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# CCSSE Accreditation Guide for WASC-ACCJC

*Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges' Accreditation Standards, as of 2011, linked to corresponding items from the Community College Survey of Student Engagement (CCSSE)*

## Introduction and Rationale for Using CCSSE in Accreditation

Participation in the Community College Survey of Student Engagement (CCSSE) provides institutions with many benefits. One of the most important ways that the Center for Community College Student Engagement's member colleges use CCSSE data is in the accreditation process. Accreditation agencies are now urging colleges and universities to more thoroughly measure student learning, and to demonstrate that processes are in place to assess and enhance learning outcomes and institutional effectiveness on an ongoing basis. While CCSSE data are not direct measures of student outcomes, they are direct measures of student behaviors. That is, the CCSSE instrument measures the extent to which students are engaged in educationally meaningful activities that are empirically linked to student success. The results are actionable; they point to aspects of institutional practice that can affect student behaviors: curriculum, pedagogy, instructional emphases, and campus climate.

Additionally, regional and discipline- or program-specific accreditation standards or criteria encourage institutions to focus on self-evaluation and formative reviews that guide improvement efforts. Thus, rather than developing a self-evaluation as a stand-alone document for one-time use, community and technical colleges are more often including elements of strategic planning and program evaluations that can be used to identify areas in which they wish to improve. CCSSE data are especially valuable for this purpose and help answer key questions related to institutional policies and programs associated with high levels of student engagement and learning.

Colleges vary in their use of student engagement data in the accreditation process. Approaches range from minimal use, such as including CCSSE results in a self-evaluation, to systematic incorporation of CCSSE results over a multi-year period. This guide suggests ways to incorporate CCSSE into an accreditation cycle with an emphasis on mapping student engagement results to correlating standards or criteria. By doing this work, colleges may demonstrate the impact of improvement initiatives on student behaviors and the efficacy of modifications to policies and practices.

# CCSSE as a Tool for Documenting Student Engagement

CCSSE is a national survey that can help institutions measure effectiveness and quality of educational practices. The key to using CCSSE results is to view them as an indicator of students' involvement in educationally purposeful activities and as a way of understanding how students' experiences reflect the institution's effectiveness in meeting its unique mission and goals. Several examples of how student engagement data can be used to respond to accreditation goals follow:

- Student engagement results are useful for communicating with different groups of stakeholders, both internal and external.
- CCSSE results can yield insights into, and often challenge, widely-held assumptions about the nature of students' behaviors and experiences.
- The collection of information about student engagement and institutional effectiveness can be used as evidence of efforts to meet accrediting standards or criteria and to continuously improve.
- Institutions can benchmark their performance against select peer comparison groups and national norms.
- Used systematically over time, CCSSE data can illustrate (1) whether current institutional goals remain appropriate, (2) the extent to which a college is meeting its educational objectives, and (3) areas of teaching and learning that are in need of improvement.

## Accreditation Tips

The more CCSSE data can be linked to specific goals and initiatives, the greater power these data will have in demonstrating institutional improvement and student learning possibilities. As described above, CCSSE data can be used in a variety of ways to support and document colleges' improvement efforts.

### Tip #1

**CCSSE items can provide an institution with data on how well it is fulfilling its mission.** For example, many of the items reveal student perceptions of how experiences at the college have contributed to their knowledge and personal development. Other items ask students to reflect on their overall satisfaction with the college. Additional items highlight students' experiences with support services provided by the institution. Because data from so many CCSSE items can help demonstrate achievement in fulfilling a college's mission and meeting strategic goals, individual survey items are not directly mapped to standards about mission in this guide.

### Tip #2

**The more widely a college shares its CCSSE data, the greater the role the findings can play in informing the accreditation process across the institution.** A broad exposure to CCSSE benchmarks, for example, can provide individuals and departments with common terminology as they prepare accreditation documents and reports. Many areas, such as student services (counseling, academic advising, financial aid, learning support programs, etc.), will find that survey items add additional insight into students' experiences with their services and processes.

### Tip #3

**The results from a CCSSE administration are practical in nature and can inform institutional improvement efforts.** Student responses to items on the survey, especially when compared to the national cohort or a select comparison group of colleges, can reveal areas in which the institution is doing well in fostering student success and areas where more focus is needed.

### Tip #4

**The Community College Faculty Survey of Student Engagement (CCFSSE) is another tool that can enhance an institution's understanding of the student learning experience on its campus.** CCFSSE captures the perceptions of faculty members on how engaged students are at their respective institutions. Together with CCSSE, these two measurement tools can illuminate areas where faculty perceptions and student behaviors align and areas where more discussion could be useful.

### Tip #5

**With an increasingly diverse student body, community and technical colleges and accrediting boards have realized the importance of developing institutional environments that support diversity.** CCSSE includes multiple items that focus on students' experiences in interacting with people from different economic, social, and racial or ethnic backgrounds. The results from these items can assist an institution in measuring the extent to which its students are influenced by institutional efforts to value diversity at the college.

## Administering *CCSSE* in an Accreditation Cycle

*CCSSE* results can be used in all stages of the institutional accreditation process: (1) the self-evaluation that responds to standards or criteria established by the accrediting body, (2) the visit by the team of peer evaluators requesting additional evidence, and (3) the response to a decision by an accrediting body requiring an improvement plan or additional evidence of student learning and related areas.

How often to collect and integrate student engagement data in the accreditation process is a decision for each institution to address. Some colleges initially collect student engagement information to establish a baseline. After reviewing results, colleges identify areas for improvement, take action in these areas, and administer the survey in subsequent years—on a biennial or triennial basis—to measure whether student and institutional performance are moving in the desired direction. In addition to *CCSSE*, many institutions choose to administer the Community College Faculty Survey of Student Engagement (*CCFSSE*) and the Survey of Entering Student Engagement (*SENSE*) in order to expand and enrich the data they have available for responding to accrediting agencies. A planned administration cycle can maximize the use of student engagement data for most accreditation purposes.

Below is a suggested timeline for administering Center surveys as part of the accreditation process.

### Timeline for Administering *CCSSE/CCFSSE/SENSE* in a Typical WASC-ACCJC Cycle

#### Year 1

- Fall: Submit Progress/Follow-Up/Special Report to ACCJC
- Fall: Register for *CCSSE/CCFSSE* by Nov. 1 deadline
- Fall: Begin work on Institutional Self Evaluation Report (formerly Self Study)
- Spring: Administer *CCSSE/CCFSSE*
- Spring: Receive Evaluation Team Report and Commission Action Letter
- Spring: Register for *SENSE* by May 1 deadline

#### Year 2

- Fall: Review *CCSSE/CCFSSE* results
- Fall: Administer *SENSE*
- Fall: Submit Progress/Follow-Up/Special Report to ACCJC
- Fall: Continue work on Institutional Self Evaluation Report
- Spring: Review *SENSE* results
- Spring: Undergo Progress Evaluation Team Visit
- Spring: Receive Evaluation Team Report and Commission Action Letter

#### Year 3

- Fall: Submit Midterm Report to ACCJC
- Spring: Receive response to Midterm Report from ACCJC

#### Year 4

- Fall: Register for *CCSSE/CCFSSE* by Nov. 1 deadline
- Fall: Continue work on Institutional Self Evaluation Report
- Spring: Administer *CCSSE/CCFSSE*
- Spring: Register for *SENSE* by May 1 deadline

#### Year 5

- Fall: Review *CCSSE/CCFSSE* results
- Fall: Administer *SENSE*
- Spring: Review *SENSE* results
- Spring: Submit Institutional Self Evaluation Report to ACCJC

#### Year 6

- Fall: Undergo Comprehensive Evaluation Team Visit
- Spring: Receive Evaluation Team Report and Reaffirmation of Accreditation from ACCJC (with required follow-up action, if applicable)

### What if Accreditation is Around the Corner?

For some institutions, a self-evaluation or an accreditation team visit may be just a year away. In this case, *CCSSE* can still provide valuable information to colleges during a single year. Keep in mind that colleges must register for *CCSSE* by November 1 of the preceding calendar year in order to participate. **Please note that if *CCSSE* membership reaches 350 colleges before November 1, registration will close early.** The survey is administered during the spring academic term, and results are provided to colleges in late July. This timeline offers institutions baseline data to demonstrate educational strengths and areas for improvement, and results to corroborate institutional evidence. In addition, subsequent *CCSSE* administrations can be used to evaluate institutional improvement efforts outlined in a college's self-evaluation.

## CCSSE and WASC-ACCJC Standards

An important step for all institutions in developing an accreditation plan is determining what evaluation practices are currently in place and what evidence can be linked to accreditation standards or criteria. This guide is intended to be just one of many approaches to mapping *CCSSE* data to accreditation standards. *CCSSE* findings and benchmark scores may be used to support and document institutional improvement efforts, but will be most meaningful when coupled with institutional measures of student learning.

### Approach Used to Map Items

To build this guide, a team of Center staff members reviewed all accreditation standards for each accrediting body, as well as all *CCSSE* items that potentially could enhance evidence in the reporting process. Key concepts were assigned to each *CCSSE* item based on common themes identified across all regions' standards. The key concepts (see definitions in box at right) serve as guides rather than direct indicators for this method of mapping survey items to standards or criteria, and offer an additional way of sorting evidence. As an example, two survey items may be linked to the same key concepts but are not necessarily mapped to the same standards. In cases where items are mapped to multiple standards and vice versa, colleges should decide what works best for their institution and accreditation processes.

The remainder of this accreditation guide contains two components: the WASC-ACCJC Accreditation Map for *CCSSE* and the *CCSSE* Accreditation Item Key for WASC-ACCJC. The accreditation map lists WASC-ACCJC Accreditation Standards that are aligned with *CCSSE* items—displaying the full text of those standards followed by the corresponding *CCSSE* item numbers. The item key is an additional tool that places a focus on the *CCSSE* items and the key concepts.

The survey items in the item key are first organized by the *CCSSE* benchmarks. *CCSSE* items not associated with benchmarks appear at the end of the item key. Some *CCSSE* survey items in the item key are shaded blue; this indicates that a similar item appears on the *SENSE* instrument. Colleges using results from both surveys in the accreditation process may find this feature helpful in organizing evidence.

Together, these two components can provide an easy way for institutions to integrate *CCSSE* data into accreditation processes, far beyond simply mentioning *CCSSE* as an element of a college's systematic assessment activities.

### Key Concept Definitions

**academic advising**—support service in which academic planning and goal setting occurs  
**assessment**—process through which students are tested to gauge academic aptitudes  
**career counseling**—support service in which career planning occurs  
**curriculum**—mandated guidelines for course content instructors follow to teach class and meet learning goals  
**diversity**—academic and social interactions with others from various backgrounds  
**environment**—culture and climate of a class, campus, or college community  
**extracurricular**—non-academic activities  
**financial aid**—support service that provides information about and assistance in paying for college  
**instruction**—methods instructors employ to advance curricula  
**learning support**—services available to students to supplement and/or complement in-class learning  
**orientation**—support service that provides students a familiarity with the college and its policies, procedures, and available services  
**placement**—process through which the appropriate beginning course level is identified for students entering the college  
**rigor**—degree of challenge  
**support services**—services available to students that support success  
**technology**—use of computers and electronic communication  
**transfer assistance**—support service that provides students with information and assistance regarding articulation from or to another institution of higher learning

*The Center for Community College Student Engagement gratefully acknowledges its ongoing partnership with the National Survey of Student Engagement (NSSE) at Indiana University Bloomington. CCSSE Accreditation Guides are based in part on previous work by the NSSE staff.*

# WASC-ACCJC Accreditation Map for CCSSE

WASC-ACCJC Standard #	WASC-ACCJC Standard	CCSSE Item #'s
IIA1a	The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	4l, 4o, 8b, 8c, 8d, 8e, 8f, 8g, 8h, 8i, 12a, 12b, 12c, 12d, 12e, 12f, 12g, 12h, 12i, 12n, 12o, 9b, 9d, 13d, 13e, 13h, 13k, 14c, 17a, 17b, 17d, 17e, 17f, 22
IIA2c	High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	4b, 4c, 4d, 4e, 4f, 4g, 4i, 4o, 4p, 4u, 5a, 5b, 5c, 5d, 5e, 5f, 6a, 6c, 7, 8a, 8b, 8c, 8d, 8e, 8f, 8g, 8i, 9a, 10a, 11b, 12a, 12b, 12c, 12d, 12e, 12f, 12g, 12h, 12i, 12n, 12o, 13d, 13e, 14c, 17a, 17b, 17d, 17f
IIA2d	The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.	4a, 4b, 4c, 4d, 4e, 4f, 4g, 4i, 4j, 4o, 4u, 5a, 5b, 5c, 5d, 5e, 5f, 8a, 8b, 8c, 8d, 8e, 8f, 8g, 8h, 8i, 9g, 10a, 11b, 12a, 12b, 12c, 12d, 12e, 12f, 12g, 12h, 12i, 13d, 13e, 13k, 14c, 17a, 17b, 17d, 17f,

WASC-ACCJC Standard #	WASC-ACCJC Standard	CCSSE Item #'s
IIA3b	<p>General education has comprehensive learning outcomes for the students who complete it, including the following:</p> <p>A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.</p>	<p>4a, 4b, 4c, 4d, 4e, 4f, 4g, 4i, 4j, 4k, 4l, 4m, 4n, 4p, 4q, 4r, 4s, 4t, 4u, 5a, 5b, 5c, 5d, 5e, 5f, 6a, 6b, 6c, 8a, 8b, 8c, 8d, 8e, 8f, 8g, 8h, 8i, 9a, 9c, 9g, 10a, 12a, 12b, 12c, 12d, 12e, 12f, 12g, 12h, 12i, 12j, 12k, 12l, 12m, 13d, 13e, 13h, 14c, 17a, 17b, 17d, 17f</p>
IIA3c	<p>General education has comprehensive learning outcomes for the students who complete it, including the following:</p> <p>A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.</p>	<p>4f, 4g, 4h, 4i, 4r, 4s, 4t, 9c, 9e, 10c, 11a, 12a, 12h, 12j, 12k, 12l, 12m, 13i, 14c, 17e</p>
IIA6a	<p>The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.</p>	<p>13j, 14e, 17c, 19</p>

WASC-ACCJC Standard #	WASC-ACCJC Standard	CCSSE Item #'s
IIB3a	The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	4m, 8h, 9b, 9d, 9f, 10b, 10d, 10e, 11c, 12a, 12b, 12n, 12o, 13a, 13b, 13c, 13d, 13e, 13f, 13g, 13h, 13j, 13k, 14a, 14b, 14c, 14d, 14e, 17a, 17b, 17c, 17d, 17f, 18a, 18b, 18c, 18d, 18e, 18f, 19, 20, 22
IIB3b	The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	4a, 4e, 4f, 4g, 4h, 4i, 4l, 4n, 4p, 4r, 4s, 4t, 4u, 5a, 5b, 5c, 5d, 5e, 5f, 6a, 6b, 6c, 7, 8i, 9a, 9b, 9c, 9d, 9e, 10a, 10c, 12a, 12c, 12d, 12e, 12f, 12g, 12h, 12i, 12j, 12k, 12l, 12m, 13i, 17e
IIB3c	The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	4m, 8h, 9b, 9d, 11c, 12a, 12b, 12n, 12o, 13a, 13b, 13c, 13j, 14e, 17a, 17b, 17c, 17d, 17f, 19, 20, 22
IIB3d	The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	4f, 4g, 4s, 4t, 9c, 10c, 11a, 11b, 11c, 12a, 12k, 13i, 13k

WASC-ACCJC Standard #	WASC-ACCJC Standard	CCSSE Item #'s
IIB4	The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	4m, 8h, 9b, 9d, 9f, 10b, 10d, 10e, 11c, 12a, 12b, 12n, 12o, 13a, 13b, 13c, 13d, 13e, 13f, 13g, 13h, 13j, 13k, 14a, 14b, 14c, 14d, 14e, 17a, 17b, 17c, 17d, 17f, 18a, 18b, 18c, 18d, 18e, 18f, 19, 20, 22
IIC1a	Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	9b, 12a, 12g, 13d, 13e, 13h, 14c, 22
IIC1c	The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	9b, 12a, 12g, 13d, 13e, 13h, 14c, 22
IIC2	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	9b, 12a, 12g, 13d, 13e, 13h, 14c, 22



# CCSSE Accreditation Item Key for WASC-ACCJC

CCSSE Item #	CCSSE Item	Key Concepts	WASC-ACCJC Standard #'s
<b>Active and Collaborative Learning</b>			
4a	Frequency: Asked questions in class or contributed to class discussions ( <i>SENSE</i> : 19a)	curriculum, environment, instruction	IIA2d, IIA3b, IIB3b
4b	Frequency: Made a class presentation	curriculum, instruction, rigor	IIA2c, IIA2d, IIA3b
4f	Frequency: Worked with other students on projects during class ( <i>SENSE</i> : 19g)	curriculum, environment, instruction	IIA2c, IIA2d, IIA3b, IIA3c, IIB3b, IIB3d
4g	Frequency: Worked with classmates outside of class to prepare class assignments ( <i>SENSE</i> : 19h)	curriculum, environment, instruction, rigor	IIA2c, IIA2d, IIA3b, IIA3c, IIB3b, IIB3d
4h	Frequency: Tutored or taught other students (paid or voluntary)	environment, learning support	IIA3c, IIB3b
4i	Frequency: Participated in a community-based project as part of a regular course	curriculum, environment, instruction, rigor	IIA2c, IIA2d, IIA3b, IIA3c, IIB3b
4r	Frequency: Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) ( <i>SENSE</i> : 19r)	diversity, environment	IIA3b, IIA3c, IIB3b
<b>Student Effort</b>			
4c	Frequency: Prepared two or more drafts of a paper or assignment before turning it in ( <i>SENSE</i> : 19b)	curriculum, instruction, rigor	IIA2c, IIA2d, IIA3b
4d	Frequency: Worked on a paper or project that required integrating ideas or information from various sources	curriculum, instruction, rigor	IIA2c, IIA2d, IIA3b
4e	Frequency: Come to class without completing readings or assignments ( <i>SENSE</i> : 19f)	environment, instruction, rigor	IIA2c, IIA2d, IIA3b, IIB3b
6b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	environment, extracurricular	IIA3b, IIB3b

<b>CCSSE Item #</b>	<b>CCSSE Item</b>	<b>Key Concepts</b>	<b>WASC-ACCJC Standard #'s</b>
10a	Hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) ( <i>SENSE</i> : 24a)	curriculum, environment, instruction, rigor	IIA2c, IIA2d, IIA3b, IIB3b
13d1	Frequency of use: Peer or other tutoring ( <i>SENSE</i> : 20d2 and 20e2)	instruction, learning support, rigor	IIA1a, IIA2c, IIA2d, IIA3b, IIB3a, IIB4, IIC1a, IIC1c, IIC2
13e1	Frequency of use: Skill labs (writing, math, etc.) ( <i>SENSE</i> : 20f2)	instruction, learning support, rigor	IIA1a, IIA2c, IIA2d, IIA3b, IIB3a, IIB4, IIC1a, IIC1c, IIC2
13h1	Frequency of use: Computer lab ( <i>SENSE</i> : 20h2)	instruction, learning support, technology	IIA1a, IIA3b, IIB3a, IIB4, IIC1a, IIC1c, IIC2
<b>Academic Challenge</b>			
4p	Frequency: Worked harder than you thought you could to meet an instructor's standards or expectations	instruction, environment, rigor	IIA2c, IIA3b, IIB3b
5b	Amount of emphasis in coursework: Analyzing the basic elements of an idea, experience, or theory	curriculum, instruction, rigor	IIA2c, IIA2d, IIA3b, IIB3b
5c	Amount of emphasis in coursework: Synthesizing and organizing ideas, information, or experiences in new ways	curriculum, instruction, rigor	IIA2c, IIA2d, IIA3b, IIB3b
5d	Amount of emphasis in coursework: Making judgments about the value or soundness of information, arguments, or methods	curriculum, instruction, rigor	IIA2c, IIA2d, IIA3b, IIB3b
5e	Amount of emphasis in coursework: Applying theories or concepts to practical problems or in new situations	curriculum, instruction, rigor	IIA2c, IIA2d, IIA3b, IIB3b
5f	Amount of emphasis in coursework: Using information you have read or heard to perform a new skill	curriculum, instruction, rigor	IIA2c, IIA2d, IIA3b, IIB3b

<b>CCSSE Item #</b>	<b>CCSSE Item</b>	<b>Key Concepts</b>	<b>WASC-ACCJC Standard #'s</b>
6a	Number of assigned textbooks, manuals, books, or book-length packs of course reading	curriculum, instruction, rigor	IIA2c, IIA3b, IIB3b
6c	Number of written papers or reports of any length	curriculum, instruction, rigor	IIA2c, IIA3b, IIB3b
7	Rate the extent to which your examinations during the current school year have challenged you to do your best work at this college	curriculum, instruction, rigor	IIA2c, IIB3b
9a	Amount of emphasis by college: Encouraging you to spend significant amounts of time studying	curriculum, environment, instruction, rigor	IIA2c, IIA3b, IIB3b
<b>Student-Faculty Interaction</b>			
4k	Frequency: Used e-mail to communicate with an instructor ( <i>SENSE</i> : 19l)	environment, instruction, technology	IIA3b
4l	Frequency: Discussed grades or assignments with an instructor ( <i>SENSE</i> : 19m)	environment, instruction, learning support	IIA1a, IIA3b, IIB3b
4m	Frequency: Talked about career plans with an instructor or advisor	academic advising, career counseling, environment	IIA3b, IIB3a, IIB3c, IIB4
4n	Frequency: Discussed ideas from your readings or classes with instructors outside of class ( <i>SENSE</i> : 19q)	environment, instruction, learning support	IIA3b, IIB3b
4o	Frequency: Received prompt feedback (written or oral) from instructors on your performance ( <i>SENSE</i> : 19o)	environment, instruction, learning support	IIA1a, IIA2c, IIA2d
4q	Frequency: Worked with instructors on activities other than coursework	environment, extracurricular	IIA3b
<b>Support for Learners</b>			
9b	Amount of emphasis by college: Providing the support you need to help you succeed at this college	environment, learning support, support services	IIA1a, IIB3a, IIB3b, IIB3c, IIB4, IIC1a, IIC1c, IIC2

<b>CCSSE Item #</b>	<b>CCSSE Item</b>	<b>Key Concepts</b>	<b>WASC-ACCJC Standard #'s</b>
9c	Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	diversity, environment, extracurricular, support services	IIA3b, IIA3c, IIB3b, IIB3d
9d	Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.)	environment, support services	IIA1a, IIB3a, IIB3b, IIB3c, IIB4
9e	Amount of emphasis by college: Providing the support you need to thrive socially	environment, extracurricular, support services	IIA3c, IIB3b
9f	Amount of emphasis by college: Providing the financial support you need to afford your education	financial aid	IIB3a, IIB4
13a1	Frequency of use: Academic advising/planning ( <i>SENSE</i> : 20a2)	academic advising	IIB3a, IIB3c, IIB4
13b1	Frequency of use: Career counseling ( <i>SENSE</i> : 20b2)	career counseling	IIB3a, IIB3c, IIB4
<b>Other Relevant CCSSE Items</b>			
4j	Frequency: Used the Internet or instant messaging to work on an assignment ( <i>SENSE</i> : 19l)	environment, instruction, technology	IIA2d, IIA3b
4s	Frequency: Had serious conversations with students of a different race or ethnicity other than your own	diversity, environment	IIA3b, IIA3c, IIB3b, IIB3d
4t	Frequency: Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	diversity, environment	IIA3b, IIA3c, IIB3b, IIB3d
4u	Frequency: Skipped class ( <i>SENSE</i> : 19s)	environment, instruction, rigor	IIA2c, IIA2d, IIA3b, IIB3b
5a	Amount of emphasis in coursework: Memorizing facts, ideas, or methods from your classes and readings so you can repeat them in pretty much the same form	curriculum, instruction, rigor	IIA2c, IIA2d, IIA3b, IIB3b

<b>CCSSE Item #</b>	<b>CCSSE Item</b>	<b>Key Concepts</b>	<b>WASC-ACCJC Standard #'s</b>
8a	Extent of participation: Internship, field experience, co-op experience, or clinical assignment	curriculum	IIA2c, IIA2d, IIA3b
8b	Extent of participation: English as a second language course ( <i>SENSE</i> : 17d)	assessment, diversity, learning support, placement	IIA1a, IIA2c, IIA2d, IIA3b
8c	Extent of participation: Developmental/remedial reading course ( <i>SENSE</i> : 17a)	assessment, learning support, placement	IIA1a, IIA2c, IIA2d, IIA3b
8d	Extent of participation: Developmental/remedial writing course ( <i>SENSE</i> : 17b)	assessment, learning support, placement	IIA1a, IIA2c, IIA2d, IIA3b
8e	Extent of participation: Developmental/remedial math course ( <i>SENSE</i> : 17c)	assessment, learning support, placement	IIA1a, IIA2c, IIA2d, IIA3b
8f	Extent of participation: Study skills course ( <i>SENSE</i> : 17e)	assessment, learning support, placement	IIA1a, IIA2c, IIA2d, IIA3b
8g	Extent of participation: Honors course	assessment, placement, rigor	IIA1a, IIA2c, IIA2d, IIA3b
8h	Extent of participation: College orientation program or course ( <i>SENSE</i> : 11)	orientation, support services	IIA1a, IIA2d, IIA3b, IIB3a, IIB3c, IIB4
8i	Extent of participation: Organized learning communities (linked courses/study groups led by faculty or counselors) ( <i>SENSE</i> : 17f)	curriculum, learning support	IIA1a, IIA2c, IIA2d, IIA3b, IIB3b
9g	Amount of emphasis by college: Using computers in academic work	curriculum, instruction, learning support, technology	IIA2d, IIA3b
10b	Hours spent per week: Working for pay ( <i>SENSE</i> : 24b)	financial aid, support services	IIB3a, IIB4
10c	Hours spent per week: Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) (similar item on <i>SENSE</i> : 20i2)	diversity, environment, extracurricular	IIA3c, IIB3b, IIB3d

<b>CCSSE Item #</b>	<b>CCSSE Item</b>	<b>Key Concepts</b>	<b>WASC-ACCJC Standard #'s</b>
10d	Hours spent per week: Providing care for dependents living with you (parents, children, spouse, etc.)	support services	IIB3a, IIB4
10e	Hours spent per week: Commuting to and from classes	support services	IIB3a, IIB4
11a	Quality of relationship: Other Students	diversity, environment	IIA3c, IIB3d
11b	Quality of relationship: Instructors	diversity, environment, instruction	IIA2c, IIA2d, IB3d
11c	Quality of relationship: Administrative Personnel & Offices	diversity, environment	IIB3a, IIB3c, IIB3d, IIB4
12a	Amount that your experience at this college has contributed to your: Acquiring a broad general education	curriculum, diversity, instruction, learning support, support services	IIA1a, IIA2c, IIA2d, IIA3b, IIA3c, IIB3a, IIB3b, IIB3c, IIB3d, IIB4, IIC1a, IIC1c, IIC2
12b	Amount that your experience at this college has contributed to your: Acquiring job or work-related knowledge and skills	career counseling, curriculum, instruction, learning support, support services	IIA1a, IIA2c, IIA2d, IIA3b, IIB3a, IIB3c, IIB4
12c	Amount that your experience at this college has contributed to your: Writing clearly and effectively	curriculum, instruction, learning support, rigor	IIA1a, IIA2c, IIA2d, IIA3b, IIB3b
12d	Amount that your experience at this college has contributed to your: Speaking clearly and effectively	curriculum, instruction, learning support, rigor	IIA1a, IIA2c, IIA2d, IIA3b, IIB3b
12e	Amount that your experience at this college has contributed to your: Thinking critically and analytically	curriculum, instruction, learning support, rigor	IIA1a, IIA2c, IIA2d, IIA3b, IIB3b
12f	Amount that your experience at this college has contributed to your: Solving numerical problems	curriculum, instruction, learning support, rigor	IIA1a, IIA2c, IIA2d, IIA3b, IIB3b
12g	Amount that your experience at this college has contributed to your: Using computing and information technology	curriculum, instruction, learning support, rigor, technology	IIA1a, IIA2c, IIA2d, IIA3b, IIB3b, IIC1a, IIC1c, IIC2

<b>CCSSE Item #</b>	<b>CCSSE Item</b>	<b>Key Concepts</b>	<b>WASC-ACCJC Standard #'s</b>
12h	Amount that your experience at this college has contributed to your: Working effectively with others	curriculum, diversity, instruction, learning support	IIA1a, IIA2c, IIA2d, IIA3b, IIA3c, IIB3b
12i	Amount that your experience at this college has contributed to your: Learning effectively on your own	curriculum, instruction, learning support	IIA1a, IIA2c, IIA2d, IIA3b, IIB3b
12j	Amount that your experience at this college has contributed to your: Understanding yourself	curriculum, instruction, learning support, support services	IIA3b, IIA3c, IIB3b
12k	Amount that your experience at this college has contributed to your: Understanding people of other racial and ethnic backgrounds	curriculum, diversity, environment, instruction, learning support, support services	IIA3b, IIA3c, IIB3b, IIB3d
12l	Amount that your experience at this college has contributed to your: Developing a personal code of values and ethics	curriculum, environment, instruction	IIA3b, IIA3c, IIB3b
12m	Amount that your experience at this college has contributed to your: Contributing to the welfare of your community	curriculum, environment, instruction	IIA3b, IIA3c, IIB3b
12n	Amount that your experience at this college has contributed to your: Developing clearer career goals	career counseling, curriculum, instruction	IIA1a, IIA2c, IIB3a, IIB3c, IIB4
12o	Amount that your experience at this college has contributed to your: Gaining information about career opportunities	career counseling, curriculum, instruction	IIA1a, IIA2c, IIB3a, IIB3c, IIB4
13a2 13a3	Satisfaction and Importance: Academic advising/planning ( <i>SENSE</i> : 20a3)	academic advising	IIB3a, IIB3c, IIB4
13b2 13b3	Satisfaction and Importance: Career counseling ( <i>SENSE</i> : 20b3)	career counseling	IIB3a, IIB3c, IIB4
13c1 13c2 13c3	Frequency of use, Satisfaction, and Importance: Job placement assistance ( <i>SENSE</i> : 20c2 and 20c3)	support services	IIB3a, IIB3c, IIB4

<b>CCSSE Item #</b>	<b>CCSSE Item</b>	<b>Key Concepts</b>	<b>WASC-ACCJC Standard #'s</b>
13d2 13d3	Satisfaction and Importance: Peer or other tutoring ( <i>SENSE</i> : 20d3 and 20e3)	instruction, learning support, rigor	IIA1a, IIA2c, IIA2d, IIA3b, IIB3a, IIB4, IIC1a, IIC1c, IIC2
13e2 13e3	Satisfaction and Importance: Skill labs (writing, math, etc.) ( <i>SENSE</i> : 20f3)	instruction, learning support, rigor	IIA1a, IIA2c, IIA2d, IIA3b, IIB3a, IIB4, IIC1a, IIC1c, IIC2
13f1 13f2 13f3	Frequency of use, Satisfaction, and Importance: Child care	support services	IIB3a, IIB4
13g1 13g2 13g3	Frequency of use, Satisfaction, and Importance: Financial aid advising ( <i>SENSE</i> : 20g2 and 20g3)	financial aid	IIB3a, IIB4
13h2 13h3	Satisfaction and Importance: Computer lab ( <i>SENSE</i> : 20h3)	instruction, learning support, technology	IIA1a, IIA3b, IIB3a, IIB4, IIC1a, IIC1c, IIC2
13i1 13i2 13i3	Frequency of use, Satisfaction, and Importance: Student organizations ( <i>SENSE</i> : 20i2 and 20i3)	diversity, environment, extracurricular	IIA3c, IIB3b, IIB3d
13j1 13j2 13j3	Frequency of use, Satisfaction, and Importance: Transfer credit assistance ( <i>SENSE</i> : 20j2 and 20j3)	transfer assistance	IIA6a, IIB3a, IIB3c, IIB4
13k1 13k2 13k3	Frequency of use, Satisfaction, and Importance: Services to students with disabilities ( <i>SENSE</i> : 20k2 and 20k3)	diversity, learning support, support services	IIA1a, IIA2d, IIB3a, IIB3d, IIB4
14a	Cause to withdraw: Working full-time	financial aid, support services	IIB3a, IIB4
14b	Cause to withdraw: Caring for dependents	support services	IIB3a, IIB4
14c	Cause to withdraw: Academically unprepared	assessment, learning support, placement	IIA1a, IIA2c, IIA2d, IIA3b, IIA3c, IIB3a, IIB4, IIC1a, IIC1c, IIC2
14d	Cause to withdraw: Lack of finances	financial aid	IIB3a, IIB4
14e	Cause to withdraw: Transfer to a 4-year college or university	transfer assistance	IIA6a, IIB3a, IIB3c, IIB4



<b>CCSSE Item #</b>	<b>CCSSE Item</b>	<b>Key Concepts</b>	<b>WASC-ACCJC Standard #'s</b>
17a	Reason/goal for attending this college: Complete a certificate program ( <i>SENSE</i> : 37a)	academic advising, curriculum	IIA1a, IIA2c, IIA2d, IIA3b, IIB3a, IIB3c, IIB4
17b	Reason/goal for attending this college: Obtain an associate degree ( <i>SENSE</i> : 37b)	academic advising, curriculum	IIA1a, IIA2c, IIA2d, IIA3b, IIB3a, IIB3c, IIB4
17c	Reason/goal for attending this college: Transfer to a 4-year college or university ( <i>SENSE</i> : 37c)	academic advising, curriculum, transfer assistance	IIA6a, IIB3a, IIB3c, IIB4
17d	Reason/goal for attending this college: Obtain or update job-related skills	career counseling, curriculum, learning support	IIA1a, IIA2c, IIA2d, IIA3b, IIB3a, IIB3c, IIB4
17e	Reason/goal for attending this college: Self-improvement/personal enjoyment	curriculum, learning support	IIA1a, IIA3c, IIB3b
17f	Reason/goal for attending this college: Change careers	academic advising, career counseling, curriculum, learning support	IIA1a, IIA2c, IIA2d, IIA3b, IIB3a, IIB3c, IIB4
18a	Source used to pay tuition: My own income/savings	financial aid	IIB3a, IIB4
18b	Source used to pay tuition: Parent or spouse/significant other's income/savings	financial aid	IIB3a, IIB4
18c	Source used to pay tuition: Employer contributions	financial aid	IIB3a, IIB4
18d	Source used to pay tuition: Grants and scholarships	financial aid	IIB3a, IIB4
18e	Source used to pay tuition: Student loans (bank, etc.)	financial aid	IIB3a, IIB4
18f	Source used to pay tuition: Public assistance	financial aid	IIB3a, IIB4
19	Other types of schools attended since high school	academic advising, transfer assistance	IIA6a, IIB3a, IIB3c, IIB4
20	When do you plan to take classes at this college again? ( <i>SENSE</i> : 25)	academic advising, support services	IIB3a, IIB3c, IIB4
22	When do you most frequently take classes at this college?	academic advising, learning support, support services	IIA1a, IIB3a, IIB3c, IIB4, IIC1a, IIC1c, IIC2