Community College Survey of Student Engagement

College of Alameda

2014 Key Findings

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***Community College Survey of Student Engagement* - College of Alameda (2014 Administration)**

2014 Benchmark Scores Report - Main Survey

Comparison Group: Medium Colleges in the 2014 Cohort*

[Weighted]

	Your College	Medium Colleges		2014 Cohort	
Benchmark	**Score**	**Score**	**Difference**	**Score**	**Difference**
Active and Collaborative Learning	56.7	49.9	6.8	50.0	6.7
Student Effort	50.3	50.3	0.0	50.0	0.3
Academic Challenge	47.4	49.9	-2.6	50.0	-2.6
Student-Faculty Interaction	50.2	50.3	-0.1	50.0	0.2
Support for Learners	53.0	50.1	2.9	50.0	3.0

* The comparison group and cohort columns on this page INCLUDE your college.

Community College Survey of Student Engagement - **College of Alameda (2014 Administration)**

Frequency Distributions - Promising Practices (1-5)

Comparison Group: Medium Colleges*

[Weighted]

			Your College		Medium Colleges		Promising Practices Participants	
Item	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
1. During the current term at this college, I completed registration before the first class session(s).	COLLQ2623	Yes; I was registered for ALL of my courses before the first class session(s)	563	75.3	89,461	90.4	353,154	89.2
		Mostly; I was registered for MOST of my courses before the first class session(s)	97	13.0	5,806	5.9	25,278	6.4
		Partly; I was registered for SOME of my courses before the first class session(s)	67	9.0	1,903	1.9	9,495	2.4
		No; I was NOT registered for ANY of my courses before the first class session(s)	20	2.7	1,799	1.8	7,787	2.0
		Total	747	100.0	98,969	100.0	395,714	100.0
2. The ONE response that best describes my experience with orientation when I first came to this college is:	COLLQ2624	I took part in an online orientation prior to the beginning of classes	71	9.5	11,680	11.8	48,513	12.3
		I attended an on-campus orientation prior to the beginning of classes	264	35.4	40,265	40.8	167,519	42.5
		I enrolled in an orientation course as part of my course schedule during my first term at this college	72	9.6	8,797	8.9	32,538	8.3
		I was not aware of a college orientation	215	28.8	19,228	19.5	75,360	19.1
		I was unable to participate in orientation due to scheduling or other issues	125	16.7	18,601	18.9	70,149	17.8
		Total	747	100.0	98,572	100.0	394,080	100.0
3. During my first term at this college, I participated in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience").	COLLQ2628	Yes, in my first term at this college	162	22.5	21,510	22.3	90,159	23.4
		Yes, in my first AND in at least one other term at this college	26	3.6	2,614	2.7	11,260	2.9
		Yes, but NOT in my first term at this college	45	6.2	3,781	3.9	16,507	4.3
		No, I did not	484	67.6	68,366	71.0	266,857	69.4
		Total	717	100.0	96,271	100.0	384,784	100.0
4. During my first term at this college, I enrolled in an organized "learning community" (two or more courses that a group of students take together).	COLLQ2629	Yes, in my first term at this college	68	9.5	7,041	7.4	29,449	7.7
		Yes, in my first AND in at least one other term at this college	41	5.7	3,316	3.5	13,690	3.6
		Yes, but NOT in my first term at this college	64	9.0	2,785	2.9	11,596	3.0
		No, I did not	543	75.7	82,422	86.2	327,158	85.7
		Total	716	100.0	95,564	100.0	381,892	100.0

* The comparison group column on this page EXCLUDES your college.

2014 Frequency Distributions - Custom Survey Items

[Weighted]

			Your College	
Item	**Variable**	**Responses**	**Count**	**Percent**
6. Rate your overall satisfaction with the college's processes for working with new students - including the admissions process, the financial aid office, new student assessment, orientation, your first class registration experience, etc.	COLLQ3462	Excellent	109	14.6
		Good	320	43.1
		Fair	264	35.6
		Poor	50	6.7
		Total	743	100.0
7. In your experience at this college during the current school year, about how often have you put together ideas or concepts from different courses when completing assignments or during class discussions?	COLLQ3464	Very often	144	19.7
		Often	185	25.3
		Sometimes	271	37.0
		Seldom	84	11.5
		Never	48	6.6
		Total	733	100.0
8. With the assistance of academic counselors, I have set academic goals and created an educational plan for achieving them.	COLLQ3467	Strongly agree	147	20.0
		Agree	341	46.4
		Disagree	113	15.4
		Strongly disagree	32	4.4
		I have not seen an academic counselor	102	13.8
		Total	736	100.0
9. How would you rate the overall quality of academic counseling that you have received from the college?	COLLQ3505	Excellent	184	25.0
		Good	203	27.5
		Fair	217	29.6
		Poor	52	7.1
		I have not seen an academic counselor	80	10.8
		Total	736	100.0

2014 Frequency Distributions - Custom Survey Items

[Weighted]

			Your College	
Item	**Variable**	**Responses**	**Count**	**Percent**
10. How often do you use the academic support services such as tutoring or academic assistance, at the college?	COLLQ3511	Very often	80	10.9
		Often	113	15.4
		Sometimes	178	24.4
		Seldom	153	20.8
		Never	208	28.4
		Total	732	100.0
11. How satisfied are you with the instructional support available to you when you need help with a specific course?	COLLQ3514	Excellent	147	20.2
		Good	333	45.8
		Fair	189	26.0
		Poor	58	8.0
		Total	726	100.0
12. How satisfied are you with the library services at this college?	COLLQ3516	Excellent	250	34.6
		Good	319	44.1
		Fair	133	18.4
		Poor	21	3.0
		Total	723	100.0
13. How satisfied are you with the student services at this college?	COLLQ3521	Excellent	147	20.2
		Good	292	40.1
		Fair	255	35.0
		Poor	35	4.8
		Total	729	100.0
14. Do you have access to a computer at home with Internet access?	COLLQ3524	Yes	660	92.3
		No	55	7.7
		Total	715	100.0

2014 Frequency Distributions - Custom Survey Items

[Weighted]

			Your College	
Item	**Variable**	**Responses**	**Count**	**Percent**
15. The college emphasizes and supports the development of my technological competence.	COLLQ3526	Strongly agree	146	20.2
		Agree	438	60.6
		Disagree	104	14.4
		Strongly disagree	34	4.7
		Total	723	100.0
16. When appropriate, faculty effectively incorporate the use of computers and other technology into their teaching.	COLLQ3528	Strongly agree	250	35.0
		Agree	359	50.4
		Disagree	91	12.8
		Strongly disagree	13	1.8
		Total	713	100.0
17. How often have you been involved in student activities and campus life (clubs and organizations, student government, cultural events, workshops, etc.) since the academic year began?	COLLQ3529	Very often	33	4.6
		Often	97	13.5
		Sometimes	136	19.0
		Seldom	103	14.3
		Never	349	48.5
		Total	719	100.0
18. While attending this college, how often have you been challenged to do the very best you can?	COLLQ3530	Very often	224	31.1
		Often	297	41.0
		Sometimes	166	23.0
		Seldom	25	3.5
		Never	10	1.4
		Total	723	100.0
19. Which of the following factors, if any, poses the biggest obstacle to your academic progress?	COLLQ3531	Money, work obligations, finances	439	62.4
		Family/health obligations	112	16.0
		Difficulties getting the courses you need	25	3.5
		Lack of good academic advising	36	5.2
		Lack of personal motivation	91	13.0

2014 Frequency Distributions - Custom Survey Items

[Weighted]

			Your College	
Item	**Variable**	**Responses**	**Count**	**Percent**
		Total	703	100.0
20. As a result of my experience at this college, I am more aware of what my own personal values are.	COLLQ3532	Strongly agree	263	36.9
		Agree	326	45.6
		Disagree	92	12.9
		Strongly disagree	33	4.6
		Total	714	100.0

Frequency Distributions - Promising Practices (1-5)

Comparison Group: Medium Colleges*

[Weighted]

			Your College		Medium Colleges		Promising Practices Participants	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
5. During my first term at this college, I enrolled in a student success course (such as a student development, extended orientation, student life skills, or college success course).	COLLQ2630	Yes, in my first term at this college	96	13.5	15,606	16.3	68,073	17.8
		Yes, in my first AND in at least one other term at this college	51	7.2	2,680	2.8	12,042	3.2
		Yes, but NOT in my first term at this college	52	7.2	4,860	5.1	20,408	5.3
		No, I did not	516	72.2	72,401	75.8	281,301	73.7
		Total	715	100.0	95,547	100.0	381,824	100.0

* The comparison group column on this page EXCLUDES your college.

Colleges in the Comparison Group

Comparison Group: Medium Colleges

Institution	State
ASA College	NY
Aims Community College	CO
Alamance Community College	NC
Alvin Community College	TX
Angelina College	TX
Athens Technical College	GA
Baker College of Flint	MI
Baltimore City Community College	MD
Barton Community College	KS
Berkeley City College	CA
Big Sandy Community and Technical College	KY
Blue Ridge Community College	VA
Bossier Parish Community College	LA
Caldwell Community College and Technical Institute	NC
Canada College	CA
Cedar Valley College	TX
Central Arizona College	AZ
Central Carolina Community College	NC
Central Community College	NE
Central Georgia Technical College - Macon	GA
Central Oregon Community College	OR
Central Virginia Community College	VA
Cerro Coso Community College	CA
Chippewa Valley Technical College	WI
City Colleges of Chicago - Kennedy - King College	IL
City Colleges of Chicago-Olive-Harvey College	IL
Clackamas Community College	OR
Clark State Community College	OH
Clover Park Technical College	WA
Cochise College	AZ
College of Marin	CA
College of Western Idaho	ID
Colorado Mountain College	CO
Columbia Basin College	WA
Columbia State Community College	TN
Community College of Vermont	VT
Contra Costa College	CA
Corning Community College	NY
Crafton Hills College	CA
Cuyahoga Community College - Eastern	OH
Darton State College	GA
Elizabethtown Community & Technical College	KY
Everett Community College	WA
Frederick Community College	MD
Gadsden State Community College	AL

Colleges in the Comparison Group

Comparison Group: Medium Colleges

Institution	State
Gaston College	NC
GateWay Community College	AZ
Gateway Community and Technical College	KY
Genesee Community College	NY
Georgia Highlands College	GA
Germanna Community College	VA
Gloucester County College	NJ
Grayson College	TX
Gulf Coast State College	FL
Hagerstown Community College	MD
Harford Community College	MD
Harrisburg Area Community College - Lancaster Campus	PA
Hawkeye Community College	IA
Hazard Community and Technical College	KY
Heartland Community College	IL
Hennepin Technical College	MN
Highline Community College	WA
Honolulu Community College	HI
Horry-Georgetown Technical College	SC
Hutchinson Community College	KS
Illinois Valley Community College	IL
Indian Hills Community College	IA
Inver Hills Community College	MN
Iowa Central Community College	IA
Iowa Western Community College	IA
Itawamba Community College	MS
Jackson State Community College	TN
Jones County Junior College	MS
Kansas City Kansas Community College	KS
Kaskaskia College	IL
Kellogg Community College	MI
Kilgore College	TX
Lake Superior College	MN
Laramie County Community College	WY
Lee College	TX
Leeward Community College	HI
Lehigh Carbon Community College	PA
Lincoln Land Community College	IL
Linn-Benton Community College	OR
Lone Star College - University Park	TX
Los Angeles Southwest College	CA
Madisonville Community College	KY
Massachusetts Bay Community College	MA
Maysville Community & Technical College	KY
McHenry County College	IL

Colleges in the Comparison Group

Comparison Group: Medium Colleges

Institution	State
Merritt College	CA
Middle Georgia Technical College	GA
Midland College	TX
Mohave Community College	AZ
Mohawk Valley Community College	NY
Moraine Park Technical College	WI
Morton College	IL
Motlow State Community College	TN
Mount Wachusett Community College	MA
Muskegon Community College	MI
North Hennepin Community College	MN
North Idaho College	ID
North Seattle Community College	WA
North Shore Community College	MA
Northeast Community College	NE
Northeast Iowa Community College	IA
Northeast Lakeview College	TX
Northeast State Community College	TN
Northern Essex Community College	MA
Northern Oklahoma College	OK
Northwestern Michigan College	MI
Odessa College	TX
Okanagan College	BC
Olympic College	WA
Orange County Community College	NY
Owensboro Community and Technical College	KY
Oxnard College	CA
Paris Junior College	TX
Piedmont Technical College	SC
Piedmont Virginia Community College	VA
Prairie State College	IL
Quincy College	MA
Reading Area Community College	PA
Rend Lake College	IL
Roane State Community College	TN
Rochester Community and Technical College	MN
Rogue Community College	OR
Rowan-Cabarrus Community College	NC
Saint Paul College	MN
San Jacinto College - North Campus	TX
Santa Fe Community College	NM
Savannah Technical College	GA
Skagit Valley College	WA
Snow College	UT
South Mountain Community College	AZ

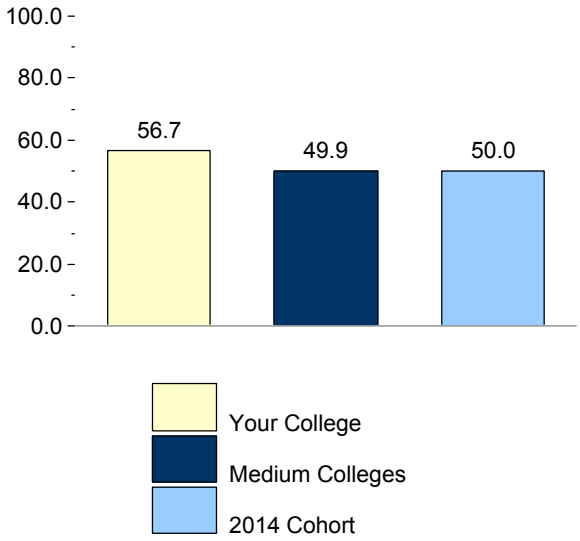
Colleges in the Comparison Group

Comparison Group: Medium Colleges

Institution	State
South Puget Sound Community College	WA
Southcentral Kentucky Community and Technical College	KY
Southeast Kentucky Community & Technical College	KY
Southern Crescent Technical College	GA
Southern Maine Community College	ME
Southside Virginia Community College	VA
Southwest Texas Junior College	TX
Spartanburg Community College	SC
Spokane Falls Community College	WA
Springfield Technical Community College	MA
St. Clair County Community College	MI
St. Cloud Technical and Community College	MN
St. Johns River State College	FL
St. Louis Community College- Florissant Valley	MO
State Fair Community College	MO
Tacoma Community College	WA
Temple College	TX
Texas State Technical College Harlingen	TX
Tri-County Technical College	SC
Trinity Valley Community College	TX
University of Cincinnati Blue Ash College	OH
Wallace State - Hanceville	AL
Walters State Community College	TN
Waukesha County Technical College	WI
Weatherford College	TX
West Georgia Technical College	GA
West Kentucky Community and Technical College	KY
Western Iowa Tech Community College	IA
Western Technical College	WI
Wharton County Junior College	TX
Willow International Community College Center	CA
York Technical College	SC

Community College Survey of Student Engagement
College of Alameda (2014 Administration)
2014 Benchmark Bar Chart - Main Survey
Comparison Group: Medium Colleges in the 2014 Cohort*

[Weighted]
Active and Collaborative Learning (ACTCOLL)



* The comparison group and cohort bars on this page INCLUDE your college.

12JUN14

2014 Benchmark Means Report - Main Survey

Comparison Group: Medium Colleges in the 2014 Cohort*

[Weighted]

Active and Collaborative Learning (ACTCOLL)

		Your College	Medium Colleges		2014 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	2.89	2.94		2.93	
4b. Made a class presentation [ACTCOLL]	CLPRESEN	2.30	2.13		2.15	
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	2.67	2.53		2.54	
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	2.27	1.93	0.37**	1.95	0.35**
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	1.57	1.39	0.25**	1.39	0.24**
4i. Participated in a community-based project as a part of a regular course [ACTCOLL]	COMMPROJ	1.60	1.34	0.38**	1.34	0.37**
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	2.50	2.55		2.55	

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

If a row contains less than 50 respondents (please see Frequency Distribution that follows), interpret the comparison results cautiously.

2014 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2014 Cohort*

[Weighted]

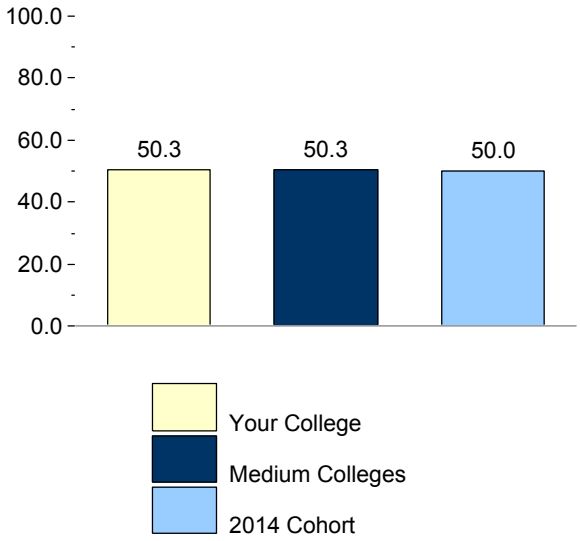
Active and Collaborative Learning (ACTCOLL)

			Your College		Medium Colleges		2014 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?								
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	Never	24	2.8	2,765	2.6	11,456	2.6
		Sometimes	291	34.9	33,620	31.1	139,788	32.0
		Often	275	32.9	38,496	35.6	154,135	35.2
		Very often	246	29.5	33,145	30.7	131,919	30.2
		Total	836	100.0	108,026	100.0	437,298	100.0
4b. Made a class presentation [ACTCOLL]	CLPRESEN	Never	171	20.6	29,799	27.7	116,659	26.8
		Sometimes	337	40.6	44,066	41.0	177,984	40.8
		Often	221	26.7	23,856	22.2	98,626	22.6
		Very often	101	12.2	9,873	9.2	42,457	9.7
		Total	830	100.0	107,594	100.0	435,725	100.0
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	Never	107	12.9	12,840	12.0	51,394	11.9
		Sometimes	260	31.3	41,306	38.6	166,028	38.4
		Often	267	32.2	35,554	33.3	145,752	33.7
		Very often	196	23.6	17,218	16.1	69,678	16.1
		Total	830	100.0	106,919	100.0	432,852	100.0
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	Never	198	24.0	41,580	38.8	162,558	37.5
		Sometimes	318	38.7	39,812	37.1	164,767	38.0
		Often	196	23.8	17,872	16.7	74,329	17.1
		Very often	111	13.5	7,967	7.4	32,387	7.5
		Total	823	100.0	107,232	100.0	434,040	100.0
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	Never	511	61.9	78,106	72.7	314,135	72.2
		Sometimes	203	24.6	20,344	18.9	84,081	19.3
		Often	70	8.5	5,845	5.4	23,922	5.5
		Very often	41	5.0	3,159	2.9	12,746	2.9
		Total	826	100.0	107,454	100.0	434,884	100.0
4i. Participated in a community-based project as a part of a regular course [ACTCOLL]	COMMPROJ	Never	494	60.6	81,143	75.8	326,597	75.4
		Sometimes	190	23.3	17,925	16.8	74,059	17.1
		Often	93	11.4	5,300	5.0	22,189	5.1
		Very often	38	4.6	2,615	2.4	10,168	2.3
		Total	815	100.0	106,983	100.0	433,013	100.0
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	Never	150	18.1	14,651	13.7	58,842	13.5
		Sometimes	298	36.0	40,144	37.4	163,409	37.6
		Often	200	24.1	31,716	29.5	128,116	29.5
		Very often	181	21.9	20,819	19.4	84,169	19.4
		Total	830	100.0	107,329	100.0	434,536	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Community College Survey of Student Engagement
College of Alameda (2014 Administration)
2014 Benchmark Bar Chart - Main Survey
Comparison Group: Medium Colleges in the 2014 Cohort*

[Weighted]
Student Effort (STUEFF)



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12JUN14

[Weighted]

Student Effort (STUEFF)

Item	Variable	Your College	Medium Colleges		2014 Cohort	
		Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	REWROPAP	2.67	2.52		2.52	
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	2.88	2.81		2.82	
4e. Came to class without completing readings or assignments [STUEFF]	CLUNPREP	1.98	1.80	0.24**	1.82	0.21**
Item 6: During the current school year, about how much reading and writing have you done at this college?						
1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20						
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	READOWN	2.08	2.06		2.06	
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?						
0 = None, 1 = 1-5 hours, 2 = 6-10 hours, 3 = 11-20 hours, 4 = 21-30 hours, 5 = More than 30 hours						
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activites related to your program) [STUEFF]	ACADPR01	1.90	2.03		2.01	
Item 13.1: How often do you use the following services at this college?						
1 = Rarely/Never, 2 = Sometimes, 3 = Often (Don't know/N.A. category not included in means calculations)						
13.1d. Peer or other tutoring [STUEFF]	USETUTOR	1.69	1.51	0.26**	1.52	0.24**
13.1e. Skill labs (writing, math, etc.) [STUEFF]	USELAB	1.76	1.76		1.76	
13.1h. Computer lab [STUEFF]	USECOMLB	2.00	2.08		2.07	

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

If a row contains less than 50 respondents (please see Frequency Distribution that follows), interpret the comparison results cautiously.

2014 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2014 Cohort*

[Weighted]

Student Effort (STUEFF)

			Your College		Medium Colleges		2014 Cohort	
Item	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?								
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	REWROPAP	Never	116	14.0	21,836	20.4	85,879	19.8
		Sometimes	257	31.2	30,814	28.7	126,574	29.2
		Often	237	28.8	31,873	29.7	130,008	30.0
		Very often	215	26.1	22,731	21.2	91,498	21.1
		Total	823	100.0	107,255	100.0	433,960	100.0
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	Never	57	6.9	10,570	9.9	41,521	9.6
		Sometimes	214	25.8	27,901	26.0	112,880	26.0
		Often	329	39.7	39,986	37.3	163,019	37.5
		Very often	229	27.6	28,840	26.9	116,883	26.9
		Total	829	100.0	107,297	100.0	434,303	100.0
4e. Came to class without completing readings or assignments [STUEFF]	CLUNPREP	Never	217	26.4	38,330	35.8	148,761	34.3
		Sometimes	447	54.5	55,703	52.0	228,834	52.8
		Often	116	14.2	9,361	8.7	39,999	9.2
		Very often	40	4.9	3,718	3.5	15,941	3.7
		Total	821	100.0	107,111	100.0	433,536	100.0
Item 6: During the current school year, about how much reading and writing have you done at this college?								
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	READOWN	None	176	21.3	34,027	31.9	133,946	31.0
		1 to 4	477	57.8	47,966	45.0	198,725	46.1
		5 to 10	120	14.5	14,209	13.3	57,373	13.3
		11 to 20	36	4.3	5,469	5.1	21,610	5.0
		More than 20	17	2.0	4,958	4.6	19,868	4.6
		Total	826	100.0	106,629	100.0	431,523	100.0
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?								
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activites related to your program) [STUEFF]	ACADPR01	None	20	2.4	1,574	1.5	6,620	1.5
		1-5 hours	345	41.8	41,515	39.0	169,311	39.3
		6-10 hours	262	31.7	31,742	29.8	128,760	29.9
		11-20 hours	120	14.6	19,896	18.7	79,489	18.5
		21-30 hours	57	6.9	7,451	7.0	29,694	6.9
		More than 30 hours	22	2.7	4,232	4.0	16,618	3.9
		Total	827	100.0	106,412	100.0	430,493	100.0
Item 13.1: How often do you use the following services at this college?								
13.1d. Peer or other tutoring [STUEFF]	USETUTOR	Don't know/N.A.	170	21.5	24,760	24.0	98,179	23.5
		Rarely/Never	303	38.3	48,219	46.8	192,711	46.2
		Sometimes	210	26.5	20,691	20.1	86,990	20.9
		Often	108	13.7	9,448	9.2	39,229	9.4
		Total	790	100.0	103,118	100.0	417,109	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

2014 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2014 Cohort*

[Weighted]

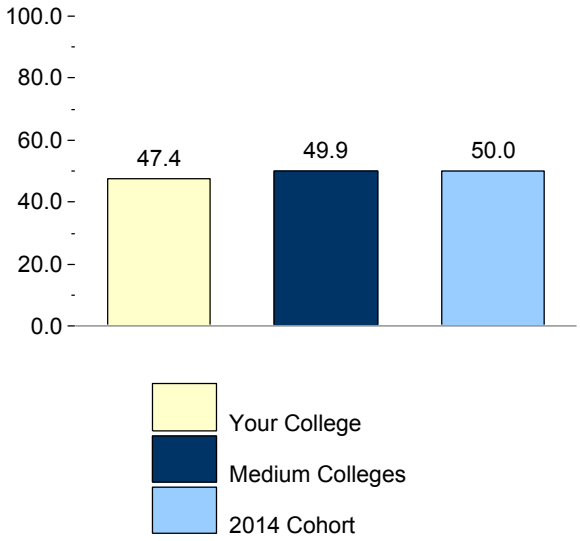
Student Effort (STUEFF)

			Your College		Medium Colleges		2014 Cohort	
Item	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Item 13.1: How often do you use the following services at this college?								
13.1e. Skill labs (writing, math, etc.) [STUEFF]	USELAB	Don't know/N.A.	100	12.6	21,475	20.9	86,056	20.7
		Rarely/Never	300	37.8	37,959	36.9	153,226	36.8
		Sometimes	257	32.4	25,053	24.3	103,606	24.9
		Often	136	17.1	18,441	17.9	73,327	17.6
		Total	793	100.0	102,927	100.0	416,215	100.0
13.1h. Computer lab [STUEFF]	USECOMLB	Don't know/N.A.	88	10.9	12,457	12.1	51,607	12.4
		Rarely/Never	233	29.2	25,779	25.0	105,173	25.2
		Sometimes	248	31.0	31,965	31.0	129,087	30.9
		Often	231	28.9	32,961	32.0	131,220	31.5
		Total	800	100.0	103,162	100.0	417,087	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Community College Survey of Student Engagement
College of Alameda (2014 Administration)
2014 Benchmark Bar Chart - Main Survey
Comparison Group: Medium Colleges in the 2014 Cohort*

[Weighted]
Academic Challenge (ACCHALL)



* The comparison group and cohort bars on this page INCLUDE your college.

12JUN14

[Weighted]

Academic Challenge (ACCHALL)

		Your College	Medium Colleges		2014 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
4p. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	2.63	2.63		2.63	
Item 5: During the current school year, how much has your coursework at this college emphasized the following mental activities?						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much						
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	ANALYZE	2.91	2.91		2.92	
5c. Synthesizing and organizing ideas, information, or experiences in new ways [ACCHALL]	SYNTHESZ	2.77	2.78		2.79	
5d. Making judgments about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	2.61	2.62		2.62	
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	2.61	2.72		2.73	
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	2.82	2.85		2.86	
Item 6: During the current school year, about how much reading and writing have you done at this college?						
1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20						
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings [ACCHALL]	READASGN	2.76	2.90		2.90	
6c. Number of written papers or reports of any length [ACCHALL]	WRITEANY	2.87	2.87		2.89	
Item 7						
1 = Extremely easy ... 7 = Extremely challenging						
7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college [ACCHALL]	EXAMS	4.72	5.00	-0.23**	4.97	-0.21**
Item 9: How much does this college emphasize each of the following?						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much						
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	ENVSCHOL	2.94	3.05		3.05	

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

If a row contains less than 50 respondents (please see Frequency Distribution that follows), interpret the comparison results cautiously.

2014 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2014 Cohort*

[Weighted]

Academic Challenge (ACCHALL)

			Your College		Medium Colleges		2014 Cohort	
Item	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?								
4p. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	Never	86	10.6	10,053	9.4	40,190	9.3
		Sometimes	283	34.9	39,087	36.5	158,366	36.5
		Often	283	35.0	38,369	35.8	156,155	36.0
		Very often	157	19.4	19,593	18.3	78,820	18.2
		Total	809	100.0	107,101	100.0	433,531	100.0
Item 5: During the current school year, how much has your coursework at this college emphasized the following mental activities?								
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	ANALYZE	Very little	27	3.3	4,762	4.4	19,007	4.4
		Some	242	29.0	28,355	26.4	112,573	25.9
		Quite a bit	342	41.0	45,937	42.8	186,610	43.0
		Very much	224	26.8	28,232	26.3	116,142	26.7
		Total	836	100.0	107,285	100.0	434,333	100.0
5c. Synthesizing and organizing ideas, information, or experiences in new ways [ACCHALL]	SYNTHESZ	Very little	76	9.1	7,203	6.7	28,800	6.7
		Some	239	28.8	33,497	31.4	133,743	30.9
		Quite a bit	314	37.7	41,284	38.6	168,261	38.9
		Very much	203	24.4	24,832	23.2	101,609	23.5
		Total	832	100.0	106,817	100.0	432,412	100.0
5d. Making judgments about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	Very little	112	13.5	12,613	11.8	50,780	11.7
		Some	273	32.8	36,767	34.4	146,979	33.9
		Quite a bit	278	33.5	36,496	34.1	149,318	34.5
		Very much	168	20.3	21,114	19.7	85,958	19.9
		Total	832	100.0	106,990	100.0	433,035	100.0
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	Very little	115	13.8	9,924	9.3	39,656	9.1
		Some	257	30.8	34,256	32.0	137,599	31.7
		Quite a bit	299	35.9	38,505	35.9	156,068	36.0
		Very much	162	19.5	24,478	22.8	100,309	23.1
		Total	833	100.0	107,164	100.0	433,632	100.0
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	Very little	79	9.5	8,374	7.8	33,599	7.7
		Some	220	26.3	29,418	27.4	119,464	27.4
		Quite a bit	309	37.0	39,166	36.4	157,713	36.2
		Very much	227	27.2	30,572	28.4	124,435	28.6
		Total	836	100.0	107,530	100.0	435,211	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

2014 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2014 Cohort*

[Weighted]

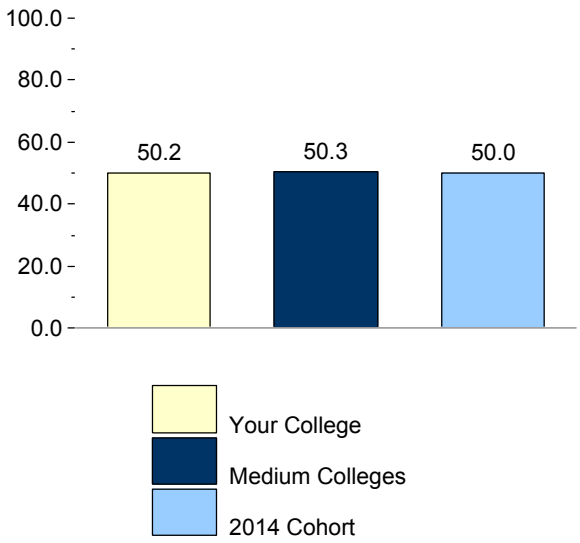
Academic Challenge (ACCHALL)

			Your College		Medium Colleges		2014 Cohort	
Item	**Variable**	**Responses**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Item 6: During the current school year, about how much reading and writing have you done at this college?								
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings [ACCHALL]	READASGN	None	22	2.7	3,106	2.9	13,015	3.0
		1 to 4	399	47.9	44,256	41.5	177,666	41.2
		5 to 10	247	29.6	31,790	29.8	129,285	29.9
		11 to 20	88	10.6	15,569	14.6	62,629	14.5
		More than 20	77	9.2	11,941	11.2	49,080	11.4
		Total	833	100.0	106,662	100.0	431,675	100.0
6c. Number of written papers or reports of any length [ACCHALL]	WRITEANY	None	63	7.7	10,325	9.7	39,801	9.2
		1 to 4	278	33.9	32,970	30.9	133,425	30.9
		5 to 10	261	31.8	33,730	31.6	136,742	31.7
		11 to 20	137	16.7	19,280	18.1	78,169	18.1
		More than 20	81	9.9	10,287	9.7	43,159	10.0
		Total	820	100.0	106,591	100.0	431,296	100.0
Item 7								
7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college [ACCHALL]	EXAMS	(1) Extremely easy	2	0.2	947	0.9	4,103	1.0
		(2)	38	5.1	2,004	1.9	8,316	2.0
		(3)	76	10.0	6,019	5.8	24,620	5.9
		(4)	190	25.1	24,196	23.5	100,258	24.1
		(5)	268	35.5	34,964	34.0	141,822	34.1
		(6)	114	15.1	23,578	22.9	93,804	22.6
		(7) Extremely challenging	67	8.9	11,195	10.9	42,639	10.3
		Total	756	100.0	102,903	100.0	415,561	100.0
Item 9: How much does this college emphasize each of the following?								
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	ENVSCHOL	Very little	41	5.0	4,130	3.9	16,444	3.8
		Some	185	22.3	22,103	20.7	89,962	20.9
		Quite a bit	382	46.0	44,553	41.8	180,067	41.8
		Very much	221	26.7	35,758	33.6	144,809	33.6
		Total	829	100.0	106,544	100.0	431,281	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Community College Survey of Student Engagement
College of Alameda (2014 Administration)
2014 Benchmark Bar Chart - Main Survey
Comparison Group: Medium Colleges in the 2014 Cohort*

[Weighted]
Student-Faculty Interaction (STUFAC)



* The comparison group and cohort bars on this page INCLUDE your college.

12JUN14

2014 Benchmark Means Report - Main Survey

Comparison Group: Medium Colleges in the 2014 Cohort*

[Weighted]

Student-Faculty Interaction (STUFAC)

		Your College	Medium Colleges		2014 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
4k. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	2.73	2.91		2.90	
4l. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	2.55	2.63		2.62	
4m. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	2.11	2.14		2.13	
4n. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	2.03	1.79	0.29**	1.79	0.28**
4o. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	2.65	2.74		2.73	
4q. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	1.59	1.46		1.47	

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** T-test: 2-tailed

If a row contains less than 50 respondents (please see Frequency Distribution that follows), interpret the comparison results cautiously.

2014 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2014 Cohort*

[Weighted]

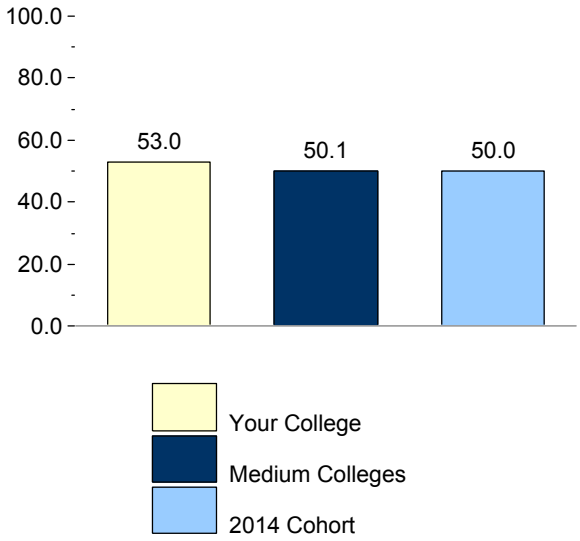
Student-Faculty Interaction (STUFAC)

			Your College		Medium Colleges		2014 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?								
4k. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	Never	89	10.7	7,102	6.6	29,728	6.9
		Sometimes	279	33.8	30,245	28.2	124,868	28.8
		Often	223	27.0	34,613	32.3	139,209	32.1
		Very often	235	28.5	35,158	32.8	139,700	32.2
		Total	827	100.0	107,117	100.0	433,504	100.0
4l. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	Never	86	10.3	8,861	8.3	36,974	8.5
		Sometimes	334	40.3	43,632	40.7	176,048	40.6
		Often	278	33.5	33,491	31.2	135,972	31.3
		Very often	132	15.9	21,259	19.8	85,003	19.6
		Total	829	100.0	107,243	100.0	433,998	100.0
4m. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	Never	244	29.6	28,018	26.2	115,905	26.8
		Sometimes	327	39.6	46,982	43.9	188,595	43.5
		Often	170	20.6	21,040	19.7	84,848	19.6
		Very often	84	10.2	10,963	10.2	43,795	10.1
		Total	826	100.0	107,004	100.0	433,143	100.0
4n. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	Never	290	34.8	47,974	44.9	192,172	44.5
		Sometimes	296	35.5	39,473	37.0	161,295	37.3
		Often	178	21.4	13,558	12.7	54,832	12.7
		Very often	69	8.3	5,773	5.4	24,009	5.6
		Total	833	100.0	106,778	100.0	432,308	100.0
4o. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	Never	55	6.7	7,557	7.1	31,249	7.2
		Sometimes	316	38.4	35,242	32.9	143,284	33.1
		Often	312	37.9	42,014	39.2	169,431	39.1
		Very often	140	17.0	22,274	20.8	89,344	20.6
		Total	823	100.0	107,087	100.0	433,308	100.0
4q. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	Never	489	60.0	72,155	68.0	288,904	67.2
		Sometimes	210	25.8	22,717	21.4	94,197	21.9
		Often	77	9.5	7,866	7.4	33,210	7.7
		Very often	39	4.7	3,340	3.1	13,431	3.1
		Total	814	100.0	106,077	100.0	429,742	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Community College Survey of Student Engagement
College of Alameda (2014 Administration)
2014 Benchmark Bar Chart - Main Survey
Comparison Group: Medium Colleges in the 2014 Cohort*

[Weighted]
Support for Learners (SUPPORT)



* The comparison group and cohort bars on this page INCLUDE your college.

12JUN14

2014 Benchmark Means Report - Main Survey

Comparison Group: Medium Colleges in the 2014 Cohort*

[Weighted]

Support for Learners (SUPPORT)

		Your College	Medium Colleges		2014 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 9: How much does this college emphasize each of the following?						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much						
9b. Providing the support you need to help you succeed at this college [SUPPORT]	ENVSUPRT	2.86	3.04	-0.21**	3.04	-0.21**
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	2.82	2.57	0.25**	2.59	0.23**
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	2.12	2.01		2.02	
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	2.37	2.22		2.23	
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	2.44	2.60		2.59	
Item 13.1: How often do you use the following services at this college?						
1 = Rarely/Never, 2 = Sometimes, 3 = Often (Don't know/N.A. category not included in means calculations)						
13.1a. Academic advising/planning [SUPPORT]	USEACAD	1.89	1.82		1.82	
13.1b. Career counseling [SUPPORT]	USECACOU	1.73	1.44	0.46**	1.45	0.44**

* The comparison group and cohort columns on this page EXCLUDE your college.

** T-test: 2-tailed

If a row contains less than 50 respondents (please see Frequency Distribution that follows), interpret the comparison results cautiously.

2014 Benchmark Frequency Distributions - Main Survey

Comparison Group: Medium Colleges in the 2014 Cohort*

[Weighted]

Support for Learners (SUPPORT)

			Your College		Medium Colleges		2014 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 9: How much does this college emphasize each of the following?								
9b. Providing the support you need to help you succeed at this college [SUPPORT]	ENVSUPRT	Very little	51	6.2	4,875	4.6	20,360	4.7
		Some	217	26.1	22,272	20.9	90,973	21.1
		Quite a bit	362	43.6	43,142	40.6	172,379	40.0
		Very much	200	24.1	36,069	33.9	146,814	34.1
		Total	830	100.0	106,358	100.0	430,527	100.0
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	Very little	87	10.5	18,175	17.1	72,393	16.9
		Some	199	24.1	32,587	30.7	130,806	30.5
		Quite a bit	313	37.9	31,382	29.6	127,097	29.6
		Very much	227	27.5	23,848	22.5	98,802	23.0
		Total	825	100.0	105,992	100.0	429,097	100.0
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	Very little	297	36.5	40,246	37.9	162,848	37.9
		Some	219	26.9	35,608	33.6	143,063	33.3
		Quite a bit	198	24.4	18,953	17.9	77,296	18.0
		Very much	99	12.1	11,268	10.6	46,037	10.7
		Total	814	100.0	106,075	100.0	429,244	100.0
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	Very little	177	21.6	27,431	26.0	111,072	26.0
		Some	291	35.5	40,034	37.9	161,780	37.9
		Quite a bit	224	27.3	25,002	23.7	100,870	23.6
		Very much	127	15.6	13,084	12.4	53,662	12.6
		Total	819	100.0	105,551	100.0	427,384	100.0
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	Very little	210	25.3	21,771	20.6	89,397	20.9
		Some	227	27.4	26,920	25.4	109,648	25.6
		Quite a bit	209	25.2	28,723	27.2	115,028	26.9
		Very much	183	22.1	28,378	26.8	114,235	26.7
		Total	829	100.0	105,792	100.0	428,307	100.0
Item 13.1: How often do you use the following services at this college?								
13.1a. Academic advising/planning [SUPPORT]	USEACAD	Don't know/N.A.	50	6.2	7,486	7.2	30,411	7.2
		Rarely/Never	251	31.2	33,699	32.2	136,430	32.3
		Sometimes	334	41.6	47,147	45.1	189,896	44.9
		Often	169	21.0	16,217	15.5	66,105	15.6
		Total	804	100.0	104,550	100.0	422,842	100.0
13.1b. Career counseling [SUPPORT]	USECACOU	Don't know/N.A.	125	15.6	21,208	20.4	84,362	20.0
		Rarely/Never	291	36.4	52,778	50.8	211,997	50.4
		Sometimes	274	34.2	23,491	22.6	97,465	23.2
		Often	110	13.7	6,451	6.2	26,974	6.4
		Total	799	100.0	103,927	100.0	420,797	100.0

* The comparison group and cohort columns on this page EXCLUDE your college.

Key Findings: A Starting Point

The Key Findings report provides an entry point for reviewing results from your administration of the 2014 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 data are also highlighted.

Promising Practices for Student Success

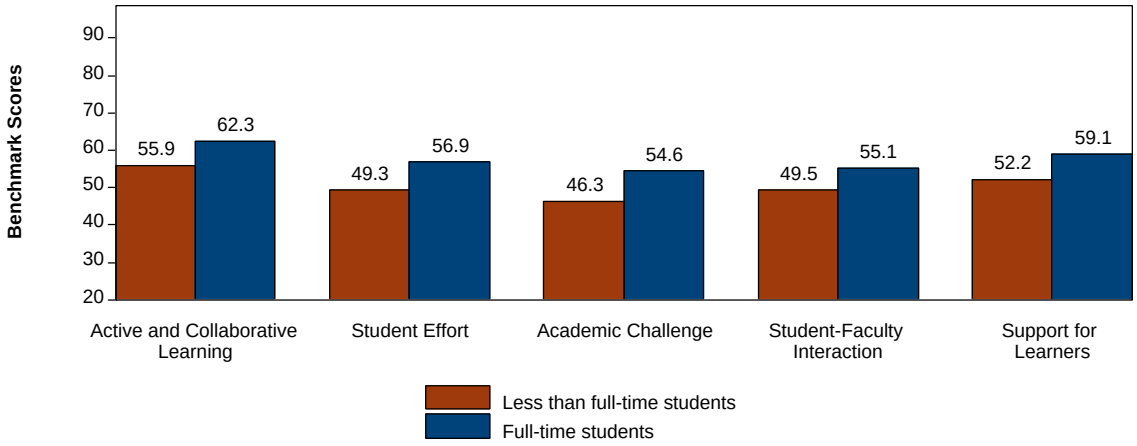
In each annual administration, *CCSSE* has included special-focus items to allow participating colleges and national researchers to delve more deeply into areas of student experience and institutional performance of great interest to the field. The 2014 special-focus items are part of an ongoing national research project 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 work will link data from the *CCSSE* special-focus items; related items on the 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 Community College Institutional Survey (CCIS) that address questions about how these promising practices are implemented across varied institutions.

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 your institution's *CCSSE* benchmark scores by students' enrollment status.

Figure 1



Benchmarks of Effective Educational Practice

The *CCSSE* benchmarks are groups of conceptually related survey items that address key areas of student engagement. The five 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 groups of other 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. The Center for Community College Student Engagement has adopted the policy "Responsible Uses of *CCSSE* and *SENSE* Data," available at **www.cccse.org**.

CCSSE uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2014 *CCSSE* Cohort (2012-2014) 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

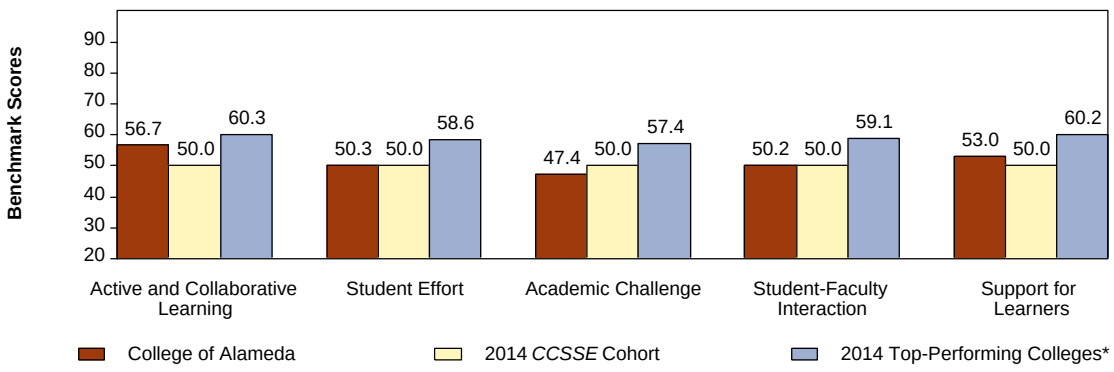
In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

★ 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.

For further information about *CCSSE* benchmarks, please visit **www.cccse.org**.

Figure 2



*Top-Performing colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit **www.cccse.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 relative to the 2014 *CCSSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the the 2014 *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 all institutional reports on the *CCSSE* online reporting system at **www.cccse.org**.

Figure 3 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2014 *CCSSE* Cohort. For instance, 37.3% of College of Alameda students, compared with 24.6% of other students in the cohort, responded *often* or *very often* on item 4g. It is important to note that some colleges' highest scores might be lower than the cohort mean.

Figure 3

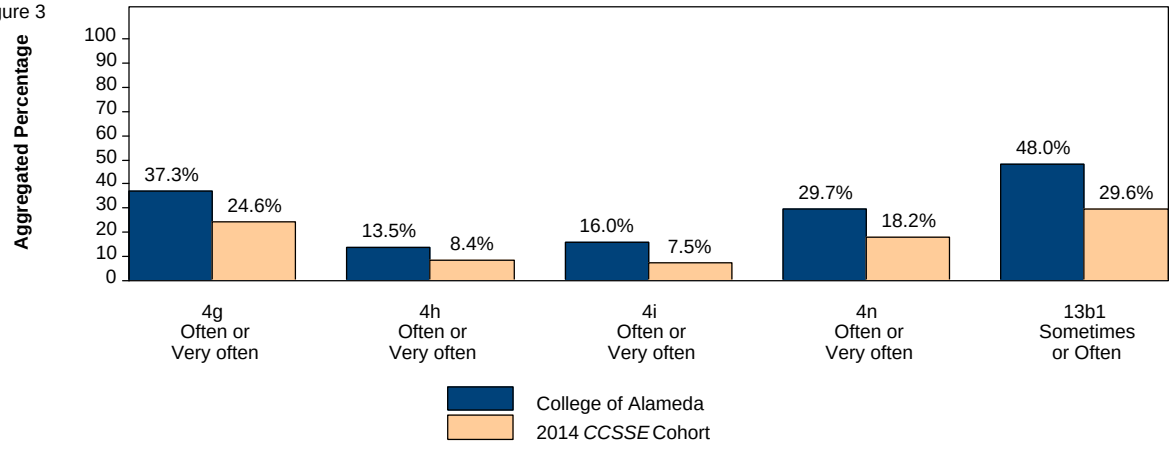


Table 1

Benchmark	Item Number	Item
Active and Collaborative Learning	4g	Worked with classmates outside of class to prepare class assignments
Active and Collaborative Learning	4h	Tutored or taught other students (paid or voluntary)
Active and Collaborative Learning	4i	Participated in a community-based project as a part of a regular course
Student-Faculty Interaction	4n	Discussed ideas from your readings or classes with instructors outside of class
Support For Learners	13b1	Frequency: Career counseling

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item(s) 13, *sometimes* and *often* responses are combined.

Aspects of Lowest Student Engagement

Figure 4 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2014 *CCSSE* Cohort. For instance, 55.5% of College of Alameda students, compared with 64.3% of other students in the cohort, responded *often* or *very often* on item 4k. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 4

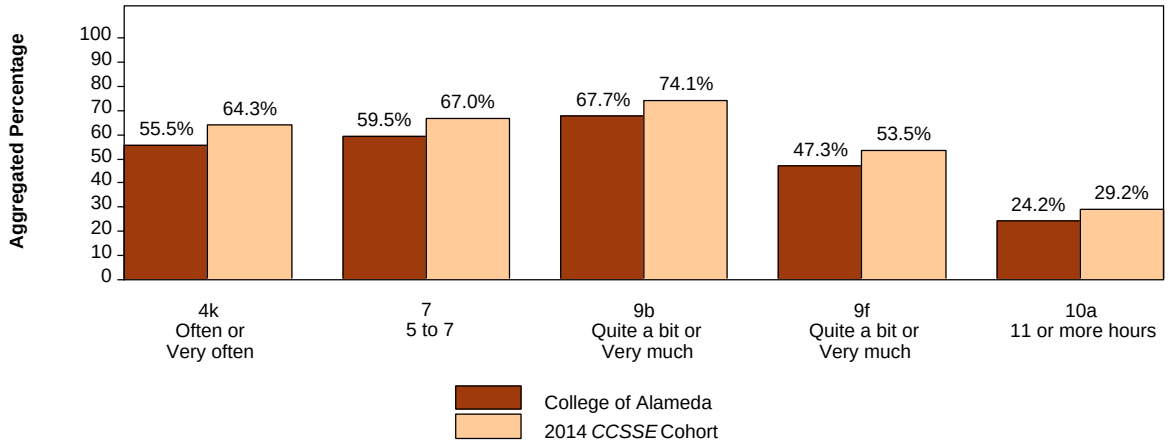


Table 2

Benchmark	Item Number	Item
Student-Faculty Interaction	4k	Used email to communicate with an instructor
Academic Challenge	7	Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college
Support For Learners	9b	Providing the support you need to help you succeed at this college
Support For Learners	9f	Providing the financial support you need to afford your education
Student Effort	10a	Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)

Notes:

For Item(s) 4 (except 4e), *often* and *very often* responses are combined.

For Item 7, *5, 6,* and *7* responses on the 1 - 7 challenge scale are combined.

For Item(s) 9, *quite a bit* and *very much* responses are combined.

For Item 10a, *11 - 20*, *21 - 30*, and *more than 30* responses are combined.

2014 *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 2014 special-focus items continue to elicit 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 your college and the *CCSSE* promising practices respondents are displayed across pages 6 and 7.

Figure 5: During the current term at this college, I completed registration before the first class sessions(s).

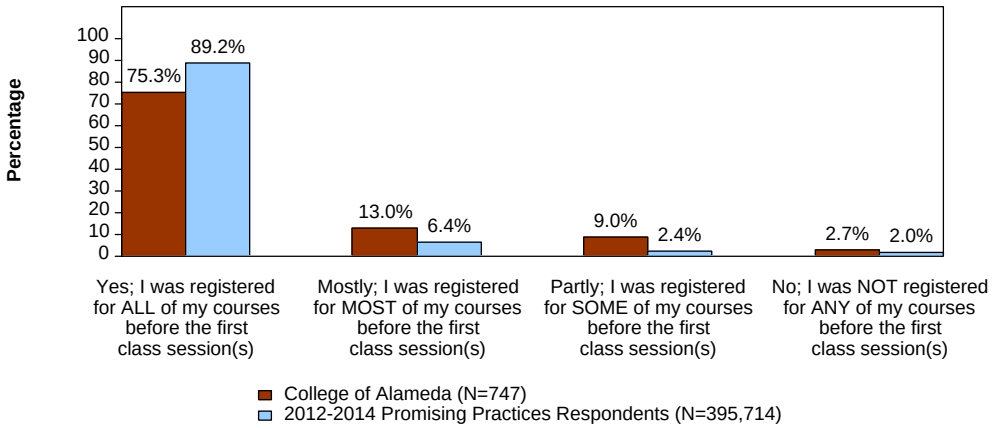


Figure 6: The ONE response that best describes my experience with orientation when I first came to this college is:

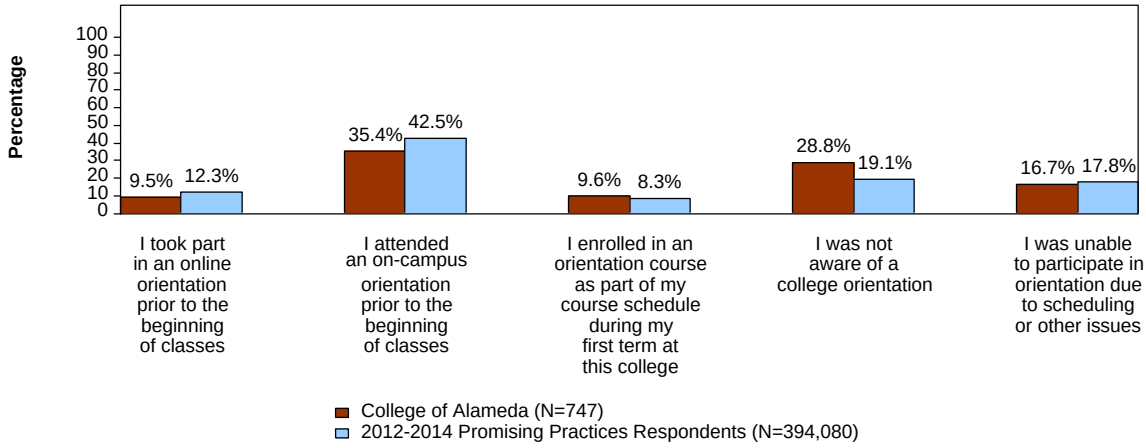


Figure 7: During my first term at this college, I participated in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience").

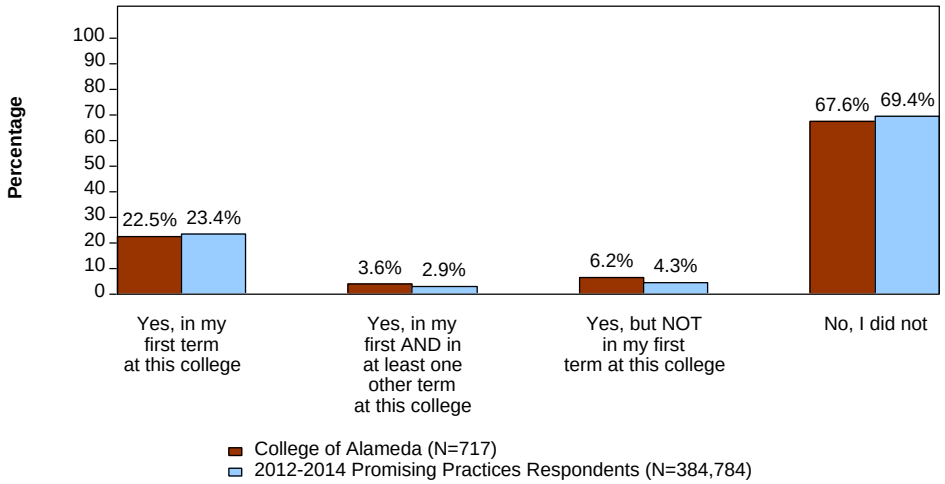


Figure 8: During my first term at this college, I enrolled in an organized "learning community" (two or more courses that a group of students take together).

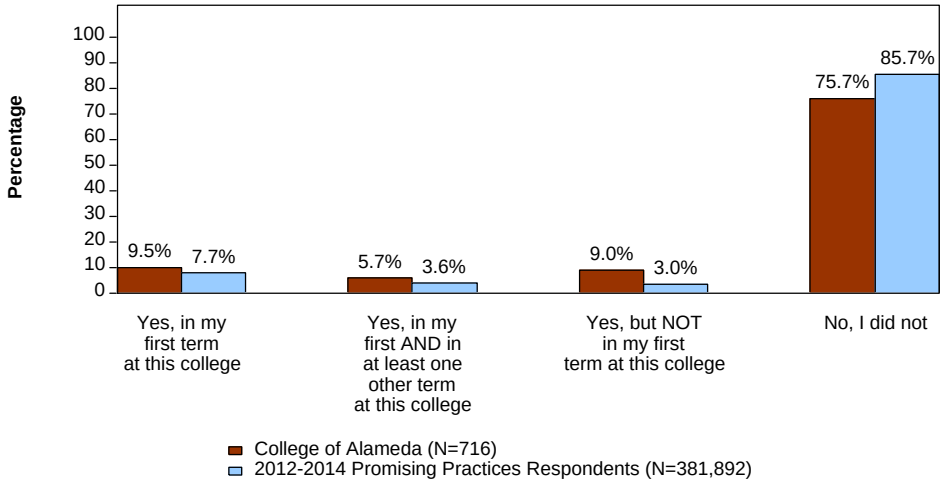
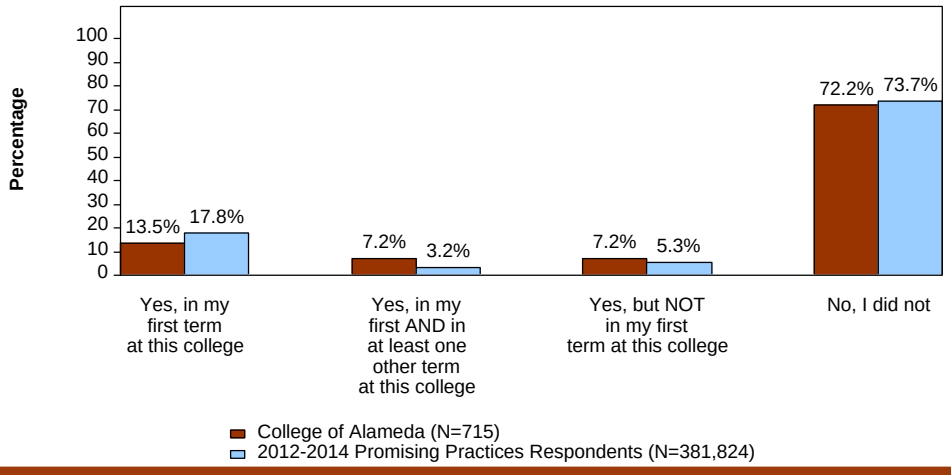


Figure 9: During my first term at this college, I enrolled in a student success course (such as a student development, extended orientation, student life skills, or college success course).



CCFSSE

The Community College Faculty Survey of Student Engagement (*CCFSSE*) results displayed below reveal the proportion of full- and part-time faculty members that are involved in teaching or facilitating organized 'learning communities' (two or more courses that a group of students take together), structured experiences for new students (sometimes called a 'freshman seminar' or 'first-year experience'), and student success courses (such as a student development, extended orientation, study skills, student life skills, or college success courses). Additionally, these results can be viewed alongside the corresponding *CCSSE* special-focus item results featured on page 7 to reveal a more complete picture of how students and faculty are participating in the same promising practices. For colleges that did not administer *CCFSSE*, cohort respondent data are provided.

Figure 10: During the current academic year at this college, have you been involved in teaching or facilitating a(n)

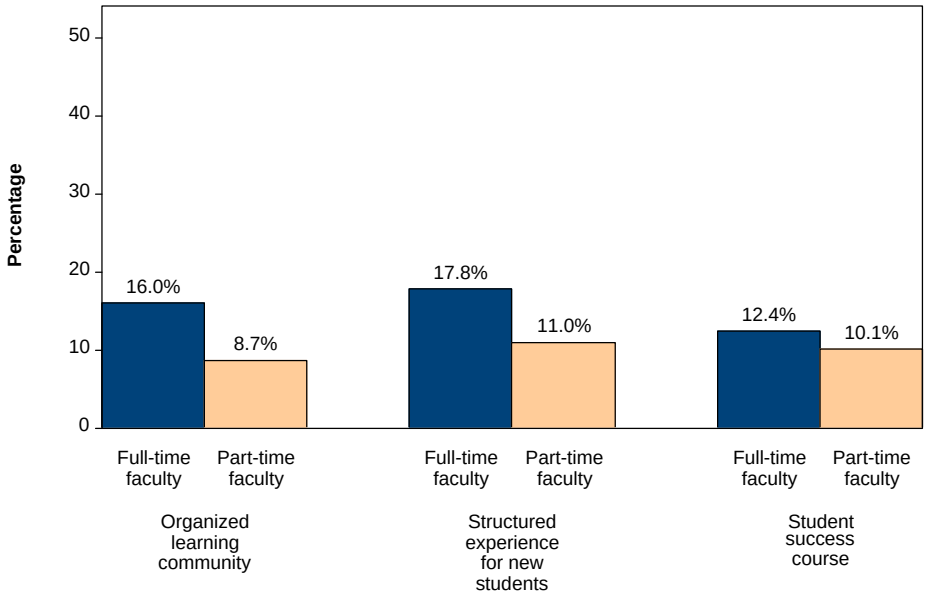


Table 3

	Organized learning community		Structured experience for new students		Student success course	
Response	Full-time faculty (N)	Part-time faculty (N)	Full-time faculty (N)	Part-time faculty (N)	Full-time faculty (N)	Part-time faculty (N)
Did teach or facilitate	2,722	1,357	3,019	1,722	2,097	1,589
Did not teach or facilitate	14,252	14,316	13,955	13,951	14,877	14,084
Total	16,974	15,673	16,974	15,673	16,974	15,673

*Updated