



Community College Survey of Student Engagement

Executive Summary

Spring 2012

Prepared by:

Office of Planning, Research & Institutional Effectiveness

Skyline College

Table of Contents

	Page
Introduction	3
Overview	3
Purpose	3
Instrumentation	3
Methodology	3
Respondent Profile	3
Interpreting the Results	4
Findings	5
Recommendations	13
Appendix A (Characteristics of respondents)	14
Appendix B (Item-level results)	15

Introduction

Overview

A student engagement survey was administered to a representative sample of Skyline College students during the spring 2012 semester. The survey, in conjunction with other institutional surveys such as the student satisfaction survey conducted in 2010, provides information to inform institutional practice as well as the accreditation self-study process that concludes in the spring of 2013. The self-study process requires an assessment of institutional performance in terms of student engagement and one source of evidence is a campus engagement study in which students provide feedback on questions assessing institutional practices and student behaviors that are correlated highly with student learning and student retention. This survey provided evidence needed for the self-study.

Purpose

The purpose of this survey study was to measure current student levels of engagement by asking them about their college experiences. The results from the survey will be used to inform responses to the accreditation standards and will be used for planning and improvement efforts. The survey will also be useful for establishing benchmarks for future studies and for evaluating the college's mission, goals and strategies.

Instrumentation

The Community College Survey of Student Engagement (CCSSE) was used to measure levels of engagement for Skyline College students. Questions on the survey ask students about such things as: how they spend their time; what they feel they have gained from their classes; how they assess their relationships and interactions with faculty, counselors, and peers; what kinds of work they are challenged to do; and how the college supports their learning. Findings are categorized into five benchmark areas: active and collaborative learning; student effort; academic challenge; student-faculty interaction; and support for learners.

Methodology

The survey was administered to students in randomly selected classes at Skyline College. The required number of course sections to be surveyed was determined by the total sample size needed to reduce sampling error and to ensure valid results. Findings are based on over 800 respondents.

Respondent Profile

Respondents included in the findings of the survey were, on average, more likely to be male, age 18-24, and full-time (See Appendix A for full breakdown). By race/ethnicity, 41 percent of respondents were Asian/Pacific Islander, two percent were Black, 18 percent were White/Non-Hispanic, 19 percent were Hispanic/Latino/Spanish, nine

percent were other, and seven percent were international students or foreign nationals. For Asian/Pacific Islander and other student groups, these percentages are on par with those of Skyline College. For Black, White, and Hispanic, these represent an underrepresentation by up to five percentage points while for international students it represents an overrepresentation of six percentage points.

Interpreting the Results

Survey items are grouped into five benchmark areas: active and collaborative learning; student effort; academic challenge; student-faculty interaction; and support for learners. A Likert scale was used for many survey items while answers for other items had dichotomous options (yes/no or enrolled/not enrolled). Means and frequencies for each item were calculated as well as for each benchmark area. Means report the average response to an item while frequencies give student counts to each response item.

In the CCSSE report, findings for Skyline College were compared to other large colleges (i.e. colleges with 8,000-14,999 students) and to the 2012 CCSSE Cohort. The 2012 CCSSE Cohort is comprised of participating colleges over the previous three years (2010 through 2012). This includes 710 institutions from 48 states and the District of Columbia, four Canadian provinces, plus Bermuda and the Northern Marianas. Three hundred fourteen colleges are classified as small (<4,500 students), 187 as medium (4,500-7,999 students), 134 as large (8,000-14,999 students), and 75 as extra-large institutions (15,000+ students). One hundred forty-five of the colleges are classified as urban-serving, 155 as suburban-serving, and 410 as rural-serving.

Although comparing findings to those of other colleges is of value, it is important to understand how valuable is the comparison. In this instance, comparing Skyline College to those of similar size and to those in the 2012 CCSSE Cohort does not allow for direct comparison to colleges of similar characteristics (e.g. race/ethnicity, gender, geographic location). Therefore, interpretations should focus on how the institution feels about the outcome itself (e.g. is the college satisfied with 47 percent of students having a positive outcome?) in addition to how the outcome compares to the other two groups (e.g. what does it mean for the average response for Skyline College students to be less than that of students in other large colleges and/or all students in the 2012 CCSSE Cohort?).

The Findings

Overall

The narratives below provide an overall summary for each benchmark category and highlight some of the highest and lowest performing items within the category. Outcome results for individual items can be seen in Appendix B.

Figure 1 shows scores for Skyline College Students are less than 50 (the standardized mean) for each benchmark category except for Support for Learners. This indicates that when compared to students from large colleges or students in the 2012 CCSSE Cohort, Skyline College students, on average, are *less likely* to report:

1. They are actively involved in their education and collaborate with others to problem solve or master content.
2. They engage in behavior that significantly contributes to their learning.
3. They engaged in practices exemplifying academic challenging work.
4. They interact with instructors and/or advisors.

The Support for Learners score indicates that Skyline College students are *more likely* to report they are satisfied with the level of support given to them by the college to be successful in the education. The finding for the Support for Learners benchmark category is the only one greater than those from the two comparison groups.

**Figure 1 - Community College Survey of Student Engagement - Skyline College
2012 Benchmark Scores Report - Main Survey**

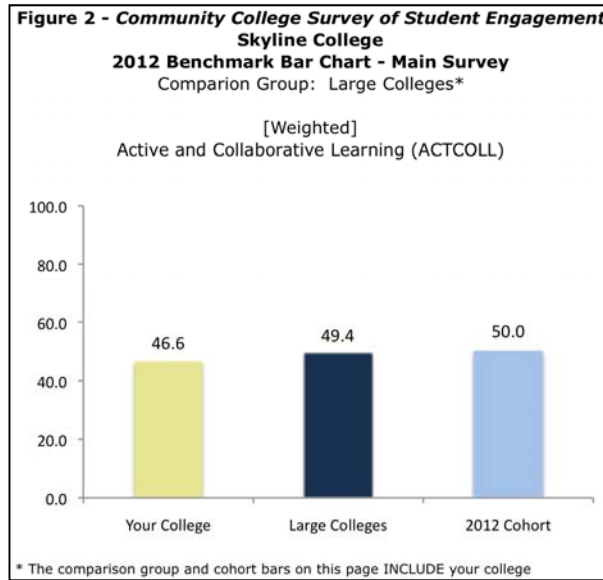
Comparison Group: Large Colleges*

[Weighted]

Benchmark	Your College	Large Colleges		2012 Cohort	
	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	46.6	49.4	-2.8	50.0	-3.4
Student Effort	40.9	49.2	-8.3	50.0	-9.1
Academic Challenge	44.6	49.6	-5.0	50.0	-5.4
Student-Faculty Interaction	47.0	49.1	-2.1	50.0	-3.0
Support for Learners	52.1	48.8	3.3	50.0	2.1

Active and Collaborative Learning

CCSSE Benchmark Description: Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.



Results: As seen in Figure 2, Skyline College’s average score for this benchmark category was 46.6, which was less than large colleges by 2.8 and less than the 2012 Cohort mean by 3.4 points. This implies that Skyline College students are less actively involved in their education and collaborate with others to a lesser degree than students in other large colleges and all students in the 2012 Cohort.

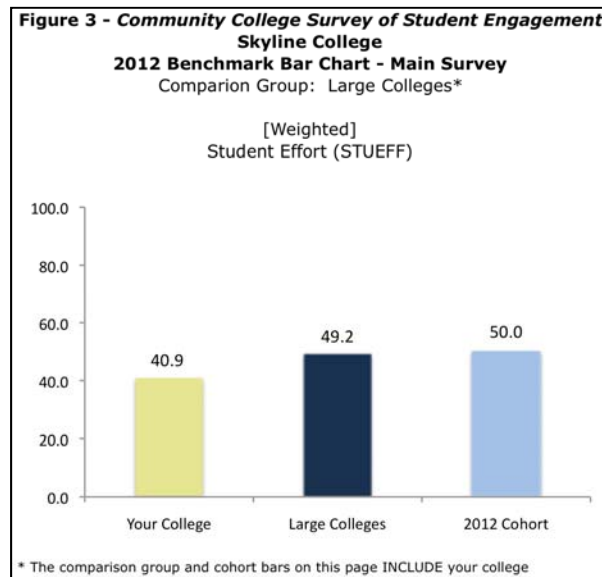
When looking at individual survey items, there is evidence of a majority of Skyline College students demonstrating behavior exemplifying active and collaborative learning. Specifically, approximately 51 percent stated they “asked questions in class or contributed to class discussions” either often or very often. Also, 52 percent responded they “worked with other students on projects during class” often or very often.

The two items in which Skyline College students had the lowest rating were those specific to tutoring or teaching other students and participating in a community-based project as part of a regular course. For each of those two items, eight percent of respondents said they engaged in the activity often or very often while over 70 percent said they never engaged in those activities.

Implications: Findings from this benchmark indicate that, on average, Skyline College students are engaged in their education while in class by participating in class discussions and/or working with students on projects during class. However, when students leave the structure of the classroom, they become less engaged. Although the two metrics used here to measure engagement outside the classroom do not capture other forms of active and collaborative learning (e.g. working with study groups, participating in non- community-based projects), the implication is that students are less active or collaborative in their learning when they leave the classroom environment.

Student Effort

CCSSE Benchmark Description: Students’ own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.



Results: Figure 3 shows the Skyline College students’ score of 40.9 in this category is 8.3 points below large colleges and 9.1 points below the 2012 Cohort. This difference is greater than that found in the Active and Collaborative Learning category and suggests that Skyline College students are less likely to engage in efforts positively contributing to their educational experience than students in the two comparison groups.

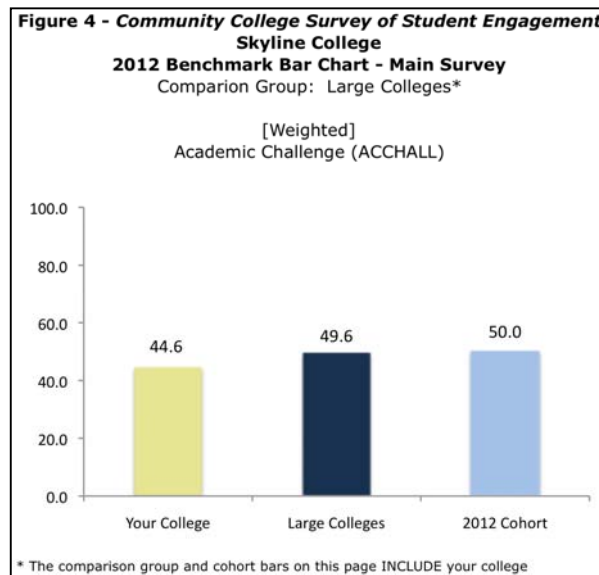
Of the students included in the survey, 85 percent indicated they never or sometimes come to class without having completed assigned tasks. Over 50 percent responded that in a typical 7-day week they spend 6 or more hours a week preparing for class. Together these findings demonstrate students dedicating time and effort outside of class to be prepared for their academic work.

The items in this benchmark category measuring how often a student uses certain college services indicates Skyline College students are less likely to use peer tutoring, skill labs, and/or the computer lab. Because there is no description about the characteristics of students indicating they do not use the respective college service(s), it is difficult to interpret these findings. It is possible, for instance, that students do not go to a skill lab or use peer tutoring because they use an instructor’s office hours for academic assistance. Nevertheless, it is important for the college to understand the degree to which students are engaging with some of its academic support services.

Implications: Findings here combined with those of the previous benchmark category suggest Skyline College students engage in work outside of class to prepare themselves academically, but that this work is more likely done individually and not in collaboration. The finding that students prefer to work on their own may also contribute to their not using services such as skill labs or peer tutoring.

Academic Challenge

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



Results: As in the previous two benchmark categories, Skyline College students’ score was below students at other large college and those in the 2012 CCSSE Cohort. Specifically, the score of 44.6 was five and 5.4 points below the two comparison groups, respectfully, suggesting

fewer Skyline College students felt they were academically challenged than those at large colleges and those in the 2012 CCSSE Cohort.

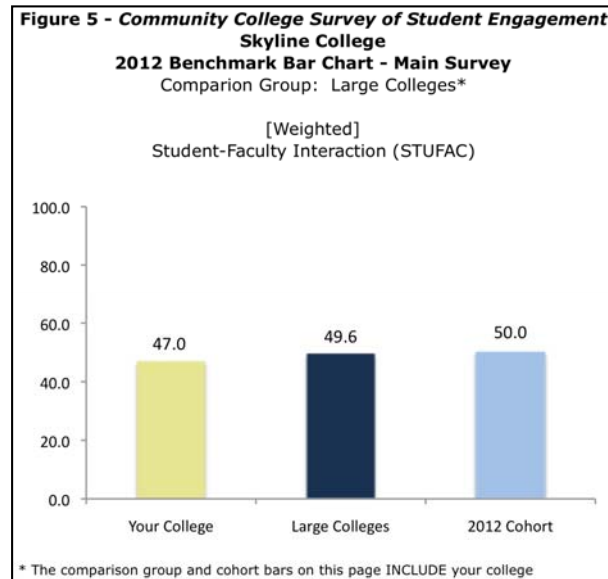
For this benchmark category, over 60 percent of students indicated they participated in academically challenging work “quite a bit” or “very much” on multiple survey items. Specifically, 67 percent responded they analyze the basic elements of an idea, experience, or theory; 62 percent reported using information they read or heard to perform a new skill; and 69 percent indicated they were encouraged to spend significant amounts of time studying. In addition to these findings, 60 percent of students felt their examinations challenged them to do their best work.

The one survey item in which less than 50 percent of students responded positively was with respect to a student feeling they worked harder than they thought they could to meet the instructor’s standards or expectations. For this item, 54 percent of students indicated this “sometimes” or “never” was the case. The two survey items with the greatest percent of students selecting the lowest rating as their response dealt with 1) making judgments about the value or soundness of information, arguments, or methods, and 2) applying theories or concepts to practical problems or in new situations. Here, 15 and 14 percent of students, respectfully, indicated they engaged in these practices very little.

Implications: Overall, findings from this category indicate Skyline College students are engaged in behaviors demonstrating they are challenged academically. If the goal of the institution is to increase the levels of engagement for this category, there already exists a strong foundation from which to build and numerous examples of best practices within the college that can be used as models.

Student-Faculty Interaction

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



Results: With respect to the degree to which Skyline College students interact with college faculty, the score of 47 is 3 or nearly 3 points less than that of the two comparison groups. Therefore, Skyline College students are less likely to interact with faculty than students at other large colleges or those in the 2012 CCSSE Cohort.

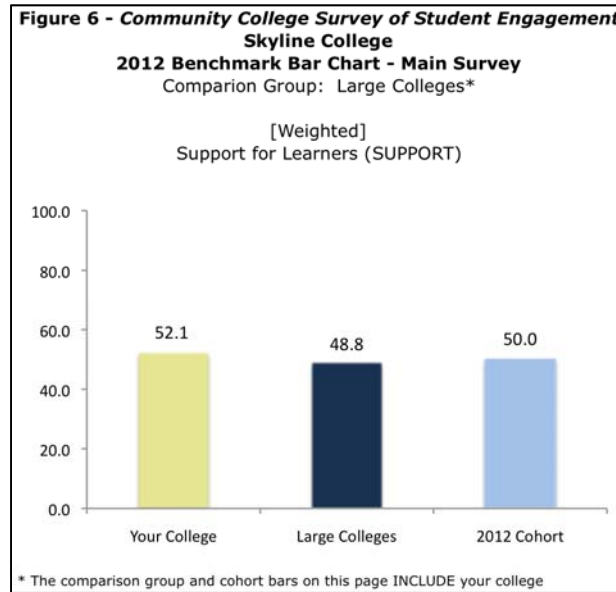
Despite Skyline College students saying they interact with faculty less than those in the two comparison groups, this does not mean they do not engage with faculty. In fact, over 57 percent indicate they use email to communicate with their instructor. Also, evidence demonstrates that in terms of their academic work, instructors provide prompt feedback to students. Specifically, 52 percent of students responded that such feedback is given to them “often” or “very often” indicating interaction on academic work, on average, happens in a timely manner.

Results indicate students discussing ideas with instructors outside of class never happens for 47 percent of them, and that nearly two-thirds (64 percent) have never worked with instructors on activities other than coursework. The latter may not be surprising if students do not perceive their instructors as resources for guidance in areas other than academic coursework.

Implications: Skyline College students continue to indicate that outside of class they are more likely to work by themselves than with others (i.e. instructors or other students). One exception to this is their communication with instructors via email. However, as many indicate that outside of class they do not discuss ideas from their readings or classes with instructors, the implication is that email communication is more likely to be regarding logistical items (e.g. when an assignment is due or what are the requirements of an assignment).

Support for Learners

CCSSE Benchmark Description: Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.



Results: Figure 6 shows the score for Skyline College students is greater than students in other large colleges as well as those in the 2012 CCSSE Cohort. The score of 52.1 is 2.3 points greater than for large colleges and 2.1 points greater than for the 2012 CCSSE Cohort. Therefore, not only are Skyline College students more likely to feel the college supports their educational experiences than not, they are also more likely to feel this than students in the two comparison groups.

There are three items in which over 50 percent of respondents say there is a great deal of support from the college. First, 51 percent of students say they use academic advising “sometimes” or “often”. Second, 58 percent of students feel encouraged to interact with students from different backgrounds (economic, social, racial, or ethnic). Last, 72 percent say the college provides “quite a bit” or “very much” support to help them succeed at the institution.

Of the seven items included in this benchmark, the three receiving the lowest levels of positive feedback were related to support for non-academic responsibilities, social support, and career counseling. Of the 782 respondents who answered the item discussing support for non-academic responsibilities (e.g. work, family), 34 percent responded that the college places “very little” emphasis on this. In terms of providing support needed to thrive socially, 28 percent felt the

college places “very little” emphasis. Last, 42 percent of respondents said they “rarely” or “never” use career-counseling services.

Implications: Although there are areas for improvement, Skyline College students feel the college is committed to supporting them in their educational experiences. The fact that over 70 percent of students feel there is a strong emphasis by the college to provide them with the support they need to succeed is a strong indicator of how students feel with respect to their learning environment. A possible next step for the college is to ensure a high level of support is felt in all parts of the college.

Recommendations

1. Continue to promote and foster high levels of engagement in the classroom environment through increased opportunities for students to engage in dialogue regarding their academic work as well as work collaboratively on projects involving applications of ideas/concepts they learned.
2. Facilitate collaborative work outside of class through task completion or class projects that begin in the classroom but require time outside of class for their completion. If students already belong to a college club and/or organization, coordinate a project with these groups to help students engage in learning experiences outside the classroom.
3. Embed the use of peer tutoring, skill labs, and computer labs into curricula to improve and enrich the academic experiences of students. Such services are not only intended to help students who are struggling academically but also to help those doing well academically to perform at higher levels.
4. Build on the college's strengths in terms of providing students with academic challenging educational experiences. Help students develop and use the skills of judging the value of information, arguments, or methods as well as the applications of theories or concepts to new situations.
5. Through email, engage students in dialogue regarding their academic coursework. Students report emailing their instructors often but it does not seem this communication is related to ideas discussed in class.
6. Develop new and innovative strategies for students to communicate with instructors as well as work collaboratively on coursework outside of class. Social media, virtual classroom environments, and internet discussion boards are a few examples of ways to facilitate experiences outside the classroom that engage students in a collaborative environment promoting an exchange of ideas.
7. Promote mentoring types of relationships between students and instructors. Currently, students do not often engage their instructors in conversations not related to their academic coursework. Instructors can provide students with guidance on a range of issues such as academic skill building, career information, and time management.
8. Maintain the high level of student support embedded throughout the institution. Students feel the college is committed to their success and it is important to not only sustain this effort but to work to ensure it is felt in all aspects of the college.

Appendix A
Community College Survey of Student Engagement - Skyline College

2012 Appendix Table 1

Respondents to Underlying Population Comparisons:

Comparison Group and the 2012 CCSSE Cohort

	Your Respondents Count	Your Respondents Percentage	Your Population	Size Group Comparison Population	2012 Cohort Colleges Population
Sex					
Male	423	52%	46%	43%	41%
Female	378	46%	54%	57%	59%
Race or Ethnicity					
American Indian or Native American	0	0%	0%	1%	2%
Asian, Asian American or Pacific Islander	331	41%	40%	5%	3%
Black or African American, Non-Hispanic	18	2%	4%	14%	13%
White, Non-Hispanic	150	18%	21%	53%	61%
Hispanic, Latino, Spanish	154	19%	24%	16%	11%
Other	76	9%	9%	10%	8%
International Student or Foreign National	55	7%	1%	1%	1%
Age					
18 to 19	181	22%	20%	22%	22%
20 to 21	200	25%	20%	18%	16%
22 to 24	170	21%	17%	14%	12%
25 to 29	96	12%	14%	14%	13%
30 to 39	79	10%	11%	14%	14%
40 to 49	43	5%	7%	8%	8%
50 to 64	25	3%	6%	4%	4%
65+	3	0%	1%	1%	1%
Enrollment Status					
Less than full-time	310	38%	72%	58%	55%
Full-time	504	62%	28%	42%	45%

Notes:

Percentages may not add up to 100% in each category due to missing data and/or rounding.

All population data are those reported by institutions for the most recent IPEDS enrollment report.

Respondents include only data used in the national CCSSE analysis. Some data were excluded in accordance with CCSSE data exclusion rules.

Appendix B

Community College Survey of Student Engagement - Skyline College

2012 Benchmark Scores Report - Main Survey

Comparison Group: Large Colleges*

[Weighted]

Benchmark	Your College	Large Colleges		2012 Cohort	
	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	46.6	49.4	-2.8	50.0	-3.4
Student Effort	40.9	49.2	-8.3	50.0	-9.1
Academic Challenge	44.6	49.6	-5.0	50.0	-5.4
Student-Faculty Interaction	47.0	49.1	-2.1	50.0	-3.0
Support for Learners	52.1	48.8	3.3	50.0	2.1

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

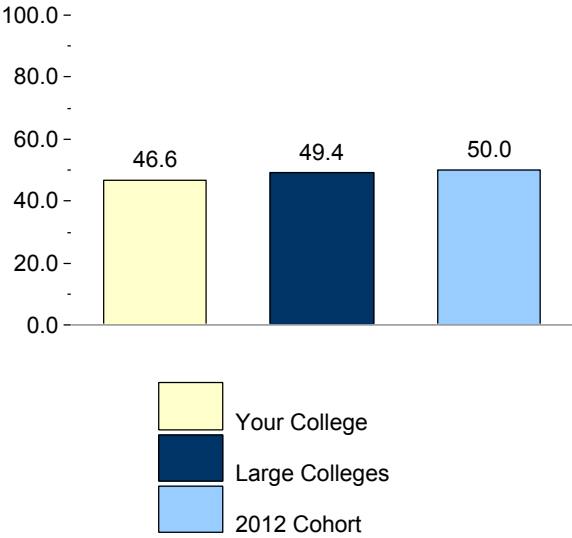
Community College Survey of Student Engagement
Skyline College

2012 Benchmark Bar Chart - Main Survey

Comparison Group: Large Colleges*

[Weighted]

Active and Collaborative Learning (ACTCOLL)



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

Community College Survey of Student Engagement - Skyline College

2012 Benchmark Means Report - Main Survey

Comparison Group: Large Colleges*

[Weighted]

Active and Collaborative Learning (ACTCOLL)

		Your College	Large Colleges		2012 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	2.65	2.91	-0.30**	2.94	-0.34**
4b. Made a class presentation [ACTCOLL]	CLPRESEN	1.91	2.12	-0.22**	2.11	-0.22**
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	2.57	2.50		2.51	
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	1.90	1.91		1.92	
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	1.40	1.38		1.39	
4i. Participated in a community-based project as a part of a regular course [ACTCOLL]	COMMPROJ	1.38	1.32		1.33	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	2.45	2.56		2.57	

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

** T-test: 2-tailed

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

Community College Survey of Student Engagement - Skyline College

2012 Benchmark Frequency Distributions - Main Survey

Comparison Group: Large Colleges*

[Weighted]

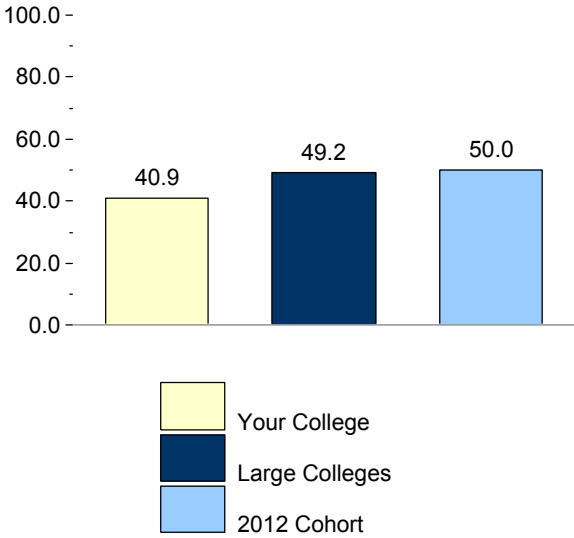
Active and Collaborative Learning (ACTCOLL)

			Your College		Large Colleges		2012 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?								
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	Never	45	5.5	3,158	2.9	11,326	2.5
		Sometimes	357	44.0	36,554	33.0	143,268	31.7
		Often	250	30.8	38,532	34.8	159,458	35.3
		Very often	160	19.7	32,396	29.3	137,541	30.5
		Total	812	100.0	110,640	100.0	451,593	100.0
4b. Made a class presentation [ACTCOLL]	CLPRESEN	Never	287	35.7	30,595	27.8	126,047	28.0
		Sometimes	342	42.5	45,690	41.5	185,851	41.3
		Often	132	16.4	24,159	21.9	97,860	21.8
		Very often	44	5.4	9,761	8.9	39,912	8.9
		Total	805	100.0	110,205	100.0	449,669	100.0
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	Never	109	13.6	13,700	12.5	54,446	12.2
		Sometimes	272	34.0	43,675	39.9	176,704	39.6
		Often	271	33.9	36,216	33.1	148,916	33.3
		Very often	148	18.5	15,857	14.5	66,671	14.9
		Total	800	100.0	109,448	100.0	446,738	100.0
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	Never	318	39.6	42,571	38.8	171,679	38.3
		Sometimes	299	37.3	42,000	38.3	170,772	38.1
		Often	136	16.9	17,858	16.3	74,493	16.6
		Very often	49	6.1	7,305	6.7	31,125	6.9
		Total	802	100.0	109,733	100.0	448,069	100.0
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	Never	566	70.3	79,877	72.6	324,367	72.2
		Sometimes	171	21.3	21,330	19.4	88,365	19.7
		Often	50	6.2	5,854	5.3	23,976	5.3
		Very often	18	2.2	2,980	2.7	12,350	2.8
		Total	806	100.0	110,041	100.0	449,058	100.0
4i. Participated in a community-based project as a part of a regular course [ACTCOLL]	COMMPROJ	Never	580	73.2	84,647	77.3	341,875	76.5
		Sometimes	145	18.3	17,323	15.8	73,263	16.4
		Often	46	5.8	5,160	4.7	21,919	4.9
		Very often	21	2.6	2,318	2.1	9,785	2.2
		Total	792	100.0	109,448	100.0	446,843	100.0
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	Never	127	15.8	14,203	12.9	56,113	12.5
		Sometimes	317	39.4	41,515	37.8	167,997	37.4
		Often	231	28.8	33,015	30.0	136,910	30.5
		Very often	129	16.0	21,171	19.3	87,749	19.6
		Total	803	100.0	109,905	100.0	448,769	100.0

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

Community College Survey of Student Engagement
Skyline College
2012 Benchmark Bar Chart - Main Survey
Comparison Group: Large Colleges*

[Weighted]
Student Effort (STUEFF)



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

Community College Survey of Student Engagement - Skyline College

2012 Benchmark Means Report - Main Survey

Comparison Group: Large Colleges*

[Weighted]

Student Effort (STUEFF)

		Your College	Large Colleges		2012 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	REWROPAP	2.30	2.51	-0.20**	2.52	-0.21**
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	2.56	2.79	-0.25**	2.79	-0.25**
4e. Came to class without completing readings or assignments [STUEFF]	CLUNPREP	1.89	1.84		1.82	
Item 6: During the current school year, about how much reading and writing have you done at this college?						
1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20						
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	READOWN	2.06	2.10		2.10	
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?						
0 = None, 1 = 1-5 hours, 2 = 6-10 hours, 3 = 11-20 hours, 4 = 21-30 hours, 5 = More than 30 hours						
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) [STUEFF]	ACADPR01	1.82	2.01		2.02	
Item 13.1: How often do you use the following services at this college?						
1 = Rarely/Never, 2 = Sometimes, 3 = Often (Don't know/N.A. category not included in means calculations)						
13.1d. Peer or other tutoring [STUEFF]	USETUTOR	1.41	1.48		1.49	
13.1e. Skill labs (writing, math, etc.) [STUEFF]	USELAB	1.57	1.71		1.74	-0.22**
13.1h. Computer lab [STUEFF]	USECOMLB	1.78	2.07	-0.36**	2.09	-0.38**

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

** T-test: 2-tailed

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

Community College Survey of Student Engagement - Skyline College

2012 Benchmark Frequency Distributions - Main Survey

Comparison Group: Large Colleges*

[Weighted]

Student Effort (STUEFF)

Item	Variable	Responses	Your College		Large Colleges		2012 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?								
4c. Prepared two or more drafts of a paper or assignment before turning it in [STUEFF]	REWROPAP	Never	226	28.3	21,915	20.0	87,840	19.6
		Sometimes	232	28.9	32,430	29.6	132,001	29.5
		Often	219	27.4	32,972	30.1	135,464	30.2
		Very often	124	15.5	22,392	20.4	92,642	20.7
		Total	801	100.0	109,709	100.0	447,947	100.0
4d. Worked on a paper or project that required integrating ideas or information from various sources [STUEFF]	INTEGRAT	Never	151	18.8	10,777	9.8	43,814	9.8
		Sometimes	208	25.9	29,451	26.8	121,924	27.2
		Often	290	36.1	41,448	37.8	168,233	37.5
		Very often	154	19.2	28,117	25.6	114,317	25.5
		Total	803	100.0	109,793	100.0	448,288	100.0
4e. Came to class without completing readings or assignments [STUEFF]	CLUNPREP	Never	239	29.7	35,809	32.7	152,690	34.1
		Sometimes	444	55.3	59,198	54.0	238,656	53.3
		Often	89	11.1	10,493	9.6	40,515	9.1
		Very often	32	4.0	4,076	3.7	15,504	3.5
		Total	803	100.0	109,576	100.0	447,365	100.0
Item 6: During the current school year, about how much reading and writing have you done at this college?								
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment [STUEFF]	READOWN	None	221	27.8	30,684	28.1	129,241	29.0
		1 to 4	404	50.8	52,357	47.9	210,097	47.1
		5 to 10	97	12.3	15,414	14.1	61,965	13.9
		11 to 20	44	5.6	5,643	5.2	23,167	5.2
		More than 20	28	3.6	5,115	4.7	21,355	4.8
		Total	794	100.0	109,213	100.0	445,826	100.0
Item 10: About how many hours do you spend in a typical 7-day week doing each of the following?								
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) [STUEFF]	ACADPR01	None	19	2.4	1,670	1.5	6,919	1.6
		1-5 hours	370	46.7	42,999	39.5	174,078	39.1
		6-10 hours	211	26.7	32,837	30.1	133,463	30.0
		11-20 hours	144	18.2	19,966	18.3	82,302	18.5
		21-30 hours	23	2.8	7,428	6.8	30,967	7.0
		More than 30 hours	25	3.2	4,040	3.7	17,023	3.8
		Total	792	100.0	108,941	100.0	444,751	100.0
Item 13.1: How often do you use the following services at this college?								
13.1d. Peer or other tutoring [STUEFF]	USETUTOR	Don't know/N.A.	214	28.4	26,350	25.1	108,077	25.2
		Rarely/Never	365	48.6	49,065	46.8	198,717	46.4
		Sometimes	126	16.7	20,892	19.9	85,558	20.0
		Often	48	6.3	8,583	8.2	36,265	8.5
		Total	752	100.0	104,890	100.0	428,617	100.0

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

Community College Survey of Student Engagement - Skyline College

2012 Benchmark Frequency Distributions - Main Survey

Comparison Group: Large Colleges*

[Weighted]

Student Effort (STUEFF)

Item	Variable	Responses	Your College		Large Colleges		2012 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 13.1: How often do you use the following services at this college?								
13.1e. Skill labs (writing, math, etc.) [STUEFF]	USELAB	Don't know/N.A.	208	27.5	22,883	21.9	92,624	21.7
		Rarely/Never	314	41.6	40,290	38.5	157,798	36.9
		Sometimes	156	20.6	25,208	24.1	105,881	24.8
		Often	78	10.3	16,232	15.5	71,253	16.7
		Total	755	100.0	104,613	100.0	427,555	100.0
13.1h. Computer lab [STUEFF]	USECOMLB	Don't know/N.A.	165	21.7	13,605	13.0	53,503	12.5
		Rarely/Never	265	34.9	26,638	25.4	106,044	24.7
		Sometimes	194	25.5	31,822	30.4	130,854	30.5
		Often	136	17.9	32,779	31.3	138,170	32.2
		Total	761	100.0	104,844	100.0	428,571	100.0

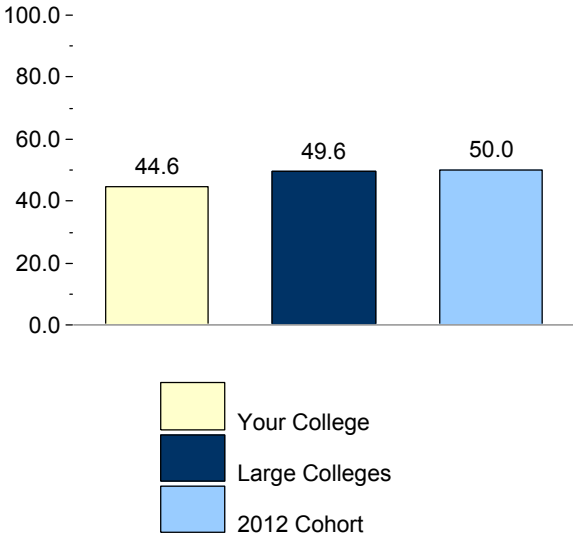
* The comparison group and cohort columns on this page EXCLUDE your college.

Community College Survey of Student Engagement
Skyline College

2012 Benchmark Bar Chart - Main Survey

Comparison Group: Large Colleges*

[Weighted]
Academic Challenge (ACCHALL)



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

Community College Survey of Student Engagement - Skyline College

2012 Benchmark Means Report - Main Survey

Comparison Group: Large Colleges*

[Weighted]

Academic Challenge (ACCHALL)

		Your College	Large Colleges		2012 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
4p. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	2.46	2.60		2.61	
Item 5: During the current school year, how much has your coursework at this college emphasized the following mental activities?						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much						
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	ANALYZE	2.88	2.91		2.90	
5c. Synthesizing and organizing ideas, information, or experiences in new ways [ACCHALL]	SYNTHESZ	2.69	2.78		2.78	
5d. Making judgments about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	2.54	2.61		2.61	
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	2.61	2.71		2.71	
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	2.80	2.81		2.83	
Item 6: During the current school year, about how much reading and writing have you done at this college?						
1 = None, 2 = Between 1 and 4, 3 = Between 5 and 10, 4 = Between 11 and 20, 5 = More than 20						
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings [ACCHALL]	READASGN	2.69	2.89		2.91	-0.22**
6c. Number of written papers or reports of any length [ACCHALL]	WRITEANY	2.59	2.90	-0.27**	2.90	-0.28**
Item 7						
1 = Extremely easy ... 7 = Extremely challenging						
7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college [ACCHALL]	EXAMS	4.75	4.96		4.99	-0.20**
Item 9: How much does this college emphasize each of the following?						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much						
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	ENVSCHOL	2.91	3.00		3.02	

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

** T-test: 2-tailed

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

Community College Survey of Student Engagement - Skyline College

2012 Benchmark Frequency Distributions - Main Survey

Comparison Group: Large Colleges*

[Weighted]

Academic Challenge (ACCHALL)

Item	Variable	Responses	Your College		Large Colleges		2012 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?								
4p. Worked harder than you thought you could to meet an instructor's standards or expectations [ACCHALL]	WORKHARD	Never	118	14.8	10,858	9.9	43,023	9.6
		Sometimes	308	38.7	41,080	37.5	166,419	37.2
		Often	259	32.6	39,113	35.7	161,184	36.0
		Very often	110	13.9	18,532	16.9	76,996	17.2
		Total	794	100.0	109,582	100.0	447,622	100.0
Item 5: During the current school year, how much has your coursework at this college emphasized the following mental activities?								
5b. Analyzing the basic elements of an idea, experience, or theory [ACCHALL]	ANALYZE	Very little	54	6.7	4,724	4.3	19,902	4.4
		Some	209	26.0	28,538	26.0	118,659	26.5
		Quite a bit	318	39.6	47,937	43.7	194,691	43.4
		Very much	222	27.7	28,600	26.0	115,086	25.7
		Total	804	100.0	109,800	100.0	448,339	100.0
5c. Synthesizing and organizing ideas, information, or experiences in new ways [ACCHALL]	SYNTHESZ	Very little	76	9.5	7,316	6.7	29,928	6.7
		Some	261	32.6	34,594	31.7	140,855	31.6
		Quite a bit	300	37.5	42,720	39.1	175,050	39.2
		Very much	164	20.5	24,669	22.6	100,477	22.5
		Total	800	100.0	109,298	100.0	446,310	100.0
5d. Making judgments about the value or soundness of information, arguments, or methods [ACCHALL]	EVALUATE	Very little	121	15.1	12,896	11.8	52,461	11.7
		Some	265	33.0	37,682	34.4	155,158	34.7
		Quite a bit	282	35.1	38,277	35.0	155,002	34.7
		Very much	135	16.8	20,543	18.8	84,145	18.8
		Total	803	100.0	109,398	100.0	446,766	100.0
5e. Applying theories or concepts to practical problems or in new situations [ACCHALL]	APPLYING	Very little	115	14.2	10,129	9.2	41,174	9.2
		Some	251	31.1	35,627	32.5	145,982	32.6
		Quite a bit	276	34.2	39,829	36.3	162,655	36.3
		Very much	167	20.6	24,035	21.9	97,837	21.9
		Total	809	100.0	109,620	100.0	447,648	100.0
5f. Using information you have read or heard to perform a new skill [ACCHALL]	PERFORM	Very little	74	9.2	9,175	8.3	35,831	8.0
		Some	236	29.2	31,725	28.8	128,142	28.5
		Quite a bit	276	34.1	39,863	36.2	163,746	36.4
		Very much	223	27.6	29,303	26.6	121,574	27.1
		Total	809	100.0	110,066	100.0	449,292	100.0

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

Community College Survey of Student Engagement - Skyline College

2012 Benchmark Frequency Distributions - Main Survey

Comparison Group: Large Colleges*

[Weighted]

Academic Challenge (ACCHALL)

			Your College		Large Colleges		2012 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 6: During the current school year, about how much reading and writing have you done at this college?								
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings [ACCHALL]	READASGN	None	49	6.2	3,240	3.0	12,244	2.7
		1 to 4	381	48.0	44,939	41.1	180,774	40.5
		5 to 10	200	25.2	33,492	30.7	137,234	30.8
		11 to 20	99	12.5	15,768	14.4	65,125	14.6
		More than 20	65	8.2	11,781	10.8	50,471	11.3
		Total	795	100.0	109,221	100.0	445,848	100.0
6c. Number of written papers or reports of any length [ACCHALL]	WRITEANY	None	147	18.6	9,900	9.1	40,075	9.0
		1 to 4	267	33.9	33,461	30.7	137,108	30.8
		5 to 10	201	25.5	34,804	31.9	140,838	31.6
		11 to 20	108	13.7	19,940	18.3	81,883	18.4
		More than 20	66	8.3	11,004	10.1	45,616	10.2
		Total	789	100.0	109,110	100.0	445,519	100.0
Item 7								
7. Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college [ACCHALL]	EXAMS	(1) Extremely easy	14	1.8	1,111	1.1	4,092	1.0
		(2)	17	2.2	2,130	2.0	8,340	1.9
		(3)	62	8.1	6,515	6.2	25,035	5.8
		(4)	215	28.3	25,060	23.9	100,943	23.6
		(5)	244	32.1	35,885	34.3	146,580	34.3
		(6)	166	21.8	23,700	22.6	98,191	22.9
		(7) Extremely challenging	43	5.6	10,314	9.8	44,771	10.5
		Total	759	100.0	104,715	100.0	427,952	100.0
Item 9: How much does this college emphasize each of the following?								
9a. Encouraging you to spend significant amounts of time studying [ACCHALL]	ENVSCHOL	Very little	55	7.0	4,757	4.4	18,099	4.1
		Some	189	23.8	24,248	22.2	95,767	21.5
		Quite a bit	325	40.9	46,588	42.7	189,056	42.4
		Very much	226	28.4	33,537	30.7	142,609	32.0
		Total	795	100.0	109,130	100.0	445,531	100.0

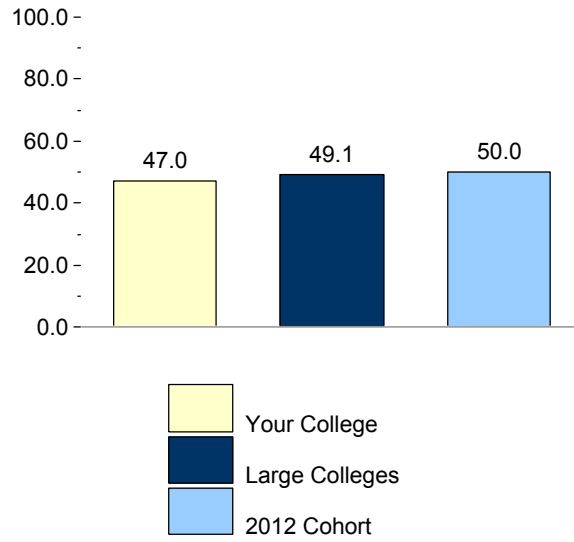
* The comparison group and cohort columns on this page EXCLUDE your college.

**Community College Survey of Student Engagement
Skyline College**

2012 Benchmark Bar Chart - Main Survey

Comparison Group: Large Colleges*

[Weighted]
Student-Faculty Interaction (STUFAC)



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

Community College Survey of Student Engagement - Skyline College

2012 Benchmark Means Report - Main Survey

Comparison Group: Large Colleges*

[Weighted]

Student-Faculty Interaction (STUFAC)

		Your College	Large Colleges		2012 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?						
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often						
4k. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	2.71	2.82		2.81	
4l. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	2.41	2.56		2.59	-0.20**
4m. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	2.01	2.03		2.08	
4n. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	1.77	1.75		1.77	
4o. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	2.56	2.69		2.70	
4q. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	1.51	1.41		1.43	

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

** T-test: 2-tailed

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

Community College Survey of Student Engagement - Skyline College

2012 Benchmark Frequency Distributions - Main Survey

Comparison Group: Large Colleges*

[Weighted]

Student-Faculty Interaction (STUFAC)

Item	Variable	Responses	Your College		Large Colleges		2012 Cohort	
			Count	Percent	Count	Percent	Count	Percent
Item 4: In your experiences at this college during the current school year, about how often have you done each of the following?								
4k. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	Never	102	12.7	8,582	7.8	37,894	8.5
		Sometimes	242	30.2	34,184	31.2	138,027	30.8
		Often	249	30.9	35,153	32.1	141,214	31.5
		Very often	211	26.2	31,717	28.9	130,558	29.2
		Total	804	100.0	109,636	100.0	447,692	100.0
4l. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	Never	126	15.6	10,298	9.4	38,620	8.6
		Sometimes	338	41.8	46,702	42.5	187,440	41.8
		Often	231	28.5	33,790	30.8	141,305	31.5
		Very often	114	14.1	18,997	17.3	80,767	18.0
		Total	809	100.0	109,787	100.0	448,131	100.0
4m. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	Never	272	33.9	33,581	30.7	126,816	28.4
		Sometimes	315	39.3	47,974	43.8	197,628	44.2
		Often	145	18.0	19,089	17.4	83,470	18.7
		Very often	70	8.7	8,901	8.1	39,320	8.8
		Total	801	100.0	109,545	100.0	447,234	100.0
4n. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	Never	374	46.9	50,999	46.6	202,057	45.3
		Sometimes	282	35.3	39,983	36.6	167,233	37.5
		Often	96	12.0	13,000	11.9	54,735	12.3
		Very often	47	5.8	5,360	4.9	22,380	5.0
		Total	799	100.0	109,342	100.0	446,405	100.0
4o. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	Never	94	11.8	8,401	7.7	33,769	7.5
		Sometimes	288	35.9	37,819	34.5	153,505	34.3
		Often	295	36.8	42,600	38.9	174,546	39.0
		Very often	126	15.6	20,704	18.9	85,527	19.1
		Total	803	100.0	109,524	100.0	447,347	100.0
4q. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	Never	506	63.9	76,439	70.3	306,729	69.1
		Sometimes	196	24.8	22,234	20.5	93,443	21.1
		Often	64	8.1	7,336	6.7	31,607	7.1
		Very often	26	3.3	2,706	2.5	12,080	2.7
		Total	792	100.0	108,714	100.0	443,860	100.0

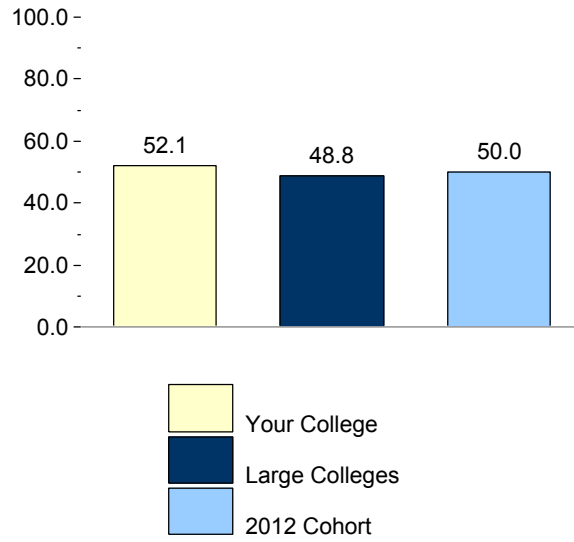
* The comparison group and cohort columns on this page EXCLUDE your college.

**Community College Survey of Student Engagement
Skyline College**

2012 Benchmark Bar Chart - Main Survey

Comparison Group: Large Colleges*

[Weighted]
Support for Learners (SUPPORT)



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

Community College Survey of Student Engagement - Skyline College

2012 Benchmark Means Report - Main Survey

Comparison Group: Large Colleges*

[Weighted]

Support for Learners (SUPPORT)

		Your College	Large Colleges		2012 Cohort	
Item	Variable	Mean	Mean	Effect Size**	Mean	Effect Size**
Item 9: How much does this college emphasize each of the following?						
1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much						
9b. Providing the support you need to help you succeed at this college [SUPPORT]	ENVSUPRT	3.00	2.97		3.00	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	2.67	2.56		2.55	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	2.15	1.95	0.21**	1.97	
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	2.23	2.16		2.19	
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	2.46	2.50		2.56	
Item 13.1: How often do you use the following services at this college?						
1 = Rarely/Never, 2 = Sometimes, 3 = Often (Don't know/N.A. category not included in means calculations)						
13.1a. Academic advising/planning [SUPPORT]	USEACAD	1.78	1.75		1.79	
13.1b. Career counseling [SUPPORT]	USECACOU	1.60	1.42	0.30**	1.44	0.26**

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

** T-test: 2-tailed

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

Community College Survey of Student Engagement - Skyline College

2012 Benchmark Frequency Distributions - Main Survey

Comparison Group: Large Colleges*

[Weighted]

Support for Learners (SUPPORT)

			Your College		Large Colleges		2012 Cohort	
Item	Variable	Responses	Count	Percent	Count	Percent	Count	Percent
Item 9: How much does this college emphasize each of the following?								
9b. Providing the support you need to help you succeed at this college [SUPPORT]	ENVSUPRT	Very little	58	7.4	5,817	5.3	22,332	5.0
		Some	160	20.3	25,004	23.0	98,124	22.1
		Quite a bit	293	37.4	44,794	41.1	182,274	41.0
		Very much	274	34.9	33,269	30.6	142,022	31.9
		Total	785	100.0	108,885	100.0	444,752	100.0
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [SUPPORT]	ENVDIVRS	Very little	134	17.1	18,673	17.2	77,020	17.4
		Some	198	25.3	33,771	31.2	139,177	31.4
		Quite a bit	241	30.8	32,723	30.2	131,440	29.7
		Very much	209	26.8	23,239	21.4	95,188	21.5
		Total	783	100.0	108,405	100.0	442,824	100.0
9d. Helping you cope with your non-academic responsibilities (work, family, etc.) [SUPPORT]	ENVNACAD	Very little	268	34.3	43,832	40.4	174,218	39.3
		Some	250	31.9	36,191	33.4	148,901	33.6
		Quite a bit	146	18.7	18,561	17.1	77,046	17.4
		Very much	118	15.1	9,820	9.1	42,602	9.6
		Total	782	100.0	108,404	100.0	442,767	100.0
9e. Providing the support you need to thrive socially [SUPPORT]	ENVSOCAL	Very little	222	28.2	30,226	28.0	118,235	26.8
		Some	272	34.4	41,644	38.6	170,235	38.6
		Quite a bit	183	23.2	24,538	22.7	102,348	23.2
		Very much	112	14.2	11,483	10.6	49,696	11.3
		Total	790	100.0	107,892	100.0	440,515	100.0
9f. Providing the financial support you need to afford your education [SUPPORT]	FINSUPP	Very little	201	25.8	26,147	24.2	97,946	22.2
		Some	202	25.9	28,382	26.3	112,476	25.5
		Quite a bit	196	25.1	26,953	25.0	114,833	26.0
		Very much	181	23.2	26,529	24.6	116,194	26.3
		Total	780	100.0	108,011	100.0	441,450	100.0
Item 13.1: How often do you use the following services at this college?								
13.1a. Academic advising/planning [SUPPORT]	USEACAD	Don't know/N.A.	122	15.7	8,345	7.8	33,929	7.8
		Rarely/Never	259	33.4	38,150	35.8	146,208	33.6
		Sometimes	279	36.0	46,132	43.3	192,330	44.2
		Often	115	14.9	13,892	13.0	62,490	14.4
		Total	775	100.0	106,519	100.0	434,957	100.0
13.1b. Career counseling [SUPPORT]	USECACOU	Don't know/N.A.	163	21.1	21,618	20.4	87,836	20.3
		Rarely/Never	321	41.7	55,019	51.9	220,437	50.9
		Sometimes	209	27.2	23,460	22.1	98,846	22.8
		Often	77	10.0	5,839	5.5	25,634	5.9
		Total	770	100.0	105,937	100.0	432,753	100.0

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