Community College Survey of Student Engagement

Bakersfield College

2011 Key Findings

Table of Contents

Key Findings: A Starting Point 2
Benchmarks of Effective Educational Practice 3
Aspects of Highest Student Engagement 4
Aspects of Lowest Student Engagement 5
2011 CCSSE Special-Focus Items 6
CCFSSE 8
Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from Bakersfield College’s administration of the 2011 Community College Survey of Student Engagement (CCSSE). The report provides college-specific data in an easy-to-share format including benchmark comparisons between the college, top-performing colleges, and the CCSSE cohort. It also highlights aspects of highest and lowest student engagement at the college, as well as results from five of the CCSSE special-focus items on promising educational practices. Select faculty survey (CCFSSE) data are also highlighted (cohort data are provided for colleges that did not administer CCFSSE).

Promising Practices for Student Success

In each annual administration, CCSSE has included “special-focus items” to allow participating colleges and national researchers to delve more deeply into areas of student experience and institutional performance of great interest to the field. The 2011 special-focus items are part of a special national study focused on community college students’ participation in a defined collection of “promising practices” for which there is emerging evidence of effectiveness in strengthening student learning, persistence, and attainment. This study will link data from the 2011 CCSSE special-focus items; related items on the 2011 faculty survey (CCFSSE), which explore the extent of faculty members’ use of the identified promising practices in their teaching; and institutional data collected from the new Community College Institutional Survey (CCIS) that address questions about how these promising practices are implemented across varied institutions. Additionally, a corresponding special-focus module will be included in the 2011 SENSE survey administration.

This data collection will provide empirical confirmation of promising educational practices in community colleges; quantification of the extent to which those practices are part of the current experience of our students; and information about whether participation in these types of practices varies across subgroups of students. Ongoing data analysis will provide new evidence of how student participation in these practices is related to overall student engagement, academic progress, and college completion.

Benchmark Overview by Enrollment Status

Figure 1 below represents Bakersfield College’s CCSSE benchmark scores by students’ enrollment status.
Benchmarks of Effective Educational Practice

The CCSSE benchmarks are groups of conceptually related survey items that address key areas of student engagement. The six benchmarks denote areas that educational research has shown to be important to students’ college experiences and educational outcomes. Therefore, they provide colleges with a useful starting point for looking at institutional results and allow colleges to gauge and monitor their performance in areas that are central to their work. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of other groups of similar colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. Furthermore, the Center for Community College Student Engagement has adopted a policy on “Responsible Uses of CCSSE Data,” available at www.ccsse.org.

CCSSE uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2011 CCSSE Cohort (2009-2011) throughout all reports.

**CCSSE Benchmarks**

- **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 real-life situations and problems.

- **Student Effort.** Students’ own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

- **Academic Challenge.** Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.

- **Student-Faculty Interaction.** In general, 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. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

- **Support for Learners.** Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.

![Figure 2](image)

Notes: Benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all respondents. For further information about how benchmark scores are computed, please visit [www.ccsse.org](http://www.ccsse.org).
Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding CCSSE data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored highest and the five items on which the college scored lowest in comparison to the 2011 CCSSE Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2011 CCSSE Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college’s goals; thus, it is important to review the full Institutional Report on the CCSSE online reporting system.

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably compared with the 2011 CCSSE Cohort. For instance, 41.2% of Bakersfield College students, compared with 29.3% of other students in the cohort, responded 'Often' or 'Very often' on item 4b.

Table 1

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Item Number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>4b</td>
<td>Made a class presentation</td>
</tr>
<tr>
<td>Active and Collaborative Learning</td>
<td>4f</td>
<td>Worked with other students on projects during class</td>
</tr>
<tr>
<td>Active and Collaborative Learning</td>
<td>4g</td>
<td>Worked with classmates outside of class to prepare class assignments</td>
</tr>
<tr>
<td>Active and Collaborative Learning</td>
<td>4r</td>
<td>Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>9a</td>
<td>Encouraging you to spend significant amounts of time studying</td>
</tr>
</tbody>
</table>

Notes:

For Item(s) 4, 'Often' and 'Very Often' responses are combined.

For Item(s) 9, 'Quite a bit' and 'Very much' are combined.
Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably compared with the 2011 CCSSE Cohort. For instance, 55.4% of Bakersfield College students, compared with 65.2% of other students in the cohort, responded 'Often' or 'Very often' on item 4a.

Figure 4

Table 2

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Item Number</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>4a</td>
<td>Asked questions in class or contributed to class discussions</td>
</tr>
<tr>
<td>Student Effort</td>
<td>10a</td>
<td>Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>13a1</td>
<td>Frequency: Academic advising/planning</td>
</tr>
<tr>
<td>Student Effort</td>
<td>13d1</td>
<td>Frequency: Peer or other tutoring</td>
</tr>
<tr>
<td>Student Effort</td>
<td>13h1</td>
<td>Frequency: Computer lab</td>
</tr>
</tbody>
</table>

Notes:

For Item(s) 4, 'Often' and 'Very Often' responses are combined.

For Item(s) 10, '11 to 20,' '21-30,' and 'More than 30' hours are combined.

For Item(s) 13, 'Sometimes' and 'Often' are combined.
2011 CCSSE Special-Focus Items

The Center adds special-focus items to CCSSE each year to augment the core survey, helping participating colleges and the field at large to further explore fundamental areas of student engagement. The 2011 special-focus items elicited new information about students’ experiences associated with promising educational practices such as early registration, orientation, freshman seminars, organized learning communities, and student success courses. Frequency results from the first five “promising practices” items for Bakersfield College (n=1036) and the 2011 CCSSE Cohort are displayed across pages 6 and 7.

Figure 5: During the current semester/quarter at this college, I completed registration before the first class session(s).

Figure 6: The ONE response that best describes my experience with orientation when I first came to this college is...
Figure 7: During my first semester/quarter at this college, I participated in a structured experience for new students (sometimes called a “freshman seminar” or “first-year experience”).

Figure 8: During my first semester/quarter at this college, I enrolled in an organized “learning community” (two or more courses that a group of students take together).

Figure 9: During my first semester/quarter at this college, I enrolled in a student success course (such as a student development, extended orientation, study skills, student life skills, or college success course).
The Community College Faculty Survey of Student Engagement (CCFSSE), designed as a companion survey to CCSSE, elicits information from faculty about their teaching practices; the ways they spend their professional time, both in and out of class; and their perceptions regarding students’ educational experiences. CCFSSE data not only help participating colleges identify areas of strength, but also enable them to recognize challenges or gaps that may require further consideration. The CCFSSE results displayed below reveal full- and part-time faculty members’ perceptions of three in-class student experiences.

Faculty Perceptions of Student Experiences by Employment Status

Figure 10

<table>
<thead>
<tr>
<th>Response</th>
<th>4a. Ask questions in class or contribute to class discussions</th>
<th>4b. Make a class presentation</th>
<th>4f. Work with other students on projects during class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
<td>Full-time</td>
</tr>
<tr>
<td>Very Often</td>
<td>49.3%</td>
<td>38.2%</td>
<td>14.2%</td>
</tr>
<tr>
<td>Often</td>
<td>32.1%</td>
<td>44.7%</td>
<td>13.4%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>17.9%</td>
<td>17.1%</td>
<td>33.6%</td>
</tr>
<tr>
<td>Never</td>
<td>0.7%</td>
<td>0</td>
<td>38.8%</td>
</tr>
<tr>
<td>Don't Know</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
The following crosswalk includes similar items that are asked on both the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE), arranged first by CCSSE benchmark and then by other related items. Member colleges are already using student survey results for internal review, benchmarking, and responding to accrediting agencies. CCFSSE results can be used to strengthen those endeavors and to promote faculty involvement. Furthermore, results from CCFSSE can be used to target areas of focus for faculty development programs.

The Student and Faculty Frequency Distributions report, available on the CCFSSE tab of the CCSSE online reporting system, enables member colleges to view faculty expectations and perceptions of student engagement alongside student responses. Colleges may use this crosswalk along with the Student and Faculty Frequency Distributions report to identify areas of strength as well as recognize challenges or gaps that may require further consideration. It is important to remember, however, that the side-by-side tables, while illustrative, are not entirely equivalent—that is, CCSSE asks students to report perceptions and experiences across the period of the current academic year. Faculty members, in contrast, are asked to describe their practices in a specific course.

The comparison of student and faculty responses provides a useful prompt for campus discussions, particularly in those areas where students and faculty seem to be reporting divergent perceptions of the same experience. This crosswalk can be used in conjunction with the “Faculty Prediction Exercise,” also available in the Tools section of the CCSSE website, to prompt discussion on these differences.
<table>
<thead>
<tr>
<th>CCSSE Item</th>
<th>Item Description</th>
<th>CCFSE Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active and Collaborative Learning</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4a - CLQUEST</td>
<td>Frequency: Students ask questions in class or contribute to class discussions</td>
<td>FCLQUEST</td>
</tr>
<tr>
<td>4b - CLPRESEN</td>
<td>Frequency: Students make a class presentation</td>
<td>FCLPRESEN</td>
</tr>
<tr>
<td>4f - CLASSGRP</td>
<td>Frequency: Students work with other students on projects during class</td>
<td>FCLASSGRP</td>
</tr>
<tr>
<td>4g - OCCGRP</td>
<td>Frequency: Students work with classmates outside of class to prepare class assignments</td>
<td>FOCCGRP</td>
</tr>
<tr>
<td>4h - TUTOR</td>
<td>Frequency: Students tutor or teach other students (paid or voluntary)</td>
<td>FTUTOR</td>
</tr>
<tr>
<td>4i - COMMPROJ</td>
<td>Frequency: Students participate in a community-based project as part of a regular course</td>
<td>FCOMMPROJ</td>
</tr>
<tr>
<td>4r - OOCIDEAS</td>
<td>Frequency: Students discuss ideas from readings or classes with others outside of class (students, family members, co-workers, etc.)</td>
<td>FOOCIDEAS</td>
</tr>
<tr>
<td><strong>Student Effort</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4c - REWROPAP</td>
<td>Frequency: Students prepare two or more drafts of a paper or assignment before turning it in</td>
<td>FREWROPAP</td>
</tr>
<tr>
<td>4d - INTEGRAT</td>
<td>Frequency: Students work on a paper or project that requires integrating ideas or information from various sources</td>
<td>FINTEGRAT</td>
</tr>
<tr>
<td>4e - CLUNPREP</td>
<td>Frequency: Students come to class without completing readings or assignments</td>
<td>FCLUNPREP</td>
</tr>
<tr>
<td>10a - ACADPR01</td>
<td>Students' time spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)</td>
<td>FACADPR01</td>
</tr>
<tr>
<td>13d1 - USETUTOR</td>
<td>Students' frequency of use: Peer or other tutoring</td>
<td>FUSETUTOE</td>
</tr>
<tr>
<td>13e1 - USELAB</td>
<td>Students' frequency of use: Skill labs (writing, math, etc.)</td>
<td>FUSELAB</td>
</tr>
<tr>
<td>13h1 - USECOMMLB</td>
<td>Students' frequency of use: Computer lab</td>
<td>FUSECOMMLB</td>
</tr>
<tr>
<td><strong>Academic Challenge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4p - WORKHARD</td>
<td>Frequency: Students worked harder than they thought they could meet an instructor's standards or expectations</td>
<td>FWORKHARD</td>
</tr>
<tr>
<td>5b - ANALYZE</td>
<td>Amount of emphasis by college: Analyzing the basic elements of an idea, experience, or theory</td>
<td>FANALYZE</td>
</tr>
<tr>
<td>5c - SYNTESHSZ</td>
<td>Amount of emphasis by college: Synthesizing and organizing ideas, information, or experiences in new ways</td>
<td>FSYNTESHSZ</td>
</tr>
<tr>
<td>5d - EVALUATE</td>
<td>Amount of emphasis by college: Making judgments about the value or soundness of information, arguments, or methods</td>
<td>FEVALUATE</td>
</tr>
<tr>
<td>5e - APPLYING</td>
<td>Amount of emphasis by college: Applying theories or concepts to practical problems or in new situations</td>
<td>FAPPLYING</td>
</tr>
<tr>
<td>5f - PERFORM</td>
<td>Amount of emphasis by college: Using information read or heard to perform a new skill</td>
<td>FPERFORM</td>
</tr>
<tr>
<td>6a - READASGN</td>
<td>Number of assigned textbooks, manuals, books, or book-length packs of course reading</td>
<td>FREADASGN</td>
</tr>
</tbody>
</table>
## CCSSE/CCFSSE Crosswalk

<table>
<thead>
<tr>
<th>CCSSE Item</th>
<th>Item Description</th>
<th>CCFSSE Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Challenge</strong> (continued)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6c - WRITEANY</td>
<td>Number of written papers or reports of any length</td>
<td>FWRITEANY</td>
</tr>
<tr>
<td>7 - EXAMS</td>
<td>Scale: Extent to which student examinations during the current school year challenge them to do their best work (1: Extremely easy; 7: Extremely challenging)</td>
<td>FEXAMS</td>
</tr>
<tr>
<td>9a - ENVSCHOL</td>
<td>Amount of emphasis by college: Encouraging students to spend significant amounts of time studying</td>
<td>FENVSCHOL</td>
</tr>
<tr>
<td><strong>Student-Faculty Interaction</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4k - EMAIL</td>
<td>Frequency: Students use e-mail to communicate with an instructor</td>
<td>FEMAIL</td>
</tr>
<tr>
<td>4l - FACGRADE</td>
<td>Frequency: Students discuss grades or assignments with an instructor</td>
<td>FFACGRADE</td>
</tr>
<tr>
<td>4m - FACPLANS</td>
<td>Frequency: Students talk about career plans with an instructor or advisor</td>
<td>FFACPLANS</td>
</tr>
<tr>
<td>4n - FACIDEAS</td>
<td>Frequency: Students discuss ideas from their readings or classes with instructors outside of class</td>
<td>FFACIDEAS</td>
</tr>
<tr>
<td>4o - FACFEED</td>
<td>Frequency: Students receive prompt feedback (written or oral) from instructors on their performance</td>
<td>FFACFEED</td>
</tr>
<tr>
<td>4q - FACOTH</td>
<td>Frequency: Students work with instructors on activities other than coursework</td>
<td>FFACOTH</td>
</tr>
<tr>
<td><strong>Support for Learners</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9b - ENVSUPRT</td>
<td>Amount of emphasis by college: Providing the support students need to help them succeed at the college</td>
<td>FENVSUPRT</td>
</tr>
<tr>
<td>9c - ENVDIVRS</td>
<td>Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
<td>FENDIVRS</td>
</tr>
<tr>
<td>9d - ENVNACAD</td>
<td>Amount of emphasis by college: Helping students cope with their non-academic responsibilities (work, family, etc.)</td>
<td>FENVNACAD</td>
</tr>
<tr>
<td>9e - ENVSOCAL</td>
<td>Amount of emphasis by college: Providing students the support they need to thrive socially</td>
<td>FENVSOCAL</td>
</tr>
<tr>
<td>9f - FINSUPP</td>
<td>Amount of emphasis by college: Providing students the financial support they need to afford their education</td>
<td>FFINSUPP</td>
</tr>
<tr>
<td>13a1 - USEACAD</td>
<td>Frequency of use/referral: Academic advising/planning</td>
<td>FUSEACAD</td>
</tr>
<tr>
<td>13b1 - USECACOU</td>
<td>Frequency of use/referral: Career counseling</td>
<td>FUSECACOU</td>
</tr>
<tr>
<td><strong>Other Related Items</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4j - INTERNET</td>
<td>Frequency: Students use the Internet or instant messaging to work on an assignment</td>
<td>FINTERNET</td>
</tr>
<tr>
<td>4s - DIVRSTUD</td>
<td>Frequency: Students have serious conversations with students of a different race or ethnicity other than their own</td>
<td>FDIVRSTUD</td>
</tr>
<tr>
<td>4t - DIFFSTUD</td>
<td>Frequency: Students have serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values</td>
<td>FDIFFSTUD</td>
</tr>
<tr>
<td>4u - SKIPCLAS</td>
<td>Frequency: Students skip class</td>
<td>FSkipCLAS</td>
</tr>
<tr>
<td>CCSSE Item</td>
<td>Item Description</td>
<td>CCFSESE Item</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------</td>
<td>-------------</td>
</tr>
<tr>
<td>5a - MEMORIZE</td>
<td>Amount of emphasis by college: Memorizing facts, ideas, or methods from classes and readings so students can repeat them in pretty much the same form</td>
<td>FMEMORIZE</td>
</tr>
<tr>
<td>8a - INTERN</td>
<td>Internship, field experience, co-op experience, or clinical assignment (Student responses: I have done, I plan to do, I have not done nor plan to do; Faculty responses: Very important, Somewhat important, Not important)</td>
<td>FINTERN</td>
</tr>
<tr>
<td>8b - ESL</td>
<td>English as a second language course (Student responses: I have done, I plan to do, I have not done nor plan to do; Faculty responses: Very important, Somewhat important, Not important)</td>
<td>FESL</td>
</tr>
<tr>
<td>8c - DEVREAD</td>
<td>Developmental/remedial reading course (Student responses: I have done, I plan to do, I have not done nor plan to do; Faculty responses: Very important, Somewhat important, Not important)</td>
<td>FDEVREAD</td>
</tr>
<tr>
<td>8d - DEVWRITE</td>
<td>Developmental/remedial writing course (Student responses: I have done, I plan to do, I have not done nor plan to do; Faculty responses: Very important, Somewhat important, Not important)</td>
<td>FDEVWRITE</td>
</tr>
<tr>
<td>8e - DEVMATH</td>
<td>Developmental/remedial math course (Student responses: I have done, I plan to do, I have not done nor plan to do; Faculty responses: Very important, Somewhat important, Not important)</td>
<td>FDEVMATH</td>
</tr>
<tr>
<td>8f - STUDSKIL</td>
<td>Study skills course (Student responses: I have done, I plan to do, I have not done nor plan to do; Faculty responses: Very important, Somewhat important, Not important)</td>
<td>FSTUDSKIL</td>
</tr>
<tr>
<td>8g - HONORS</td>
<td>Honors course (Student responses: I have done, I plan to do, I have not done nor plan to do; Faculty responses: Very important, Somewhat important, Not important)</td>
<td>FHONORS</td>
</tr>
<tr>
<td>8h - ORIEN</td>
<td>College orientation program or course (Student responses: I have done, I plan to do, I have not done nor plan to do; Faculty responses: Very important, Somewhat important, Not important)</td>
<td>FORIEN</td>
</tr>
<tr>
<td>8i - LRNCOMM</td>
<td>Organized learning communities (linked courses/study groups led by faculty or counselors) (Student responses: I have done, I plan to do, I have not done nor plan to do; Faculty responses: Very important, Somewhat important, Not important)</td>
<td>FLRNCOMM</td>
</tr>
<tr>
<td>9g - ENVCOMP</td>
<td>Amount of emphasis by college: Students use computers in academic work</td>
<td>FENVCOMP</td>
</tr>
<tr>
<td>10b - PAYWORK</td>
<td>Students’ time spent per week: Working for pay</td>
<td>FPAYWORK</td>
</tr>
<tr>
<td>10c - COCURREN01</td>
<td>Students’ time spent per week: Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)</td>
<td>FCOCURREN01</td>
</tr>
<tr>
<td>10d - CAREDE01</td>
<td>Students’ time spent per week: Providing care for dependents living with them (parents, children, spouse, etc.)</td>
<td>FCAREDE01</td>
</tr>
<tr>
<td>10e - COMMUTE</td>
<td>Students’ time spent per week: Commuting to and from classes</td>
<td>FCOMMUTE</td>
</tr>
<tr>
<td>11a - ENVSTU</td>
<td>Scale: Quality of student relationships with other students at the college (1: Unfriandly, unsupportive, sense of alienation; 7: Friendly, supportive, sense of belonging)</td>
<td>FENVSTU</td>
</tr>
<tr>
<td>11b - ENVFAC</td>
<td>Scale: Quality of student relationships with instructors at the college (1: Unavailable, unhelpful, unsympathetic; 7: Available, helpful, sympathetic)</td>
<td>FENVFAC</td>
</tr>
<tr>
<td>CCSSE Item</td>
<td>Item Description</td>
<td>CCFSE Item</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>11c - ENVADM</td>
<td>Scale: Quality of student relationships with administrative personnel and offices at the college (1: Unhelpful, inconsiderate, rigid; 7: Helpful, considerate, flexible)</td>
<td>FENVADM</td>
</tr>
<tr>
<td>12a - GNGENLED</td>
<td>Extent to which students’ experiences at the college contribute to: Acquiring a broad general education</td>
<td>FGNGENLED</td>
</tr>
<tr>
<td>12b - GNWORK</td>
<td>Extent to which students’ experiences at the college contribute to: Acquiring a job or work-related knowledge and skills</td>
<td>FGNWORK</td>
</tr>
<tr>
<td>12c - GNWRITE</td>
<td>Extent to which students’ experiences at the college contribute to: Writing clearly and effectively</td>
<td>FGNWRITE</td>
</tr>
<tr>
<td>12d - GNSPEAK</td>
<td>Extent to which students’ experiences at the college contribute to: Speaking clearly and effectively</td>
<td>FGSPEAK</td>
</tr>
<tr>
<td>12e - GNANALY</td>
<td>Extent to which students’ experiences at the college contribute to: Thinking critically and analytically</td>
<td>FGANALY</td>
</tr>
<tr>
<td>12f - GNSOLVE</td>
<td>Extent to which students’ experiences at the college contribute to: Solving numeric problems</td>
<td>FGNSOLVE</td>
</tr>
<tr>
<td>12g - GNCMPTS</td>
<td>Extent to which students’ experiences at the college contribute to: Using computer and information technology</td>
<td>FGNCMPTS</td>
</tr>
<tr>
<td>12h - GNOTHERS</td>
<td>Extent to which students’ experiences at the college contribute to: Working effectively with others</td>
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</tr>
<tr>
<td>12i - GNINQ</td>
<td>Extent to which students’ experiences at the college contribute to: Learning effectively on their own</td>
<td>FGINQ</td>
</tr>
<tr>
<td>12j - GNSELF</td>
<td>Extent to which students’ experiences at the college contribute to: Understanding themselves</td>
<td>FGNSELF</td>
</tr>
<tr>
<td>12k - GNDIVERS</td>
<td>Extent to which students’ experiences at the college contribute to: Understanding people of other racial and ethnic backgrounds</td>
<td>FNDIVERS</td>
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<tr>
<td>12l - GNETHICS</td>
<td>Extent to which students’ experiences at the college contribute to: Developing a personal code of values and ethics</td>
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<tr>
<td>12m - GNCOMMUN</td>
<td>Extent to which students’ experiences at the college contribute to: Contributing to the welfare of their community</td>
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<tr>
<td>12n - CARGOAL</td>
<td>Extent to which students’ experiences at the college contribute to: Developing clearer career goals</td>
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</tr>
<tr>
<td>12o - GAINCAR</td>
<td>Extent to which students’ experiences at the college contribute to: Gaining information about career opportunities</td>
<td>FGAINCAR</td>
</tr>
<tr>
<td>13c1 - USEJOBPL</td>
<td>Frequency of use/referral: Job placement assistance</td>
<td>FUSEJOBPL</td>
</tr>
<tr>
<td>13j1 - USESTORG</td>
<td>Frequency of use/referral: Transfer credit assistance</td>
<td>FUSESTORG</td>
</tr>
<tr>
<td>13k1 - USEDISAB</td>
<td>Frequency of use/referral: Services to students with disabilities</td>
<td>FUSEDISAB</td>
</tr>
<tr>
<td>13a3 - IMPACAD</td>
<td>Importance to students: Academic advising/planning</td>
<td>FIMPACAD</td>
</tr>
<tr>
<td>13b3 - IMPCACOU</td>
<td>Importance to students: Career counseling</td>
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## CCSSE/CCFSSE Crosswalk

<table>
<thead>
<tr>
<th>CCSSE Item</th>
<th>Item Description</th>
<th>CCFSSE Item</th>
</tr>
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<tbody>
<tr>
<td>13c3 - IMPJOBPL</td>
<td>Importance to students: Job placement assistance</td>
<td>FIMPJOBPL</td>
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<tr>
<td>13d3 - IMPTUTOR</td>
<td>Importance to students: Peer or other tutoring</td>
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<tr>
<td>13e3 - IMPLAB</td>
<td>Importance to students: Skill labs (writing, math, etc.)</td>
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<tr>
<td>13f3 - IMPCHLD</td>
<td>Importance to students: Child care</td>
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<tr>
<td>13g3 - IMPFAADV</td>
<td>Importance to students: Financial aid advising</td>
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<td>13h3 - IMPCOMLB</td>
<td>Importance to students: Computer lab</td>
<td>FIMPCOMLB</td>
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<tr>
<td>13j3 - IMPSTORG</td>
<td>Importance to students: Student organizations</td>
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<tr>
<td>13j3 - IMPTRCRD</td>
<td>Importance to students: Transfer credit assistance</td>
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<td>13k3 - IMPDISAB</td>
<td>Importance to students: Services to students with disabilities</td>
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<td>14a - WRKFULL</td>
<td>Likelihood issue would cause students to withdraw from class: Working full-time</td>
<td>FWRKFULL</td>
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<tr>
<td>14b - CAREDEP</td>
<td>Likelihood issue would cause students to withdraw from class: Caring for dependents</td>
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<tr>
<td>14c - ACADUNP</td>
<td>Likelihood issue would cause students to withdraw from class: Being academically unprepared</td>
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<tr>
<td>14d - LACKFIN</td>
<td>Likelihood issue would cause students to withdraw from class: Lacking finances</td>
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<tr>
<td>14e - TRANSFER</td>
<td>Likelihood issue would cause students to withdraw from class: Transferring to a 4-year college or university</td>
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### 2011 CCFSSE Student and Faculty Frequency Distributions

#### Bakersfield College

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<thead>
<tr>
<th>2011 CCFSSE Faculty Responses</th>
<th>Part-Time</th>
<th>Full-Time</th>
<th>All Faculty</th>
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<td>Count</td>
<td>Percen</td>
<td>Count</td>
</tr>
<tr>
<td>FCLQUEST</td>
<td>76</td>
<td>100%</td>
<td>134</td>
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<tr>
<td>How often do students in your selected course section ask questions in class or contribute to class discussions</td>
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<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Never</td>
<td>0</td>
<td>0%</td>
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<tr>
<td></td>
<td>Sometimes</td>
<td>13</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>34</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
<td>29</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
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<td>100%</td>
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<tr>
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<tr>
<td></td>
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<td>29%</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>26</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>8</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
<td>20</td>
<td>26%</td>
</tr>
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<td>100%</td>
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<td>FREWROPA</td>
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<td>How often do students in your selected course section prepare two or more drafts of a paper or assignment before turning it in</td>
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<td></td>
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<td>27</td>
<td>36%</td>
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<td>12%</td>
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<td>Very Often</td>
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<td>8%</td>
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<td>100%</td>
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</tr>
<tr>
<td></td>
<td>Never</td>
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<td>20%</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>22</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>20</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
<td>19</td>
<td>25%</td>
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<td>100%</td>
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<td>How often do students in your selected course section come to class without completing readings or assignments</td>
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<td>3%</td>
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<tr>
<td></td>
<td>Never</td>
<td>4</td>
<td>5%</td>
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<td></td>
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<td>47</td>
<td>62%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>17</td>
<td>22%</td>
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<tr>
<td></td>
<td>Very Often</td>
<td>6</td>
<td>8%</td>
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<td>100%</td>
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<td>How often do students in your selected course section work with other students on projects during class</td>
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<tr>
<td></td>
<td>Never</td>
<td>8</td>
<td>11%</td>
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<tr>
<td></td>
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<td>23</td>
<td>30%</td>
</tr>
<tr>
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<td>Often</td>
<td>22</td>
<td>29%</td>
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<td></td>
<td>Very Often</td>
<td>22</td>
<td>29%</td>
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<td>FOCGRP</td>
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<td>100%</td>
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<td>How often do students in your selected course section work with classmates outside of class to prepare class assignments</td>
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<td>14%</td>
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<td></td>
<td>Never</td>
<td>7</td>
<td>9%</td>
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<tr>
<td></td>
<td>Sometimes</td>
<td>34</td>
<td>45%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>17</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
<td>7</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>76</td>
<td>100%</td>
</tr>
<tr>
<td>FTUTOR</td>
<td>76</td>
<td>100%</td>
<td>134</td>
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<td>How often do students in your selected course section tutor or teach other students (paid or voluntary)</td>
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<td>45%</td>
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<td></td>
<td>Never</td>
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<td>12%</td>
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<tr>
<td></td>
<td>Sometimes</td>
<td>24</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>7</td>
<td>9%</td>
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<tr>
<td></td>
<td>Very Often</td>
<td>2</td>
<td>3%</td>
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<td>100%</td>
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<tr>
<td>FCOMMPRO</td>
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<tr>
<td>How often do students in your selected course section</td>
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<td></td>
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<tr>
<td>Category</td>
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<td>Often</td>
<td>Very Often</td>
</tr>
<tr>
<td>----------------------------------------------</td>
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<td>-------</td>
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<tr>
<td><strong>INTERNET</strong></td>
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<td>How often do students in your selected course section use the internet or instant messaging to work on an assignment</td>
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<td>32 (15%)</td>
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<td>9 (7%)</td>
<td>16 (8%)</td>
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<td>12 (5%)</td>
<td>10 (10%)</td>
<td>17 (8%)</td>
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<tr>
<td>Sometimes</td>
<td>14 (30%)</td>
<td>26 (20%)</td>
<td>49 (23%)</td>
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<tr>
<td>Very Often</td>
<td>21 (28%)</td>
<td>50 (38%)</td>
<td>71 (34%)</td>
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<tr>
<td><strong>EMAIL</strong></td>
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<td>2 (1%)</td>
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<td>Never</td>
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<tr>
<td>Sometimes</td>
<td>11 (14%)</td>
<td>15 (12%)</td>
<td>31 (15%)</td>
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<tr>
<td>Very Often</td>
<td>38 (50%)</td>
<td>55 (41%)</td>
<td>93 (44%)</td>
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<tr>
<td><strong>FACGRADE</strong></td>
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<td>How often do students in your selected course section discuss grades or assignments with you</td>
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<td>0 (0%)</td>
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<tr>
<td>Don’t Know</td>
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<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Never</td>
<td>13 (17%)</td>
<td>35 (26%)</td>
<td>48 (23%)</td>
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<tr>
<td>Sometimes</td>
<td>33 (43%)</td>
<td>58 (43%)</td>
<td>91 (43%)</td>
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<tr>
<td>Often</td>
<td>30 (39%)</td>
<td>41 (31%)</td>
<td>71 (34%)</td>
</tr>
<tr>
<td>Very Often</td>
<td>76 (100%)</td>
<td>133 (100%)</td>
<td>209 (100%)</td>
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<td>14 (19%)</td>
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<td>46 (22%)</td>
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<tr>
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<td>13 (6%)</td>
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<td><strong>FACPLAN</strong></td>
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<tr>
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<td>0 (0%)</td>
</tr>
<tr>
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<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Never</td>
<td>4 (5%)</td>
<td>4 (3%)</td>
<td>8 (4%)</td>
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<tr>
<td>Sometimes</td>
<td>36 (47%)</td>
<td>69 (52%)</td>
<td>105 (50%)</td>
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<td>Often</td>
<td>27 (36%)</td>
<td>38 (29%)</td>
<td>65 (31%)</td>
</tr>
<tr>
<td>Very Often</td>
<td>9 (12%)</td>
<td>22 (17%)</td>
<td>31 (15%)</td>
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<tr>
<td><strong>FACFEED</strong></td>
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<td>0 (0%)</td>
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<td>0 (0%)</td>
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<td>Never</td>
<td>6 (8%)</td>
<td>5 (4%)</td>
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<td>26 (34%)</td>
<td>53 (40%)</td>
<td>79 (38%)</td>
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<tr>
<td>Often</td>
<td>44 (58%)</td>
<td>76 (57%)</td>
<td>120 (57%)</td>
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<tr>
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<td>210 (100%)</td>
</tr>
<tr>
<td><strong>WORKHARD</strong></td>
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<td>5 (4%)</td>
<td>15 (7%)</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Never</td>
<td>34 (45%)</td>
<td>34 (25%)</td>
<td>68 (32%)</td>
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<tr>
<td>Sometimes</td>
<td>20 (26%)</td>
<td>36 (27%)</td>
<td>56 (27%)</td>
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<tr>
<td>Often</td>
<td>34 (45%)</td>
<td>52 (38%)</td>
<td>86 (41%)</td>
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<td>Very Often</td>
<td>12 (16%)</td>
<td>39 (29%)</td>
<td>51 (24%)</td>
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<tr>
<td><strong>FACOTH</strong></td>
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<td>3 (2%)</td>
<td>6 (3%)</td>
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<tr>
<td>Don’t Know</td>
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<td>34 (25%)</td>
<td>68 (32%)</td>
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<tr>
<td>Never</td>
<td>30 (39%)</td>
<td>79 (59%)</td>
<td>109 (52%)</td>
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<tr>
<td>Sometimes</td>
<td>7 (9%)</td>
<td>12 (9%)</td>
<td>19 (9%)</td>
</tr>
<tr>
<td>Often</td>
<td>2 (3%)</td>
<td>6 (4%)</td>
<td>8 (4%)</td>
</tr>
<tr>
<td>Very Often</td>
<td>76 (100%)</td>
<td>134 (100%)</td>
<td>210 (100%)</td>
</tr>
<tr>
<td><strong>FOCIDES</strong></td>
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</tr>
<tr>
<td>How often do students in your selected course section discuss ideas from their readings or classes with others outside of class (students, family members, colleagues, etc.)</td>
<td>18 (24%)</td>
<td>36 (27%)</td>
<td>54 (26%)</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>18 (24%)</td>
<td>30 (23%)</td>
<td>48 (23%)</td>
</tr>
<tr>
<td>Never</td>
<td>1 (1%)</td>
<td>8 (6%)</td>
<td>9 (4%)</td>
</tr>
<tr>
<td>Sometimes</td>
<td>33 (43%)</td>
<td>40 (30%)</td>
<td>73 (35%)</td>
</tr>
<tr>
<td>Often</td>
<td>20 (26%)</td>
<td>34 (25%)</td>
<td>54 (26%)</td>
</tr>
<tr>
<td>Very Often</td>
<td>4 (5%)</td>
<td>16 (12%)</td>
<td>20 (10%)</td>
</tr>
<tr>
<td><strong>DIVRSTUD</strong></td>
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</tr>
<tr>
<td>How often do students in your selected course section participate in a community-based project as a part of a regular course</td>
<td>12 (16%)</td>
<td>20 (15%)</td>
<td>32 (15%)</td>
</tr>
<tr>
<td>Don’t Know</td>
<td>7 (9%)</td>
<td>9 (7%)</td>
<td>16 (8%)</td>
</tr>
<tr>
<td>Never</td>
<td>4 (5%)</td>
<td>10 (10%)</td>
<td>17 (8%)</td>
</tr>
<tr>
<td>Sometimes</td>
<td>23 (30%)</td>
<td>26 (20%)</td>
<td>49 (23%)</td>
</tr>
<tr>
<td>Very Often</td>
<td>21 (28%)</td>
<td>50 (38%)</td>
<td>71 (34%)</td>
</tr>
<tr>
<td>Total</td>
<td>75 (100%)</td>
<td>132 (100%)</td>
<td>207 (100%)</td>
</tr>
<tr>
<td></td>
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<td>8%</td>
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<tr>
<td>Sometimes</td>
<td>12</td>
<td>16%</td>
<td>24</td>
</tr>
<tr>
<td>Often</td>
<td>26</td>
<td>34%</td>
<td>43</td>
</tr>
<tr>
<td>Very Often</td>
<td>14</td>
<td>18%</td>
<td>34</td>
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<td><strong>Total</strong></td>
<td><strong>76</strong></td>
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<td><strong>133</strong></td>
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<td>19</td>
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<td>Very Often</td>
<td>8</td>
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<td>33%</td>
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<td>Very Much</td>
<td>15</td>
<td>20%</td>
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<td>49%</td>
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- **Total:** 75 100% 131 100% 206 100%

- **Not important:** 10 14% 13 10% 23 11%

- **Somewhat:** 24 32% 46 35% 70 34%

- **Very important:** 40 54% 73 55% 113 55%

- **Total:** 74 100% 132 100% 206 100%

- **FESL:**

- **Not important:** 6 8% 16 12% 22 11%

- **Somewhat:** 31 42% 40 30% 71 34%

- **Very important:** 37 50% 76 58% 113 55%

- **Total:** 74 100% 132 100% 206 100%

- **FDEVREAD:**

- **Not important:** 1 1% 6 5% 7 3%

- **Somewhat:** 23 32% 27 21% 50 25%

- **Very important:** 49 67% 98 75% 147 72%

- **Total:** 73 100% 131 100% 204 100%

- **FDEVWRITE:**

- **Not important:** 2 3% 9 7% 11 5%

- **Somewhat:** 19 26% 27 20% 46 22%

- **Very important:** 53 72% 96 73% 149 72%

- **Total:** 74 100% 132 100% 206 100%

- **FDEVMATH:**

- **Not important:** 9 12% 16 12% 25 12%

- **Somewhat:** 21 28% 28 22% 49 24%

- **Very important:** 44 59% 85 66% 129 64%

- **Total:** 74 100% 129 100% 203 100%

- **FSTUDSKIL:**

- **Not important:** 1 1% 4 3% 5 2%

- **Somewhat:** 20 27% 30 23% 50 24%

- **Very important:** 53 72% 98 74% 151 73%

- **Total:** 74 100% 132 100% 206 100%

- **FHONORS:**

- **Not important:** 19 26% 35 27% 54 26%

- **Somewhat:** 25 34% 61 47% 86 42%

- **Very important:** 30 41% 34 26% 64 31%

- **Total:** 74 100% 130 100% 204 100%

- **FORIEN:**

- **Not important:** 8 11% 9 7% 17 8%

- **Somewhat:** 24 32% 43 33% 67 33%

- **Very important:** 42 57% 80 61% 122 59%

- **Total:** 74 100% 132 100% 206 100%

- **FLRNCMM:**

- **Not important:** 14 19% 18 14% 32 16%

- **Somewhat:** 30 41% 71 54% 101 49%

- **Very important:** 30 41% 43 33% 73 35%

- **Total:** 74 100% 132 100% 206 100%

- **FENVSCHOL:**

- **Very Little:** 0 0% 13 10% 13 6%

- **Some:** 13 18% 31 24% 44 22%

- **Quite a bit:** 38 51% 51 40% 89 44%

- **Very Much:** 23 31% 34 26% 57 28%

- **Total:** 74 100% 129 100% 203 100%
<table>
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<tr>
<th>Variable</th>
<th>Description</th>
<th>Very Little</th>
<th>Some</th>
<th>Quite a bit</th>
<th>Very Much</th>
<th>Total</th>
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<tbody>
<tr>
<td>FENSUPRT</td>
<td>How much does this college emphasize providing students the support they need to help them to succeed at this college</td>
<td>6</td>
<td>5%</td>
<td>6</td>
<td>3%</td>
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</tr>
<tr>
<td>FENVDORS</td>
<td>How much does this college emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
<td>2</td>
<td>3%</td>
<td>14</td>
<td>11%</td>
<td>21 100%</td>
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<tr>
<td>FENVCAD</td>
<td>How much does this college emphasize helping students cope with their non-academic responsibilities (work, family, etc.)</td>
<td>6</td>
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<td>24</td>
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<td>30 100%</td>
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<td>FENVCAL</td>
<td>How much does this college emphasize providing students the support they need to thrive socially</td>
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<tr>
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<td>How much does this college emphasize providing the financial support students need to afford their education</td>
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<tr>
<td>FENVCOMP</td>
<td>How much does this college emphasize using computers in academic work</td>
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<td>6 100%</td>
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<tr>
<td>FACADPR01</td>
<td>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 academic work)</td>
<td>53</td>
<td>73%</td>
<td>94</td>
<td>73%</td>
<td>147 100%</td>
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<tr>
<td>FPAYWORK</td>
<td>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</td>
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<td>18</td>
<td>14%</td>
<td>31 100%</td>
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<tr>
<td>FCOCURR01</td>
<td>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 activities, etc.)</td>
<td>0</td>
<td>0%</td>
<td>1</td>
<td>1%</td>
<td>1 100%</td>
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<tr>
<td>FCAREDE01</td>
<td>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.)</td>
<td>0</td>
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<td>3</td>
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<td>3 100%</td>
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<td>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?</td>
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<tr>
<td>FENVSTU</td>
<td>Select the circle that best represents the quality of student relationships with other students.</td>
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<tr>
<td>FENVFAC</td>
<td>Select the circle that best represents the quality of student relationships with instructors.</td>
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<td>FENVADM</td>
<td>Select the circle that best represents the quality of student relationships with administrative personnel and offices.</td>
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<td>FGNGENLED</td>
<td>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?</td>
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<td>FGNWRITE</td>
<td>To what extent do students’ experiences in your selected course section contribute to their knowledge, skills, and personal development in writing clearly and effectively?</td>
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<th>You think full and part-time students at this college spend in a typical 7-day week commuting to and from class.</th>
<th>1 to 5</th>
<th>6 to 10</th>
<th>11 to 20</th>
<th>21 to 30</th>
<th>More than 30</th>
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<td>69%</td>
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<td>6 to 10</td>
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<td>28</td>
<td>22%</td>
<td>49</td>
<td>24%</td>
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<td>11 to 20</td>
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<td>21 to 30</td>
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<th>FENVSTU</th>
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<tr>
<td>-3</td>
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<td>-6</td>
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<td>Friendly, supportive, sense of belonging (7)</td>
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<tr>
<th>FENVFAC</th>
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<td>Available, helpful, sympathetic (7)</td>
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<td>Helpful, considerate, flexible (7)</td>
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To what extent do students’ experiences in your selected course section contribute to their knowledge, skills, and personal development in:

<table>
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Total:

- GANALY: 74 out of 100%
- GNSOLVE: 73 out of 100%
- GCMPTS: 73 out of 100%
- GNOTHERS: 73 out of 100%
- GNINQ: 73 out of 100%
- GNSELF: 73 out of 100%
- GNDIVERS: 72 out of 100%
- GNETHICS: 73 out of 100%
- GNCOMMUN: 73 out of 100%
- FCARGOAL: 73 out of 100%
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very likely</td>
<td>25 35% 75 60% 100 51%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>72 100% 125 100% 197 100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FLACKFIN</th>
<th>How likely is it that lacking finances would cause students to withdraw from class or from this college</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not likely</td>
<td>1 1% 5 4% 6 3% LACKFIN</td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>20 28% 28 22% 48 24%</td>
</tr>
<tr>
<td>Likely</td>
<td>27 38% 39 31% 66 34%</td>
</tr>
<tr>
<td>Very likely</td>
<td>23 32% 53 42% 76 39%</td>
</tr>
<tr>
<td>Total</td>
<td>71 100% 125 100% 196 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FTRANSFER</th>
<th>How likely is it that transferring to a 4-year college or university would cause students to withdraw from class or from this college</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not likely</td>
<td>15 21% 34 27% 49 25% TRANSFER</td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>29 40% 53 43% 82 42%</td>
</tr>
<tr>
<td>Likely</td>
<td>23 32% 26 21% 49 25%</td>
</tr>
<tr>
<td>Very likely</td>
<td>5 7% 11 9% 16 8%</td>
</tr>
<tr>
<td>Total</td>
<td>72 100% 124 100% 196 100%</td>
</tr>
<tr>
<td>2011 CCSSE Student Responses</td>
<td>All Students</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>Count</td>
</tr>
<tr>
<td>In your experiences at this college during the current school year, about how often have you tutored or taught other students (paid or voluntary)</td>
<td>Never</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>In your experiences at this college during the current school year, about how often have you made a class presentation</td>
<td>Never</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>In your experiences at this college during the current school year, about how often have you worked on a paper or project that required integrating ideas or information from various sources</td>
<td>Never</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>In your experiences at this college during the current school year, about how often have you come to class without completing readings or assignments</td>
<td>Never</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>In your experiences at this college during the current school year, about how often have you worked with classmates outside of class to prepare class assignments</td>
<td>Never</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>In your experiences at this college during the current school year, about how often have you made a class presentation</td>
<td>Never</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>In your experiences at this college during the current school year, about how often have you tutored or taught other students (paid or voluntary)</td>
<td>Never</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
</tr>
<tr>
<td></td>
<td>Often</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
</tr>
<tr>
<td></td>
<td>Total</td>
</tr>
</tbody>
</table>
In your experience at this college during the current school year, about how often have you participated in a community-based project as a part of a regular course:

| Sometimes | 176 | 16% |
| Often | 58 | 5% |
| Very Often | 18 | 2% |
| **Total** | **1113** | **100%** |

In your experience at this college during the current school year, about how often have you used the internet or instant messaging to work on an assignment:

| Never | 99 | 9% |
| Sometimes | 223 | 20% |
| Often | 348 | 31% |
| Very Often | 443 | 40% |
| **Total** | **1113** | **100%** |

In your experience at this college during the current school year, about how often have you discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

| Never | 103 | 9% |
| Sometimes | 358 | 32% |
| Often | 330 | 30% |
| Very Often | 323 | 29% |
| **Total** | **1114** | **100%** |

In your experience at this college during the current school year, about how often have you discussed grades or assignments with an instructor or advisor:

| Never | 124 | 11% |
| Sometimes | 456 | 41% |
| Often | 360 | 32% |
| Very Often | 174 | 16% |
| **Total** | **1114** | **100%** |

In your experience at this college during the current school year, about how often have you talked about career plans with an instructor or advisor:

| Never | 374 | 34% |
| Sometimes | 471 | 42% |
| Often | 186 | 17% |
| Very Often | 79 | 7% |
| **Total** | **1110** | **100%** |

In your experience at this college during the current school year, about how often have you received prompt feedback (written or oral) from instructors on your performance:

| Never | 558 | 50% |
| Sometimes | 396 | 35% |
| Often | 121 | 11% |
| Very Often | 42 | 4% |
| **Total** | **1117** | **100%** |

In your experience at this college during the current school year, about how often have you discussed ideas from your readings or classes with instructors outside of class:

| Never | 100 | 9% |
| Sometimes | 358 | 32% |
| Often | 428 | 38% |
| Very Often | 227 | 20% |
| **Total** | **1114** | **100%** |

In your experience at this college during the current school year, about how often have you worked harder than you thought you could to meet an instructor's standards or expectations:

| Never | 95 | 9% |
| Sometimes | 395 | 36% |
| Often | 430 | 39% |
| Very Often | 192 | 17% |
| **Total** | **1112** | **100%** |

In your experiences at this college during the current school year, about how often have you worked with instructors on activities other than coursework:

| Never | 803 | 73% |
| Sometimes | 206 | 19% |
| Often | 63 | 6% |
| Very Often | 27 | 2% |
| **Total** | **1099** | **100%** |

In your experience at this college during the current school year, about how often have you discussed ideas from your readings or classes with others outside of class:

<p>| Never | 99 | 9% |
| Sometimes | 399 | 36% |
| Often | 333 | 30% |
| Very Often | 285 | 26% |
| <strong>Total</strong> | <strong>1117</strong> | <strong>100%</strong> |</p>
<table>
<thead>
<tr>
<th>College During the Current School Year, About How Often Have You Had Serious Conversations with Students of a Different Race or Ethnicity Other Than Your Own</th>
<th>Never</th>
<th>219</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sometimes</td>
<td>306</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>299</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
<td>296</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1119</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>College During the Current School Year, About How Often Have You Had Serious Conversations with Students Who Differ from You in Terms of Their Religious Beliefs</td>
<td>Never</td>
<td>250</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>312</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>315</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
<td>247</td>
<td>22%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1123</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>College During the Current School Year, About How Often Have You Skipped Class</td>
<td>Never</td>
<td>580</td>
<td>52%</td>
</tr>
<tr>
<td></td>
<td>Sometimes</td>
<td>494</td>
<td>44%</td>
</tr>
<tr>
<td></td>
<td>Often</td>
<td>31</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Very Often</td>
<td>12</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1118</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>During the Current School Year, How Much Has Your Coursework at This College Emphasized Memorizing Facts, Ideas, or Methods from Your Major?</td>
<td>Very Little</td>
<td>50</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>289</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>Quite a bit</td>
<td>438</td>
<td>39%</td>
</tr>
<tr>
<td></td>
<td>Very Much</td>
<td>347</td>
<td>31%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1125</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>During the Current School Year, How Much Has Your Coursework at This College Emphasized Analyzing the Basic Elements of an Idea, Argument, or Situation?</td>
<td>Very Little</td>
<td>49</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>267</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>Quite a bit</td>
<td>467</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>Very Much</td>
<td>340</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1124</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>During the Current School Year, How Much Has Your Coursework at This College Emphasized Synthesizing and Organizing Ideas, Information, or Experience in a New Way?</td>
<td>Very Little</td>
<td>61</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>300</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Quite a bit</td>
<td>475</td>
<td>43%</td>
</tr>
<tr>
<td></td>
<td>Very Much</td>
<td>278</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1114</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>During the Current School Year, How Much Has Your Coursework at This College Emphasized Making Judgments About the Value or Soundness of Information or Concepts to Practical Problems or Situations?</td>
<td>Very Little</td>
<td>96</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>348</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Quite a bit</td>
<td>383</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>Very Much</td>
<td>289</td>
<td>26%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1123</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>During the Current School Year, How Much Has Your Coursework at This College Emphasized Using Information You Have Read or Heard to Perform a New Skill?</td>
<td>Very Little</td>
<td>91</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>273</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>Quite a bit</td>
<td>428</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>Very Much</td>
<td>330</td>
<td>29%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1123</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>During the Current School Year, About How Many Assigned Textbooks, Manuals, Books, or Book-Length Packs of Course Readings Do You Read Each Semester?</td>
<td>None</td>
<td>21</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>1 to 4</td>
<td>440</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>5 to 10</td>
<td>344</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>11 to 20</td>
<td>180</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>More than 20</td>
<td>120</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1105</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>During the Current School Year, About How Many Written Papers or Reports of Any Length Do You Write Each Semester?</td>
<td>None</td>
<td>88</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>1 to 4</td>
<td>321</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>5 to 10</td>
<td>323</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>11 to 20</td>
<td>232</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>More than 20</td>
<td>137</td>
<td>12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1101</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td>Extremely Easy (1)</td>
<td>8</td>
<td>1%</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>-2</td>
<td>18</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>-3</td>
<td>49</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>-4</td>
<td>267</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>-5</td>
<td>371</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>-6</td>
<td>246</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Extremely Challenging (7)</td>
<td>127</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>1085</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student activities: Internship, field experience, co-op experience, or clinical assignment</th>
<th>I have not done, nor plan to do</th>
<th>417</th>
<th>38%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I plan to do</td>
<td>544</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>I have done</td>
<td>128</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>1089</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student activities: English as a second language course</th>
<th>I have not done, nor plan to do</th>
<th>854</th>
<th>78%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I plan to do</td>
<td>89</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>I have done</td>
<td>146</td>
<td>13%</td>
</tr>
<tr>
<td>Total</td>
<td>1088</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student activities: Developmental/remedial reading course</th>
<th>I have not done, nor plan to do</th>
<th>661</th>
<th>60%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I plan to do</td>
<td>188</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>I have done</td>
<td>248</td>
<td>23%</td>
</tr>
<tr>
<td>Total</td>
<td>1097</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student activities: Developmental/remedial writing course</th>
<th>I have not done, nor plan to do</th>
<th>589</th>
<th>54%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I plan to do</td>
<td>244</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>I have done</td>
<td>264</td>
<td>24%</td>
</tr>
<tr>
<td>Total</td>
<td>1097</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student activities: Developmental/remedial math course</th>
<th>I have not done, nor plan to do</th>
<th>551</th>
<th>51%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I plan to do</td>
<td>287</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>I have done</td>
<td>251</td>
<td>23%</td>
</tr>
<tr>
<td>Total</td>
<td>1089</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student activities: Study skills course</th>
<th>I have not done, nor plan to do</th>
<th>496</th>
<th>45%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I plan to do</td>
<td>374</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>I have done</td>
<td>225</td>
<td>21%</td>
</tr>
<tr>
<td>Total</td>
<td>1094</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student activities: Honors course</th>
<th>I have not done, nor plan to do</th>
<th>679</th>
<th>62%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I plan to do</td>
<td>360</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>I have done</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>1088</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student activities: College orientation program or course</th>
<th>I have not done, nor plan to do</th>
<th>419</th>
<th>38%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I plan to do</td>
<td>223</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>I have done</td>
<td>448</td>
<td>41%</td>
</tr>
<tr>
<td>Total</td>
<td>1090</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student activities: Organized learning communities</th>
<th>I have not done, nor plan to do</th>
<th>672</th>
<th>61%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I plan to do</td>
<td>318</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>I have done</td>
<td>104</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>1095</td>
<td>100%</td>
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</table>

<table>
<thead>
<tr>
<th>How much does this college emphasize encouraging you to spend significant amounts of time studying</th>
<th>Very Little</th>
<th>40</th>
<th>4%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Some</td>
<td>190</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Quite a bit</td>
<td>400</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Very Much</td>
<td>477</td>
<td>43%</td>
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<td>1106</td>
<td>100%</td>
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<td>Question</td>
<td>Options</td>
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<td>Some</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>-------------</td>
<td>--------</td>
</tr>
<tr>
<td>How much does this college emphasize providing the support you need to help you succeed at this college?</td>
<td>Very Little</td>
<td>64</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>257</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Quite a bit</td>
<td>404</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Very Much</td>
<td>382</td>
<td>35%</td>
</tr>
<tr>
<td>How much does this college emphasize encouraging contact among students from different economic, social, and racial or ethnic backgrounds?</td>
<td>Very Little</td>
<td>197</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>299</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Quite a bit</td>
<td>326</td>
<td>29%</td>
</tr>
<tr>
<td></td>
<td>Very Much</td>
<td>284</td>
<td>26%</td>
</tr>
<tr>
<td>How much does this college emphasize providing the support you need to thrive socially?</td>
<td>Very Little</td>
<td>280</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>413</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>Quite a bit</td>
<td>265</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>Very Much</td>
<td>146</td>
<td>13%</td>
</tr>
<tr>
<td>How much does this college emphasize providing the financial support you need to afford your education?</td>
<td>Very Little</td>
<td>268</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>280</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Quite a bit</td>
<td>228</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>Very Much</td>
<td>324</td>
<td>29%</td>
</tr>
<tr>
<td>How much does this college emphasize using computers in academic work?</td>
<td>Very Little</td>
<td>86</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Some</td>
<td>191</td>
<td>17%</td>
</tr>
<tr>
<td></td>
<td>Quite a bit</td>
<td>339</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Very Much</td>
<td>488</td>
<td>44%</td>
</tr>
<tr>
<td>About how many hours do you spend in a typical 7 - day week preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your programs)?</td>
<td>None</td>
<td>14</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>1 to 5</td>
<td>471</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>6 to 10</td>
<td>344</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>11 to 20</td>
<td>202</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>21 to 30</td>
<td>52</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>More than 30</td>
<td>28</td>
<td>3%</td>
</tr>
<tr>
<td>About how many hours do you spend in a typical 7 - day week working for pay</td>
<td>None</td>
<td>387</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>1 to 5</td>
<td>66</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>6 to 10</td>
<td>59</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>11 to 20</td>
<td>119</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>21 to 30</td>
<td>155</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>More than 30</td>
<td>320</td>
<td>29%</td>
</tr>
<tr>
<td>About how many hours do you spend in a typical 7 - day week participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)</td>
<td>None</td>
<td>933</td>
<td>85%</td>
</tr>
<tr>
<td></td>
<td>1 to 5</td>
<td>108</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>6 to 10</td>
<td>30</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>11 to 20</td>
<td>17</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>21 to 30</td>
<td>8</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>More than 30</td>
<td>8</td>
<td>1%</td>
</tr>
<tr>
<td>About how many hours do you spend in a typical 7 - day week providing care for dependents living with you (parents, children, spouse, etc.)</td>
<td>None</td>
<td>453</td>
<td>41%</td>
</tr>
<tr>
<td></td>
<td>1 to 5</td>
<td>203</td>
<td>19%</td>
</tr>
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<td>6 to 10</td>
<td>79</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>11 to 20</td>
<td>76</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>21 to 30</td>
<td>39</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>More than 30</td>
<td>246</td>
<td>22%</td>
</tr>
<tr>
<td>About how many hours do you spend in a typical 7 - day week participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)</td>
<td>None</td>
<td>100</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>1 to 5</td>
<td>108</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>6 to 10</td>
<td>30</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>11 to 20</td>
<td>17</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>21 to 30</td>
<td>8</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>More than 30</td>
<td>8</td>
<td>1%</td>
</tr>
<tr>
<td>Number of Hours Commuting to Class</td>
<td>Percentage</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>1 to 5</td>
<td>65%</td>
<td>718</td>
<td></td>
</tr>
<tr>
<td>6 to 10</td>
<td>17%</td>
<td>189</td>
<td></td>
</tr>
<tr>
<td>11 to 20</td>
<td>5%</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>21 to 30</td>
<td>2%</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>More than 30</td>
<td>2%</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>1097</td>
<td></td>
</tr>
</tbody>
</table>

Mark the number that best represents the quality of your relationships with other students at this college:
- Unfriendly, unsupportive, sense of alienation
  - 2 26 2%
  - 3 64 6%
  - 4 198 18%
  - 5 223 20%
  - 6 282 25%
- Friendly, supportive, sense of belonging (7)
  - 0 308 28%
- Total 1109 100%

Mark the number that best represents the quality of your relationships with instructors at this college:
- Unavailable, unhelpful, unsympathetic (1)
  - 2 18 2%
  - 3 33 3%
  - 4 132 12%
  - 5 212 19%
  - 6 340 31%
- Available, helpful, sympathetic (7)
  - 0 363 33%
- Total 1108 100%

Mark the number that best represents the quality of your relationships with administrative personnel and offices at this college:
- Unhelpful, inconsiderate, rigid (1)
  - 2 92 8%
  - 3 132 12%
  - 4 204 19%
  - 5 239 22%
  - 6 199 18%
- Helpful, considerate, flexible
  - 0 182 17%
- Total 1102 100%

How much has your experience at this college contributed to your knowledge, skills, and personal development in acquiring job or work-related knowledge and skills?
- Very little 54 5%
- Some 217 20%
- Quite a bit 411 37%
- Very much 421 38%
- Total 1104 100%

How much has your experience at this college contributed to your knowledge, skills, and personal development in acquiring a broad general education?
- Very little 211 19%
- Some 313 29%
- Quite a bit 325 30%
- Very much 247 23%
- Total 1096 100%

How much has your experience at this college contributed to your knowledge, skills, and personal development in writing clearly and effectively?
- Very little 77 7%
- Some 256 23%
- Quite a bit 425 39%
- Very much 343 31%
- Total 1100 100%

How much has your experience at this college contributed to your knowledge, skills, and personal development in acquiring job or work-related knowledge and skills?
- Very little 100 9%
<table>
<thead>
<tr>
<th>How much has your experience at this college contributed to your knowledge, skills, and personal development in thinking critically and analytically</th>
<th>Very little</th>
<th>51</th>
<th>5%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little</td>
<td>157</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Some</td>
<td>288</td>
<td>26%</td>
<td></td>
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<tr>
<td>Quite a bit</td>
<td>377</td>
<td>34%</td>
<td></td>
</tr>
<tr>
<td>Very much</td>
<td>279</td>
<td>25%</td>
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<tr>
<td>Total</td>
<td>1101</td>
<td>100%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How much has your experience at this college contributed to your knowledge, skills, and personal development in using computing and information technology</th>
<th>Very little</th>
<th>83</th>
<th>8%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little</td>
<td>147</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Some</td>
<td>296</td>
<td>27%</td>
<td></td>
</tr>
<tr>
<td>Quite a bit</td>
<td>340</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>Very much</td>
<td>308</td>
<td>28%</td>
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<tr>
<td>Total</td>
<td>1090</td>
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<table>
<thead>
<tr>
<th>How much has your experience at this college contributed to your knowledge, skills, and personal development in solving numerical problems</th>
<th>Very little</th>
<th>157</th>
<th>14%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little</td>
<td>83</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Some</td>
<td>276</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Quite a bit</td>
<td>411</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Very much</td>
<td>330</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1099</td>
<td>100%</td>
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</tr>
</tbody>
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<table>
<thead>
<tr>
<th>How much has your experience at this college contributed to your knowledge, skills, and personal development in understanding yourself</th>
<th>Very little</th>
<th>62</th>
<th>6%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little</td>
<td>116</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Some</td>
<td>237</td>
<td>22%</td>
<td></td>
</tr>
<tr>
<td>Quite a bit</td>
<td>416</td>
<td>38%</td>
<td></td>
</tr>
<tr>
<td>Very much</td>
<td>383</td>
<td>35%</td>
<td></td>
</tr>
<tr>
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<td>1098</td>
<td>100%</td>
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</tbody>
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<table>
<thead>
<tr>
<th>How much has your experience at this college contributed to your knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds</th>
<th>Very little</th>
<th>176</th>
<th>16%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little</td>
<td>176</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Some</td>
<td>325</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Quite a bit</td>
<td>331</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Very much</td>
<td>261</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1093</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How much has your experience at this college contributed to your knowledge, skills, and personal development in developing a personal code of ethics and values</th>
<th>Very little</th>
<th>213</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little</td>
<td>213</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Some</td>
<td>314</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Quite a bit</td>
<td>317</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Very much</td>
<td>245</td>
<td>23%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1089</td>
<td>100%</td>
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</table>

<table>
<thead>
<tr>
<th>How much has your experience at this college contributed to the welfare of your community</th>
<th>Very little</th>
<th>357</th>
<th>33%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little</td>
<td>357</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Some</td>
<td>393</td>
<td>36%</td>
<td></td>
</tr>
<tr>
<td>Quite a bit</td>
<td>215</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Very much</td>
<td>124</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1090</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Experience at This College Contributed to Your Knowledge, Skills, and Personal Development in Developing Clearer Career Goals</td>
<td>Very Little</td>
<td>Some</td>
<td>Quite a Bit</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------------------------------------------</td>
<td>-----------</td>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>Very little</td>
<td>146</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Some</td>
<td>260</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Quite a Bit</td>
<td>352</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>Very Much</td>
<td>341</td>
<td>31%</td>
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</tr>
<tr>
<td>Total</td>
<td>1100</td>
<td>100%</td>
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</table>

| Don’t Know/N.A.                                                                                                        | 8%        |          |            |           |

<table>
<thead>
<tr>
<th>How Often Do You Use Academic Advising/Planning</th>
<th>Rarely or Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or Never</td>
<td>414</td>
<td>38%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>138</td>
<td>13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1092</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Don’t Know/N.A.                                                                                           | 15%       |          |            |           |
|                                                                                                           | 567       | 52%      |            |         |
| Total                                                                                                   | 1092      | 100%     |            |         |

<table>
<thead>
<tr>
<th>How Often Do You Use Career Counseling</th>
<th>Rarely or Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or Never</td>
<td>564</td>
<td>52%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>195</td>
<td>18%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1083</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Don’t Know/N.A.                                                                                           | 43%       |          |            |           |

<table>
<thead>
<tr>
<th>How Often Do You Use Job Placement Assistance</th>
<th>Rarely or Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or Never</td>
<td>414</td>
<td>38%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>138</td>
<td>13%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1082</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Don’t Know/N.A.                                                                                           | 15%       |          |            |           |

<table>
<thead>
<tr>
<th>How Often Do You Use Peer or Other Tutoring</th>
<th>Rarely or Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or Never</td>
<td>564</td>
<td>52%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>195</td>
<td>18%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1083</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Don’t Know/N.A.                                                                                           | 24%       |          |            |           |

<table>
<thead>
<tr>
<th>How Often Do You Use Skills Labs (Writing, Math, Etc.)</th>
<th>Rarely or Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or Never</td>
<td>414</td>
<td>38%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>292</td>
<td>27%</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>1082</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Don’t Know/N.A.                                                                                           | 17%       |          |            |           |

<table>
<thead>
<tr>
<th>How Often Do You Use Financial Aid Advising</th>
<th>Rarely or Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or Never</td>
<td>356</td>
<td>42%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>312</td>
<td>29%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1077</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Don’t Know/N.A.                                                                                           | 17%       |          |            |           |

<table>
<thead>
<tr>
<th>How Often Do You Use Computer Labs</th>
<th>Rarely or Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or Never</td>
<td>328</td>
<td>31%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>305</td>
<td>28%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1074</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Don’t Know/N.A.                                                                                           | 17%       |          |            |           |

<table>
<thead>
<tr>
<th>How Often Do You Use Student Organizations</th>
<th>Rarely or Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or Never</td>
<td>500</td>
<td>47%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>123</td>
<td>11%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1069</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Don’t Know/N.A.                                                                                           | 37%       |          |            |           |

<table>
<thead>
<tr>
<th>How Often Do You Use Transfer Credit Assistance</th>
<th>Rarely or Never</th>
<th>Sometimes</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely or Never</td>
<td>452</td>
<td>42%</td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>154</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1069</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Often</td>
<td>Rarely or never</td>
<td>Sometimes</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>-------</td>
<td>-----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>How often do you use services to students with disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Don't know/N.A.</td>
<td>576</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely or never</td>
<td>413</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td>42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1083</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How important is academic advising/planning to you at this college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td>84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat</td>
<td>245</td>
<td></td>
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</tr>
<tr>
<td>Very</td>
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<td>1068</td>
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<tr>
<td>How important is career counseling to you at this college</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Not at all</td>
<td>140</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat</td>
<td>266</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very</td>
<td>651</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1058</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How important is job placement assistance to you at this college</td>
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<tr>
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<td>322</td>
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<tr>
<td>Very</td>
<td>420</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1038</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How important is peer and other tutoring to you at this college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td>248</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat</td>
<td>341</td>
<td></td>
<td></td>
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<tr>
<td>Very</td>
<td>462</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1051</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How important are skills labs (writing, math, etc.) to you at this college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td>235</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat</td>
<td>291</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very</td>
<td>517</td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td>1044</td>
<td></td>
<td></td>
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<tr>
<td>How important is child care to you at this college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not at all</td>
<td>514</td>
<td></td>
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<tr>
<td>Somewhat</td>
<td>181</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very</td>
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<tr>
<td>Total</td>
<td>1042</td>
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<td></td>
</tr>
<tr>
<td>How important is financial aid advising to you at this college</td>
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<td></td>
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<tr>
<td>Not at all</td>
<td>158</td>
<td></td>
<td></td>
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<tr>
<td>Somewhat</td>
<td>167</td>
<td></td>
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<tr>
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<td>How important are computer labs to you at this college</td>
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<tr>
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<td>Somewhat</td>
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<td></td>
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<tr>
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</tr>
<tr>
<td>Total</td>
<td>1053</td>
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<td></td>
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<tr>
<td>How important are student organizations to you at this college</td>
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<tr>
<td>Not at all</td>
<td>381</td>
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<tr>
<td>Very</td>
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<tr>
<td>Total</td>
<td>1035</td>
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<tr>
<td>How important is transfer credit assistance to you at this college</td>
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<tr>
<td>Not at all</td>
<td>253</td>
<td></td>
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<tr>
<td>Total</td>
<td>1041</td>
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<tr>
<td>How important are services to students with disabilities to you at this college</td>
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<tr>
<td>Not at all</td>
<td>381</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Very</td>
<td>521</td>
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<td></td>
</tr>
<tr>
<td>Total</td>
<td>1052</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How likely is it that working full-time would cause you to withdraw from class or from this college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not likely</td>
<td>398</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>243</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likely</td>
<td>204</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very likely</td>
<td>260</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1106</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How likely is it that caring for dependents would cause you to withdraw from class or from this college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not likely</td>
<td>470</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>295</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likely</td>
<td>187</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1152</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How likely is it that being academically unprepared would cause you to withdraw from class or from this college</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very likely</td>
<td>158</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1109</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Not likely</td>
<td>598</td>
<td>54%</td>
<td></td>
</tr>
<tr>
<td>Somewhat likely</td>
<td>270</td>
<td>24%</td>
<td></td>
</tr>
<tr>
<td>Likely</td>
<td>151</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Very likely</td>
<td>87</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1106</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How likely is it that lack of finances would cause you to withdraw from class or from this college</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not likely</td>
</tr>
<tr>
<td>Somewhat likely</td>
</tr>
<tr>
<td>Likely</td>
</tr>
<tr>
<td>Very likely</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How likely is it that transferring to a 4-year college or university would cause you to withdraw from class or from this college</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not likely</td>
</tr>
<tr>
<td>Somewhat likely</td>
</tr>
<tr>
<td>Likely</td>
</tr>
<tr>
<td>Very likely</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>FREWROPA</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>Don't Know</td>
</tr>
<tr>
<td>Never</td>
</tr>
<tr>
<td>Sometimes</td>
</tr>
<tr>
<td>Often</td>
</tr>
<tr>
<td>Very Often</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FINTEGRAT</th>
<th>How often do students in your selected course section work on a paper that requires integrating ideas or information from various sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't Know</td>
<td>0  0%</td>
</tr>
<tr>
<td>Never</td>
<td>15 20%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>22 29%</td>
</tr>
<tr>
<td>Often</td>
<td>20 26%</td>
</tr>
<tr>
<td>Very Often</td>
<td>19 25%</td>
</tr>
<tr>
<td>Total</td>
<td>76 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FCLUNPREP</th>
<th>How often do students in your selected course section come to class without completing readings or assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't Know</td>
<td>2 3%</td>
</tr>
<tr>
<td>Never</td>
<td>4 5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>47 62%</td>
</tr>
<tr>
<td>Often</td>
<td>17 22%</td>
</tr>
<tr>
<td>Very Often</td>
<td>6 8%</td>
</tr>
<tr>
<td>Total</td>
<td>76 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACADPR01</th>
<th>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 your selected course section)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0  0%</td>
</tr>
<tr>
<td>1 to 5</td>
<td>36 49%</td>
</tr>
<tr>
<td>6 to 10</td>
<td>21 28%</td>
</tr>
<tr>
<td>11 to 20</td>
<td>14 19%</td>
</tr>
<tr>
<td>21 to 30</td>
<td>3  4%</td>
</tr>
<tr>
<td>More than 30</td>
<td>0 0%</td>
</tr>
<tr>
<td>Total</td>
<td>74 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FUSETUTOR</th>
<th>How often do you refer students to peer or other tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't</td>
<td>1  1%</td>
</tr>
<tr>
<td>Rarely or never</td>
<td>16 22%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>31 43%</td>
</tr>
<tr>
<td>Often</td>
<td>24 33%</td>
</tr>
<tr>
<td>Total</td>
<td>72 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FUSELAB</th>
<th>How often do you refer students to skill labs (writing, math, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't</td>
<td>5  7%</td>
</tr>
<tr>
<td>Rarely or never</td>
<td>21 30%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>23 32%</td>
</tr>
<tr>
<td>Often</td>
<td>22 31%</td>
</tr>
<tr>
<td>Total</td>
<td>71 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FUSECOMLB</th>
<th>How often do you refer students to computer labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't</td>
<td>8 11%</td>
</tr>
<tr>
<td>Rarely or never</td>
<td>19 26%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>30 42%</td>
</tr>
<tr>
<td>Often</td>
<td>15 21%</td>
</tr>
<tr>
<td>Total</td>
<td>72 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REWROPA 4c</th>
<th>In your experience at this college during the current school year, about how often have you prepared two or more drafts of a paper or assignment before turning it in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>189 17%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>359 32%</td>
</tr>
<tr>
<td>Often</td>
<td>340 31%</td>
</tr>
<tr>
<td>Very Often</td>
<td>219 20%</td>
</tr>
<tr>
<td>Total</td>
<td>1107 100%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INTEGRAT</th>
<th>In your experience at this college during the current school year, about how often have you worked on a paper or project that required integrating ideas or information from various sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>93  8%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>268 24%</td>
</tr>
<tr>
<td>Often</td>
<td>422 38%</td>
</tr>
<tr>
<td>Very Often</td>
<td>333 30%</td>
</tr>
<tr>
<td>Total</td>
<td>1116 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLUNPREP</th>
<th>In your experiences at this college during the current school year, about how often have you come to class without completing readings or assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>320 29%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>624 56%</td>
</tr>
<tr>
<td>Often</td>
<td>124 11%</td>
</tr>
<tr>
<td>Very Often</td>
<td>50  4%</td>
</tr>
<tr>
<td>Total</td>
<td>1118 100%</td>
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<table>
<thead>
<tr>
<th>ACADPR01</th>
<th>About how many hours do you spend in a typical 7-day week preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>14  1%</td>
</tr>
<tr>
<td>1 to 5</td>
<td>471 42%</td>
</tr>
<tr>
<td>6 to 10</td>
<td>344 31%</td>
</tr>
<tr>
<td>11 to 20</td>
<td>202 18%</td>
</tr>
<tr>
<td>21 to 30</td>
<td>52  5%</td>
</tr>
<tr>
<td>More than 30</td>
<td>28  3%</td>
</tr>
<tr>
<td>Total</td>
<td>1110 100%</td>
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<table>
<thead>
<tr>
<th>USETUTOR</th>
<th>How often do you use peer or other tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't</td>
<td>260  24%</td>
</tr>
<tr>
<td>Rarely or never</td>
<td>564 52%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>195 18%</td>
</tr>
<tr>
<td>Often</td>
<td>65  6%</td>
</tr>
<tr>
<td>Total</td>
<td>1083 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>USELAB</th>
<th>How often do you use skills labs (writing, math, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't</td>
<td>237  22%</td>
</tr>
<tr>
<td>Rarely or never</td>
<td>414 38%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>292 27%</td>
</tr>
<tr>
<td>Often</td>
<td>140 13%</td>
</tr>
<tr>
<td>Total</td>
<td>1082 100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>USECOMLB</th>
<th>How often do you use computer labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don't</td>
<td>179  17%</td>
</tr>
<tr>
<td>Rarely or never</td>
<td>328 31%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>305 28%</td>
</tr>
<tr>
<td>Often</td>
<td>261 24%</td>
</tr>
<tr>
<td>Total</td>
<td>1074 100%</td>
</tr>
</tbody>
</table>