Survey of **ENTERING** Student Engagement (SENSE)

A Report on the Results of the Fall 2011 Administration of the SENSE at Mesa Community College
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Executive Summary

Introduction

Mesa Community College (MCC) participated in the SENSE for the first time in fall 2011. SENSE joins the Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Inventory (SSI) as the three national student surveys administered by all Maricopa colleges every three years. Unlike CCSSE and SSI, which randomly sample from the entire college population, the SENSE samples only courses likely to contain large numbers of entering students. According to the survey creators, SENSE was “developed by national experts in the field of community and technical college research and practice” and “is designed to provide a clear picture of both student behaviors in the earliest weeks of college and the institutional practices that affect students during this critical time.”

Over 1,600 MCC students in 91 sections completed the SENSE.

Both CCSSE and SENSE survey instruments are products of the Center for Community College Student Engagement (CCCSE), which operates out of the University of Texas at Austin. SENSE consists of 101 items “that elicit information from students about their first impressions of the college; intake processes such as admissions, registration, assessment, placement, orientation, and financial aid; how they spend their time as they begin college; how they assess their earliest relationships and interactions with instructors, advisors, and other students; what kinds of work they are challenged to do; how the college supports their learning in the first few weeks; and so on.” In addition, CCCSE groups 36 items into six “Benchmarks of Effective Practice with Entering Students”:

- Early Connections
- High Expectations and Aspirations
- Clear Academic Plan and Pathway
- Effective Track to College Readiness
- Engaged Learning
- Academic and Social Support Network

Finally, on top of the standard survey items, a 12-question special-focus module on promising practices for community college student success questioned students about registration, advisement, orientation, and developmental education.

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1 All developmental courses (excluding ESL), ENG101, and potential first-year math courses (MAT 120/121/122/140/142/150/150/152)

The 2011 SENSE Cohort participants include 217 institutions from 39 states, the District of Columbia, and the Northern Marianas. Eighty-three colleges are classified as small (<4,500), 67 as medium (4,500-7,999), 41 as large (8,000-14,999), and 26 as extra-large institutions (15,000 + credit students). Fifty-four of the colleges are classified as urban-serving, 47 as suburban-serving, and 116 as rural-serving. MCC falls into the extra-large college cohort (XLCC). The average IPEDS fall 2010 enrollment of the 26 XLCC colleges is 28,860 with a low of 13,411 and a high of 61,674. MCC’s fall 2010 enrollment of 26,408 falls remarkably close to both the mean and median enrollments of the cohort. This report will not discuss comparisons between MCC and the overall SENSE Cohort or other MCCCD colleges, as these comparison groups include colleges much smaller than MCC. Instead, comparisons will be made between MCC and the XLCC. Finally, some of this report employs descriptions, commentary, and formatting provided by CCCSE; these instances are referenced using footnotes when applicable.

This report includes several analyses and comparisons:
- MCC results by SENSE Benchmark
- Overall student responses at MCC for part-time, full-time and all students
- MCC compared to other extra-large community colleges by SENSE Benchmarks
- MCC student responses to the SENSE special focus questions
- Comparisons of MCC student subgroups (e.g. age, gender, academic load, and so on...)
- Graphs of MCC results for each item for all students and by academic load.

72% of entering MCC students said they felt welcome the very first time they visited the campus; 24% of students expressed a neutral opinion about their first visit.

MCC SENSE Benchmark Scores

![Bar chart showing MCC SENSE Benchmark Scores](image)

Benchmark Mean

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3 “Survey Results Overview.” http://www.ccsse.org/sense/survey/overview.cfm
Method

The Office of Research and Planning (ORP) followed CCCSE guidelines to submit a Course Schedule File that contained three types of courses: all developmental courses (excluding ESL), the first college-level English course, and first college-level math courses. CCCSE selected a random sample of courses from this file for administration. To facilitate a smooth administration, the Vice President of Academic Affairs and the ORP sent faculty members several notifications of their selection prior to administration of the survey. Survey materials were distributed the week prior to administration, and faculty were asked to administer the survey during the fourth or fifth week of the fall semester. Department chairs also promoted faculty participation and helped to disseminate survey notices, letters, and materials. Faculty participants returned completed surveys to ORP; surveys were prepared for scanning and shipped to CCCSE for processing, analysis, and reporting.

Of the over 1,600 submitted surveys, 858 were included in MCC’s SENSE sample; some reasons for exclusion are unanswered key survey questions, indicating an age under 18, or responding in a clearly invalid manner (i.e. indicating the same answer for all questions). The overall student response rate was 59%, and the overall class participation rate was 79%.

Highlighted Results

Part I: Respondent Profile

The entering student population at MCC is inherently different from the overall student population, so it would be logical that a sample of only entering students would display different demographic characteristics; however, the characteristics of the SENSE sample were skewed to more traditional entering college students who are 18-19 years old and attend full-time. This is likely a result of the sampling technique and the in-class administration process; full-time students attend class in more sections and are more likely to be included in the random selection. In fact, both the SENSE and CCSE administration produces a sample with an inverse proportion of full-time and part-time students than actually attend MCC. The sample contains 67% full-time students while the actual full-time student enrollment at MCC is 34%. For this reason, most survey results are either weighted or disaggregated on the full-time/part-time variable so that reports will more accurately reflect the overall entering student population.

Part II: Overall MCC Results by Benchmark

SENSE Benchmark scores are standardized so that the weighted mean for each score is 50. The table on page two lists MCC’s benchmark scores; Effective Track to College Readiness is highest and falls just above the mean. All other benchmarks fall below the mean, with Clear Academic Plan and Pathway ranking lowest. Below are brief impressions of each benchmark.

- **Early Connections**: At MCC, a majority of entering students said they felt welcome at college on their first visit (72%), but smaller percentages of students report that they received financial aid information or personalized attention from staff.

- **High Expectations and Aspirations**: Entering MCC students say they have high motivation and strong preparation: 90% agree that they have the motivation to succeed in college. However, students’ reports of their first three weeks of college indicate that many are adopting academic
behaviors that do not lead to success. Within the first three weeks, many students reported skipping class at least once (28%), turning in an assignment late at least once (32%), and failing to turn in an assignment (31%).

- **Clear Academic Plan and Pathway**: About half of entering MCC students report that they had contact with an advisor, but a smaller percentage say they had help setting academic goals and developing plans. Just under half (46%) of entering student respondents agree or strongly agree that they were able to meet with an academic advisor at times convenient for them.
- **Effective Track to College Readiness**: While nearly all entering MCC students report that they were required to take a placement test (92%), a lower percentage report that they were required to enroll in classes indicated by their placement tests (77%).
- **Engaged Learning**: Overall, many entering MCC students keep their learning activities confined to the classroom. For example, only 32% of entering students reported working with classmates outside of class time at least once, only 12% reported attending a student-led study group outside of class time, and just over half of respondents (54%) have electronically communicated (email, text, Facebook, etc.) with other students about coursework.
- **Academic and Social Support**: The majority of students respond positively to survey items in this benchmark that measure interaction and support between students, their peers, and instructors. Large percentages of entering students reported receiving clear explanations from instructors about course policies and syllabi, as well as having communicating on a first-name basis with instructors and peers.

**Part III: MCC Results Compared to National Extra-large College Cohort (XLCC)**

MCC compares favorably to the extra-large college cohort (XLCC) in the areas of Effective Track to College Readiness and Academic and Social Support Network. At face value, MCC performs noticeably below the XLCC in the benchmarks of Clear Academic Plan/Pathway and Engaged Learning. While the overall benchmark scores paint a picture of how MCC compares to the cohort as a whole, decile rankings help show where MCC scores are situated within the range of scores for all XLCC colleges. MCC scored higher than 50% of other XLCC colleges in two benchmarks: Effective Track to College Readiness and High Expectations and Aspirations. However, MCC scored in the lower 40% of XLCC colleges in the Early Connections and Academic/Social Support Network benchmarks; in the bottom 20% in the Clear Academic Plan/Pathway benchmark; and in the bottom 10% in the Engaged Learning benchmark.

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4 The XLCC contains data from 26 community colleges participating in the last three years of SENSE administration.
Part IV: Overall Results by Item

This section of the full report contains bar graphs of each SENSE item broken down by enrollment status; these can be used to facilitate further investigation into survey results that may not fall within a benchmark. This summary discusses notable items that are not included in any benchmark.

Awareness and Usage of MCC Services

One such area not discussed at length, but likely useful to college service departments, are items dealing with student satisfaction, frequency of use, and knowledge about campus services. For each service, the chart below lists whether students knew about and/or used the service within their first three weeks at MCC (satisfaction levels are provided in an earlier chart on page 1 of this summary). For example, 70% of entering students knew that MCC offered face-to-face tutoring, but only 11% reported using the service. Overall, the largest shares of entering students were aware of common front door services like advising and financial aid, as well as tutoring services and computer labs. A smaller number of entering students were aware of job placement assistance, online tutoring, and transfer credit assistance.

Promising Practices Special Focus Module

Another question set not included in any benchmark is the Promising Practices Special Focus Module, which contains 12 questions related to registration, advisement, orientation, and developmental education. Some responses to these questions are interesting:

- 9% of entering students reported registering for at least some of their classes AFTER the first class session was held; 3% registered for ALL their classes after classes had already started.
- 38% of students reported they had NOT met with an academic adviser at MCC to set academic goals and create a plan to achieve them within their first three weeks.
- A minority of students reported using self-study materials, workshops, or classes to prepare for placement testing: 38% of students used self-study materials to prepare for testing, 19%
reported taking a short workshop (<8 hours) to prepare, and 15% said they took a multi-day program to prepare.

- Entering student responses indicate confusion about MCC’s policies related to placement testing and subsequent developmental course enrollment:
  - 25% of respondents said they were told that the college required them to take MORE THAN ONE developmental course in their first semester.
  - 23% reported they were told that the college required them to take ONE developmental course in their first semester.
  - 19% said they were told that they SHOULD take developmental courses but were not required to do so in their first semester.
- Of the entering students who reported that they were told that they were required to take a developmental course in their first semester, 33% took more than one developmental course, 51% took one developmental course, and 16% took no developmental courses.

**Comparisons of MCC Student Subgroups**

**MCC Student Subgroups**

CCCSE provides many different ways to compare SENSE data at the college level by comparing many different population subgroups. Five main subgroups are available for MCC, and key statistically significant differences between these groups are noted here\(^5\); means and frequency reports for all items will be made available on request from ORP.

**Traditional age (18-24) compared to nontraditional age (25+)**
- Traditional age entering students are more likely to enroll in more courses, come to class without completing assignments, and use electronic forms of communication to discuss coursework with students.
- Nontraditional age entering students are more likely to use face-to-face tutoring and financial assistance advising.

**Female compared to male**
- Male and female entering students scored similarly on most items with two exceptions: Males are more likely to not turn in an assignment or come to class without completing readings/assignments than female students.

**First-generation compared to not first-generation**
- First-generation students responded comparably to non first-generation students on most items with two exceptions: first-generation students take fewer classes and are more likely to agree that MCC courses or experiences helped to improve their study skills.

**Part-time compared to full-time**
- Part-time entering students report working more hours than full-time students.
- Full-time entering students are more likely to use academic advising, agree that it is available at convenient times, and agree that an adviser helped them to select courses and/or programs.

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\(^5\) Statistical significance is only available for survey items with mean scores.
• Full-time respondents communicate electronically with other students and instructors, work with peers outside of class, and discuss class content outside of class more often than part-time students.

Developmental compared to non-developmenta
• Developmental entering students use skill labs, financial aid advising, computer labs, and disability resources more often than non-developmenta students.
  • Developmental students are more likely to agree that MCC provided adequate information about financial aid, instructors used ice breaker activities, non-instructional staff learned their name, and their study skills improved at MCC.
**Part I: Respondent Profile**

**MCC Respondent Profile**

The charts to the right compare the respondent profile of the 2011 MCC SENSE sample to the actual overall and new student populations for MCC at 45th day fall 2011.

Since the SENSE targets entering students, the demographics of the sample are different from the general MCC student population. The entering student sample is much younger than the overall student body. In fact, the 18-19 age group from the sample is nearly three times larger than the actual MCC 18-19 aged population. In addition, the SENSE sample is more diverse, with noticeably fewer students identifying as White. Increases are noticeable among Hispanics and American Indians.

Next, even when compared to the demographics of the actual new student population, the SENSE sample still overstates the 18-19 age group and non-white population. This is likely due to the survey administration methodology that tends to target traditional, full-time students at a higher rate than part-time students.

When asked about their goals for attending MCC, students indicated slightly more interest in obtaining an associate degree (85%) than in transferring to a 4-year college or university (79%) or completing a certificate program (65%). Students were allowed to indicate interest in more than one goal.

On a more personal level, about one in ten students in the sample are married (11%) and almost one-fifth have children under their care (19%). In addition, one-quarter of respondents report working full-time (more than 30 hours per week) and another 15% said they work 21-30 hours per week. Finally, the share of students in the sample and in the MCC population reporting English as their native (first) language is identical (83%).
**Extra-Large College Cohort Profile**

The charts to the right compare the general populations of MCC to the XLCC. Data for survey respondents of the comparison cohort was unavailable.

MCC’s population is slightly less diverse than that of the extra-large college cohort; MCC has more White and American Indian students while the comparison cohort has more students who identify as Black or Hispanic. Also, the XLCC cohort has more non-native English speakers than MCC, 20% to 17%, respectively.

While the age breakouts are similar, MCC has more students aged 20-29, but the comparison cohort has more students with ages under 20 and 30-39. Both populations have similar number of students above age 40.

In regards to student goals, XLCC students are slightly less award focused than MCC students: 56% of XLCC students intend to complete a certificate compared to 65% of MCC students and 80% intend to obtain an associate degree compared to 85% of MCC respondents. The share of students indicating they wish to transfer is similar between the groups.

Next, similar proportions of students in the MCC and XLCC samples are married, have children, or work a full-time job. Slightly more XLCC students reported not working at all than MCC students (40% to 35%, respectively).

Finally, when students were asked about their high school math history, entering XLCC students were more likely to report taking math every year in high school than entering MCC students (76% to 60%, respectively), and more XLCC respondents reported taking a math course during their senior year of high school (69% XLCC to 55% MCC).
Part II: MCC Results by Benchmark

Looking at MCC’s results on their own, without a comparison to another college or cohort, can help college administrators and staff link the results to internal goals and strategic priorities. In addition, this MCC-only look can allow for the creation of goals and action items to help bridge the important gap between where MCC is now and where the college WANTS to be in the future (CCCSE claims this as the most important comparison colleges should make). The college’s next chance to gauge these SENSE-based goals will be the next SENSE administration in fall 2014.

Many sections in this report will be organized by SENSE benchmarks. These benchmarks, according to CCCSE, "focus on institutional practices and student behaviors that promote student engagement early in the college experience—and that are positively related to student learning and persistence." In other words, these benchmarks are key indicators of MCC’s front door experience. At some point in time, any college employee can play a role in an entering student’s front door experience, from the moment they first step on campus, through the complex registration and financial aid processes, through the end of their first semester courses. It’s easy to see that the items discussed here impact everyone at MCC.

Findings for each SENSE item are presented graphically in Section IV for further examination.

Note: much of the text in the following sections is adapted from CCCSE’s own SENSE Key Findings Report for the national SENSE cohort. This report can be found here: http://www.ccsse.org/sense/survey/survey.cfm

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**MCC SENSE Benchmark Scores**

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Connections</td>
<td>44.6</td>
</tr>
<tr>
<td>High Expectations and Aspirations</td>
<td>47.8</td>
</tr>
<tr>
<td>Clear Academic Plan and Pathway</td>
<td>41.5</td>
</tr>
<tr>
<td>Effective Track to College Readiness</td>
<td>51.2</td>
</tr>
<tr>
<td>Engaged Learning</td>
<td>44.7</td>
</tr>
<tr>
<td>Academic and Social Support Network</td>
<td>48.8</td>
</tr>
</tbody>
</table>

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6 “Survey Results.” http://www.ccsse.org/sense/survey/survey.cfm
Early Connections

According to CCCSE's, “When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out. Their reasons for persisting almost always include one common element: a strong, early connection to someone at the college.” At MCC, a majority of entering students said they felt welcome at college, but smaller percentages of students report that they received information and support that is critical for their success.

- Nearly three-quarters of respondents (72%) agree or strongly agree that they felt welcome the first time they came to MCC. However, 24% express no opinion on this item (neutral)—a response that might prompt both curiosity and concern.
- Respondents are largely split as to whether MCC provided them with adequate information about financial assistance: 40% agree or strongly agree and 33% disagree or strongly disagree.
- Just under one-third of respondents (30%) agree or strongly agree that a college staff member helped them determine whether they qualified for financial assistance, while 44% disagree or strongly disagree.
- Less than half of respondents (42%) agree or strongly agree that at least one college staff member (other than an instructor) learned their names, and an equal percentage (42%) disagree or strongly disagree.
- About one out of every ten entering students (12%) say that a specific person was assigned to them so they could see that person each time they needed information or assistance.

<table>
<thead>
<tr>
<th>Item</th>
<th>MCC Mean</th>
<th>% Strongly Agree or Agree</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>18a. The very first time I came to this college I felt welcome</td>
<td>3.91</td>
<td>72%</td>
<td></td>
</tr>
<tr>
<td>18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)</td>
<td>3.10</td>
<td>40%</td>
<td>Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)</td>
</tr>
<tr>
<td>18j. A college staff member helped me determine whether I qualified for financial assistance</td>
<td>2.82</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>18p. At least one college staff member (other than an instructor) learned my name</td>
<td>3.01</td>
<td>42%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>MCC % Yes</th>
<th>MCC % No</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?</td>
<td>12%</td>
<td>88%</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>
High Expectations and Aspirations

This benchmark measures items related to student perceptions of instructors, their own motivation and preparation, and the frequency of negative study habits. According to CCCSE, "Nearly all students arrive at their community colleges intending to succeed and believing that they have the motivation to do so. When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement."

Entering MCC students say they have high motivation and strong preparation, but students’ reports of their first three weeks of college indicate that many are adopting behaviors that do not lead to success.

High Levels of Student Motivation and Preparation
- Nine of ten students (90%) agree or strongly agree that they have the motivation to do what it takes to succeed in college.
- Most respondents (85%) believe that they are prepared academically to succeed in college.
- More than three-quarters of respondents (86%) agree or strongly agree that MCC instructors want them to succeed.

High Levels of Negative Student Behaviors
- Almost one-third of entering MCC students report that they did not turn in an assignment at least once (31%) or turned in an assignment late at least once (32%) within the first three weeks of class.
- Nearly half (48%) report coming to class without completing readings or assignments at least once.
- Just over one-quarter (28%) report skipping class one or more times, and 7% report skipping class two or more times within the first three weeks of the semester.

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<tr>
<th>Item</th>
<th>MCC Mean</th>
<th>% Strongly Agree or Agree</th>
<th>Scale</th>
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</thead>
<tbody>
<tr>
<td>18b. The instructors at this college want me to succeed</td>
<td>4.21</td>
<td>86%</td>
<td>Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)</td>
</tr>
<tr>
<td>18t. I have the motivation to do what it takes to succeed in college</td>
<td>4.41</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>18u. I am prepared academically to succeed in college</td>
<td>4.27</td>
<td>85%</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>MCC Mean</th>
<th>% At Least Once</th>
<th>Scale</th>
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</thead>
<tbody>
<tr>
<td>19c. Turn in an assignment late</td>
<td>1.41</td>
<td>32%</td>
<td>Four or more times (4), Two or three times (3), Once (2), Never (1)</td>
</tr>
<tr>
<td>19d. Not turn in an assignment</td>
<td>1.40</td>
<td>31%</td>
<td></td>
</tr>
<tr>
<td>19f. Come to class without completing readings or assignments</td>
<td>1.67</td>
<td>48%</td>
<td></td>
</tr>
<tr>
<td>19s. Skip class</td>
<td>1.36</td>
<td>28%</td>
<td></td>
</tr>
</tbody>
</table>
Clear Academic Plan and Pathway

This benchmark focuses on entering students' experiences with advising at MCC between the time of their decision to attend MCC through their first three weeks of classes. CCCSE frames this benchmark in the following way: "When a student, with knowledgeable assistance, creates a road map—one that shows where he or she is headed, what academic path to follow, and how long it will take to reach the end goal—that student has a critical tool for staying on track. Students are more likely to persist if they not only are advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them."

About half of entering MCC students report that they had contact with an advisor, but a smaller percentage say they had help setting academic goals and developing plans.

- Just under half (46%) of entering student respondents agree or strongly agree that they were able to meet with an academic advisor at times convenient for them.
- Just over half (54%) agree or strongly agree that an advisor helped them identify the courses they needed to take during their first semester/quarter.
- Exactly half (50%) agree or strongly agree that an advisor helped them select a course of study, program, or major.
- Only three in ten (30%) entering MCC students agree or strongly agree that an advisor helped them set academic goals and create a plan for achieving them, and slightly more than four in ten (42%) disagree or strongly disagree.
- Over half (56%) of entering respondents disagree or strongly disagree that a college staff member talked with them about their commitments outside of school to help them figure out how many courses to take; two in ten (20%) agree or strongly agree.

<table>
<thead>
<tr>
<th>Item</th>
<th>MCC Mean</th>
<th>% Strongly Agree or Agree</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>18d. I was able to meet with an academic advisor at times convenient for me</td>
<td>3.34</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>18e. An advisor helped me to select a course of study, program, or major</td>
<td>3.31</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>18f. An advisor helped me to set academic goals and to create a plan for achieving them</td>
<td>2.86</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter</td>
<td>3.43</td>
<td>54%</td>
<td></td>
</tr>
<tr>
<td>18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take</td>
<td>2.51</td>
<td>20%</td>
<td></td>
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Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)
Effective Track to College Readiness

At MCC, 69% (4,337 of 6,252 testing) of all new students taking a placement test were referred to at least one developmental course in reading, writing, or math, and 31% tested into two or more developmental courses. This is in line with the CCCSE statement that “nationally, more than six in 10 entering community college students are underprepared for college-level work. Thus, significant improvements in student success will hinge upon effective assessment, placement of students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills and receive needed support.”

While nearly all entering MCC students report that they were required to take a placement test, a lower percentage report that they were required to enroll in classes indicated by their placement tests.

- Nearly all students (92%) report that they were required to take a placement test to assess their skills before they could register for classes.
- About three quarters (77%) of entering students required to take a placement test report that their college also required them to enroll in classes indicated by their placement test scores during their first semester/quarter.
- More entering students reported testing into developmental math (48%) than reading (30%) or writing (23%). The share of respondents that report testing into developmental reading and writing is similar to the actual percentage of new students referred to developmental education for those subjects (30% reading and 21% writing for Fall 2011); however, the amount reporting developmental math results is much lower than the actual percentage (73%).

<table>
<thead>
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<th>MCC Mean</th>
<th>% Strongly Agree or Agree</th>
<th>Scale</th>
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<tbody>
<tr>
<td>21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)</td>
<td>3.86</td>
<td>69%</td>
<td>Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)</td>
</tr>
<tr>
<td>21b. I learned to understand my academic strengths and weaknesses</td>
<td>3.79</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td>21c. I learned skills and strategies to improve my test-taking ability</td>
<td>3.52</td>
<td>51%</td>
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<thead>
<tr>
<th>Item</th>
<th>MCC % Yes</th>
<th>MCC % No</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>12a. Before I could register for classes, I was required to take a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) to assess my skills in reading, writing, and/or math</td>
<td>92%</td>
<td>8%</td>
<td>Yes/No</td>
</tr>
<tr>
<td>12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.)</td>
<td>93%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter</td>
<td>77%</td>
<td>23%</td>
<td></td>
</tr>
</tbody>
</table>

7 “MCC Student Success & College Completion Factsheet.”
http://www.mesacc.edu/about/orp/statistics/documents/FinalMCCCollegeCompletionFactsheet.pdf
Effective Track to College Readiness (continued)
While the majority of all entering student respondents report learning college success skills through a class or other experience at the college, higher percentages of developmental education students\(^8\) report gaining such skills.

- Just over two-thirds of respondents \((69\%)\) agree or strongly agree that they learned to improve their study skills through a class or other experience at MCC; 72\% of developmental education students agree or strongly agree that they learned to improve their study skills compared to 64\% of students not enrolled in developmental courses.
- Just under two-thirds of respondents \((64\%)\) agree or strongly agree that they learned to understand their academic strengths and weaknesses through a class or other experience at MCC; 65\% of developmental education students agree or strongly agree that they learned to understand their academic strengths and weaknesses compared to 62\% of other students not enrolled in developmental courses.
- About half \((51\%)\) agree or strongly agree that they learned skills and strategies to improve their test-taking abilities through a class or other experience at MCC; 54\% of developmental education students agree or strongly agree that they learned skills and strategies to improve their test-taking ability compared to 45\% of other students not enrolled in developmental courses.

Engaged Learning
This benchmark focuses on the frequency of entering student participation in key student engagement areas. According to CCCSE, “instructional approaches that foster engaged learning are critical for student success.” Overall, many entering MCC students keep their learning activities confined to the classroom. For example, only 32\% of entering students reported working with classmates outside of class time at least once, only 12\% reported attending a student-led study group outside of class time, and just over half of respondents \((54\%)\) have electronically communicated (email, text, Facebook, etc.) with other students about coursework. The chart on the next page illustrates benchmark activities in which entering MCC students participate at a low rate within their first three weeks of college:

<table>
<thead>
<tr>
<th>Item</th>
<th>MCC Mean</th>
<th>Ex-Large Colleges Mean</th>
<th>Difference</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>19a. Ask questions in class or contribute to class discussions</td>
<td>2.83</td>
<td>2.84</td>
<td>-0.01</td>
<td></td>
</tr>
<tr>
<td>19b. Prepare at least two drafts of a paper or assignment before turning it in</td>
<td>2.10</td>
<td>2.15</td>
<td>-0.05</td>
<td></td>
</tr>
<tr>
<td>19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)</td>
<td>1.45</td>
<td>1.53</td>
<td>-0.08</td>
<td></td>
</tr>
<tr>
<td>19g. Work with other students on a project or assignment during class</td>
<td>2.51</td>
<td>2.45</td>
<td>0.06</td>
<td>Four or more times (4), Two or three times (3), Once (2), Never (1)</td>
</tr>
<tr>
<td>19h. Work with classmates outside of class on class projects or assignments</td>
<td>1.36</td>
<td>1.49</td>
<td>-0.13</td>
<td></td>
</tr>
<tr>
<td>19i. Participate in a required study group outside of class</td>
<td>1.21</td>
<td>1.27</td>
<td>-0.06</td>
<td></td>
</tr>
<tr>
<td>19j. Participate in a student-initiated (not required) study group outside of class</td>
<td>1.18</td>
<td>1.25</td>
<td>-0.07</td>
<td></td>
</tr>
</tbody>
</table>

\(^8\) Respondents who report that they enrolled in one or more developmental education courses (reading, writing, or math). By this definition, 61\% of entering MCC student respondents were classified as developmental students.
Engaged Learning (Continued)

<table>
<thead>
<tr>
<th>Item</th>
<th>MCC Mean</th>
<th>Ex-Large Colleges Mean</th>
<th>Difference</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework</td>
<td>1.84</td>
<td>2.04</td>
<td>-0.2</td>
<td></td>
</tr>
<tr>
<td>19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework</td>
<td>1.97</td>
<td>2.07</td>
<td>-0.1</td>
<td></td>
</tr>
<tr>
<td>19m. Discuss an assignment or grade with an instructor</td>
<td>1.94</td>
<td>2.01</td>
<td>-0.07</td>
<td></td>
</tr>
<tr>
<td>19n. Ask for help from an instructor regarding questions or problems related to class</td>
<td>2.24</td>
<td>2.31</td>
<td>-0.07</td>
<td></td>
</tr>
<tr>
<td>19o. Receive prompt written or oral feedback from instructors on your performance</td>
<td>2.19</td>
<td>2.27</td>
<td>-0.08</td>
<td></td>
</tr>
<tr>
<td>19q. Discuss ideas from your readings or classes with instructors outside of class</td>
<td>1.47</td>
<td>1.51</td>
<td>-0.04</td>
<td></td>
</tr>
<tr>
<td>20.2d. Frequency: Face-to-face tutoring</td>
<td>1.16</td>
<td>1.27</td>
<td>-0.11</td>
<td></td>
</tr>
<tr>
<td>20.2f. Frequency: Writing, math, or other skill lab</td>
<td>1.57</td>
<td>1.75</td>
<td>-0.18</td>
<td></td>
</tr>
<tr>
<td>20.2h. Frequency: Computer lab</td>
<td>1.77</td>
<td>2.03</td>
<td>-0.26*</td>
<td></td>
</tr>
</tbody>
</table>

*Significant Difference (p < 0.01 and effect size > 0.20)

% of Entering Students Who Report NEVER Participating in the Following Activities

- 19a. Ask questions in class or contribute to class discussions: 8%
- 19g. Work with other students on a project or assignment: 21%
- 19n. Ask for help from an instructor regarding questions or problems related to class: 27%
- 19b. Prepare at least two drafts of a paper or assignment: 28%
- 19o. Receive prompt written or oral feedback from instructors on your performance: 32%
- 19m. Discuss an assignment or grade with an instructor: 37%
- 19l. Use an electronic tool to communicate with another student about coursework: 44%
- 19k. Use an electronic tool to communicate with an instructor about coursework: 54%
- 20.2h. Frequency: Computer lab: 61%
- 19h. Work with classmates outside of class on class projects: 68%
- 20.2f. Frequency: Writing, math, or other skill lab: 71%
- 19q. Discuss ideas from your readings or classes with instructors outside of class: 71%
- 19e. Participate in supplemental instruction (extra class): 71%
- 19i. Participate in a required study group outside of class: 86%
- 19j. Participate in a student-initiated (not required) study group outside of class: 88%
- 20.2d. Frequency: Face-to-face tutoring: 89%
Academic and Social Support

The final benchmark examines measures of interaction and support between students, their peers, and instructors. CCCSE believes that “students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success. Because entering students often don’t know what they don’t know, colleges must purposefully create those networks.”

The majority of students respond positively to these survey items, reflecting MCC’s efforts to build support networks.

- Two-thirds of respondents (66%) agree or strongly agree that all instructors clearly explained academic and student support services available at their colleges.
- 88% agree or strongly agree that all instructors clearly explained course grading policies.
- 92% agree or strongly agree that all instructors clearly explained course syllabi.
- 85% agree or strongly agree that they knew how to get in touch with their instructors outside of class.
- 80% agree or strongly agree that at least one other student whom they didn’t previously know learned their name.
- 84% agree or strongly agree that at least one instructor learned their name.
- 83% agree or strongly agree that they learned the name of at least one other student in most of their classes.

<table>
<thead>
<tr>
<th>Item</th>
<th>MCC Mean</th>
<th>% Strongly Agree or Agree</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>18l. All instructors clearly explained academic and student support services available at this college</td>
<td>3.76</td>
<td>66%</td>
<td>Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)</td>
</tr>
<tr>
<td>18m. All instructors clearly explained course grading policies</td>
<td>4.26</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>18n. All instructors clearly explained course syllabi</td>
<td>4.37</td>
<td>92%</td>
<td></td>
</tr>
<tr>
<td>18o. I knew how to get in touch with my instructors outside of class</td>
<td>4.21</td>
<td>85%</td>
<td></td>
</tr>
<tr>
<td>18q. At least one other student whom I didn’t previously know learned my name</td>
<td>4.06</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>18r. At least one instructor learned my name</td>
<td>4.17</td>
<td>84%</td>
<td></td>
</tr>
<tr>
<td>18s. I learned the name of at least one other student in most of my classes</td>
<td>4.16</td>
<td>83%</td>
<td></td>
</tr>
</tbody>
</table>
Part III: MCC Results Compared to National Extra-large College Cohort (XLCC)

At face value, MCC compares favorably to the XLCC in the areas of Effective Track to College Readiness and Academic and Social Support Network, but MCC performs noticeably below the XLCC in the benchmarks of Clear Academic Plan/Pathway and Engaged Learning. In addition, MCC benchmark scores are reasonably close to the XLCC in the benchmarks of Early Connections and High Expectations and Aspirations.

While the overall benchmark scores paint a picture of how MCC compares to the XLCC as a whole, decile rankings help show where MCC scores are situated within the range of scores for all XLCC colleges. MCC scored higher than 50% of other XLCC colleges in two benchmarks: Effective Track to College Readiness and High Expectations and Aspirations. However, MCC scored lower than 60% of other XLCC colleges in the Early Connections and Academic/Social Support Network benchmarks; lower than 80% in the Clear Academic Plan/Pathway benchmark; and lower than 90% in the Engaged Learning benchmark.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>MCC Score</th>
<th>XLCC Score</th>
<th>Difference</th>
<th>MCC Decile Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Track to College Readiness</td>
<td>51.2</td>
<td>51.2</td>
<td>0.0</td>
<td>50th</td>
</tr>
<tr>
<td>High Expectations and Aspirations</td>
<td>47.8</td>
<td>49.2</td>
<td>-1.4</td>
<td>50th</td>
</tr>
<tr>
<td>Academic and Social Support Network</td>
<td>48.8</td>
<td>49.3</td>
<td>-0.6</td>
<td>30th</td>
</tr>
<tr>
<td>Early Connections</td>
<td>44.6</td>
<td>46.8</td>
<td>-2.2</td>
<td>30th</td>
</tr>
<tr>
<td>Clear Academic Plan and Pathway</td>
<td>41.5</td>
<td>47.6</td>
<td>-6.0</td>
<td>10th</td>
</tr>
<tr>
<td>Engaged Learning</td>
<td>44.7</td>
<td>49.4</td>
<td>-4.7</td>
<td>&lt;10th</td>
</tr>
</tbody>
</table>

Finally, drilling down to the individual items within each benchmark shows that MCC may be performing more similarly to the XLCC on an item by item basis than the overall benchmark scores indicate. Only three items meet the stringent SENSE definitions of statistical significance between MCC and the XLCC. CCCSE encourages colleges to take a closer look at items with statistical significance, as this indicates “a difference to be worthy of further investigation.” MCC scores below the XLCC on the following three items, which fall under the Clear Academic Plan and Pathway and Engaged Learning benchmarks:

- I was able to meet with an academic advisor at times convenient for me
- An advisor helped me to identify the courses I needed to take during my first semester/quarter
- Frequency of computer lab usage
Early Connections

18a. The very first time I came to this college I felt welcome

18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)

18j. A college staff member helped me determine whether I qualified for financial assistance

18p. At least one college staff member (other than an instructor) learned my name

23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?

<table>
<thead>
<tr>
<th>Item</th>
<th>MCC Mean</th>
<th>Ex-Large Colleges Mean</th>
<th>Difference</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>18a. The very first time I came to this college I felt welcome</td>
<td>3.91</td>
<td>3.87</td>
<td>0.04</td>
<td></td>
</tr>
<tr>
<td>18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)</td>
<td>3.10</td>
<td>3.27</td>
<td>-0.17</td>
<td></td>
</tr>
<tr>
<td>18j. A college staff member helped me determine whether I qualified for financial assistance</td>
<td>2.82</td>
<td>2.85</td>
<td>-0.03</td>
<td></td>
</tr>
<tr>
<td>18p. At least one college staff member (other than an instructor) learned my name</td>
<td>3.01</td>
<td>2.97</td>
<td>0.04</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>MCC % Yes</th>
<th>Ex-Large Colleges % Yes</th>
<th>Difference</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?</td>
<td>12.0%</td>
<td>18.9%</td>
<td>-6.9%</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>
High Expectations and Aspirations

<table>
<thead>
<tr>
<th>Item</th>
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<th>Ex-Large Colleges Mean</th>
<th>Difference</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>18b. The instructors at this college want me to succeed</td>
<td>4.21</td>
<td>4.22</td>
<td>-0.01</td>
<td>Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)</td>
</tr>
<tr>
<td>18t. I have the motivation to do what it takes to succeed in college</td>
<td>4.41</td>
<td>4.42</td>
<td>-0.01</td>
<td></td>
</tr>
<tr>
<td>18u. I am prepared academically to succeed in college</td>
<td>4.27</td>
<td>4.29</td>
<td>-0.02</td>
<td></td>
</tr>
<tr>
<td>19c. Turn in an assignment late</td>
<td>1.41</td>
<td>1.40</td>
<td>0.01</td>
<td>Four or more times (4), Two or three times (3), Once (2), Never (1)</td>
</tr>
<tr>
<td>19d. Not turn in an assignment</td>
<td>1.40</td>
<td>1.36</td>
<td>0.04</td>
<td></td>
</tr>
<tr>
<td>19f. Come to class without completing readings or assignments</td>
<td>1.67</td>
<td>1.60</td>
<td>0.07</td>
<td></td>
</tr>
<tr>
<td>19s. Skip class</td>
<td>1.36</td>
<td>1.34</td>
<td>0.02</td>
<td></td>
</tr>
</tbody>
</table>
Clear Academic Plan and Pathway

18d. I was able to meet with an academic advisor at times convenient for me

18e. An advisor helped me to select a course of study, program, or major

18f. An advisor helped me to set academic goals and to create a plan for achieving them

18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter

18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many...

<table>
<thead>
<tr>
<th>Item</th>
<th>MCC Mean</th>
<th>Ex-Large Colleges Mean</th>
<th>Difference</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>18d. I was able to meet with an academic advisor at times convenient for me</td>
<td>3.34</td>
<td>3.62</td>
<td>-0.28*</td>
<td>Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)</td>
</tr>
<tr>
<td>18e. An advisor helped me to select a course of study, program, or major</td>
<td>3.31</td>
<td>3.48</td>
<td>-0.17</td>
<td></td>
</tr>
<tr>
<td>18f. An advisor helped me to set academic goals and to create a plan for achieving them</td>
<td>2.86</td>
<td>3.07</td>
<td>-0.21</td>
<td></td>
</tr>
<tr>
<td>18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter</td>
<td>3.43</td>
<td>3.70</td>
<td>-0.27*</td>
<td></td>
</tr>
<tr>
<td>18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take</td>
<td>2.51</td>
<td>2.61</td>
<td>-0.1</td>
<td></td>
</tr>
</tbody>
</table>

*Significant Difference (p < 0.01 and effect size > 0.20)
### Effective Track to College Readiness

<table>
<thead>
<tr>
<th>Item</th>
<th>MCC Mean</th>
<th>Ex-Large Colleges Mean</th>
<th>Difference</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)</td>
<td>3.86</td>
<td>3.96</td>
<td>-0.1</td>
<td>Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)</td>
</tr>
<tr>
<td>21b. I learned to understand my academic strengths and weaknesses</td>
<td>3.79</td>
<td>3.88</td>
<td>-0.09</td>
<td></td>
</tr>
<tr>
<td>21c. I learned skills and strategies to improve my test-taking ability</td>
<td>3.52</td>
<td>3.61</td>
<td>-0.09</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>MCC % Yes</th>
<th>Ex-Large Colleges %Yes</th>
<th>Difference</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>12a. Before I could register for classes, I was required to take a placement test to assess my skills in reading,...</td>
<td>91.8%</td>
<td>88.5%</td>
<td>3.3%</td>
<td>Yes/No</td>
</tr>
<tr>
<td>12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.)</td>
<td>93.1%</td>
<td>91.6%</td>
<td>1.5%</td>
<td></td>
</tr>
<tr>
<td>14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter</td>
<td>76.7%</td>
<td>75.1%</td>
<td>1.6%</td>
<td></td>
</tr>
</tbody>
</table>

*Note: MCC Mean and Ex-Large Colleges Mean refer to the mean scores for MCC and extra-large college cohort respectively.*
### Engaged Learning

<table>
<thead>
<tr>
<th>Activity</th>
<th>Extra-Large College Cohort Mean</th>
<th>MCC Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>19a. Ask questions in class or contribute to class discussions</td>
<td>2.84</td>
<td>2.83</td>
</tr>
<tr>
<td>19b. Prepare at least two drafts of a paper or assignment before turning it in</td>
<td>2.15</td>
<td>2.1</td>
</tr>
<tr>
<td>19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)</td>
<td>1.53</td>
<td>1.45</td>
</tr>
<tr>
<td>19g. Work with other students on a project or assignment during class</td>
<td>2.45</td>
<td>2.51</td>
</tr>
<tr>
<td>19h. Work with classmates outside of class on class projects or assignments</td>
<td>1.49</td>
<td>1.36</td>
</tr>
<tr>
<td>19i. Participate in a required study group outside of class</td>
<td>1.27</td>
<td>1.21</td>
</tr>
<tr>
<td>19j. Participate in a student-initiated (not required) study group outside of class</td>
<td>1.25</td>
<td>1.18</td>
</tr>
<tr>
<td>19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate...</td>
<td>2.04</td>
<td>1.84</td>
</tr>
<tr>
<td>19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate...</td>
<td>2.07</td>
<td>1.97</td>
</tr>
<tr>
<td>19m. Discuss an assignment or grade with an instructor</td>
<td>2.01</td>
<td>1.94</td>
</tr>
<tr>
<td>19n. Ask for help from an instructor regarding questions or problems related to class</td>
<td>2.31</td>
<td>2.24</td>
</tr>
<tr>
<td>19o. Receive prompt written or oral feedback from instructors on your performance</td>
<td>2.27</td>
<td>2.19</td>
</tr>
<tr>
<td>19q. Discuss ideas from your readings or classes with instructors outside of class</td>
<td>1.51</td>
<td>1.47</td>
</tr>
<tr>
<td>20.2d. Face-to-face tutoring</td>
<td>1.27</td>
<td>1.16</td>
</tr>
<tr>
<td>20.2f. Writing, math, or other skill lab</td>
<td>1.75</td>
<td>1.57</td>
</tr>
<tr>
<td>20.2h. Computer lab</td>
<td>2.03</td>
<td>1.77</td>
</tr>
</tbody>
</table>
### Engaged Learning (continued)

<table>
<thead>
<tr>
<th>Item</th>
<th>MCC Mean</th>
<th>Ex-Large Colleges Mean</th>
<th>Difference</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>19a. Ask questions in class or contribute to class discussions</td>
<td>2.83</td>
<td>2.84</td>
<td>-0.01</td>
<td></td>
</tr>
<tr>
<td>19b. Prepare at least two drafts of a paper or assignment before turning it in</td>
<td>2.10</td>
<td>2.15</td>
<td>-0.05</td>
<td></td>
</tr>
<tr>
<td>19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)</td>
<td>1.45</td>
<td>1.53</td>
<td>-0.08</td>
<td></td>
</tr>
<tr>
<td>19g. Work with other students on a project or assignment during class</td>
<td>2.51</td>
<td>2.45</td>
<td>0.06</td>
<td></td>
</tr>
<tr>
<td>19h. Work with classmates outside of class on class projects or assignments</td>
<td>1.36</td>
<td>1.49</td>
<td>-0.13</td>
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</tr>
<tr>
<td>19i. Participate in a required study group outside of class</td>
<td>1.21</td>
<td>1.27</td>
<td>-0.06</td>
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</tr>
<tr>
<td>19j. Participate in a student-initiated (not required) study group outside of class</td>
<td>1.18</td>
<td>1.25</td>
<td>-0.07</td>
<td></td>
</tr>
<tr>
<td>19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework</td>
<td>1.84</td>
<td>2.04</td>
<td>-0.2</td>
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</tr>
<tr>
<td>19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework</td>
<td>1.97</td>
<td>2.07</td>
<td>-0.1</td>
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<tr>
<td>19m. Discuss an assignment or grade with an instructor</td>
<td>1.94</td>
<td>2.01</td>
<td>-0.07</td>
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<tr>
<td>19n. Ask for help from an instructor regarding questions or problems related to class</td>
<td>2.24</td>
<td>2.31</td>
<td>-0.07</td>
<td></td>
</tr>
<tr>
<td>19o. Receive prompt written or oral feedback from instructors on your performance</td>
<td>2.19</td>
<td>2.27</td>
<td>-0.08</td>
<td></td>
</tr>
<tr>
<td>19q. Discuss ideas from your readings or classes with instructors outside of class</td>
<td>1.47</td>
<td>1.51</td>
<td>-0.04</td>
<td></td>
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<tr>
<td>20.2d. Frequency: Face-to-face tutoring</td>
<td>1.16</td>
<td>1.27</td>
<td>-0.11</td>
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<tr>
<td>20.2f. Frequency: Writing, math, or other skill lab</td>
<td>1.57</td>
<td>1.75</td>
<td>-0.18</td>
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</tr>
<tr>
<td>20.2h. Frequency: Computer lab</td>
<td>1.77</td>
<td>2.03</td>
<td>-0.26*</td>
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</tr>
</tbody>
</table>

*Significant Difference (p < 0.01 and effect size > 0.20)
Academic and Social Support

<table>
<thead>
<tr>
<th>Item</th>
<th>MCC Mean</th>
<th>Ex-Large Colleges Mean</th>
<th>Difference</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>18l. All instructors clearly explained academic and student support services available at this college</td>
<td>3.76</td>
<td>3.77</td>
<td>-0.01</td>
<td>Strongly agree (5), Agree (4), Neutral (3), Disagree (2), Strongly disagree (1)</td>
</tr>
<tr>
<td>18m. All instructors clearly explained course grading policies</td>
<td>4.26</td>
<td>4.25</td>
<td>0.01</td>
<td></td>
</tr>
<tr>
<td>18n. All instructors clearly explained course syllabi</td>
<td>4.37</td>
<td>4.36</td>
<td>0.01</td>
<td></td>
</tr>
<tr>
<td>18o. I knew how to get in touch with my instructors outside of class</td>
<td>4.21</td>
<td>4.26</td>
<td>-0.05</td>
<td></td>
</tr>
<tr>
<td>18q. At least one other student whom I didn’t previously know learned my name</td>
<td>4.06</td>
<td>4.07</td>
<td>-0.01</td>
<td></td>
</tr>
<tr>
<td>18r. At least one instructor learned my name</td>
<td>4.17</td>
<td>4.18</td>
<td>-0.01</td>
<td></td>
</tr>
<tr>
<td>18s. I learned the name of at least one other student in most of my classes</td>
<td>4.16</td>
<td>4.18</td>
<td>-0.02</td>
<td></td>
</tr>
</tbody>
</table>
Part IV: MCC Results by Item

3. Did you begin college at this college or elsewhere?

4. While in high school, did you earn college credit for one or more courses?
5. In addition to taking courses at this college, were/are you also enrolled at a 4-year college or university during YOUR FIRST SEMESTER/QUARTER?

7. How many courses did you enroll in for YOUR FIRST SEMESTER/QUARTER at this college?

8. Did you add or drop any classes within the FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER at this college?

SENSE 2011
MCC Office of Research and Planning - 27
9. Of the courses you enrolled in during your FIRST SEMESTER/QUARTER at this college, how many did you drop after the first day of class?

10. When did you register for your courses for YOUR FIRST SEMESTER/QUARTER at this college?

11. The following statements are about this college’s orientation for new students.
11. The following statements are about this college’s orientation for new students. (continued)

12. This set of items asks you about your earliest experiences at this college. To respond, please think about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER.
12. This set of items asks you about your earliest experiences at this college. To respond, please think about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER. (continued)

13. My placement test scores indicated that I needed to take a Developmental course (also referred to as Basic Skills, College Prep, etc.) in the following areas.
14. This college required me to enroll in classes indicated by my placement test scores during my FIRST SEMESTER/QUARTER.

15. With regard to financial assistance (scholarships, grants, or loans, etc.) to help with your college costs, mark a response for each of the following items.
16. When did you first apply for financial assistance?

17. In which of the following types of courses were you enrolled during your FIRST SEMESTER/QUARTER at this college?
17. In which of the following types of courses were you enrolled during your FIRST SEMESTER/QUARTER at this college? (continued)

A course specifically designed to teach skills & strategies to help students succeed in college

- Full-Time
- Part-time
- All Students

An organized "learning community"

- Full-Time
- Part-time
- All Students

18. This set of items asks you about your earliest experiences at this college. To respond, please think about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER.

The very first time I came to this college I felt welcome

- Full-Time
- Part-time
- All Students

The instructors at this college want me to succeed

- Full-Time
- Part-time
- All Students

I was able to meet with an academic advisor at times convenient for me

- Full-Time
- Part-time
- All Students

All the courses I needed to take during my first semester were available at times convenient for me

- Full-Time
- Part-time
- All Students
18. This set of items asks you about your earliest experiences at this college. To respond, please think about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER. (continued)
18. This set of items asks you about your earliest experiences at this college. To respond, please think about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER. (continued)
18. This set of items asks you about your earliest experiences at this college. To respond, please think about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER. (continued)
19. During the FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER at this college, about how often did you do the following?

- Turn in an assignment late
- Ask questions in class or contribute to class discussions
- Participate in supplemental instruction
- Prepare at least two drafts of a paper or assignment before turning it in
- Not turn in an assignment
- Come to class without completing readings or assignments
20. This section asks three questions about a variety of college services. Answer ALL THREE QUESTIONS for each service indicating (1) whether you knew about it, (2) how often you used it, and (3) how satisfied you were. To respond, please think about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER.

20.1 Did you KNOW ABOUT [the service]?

**Job placement assistance**

- **Full-Time**
- **Part-time**
- **All Students**

**Academic advising/planning**

- **Full-Time**
- **Part-time**
- **All Students**

**Financial assistance advising**

- **Full-Time**
- **Part-time**
- **All Students**

**Career counseling**

- **Full-Time**
- **Part-time**
- **All Students**

**Face-to-face tutoring**

- **Full-Time**
- **Part-time**
- **All Students**

**Writing, math, or other skill lab**

- **Full-Time**
- **Part-time**
- **All Students**
20.1 Did you KNOW ABOUT [the service]? (continued)
20.2 How often did you USE [the service]?

- **Online tutoring**
- **Job placement assistance**
- **Career counseling**
- **Academic advising/planning**
- **Face-to-face tutoring**
- **Financial assistance advising**
20.2 How often did you USE [the service]? (continued)

- **Student organizations**
- **Writing, math, or other skill lab**
- **Services to students with disabilities**
- **Computer lab**
- **Transfer credit assistance**
20.3 How SATISFIED were you with [the service]?
20.3 How SATISFIED were you with [the service]? (continued)

![Bar charts](chart.png)

**Student organizations**

- Full-Time
- Part-time
- All Students

**Computer lab**

- Full-Time
- Part-time
- All Students

**Financial assistance advising**

- Full-Time
- Part-time
- All Students

**Transfer credit assistance**

- Full-Time
- Part-time
- All Students

**Services to students with disabilities**

- Full-Time
- Part-time
- All Students

Legend:
- Not applicable
- Not at all
- Somewhat
- Very
21. This set of items asks you about your earliest experiences at this college. To respond, please think about your first experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER.

- **I learned to improve my study skills**
  - Full-Time
  - Part-time
  - All Students
  - Strongly disagree/Disagree
  - Neutral
  - Strongly agree/Agree

- **I learned to understand my academic strengths and weaknesses**
  - Full-Time
  - Part-time
  - All Students
  - Strongly disagree/Disagree
  - Neutral
  - Strongly agree/Agree

- **I learned skills and strategies to improve my test-taking ability**
  - Full-Time
  - Part-time
  - All Students
  - Strongly disagree/Disagree
  - Neutral
  - Strongly agree/Agree
22. Thinking about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGHT THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER, what has been your MAIN source of academic advising (help with academic goal-setting, planning, course recommendations, graduation requirements, etc.)?

23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?
24. During the **FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER at this college**, about how many hours did you spend in a typical 7-day week doing each of the following?

![Bar charts showing time spent preparing for class and working for pay by full-time, part-time, and all students.]

25. When do you plan to take classes **at this college** again?

![Bar charts showing plans for returning to college by full-time, part-time, and all students.]

26. While in high school, did you

![Bar charts showing whether students took math every school year and during their senior year by full-time, part-time, and all students.]

- Take math every school year?
- Take math during your senior year?
27. Would you recommend this college to a friend or family member?

28. In what range was your overall high school grade average?

31. Are you married?
32. Do you have children who live with you and depend on you for their care?

36. What is the highest academic certificate or degree you have earned?
37. Please indicate whether your goal(s) for attending this college include the following:

- To complete a certificate
  - Full-Time
  - Part-time
  - All Students

- To obtain an Associate degree
  - Full-Time
  - Part-time
  - All Students

- To transfer to a 4-year college or university
  - Full-Time
  - Part-time
  - All Students
Special Focus Module: Promising Practices

1. At this college, I completed registration before the first class session(s).

   ![Bar chart showing the percentage of students registered for courses before the first class session(s).](chart1)

   - Yes; I was registered for ALL of my courses before the first class session(s)
   - Mostly; I was registered for MOST of my courses before the first class session(s)
   - Partly; I was registered for SOME of my courses before the first class session(s)
   - No; I was NOT registered for ANY of my courses before the first class session(s)

2. At this college, the first time I met with an advisor to help me set academic goals and to create a plan for achieving them was...

   ![Bar chart showing the percentage of students prior to registering for classes for their first semester/quarter.](chart2)

   - PRIOR to registering for classes for my first semester/quarter
   - AFTER registering for classes for my first semester/quarter
   - I haven’t yet met with an advisor for this purpose

3. At this college, I am participating in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience").

   ![Bar chart showing the percentage of students participating in a structured experience.](chart3)

   - Yes
   - No
4. At this college, I am participating in one or more accelerated courses/fast-track programs to help me move through developmental/basic skills/college prep coursework more quickly.

5. At this college, my instructors clearly explained a class attendance policy that specified how many classes I could miss without penalty.

6. WHILE I was in high school, besides taking the SAT or ACT, I completed this college's placement test (ACCUPLACER, ASSET, COMPASS, etc.) to assess my academic skills in reading, writing, and/or math.
7. Before enrolling at this college, I used online or printed materials provided by the college to help me prepare **ON MY OWN** for this college’s placement test(s) (ACCUPLACER, ASSET, COMPASS, etc.).

8. Before enrolling at this college, I participated in a brief (8 hours or less), intensive brush-up/refresher workshop, designed to help me prepare for this college’s placement test(s) (ACCUPLACER, ASSET, etc.).

9. Before enrolling at this college, I participated in a multi-day or multi-week brush-up/refresher program (often held during the summer before fall enrollment) designed to help me prepare for this college’s placement test(s).
10. Because my placement test results indicated that I needed to take at least one developmental/basic skills/college prep course, I was...

11. I was TOLD that I was REQUIRED to take a developmental/basic skills/college prep course in my first semester/quarter, and I...

12. Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.
Appendix: SENSE Survey Instrument

1. Have you taken this survey in another class THIS SEMESTER/QUARTER?
   - Yes
   - No

2. Thinking about THIS SEMESTER/QUARTER, how would you describe your enrollment at this college?
   - Full-time
   - Less than full-time

3. Did you begin college at this college or elsewhere?
   - Started here
   - Started elsewhere

4. While in high school, did you earn college credit for one or more courses? (Mark all that apply).
   - No
   - Yes, at this college
   - Yes, at a different college
   - Yes, at my high school

5. In addition to taking courses at this college, were you also enrolled at a 4-year college or university during YOUR FIRST SEMESTER/QUARTER?
   - Yes
   - No

6. How many semesters/quarters have you been enrolled at this college?
   - This is my first semester/quarter
   - This is my second semester/quarter
   - This is my third semester/quarter
   - This is my fourth semester/quarter
   - I have been enrolled more than four semesters/quarters

7. How many courses did you enroll in for YOUR FIRST SEMESTER/QUARTER at this college?
   - One
   - Two
   - Three
   - Four or more

8. Did you add or drop any classes within the FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER at this college?
   - Yes, without discussing my decision with a college staff member or instructor
   - Yes, after discussing my decision with a college staff member or instructor
   - No, I did not add or drop any courses

9. Of the courses you enrolled in during YOUR FIRST SEMESTER/QUARTER at this college, how many did you drop after the first day of class?
   - None
   - Two
   - Four or more
   - One
   - Three

10. When did you register for your courses for YOUR FIRST SEMESTER/QUARTER at this college? (Mark only ONE)
    - More than one week before classes began
    - During the week before classes began
    - During the first week of classes
    - After the first week of classes
11. The following statements are about this college's orientation for new students. (Mark all that apply)
   □ I took part in an online orientation prior to the beginning of classes
   □ I attended an on-campus orientation prior to the beginning of classes
   □ I enrolled in an orientation course as part of my course schedule during my first semester/quarter at this college
   □ I was not aware of a college orientation
   □ I was unable to participate in orientation due to scheduling or other issues

12. This set of items asks you about your earliest experiences at this college. To respond, please think about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER.
   a. Before I could register for classes I was required to take a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.) to assess my skills in reading, writing, and/or math
   b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.)
   c. I was exempt from taking a placement test at this college

13. My placement test scores indicated that I needed to take a Developmental course (also referred to as Basic Skills, College Prep, etc.) in the following areas. (Mark all that apply)
   □ Didn't take a placement test
   □ Developmental Reading
   □ Developmental Writing
   □ Developmental Math
   □ Didn't place into any Developmental courses

14. This college required me to enroll in classes indicated by my placement test scores during my FIRST SEMESTER/QUARTER.
   □ Yes
   □ No

15. With regard to financial assistance (scholarships, grants, or loans, etc.) to help with your college costs, mark a response for each of the following items.
   a. I applied for financial assistance (scholarships, grants, or loans, etc.)
   b. I was notified I was eligible to receive financial assistance (scholarships, grants, or loans, etc.)
   c. I received financial assistance funds (scholarships, grants, or loans, etc.) before classes began

16. When did you first apply for financial assistance? (Mark only ONE)
   □ 3 or more months before classes began
   □ Less than 1 month before classes began
   □ 1 to 2 months before classes began
   □ After classes began
   □ I did not apply for financial assistance

17. In which of the following types of courses were you enrolled during your FIRST SEMESTER/QUARTER at this college? (Respond to each item)
   a. Developmental Reading (also referred to as Basic Skills, College Prep, etc.)
   b. Developmental Writing (also referred to as Basic Skills, College Prep, etc.)
   c. Developmental Math (also referred to as Basic Skills, College Prep, etc.)
   d. An English course taught specifically for students whose first language is not English (ESL, ESOL)
   e. A course specifically designed to teach skills and strategies to help students succeed in college (e.g., a college success or student success course)
   f. An organized "learning community" (two or more courses that a group of students take together)
18. This set of items asks you about your earliest experiences at this college. To respond, please think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. (Respond to each item)

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The very first time I came to this college I felt welcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>b.</td>
<td>The instructors at this college want me to succeed</td>
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<td></td>
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<tr>
<td>c.</td>
<td>All the courses I needed to take during my first semester/quarter were available at times convenient for me</td>
<td></td>
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<tr>
<td>d.</td>
<td>I was able to meet with an academic advisor at times convenient for me</td>
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<tr>
<td>e.</td>
<td>An advisor helped me to select a course of study, program, or major</td>
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<tr>
<td>f.</td>
<td>An advisor helped me to set academic goals and to create a plan for achieving them</td>
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<tr>
<td>g.</td>
<td>An advisor helped me to identify the courses I needed to take during my first semester/quarter</td>
<td></td>
<td></td>
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<tr>
<td>h.</td>
<td>A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take</td>
<td></td>
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<tr>
<td>i.</td>
<td>The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)</td>
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<tr>
<td>j.</td>
<td>A college staff member helped me determine whether I qualified for financial assistance</td>
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<tr>
<td>k.</td>
<td>All instructors had activities to introduce students to one another</td>
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<tr>
<td>l.</td>
<td>All instructors clearly explained academic and student support services available at this college</td>
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<tr>
<td>m.</td>
<td>All instructors clearly explained course grading policies</td>
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<tr>
<td>n.</td>
<td>All instructors clearly explained course syllabi (syllabuses)</td>
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<td></td>
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<tr>
<td>o.</td>
<td>I knew how to get in touch with my instructors outside of class</td>
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<tr>
<td>p.</td>
<td>At least one college staff member (other than an instructor) learned my name</td>
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<tr>
<td>q.</td>
<td>At least one other student whom I didn’t previously know learned my name</td>
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<tr>
<td>r.</td>
<td>At least one instructor learned my name</td>
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<tr>
<td>s.</td>
<td>I learned the name of at least one other student in most of my classes</td>
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<tr>
<td>t.</td>
<td>I have the motivation to do what it takes to succeed in college</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>u.</td>
<td>I am prepared academically to succeed in college</td>
<td></td>
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</tbody>
</table>
19. During the FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER at this college, about how often did you do the following? (Respond to each item)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Once</th>
<th>Two or more times</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Ask questions in class or contribute to class discussions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Prepare at least two drafts of a paper or assignment before turning it in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Turn in an assignment late</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Not turn in an assignment</td>
<td></td>
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<tr>
<td>e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)</td>
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<tr>
<td>f. Come to class without completing readings or assignments</td>
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<tr>
<td>g. Work with other students on a project or assignment during class</td>
<td></td>
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<tr>
<td>h. Work with classmates outside of class on class projects or assignments</td>
<td></td>
<td></td>
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<tr>
<td>i. Participate in a required study group outside of class</td>
<td></td>
<td></td>
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<tr>
<td>j. Participate in a student-initiated (not required) study group outside of class</td>
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<tr>
<td>k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework</td>
<td></td>
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</tr>
<tr>
<td>l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework</td>
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<tr>
<td>m. Discuss an assignment or grade with an instructor</td>
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<tr>
<td>n. Ask for help from an instructor regarding questions or problems related to a class</td>
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<tr>
<td>o. Receive prompt written or oral feedback from instructors on your performance</td>
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<tr>
<td>p. Receive grades or points on assignments, quizzes, tests, or papers, etc.</td>
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<tr>
<td>q. Discuss ideas from your readings or classes with instructors outside of class</td>
<td></td>
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<td></td>
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<tr>
<td>r. Discuss ideas from your readings or classes with others outside of class (students, family, co-workers, etc.)</td>
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<tr>
<td>s. Skip class</td>
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</tbody>
</table>
20. This section asks three questions about a variety of college services. Answer ALL THREE QUESTIONS for each service indicating (1) whether you knew about it, (2) how often you used it, and (3) how satisfied you were. To respond, please think about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER.

<table>
<thead>
<tr>
<th>SERIAL #</th>
<th>PLEASE DO NOT MARK IN THIS AREA</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Services</th>
<th>(1) Did you KNOW ABOUT IT?</th>
<th>(2) How often did you USE IT?</th>
<th>(3) How SATISFIED were you with it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Academic advising planning</td>
<td>Yes</td>
<td>No</td>
<td>Never</td>
</tr>
<tr>
<td>b. Career counseling</td>
<td>Yes</td>
<td>No</td>
<td>Never</td>
</tr>
<tr>
<td>c. Job placement assistance</td>
<td>Yes</td>
<td>No</td>
<td>Never</td>
</tr>
<tr>
<td>d. Face-to-face tutoring</td>
<td>Yes</td>
<td>No</td>
<td>Never</td>
</tr>
<tr>
<td>e. Online tutoring</td>
<td>Yes</td>
<td>No</td>
<td>Never</td>
</tr>
<tr>
<td>f. Writing, math, or other skill lab</td>
<td>Yes</td>
<td>No</td>
<td>Never</td>
</tr>
<tr>
<td>g. Financial assistance advising</td>
<td>Yes</td>
<td>No</td>
<td>Never</td>
</tr>
<tr>
<td>h. Computer lab</td>
<td>Yes</td>
<td>No</td>
<td>Never</td>
</tr>
<tr>
<td>i. Student organizations</td>
<td>Yes</td>
<td>No</td>
<td>Never</td>
</tr>
<tr>
<td>j. Transfer credit assistance</td>
<td>Yes</td>
<td>No</td>
<td>Never</td>
</tr>
<tr>
<td>k. Services to students with disabilities</td>
<td>Yes</td>
<td>No</td>
<td>Never</td>
</tr>
</tbody>
</table>

21. This set of items asks you about your earliest experiences at this college. To respond, please think about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER. [Respond to each item]

Within a class, or through another experience at this college:

- a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) | Strongly agree | Agree | Neutral | Disagree | Strongly disagree

- b. I learned to understand my academic strengths and weaknesses |

- c. I learned skills and strategies to improve my test-taking ability | Strongly agree | Agree | Neutral | Disagree | Strongly disagree

22. Thinking about your experiences FROM THE TIME OF YOUR DECISION TO ATTEND THIS COLLEGE THROUGH THE END OF THE FIRST THREE WEEKS OF YOUR FIRST SEMESTER/QUARTER, what has been your MAIN source of academic advising (help with academic goal-setting, planning, course recommendations, graduation requirements, etc.)?

- Mark only ONE:
  - (a) Instructors
  - (b) Friends, family, or other students
  - (c) College staff (not instructors)
  - (d) Computerized degree advisor system
  - (e) College Web site
  - (f) Other college materials
23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?
   - Yes
   - No

24. During the FIRST THREE WEEKS OF YOUR FIRST SEMESTER QUARTER at this college, about how many hours did you spend in a typical 7-day week doing each of the following?
   - Preparing for class (in a typical 7-day week)
   - Working for pay (in a typical 7-day week)

25. When do you plan to take classes at this college again?
   - I will accomplish my goal(s) during this semester/quarter and will not be returning
   - I have no current plans to return
   - Within the next 12 months
   - Uncertain

26. While in high school, did you
   - Take math every school year?
   - Take math during your senior year?

27. Would you recommend this college to a friend or family member?
   - Yes
   - No

28. In what range was your overall high school grade average?
   - A
   - A- to B+
   - B
   - B- to C+
   - C
   - C- or lower

29. Your sex:
   - Male
   - Female

30. Mark your age group.
   - Under 18
   - 18 to 19
   - 20 to 21
   - 22 to 24
   - 25 to 29
   - 30 to 39
   - 40 to 49
   - 50 to 64
   - 65+

31. Are you married?
   - Yes
   - No

32. Do you have children who live with you and depend on you for their care?

33. Is English your native (first) language?

34. Are you an international student or nonresident alien?

35. What is your racial/ethnic identification? (Mark only ONE):
   - American Indian or Native American
   - Asian, Asian American, or Pacific Islander
   - Native Hawaiian
   - Black or African American, Non-Hispanic
   - White, Non-Hispanic
   - Hispanic, Latino, Spanish
   - Other

36. What is the highest academic certificate or degree you have earned? (Mark only ONE):
   - None
   - GED
   - High school diploma
   - Vocational/technical certificate
   - Associate degree
   - Bachelor's degree
   - Master's/Doctoral/Professional degree
37. Please indicate whether your goal(s) for attending this college include the following: (Respond to all three)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. To complete a certificate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. To obtain an Associate degree</td>
<td></td>
<td></td>
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<tr>
<td>c. To transfer to a 4-year college or university</td>
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</tr>
</tbody>
</table>

38. Who in your family has attended at least some college? (Mark all that apply)

- [ ] Mother
- [ ] Father
- [ ] Brother/Sister
- [ ] Child
- [ ] Spouse/Partner
- [ ] Legal Guardian
- [ ] None of the above

39. Please provide your student identification number by filling in the corresponding ovals. For example, in the first column, indicate the first number or letter in your student ID number, and so forth. (Optional)

(Please begin here)
### Additional Items

(Please respond to these items if requested)

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 2 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 3 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 4 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 5 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 6 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 7 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 8 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9 |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 10|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 11|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 12|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 13|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 14|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 15|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 16|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 17|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 18|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 19|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 20|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 21|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 22|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 23|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 24|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |

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Your responses will remain confidential.
No individual responses will be reported.

Thank you for sharing your views.