



The Community College Survey of Student Engagement (CCSSE)

Overview of 2013 Survey Results South Arkansas Community College

Introduction

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

CCSSE Member Colleges

CCSSE data analyses include a three-year cohort of participating colleges. This approach increases the total number of institutions and students contributing to the national dataset; this in turn increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of statewide consortia participation.

The 2013 CCSSE Cohort includes all colleges that participated in CCSSE from 2011 through 2013. If a college participated more than one time in the three-year period, the cohort includes data only from its most recent year of participation. The 2013 CCSSE Cohort represents over 5,379,840 community college students from 718 community and technical colleges in 48 states and the District of Columbia, three Canadian provinces (Alberta, British Columbia, and Nova Scotia), plus Bermuda, Micronesia, and the Northern Marianas.

CCSSE Sampling

In CCSSE sampling procedures, students are sampled at the classroom level. The survey was administered in classes randomly selected from all of the courses offered by the institution during the spring academic term,

excluding non-credit, dual-enrollment, distance learning, all but the highest level ESL courses, labs, individual instruction, and individual study or self-paced classes.

Of those students sampled at our institution, 397 respondents submitted usable surveys. The number of completed surveys produced an overall “percent of target” rate of 67%. The percent of target rate is the ratio of the adjusted number of completed surveys (surveys that were filled out properly and did not fall into any of the exclusionary categories) to the target sample size.

Excluded Respondents

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 are excluded from institutional reports for the following reasons:

- ✘ The respondent did not indicate whether he or she was enrolled full-time or less than full-time at the institution.
- ✘ The survey is invalid. A survey is invalid if a student does not answer any of the 21 sub-items in item 4, answers *very often* to all 21 sub-items, or answers *never* to all 21 sub-items.
- ✘ 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 item 3.
- ✘ Oversample respondents are not included because they are selected outside of CCSSE’s primary sampling procedures.

2013 Student Respondent Profile

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

Enrollment Status

26% of surveyed students report being less than full-time college students, compared to 28% of the 2013 CCSSE Cohort colleges’ student respondents. 74% of the student respondents at our college report attending college full-time, while 72% of the 2013 CCSSE Cohort colleges’ student respondents attended full-time.

Population data¹ for all students at our college is 52% less than full-time and 48% full-time. This inverse representation is a result of the sampling technique and the in-class administration process. For this reason, survey results are either weighted or disaggregated on the full-time/less than full-time variable so that reports will accurately reflect the underlying student population.

Age

Student respondents at our college range in age from 17 to 68 years old. 54% are between 18 and 24 years old. Students at our college are older than the 2013 CCSSE Cohort, of which over half (63%) of students are between 18 and 24.

Sex

24% of student respondents are male and 74% are female, which is not comparable to the 2013 CCSSE Cohort, which is 42% male and 56% female.

Racial Identification

46% of our student respondents identified themselves as White/Non-Hispanic; 3% as Hispanic, Latino, Spanish; 41% as Black or African American; and 0% as Asian, Asian American, or Pacific Islander. 2% of the

¹ Population data are those reported for the most recent IPEDS enrollment report.

student respondents are American Indian or Native American. 1% marked *other* when responding to the question, "What is your racial identification?"

Our student sample is more diverse than the 2013 CCSSE Cohort, which is comprised of 58% White/Non-Hispanic; 12% Hispanic, Latino, Spanish; 11% Black or African American; 4% Asian, Asian American, or Pacific Islander; and 2% American Indian or Native American respondents.

International Students

3% of our students responded yes to the question, "Are you an international student or foreign national?"

Our college has fewer international students than the 2013 CCSSE Cohort, of which 5% are international.

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

Limited English Speaking Students

At our college, 2% of CCSSE respondents are non-native English speakers.

First-Generation Status

52% of student respondents indicate that neither parent has earned a degree higher than a high school diploma nor has college experience; accordingly, these students are considered "first-generation."

44% indicate that their mothers' highest level of education is a high school diploma (with no college experience), and 46% indicate that level for their fathers.

College-Sponsored Activities

74% of students respondents do not participate in any college-sponsored activities (including organizations, campus publications, student government, intercollegiate or intramural sports, etc.) while 19% typically spend only 1 to 5 hours per week participating in these activities.

Educational Attainment

71% of respondents report starting their college careers at this community college. Approximately 70.6% of students indicate that their highest level of educational attainment is a high school diploma or GED; 60% have completed fewer than 30 credit hours of college-level work; 25% report having either a certificate or an associate degree; 3% have earned a bachelor's degree; and 0% have earned an advanced degree.

Total Credit Hours Earned

51% of surveyed students have completed fewer than 15 credit hours; 23% have completed 15-29 credit hours; and 13% have completed more than 30 credit hours.

External Commitments

41% of student respondents work 21 or more hours per week; 51% care for dependents at least six hours per week; and 40% spend at least six hours per week commuting to class.

Goals

Students were asked to indicate their reasons or goals for attending this college; students could choose more than one primary and secondary goal. 32% indicated that transferring to a 4-year college or university is a primary goal, while 29% indicated this as a secondary goal. 71% indicated that obtaining an associate degree is a primary goal, while 23% indicated this as a secondary goal. Additionally, 57% indicated obtaining or updating job-related skills is a primary goal, while 48% indicated that self-improvement/personal enjoyment is a primary goal.

CCSSE Benchmarks of Effective Educational Practice

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

CCSSE benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement—and that are positively related to student learning and persistence. Benchmarks are used to compare each institution's performance to that of similar institutions and with the CCSSE Cohort. Each individual benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are standardized so that the mean (the average of all participating students) always is 50 and the standard deviation is 25. The five benchmarks of effective educational practice in community colleges are: active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners.

Benchmark	SouthArk	Small Colleges		2013 Cohort	
	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	49.4	51.3	-1.9	50	-0.6
Student Effort	56.5	51.1	5.4	50	6.5
Academic Challenge	52.9	50.4	2.5	50	2.9
Student-Faculty Interaction	56.1	51.9	4.3	50	6.1
Support for Learners	59.6	52.0	7.6	50	9.6

Active and Collaborative Learning

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

Item	SouthArk		Small Colleges			2013 Cohort		
	N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**
Item 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								
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	401	2.93	131,473	2.99		458,447	2.94	
4b. Made a class presentation [ACTCOLL]	395	2.01	130,974	2.13		456,757	2.13	
4f. Worked with other students on projects during class [ACTCOLL]	395	2.34	130,147	2.52	-0.21**	453,678	2.52	
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	397	2.02	130,524	1.96		454,992	1.93	
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	400	1.46	130,729	1.41		455,940	1.39	
4i. Participated in a community-based project as a part of a regular course [ACTCOLL]	396	1.38	130,278	1.36		453,927	1.33	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	398	2.57	130,747	2.57		455,705	2.56	

Student Effort

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

Item	SouthArk		Small Colleges			2013 Cohort		
	N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**
Item 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								
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	398	2.61	130,485	2.52		454,976	2.52	
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	400	2.65	130,704	2.79		455,421	2.8	
4e. Came to class without completing readings or assignments [STUEFF]	399	1.65	130,331	1.79		454,412	1.82	-0.22**
Item 6: During the current school year, about how much reading and writing have you done at this college?								
1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20								
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	398	2	129,981	2.07		452,807	2.09	
Item 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, 2 = 6-10 hours, 3 = 11-20 hours, 4 = 21-30 hours, 5 = More than 30 hours								
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) [STUEFF]	395	2.01	129,694	2.04		451,681	2.02	
Item 13.1: How often do you use the following services at this college?								
1 = Rarely/Never, 2 = Sometimes, 3 = Often (Don't know/N.A. category not included in means calculations)								
13.1d. Peer or other tutoring [STUEFF]	305	1.62	97,401	1.51		337,039	1.5	
13.1e. Skill labs (writing, math, etc.) [STUEFF]	326	2.13	101,365	1.8	0.41**	349,997	1.75	0.49**
13.1h. Computer lab [STUEFF]	362	2.36	113,587	2.13	0.29**	390,411	2.08	0.35**

Academic Challenge

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

Item	SouthArk		Small Colleges			2013 Cohort		
	N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**
Item 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								
4p. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	399	2.78	130,497	2.64		454,671	2.62	
Item 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								
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	399	2.87	130,678	2.88		455,423	2.91	
5c. Synthesizing and organizing ideas, information, or experiences in new ways [ACCHALL]	398	2.78	130,206	2.77		453,451	2.78	
5d. Making judgments about the value or soundness of information, arguments, or methods [ACCHALL]	399	2.56	130,338	2.6		454,052	2.61	
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	400	2.65	130,517	2.72		454,742	2.72	

	SouthArk		Small Colleges			2013 Cohort		
	N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**
5f. Using information you have read or heard to perform a new skill [ACCHALL]	401	2.89	130,955	2.86		456,339	2.84	
Item 6: During the current school year, about how much reading and writing have you done at this college?								
1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20								
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings [ACCHALL]	397	3.05	129,964	2.94		452,904	2.91	
6c. Number of written papers or reports of any length [ACCHALL]	397	2.89	129,930	2.91		452,556	2.9	
Item 7								
1 = Extremely easy ... 7 = Extremely challenging								
7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college [ACCHALL]	385	5.32	125,485	5.03	0.24**	436,269	4.98	0.28**
Item 9: How much does this college emphasize each of the following?								
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much								
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	397	3.3	129,920	3.06	0.28**	452,561	3.04	0.31**

Student-Faculty Interaction

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

Item	SouthArk		Small Colleges			2013 Cohort		
	N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**
Item 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								
4k. Used e-mail to communicate with an instructor [STUFAC]	396	3.01	130,432	2.85		454,668	2.85	
4l. Discussed grades or assignments with an instructor [STUFAC]	398	2.82	130,579	2.64	0.21**	455,233	2.6	0.25**
4m. Talked about career plans with an instructor or advisor [STUFAC]	395	2.4	130,326	2.18	0.24**	454,185	2.1	0.33**
4n. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	390	1.88	130,156	1.82		453,541	1.78	
4o. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	395	2.72	130,313	2.73		454,275	2.71	
4q. Worked with instructors on activities other than coursework [STUFAC]	392	1.5	129,526	1.49		451,043	1.45	

Support for Learners

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention.

Item 9: How much does this college emphasize each of the following?								
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much								
9b. Providing the support you need to help you succeed at this college [SUPPORT]	395	3.17	129,731	3.06		451,806	3.01	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	396	2.7	129,305	2.55		450,305	2.57	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	395	2.25	129,339	2.04	0.21**	450,319	1.99	0.26**
9e. Providing the support you need to thrive socially [SUPPORT]	394	2.46	128,839	2.26	0.21**	448,374	2.21	0.26**
9f. Providing the financial support you need to afford your education [SUPPORT]	396	2.88	129,182	2.67		449,389	2.58	0.27**
Item 13.1: How often do you use the following services at this college?								
1 = Rarely/Never, 2 = Sometimes, 3 = Often (Don't know/N.A. category not included in means calculations)								
13.1a. Academic advising/planning [SUPPORT]	376	2.09	119,473	1.86	0.33**	414,546	1.8	0.42**
13.1b. Career counseling [SUPPORT]	321	1.62	102,151	1.45	0.27**	356,548	1.44	0.29**

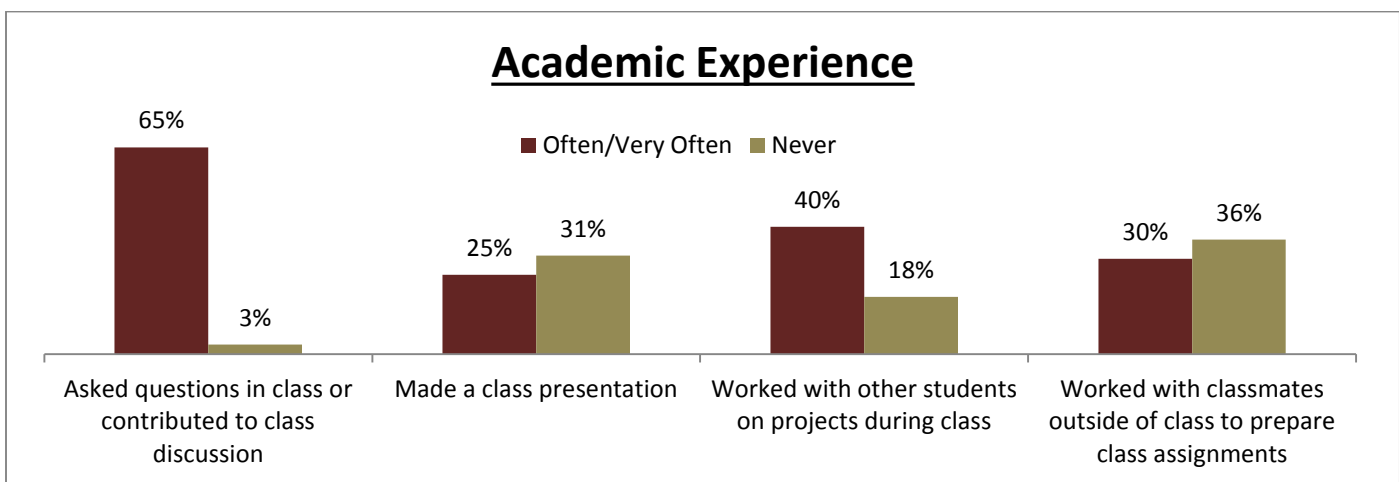
Selected Findings

Academic Experience

A positive academic experience is a product of many ingredients, one of which is the amount of time and energy students invest in their academic work. CCSSE asks students to respond to several 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:

- Item 4a—Asked questions in class or contributed to class discussions
- Item 4b—Made a class presentation
- Item 4f—Worked with other students on projects during class
- Item 4g—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 the following graph.



Index of Survey Items Associated with Selected Findings Categories

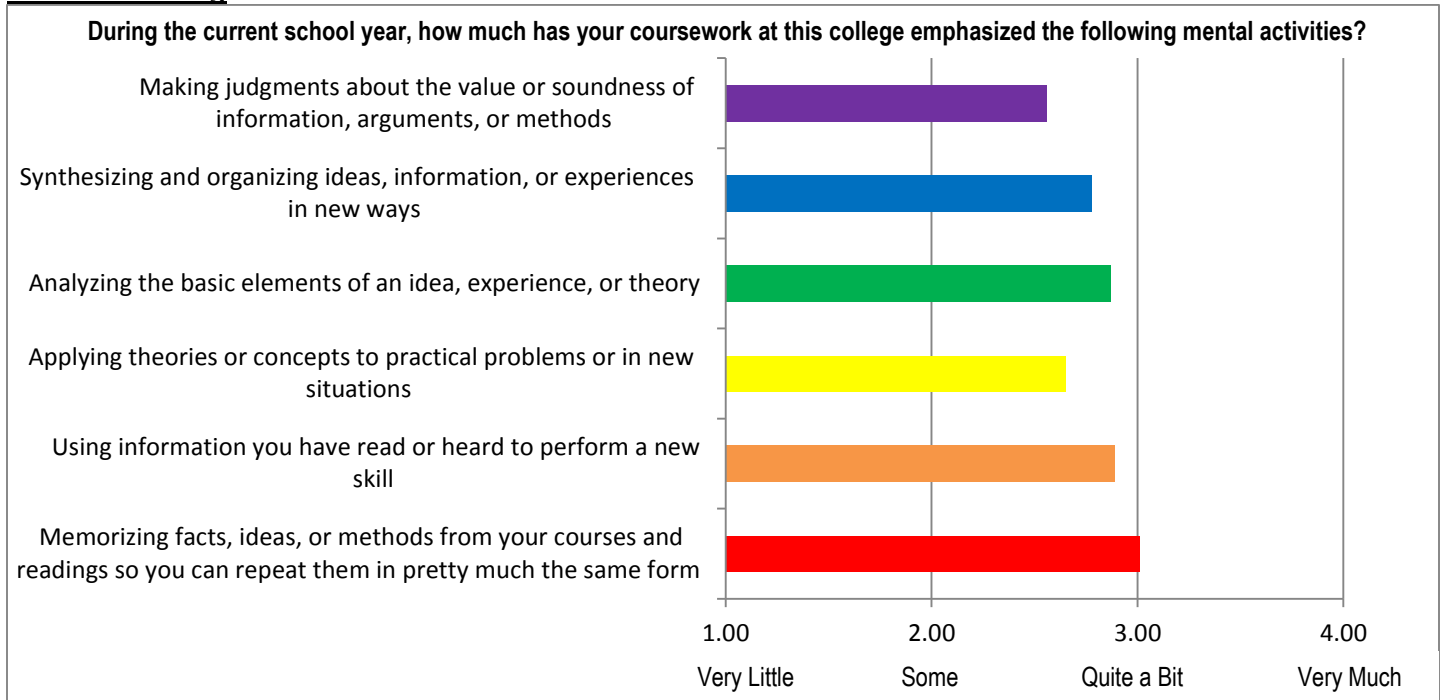
Academic Experience

Item	SouthArk		Small Colleges			2013 Cohort		
	N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**
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4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	400	1.46	130,729	1.41		455,940	1.39	
4i. Participated in a community-based project as a part of a regular course [ACTCOLL]	396	1.38	130,278	1.36		453,927	1.33	
4j. Used the Internet or instant messaging to work on an assignment	391	3.14	130,171	3.03		453,776	3.03	
4k. Used e-mail to communicate with an instructor [STUFAC]	396	3.01	130,432	2.85		454,668	2.85	
4l. Discussed grades or assignments with an instructor [STUFAC]	398	2.82	130,579	2.64	0.21**	455,233	2.6	0.25**
4m. Talked about career plans with an instructor or advisor [STUFAC]	395	2.4	130,326	2.18	0.24**	454,185	2.1	0.33**
4n. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	390	1.88	130,156	1.82		453,541	1.78	
4o. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	395	2.72	130,313	2.73		454,275	2.71	
4p. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	399	2.78	130,497	2.64		454,671	2.62	
4q. Worked with instructors on activities other than coursework [STUFAC]	392	1.5	129,526	1.49		451,043	1.45	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	398	2.57	130,747	2.57		455,705	2.56	
4s. Had serious conversations with students of a different race or ethnicity other than your own	397	2.56	130,627	2.33	0.22**	455,244	2.43	
4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	399	2.14	130,437	2.32		454,667	2.35	-0.20**
4u. Skipped class	399	1.38	130,898	1.51	-0.21**	456,202	1.54	-0.25**

Educational Goals

Item	Responses	SouthArk 2013		AATYC		2013 Cohort	
		Count	Percent	Count	Percent	Count	Percent
Item 17: Indicate which of the following are your reasons/goals for attending this college.							
17a. Complete a certificate program	Not a goal	75	19.3	3,701	42.1	211,729	48.1
	Secondary goal	95	24.4	1,874	21.3	91,690	20.8
	Primary goal	219	56.3	3,223	36.6	136,596	31
	Total	389	100	8,798	100	440,016	100
17b. Obtain an associate degree	Not a goal	24	6.2	1,202	13.5	74,253	16.7
	Secondary goal	90	23.1	1,911	21.5	91,622	20.7
	Primary goal	276	70.7	5,789	65	277,494	62.6
	Total	390	100	8,901	100	443,370	100
17c. Transfer to a 4-year college or university	Not a goal	152	39.3	2,545	28.6	114,448	25.9
	Secondary goal	111	28.7	2,197	24.7	101,849	23
	Primary goal	124	32.1	4,147	46.6	226,406	51.1
	Total	386	100	8,889	100	442,703	100
17d. Obtain or update job-related skills	Not a goal	60	15.6	2,369	26.9	120,260	27.4
	Secondary goal	105	27.2	2,304	26.1	120,949	27.5
	Primary goal	221	57.3	4,147	47	197,879	45.1
	Total	385	100	8,821	100	439,088	100
17e. Self-improvement/personal enjoyment	Not a goal	76	19.5	2,106	23.7	110,702	25.1
	Secondary goal	128	32.9	2,871	32.4	151,160	34.3
	Primary goal	184	47.5	3,892	43.9	179,130	40.6
	Total	388	100	8,869	100	440,992	100
17f. Change careers	Not a goal	178	46	4,341	49.1	237,811	54
	Secondary goal	80	20.8	1,507	17	72,008	16.3
	Primary goal	128	33.2	2,997	33.9	130,836	29.7
	Total	387	100	8,846	100	440,655	100

Student Learning



Item	SouthArk		Small Colleges			2013 Cohort		
	N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**
Item 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								
5a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	399	3.01	131,094	2.86		456,855	2.87	
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	399	2.87	130,678	2.88		455,423	2.91	
5c. Synthesizing and organizing ideas, information, or experiences in new ways [ACCHALL]	398	2.78	130,206	2.77		453,451	2.78	
5d. Making judgments about the value or soundness of information, arguments, or methods [ACCHALL]	399	2.56	130,338	2.6		454,052	2.61	
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	400	2.65	130,517	2.72		454,742	2.72	
5f. Using information you have read or heard to perform a new skill [ACCHALL]	401	2.89	130,955	2.86		456,339	2.84	

Barriers to Persistence

Item	SouthArk		Small Colleges			2013 Cohort		
	N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**
Item 14: How likely is it that the following issues would cause you to withdraw from class or from this college?								
1 = Not likely, 2 = Somewhat likely, 3 = Likely, 4 = Very likely								
14a. Working full-time	396	2.25	129,096	2.18		448,834	2.21	
14b. Caring for dependents	395	2.13	128,799	1.93		447,684	1.93	
14c. Academically unprepared	392	1.92	128,421	1.65	0.29**	446,247	1.68	0.25**
14d. Lack of finances	394	2.52	128,752	2.5		447,517	2.5	

Relationships

Item	SouthArk		Small Colleges			2013 Cohort		
	N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**
Item 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								
4q. Worked with instructors on activities other than coursework [STUFAC]	392	1.5	129,526	1.49		451,043	1.45	
Item 9: How much does this college emphasize each of the following?								
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much								
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	396	2.7	129,305	2.55		450,305	2.57	
9e. Providing the support you need to thrive socially [SUPPORT]	394	2.46	128,839	2.26	0.21**	448,374	2.21	0.26**
Item 15								
1 = Not very, 2 = Somewhat, 3 = Quite a bit, 4 = Extremely								
15. How supportive are your friends of your attending this college?	394	3.24	129,308	3.28		449,531	3.24	

Student Satisfaction

Item	Responses	SouthArk 2013		AATYC		2013 Cohort	
		Count	Percent	Count	Percent	Count	Percent
Item 20							
20. When do you plan to take classes at this college again?	I will accomplish my goal(s) during this term and will not be returning	33	8.4	1,169	12.9	56,951	12.7
	I have no current plan to return	11	2.9	391	4.3	22,761	5.1
	Within the next 12 months	289	73.8	5,920	65.6	296,103	66.2
	Uncertain	59	15	1,547	17.1	71,793	16
	Total	392	100	9,026	100	447,607	100
Item 26							
26. Would you recommend this college to a friend or family member?	Yes	365	94.5	8,699	96.2	419,654	93.6
	No	21	5.5	343	3.8	28,884	6.4
	Total	386	100	9,042	100	448,538	100
Item 27							
27. How would you evaluate your entire educational experience at this college?	Poor	8	2	98	1.1	7,182	1.6
	Fair	49	12.8	869	9.6	61,892	13.8
	Good	196	50.8	4,464	49.3	241,942	53.8
	Excellent	133	34.4	3,622	40	138,686	30.8

Curricular Experiences

Item	Responses	SouthArk 2013		AATYC		2013 Cohort	
		Count	Percent	Count	Percent	Count	Percent
Item 8: Which of the following have you done, are you doing, or do you plan to do while attending this college?							
8a. Internship, field experience, co-op experience, or clinical assignment	I have not done	131	33.4	3,681	40.8	173,838	38.8

	nor plan to do							
	I plan to do	200	50.8	3,764	41.7	204,982	45.7	
	I have done	62	15.8	1,586	17.6	69,568	15.5	
	Total	392	100	9,030	100	448,387	100	
8g. Honors course	I have not done nor plan to do	238	61.1	6,238	69.6	316,379	71.1	
	I plan to do	137	35.1	2,264	25.3	105,584	23.7	
	I have done	15	3.9	455	5.1	23,279	5.2	
	Total	390	100	8,957	100	445,242	100	
8h. College orientation program or course	I have not done nor plan to do	173	44.3	4,737	52.6	249,128	55.7	
	I plan to do	97	24.8	1,339	14.9	61,257	13.7	
	I have done	121	31	2,928	32.5	136,520	30.5	
	Total	391	100	9,004	100	446,905	100	
8i. Organized learning communities (linked courses/study groups led by faculty or counselors)	I have not done nor plan to do	226	57.6	6,408	71	312,795	69.8	
	I plan to do	120	30.5	1,716	19	90,207	20.1	
	I have done	47	11.9	901	10	45,071	10.1	
	Total	392	100	9,025	100	448,074	100	

Student Support Services

Item	SouthArk		Small Colleges			2013 Cohort		
	N	Mean	N	Mean	Effect Size**	N	Mean	Effect Size**
Item 13.1: How often do you use the following services at this college?								
1 = Rarely/Never, 2 = Sometimes, 3 = Often (Don't know/N.A. category not included in means calculations)								
13.1a. Academic advising/planning [SUPPORT]	376	2.09	119,473	1.86	0.33**	414,546	1.8	0.42**
13.1b. Career counseling [SUPPORT]	321	1.62	102,151	1.45	0.27**	356,548	1.44	0.29**
13.1c. Job placement assistance	225	1.39	77,143	1.28		266,165	1.25	0.27**
13.1d. Peer or other tutoring [STUEFF]	305	1.62	97,401	1.51		337,039	1.5	
13.1e. Skill labs (writing, math, etc.) [STUEFF]	326	2.13	101,365	1.8	0.41**	349,997	1.75	0.49**
13.1f. Child care	167	1.38	55,581	1.23	0.26**	193,083	1.18	0.39**
13.1g. Financial aid advising	343	2.04	108,959	1.95		366,514	1.89	
13.1h. Computer lab [STUEFF]	362	2.36	113,587	2.13	0.29**	390,411	2.08	0.35**
13.1i. Student organizations	259	1.55	85,555	1.43		289,055	1.38	0.27**
13.1j. Transfer credit assistance	245	1.49	81,625	1.55		291,540	1.53	
13.1k. Services to students with disabilities	181	1.43	55,299	1.34		193,589	1.31	

Promising Practices

Item	Promising Practices		SouthArk 2013	
	Variable	Responses	Count	Percentage
6. At this college, I participated in one or more accelerated courses/fast-track programs to help me move through developmental/basic skills/college prep requirements more quickly.	COLLQ2608	Yes, in my first term at this college	54	15.8%
		Yes, in my first AND in at least one other term at this college	17	5.0%

		Yes, but NOT in my first term at this college	12	3.5%
		No, I did not	258	75.7%
		Total	341	
7. During the current term at this college, my instructors clearly explained a class attendance policy that specified how many classes I could miss without penalty.	COLLQ2609	ALL of my instructors explained a class attendance policy	306	85.0%
		MOST of my instructors explained a class attendance policy	29	8.1%
		SOME of my instructors explained a class attendance policy	14	3.9%
		NONE of my instructors explained a class attendance policy	11	3.1%
		Total	360	
8. Before I could register for my first term at this college, I was REQUIRED to take a placement test (ACCUPLACER, ASSET, COMPASS, etc.) to assess my academic skills in reading, writing, and/or math.	COLLQ2610	Yes, and I took it	236	67%
		Yes, it was required, but I did NOT take it	18	5%
		No, it was not required	97	28%
		Total	352	
9. I became aware that I was required to take a placement test (ACCUPLACER, ASSET, COMPASS, etc.) at this college:	COLLQ2611	More than a month before taking the test	148	41.9%
		About 1 to 4 weeks before taking the test	49	13.9%
		About 1 to 6 days before taking the test	33	9.3%
		The same day I took the test	28	7.9%
		Not applicable; I did not take a placement test	95	26.9%
		Total	353	
10. While I was in high school, besides taking the SAT or ACT, I completed this college's placement test (ACCUPLACER, ASSET, COMPASS, etc.) to assess my academic skills in reading, writing, and/or math.	COLLQ2612	Yes	97	28%
		No	172	49%
		I don't remember	80	23%
		Total	348	
11. Before enrolling at this college, I prepared for this college's placement test (ACCUPLACER, ASSET, COMPASS, etc.) in the following way:	COLLQ2613	On my own using online or printed materials provided by the college	64	17.8%
		Participating in a brief (8 hours or less), intensive brush-up/refresher workshop	20	5.6%
		Participating in a multi-day or multi-week brush-up/refresher program (often held during the summer before fall enrollment)	17	4.7%
		I did not do anything to prepare for this college's placement test	152	42.3%
		Not applicable; I did not take a placement test	106	29.5%
		Total	359	
12. If I used resources from this college or one of the college's brush-up/refresher experiences to prepare for the placement test, I found it:	COLLQ2614	Very helpful	47	13.2%
		Helpful	57	16.0%
		Somewhat helpful	27	7.6%
		Not helpful	10	2.8%
		Not applicable; I did not use this college's test prep resources	215	60.2%
		Total	357	
13. The results of the placement test I took at this college indicated that I needed to take a developmental/basic skills/college prep course...	COLLQ2615	In MORE THAN ONE academic skills area (reading, writing, and/or math)	107	33.1%
		In ONE academic skill area (reading, writing, or math)	82	25.4%
		None of the academic skill areas (reading, writing, or math)	49	15.2%
		Not applicable; I did not take a placement test	85	26.3%
		Total	323	

14. Because my placement test results indicated that I needed to take at least one developmental/basic skills/college prep course, I was...	COLLQ2616	TOLD that I was REQUIRED to take MORE THAN one of these courses in my first term	82	22.9%
		TOLD that I was REQUIRED to take ONE of these courses in my first term	91	25.4%
		TOLD that I should or could take one of these courses, but I was NOT required to in my first term	45	12.6%
		Not applicable; my placement test results did not indicate that I needed to take any of these courses	47	13.1%
		Not applicable; I did not take a placement test	93	26.0%
		Total	358	
15. I was TOLD that I was REQUIRED to take a developmental/basic skills/college prep course in my first term, and I...	COLLQ2617	DID enroll in MORE THAN ONE of these courses	109	31.7%
		DID enroll in ONE of these courses	90	26.2%
		DID NOT enroll in any of these courses	33	9.6%
		Not applicable	113	32.8%
		Total	344	
16. Before the end of my first term at this college, an advisor helped me develop an academic plan (a personalized plan with a defined sequence of courses for completing a college certificate or degree and/or for transferring to a 4-year college or university).	COLLQ2618	Yes	214	61%
		No	101	29%
		I'm still in my first term; I have NOT YET developed an academic plan	36	10%
		Total	351	
17. Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.	COLLQ2619	Yes	91	26%
		No	141	41%
		Not applicable; I have not experienced academic difficulties at this college	116	33%
		Total	348	
18. During the current academic year at this college, I participated in required group learning (experiences such as interacting with a specific group of students inside or outside the classroom, studying together, and/or doing group assignments or projects).	COLLQ2620	Never	186	51.8%
		Less than 1 time a week	85	23.7%
		1 to 2 times a week	68	18.9%
		3 to 4 times a week	11	3.1%
		More than 4 times a week	9	2.5%
		Total	359	
19. During the current academic year, I participated in tutoring provided by this college.	COLLQ2621	Never	242	67.4%
		Less than 1 time a week	63	17.5%
		1 to 2 times a week	36	10.0%
		3 to 4 times a week	10	2.8%
		More than 4 times a week	7	1.9%
		Total	359	
20. During the current academic year at this college, I participated in supplemental instruction/supplemental learning (extra class sessions with the instructor or an experienced student).	COLLQ2622	Never	263	73.3%
		Less than 1 time a week	50	13.9%
		1 to 2 times a week	34	9.5%
		3 to 4 times a week	8	2.2%
		More than 4 times a week	3	0.8%
		Total	359	

Longitudinal Data

Benchmark	SouthArk 2013 Score	SouthArk 2012 Score	Change Δ
Active and Collaborative Learning	49.4	50.2	-0.8
Student Effort	56.5	55.0	+1.5
Academic Challenge	52.9	49.6	+2.3
Student-Faculty Interaction	56.1	57.5	-1.4
Support for Learners	59.6	62.0	-2.4

Item	SouthArk 2013		SouthArk 2012		2012 to 2013		SouthArk 2011		2011 to 2013		Small Colleges		2013 Cohort	
	N	Mean	N	Mean	Δ	% Δ	N	Mean	Δ	% Δ	N	Mean	N	Mean
Item 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														
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	401	2.93	393	2.94	-0.01	-0.3%	387	3	-0.07	-2.3%	131,473	2.99	458,447	2.94
4b. Made a class presentation [ACTCOLL]	395	2.01	392	1.99	0.02	1.0%	387	1.93	0.08	4.1%	130,974	2.13	456,757	2.13
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	398	2.61	388	2.59	0.02	0.8%	381	2.64	-0.03	-1.1%	130,485	2.52	454,976	2.52
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	400	2.65	389	2.58	0.07	2.7%	385	2.61	0.04	1.5%	130,704	2.79	455,421	2.8
4e. Came to class without completing readings or assignments [STUEFF]	399	1.65	384	1.68	-0.03	-1.8%	382	1.65	0	0.0%	130,331	1.79	454,412	1.82
4f. Worked with other students on projects during class [ACTCOLL]	395	2.34	386	2.52	-0.18	-7.1%	380	2.46	-0.12	-4.9%	130,147	2.52	453,678	2.52
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	397	2.02	392	1.93	0.09	4.7%	382	2.02	0	0.0%	130,524	1.96	454,992	1.93
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	400	1.46	388	1.45	0.01	0.7%	383	1.41	0.05	3.5%	130,729	1.41	455,940	1.39
4i. Participated in a community-based project as a part of a regular course [ACTCOLL]	396	1.38	385	1.41	-0.03	-2.1%	381	1.37	0.01	0.7%	130,278	1.36	453,927	1.33
4j. Used the Internet or instant messaging to work on an assignment	391	3.14	390	3.04	0.1	3.3%	384	3.08	0.06	1.9%	130,171	3.03	453,776	3.03
4k. Used e-mail to communicate with an instructor [STUFAC]	396	3.01	392	2.96	0.05	1.7%	385	2.89	0.12	4.2%	130,432	2.85	454,668	2.85
4l. Discussed grades or assignments with an instructor [STUFAC]	398	2.82	392	2.73	0.09	3.3%	384	2.66	0.16	6.0%	130,579	2.64	455,233	2.6
4m. Talked about career plans with an instructor or advisor [STUFAC]	395	2.4	392	2.35	0.05	2.1%	377	2.3	0.1	4.3%	130,326	2.18	454,185	2.1
4n. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	390	1.88	388	1.96	-0.08	-4.1%	378	1.92	-0.04	-2.1%	130,156	1.82	453,541	1.78
4o. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	395	2.72	393	2.73	-0.01	-0.4%	381	2.68	0.04	1.5%	130,313	2.73	454,275	2.71
4p. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	399	2.78	393	2.76	0.02	0.7%	383	2.75	0.03	1.1%	130,497	2.64	454,671	2.62
4q. Worked with instructors on activities other than coursework [STUFAC]	392	1.5	388	1.69	-0.19	-11.2%	379	1.58	-0.08	-5.1%	129,526	1.49	451,043	1.45
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	398	2.57	392	2.57	0	0.0%	382	2.65	-0.08	-3.0%	130,747	2.57	455,705	2.56
4s. Had serious conversations with students of a different race or ethnicity other than your own	397	2.56	393	2.52	0.04	1.6%	384	2.55	0.01	0.4%	130,627	2.33	455,244	2.43

4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	399	2.14	392	2.28	-0.14	-6.1%	383	2.23	-0.09	-4.0%	130,437	2.32	454,667	2.35
4u. Skipped class	399	1.38	388	1.44	-0.06	-4.2%	383	1.37	0.01	0.7%	130,898	1.51	456,202	1.54
Item 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														
5a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	399	3.01	391	2.92	0.09	3.1%	384	3	0.01	0.3%	131,094	2.86	456,855	2.87
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	399	2.87	390	2.79	0.08	2.9%	384	2.84	0.03	1.1%	130,678	2.88	455,423	2.91
5c. Synthesizing and organizing ideas, information, or experiences in new ways [ACCHALL]	398	2.78	387	2.71	0.07	2.6%	379	2.81	-0.03	-1.1%	130,206	2.77	453,451	2.78
5d. Making judgments about the value or soundness of information, arguments, or methods [ACCHALL]	399	2.56	391	2.48	0.08	3.2%	381	2.58	-0.02	-0.8%	130,338	2.6	454,052	2.61
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	400	2.65	387	2.61	0.04	1.5%	379	2.71	-0.06	-2.2%	130,517	2.72	454,742	2.72
5f. Using information you have read or heard to perform a new skill [ACCHALL]	401	2.89	390	2.9	-0.01	-0.3%	382	2.86	0.03	1.0%	130,955	2.86	456,339	2.84
Item 6: During the current school year, about how much reading and writing have you done at this college?														
1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20														
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings [ACCHALL]	397	3.05	390	2.85	0.2	7.0%	384	2.96	0.09	3.0%	129,964	2.94	452,904	2.91
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	398	2	389	2.07	-0.07	-3.4%	381	2.14	-0.14	-6.5%	129,981	2.07	452,807	2.09
6c. Number of written papers or reports of any length [ACCHALL]	397	2.89	390	2.69	0.2	7.4%	381	2.74	0.15	5.5%	129,930	2.91	452,556	2.9
Item 7														
1 = Extremely easy ... 7 = Extremely challenging														
7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college [ACCHALL]	385	5.32	369	5.27	0.05	0.9%	373	5.38	-0.06	-1.1%	125,485	5.03	436,269	4.98
Item 9: How much does this college emphasize each of the following?														
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much														
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	397	3.3	387	3.22	0.08	2.5%	384	3.34	-0.04	-1.2%	129,920	3.06	452,561	3.04
9b. Providing the support you need to help you succeed at this college [SUPPORT]	395	3.17	386	3.24	-0.07	-2.2%	383	3.14	0.03	1.0%	129,731	3.06	451,806	3.01
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	396	2.7	387	2.72	-0.02	-0.7%	380	2.68	0.02	0.7%	129,305	2.55	450,305	2.57
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	395	2.25	383	2.34	-0.09	-3.8%	382	2.28	-0.03	-1.3%	129,339	2.04	450,319	1.99
9e. Providing the support you need to thrive socially [SUPPORT]	394	2.46	383	2.48	-0.02	-0.8%	380	2.48	-0.02	-0.8%	128,839	2.26	448,374	2.21

9f. Providing the financial support you need to afford your education [SUPPORT]	396	2.88	387	2.9	-0.02	-0.7%	381	2.8	0.08	2.9%	129,182	2.67	449,389	2.58
9g. Using computers in academic work	396	3.5	386	3.33	0.17	5.1%	382	3.22	0.28	8.7%	129,746	3.25	451,812	3.22
Item 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, 2 = 6-10 hours, 3 = 11-20 hours, 4 = 21-30 hours, 5 = More than 30 hours														
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) [STUEFF]	395	2.01	386	1.95	0.06	3.1%	382	2.11	-0.1	-4.7%	129,694	2.04	451,681	2.02
10b. Working for pay	391	2.5	386	2.42	0.08	3.3%	380	2.25	0.25	11.1%	129,299	2.67	450,088	2.8
10c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	391	0.35	386	0.35	0	0.0%	382	0.26	0.09	34.6%	129,409	0.35	450,472	0.3
10d. Providing care for dependents living with you (parents, children, spouse, etc.)	387	2.35	384	2.5	-0.15	-6.0%	382	2.46	-0.11	-4.5%	129,101	1.97	449,354	1.8
10e. Commuting to and from classes	395	1.65	386	1.54	0.11	7.1%	381	1.6	0.05	3.1%	129,413	1.36	450,197	1.35
Item 11: Mark the number that best represents the quality of your relationships with people at this college.														
1 = Unfriendly, unsupportive, sense of alienation ... 7 = Friendly, supportive, sense of belonging														
11a. Other students	395	5.59	388	5.76	-0.17	-3.0%	383	5.8	-0.21	-3.6%	129,836	5.6	452,014	5.48
11b. Instructors	395	5.82	388	6	-0.18	-3.0%	383	5.81	0.01	0.2%	129,846	5.75	452,093	5.69
11c. Administrative personnel and offices	395	5.31	388	5.43	-0.12	-2.2%	383	5.34	-0.03	-0.6%	129,742	5.2	451,325	4.99
Item 12: How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas?														
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much														
12a. Acquiring a broad general education	394	3.19	384	3.08	0.11	3.6%	380	3.01	0.18	6.0%	129,365	3	450,166	2.99
12b. Acquiring job or work-related knowledge and skills	390	2.88	385	2.86	0.02	0.7%	382	2.84	0.04	1.4%	129,186	2.71	449,350	2.59
12c. Writing clearly and effectively	392	2.95	385	2.9	0.05	1.7%	382	2.74	0.21	7.7%	129,220	2.8	449,682	2.78
12d. Speaking clearly and effectively	393	2.88	382	2.98	-0.1	-3.4%	379	2.73	0.15	5.5%	129,160	2.72	449,476	2.7
12e. Thinking critically and analytically	392	3.09	385	3.1	-0.01	-0.3%	377	3.01	0.08	2.7%	129,135	2.98	449,353	2.95
12f. Solving numerical problems	392	2.95	384	2.89	0.06	2.1%	377	2.74	0.21	7.7%	129,017	2.72	448,916	2.68
12g. Using computing and information technology	390	3.14	385	3.09	0.05	1.6%	380	2.94	0.2	6.8%	129,050	2.87	449,085	2.81
12h. Working effectively with others	390	3.02	385	3	0.02	0.7%	382	2.93	0.09	3.1%	129,140	2.84	449,371	2.79
12i. Learning effectively on your own	390	3.07	387	3.03	0.04	1.3%	381	3.09	-0.02	-0.6%	129,111	2.99	449,349	2.97
12j. Understanding yourself	393	2.86	385	2.92	-0.06	-2.1%	381	2.85	0.01	0.4%	128,949	2.7	448,772	2.67
12k. Understanding people of other racial and ethnic backgrounds	393	2.58	384	2.63	-0.05	-1.9%	379	2.54	0.04	1.6%	128,760	2.43	448,034	2.45
12l. Developing a personal code of values and ethics	393	2.61	385	2.66	-0.05	-1.9%	378	2.57	0.04	1.6%	128,784	2.49	448,068	2.45
12m. Contributing to the welfare of your community	391	2.28	380	2.37	-0.09	-3.8%	378	2.22	0.06	2.7%	128,586	2.13	447,169	2.08
12n. Developing clearer career goals	392	2.97	384	2.95	0.02	0.7%	382	2.93	0.04	1.4%	129,032	2.79	448,925	2.73
12o. Gaining information about career opportunities	394	2.99	384	3	-0.01	-0.3%	381	2.91	0.08	2.7%	129,206	2.67	449,587	2.59
Item 13.1: How often do you use the following services at this college?														
1 = Rarely/Never, 2 = Sometimes, 3 = Often (Don't know/N.A. category not included in means calculations)														

13.1a. Academic advising/planning [SUPPORT]	376	2.09	343	2.12	-0.03	-1.4%	341	2.02	0.07	3.5%	119,473	1.86	414,546	1.8
13.1b. Career counseling [SUPPORT]	321	1.62	301	1.68	-0.06	-3.6%	290	1.63	-0.01	-0.6%	102,151	1.45	356,548	1.44
13.1c. Job placement assistance	225	1.39	219	1.4	-0.01	-0.7%	211	1.25	0.14	11.2%	77,143	1.28	266,165	1.25
13.1d. Peer or other tutoring [STUEFF]	305	1.62	272	1.6	0.02	1.3%	263	1.6	0.02	1.3%	97,401	1.51	337,039	1.5
13.1e. Skill labs (writing, math, etc.) [STUEFF]	326	2.13	295	2.16	-0.03	-1.4%	298	1.92	0.21	10.9%	101,365	1.8	349,997	1.75
13.1f. Child care	167	1.38	170	1.45	-0.07	-4.8%	171	1.36	0.02	1.5%	55,581	1.23	193,083	1.18
13.1g. Financial aid advising	343	2.04	322	2.13	-0.09	-4.2%	325	2.14	-0.1	-4.7%	108,959	1.95	366,514	1.89
13.1h. Computer lab [STUEFF]	362	2.36	330	2.29	0.07	3.1%	328	2.19	0.17	7.8%	113,587	2.13	390,411	2.08
13.1i. Student organizations	259	1.55	237	1.5	0.05	3.3%	240	1.47	0.08	5.4%	85,555	1.43	289,055	1.38
13.1j. Transfer credit assistance	245	1.49	219	1.48	0.01	0.7%	225	1.61	-0.12	-7.5%	81,625	1.55	291,540	1.53
13.1k. Services to students with disabilities	181	1.43	177	1.45	-0.02	-1.4%	161	1.47	-0.04	-2.7%	55,299	1.34	193,589	1.31

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

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

13.2a. Academic advising/planning	344	2.43	329	2.49	-0.06	-2.4%	331	2.41	0.02	0.8%	109,294	2.31	371,355	2.24
13.2b. Career counseling	250	2.24	252	2.28	-0.04	-1.8%	235	2.3	-0.06	-2.6%	76,264	2.08	257,316	2.06
13.2c. Job placement assistance	162	1.98	164	1.97	0.01	0.5%	148	1.95	0.03	1.5%	52,476	1.86	166,046	1.82
13.2d. Peer or other tutoring	235	2.35	223	2.22	0.13	5.9%	188	2.2	0.15	6.8%	69,672	2.22	233,991	2.2
13.2e. Skill labs (writing, math, etc.)	277	2.55	253	2.47	0.08	3.2%	233	2.31	0.24	10.4%	79,216	2.31	262,663	2.29
13.2f. Child care	116	1.9	128	1.79	0.11	6.1%	110	1.94	-0.04	-2.1%	30,549	1.82	94,846	1.78
13.2g. Financial aid advising	313	2.33	286	2.42	-0.09	-3.7%	294	2.33	0	0.0%	96,554	2.31	311,954	2.24
13.2h. Computer lab	338	2.57	303	2.59	-0.02	-0.8%	286	2.56	0.01	0.4%	102,114	2.52	342,974	2.5
13.2i. Student organizations	196	2.03	182	2	0.03	1.5%	172	2.09	-0.06	-2.9%	59,501	2.06	187,359	2.02
13.2j. Transfer credit assistance	183	2.09	176	1.97	0.12	6.1%	178	2.14	-0.05	-2.3%	62,407	2.11	214,662	2.08
13.2k. Services to students with disabilities	126	2.11	151	2	0.11	5.5%	116	2.14	-0.03	-1.4%	35,548	2.07	113,574	2.06

Item 13.3: How important are the following services to you at this college?

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

13.3a. Academic advising/planning	369	2.77	343	2.68	0.09	3.4%	345	2.7	0.07	2.6%	123,486	2.57	428,947	2.57
13.3b. Career counseling	363	2.36	341	2.43	-0.07	-2.9%	347	2.36	0	0.0%	121,885	2.3	423,171	2.32
13.3c. Job placement assistance	359	2.17	333	2.08	0.09	4.3%	342	2.11	0.06	2.8%	120,423	2.11	417,794	2.09
13.3d. Peer or other tutoring	358	2.28	332	2.22	0.06	2.7%	338	2.14	0.14	6.5%	120,428	2.16	418,049	2.16
13.3e. Skill labs (writing, math, etc.)	358	2.46	335	2.4	0.06	2.5%	336	2.32	0.14	6.0%	119,913	2.24	416,138	2.24
13.3f. Child care	360	1.87	335	1.85	0.02	1.1%	339	1.83	0.04	2.2%	119,179	1.76	413,437	1.74
13.3g. Financial aid advising	364	2.61	337	2.62	-0.01	-0.4%	350	2.63	-0.02	-0.8%	120,828	2.52	418,627	2.48
13.3h. Computer lab	363	2.61	338	2.57	0.04	1.6%	345	2.49	0.12	4.8%	121,013	2.47	419,598	2.45
13.3i. Student organizations	353	1.93	330	1.93	0	0.0%	330	1.95	-0.02	-1.0%	119,130	1.89	412,887	1.87
13.3j. Transfer credit assistance	357	2.18	333	2.05	0.13	6.3%	336	2.19	-0.01	-0.5%	120,304	2.21	417,446	2.25
13.3k. Services to students with disabilities	364	2.15	338	2.1	0.05	2.4%	336	2.12	0.03	1.4%	119,880	2.06	415,752	2.05

Item 14: How likely is it that the following issues would cause you to withdraw from class or from this college?														
1 = Not likely, 2 = Somewhat likely, 3 = Likely, 4 = Very likely														
14a. Working full-time	396	2.25	383	2.35	-0.1	-4.3%	376	2.29	-0.04	-1.7%	129,096	2.18	448,834	2.21
14b. Caring for dependents	395	2.13	379	2.27	-0.14	-6.2%	371	2.15	-0.02	-0.9%	128,799	1.93	447,684	1.93
14c. Academically unprepared	392	1.92	378	1.81	0.11	6.1%	370	1.8	0.12	6.7%	128,421	1.65	446,247	1.68
14d. Lack of finances	394	2.52	376	2.65	-0.13	-4.9%	374	2.62	-0.1	-3.8%	128,752	2.5	447,517	2.5
14e. Transfer to a 4-year college or university	396	2.17	377	2.18	-0.01	-0.5%	374	2.04	0.13	6.4%	128,804	2.28	447,782	2.44
Item 15														
1 = Not very, 2 = Somewhat, 3 = Quite a bit, 4 = Extremely														
15. How supportive are your friends of your attending this college?	394	3.24	383	3.24	0	0.0%	374	3.39	-0.15	-4.4%	129,308	3.28	449,531	3.24
Item 16														
1 = Not very, 2 = Somewhat, 3 = Quite a bit, 4 = Extremely														
16. How supportive is your immediate family of your attending this college?	395	3.58	381	3.56	0.02	0.6%	373	3.56	0.02	0.6%	128,894	3.53	448,277	3.5
Item 23														
0 = None, 1 = 1-14 credits, 2 = 15-29 credits, 3 = 30-44 credits, 4 = 45-60 credits, 5 = Over 60 credits														
23. How many total credit hours have you earned at this college, not counting the courses you are currently taking this term?	391	1.79	379	1.99	-0.2	-10.1%	375	1.91	-0.12	-6.3%	128,218	2.12	446,073	2.09
Item 25														
1 = None, 2 = 1 class, 3 = 2 classes, 4 = 3 classes, 5 = 4 classes or more credits														
25. How many classes are you presently taking at other institutions?	390	1.41	380	1.61	-0.2	-12.4%	379	1.54	-0.13	-8.4%	129,484	1.41	450,040	1.4
Item 27														
1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent														
27. How would you evaluate your entire educational experience at this college?	391	3.18	379	3.22	-0.04	-1.2%	379	3.24	-0.06	-1.9%	129,490	3.16	450,219	3.14