



The Survey of Entering Student Engagement (*SENSE*)
Overview of 2018 Survey Results
Cosumnes River College

Erin J. Griffin, PhD
Equity, Institutional Effectiveness, and Innovation

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Background

The Survey of Entering Student Engagement (SENSE), is a product and service of the **Center for Community College Student Engagement (CCCSE)**. Administered during the 4th and 5th weeks of the fall academic term, *SENSE* asks students to reflect on their earliest experiences with the college. *SENSE* serves as a complementary piece to the [Community College Survey of Student Engagement \(CCSSE\)](#), with a more specific focus on early student experiences.

***SENSE* Member Colleges**

SENSE data analyses are based on a three-year cohort of *entering* (new or returning) student data from participating colleges. This approach increases the total number of institutions and students contributing to the national data set, which in turn increases the reliability of the overall results. In addition, the three-year cohort approach minimizes the impact, in any given year, of statewide consortium participation. If a college participated more than one time in the three-year period, the cohort includes data only from that college's most recent year of participation.

The *SENSE* 2018 (2016-2018) cohort includes 269 institutions in 40 states and the District of Columbia. One hundred and twelve 2018 cohort colleges are classified as small (<4,500), 54 as medium (4,500-7,999), 64 as large (8,000-14,999), and 39 as extra-large institutions (15,000 + credit students). CRC participated in *SENSE* for the first time in 2018, and is classified as a large college.

Recent Institutional Initiatives

The *SENSE* survey was conducted in the context of several sweeping initiatives at Cosumnes River College. In Fall 2018, the college was in its beginning stages of implementing changes using Guided Pathways¹—a collegewide framework to improve onboarding of students, simplify decision making, support student learning, and support students on their pathway to timely completion. This work was supplemented by vast changes in math and English placement and a new push to enroll students in 15 units.² In fall 2018, incoming students were placed entirely by their high school transcript data – resulting in large increases in transfer-level enrollment and completion. Additionally, the Opt-Out program rolled out in spring 2019 for provided default schedules to incoming fall 2019 students with the hopes of increasing the number of student enrolled in 15 units.³ These initiatives (among others) should be kept in mind when interpreting the findings of this report.

Methods

***SENSE* Sampling**

SENSE survey participants are sampled at the classroom level. The survey was administered in classes randomly selected from those courses most likely to enroll entering students, with a random sample pulled from all first college-level English and math courses, all developmental reading, writing, and math

¹ Cosumnes River College. (n.d.). *Guided Pathways*. <https://employees.crc.losrios.edu/guided-pathways>

² Abrahams, Meinz, Williams. (2019). AB 705 Implementation: The Cosumnes River College Way. *Community College League of California Board Focus, Winter 2019*, 10-13. https://www.ccleague.org/sites/default/files/pdf/resources/board-focus/bf_winter19_final.pdf

³ Smith, A. (2019, May 2). Selecting Courses for Students. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/news/2019/05/02/community-college-picks-courses-students-bid-boost-completion>

courses, and student success courses. These courses are targeted so as to increase the probability of new/incoming student participation.

Of those entering students sampled at CRC, 367 respondents submitted usable surveys. The number of completed surveys produced an **overall “percent of target” rate of 37%**. The percent of target rate is the ratio of the adjusted number of completed surveys (surveys that were filled out properly and did not fall into any of the exclusionary categories) to the target sample size.

Excluded Respondents

Exclusions ensure that all institutional reports are based on the same sampling methods and that results are therefore comparable across institutions. Respondents are excluded from institutional reports for the following reasons:

- The respondent did not indicate whether he or she was enrolled full-time or part-time
- The respondent did not indicate whether he or she was an entering or returning student.
- The survey is invalid. A survey is invalid if a student answered all sub-items of Item 19 as either *never* or *four or more times*.
- The student reported his or her age as under 18.
- The student indicated that he or she had taken the survey in a previous class or did not respond to item 1.
- Oversample respondents are not included because they are selected outside of *SENSE*'s primary sampling procedures.

***SENSE* Benchmarks of Effective Educational Practice**

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

SENSE benchmarks are groups of conceptually related survey items that 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. Benchmarks are used to compare each institution's performance to that of similar institutions and with the *SENSE* Cohort. *SENSE* benchmarks are described below.

Early Connections

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.

High Expectations and Aspirations

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. Students then often rise to meet expectations, making it more likely that they will attain their goals. Often, students' aspirations also climb, and they seek more advanced credentials than they originally envisioned.

Clear Academic Plan and Pathway

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.

Effective Track to College Readiness

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.

Engaged Learning

Instructional approaches that foster engaged learning are critical for student success. Because most community college students attend college part-time, and most also must find ways to balance their studies with work and family responsibilities, the most effective learning experiences will be those the college intentionally designs.

Academic and Social Support Network

Students benefit from having a 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.

Data Analysis

Each of the previously mentioned benchmarks was analyzed in the following ways:

- 1) The CRC benchmarks were compared to other large schools, all colleges (the SENSE cohort), and top performing schools.
- 2) Responses to each individual question in the SENSE were compared to other large schools.
- 3) Variation in response to each SENSE question was evaluated on the basis of several demographics:
 - a. Enrollment Status
 - b. Gender
 - c. Race/Ethnicity
 - d. English as a Second Language (ESL)

All analyses are weighted to adjust for part-time versus full-time enrollment status because full-time students are necessarily over-represented in the sample. They take more classes and therefore are more likely to be sampled.

Results

2018 Student Respondent Profile

Enrollment Status

25% of CRC entering student respondents report being part-time, compared to 27% of the 2018 *SENSE* Cohort colleges' entering student respondents. On the other hand, when looking at local enrollment data, 75% of CRC students are part-time and 25% full-time⁴. This inverse representation in the SENSE sample is a result of the sampling technique and the in-class administration process. In short, full-time students take more classes, and are therefore, more likely to be surveyed. For this reason, survey results are either weighted or disaggregated on the full-time/part-time variable so that reports will accurately reflect the underlying student population.

Age

Entering student respondents at CRC range in age from 18 to 49 years old and 91% are between 18 and 24 years old. Students at our college are slightly younger than the 2018 *SENSE* Cohort respondents, of which nearly nine in ten (87%) students are between 18 and 24.

Sex

45% of our entering student respondents are male and 51% are female, which is comparable to the 2018 *SENSE* Cohort (43% male and 53% female, respectively).

Racial/Ethnic Identification

The CRC sample is more diverse compared to the 2018 *SENSE* Cohort. 14% of CRC entering student respondents identified themselves as White, Non-Hispanic; 27% as Hispanic, Latino, Spanish; 9% as Black or African American; and 32% as Asian, Asian American, or Pacific Islander. 1% of the student respondents are American Indian or Native American. 7% marked *other* when responding to the question, "What is your racial/ethnic identification?" The 2018 *SENSE* Cohort is composed of 41% White/Non-Hispanic; 27% Hispanic, Latino, Spanish; 12% Black or African American; 4% Asian, Asian American, or Pacific Islander; and 2% American Indian or Native American respondents.

⁴ Population data are those reported for the most recent IPEDS enrollment report.

International Students

8% of entering CRC students responded *yes* to the question, “Are you an international student or nonresident alien?”, compared to 6% in 2018 *SENSE* Cohort.

Sense Benchmarks

Each individual benchmark score is computed by averaging the scores on survey items that make up that benchmark. Benchmark scores are then standardized so that the mean (the average of all participating students) is always 50 and the standard deviation is 25. As previously stated, the six benchmarks of effective educational practice with entering students in community colleges are early connections, high expectations and aspirations, clear academic plan and pathway, effective track to college readiness, engaged learning, and academic and social support network.

Highlights of Results for Benchmark Scores for CRC versus Large Colleges

CRC is below the standardized mean of 50 for the SENSE cohort for all benchmarks, see Figure 1 below. The gap between CRC and the SENSE cohort is greatest for **Engaged Learning** (8.2 points lower) and **Academic and Social Support Network** (also 8.2 points lower).

Highlights of Results for Benchmark Scores within CRC

In Tables 1-4, CRC benchmarks are shown broken out by part- vs. fulltime, sex, race/ethnicity, and English as a second language. Benchmarks above 50 are shown in green. Benchmarks below 40 are shown in red. A score above 50 means that students at CRC are above average compared to other colleges in the SENSE cohort, and a score below 40 means that they are notably low compared to other colleges. Differences cross subgroups of more than 5 are highlighted in bold font.

Enrollment Status: Full-time – Part-time

- Full-time students had benchmark scores above 50 for Early Connections and Effective Track to College Readiness.
- Part-time student had benchmark scores below 40 for Engaged Learning and Academic and Social Support Network.
- Full-time students had benchmark scores 5 or more points higher than part-time students for Early Connections, Clear Academic Plan and Pathway, Engaged Learning, and Academic and Social Support Network.

Sex

- Female students had benchmark scores above 50 for High Expectations and Aspirations.
- Female students had a benchmark score 5 or more points higher than male students for High Expectations and Aspirations.
- Male students had a benchmark score 5 or more points higher than female students for Early Connections and Clear Academic Plan and Pathway.

Race/Ethnicity

- Black/African American students had benchmark scores above 50 for Effective Track to College Readiness.
- Hispanic/ Latino/Spanish students had a benchmark scores above 50 for Effective Track to College Readiness and Engaged Learning.
- American Indian/Native American and White, Non-Hispanic each had benchmark scores below 40 for 4 of 6 benchmarks.

ESL

- Non-ESL students had benchmark scores above 50 for Early Connections, High Expectations and Aspirations, and Effective Track to College Readiness and Engaged Learning.
- Non-ESL students had a benchmark score below 40 for Academic and Social Support Network
- ESL Students had a benchmark score below 40 for Engaged Learning
- Non-ESL students had a benchmark score 5 or more points higher than female students for all benchmarks except Academic and Social Support Network.

Figure 1: SENSE Benchmark Scores for CRC and the 2018 Sense Cohort

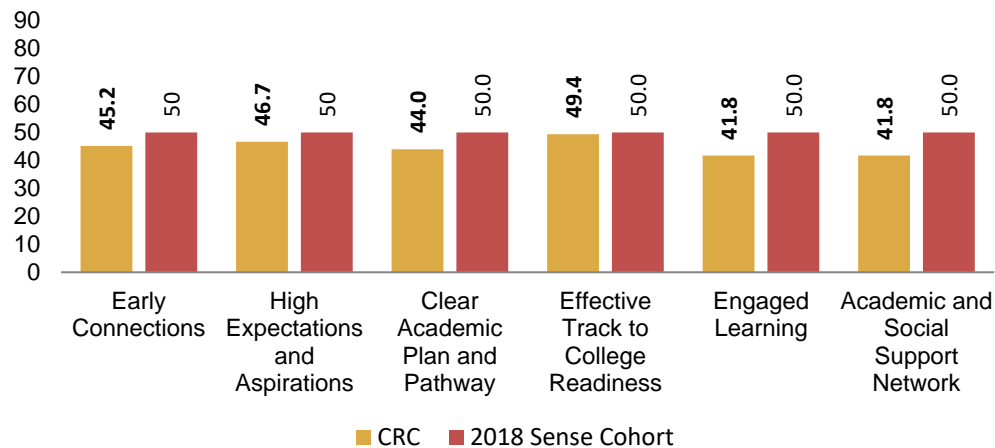


Table 1: Benchmarks by Enrollment Status – Unweighted

2. Thinking about this semester/quarter, how would you describe your enrollment at this college?				
	Part-time		Full-time	
	N	Mean	N	Mean
Early Connections	91	42.8	275	50.1
High Expectations and Aspirations	92	46.8	275	46.4
Clear Academic Plan and Pathway	90	41.8	275	48.3
Effective Track to College Readiness	92	49.0	275	50.2
Engaged Learning	92	39.5	275	46.6
Academic and Social Support Network	90	39.1	275	47.4

Table 2: Benchmarks by Sex – Weighted

29. Your sex				
	Male		Female	
	N	Mean	N	Mean
Early Connections	165	49.9	188	40.7
High Expectations and Aspirations	166	41.4	188	51.5

29. Your sex				
	Male		Female	
	N	Mean	N	Mean
Clear Academic Plan and Pathway	165	46.7	187	41.1
Effective Track to College Readiness	166	49.1	188	48.6
Engaged Learning	166	41.7	188	41.7
Academic and Social Support Network	166	42.5	187	43.6

Table 3: Benchmarks by Race/Ethnicity – Weighted

35. What is your racial/ethnic identification?												
	American Indian or Native American		Asian, Asian American, or Pacific Islander		Black or African American, Non-Hispanic		White, Non-Hispanic		Hispanic, Latino, Spanish		Other	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Early Connections	5	47.3	125	48.9	39	43.5	56	32.6	108	47.0	26	47.6
High Expectations and Aspirations	5	19.0	125	46.3	39	38.5	56	53.9	108	46.5	27	51.0
Clear Academic Plan and Pathway	5	42.9	124	48.7	39	38.0	56	34.3	108	46.3	26	42.6
Effective Track to College Readiness	5	29.6	125	49.9	39	54.1	56	37.8	108	51.8	27	47.2
Engaged Learning	5	35.4	125	38.8	39	53.0	56	35.1	108	43.5	27	48.9
Academic and Social Support Network	5	18.0	123	41.7	39	48.2	56	46.0	108	42.3	27	31.8

Table 4: Benchmarks by ESL – Weighted

33. Is English your native (first) language?				
	Yes		No	
	N	Mean	N	Mean
Early Connections	222	42.0	139	50.8
High Expectations and Aspirations	222	44.2	140	50.5
Clear Academic Plan and Pathway	222	41.6	138	48.3
Effective Track to College Readiness	222	46.9	140	52.3
Engaged Learning	222	39.8	140	46.0
Academic and Social Support Network	222	43.8	138	39.9

Highlights of Question-Specific Sub-Group Analyses within CRC

Highlights of areas of strength, improvement, and potential disparities are shown below. These results should not be considered comprehensive as the available data are complex and relevant to too many areas

of focus for a single area of focus. Reader are encouraged to review full results in Appendix 1 for complete perspective and inquiry.

Early Connections:

- CRC as a whole, all CRC subgroups, and large colleges expressed **high agreement** with the statement *'The very first time I came to this college I felt welcome'*
- CRC as a whole, all CRC subgroups, and large colleges expressed **low agreement** the statement *'A college staff member helped me determine whether I qualified for financial assistance'*
- CRC as a whole, all CRC subgroups, and large colleges expressed **high agreement** the statement *'At least one college staff member (other than an instructor) learned my name'*
- CRC as a whole and all CRC subgroups except student who identified as American Indian or Native American indicated **'No'** to the statement *'Was a specific person assigned to you so you could see him/her each time you needed information or assistance?'*

High Expectations and Aspirations

- CRC as a whole, all CRC subgroups, and large colleges expressed **high agreement** with the statements:
 - *The instructors at this college want me to succeed*
 - *I have the motivation to do what it takes to succeed in college*
 - *I am prepared academically to succeed in college*
- CRC as a whole, all CRC subgroups, and large colleges indicated **predominantly 'never or once'** for the statements *'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*
 - *Not turn in an assignment*
 - *Come to class without completing readings or assignments*
 - *Skip class*

Clear Academic Plan and Pathway

- CRC as a whole indicated **lower** agreement for the statement *'I was able to meet with an academic advisor at times convenient for me'* (49.0% for CRC versus 64.5% agreement for large colleges)
- CRC as a whole, all CRC subgroups, and large colleges expressed **high agreement** with the statement: *'An advisor helped me to identify the courses I needed to take during my first semester/quarter'*
- CRC as a whole, all CRC subgroups, and large colleges expressed **low agreement** with the statement: *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'*

Effective Track to College Readiness

- CRC as a whole, all CRC subgroups, and large colleges indicated **moderate-high agreement** with the statements ‘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’:
 - *I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)*
 - *I learned to understand my academic strengths and weaknesses*
 - *I learned skills and strategies to improve my test-taking ability*
 - *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*
 - *I took a placement test (COMPASS, ASSET ACCUPLACER, SAT, ACT, etc.)*
 - *This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter*

Engaged Learning

- CRC as a whole, all CRC subgroups, and large colleges indicated **high agreement** with the statements ‘During the first three weeks of your first semester/quarter at this college, about how often did you do the following?’:
 - *Ask questions in class or contribute to class discussions*
 - *Prepare at least two drafts of a paper or assignment before turning it in*
 - *Ask for help from an instructor regarding questions or problems related to a class*
 - *Receive prompt written or oral feedback from instructors on your performance*
- CRC as a whole, many CRC subgroups, and large colleges indicated **low agreement** with the
 - *Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)*
 - *Work with classmates outside of class on class projects or assignments*
 - *Participate in a required study group outside of class*
 - *Participate in a student-initiated (not required) study group outside of class*
 - *Discuss ideas from your readings or classes with instructors outside of class*
 - *Face-to-face tutoring*
 - *Writing, math, or other skill lab*
 - *Computer lab*
- Students who identified as Black or African American, Non-Hispanic reported the **highest levels of engagement** for almost all questions, including those with both overall high and overall low agreement (engagement).

Academic and Social Support Network

- CRC as a whole, all CRC subgroups, and large colleges indicated **high agreement** with the statements ‘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’:
 - *All instructors clearly explained academic and student support services available at this college*
 - *All instructors clearly explained course grading policies*
 - *All instructors clearly explained course syllabi (syllabuses)*
 - *I knew how to get in touch with my instructors outside of class*
 - *At least one other student whom I didn’t previously know learned my name*

- *At least one instructor learned my name*
- *I learned the name of at least one other student in most of my classes*

Discussion

Benchmarks: CRC and Large Colleges

CRC is below the standardized mean of 50 for the SENSE cohort for all benchmarks, particularly Engaged Learning and Academic and Social Support Network.

Within CRC, full-time students had benchmark scores 5 or more points higher than part-time students for all benchmarks except High Expectations and Aspirations. Engaged Learning and Academic and Social Support Network are area of particular concern for part-time students. American Indian/Native American and White, Non-Hispanic student each had low benchmark scores for 4 of 6 measures.

Sub-Group Analyses within CRC

Early Connections:

CRC students, and student from large colleges report feeling welcome when they began college, that their instructors learned their name. CRC and students also reported that did not get needed assistance for determining financial aid qualification, and they lacked access to an assigned person who could provide needed information and assistance. These results indicate that while CRC students feel personally welcome, they do not feel supported with some of the practical matters they need assistance with.

High Expectations and Aspirations

CRC as a whole, all CRC subgroups, and large colleges expressed universally **high agreement** with questions related to Expectations and Aspirations. This is promising as students are beginning college at CRC intending to succeed and believing that they have the motivation to do so. These results also indicate that students perceive clear, high expectations from college staff and faculty, which provides accurate context for understanding what it takes to be academically successful.

Clear Academic Plan and Pathway

Students require knowledgeable assistance to stay on track academically. 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. CRC students expressed low agreement with statements pertaining to access to student advisors at convenient times and input from staff members regarding balancing course load with commitments outside of schools. Taken together, these results may reflect challenges faced more often by part-time students who make up 75% of the student population at CRC. These students are more likely to be balancing commitments outside of school and thus, would need access to student advising outside of regular hours and more advising regarding balancing course load and other commitments.

Students reported that advisors did help them identify which course to take, indicating that when advising services were accessed, they were helpful selecting courses.

Effective Track to College Readiness

Effective assessment, course placement, and strategies to support students with building academic skills are essential for student success. CRC students were nearly universally in agreement that they were gaining the skills necessary for college success.

Engaged Learning

Engaged learning is critical for student success. CRC students reported high engagement with in-class learning and those aspects of learning that involve direct instructor feedback. Students reported widespread disengagement activities outside of class such as meeting with other students or study groups, participating in supplemental instruction, or attending labs, tutoring sessions. This is another area that likely reflect the competing demands for time and scheduling that disproportionately impact part-time students.

Black/African American students reported the highest levels of engagement (even for questions that had lower overall agreement). This mirrors findings from other evaluation projects that indicate higher usage rates for SI/SA among Black/African American students.

Academic and Social Support Network

Students benefit from having a network that includes both academic and social support. CRC students report high agreement with statements related to accessing student support services, course procedures, how to contact instructors, and experiencing personal connections through other students and instructors knowing their name, and knowing the names of other students.

Appendix 1: Results Tables for CRC Subgroups

Each question within each benchmark was compared across student groups within CRC including:

- 1) CRC versus large colleges
 - 2) Enrollment Status
 - 3) Gender
 - 4) Race/Ethnicity
 - 5) English as a Second Language (ESL)
- Tables broken out by enrollment status are unweighted.
 - Tables broken out by gender, race/ethnicity, and ESL are weighted to adjust for part-time versus full-time enrollment status given overrepresentation of full-time students in the survey sample.
 - All results are shown as percentages. Percentages **greater than or equal to 70%** are highlighted in green. Percentages **less than or equal to 40%** are highlighted in red. Notable **Differences across subgroups** are denoted with **bold font**.

Early Connections:

Table A1: Early Connections: ‘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:’

Question #	Item 18 Stem: 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:	% Agreement	
		CRC	Large Colleges
18a	The very first time I came to this college I felt welcome	68.1	75.0
18i	The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)	46.7	51.0
18j	A college staff member helped me determine whether I qualified for financial assistance	27.0	34.2
18p	At least one college staff member (other than an instructor) learned my name	39.3	47.8
% Yes			
23	Was a specific person assigned to you so you could see him/her each time you needed information or assistance?	29.0	25.1

Table A1.1: Early Connections: by Enrollment Status – Unweighted

2. Thinking about this semester/quarter, how would you describe your enrollment at this college?		
% Agree and Strong Agree	Part-time	Full-time
18a. The very first time I came to this college I felt welcome	64.0	72.7
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)	44.2	52.8
18j. A college staff member helped me determine whether I qualified for financial assistance	22.1	33.7
18p. At least one college staff member (other than an instructor) learned my name	34.9	48.7
%Yes		

2. Thinking about this semester/quarter, how would you describe your enrollment at this college?		
23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?	25.6	33.3

Table A1.2: Early Connections: by Sex Status - Weighted

29. Your sex		
% Agree and Strong Agree	Male	Female
18a. The very first time I came to this college I felt welcome	75.2	67.6
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)	58.4	44.0
18j. A college staff member helped me determine whether I qualified for financial assistance	37.9	24.2
18p. At least one college staff member (other than an instructor) learned my name	50.3	42.3
%Yes		
23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?	26.7	36.3

Table A1.3: Early Connections: by Race/Ethnicity - Weighted

35. What is your racial/ethnic identification?						
% Agree and Strong Agree						
	American Indian or Native American	Asian, Asian American, or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, Spanish	Other
18a. The very first time I came to this college I felt welcome	80.0	70.8	67.6	63.6	78.1	53.8
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)	60.0	47.5	51.3	38.2	60.0	46.1
18j. A college staff member helped me determine whether I qualified for financial assistance	20.0	35.0	29.7	21.8	33.3	23.1
18p. At least one college staff member (other than an instructor) learned my name	40.0	49.2	48.6	34.5	41.9	61.5
%Yes						
23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?	60.0	26.7	32.4	21.8	40.0	30.8

Table A1.4: Early Connections: by ESL - Weighted

33. Is English your native (first) language?			
% Agree and Strong Agree		Yes	No
18a. The very first time I came to this college I felt welcome		68.5	74.6
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.)		49.1	53.0
18j. A college staff member helped me determine whether I qualified for financial assistance		25.9	38.1
18p. At least one college staff member (other than an instructor) learned my name		45.8	44.8
% Yes			
23. Was a specific person assigned to you so you could see him/her each time you needed information or assistance?		29.2	35.8

High Expectations and Aspirations

Table A2: High Expectations and Aspirations: ‘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:’

Question #	Item 18 Stem: 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:	% Agreement	
		CRC	Large Colleges
18b	The instructors at this college want me to succeed	79.7	87.5
18t	I have the motivation to do what it takes to succeed in college	77.4	86.5
18u	I am prepared academically to succeed in college	73.8	83.0
	Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?	Frequency: % never or once	
19c	Turn in an assignment late	90.7	89.1
19d	Not turn in an assignment	84.9	89.6
19f	Come to class without completing readings or assignments	85.5	85.0
19s	Skip class	93.3	92.4

Table A2.1: High Expectations and Aspirations: by Enrollment Status - Unweighted

2. Thinking about this semester/quarter, how would you describe your enrollment at this college?		
% Agree and Strong Agree	Part-time	Full-time
18b. The instructors at this college want me to succeed	74.7	85.9
18t. I have the motivation to do what it takes to succeed in college	75.9	82.3
18u. I am prepared academically to succeed in college	72.3	80.0
Frequency of ‘Never or Once’		
19c. Turn in an assignment late	90.4	92.5
19d. Not turn in an assignment	85.5	82.3
19f. Come to class without completing readings or assignments	87.9	79.6
19s. Skip class	91.6	95.3

Table A2.2: High Expectations and Aspirations: by Sex - Weighted

29. Your sex		
% Agree and Strong Agree	Male	Female
18b. The instructors at this college want me to succeed	83.2	83.8
18t. I have the motivation to do what it takes to succeed in college	80.0	82.1
18u. I am prepared academically to succeed in college	79.3	77.5
Frequency of 'Never or Once'		
19c. Turn in an assignment late	89.7	94.8
19d. Not turn in an assignment	75.5	91.3
19f. Come to class without completing readings or assignments	76.1	86.1
19s. Skip class	92.9	95.4

Table A2.3: High Expectations and Aspirations: by Race/Ethnicity - Weighted

35. What is your racial/ethnic identification?						
	American Indian or Native American	Asian, Asian American, or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, Spanish	Other
% Agree and Strong Agree						
18b. The instructors at this college want me to succeed	75.0	81.7	82.9	81.5	89.3	65.2
18t. I have the motivation to do what it takes to succeed in college	75.0	80.0	82.9	85.2	78.6	78.3
18u. I am prepared academically to succeed in college	50.0	82.6	80.0	79.6	73.8	69.6
Frequency of 'Never or Once'						
19c. Turn in an assignment late	100.0	91.3	82.9	94.4	95.1	87.0
19d. Not turn in an assignment	75.0	86.1	80.0	92.6	75.7	87.0
19f. Come to class without completing readings or assignments	75.0	85.2	74.3	83.3	78.6	87.0
19s. Skip class	100.0	97.4	82.9	94.4	93.2	100.0

Table A2.4: High Expectations and Aspirations: by ESL - Weighted

33. Is English your native (first) language?		
% Agree and Strong Agree	Yes	No
18b. The instructors at this college want me to succeed	81.2	85.8
18t. I have the motivation to do what it takes to succeed in college	80.8	80.3

33. Is English your native (first) language?		
% Agree and Strong Agree	Yes	No
18u. I am prepared academically to succeed in college	75.5	81.9
Frequency of 'Never or Once'		
19c. Turn in an assignment late	92.3	91.3
19d. Not turn in an assignment	82.7	84.275
19f. Come to class without completing readings or assignments	79.3	85.0
19s. Skip class	93.3	96.1

Clear Academic Plan and Pathway

Table A3: Clear Academic Plan and Pathway: '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:'

Question #	Item 18 Stem: 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:	% Agreement	
		CRC	Large Colleges
18d	I was able to meet with an academic advisor at times convenient for me	49.0	64.5
18e	An advisor helped me to select a course of study, program, or major	57.2	64.5
18f	An advisor helped me to set academic goals and to create a plan for achieving them	52.3	46.6
18g	An advisor helped me to identify the courses I needed to take during my first semester/quarter	69.7	74.6
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	27.7	31.1

Table A3.1: Clear Academic Plan and Pathway: by Enrollment Status - Unweighted

2. Thinking about this semester/quarter, how would you describe your enrollment at this college?		
% Agree and Strong Agree	Part-time	Full-time
18d. I was able to meet with an academic advisor at times convenient for me	46.07	54.72
18e. An advisor helped me to select a course of study, program, or major	56.18	57.74
18f. An advisor helped me to set academic goals and to create a plan for achieving them	47.19	61.51
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter	67.42	73.21
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	26.97	29.81

Table A3.2: Clear Academic Plan and Pathway: by Sex - Unweighted

33. Is English your native (first) language?		
	Male	Female
18d. I was able to meet with an academic advisor at times convenient for me	59.6	47.5
18e. An advisor helped me to select a course of study, program, or major	60.2	54.7
18f. An advisor helped me to set academic goals and to create a plan for achieving them	58.4	56.9
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter	73.9	70.2
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	37.3	22.1

Table A3.3: Clear Academic Plan and Pathway: by Race/Ethnicity - Weighted

35. What is your racial/ethnic identification?						
	American Indian or Native American	Asian, Asian American, or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, Spanish	Other
18d. I was able to meet with an academic advisor at times convenient for me	40.0	56.7	50.0	51.8	49.5	52.0
18e. An advisor helped me to select a course of study, program, or major	20.0	63.373	52.8	42.9	64.5	48.0
18f. An advisor helped me to set academic goals and to create a plan for achieving them	80.0	61.7	58.3	48.291	60.7	48.0
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter	80.0	77.6	69.4	64.3	73.8	60.0
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	40.0	30.1	30.6	17.9	34.6	20.0

Table A3.4: Clear Academic Plan and Pathway: by ESL - Unweighted

33. Is English your native (first) language?		
	Yes	No
18d. I was able to meet with an academic advisor at times convenient for me	51.39	54.48
18e. An advisor helped me to select a course of study, program, or major	52.78	64.93
18f. An advisor helped me to set academic goals and to create a plan for achieving them	57.41	58.96
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter	69.91	75.37
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	27.31	31.34

Effective Track to College Readiness

Table A4: Effective Track to College Readiness: ‘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.’

Question #	Item 12: 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.	% Agreement	
		CRC	Large Colleges
21a.	I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)	67.6	75.8
21b.	I learned to understand my academic strengths and weaknesses	66.2	72.8
21c.	I learned skills and strategies to improve my test-taking ability	53.8	57.4
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	85.0	79.4
12b	I took a placement test (COMPASS, ASSET ACCUPLACER, SAT, ACT, etc.)	81.4	84.2
14	This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter	66.0	64.2

Table A4.1: Effective Track to College Readiness: by Enrollment Status - Unweighted

2. Thinking about this semester/quarter, how would you describe your enrollment at this college?		
% Agree and Strong Agree	Part-time	Full-time
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)	65.5	70.3
21b. I learned to understand my academic strengths and weaknesses	64.4	68.3
21c. I learned skills and strategies to improve my test-taking ability	55.2	49.4
% Yes		
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	85.1	83.8
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.)	79.3	84.6
14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter	64.4	68.7

Table A4.2: Effective Track to College Readiness: by Sex - Weighted

29. Your sex		
% Agree and Strong Agree	Male	Female
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)	72.3	66.7
21b. I learned to understand my academic strengths and weaknesses	67.9	67.8
21c. I learned skills and strategies to improve my test-taking ability	49.1	53.1
% Yes		
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	83.6	83.6
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.)	83.6	83.0
14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter	62.3	72.3

Table A4.3: Effective Track to College Readiness: by Race/Ethnicity - Weighted

35. What is your racial/ethnic identification?						
	American Indian or Native American	Asian, Asian American, or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, Spanish	Other
% Agree and Strong Agree						
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)	60.0	70.6	66.7	63.6	68.6	76.0
21b. I learned to understand my academic strengths and weaknesses	60.0	71.4	69.474	63.6	64.7	64.0
21c. I learned skills and strategies to improve my test-taking ability	40.0	52.1	63.9	36.4	53.9	44.0
% Yes						
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	40.0	84.9	91.7	81.8	84.3	84.0
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.)	60.0	84.9	86.1	78.2	86.3	76.0
14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter	40.0	64.7	88.9	52.7	73.5	64.0

Table A4.4: Effective Track to College Readiness: by ESL - Weighted

33. Is English your native (first) language?	Yes	No
% Agree and Strong Agree		
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.)	66.2	73.3
21b. I learned to understand my academic strengths and weaknesses	63.9	72.5
21c. I learned skills and strategies to improve my test-taking ability	46.0	58.0
% Yes		
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	83.6	85.5
12b. I took a placement test (COMPASS, ASSET, ACCUPLACER, SAT, ACT, etc.)	85.0	80.9
14. This college required me to enroll in classes indicated by my placement test scores during my first semester/quarter	65.7	70.2

Engaged Learning

A5: Engaged Learning: ‘During the first three weeks of your first semester/quarter at this college, about how often did you do the following?’

Question #	Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?	% Agreement	
		CRC	Large Colleges
19a	Ask questions in class or contribute to class discussions	84.2	91.0
19b	Prepare at least two drafts of a paper or assignment before turning it in	67.3	70.8
19e	Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)	29.6	33.9
19g	Work with other students on a project or assignment during class	78.0	79.5
19h	Work with classmates outside of class on class projects or assignments	31.4	35.9
19i	Participate in a required study group outside of class	15.9	18.8
19j	Participate in a student-initiated (not required) study group outside of class	21.1	19.2
19k	Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework	57.9	62.6
19l	Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework	55.0	70.5
19m	Discuss an assignment or grade with an instructor	54.7	66.8
19n	Ask for help from an instructor regarding questions or problems related to a class	69.5	77.6
19o	Receive prompt written or oral feedback from instructors on your performance	68.1	76.0
19q	Discuss ideas from readings or classes with instructors outside of class	30.5	37.1
20d2	Face-to-face tutoring	15.6	19.1
20f2	Writing, math, or other skill lab	24.9	31.2
20h2	Frequency of use: Computer lab	33.9	17.9

A5.1: Engaged Learning: by Enrollment Status - Unweighted

Enrollment Status	Part-time	Full-time
19a. Ask questions in class or contribute to class discussions	80.5	87.35
19b. Prepare at least two drafts of a paper or assignment before turning it in	66.2	70.2
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)	22.08	31.8
19g. Work with other students on a project or assignment during class	75.3	85.7
19h. Work with classmates outside of class on class projects or assignments	23.38	42.0
19i. Participate in a required study group outside of class	9.09	20.4
19j. Participate in a student-initiated (not required) study group outside of class	16.9	23.3
19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework	54.5	64.9
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework	52.0	61.2
19m. Discuss an assignment or grade with an instructor	50.6	58.0
19n. Ask for help from an instructor regarding questions or problems related to a class	66.2	72.2
19o. Receive prompt written or oral feedback from instructors on your performance	62.3	73.9
19q. Discuss ideas from your readings or classes with instructors outside of class	24.7	31.8
20.2d. Face-to-face tutoring	11.7	14.3
20.2f. Writing, math, or other skill lab	22.1	29.0
20.2h. Computer lab	33.8	33.9

A5.2: Engaged Learning: by Sex - Weighted

29. Your sex		
	Male	Female
19a. Ask questions in class or contribute to class discussions	87.9	82.9
19b. Prepare at least two drafts of a paper or assignment before turning it in	68.5	68.9
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)	24.8	34.1
19g. Work with other students on a project or assignment during class	83.2	84.1
19h. Work with classmates outside of class on class projects or assignments	32.2	42.07
19i. Participate in a required study group outside of class	16.8	18.3
19j. Participate in a student-initiated (not required) study group outside of class	20.8	22.6
19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework	62.4	62.2
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework	58.4	59.1
19m. Discuss an assignment or grade with an instructor	57.7	54.9
19n. Ask for help from an instructor regarding questions or problems related to a class	69.1	71.3
19o. Receive prompt written or oral feedback from instructors on your performance	67.8	74.4
19q. Discuss ideas from your readings or classes with instructors outside of class	32.9	26.8
20.2d. Face-to-face tutoring	12.7	14.0
20.2f. Writing, math, or other skill lab	28.9	24.4
20.2h. Computer lab	38.3	28.0

A5.3: Engaged Learning: by Race/Ethnicity – Weighted

35. What is your racial/ethnic identification?						
	American Indian or Native American	Asian, Asian American, or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, Spanish	Other
19a. Ask questions in class or contribute to class discussions	75.0	85.6	96.7	84.6	85.9	78.3
19b. Prepare at least two drafts of a paper or assignment before turning it in	50.0	63.1	76.7	65.4	74.7	73.9
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)	25.0	29.7	53.3	25.0	23.2	39.1
19g. Work with other students on a project or assignment during class	100.0	82.0	86.7	80.8	83.4	82.1
19h. Work with classmates outside of class on class projects or assignments	50.0	45.0	40.0	25.0	32.2	47.3
19i. Participate in a required study group outside of class	.	18.9	26.7	7.7	19.2	21.4
19j. Participate in a student-initiated (not required) study group outside of class	.	21.6	30.0	17.1	22.2	26.1
19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework	50.0	71.2	46.7	55.8	57.6	78.3
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework	75.0	56.8	70.0	46.1	59.6	73.9
19m. Discuss an assignment or grade with an instructor	50.0	43.2	76.7	53.9	62.6	65.2
19n. Ask for help from an instructor regarding questions or problems related to a class	50.0	65.8	93.3	65.4	73.7	65.2
19o. Receive prompt written or oral feedback from instructors on your performance	75.0	66.7	93.3	61.5	72.7	73.9
19q. Discuss ideas from your readings or classes with instructors outside of class	25.0	32.4	40.0	15.4	31.3	30.4
20.2d. Face-to-face tutoring	.	18.0	26.7	13.5	9.1	.
20.2f. Writing, math, or other skill lab	.	26.1	50.0	21.1	24.2	39.1
20.2h. Computer lab	.	38.7	53.3	23.1	32.3	26.1

A5.4: Engaged Learning: by ESL – Weighted

33. Is English your native (first) language?		
	Yes	No
19a. Ask questions in class or contribute to class discussions	86.8	83.9
19b. Prepare at least two drafts of a paper or assignment before turning it in	67.0	72.6
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)	25.4	35.5
19g. Work with other students on a project or assignment during class	80.7	87.1
19h. Work with classmates outside of class on class projects or assignments	34.0	43.5
19i. Participate in a required study group outside of class	13.7	24.2
19j. Participate in a student-initiated (not required) study group outside of class	18.8	26.6
19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework	59.4	67.7
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework	56.9	62.1
19m. Discuss an assignment or grade with an instructor	56.8	55.6
19n. Ask for help from an instructor regarding questions or problems related to a class	70.0	71.8
19o. Receive prompt written or oral feedback from instructors on your performance	69.0	75.0
19q. Discuss ideas from your readings or classes with instructors outside of class	26.9	35.5
20.2d. Face-to-face tutoring	11.7	16.9
20.2f. Writing, math, or other skill lab	23.3	33.9
20.2h. Computer lab	32.0	37.1

Academic and Social Support Network

A6: Academic and Social Support Network: ‘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:’

Question #	Item 18 Stem: 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:	% Agreement	
		CRC	Large Colleges
18l	All instructors clearly explained academic and student support services available at this college	69.7	72.0
18m	All instructors clearly explained course grading policies	84.8	87.4
18n	All instructors clearly explained course syllabi (syllabuses)	87.5	90.1
18o	I knew how to get in touch with my instructors outside of class	82.9	88.2
18q	At least one other student whom I didn’t previously know learned my name	71.3	80.3
18r	At least one instructor learned my name	75.7	85.5
18s	I learned the name of at least one other student in most of my classes	76.6	84.5

A6.1: Academic and Social Support: by Enrollment Status - Unweighted

2. Thinking about this semester/quarter, how would you describe your enrollment at this college?		
% Agree and Strong Agree	Part-time	Full-time
18l. All instructors clearly explained academic and student support services available at this college	68.2	65.1
18m. All instructors clearly explained course grading policies	83.5	86.7
18n. All instructors clearly explained course syllabi (syllabuses)	84.7	92.0
18o. I knew how to get in touch with my instructors outside of class	78.8	89.4
18q. At least one other student whom I didn't previously know learned my name	68.2	82.6
18r. At least one instructor learned my name	74.1	78.4
18s. I learned the name of at least one other student in most of my classes	75.3	84.1

A6.2: Academic and Social Support: by Sex - Weighted

29. Your sex		
% Agree and Strong Agree	Male	Female
18l. All instructors clearly explained academic and student support services available at this college	71.4	63.4
18m. All instructors clearly explained course grading policies	88.3	85.2
18n. All instructors clearly explained course syllabi (syllabuses)	92.9	89.6
18o. I knew how to get in touch with my instructors outside of class	88.3	87.4
18q. At least one other student whom I didn't previously know learned my name	82.5	78.7
18r. At least one instructor learned my name	81.8	76.5
18s. I learned the name of at least one other student in most of my classes	84.4	82.0

A6.3: Academic and Social Support: by Race/Ethnicity - Weighted

35. What is your racial/ethnic identification?						
	American Indian or Native American	Asian, Asian American, or Pacific Islander	Black or African American, Non-Hispanic	White, Non-Hispanic	Hispanic, Latino, Spanish	Other
% Agree and Strong Agree						
18l. All instructors clearly explained academic and student support services available at this college	75.0	66.1	75.7	55.6	66.3	72.0
18m. All instructors clearly explained course grading policies	75.0	88.1	89.2	94.4	82.7	68.0
18n. All instructors clearly explained course syllabi (syllabuses)	75.0	92.4	97.3	94.4	86.5	80.0
18o. I knew how to get in touch with my instructors outside of class	75.0	83.0	86.5	94.4	89.4	80.0
18q. At least one other student whom I didn't previously know learned my name	25.0	80.5	78.4	81.5	80.8	80.0
18r. At least one instructor learned my name	50.0	78.8	83.8	79.6	75.0	84.0
18s. I learned the name of at least one other student in most of my classes	50.0	83.9	81.1	85.2	80.8	84.0

A6.4: Engaged Learning: by ESL - Weighted

33. Is English your native (first) language?		
% Agree and Strong Agree	Yes	No
18l. All instructors clearly explained academic and student support services available at this college	65.4	66.41
18m. All instructors clearly explained course grading policies	84.6	88.5
18n. All instructors clearly explained course syllabi (syllabuses)	88.8	93.1
18o. I knew how to get in touch with my instructors outside of class	88.8	84.0
18q. At least one other student whom I didn't previously know learned my name	79.0	80.9
18r. At least one instructor learned my name	78.5	77.1
18s. I learned the name of at least one other student in most of my classes	83.6	80.9

Appendix 2: Additional Analyses to consider

Additional areas that may be of interest are shown below.

Academic Advising/Planning

SENSE: 18d-g, 20a, 23

Barriers to Persistence

SENSE: 18h, 24b, 32

Educational Goals

SENSE: 37a-c

Financial Assistance

SENSE: 15a-c, 16, 18i, 18j, 20g

Job Skills/Job Placement

SENSE: 20b-c

Orientation and Registration

SENSE: 7, 8, 9, 10, 11

Peer-to-peer interaction in class

SENSE: 18k, 18s, 19a, 19g

Peer-to-peer interaction out of class

SENSE: 19h, 19i, 19j, 19k

Placement (Developmental, ESL)

SENSE: 12a-c, 13, 14, 17a-d

Reasons for Attending College

SENSE: 37a-c

Relationships

SENSE: 18a, 18k, 18p, 18q, 18r, 18s

Student-Faculty Interaction

SENSE: 18r, 19l, 19m, 19n, 19o, 19q

Student Satisfaction

SENSE: 27

Support Services

SENSE: 20a-k

Technology

SENSE: 19k, 19l, 20h