%	23%	18%	12%	2%
Bristol Community College	31%	20%	13%	12%	13%	8%	3%	<1%
Broome Community College	33%	23%	14%	12%	10%	6%	3%	<1%
Cape Fear Community College	27%	22%	18%	13%	11%	6%	3%	<1%
Central Arizona College	21%	10%	10%	14%	20%	14%	9%	2%
Central Carolina Community College	21%	13%	11%	15%	20%	13%	6%	1%
Central Community College	26%	15%	11%	11%	16%	12%	8%	2%
Central Florida Community College	31%	21%	13%	12%	12%	7%	3%	<1%
Central Virginia Community College	27%	16%	11%	11%	15%	11%	8%	1%
Chemeketa Community College	18%	17%	15%	17%	17%	10%	6%	1%
Chippewa Valley Technical College	24%	18%	16%	15%	15%	9%	3%	<1%
Clackamas Community College	26%	15%	12%	13%	16%	11%	7%	1%
Cochise College	24%	15%	12%	13%	15%	11%	9%	2%
College of Alameda	18%	18%	16%	15%	15%	8%	7%	1%
College of Southern Idaho	22%	14%	10%	11%	13%	9%	9%	12%
College of Southern Maryland	34%	19%	12%	10%	12%	9%	4%	<1%
Colorado Mountain College	20%	13%	13%	17%	17%	11%	9%	1%
Columbia Basin College	26%	16%	14%	13%	13%	7%	6%	5%
Columbia State Community College	30%	22%	13%	11%	14%	7%	2%	<1%
Community College of Vermont	15%	15%	16%	17%	18%	13%	6%	1%
Corning Community College	38%	16%	10%	12%	12%	8%	3%	<1%
Crafton Hills College	30%	20%	15%	12%	11%	7%	4%	<1%
Darton College	23%	14%	12%	14%	18%	9%	5%	5%
Delaware Technical & Community College - Stanton-Wilmington	25%	17%	15%	14%	15%	10%	4%	<1%
Dona Ana Community College	26%	18%	17%	15%	14%	7%	3%	<1%
Durham Technical Community College	12%	11%	13%	18%	25%	15%	6%	<1%
El Centro College	17%	13%	15%	19%	21%	10%	4%	<1%
Elizabethtown Community & Technical College	19%	15%	12%	15%	19%	12%	6%	1%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
<b>Medium Colleges continued</b>								
All 2009 CCSSE Cohort Colleges	25%	19%	15%	14%	14%	9%	4%	1%
All Medium Colleges	26%	18%	14%	13%	15%	9%	4%	1%
Estrella Mountain Community College	30%	16%	11%	13%	17%	9%	4%	<1%
Finger Lakes Community College	39%	18%	10%	10%	11%	8%	3%	<1%
Forsyth Technical Community College	21%	15%	13%	14%	18%	13%	6%	<1%
Frederick Community College	30%	19%	11%	11%	13%	10%	4%	1%
Gadsden State Community College	28%	21%	14%	12%	14%	7%	3%	<1%
Gainesville State College	44%	27%	14%	7%	5%	3%	1%	0%
Gaston College	20%	18%	13%	12%	17%	13%	7%	1%
GateWay Community College	9%	9%	13%	20%	26%	16%	7%	<1%
Gateway Community College	22%	17%	13%	14%	16%	11%	5%	1%
Genesee Community College	38%	19%	11%	10%	11%	8%	3%	<1%
George C Wallace State Community College	29%	22%	12%	11%	15%	7%	3%	1%
Georgia Military College	23%	26%	15%	13%	14%	7%	2%	<1%
Germanna Community College	33%	19%	12%	11%	13%	9%	3%	<1%
Gloucester County College	36%	22%	12%	10%	10%	7%	3%	<1%
Green River Community College	36%	18%	11%	10%	13%	8%	3%	<1%
Gulf Coast Community College	26%	19%	16%	15%	14%	7%	3%	<1%
Harford Community College	36%	18%	12%	10%	12%	9%	3%	<1%
Heartland Community College	27%	22%	16%	13%	12%	7%	3%	<1%
Hennepin Technical College	16%	14%	15%	16%	20%	13%	6%	<1%
Highline Community College	30%	18%	14%	13%	13%	8%	4%	<1%
Holyoke Community College	34%	20%	12%	11%	12%	8%	3%	<1%
Horry-Georgetown Technical College	23%	19%	16%	15%	16%	8%	3%	<1%
Howard Community College	29%	17%	13%	12%	13%	8%	5%	3%
Hutchinson Community College	32%	18%	10%	11%	15%	9%	5%	1%
Inver Hills Community College	25%	17%	16%	16%	14%	9%	3%	<1%
Iowa Central Community College	52%	19%	9%	8%	7%	3%	1%	0%
Iowa Western Community College	41%	18%	11%	11%	11%	6%	2%	<1%
Itawamba Community College	33%	17%	12%	13%	16%	7%	2%	<1%
Ivy Tech Community College - Evansville	13%	17%	17%	18%	20%	11%	4%	<1%
Ivy Tech Community College - Fort Wayne	14%	17%	15%	18%	19%	11%	5%	<1%
Ivy Tech Community College - Lafayette	20%	22%	18%	16%	15%	7%	2%	<1%
Ivy Tech Community College - Terre Haute	16%	18%	16%	17%	18%	11%	4%	<1%
Jackson Community College	27%	17%	12%	13%	17%	10%	4%	<1%
John Tyler Community College	25%	18%	13%	13%	17%	10%	4%	<1%
Kansas City Kansas Community College	23%	13%	14%	17%	17%	10%	6%	2%
Kaplan Community College	24%	22%	20%	15%	12%	4%	2%	<1%
Kilgore College	33%	19%	13%	13%	13%	6%	2%	<1%
Lake Superior College	23%	21%	18%	16%	12%	7%	3%	<1%
Laramie County Community College	28%	17%	14%	13%	13%	8%	6%	2%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.



	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
<b>Medium Colleges continued</b>								
All 2009 CCSSE Cohort Colleges	25%	19%	15%	14%	14%	9%	4%	1%
All Medium Colleges	25%	18%	14%	13%	15%	9%	4%	1%
Lee College	12%	18%	15%	16%	21%	12%	5%	<1%
Leeward Community College	32%	23%	32%	12%	10%	6%	2%	<1%
Lehigh Carbon Community College	30%	18%	13%	11%	14%	10%	4%	<1%
Lincoln Land Community College	29%	17%	14%	13%	14%	9%	4%	1%
Linn-Benton Community College	29%	22%	15%	12%	12%	7%	3%	<1%
Lone Star College - Kingwood	22%	21%	16%	15%	16%	7%	2%	<1%
Lone Star College - Tomball	24%	24%	18%	13%	13%	6%	2%	<1%
Lord Fairfax Community College	35%	19%	11%	10%	11%	9%	4%	<1%
Manchester Community College	33%	20%	14%	11%	10%	8%	4%	<1%
Massachusetts Bay Community College	21%	20%	16%	14%	15%	10%	4%	<1%
Massasoit Community College	28%	20%	13%	11%	13%	10%	4%	1%
McHenry County College	36%	19%	12%	9%	10%	9%	5%	1%
Midland College	29%	21%	17%	13%	11%	5%	3%	1%
Mohawk Valley Community College	40%	21%	12%	9%	10%	7%	2%	<1%
Morton College	21%	15%	15%	16%	20%	9%	4%	<1%
Mountain View College	25%	20%	16%	14%	15%	7%	3%	<1%
Nashville State Community College	14%	16%	16%	18%	20%	10%	6%	<1%
Naugatuck Valley Community College	28%	19%	14%	12%	13%	9%	3%	1%
Niagara County Community College	33%	21%	14%	12%	12%	7%	2%	<1%
North Central Texas College	29%	26%	19%	11%	9%	4%	1%	<1%
North Hennepin Community College	24%	17%	15%	17%	16%	8%	3%	<1%
North Seattle Community College	11%	10%	14%	19%	28%	12%	6%	1%
North Shore Community College	23%	21%	14%	12%	14%	11%	4%	<1%
Northeast Community College	30%	15%	8%	10%	12%	12%	11%	3%
Northeast Iowa Community College	39%	18%	11%	11%	11%	6%	3%	<1%
Northeast State Technical Community College	23%	17%	14%	14%	18%	10%	3%	<1%
Northern Essex Community College	25%	18%	13%	12%	15%	12%	4%	<1%
Northern Oklahoma College	33%	26%	15%	10%	10%	5%	2%	<1%
NorthWest Arkansas Community College	26%	20%	16%	15%	13%	6%	2%	<1%
Northwest Florida State College	22%	18%	17%	17%	14%	9%	4%	<1%
Norwalk Community College	22%	16%	15%	13%	13%	9%	6%	5%
Odessa College	25%	21%	15%	15%	14%	6%	2%	<1%
Olympic College	23%	14%	13%	15%	17%	12%	6%	1%
Orange County Community College	36%	22%	13%	10%	10%	7%	2%	<1%
Owensboro Community and Technical College	26%	15%	13%	13%	15%	11%	5%	1%
Oxnard College	25%	18%	16%	14%	14%	9%	5%	1%
Palo Alto College	27%	20%	17%	14%	14%	6%	2%	<1%
Passaic County Community College	21%	20%	16%	13%	16%	10%	4%	<1%
Piedmont Virginia Community College	27%	16%	12%	13%	14%	9%	7%	1%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
<b>Medium Colleges continued</b>								
<b>All 2009 CCSSE Cohort Colleges</b>	23%	19%	15%	14%	14%	9%	4%	1%
<b>All Medium Colleges</b>	26%	18%	14%	13%	15%	9%	4%	1%
Pitt Community College	27%	20%	15%	13%	13%	7%	4%	<1%
Polk Community College	28%	20%	15%	13%	14%	7%	3%	<1%
Prairie State College	22%	16%	12%	13%	17%	12%	6%	1%
Pueblo Community College	17%	14%	13%	18%	21%	12%	6%	<1%
Quinsigamond Community College	28%	18%	14%	13%	15%	9%	2%	<1%
Raritan Valley Community College	27%	23%	15%	11%	10%	8%	5%	1%
Reading Area Community College	25%	17%	13%	14%	16%	11%	3%	<1%
Rend Lake College	25%	11%	8%	11%	14%	12%	13%	6%
Roane State Community College	29%	19%	13%	13%	15%	8%	3%	<1%
Rochester Community and Technical College	31%	18%	15%	14%	13%	7%	3%	<1%
Rowan-Cabarrus Community College	24%	17%	12%	13%	17%	11%	5%	<1%
Saint Paul College	14%	13%	17%	20%	19%	11%	5%	<1%
San Jacinto College - North Campus	27%	22%	16%	14%	12%	6%	2%	<1%
Shelton State Community College	13%	35%	24%	12%	10%	5%	2%	<1%
Skagit Valley College	21%	13%	11%	13%	15%	10%	10%	7%
Skyline College	21%	19%	17%	14%	12%	8%	7%	1%
Somerset Community College	20%	15%	12%	14%	20%	12%	7%	1%
South Puget Sound Community College	26%	14%	13%	15%	17%	10%	5%	<1%
South Seattle Community College	10%	10%	13%	20%	24%	14%	7%	1%
South Suburban College	19%	15%	13%	14%	19%	12%	7%	2%
Southeast Kentucky Community & Technical College	26%	15%	11%	12%	16%	11%	9%	1%
Southern Maine Community College	24%	20%	16%	14%	14%	8%	4%	<1%
Southside Virginia Community College	27%	13%	12%	13%	16%	11%	8%	1%
Southwest Texas Junior College	32%	20%	14%	14%	13%	6%	2%	<1%
Springfield Technical Community College	19%	19%	16%	15%	16%	11%	4%	<1%
St. Johns River Community College	29%	20%	13%	11%	15%	9%	3%	<1%
St. Louis Community College at Forest Park	20%	14%	15%	18%	19%	10%	4%	<1%
St. Louis Community College- Florissant Valley	24%	14%	13%	14%	18%	12%	4%	<1%
Stark State College of Technology	15%	17%	16%	17%	19%	11%	5%	<1%
SUNY Rockland Community College	31%	21%	14%	10%	11%	9%	3%	<1%
Tacoma Community College	23%	15%	13%	16%	17%	10%	6%	<1%
Temple College	28%	17%	14%	15%	15%	7%	3%	<1%
Tri-County Technical College	36%	20%	13%	10%	12%	7%	2%	<1%
Trinity Valley Community College	31%	18%	12%	13%	15%	8%	3%	<1%
Volunteer State Community College	28%	20%	14%	13%	15%	8%	2%	<1%
Walla Walla Community College	17%	11%	11%	14%	19%	12%	10%	5%
Walters State Community College	33%	18%	12%	11%	16%	8%	3%	<1%
Weatherford College	41%	19%	12%	9%	10%	6%	2%	<1%
West Kentucky Community and Technical College	21%	14%	10%	12%	18%	13%	10%	3%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
<b>Medium Colleges continued</b>								
All 2009 CCSSE Cohort Colleges	25%	19%	15%	14%	14%	9%	4%	1%
All Medium Colleges	26%	18%	14%	13%	15%	9%	4%	1%
Western Iowa Tech Community College	29%	15%	14%	14%	15%	9%	3%	<1%
Western Nevada College	19%	12%	12%	13%	17%	15%	10%	2%
Western Technical College	20%	20%	17%	15%	15%	9%	4%	<1%
Westmoreland County Community College	22%	19%	15%	12%	15%	12%	6%	<1%
Wharton County Junior College	39%	22%	14%	11%	9%	4%	1%	<1%
York Technical College	27%	17%	11%	12%	16%	11%	5%	<1%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

Large Colleges	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
All 2009 CCSSE Cohort Colleges	25%	19%	15%	14%	14%	9%	4%	1%
All Large Colleges	25%	19%	15%	14%	14%	8%	4%	1%
Amarillo College	24%	18%	16%	16%	16%	8%	3%	<1%
Anne Arundel Community College	29%	18%	13%	12%	12%	9%	5%	2%
Antelope Valley College	29%	17%	13%	11%	12%	10%	7%	1%
Bellevue Community College	26%	18%	14%	12%	18%	9%	3%	<1%
Bergen Community College	27%	24%	17%	13%	10%	6%	2%	1%
Blinn College	43%	29%	14%	7%	4%	2%	1%	<1%
Bluegrass Community and Technical College	18%	19%	16%	16%	17%	9%	4%	<1%
Brevard Community College	28%	20%	14%	13%	13%	8%	4%	<1%
Brookdale Community College	34%	23%	13%	9%	8%	7%	3%	2%
Brookhaven College	17%	17%	18%	18%	16%	7%	4%	3%
Bucks County Community College	31%	21%	14%	11%	10%	9%	4%	1%
Bunker Hill Community College	14%	17%	19%	20%	18%	9%	3%	<1%
Burlington County College	32%	22%	13%	11%	11%	8%	3%	<1%
Butler Community College	31%	19%	14%	12%	12%	7%	3%	<1%
Butte College	27%	19%	16%	13%	12%	7%	6%	1%
Calhoun Community College	25%	19%	14%	14%	15%	9%	3%	1%
Century College	28%	20%	17%	14%	12%	7%	2%	<1%
Chandler-Gilbert Community College	35%	18%	13%	11%	12%	8%	3%	<1%
Chattanooga State Technical Community College	22%	18%	16%	15%	16%	9%	4%	<1%
Citrus College	32%	22%	16%	11%	9%	6%	3%	1%
College of Lake County	23%	16%	13%	12%	16%	12%	7%	1%
College of the Desert	26%	19%	15%	13%	12%	8%	5%	1%
College of the Sequoias	29%	17%	13%	13%	14%	9%	5%	1%
Community College of Denver	21%	17%	15%	18%	17%	8%	4%	<1%
Daytona State College	23%	19%	15%	14%	16%	9%	4%	<1%
Del Mar College	21%	20%	18%	16%	15%	7%	3%	<1%
Delaware County Community College	25%	21%	16%	13%	13%	9%	4%	<1%
Degado Community College	15%	19%	20%	17%	16%	8%	3%	<1%
Delta College	28%	21%	15%	12%	13%	7%	3%	<1%
Douglas College	22%	27%	22%	13%	10%	3%	2%	<1%
Dutchess Community College - SUNY	36%	22%	12%	9%	10%	8%	3%	<1%
Eastfield College	25%	19%	15%	14%	15%	8%	3%	1%
Edison State College	27%	21%	16%	13%	13%	8%	3%	<1%
Edmonds Community College	22%	15%	12%	13%	18%	12%	7%	1%
Elgin Community College	27%	18%	12%	12%	15%	10%	5%	1%
Erie Community College	29%	23%	15%	12%	11%	7%	2%	<1%
Fayetteville Technical Community College	14%	11%	14%	20%	23%	13%	6%	<1%
Greenville Technical College	24%	16%	13%	14%	18%	10%	4%	<1%
Guilford Technical Community College	24%	17%	16%	14%	16%	9%	4%	<1%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
<b>Large Colleges continued</b>								
All 2009 CCSSSE Cohort Colleges	25%	19%	15%	14%	14%	9%	4%	1%
All Large Colleges	25%	19%	15%	14%	14%	8%	4%	1%
Harold Washington College	17%	18%	17%	17%	16%	8%	5%	1%
Henry Ford Community College	27%	17%	14%	14%	18%	7%	<1%	<1%
Hudson Valley Community College	37%	21%	13%	11%	9%	6%	3%	<1%
Illinois Central College	28%	17%	12%	13%	16%	9%	4%	1%
Indian River State College	23%	17%	12%	12%	15%	12%	7%	1%
Ivy Tech Community College - Central Indiana	15%	17%	17%	18%	19%	9%	3%	<1%
J. Sargeant Reynolds Community College	23%	16%	15%	15%	16%	10%	5%	<1%
Joliet Junior College	30%	18%	11%	10%	15%	10%	5%	1%
Kingsborough Community College	28%	24%	17%	12%	9%	4%	3%	3%
LaGuardia Community College	23%	20%	18%	16%	14%	6%	2%	<1%
Lakeland Community College	23%	16%	14%	14%	17%	11%	5%	<1%
Lane Community College	18%	19%	16%	16%	15%	8%	6%	<1%
Laney College	13%	13%	14%	17%	19%	11%	10%	2%
Lone Star College - CyFair	23%	26%	18%	13%	12%	5%	2%	<1%
Lone Star College - Montgomery	23%	23%	18%	15%	13%	7%	2%	<1%
Lone Star College - North Harris	18%	21%	19%	17%	15%	7%	3%	<1%
Lorain County Community College	23%	18%	15%	14%	17%	10%	3%	<1%
Madison Area Technical College	13%	20%	19%	18%	16%	9%	5%	<1%
McLennan Community College	28%	18%	15%	14%	15%	8%	3%	<1%
Merced College	25%	17%	13%	13%	14%	9%	7%	2%
Mercer County Community College	24%	19%	16%	14%	13%	9%	4%	<1%
Metropolitan Community College	19%	17%	16%	16%	17%	10%	5%	<1%
Middlesex Community College	30%	21%	15%	12%	12%	7%	3%	<1%
Midlands Technical College	26%	19%	16%	14%	15%	8%	2%	<1%
Minneapolis Community and Technical College	16%	15%	19%	22%	17%	7%	3%	<1%
MiraCosta College	25%	19%	16%	14%	11%	8%	6%	1%
Montgomery County Community College	27%	21%	14%	13%	12%	8%	4%	1%
Moorpark College	35%	21%	14%	10%	8%	7%	4%	<1%
Mott Community College	13%	24%	18%	15%	16%	9%	4%	1%
Normandale Community College	29%	21%	18%	15%	10%	5%	1%	<1%
North Lake College	20%	19%	18%	17%	16%	6%	3%	1%
Northampton Community College	30%	19%	13%	11%	13%	10%	3%	<1%
Northwest Vista College	29%	25%	17%	13%	10%	4%	1%	<1%
Nova Scotia Community College	31%	19%	16%	13%	12%	7%	2%	0%
Oakton Community College	23%	18%	15%	13%	12%	9%	7%	2%
Ocean County College	37%	23%	14%	9%	8%	6%	2%	<1%
Oklahoma City Community College	18%	20%	20%	17%	15%	7%	3%	<1%
Onondaga Community College	32%	20%	12%	10%	11%	8%	6%	<1%
Ozarks Technical Community College	29%	24%	15%	13%	12%	6%	2%	<1%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

Large Colleges continued	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
All 2009 CCSSE Cohort Colleges	25%	19%	15%	14%	14%	9%	4%	1%
All Large Colleges	25%	19%	15%	14%	14%	8%	4%	1%
Paradise Valley Community College	26%	18%	13%	12%	12%	10%	8%	1%
Parkland College	28%	21%	14%	13%	13%	7%	4%	1%
Pasco-Hernando Community College	30%	18%	13%	12%	15%	9%	3%	<1%
Pellissippi State Technical Community College	25%	24%	18%	13%	12%	6%	3%	<1%
Pensacola Junior College	29%	20%	14%	14%	13%	7%	3%	<1%
Phoenix College	18%	14%	13%	16%	18%	11%	8%	2%
Prince George's Community College	20%	16%	13%	14%	17%	12%	5%	2%
Pulaski Technical College	14%	12%	14%	21%	23%	11%	5%	<1%
Queensborough Community College	31%	24%	17%	11%	9%	5%	2%	1%
Richard J. Daley College	12%	13%	15%	20%	25%	11%	4%	<1%
Richland College	22%	18%	17%	15%	14%	7%	3%	4%
San Jacinto College - Central Campus	26%	21%	18%	16%	12%	5%	2%	<1%
San Jacinto College - South Campus	26%	24%	18%	14%	11%	5%	2%	<1%
San Jose City College	16%	15%	16%	17%	17%	11%	7%	1%
Schoolcraft College	29%	19%	14%	12%	13%	9%	4%	<1%
Scottsdale Community College	22%	20%	17%	14%	12%	7%	6%	2%
Seminole Community College	23%	21%	17%	14%	14%	8%	3%	<1%
Southwest Tennessee Community College	19%	19%	17%	15%	17%	9%	4%	<1%
St. Louis Community College - Meramec	32%	17%	14%	11%	12%	9%	4%	<1%
St. Philip's College	18%	15%	16%	18%	20%	9%	4%	<1%
State College of Florida Manatee-Sarasota	27%	21%	15%	14%	13%	8%	3%	<1%
Taft College	12%	10%	12%	17%	23%	17%	9%	1%
Tallahassee Community College	29%	28%	17%	11%	8%	4%	2%	<1%
Thomas Nelson Community College	22%	18%	15%	15%	15%	10%	4%	<1%
Truman College	8%	10%	15%	21%	25%	12%	7%	2%
Tyler Junior College	23%	28%	16%	13%	12%	6%	2%	<1%
Union County College	21%	19%	16%	15%	15%	8%	3%	3%
University of Wisconsin Colleges	46%	20%	11%	9%	8%	4%	2%	<1%
Ventura College	29%	18%	14%	12%	12%	9%	7%	1%
Victor Valley College	29%	16%	13%	12%	14%	10%	5%	<1%
Vincennes University	34%	21%	11%	11%	12%	7%	3%	<1%
Virginia Western Community College	23%	14%	12%	13%	17%	12%	9%	<1%
Westchester Community College	27%	22%	14%	12%	11%	8%	6%	1%
Wilbur Wright College	18%	17%	16%	16%	17%	10%	6%	1%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
<b>Extra Large Colleges</b>								
All 2009 CCSSSE Cohort Colleges	25%	19%	15%	14%	14%	9%	4%	1%
All Extra Large Colleges	23%	19%	16%	14%	14%	8%	4%	1%
American River College	15%	14%	15%	16%	19%	13%	7%	1%
Austin Community College	23%	19%	17%	17%	15%	6%	3%	<1%
Borough of Manhattan Community College	22%	22%	20%	17%	12%	5%	1%	<1%
Broward College	25%	22%	18%	13%	13%	7%	2%	<1%
City College of San Francisco	11%	11%	12%	15%	18%	12%	11%	8%
College of DuPage	26%	17%	13%	12%	13%	10%	6%	2%
Community College of Allegheny County	21%	18%	15%	15%	15%	10%	4%	<1%
Community College of Philadelphia	19%	18%	16%	16%	17%	10%	4%	1%
Cuyahoga Community College	20%	16%	14%	16%	18%	11%	5%	<1%
De Anza College	28%	18%	15%	13%	12%	7%	4%	1%
El Camino College	27%	20%	16%	13%	12%	7%	5%	1%
El Paso Community College	24%	22%	17%	13%	13%	7%	3%	<1%
Florida Community College at Jacksonville	20%	18%	16%	16%	17%	9%	4%	<1%
Fullerton Community College	31%	24%	18%	11%	8%	5%	3%	<1%
Georgia Perimeter College	24%	23%	18%	15%	14%	5%	1%	0%
Glendale Community College	23%	17%	14%	11%	12%	8%	4%	10%
Grand Rapids Community College	32%	21%	16%	12%	11%	6%	2%	<1%
Harper College	29%	19%	14%	12%	13%	8%	4%	1%
Hillsborough Community College	24%	21%	17%	15%	13%	7%	2%	<1%
Houston Community College	9%	20%	21%	21%	17%	8%	4%	<1%
Humber I/TAL	27%	28%	24%	11%	6%	2%	1%	<1%
Jefferson Community and Technical College	23%	17%	14%	16%	17%	9%	3%	<1%
Johnson County Community College	26%	19%	16%	15%	12%	7%	5%	1%
Kirkwood Community College	34%	22%	14%	12%	11%	5%	2%	<1%
Lansing Community College	15%	25%	19%	15%	13%	8%	4%	1%
Macomb Community College	28%	20%	15%	11%	13%	8%	3%	<1%
Mesa Community College	23%	20%	19%	15%	12%	7%	5%	1%
Metropolitan Community College - Kansas City	24%	21%	14%	14%	14%	8%	4%	1%
Miami Dade College	24%	21%	18%	13%	13%	8%	3%	<1%
Modesto Junior College	29%	18%	14%	12%	13%	9%	4%	1%
Monroe Community College	32%	21%	14%	12%	11%	7%	3%	<1%
Montgomery College	27%	19%	16%	13%	12%	7%	4%	2%
Moraine Valley Community College	29%	20%	14%	11%	12%	9%	5%	<1%
Mt. San Antonio College	28%	20%	17%	12%	10%	6%	5%	2%
Nassau Community College	36%	25%	14%	9%	7%	5%	2%	<1%
Northern Virginia Community College	21%	19%	17%	15%	14%	8%	4%	<1%
Oakland Community College	23%	19%	16%	14%	15%	9%	4%	1%
Owens Community College	17%	15%	15%	18%	20%	11%	5%	<1%
Palm Beach Community College	25%	23%	19%	13%	12%	6%	3%	<1%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.

	Age							
	18 to 19	20 to 21	22 to 24	25 to 29	30 to 39	40 to 49	50 to 64	65+
<b>Extra Large Colleges continued</b>								
All 2009 CCSSE Cohort Colleges	25%	19%	15%	14%	14%	9%	4%	1%
All Extra Large Colleges	23%	19%	16%	14%	14%	8%	4%	1%
Palomar College	27%	18%	15%	13%	11%	8%	7%	2%
Pasadena City College	30%	20%	16%	12%	11%	6%	4%	1%
Portland Community College	17%	15%	15%	19%	19%	9%	6%	1%
Sacramento City College	25%	16%	16%	15%	12%	8%	6%	1%
Salt Lake Community College	19%	18%	21%	20%	13%	6%	3%	1%
San Antonio College	21%	20%	19%	17%	15%	6%	2%	<1%
San Diego Mesa College	22%	21%	20%	17%	11%	5%	3%	<1%
Santa Ana College	13%	11%	12%	14%	21%	17%	10%	2%
Santa Fe College	32%	27%	16%	12%	7%	4%	2%	<1%
Sinclair Community College	19%	17%	15%	15%	18%	11%	5%	<1%
South Texas College	27%	21%	17%	16%	14%	4%	1%	<1%
St. Petersburg College	19%	16%	16%	16%	18%	10%	5%	1%
Suffolk Community College	34%	23%	14%	9%	9%	7%	3%	<1%
The Community College of Baltimore County	24%	17%	14%	14%	15%	9%	4%	3%
Tidewater Community College	20%	17%	15%	17%	17%	10%	4%	<1%
Triton College	19%	15%	14%	15%	18%	11%	6%	1%
Tulsa Community College	11%	22%	19%	17%	17%	8%	5%	1%
Valencia Community College	29%	25%	18%	13%	10%	5%	2%	<1%
Wayne County Community College District	16%	14%	15%	15%	22%	11%	6%	2%

Note: All population percentages acquired from the 2007 IPEDS dataset, if available.



## Survey Completion Rates

Table 6, beginning on the next page, provides data on 1) overall survey completion rates, 2) within class completion rates, and 3) the percent of sampled classes for 2009 *CCSSE* Cohort colleges (colleges that participated in *CCSSE* from 2007 through 2009) as well as breakouts for colleges in each size category—small, medium, large, and extra-large.

Overall survey completion rates consist of surveys completed divided by the number of total surveys mailed. Within class completion rates are surveys completed divided by the number of students enrolled in participating classes, and the percent of sampled classes includes participating classes divided by the total number of classes in the sample.

**Table 6**  
**2009 CCSSE Cohort: Completion Rates**

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2009 CCSSE Cohort</b>	<b>51%</b>	<b>60%</b>	<b>86%</b>
<b>All Small CCSSE Colleges</b>	<b>48%</b>	<b>57%</b>	<b>84%</b>
Abraham Baldwin Agricultural College	63%	68%	90%
Adirondack Community College	58%	63%	98%
Aiken Technical College	47%	54%	83%
Alabama Southern Community College	40%	43%	100%
Alexandria Technical College	60%	70%	85%
Allegany College of Maryland	72%	83%	92%
Alpena Community College	48%	60%	81%
Alvin Community College	26%	38%	73%
Ancilla College	53%	55%	96%
Anoka Technical College	57%	70%	81%
Arkansas State University - Beebe	69%	72%	98%
Arkansas State University-Newport	33%	46%	79%
Asnuntuck Community College	44%	46%	98%
Atlanta Metropolitan College	55%	62%	94%
Atlanta Technical College	51%	63%	86%
Bainbridge College	43%	54%	94%
Barton County Community College	53%	65%	83%
Bay de Noc Community College	59%	64%	95%
Belmont Technical College	59%	63%	94%
Berkshire Community College	55%	62%	88%
Big Bend Community College	46%	56%	87%
Bismarck State College	56%	62%	87%
Blue Ridge Community College	60%	63%	95%
Blue Ridge Community and Technical College	38%	43%	89%
Brazosport College	55%	57%	98%
Butler County Community College	59%	66%	88%
Caldwell Community College and Technical Institute	66%	73%	98%
Cape Cod Community College	33%	66%	52%
Capital Community College	52%	55%	88%
Caritas Laboure College	45%	57%	81%
Carolinas College of Health Sciences	43%	59%	83%
Carroll Community College	61%	62%	100%
Carteret Community College	52%	57%	94%
Casper College	61%	65%	95%
Cayuga Community College	49%	56%	85%
Cecil College	48%	57%	85%
Central Lakes College	58%	63%	90%
Central Maine Community College	60%	62%	100%
Central Oregon Community College	52%	70%	72%
Central Wyoming College	42%	54%	80%
Centralia College	50%	57%	94%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2009 CCSSE Cohort</b>	<b>51%</b>	<b>60%</b>	<b>86%</b>
<b>All Small CCSSE Colleges</b>	<b>48%</b>	<b>57%</b>	<b>84%</b>
Chesapeake College	51%	51%	98%
Chipola College	50%	60%	89%
Clarendon College	41%	50%	91%
Clark State Community College	51%	55%	93%
Cleveland Community College	45%	58%	82%
Cleveland State Community College	54%	54%	100%
Clinton Community College	58%	61%	95%
Clinton Community College	25%	44%	57%
Coastal Bend College	48%	54%	91%
Coastal Carolina Community College	59%	70%	98%
College of Coastal Georgia	54%	57%	96%
College of the Mainland	35%	52%	68%
College of the Marshall Islands	70%	70%	100%
College of the Siskiyous	40%	47%	83%
Columbia Gorge Community College	47%	56%	85%
Columbia-Greene Community College	56%	58%	94%
Community College of Beaver County	56%	59%	97%
Crowder College	55%	60%	97%
Cumberland County College	53%	61%	87%
Dabney S. Lancaster Community College	38%	87%	49%
Dakota County Technical College	53%	61%	87%
Danville Area Community College	50%	54%	98%
Danville Community College	54%	59%	90%
DeKalb Technical College	59%	67%	96%
Delaware Technical & Community College - Owens Campus	59%	65%	95%
Delaware Technical & Community College - Terry Campus	50%	53%	90%
Dine' College	42%	42%	97%
Dyersburg State Community College	58%	62%	96%
East Arkansas Community College	36%	41%	84%
East Central Community College	61%	67%	94%
East Georgia College	54%	55%	94%
Eastern Maine Community College	50%	70%	73%
Eastern New Mexico University - Roswell	45%	51%	92%
Eastern Shore Community College	44%	51%	84%
Eastern West Virginia Community & Technical College	36%	43%	86%
Eastern Wyoming College	41%	49%	88%
Edison State Community College	57%	62%	98%
El Camino College Compton Center	33%	41%	85%
Ellsworth Community College	36%	44%	79%
Florida Keys Community College	45%	54%	85%
Fond du Lac Tribal and Community College	41%	55%	78%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2009 CCSSE Cohort</b>	<b>51%</b>	<b>60%</b>	<b>86%</b>
<b>All Small CCSSE Colleges</b>	<b>48%</b>	<b>57%</b>	<b>84%</b>
Frank Phillips College	29%	43%	71%
Fulton-Montgomery Community College	46%	53%	87%
Galveston College	42%	49%	81%
Garrett College	44%	50%	85%
Gateway Community and Technical College	54%	65%	86%
Georgia Highlands College	57%	58%	100%
Goodwin College	61%	62%	95%
Gordon College	47%	48%	92%
Grays Harbor College	17%	50%	34%
Grayson County College	55%	66%	90%
Great Bay Community College	57%	61%	91%
Greenfield Community College	49%	54%	91%
Hagerstown Community College	58%	64%	97%
Halifax Community College	41%	59%	76%
Hawaii Community College	50%	59%	88%
Haywood Community College	46%	53%	85%
Hazard Community and Technical College	46%	50%	90%
Henderson Community College	54%	59%	93%
Herkimer County Community College	48%	51%	100%
Hesston College	29%	55%	31%
Hibbing Community College	37%	60%	64%
Hopkinsville Community College	53%	55%	94%
Housatonic Community College	54%	57%	98%
Howard College	53%	61%	93%
Illinois Valley Community College	59%	58%	100%
Isothermal Community College	49%	54%	97%
Itasca Community College	38%	51%	70%
Ivy Tech Community College - Anderson	39%	42%	91%
Ivy Tech Community College - Bloomington	63%	62%	100%
Ivy Tech Community College - Columbus	53%	60%	91%
Ivy Tech Community College - East Chicago	44%	56%	84%
Ivy Tech Community College - Elkhart	45%	48%	100%
Ivy Tech Community College - Gary	46%	48%	98%
Ivy Tech Community College - Kokomo	51%	55%	97%
Ivy Tech Community College - Lawrenceburg	49%	54%	92%
Ivy Tech Community College - Logansport	41%	46%	92%
Ivy Tech Community College - Madison	44%	53%	93%
Ivy Tech Community College - Marion	40%	52%	78%
Ivy Tech Community College - Michigan City	43%	46%	88%
Ivy Tech Community College - Muncie	41%	55%	79%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2009 CCSSE Cohort</b>	<b>51%</b>	<b>60%</b>	<b>86%</b>
<b>All Small CCSSE Colleges</b>	<b>48%</b>	<b>57%</b>	<b>84%</b>
Ivy Tech Community College - Sellersburg	51%	57%	95%
Ivy Tech Community College - South Bend	40%	51%	71%
Ivy Tech Community College - Valparaiso	43%	55%	79%
Ivy Tech Community College - Warsaw	34%	46%	62%
Ivy Tech Community College - Whitewater	49%	59%	87%
Jackson State Community College	65%	76%	93%
James A. Rhodes State College	53%	70%	79%
James Sprunt Community College	34%	59%	57%
Jamestown Community College	62%	74%	94%
Jefferson Community College	58%	60%	96%
Jefferson Community College	47%	59%	87%
John Wood Community College	58%	64%	92%
Kankakee Community College	59%	61%	96%
Kauai Community College	61%	68%	100%
Kenai Peninsula College-UAA	33%	48%	66%
Kennebec Valley Community College	49%	62%	77%
Kirtland Community College	48%	50%	93%
Klamath Community College	50%	53%	100%
Kodiak College, University of Alaska Anchorage	44%	53%	92%
Kuskokwim Campus, University of Alaska Fairbanks	28%	60%	43%
L. E. Fletcher Technical Community College	47%	52%	92%
Lake City Community College	59%	59%	94%
Lake Michigan College	46%	52%	90%
Lake Region State College	22%	50%	37%
Lake-Sumter Community College	62%	65%	96%
Lakes Region Community College	47%	55%	83%
Lamar Institute of Technology	54%	63%	89%
Lamar State College - Orange	47%	46%	98%
Lawson State Community College	52%	54%	96%
Leech Lake Tribal College	22%	47%	52%
Louisburg College	53%	55%	97%
Louisiana Delta Community College	42%	57%	84%
Louisiana Technical College - Region 2	32%	61%	40%
Louisiana Technical College - Region 3	39%	55%	76%
Louisiana Technical College - Region 4	53%	69%	95%
Louisiana Technical College - Region 6	50%	55%	92%
Louisiana Technical College - Region 7	56%	65%	88%
Louisiana Technical College - Region 8	47%	54%	94%
Louisiana Technical College - Region 9	31%	55%	57%
Lower Columbia College	50%	64%	81%
MN State College - Southeast Technical	49%	57%	87%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2009 CCSSE Cohort</b>	<b>51%</b>	<b>60%</b>	<b>86%</b>
<b>All Small CCSSE Colleges</b>	<b>48%</b>	<b>57%</b>	<b>84%</b>
MSCTC - Detroit Lakes Campus	33%	47%	66%
MSCTC - Fergus Falls Campus	37%	48%	82%
MSCTC - Wadena Campus	34%	55%	65%
Madisonville Community College	53%	61%	83%
Manchester Community College	59%	70%	84%
Marion Technical College	59%	68%	83%
Marshall Community and Technical College	47%	50%	94%
Marshalltown Community College	50%	61%	85%
Martin Community College	36%	50%	66%
Maui Community College	49%	50%	96%
Mayland Community College	42%	51%	82%
Maysville Community & Technical College	47%	51%	91%
Mercy College of Health Sciences	64%	60%	100%
Mesa State College	36%	65%	62%
Mesabi Range Community and Technical College	47%	69%	71%
Mid Michigan Community College	51%	56%	98%
Mid-South Community College	37%	43%	95%
Middle Georgia College	49%	56%	98%
Middlesex Community College	48%	56%	90%
Miles Community College	49%	55%	92%
Minnesota West - Canby	25%	59%	41%
Minnesota West - Granite Falls	44%	64%	61%
Minnesota West - Jackson	26%	70%	40%
Minnesota West - Pipestone	35%	81%	38%
Minnesota West - Worthington	24%	46%	47%
Minot State University-Bottineau	19%	42%	42%
Missouri State University-West Plains	49%	52%	94%
Montana State University Billings College of Technology	41%	53%	74%
Montana State University-Great Falls College of Technology	54%	68%	82%
Morgan Community College	42%	57%	74%
Motlow State Community College	62%	68%	93%
Mount Wachusett Community College	65%	73%	93%
Mountain Empire Community College	50%	53%	96%
Muscatine Community College	26%	49%	48%
NHTI - Concord's Community College	61%	71%	88%
Nash Community College	46%	52%	92%
Nashua Community College	54%	64%	86%
National Park Community College	58%	59%	98%
Neosho County Community College	53%	54%	92%
New Mexico Junior College	48%	49%	92%
New Mexico State University - Grants	39%	42%	89%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2009 CCSSE Cohort</b>	<b>51%</b>	<b>60%</b>	<b>86%</b>
<b>All Small CCSSE Colleges</b>	<b>48%</b>	<b>57%</b>	<b>84%</b>
New Mexico State University at Alamogordo	44%	55%	87%
New River Community College	63%	62%	98%
New River Community and Technical College	34%	48%	76%
North Arkansas College	48%	51%	98%
North Central Michigan College	52%	53%	96%
North Central Missouri College	47%	54%	84%
North Central State College	47%	81%	68%
North Country Community College	51%	51%	98%
North Dakota State College of Science	35%	54%	70%
North Florida Community College	48%	54%	89%
North Iowa Area Community College	52%	56%	92%
Northeast Lakeview College	57%	58%	100%
Northeast Mississippi Community College	71%	73%	96%
Northeast Texas Community College	44%	51%	82%
Northern Maine Community College	39%	50%	77%
Northern Wyoming Community College District	55%	59%	92%
Northland Community and Technical College	59%	66%	90%
Northwest College	46%	57%	88%
Northwest Iowa Community College	37%	56%	71%
Northwest Technical College	58%	63%	88%
Northwestern Connecticut Community College	40%	58%	71%
Nunez Community College	49%	53%	92%
Olive-Harvey College	37%	41%	93%
Oregon Coast Community College	57%	63%	89%
Ouachita Technical College	35%	43%	80%
Ozarka College	53%	53%	94%
Panola College	48%	52%	98%
Paris Junior College	50%	53%	91%
Patrick Henry Community College	53%	59%	88%
Paul D. Camp Community College	29%	55%	53%
Phillips Community College of the University of Arkansas	56%	60%	95%
Pierpont Community and Technical College	48%	60%	79%
Pine Technical College	51%	57%	87%
Pratt Community College	28%	61%	45%
Prince William Sound Community College	16%	45%	40%
Quinebaug Valley Community College	56%	56%	100%
Rainy River Community College	26%	39%	66%
Ranger College	44%	51%	96%
Rappahannock Community College	44%	49%	86%
Redlands Community College	44%	50%	89%
Rich Mountain Community College	25%	47%	53%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2009 CCSSE Cohort</b>	<b>51%</b>	<b>60%</b>	<b>86%</b>
<b>All Small CCSSE Colleges</b>	<b>48%</b>	<b>57%</b>	<b>84%</b>
Ridgewater College	70%	78%	94%
River Parishes Community College	41%	45%	96%
River Valley Community College	47%	63%	72%
Riverland Community College	47%	65%	67%
Rogue Community College	49%	66%	72%
Roxbury Community College	30%	50%	57%
SOWELA Technical Community College	31%	42%	78%
SUNY Ulster	67%	69%	98%
Salem Community College	57%	57%	100%
Salish Kootenai College	44%	67%	89%
Santa Fe Community College	44%	54%	88%
Schenectady County Community College	60%	63%	100%
Scott Community College	49%	54%	92%
Seward County Community College/Area Technical School	42%	51%	92%
South Central College	60%	69%	90%
South Florida Community College	56%	64%	92%
South Georgia College	51%	57%	87%
South Louisiana Community College	45%	49%	98%
South Mountain Community College	49%	59%	77%
Southeastern Community College	52%	60%	80%
Southeastern Community College	50%	56%	85%
Southeastern Technical College	55%	66%	89%
Southern State Community College	56%	61%	93%
Southern West Virginia Community and Technical College	50%	57%	86%
Southwest Georgia Technical College	44%	65%	82%
Southwest Virginia Community College	47%	62%	80%
Southwestern Community College	48%	57%	87%
Southwestern Indian Polytechnic Institute	29%	34%	79%
Southwestern Oregon Community College	49%	59%	86%
Spartanburg Community College	59%	68%	87%
Spoon River College	56%	61%	90%
St. Clair County Community College	56%	64%	83%
St. Cloud Technical College	63%	78%	92%
St. Louis Community College at Wildwood	51%	60%	83%
Sullivan County Community College	46%	50%	93%
Surry Community College	58%	63%	91%
Sussex County Community College	62%	68%	92%
Tanana Valley Campus, University of Alaska Fairbanks	33%	55%	61%
Technical College of the Lowcountry	46%	57%	86%
Terra State Community College	41%	50%	89%
Texas State Technical College Harlingen	57%	56%	100%



	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2009 CCSSE Cohort</b>	<b>51%</b>	<b>60%</b>	<b>86%</b>
<b>All Small CCSSE Colleges</b>	<b>48%</b>	<b>57%</b>	<b>84%</b>
Texas State Technical College Marshall	39%	47%	82%
Texas State Technical College Waco	57%	62%	94%
Texas State Technical College West Texas	45%	57%	74%
The Community and Technical College at WVU Tech	52%	73%	78%
The Victoria College	49%	52%	96%
Three Rivers Community College	57%	58%	100%
Tillamook Bay Community College	25%	36%	54%
Tompkins Cortland Community College	61%	61%	100%
Treasure Valley Community College	58%	61%	98%
Tunxis Community College	52%	57%	89%
Umpqua Community College	75%	72%	100%
University of Akron Wayne College	56%	59%	98%
University of Alaska Matanuska Susitna College	48%	55%	84%
University of Alaska Southeast Ketchikan Campus	34%	50%	64%
University of Arkansas Community College at Batesville	48%	52%	95%
University of Cincinnati - Raymond Walters College	51%	69%	81%
University of Cincinnati Clermont College	44%	58%	76%
University of New Mexico - Taos Branch	46%	53%	83%
University of New Mexico - Valencia Campus	49%	55%	91%
Vermilion Community College	30%	39%	75%
Vernon College	59%	63%	93%
Virginia Highlands Community College	53%	60%	86%
Washington County Community College	24%	51%	45%
Washington State Community College	55%	60%	89%
Waycross College	48%	49%	100%
Wayne Community College	51%	55%	89%
Wenatchee Valley College	45%	54%	84%
West Hills College Coalinga	36%	55%	76%
West Hills College Lemoore	40%	47%	88%
West Hills College NDC	35%	47%	77%
West Virginia Northern Community College	50%	59%	83%
West Virginia State Community and Technical College	48%	52%	91%
West Virginia University at Parkersburg	67%	66%	100%
Western Nebraska Community College	62%	77%	92%
Western Texas College	22%	56%	34%
Western Wyoming Community College	45%	54%	93%
White Mountains Community College	57%	66%	83%
Wilkes Community College	59%	65%	93%
Williston State College	25%	43%	53%
Windward Community College	37%	55%	68%
Wisconsin Indianhead Technical College	67%	80%	89%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2009 CCSSE Cohort</b>	<b>51%</b>	<b>60%</b>	<b>86%</b>
<b>All Small CCSSE Colleges</b>	<b>48%</b>	<b>57%</b>	<b>84%</b>
Wor-Wic Community College	54%	53%	100%
Wytheville Community College	47%	62%	78%
York County Community College	46%	50%	91%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2009 CCSSE Cohort</b>	<b>51%</b>	<b>60%</b>	<b>86%</b>
<b>All Medium CCSSE Colleges</b>	<b>53%</b>	<b>61%</b>	<b>88%</b>
Aims Community College	53%	54%	99%
Angelina College	57%	65%	94%
Anoka-Ramsey Community College	57%	62%	100%
Asheville-Buncombe Technical Community College	56%	59%	95%
Ashland Community and Technical College	51%	51%	98%
Atlantic Cape Community College	60%	60%	100%
Baltimore City Community College	41%	57%	79%
Baton Rouge Community College	25%	48%	49%
Berkeley City College	15%	46%	37%
Big Sandy Community and Technical College	19%	57%	31%
Bossier Parish Community College	58%	60%	97%
Bowling Green Technical College	47%	58%	85%
Bristol Community College	58%	67%	85%
Broome Community College	53%	56%	93%
Cape Fear Community College	59%	65%	97%
Central Arizona College	39%	50%	76%
Central Carolina Community College	63%	64%	100%
Central Community College	55%	60%	92%
Central Florida Community College	48%	52%	91%
Central Virginia Community College	42%	61%	63%
Chemeketa Community College	56%	59%	97%
Chippewa Valley Technical College	61%	71%	88%
Clackamas Community College	51%	82%	73%
Cochise College	55%	64%	91%
College of Alameda	42%	57%	71%
College of Southern Idaho	59%	62%	100%
College of Southern Maryland	55%	62%	90%
Colorado Mountain College	40%	54%	76%
Columbia Basin College	56%	62%	96%
Columbia State Community College	61%	65%	98%
Community College of Vermont	69%	71%	99%
Corning Community College	54%	68%	82%
Crafton Hills College	54%	57%	98%
Darton College	46%	50%	94%
Delaware Technical & Community College - Stanton-Wilmington	62%	62%	98%
Dona Ana Community College	61%	62%	98%
Durham Technical Community College	50%	56%	91%
El Centro College	50%	60%	81%
Elizabethtown Community & Technical College	50%	62%	78%
Estrella Mountain Community College	49%	65%	76%
Finger Lakes Community College	51%	62%	86%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2009 CCSSE Cohort</b>	<b>51%</b>	<b>60%</b>	<b>86%</b>
<b>All Medium CCSSE Colleges</b>	<b>53%</b>	<b>61%</b>	<b>88%</b>
Forsyth Technical Community College	62%	64%	97%
Frederick Community College	62%	70%	88%
Gadsden State Community College	46%	57%	83%
Gainesville State College	58%	60%	95%
Gaston College	59%	61%	100%
GateWay Community College	40%	62%	68%
Gateway Community College	51%	57%	91%
Genesee Community College	65%	64%	100%
George C Wallace State Community College	61%	65%	96%
Georgia Military College	71%	73%	97%
Germanna Community College	56%	57%	100%
Gloucester County College	50%	60%	81%
Green River Community College	38%	66%	61%
Gulf Coast Community College	61%	64%	98%
Harford Community College	58%	59%	100%
Heartland Community College	40%	55%	75%
Hennepin Technical College	52%	66%	79%
Highline Community College	51%	73%	77%
Holyoke Community College	50%	61%	81%
Horry-Georgetown Technical College	22%	68%	33%
Howard Community College	57%	62%	93%
Hutchinson Community College	62%	62%	98%
Inver Hills Community College	57%	63%	96%
Iowa Central Community College	57%	63%	92%
Iowa Western Community College	55%	61%	93%
Itawamba Community College	59%	70%	93%
Ivy Tech Community College - Evansville	48%	50%	99%
Ivy Tech Community College - Fort Wayne	51%	57%	93%
Ivy Tech Community College - Lafayette	49%	53%	95%
Ivy Tech Community College - Terre Haute	45%	50%	93%
Jackson Community College	57%	72%	81%
John Tyler Community College	62%	67%	94%
Kansas City Kansas Community College	57%	60%	94%
Kapiolani Community College	37%	58%	62%
Kilgore College	60%	63%	97%
Lake Superior College	53%	65%	79%
Laramie County Community College	58%	62%	96%
Lee College	58%	62%	95%
Leeward Community College	54%	61%	86%
Lehigh Carbon Community College	53%	65%	79%
Lincoln Land Community College	52%	62%	84%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2009 CCSSE Cohort</b>	<b>51%</b>	<b>60%</b>	<b>86%</b>
<b>All Medium CCSSE Colleges</b>	<b>53%</b>	<b>61%</b>	<b>88%</b>
Linn-Benton Community College	51%	66%	84%
Lone Star College - Kingwood	54%	55%	98%
Lone Star College - Tomball	55%	56%	98%
Lord Fairfax Community College	53%	59%	84%
Manchester Community College	49%	62%	80%
Massachusetts Bay Community College	47%	53%	85%
Massasoit Community College	62%	68%	92%
McHenry County College	66%	71%	97%
Midland College	55%	61%	92%
Mohawk Valley Community College	58%	62%	97%
Morton College	49%	54%	92%
Mountain View College	58%	68%	93%
Nashville State Community College	66%	68%	100%
Naugatuck Valley Community College	54%	58%	94%
Niagara County Community College	48%	68%	72%
North Central Texas College	56%	62%	86%
North Hennepin Community College	58%	60%	96%
North Seattle Community College	54%	57%	97%
North Shore Community College	48%	57%	85%
NorthWest Arkansas Community College	58%	58%	100%
Northeast Community College	61%	71%	88%
Northeast Iowa Community College	41%	53%	81%
Northeast State Technical Community College	50%	57%	89%
Northern Essex Community College	51%	61%	84%
Northern Oklahoma College	56%	62%	96%
Northwest Florida State College	56%	62%	92%
Norwalk Community College	49%	61%	80%
Odessa College	49%	59%	89%
Olympic College	57%	65%	87%
Orange County Community College	68%	72%	97%
Owensboro Community and Technical College	57%	58%	99%
Oxnard College	43%	52%	85%
Palo Alto College	38%	55%	73%
Passaic County Community College	55%	63%	89%
Piedmont Virginia Community College	57%	61%	90%
Pitt Community College	57%	65%	90%
Polk Community College	53%	51%	100%
Prairie State College	53%	59%	89%
Pueblo Community College	48%	51%	96%
Quinsigamond Community College	48%	59%	81%
Raritan Valley Community College	53%	59%	86%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2009 CCSSE Cohort</b>	<b>51%</b>	<b>60%</b>	<b>86%</b>
<b>All Medium CCSSE Colleges</b>	<b>53%</b>	<b>61%</b>	<b>88%</b>
Reading Area Community College	63%	72%	94%
Rend Lake College	58%	62%	94%
Roane State Community College	68%	74%	98%
Rochester Community and Technical College	55%	62%	92%
Rowan-Cabarrus Community College	53%	57%	99%
SUNY Rockland Community College	58%	63%	93%
Saint Paul College	50%	56%	91%
San Jacinto College - North Campus	52%	58%	95%
Shelton State Community College	58%	62%	94%
Skagit Valley College	42%	59%	70%
Skyline College	50%	57%	91%
Somerset Community College	54%	56%	100%
South Puget Sound Community College	56%	60%	95%
South Seattle Community College	39%	59%	59%
South Suburban College	47%	56%	86%
Southeast Kentucky Community & Technical College	45%	52%	88%
Southern Maine Community College	65%	70%	96%
Southside Virginia Community College	49%	60%	82%
Southwest Texas Junior College	54%	78%	66%
Springfield Technical Community College	58%	63%	96%
St. Johns River Community College	57%	64%	88%
St. Louis Community College at Forest Park	52%	60%	86%
St. Louis Community College- Florissant Valley	49%	55%	92%
Stark State College of Technology	64%	66%	97%
Tacoma Community College	44%	56%	78%
Temple College	49%	60%	81%
Tri-County Technical College	53%	58%	94%
Trinity Valley Community College	55%	60%	97%
Volunteer State Community College	65%	67%	100%
Walla Walla Community College	44%	52%	82%
Walters State Community College	61%	61%	98%
Weatherford College	53%	53%	96%
West Kentucky Community and Technical College	54%	60%	91%
Western Iowa Tech Community College	40%	53%	71%
Western Nevada College	60%	65%	93%
Western Technical College	65%	73%	88%
Westmoreland County Community College	64%	72%	96%
Wharton County Junior College	58%	60%	99%
York Technical College	57%	61%	96%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2009 CCSSE Cohort</b>	<b>51%</b>	<b>60%</b>	<b>86%</b>
<b>All Large CCSSE Colleges</b>	<b>53%</b>	<b>61%</b>	<b>88%</b>
Amarillo College	48%	59%	84%
Anne Arundel Community College	51%	60%	86%
Antelope Valley College	45%	53%	79%
Bellevue Community College	58%	62%	93%
Bergen Community College	49%	67%	71%
Blinn College	67%	67%	100%
Bluegrass Community and Technical College	50%	57%	89%
Brevard Community College	67%	69%	99%
Brookdale Community College	48%	57%	82%
Brookhaven College	53%	62%	89%
Bucks County Community College	56%	64%	90%
Bunker Hill Community College	49%	64%	76%
Burlington County College	51%	53%	98%
Butler Community College	49%	61%	80%
Butte College	58%	60%	93%
Calhoun Community College	61%	63%	97%
Century College	56%	63%	88%
Chandler-Gilbert Community College	61%	66%	92%
Chattanooga State Technical Community College	52%	57%	99%
Citrus College	60%	62%	96%
College of Lake County	37%	64%	62%
College of the Desert	54%	60%	91%
College of the Sequoias	60%	62%	98%
Community College of Denver	54%	62%	90%
Daytona State College	58%	60%	96%
Del Mar College	53%	60%	92%
Delaware County Community College	54%	62%	88%
Delgado Community College	57%	62%	96%
Delta College	68%	70%	98%
Douglas College	45%	76%	60%
Dutchess Community College - SUNY	64%	66%	100%
Eastfield College	49%	53%	96%
Edison State College	55%	60%	92%
Edmonds Community College	46%	60%	80%
Elgin Community College	56%	70%	89%
Erie Community College	48%	62%	81%
Fayetteville Technical Community College	55%	58%	97%
Greenville Technical College	56%	57%	100%
Guilford Technical Community College	59%	63%	96%
Harold Washington College	44%	56%	80%
Henry Ford Community College	50%	53%	96%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2009 CCSSE Cohort</b>	<b>51%</b>	<b>60%</b>	<b>86%</b>
<b>All Large CCSSE Colleges</b>	<b>53%</b>	<b>61%</b>	<b>88%</b>
Hudson Valley Community College	35%	54%	73%
Illinois Central College	53%	64%	84%
Indian River State College	47%	55%	91%
Ivy Tech Community College - Central Indiana	42%	49%	93%
J. Sargeant Reynolds Community College	54%	58%	94%
Joliet Junior College	42%	57%	73%
Kingsborough Community College	48%	62%	79%
LaGuardia Community College	49%	59%	83%
Lakeland Community College	51%	58%	90%
Lane Community College	43%	68%	68%
Laney College	10%	40%	22%
Lone Star College - CyFair	61%	64%	96%
Lone Star College - Montgomery	51%	54%	99%
Lone Star College - North Harris	60%	65%	95%
Lorain County Community College	51%	63%	89%
Madison Area Technical College	56%	65%	89%
McLennan Community College	38%	55%	71%
Merced College	53%	55%	96%
Mercer County Community College	58%	72%	84%
Metropolitan Community College	63%	68%	94%
Middlesex Community College	57%	66%	89%
Midlands Technical College	63%	67%	94%
Minneapolis Community and Technical College	52%	62%	80%
MiraCosta College	56%	68%	84%
Montgomery County Community College	53%	65%	83%
Moorpark College	38%	64%	66%
Mott Community College	60%	63%	97%
Normandale Community College	52%	57%	95%
North Lake College	55%	57%	99%
Northampton Community College	64%	71%	93%
Northwest Vista College	49%	67%	76%
Nova Scotia Community College	60%	71%	87%
Oakton Community College	66%	69%	95%
Ocean County College	52%	66%	82%
Oklahoma City Community College	51%	54%	95%
Onondaga Community College	58%	67%	88%
Ozarks Technical Community College	61%	63%	99%
Paradise Valley Community College	60%	64%	91%
Parkland College	53%	68%	77%
Pasco-Hernando Community College	53%	55%	98%
Pellissippi State Technical Community College	57%	59%	96%



	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2009 CCSSE Cohort</b>	<b>51%</b>	<b>60%</b>	<b>86%</b>
<b>All Large CCSSE Colleges</b>	<b>53%</b>	<b>61%</b>	<b>88%</b>
Pensacola Junior College	56%	65%	91%
Phoenix College	41%	63%	68%
Prince George's Community College	57%	69%	86%
Pulaski Technical College	48%	55%	89%
Queensborough Community College	53%	64%	87%
Richard J. Daley College	42%	44%	99%
Richland College	57%	58%	99%
San Jacinto College - Central Campus	49%	54%	91%
San Jacinto College - South Campus	53%	56%	98%
San Jose City College	48%	51%	92%
Schoolcraft College	57%	61%	93%
Scottsdale Community College	50%	58%	85%
Seminole Community College	49%	57%	84%
Southwest Tennessee Community College	54%	58%	94%
St. Louis Community College - Meramec	44%	68%	66%
St. Philip's College	57%	57%	100%
State College of Florida Manatee-Sarasota	65%	70%	94%
Taft College	31%	45%	73%
Tallahassee Community College	54%	56%	100%
Thomas Nelson Community College	57%	61%	97%
Truman College	63%	64%	98%
Tyler Junior College	52%	58%	93%
Union County College	52%	57%	89%
University of Wisconsin Colleges	63%	69%	93%
Ventura College	36%	54%	67%
Victor Valley College	32%	51%	63%
Vincennes University	65%	66%	99%
Virginia Western Community College	57%	59%	96%
Westchester Community College	52%	59%	87%
Wilbur Wright College	57%	57%	98%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2009 CCSSE Cohort</b>	<b>51%</b>	<b>60%</b>	<b>86%</b>
<b>All Extra Large CCSSE Colleges</b>	<b>53%</b>	<b>63%</b>	<b>87%</b>
American River College	54%	61%	87%
Austin Community College	42%	56%	72%
Borough of Manhattan Community College	23%	63%	36%
Broward College	54%	58%	95%
City College of San Francisco	49%	58%	83%
College of DuPage	64%	73%	91%
Community College of Allegheny County	43%	59%	76%
Community College of Philadelphia	56%	68%	83%
Cuyahoga Community College	54%	62%	92%
De Anza College	34%	74%	47%
El Camino College	44%	61%	71%
El Paso Community College	58%	62%	95%
Florida Community College at Jacksonville	58%	64%	93%
Fullerton Community College	51%	65%	87%
Georgia Perimeter College	60%	62%	96%
Glendale Community College	56%	68%	86%
Grand Rapids Community College	59%	67%	87%
Harper College	62%	66%	96%
Hillsborough Community College	50%	53%	92%
Houston Community College	58%	66%	86%
Humber ITAL	60%	66%	94%
Jefferson Community and Technical College	55%	62%	93%
Johnson County Community College	47%	66%	75%
Kirkwood Community College	48%	62%	78%
Lansing Community College	54%	60%	91%
Macomb Community College	61%	66%	97%
Mesa Community College	55%	77%	82%
Metropolitan Community College - Kansas City	59%	66%	91%
Miami Dade College	46%	53%	87%
Modesto Junior College	51%	60%	82%
Monroe Community College	59%	68%	88%
Montgomery College	64%	66%	97%
Moraine Valley Community College	63%	64%	99%
Mt. San Antonio College	49%	66%	75%
Nassau Community College	65%	66%	99%
Northern Virginia Community College	57%	61%	93%
Oakland Community College	47%	58%	80%
Owens Community College	48%	53%	88%
Palm Beach Community College	63%	65%	99%
Palomar College	54%	60%	91%
Pasadena City College	42%	65%	65%

	Overall Completion Rate	Within Class Completion Rate	Percent of Sampled Classes Surveyed
<b>All 2009 CCSSE Cohort</b>	<b>51%</b>	<b>60%</b>	<b>86%</b>
<b>All Extra Large CCSSE Colleges</b>	<b>53%</b>	<b>63%</b>	<b>87%</b>
Portland Community College	49%	65%	76%
Sacramento City College	40%	60%	67%
Salt Lake Community College	55%	59%	95%
San Antonio College	60%	63%	96%
San Diego Mesa College	49%	60%	83%
Santa Ana College	61%	82%	74%
Santa Fe College	52%	59%	92%
Sinclair Community College	50%	68%	75%
South Texas College	56%	65%	91%
St. Petersburg College	61%	61%	98%
Suffolk County Community College	57%	58%	99%
The Community College of Baltimore County	64%	64%	100%
Tidewater Community College	58%	58%	98%
Triton College	62%	66%	93%
Tulsa Community College	55%	59%	90%
Valencia Community College	64%	67%	98%
Wayne County Community College District	38%	42%	94%



# National Advisory Board

**Peter Ewell, Chair**  
Vice President  
National Center for Higher  
Education Management Systems

**David Armstrong**  
President  
Broward Community College

**Rose Asera**  
Senior Scholar  
The Carnegie Foundation for the Advancement of  
Teaching

**George Boggs**  
President and CEO  
American Association of Community Colleges

**Walter G. Bumphus**  
Chairman, Department of Educational Administration  
The University of Texas at Austin

**Jacqueline Claunch**  
President  
Northwest Vista College

**Gerardo de los Santos**  
President  
League for Innovation in the Community College

**Larry Ebberts**  
Professor, Educational Leadership & Policy  
Studies  
Iowa State University

**Terrence Gomes**  
President  
Roxbury Community College

**George Grainger**  
Senior Grant Officer  
Houston Endowment Inc.

**Alex Johnson**  
President  
Community College of Allegheny County

**William Law**  
President  
Tallahassee Community College

**Larry Litecky**  
President  
Century College

**Byron N. McClenney**  
Program Director  
Achieving the Dream  
The University of Texas at Austin

**Alexander McCormick**  
Director, National Survey of Student Engagement  
Indiana University

**Christine Johnson McPhail**  
Emerita Professor of Higher Education  
Morgan State University

**Mark Milliron**  
President and CEO  
Catalyze Learning International

**Jan Motta**  
Executive Director  
Massachusetts Community Colleges

**Camille Preus**  
Commissioner  
Department of Community Colleges and Workforce  
Development, Oregon

**John E. Roueche**  
Director, Community College Leadership Program  
The University of Texas at Austin

**Anne Stanton**  
Program Director  
The James Irvine Foundation

**Vincent Tinto**  
Distinguished Professor  
Syracuse University

**Evelyn Waiwaiole**  
Director, NISOD  
The University of Texas at Austin



## CCSSE Staff

<b>Kay McClenney</b> , Director	(512) 471-6687	kmcclenney@cccse.org
<b>Jeff Crumpley</b> , Associate Director, Operations	(512) 232-6455	crumpley@cccse.org
<b>Courtney Adkins</b> , Survey Operations Coordinator	(512) 475-6142	adkins@cccse.org
<b>Arleen Arnsparger</b> , Project Manager, Initiative on Student Success	(512) 232-6458	arnsparger@cccse.org
<b>Amina Benchouia</b> , Administrative Associate, Survey of Entering Student Engagement	(512) 232-3736	benchouia@cccse.org
<b>Mike Bohlig</b> , Senior Research Associate	(512) 232-6456	bohlig@cccse.org
<b>Rowland Cadena</b> , College Liaison	(512) 232-6454	cadena@cccse.org
<b>Beiyi Cai</b> , Research Associate	(512) 232-3735	cai@cccse.org
<b>Chris Cosart</b> , Web and Database Administrator	(512) 232-9622	ccosart@cccse.org
<b>Karla Fisher</b> , College Relations Coordinator	(512) 232-8247	fisher@cccse.org
<b>Erika Glaser</b> , Research Associate	(512) 232-6453	glaser@cccse.org
<b>Deryl Hatch</b> , Research Assistant	(512) 232-8429	hatch@cccse.org
<b>Carlos Hernandez</b> , Computer Programmer	(512) 232-3979	hernandez@cccse.org
<b>Shanna Howard</b> , Webmaster	(512) 232-3739	howard@cccse.org
<b>April Juárez</b> , College Liaison	(512) 232-3744	juarez@cccse.org
<b>Chris Lynch</b> , Accountant	(512) 471-3130	lynch@cccse.org
<b>JaNice Marshall</b> , Research Assistant	(512) 471-6807	marshall@cccse.org
<b>Christine McLean</b> , Senior Associate	(512) 471-6807	mclean@cccse.org
<b>Michael Merck</b> , Administrative Associate	(512) 471-6420	merck@cccse.org
<b>Annine Miscoe</b> , Administrative Associate	(512) 232-8432	miscoe@cccse.org
<b>Kerry Mix</b> , Research Assistant	(512) 232-8428	mix@cccse.org

---

---

**Patri O'Gan**, Administrative Associate,  
Initiative on Student Success

(512) 232-6458 ogan@cccse.org

**Angela Oriano-Darnall**, Assistant Director,  
Survey of Entering Student Engagement

(512) 475-6526 oriano-darnall@cccse.org

**Chris Orozco**, Office Assistant

(512) 232-8427 orozco@cccse.org

**Marlana Rodgers**, Administrative Associate

(512) 232-6452 roddgers@cccse.org

**Judy Row**, Administrative Manager

(512) 471-6687 jrow@cccse.org

**Dana Sendziol**, Research Assistant

(512) 232-8429 sendziol@cccse.org

**Sandra Shannon**, Project Coordinator,  
Initiative on Student Success

(512) 471-6907 shannon@cccse.org

---