

Community College Survey of Student Engagement
2010 Benchmark Summary Report - College of the Desert

	Benchmark	Your College	Hispanic Student Success		2010 Cohort	
		Score	Score	Difference	Score	Difference
Less than Full-time	Active and Collaborative Learning	48.1	47.3	0.7	46.4	1.7
Less than Full-time	Student Effort	46.4	47.9	-1.5	47.0	-0.5
Less than Full-time	Academic Challenge	46.5	46.7	-0.2	46.5	-0.0
Less than Full-time	Student-Faculty Interaction	42.9	45.3	-2.4	46.8	-3.9
Less than Full-time	Support for Learners	44.4	49.7	-5.3	48.3	-3.8
Full-time	Active and Collaborative Learning	57.3	56.5	0.8	55.7	1.6
Full-time	Student Effort	58.6	55.9	2.7	54.8	3.8
Full-time	Academic Challenge	59.4	55.3	4.1	55.0	4.4
Full-time	Student-Faculty Interaction	52.8	54.2	-1.5	55.5	-2.7
Full-time	Support for Learners	54.1	55.7	-1.6	53.4	0.7

Active and Collaborative Learning (ACTCOLL) Means Summary Report - College of the Desert

			Your College	Hispanic Student Success		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size	Mean	Effect Size
<i>4. 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>							
<i>In your experiences at this college during the current school year, about how often have you done each of the following?</i>							
a Asked questions in class or contributed to class discussions (ACTCOL)	CLQUEST	Less than Full-time	2.71	2.79		2.88	-0.20*
	CLQUEST	Full-time	2.72	2.90	-0.21*	2.96	-0.29*
b Made a class presentation (ACTCOL)	CLPRESEN	Less than Full-time	2.12	1.96		1.92	0.23*
	CLPRESEN	Full-time	2.38	2.30		2.25	
f Worked with other students on projects during class (ACTCOL)	CLASSGRP	Less than Full-time	2.58	2.46		2.40	
	CLASSGRP	Full-time	2.67	2.60		2.58	
g Worked with classmates outside of class to prepare class assignments (ACTCOL)	OCCGRP	Less than Full-time	1.84	1.81		1.77	
	OCCGRP	Full-time	2.19	2.06		2.04	
h Tutored or taught other students (paid or voluntary) (ACTCOL)	TUTOR	Less than Full-time	1.29	1.35		1.31	
	TUTOR	Full-time	1.53	1.49		1.46	
i Participated in a community-based project as a part of a regular course (ACTCOL)	COMMPROJ	Less than Full-time	1.26	1.28		1.25	
	COMMPROJ	Full-time	1.39	1.42		1.40	
r Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (ACTCOL)	OOCIDEAS	Less than Full-time	2.58	2.52		2.53	
	OOCIDEAS	Full-time	2.72	2.64		2.63	

Active and Collaborative Learning (ACTCOLL) Frequency Distributions - College of the Desert

Less than Full-time

Item		Your College		Hispanic Student Success		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4a . Asked questions in class or contributed to class discussions (ACTCOL)	Never	21	7.1	378	3.9	3342	3.0
	Sometimes	104	35.3	3646	37.6	37395	33.9
	Often	110	37.3	3272	33.8	38540	34.9
	Very often	60	20.3	2394	24.7	31147	28.2
	Total	295	100.0	9690	100.0	110424	100.0
4b . Made a class presentation (ACTCOL)	Never	78	26.4	3498	36.3	41962	38.2
	Sometimes	124	41.9	3734	38.7	42254	38.4
	Often	75	25.3	1754	18.2	18687	17.0
	Very often	19	6.4	658	6.8	7016	6.4
	Total	296	100.0	9644	100.0	109919	100.0
4f . Worked with other students on projects during class (ACTCOL)	Never	30	10.2	1503	15.7	18024	16.5
	Sometimes	107	36.3	3602	37.6	43668	40.0
	Often	115	39.0	3062	31.9	33182	30.4
	Very often	43	14.6	1419	14.8	14378	13.2
	Total	295	100.0	9586	100.0	109252	100.0
4g . Worked with classmates outside of class to prepare class assignments (ACTCOL)	Never	120	41.0	4327	45.0	51265	46.8
	Sometimes	115	39.2	3311	34.5	37863	34.6
	Often	43	14.7	1450	15.1	14766	13.5
	Very often	15	5.1	520	5.4	5674	5.2
	Total	293	100.0	9608	100.0	109568	100.0
4h . Tutored or taught other students (paid or voluntary) (ACTCOL)	Never	235	79.1	7153	74.3	84460	76.9
	Sometimes	45	15.2	1782	18.5	18666	17.0
	Often	10	3.4	476	4.9	4498	4.1
	Very often	7	2.4	220	2.3	2190	2.0
	Total	297	100.0	9631	100.0	109814	100.0

Active and Collaborative Learning (ACTCOLL) Frequency Distributions - College of the Desert

Less than Full-time

Item		Your College		Hispanic Student Success		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4i . Participated in a community-based project as a part of a regular course (ACTCOL)	Never	241	82.0	7653	79.8	89479	81.8
	Sometimes	37	12.6	1404	14.6	14198	13.0
	Often	10	3.4	380	4.0	3981	3.6
	Very often	6	2.0	159	1.7	1668	1.5
	Total	294	100.0	9596	100.0	109326	100.0
4r . Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (ACTCOL)	Never	32	10.9	1382	14.4	14884	13.6
	Sometimes	121	41.3	3584	37.3	41933	38.2
	Often	79	27.0	2894	30.1	33044	30.1
	Very often	61	20.8	1760	18.3	19822	18.1
	Total	293	100.0	9620	100.0	109683	100.0

Active and Collaborative Learning (ACTCOLL) Frequency Distributions - College of the Desert

Full-time

Item		Your College		Hispanic Student Success		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4a . Asked questions in class or contributed to class discussions (ACTCOL)	Never	39	6.5	477	2.6	5929	2.0
	Sometimes	238	39.6	6166	33.4	89883	30.8
	Often	176	29.3	6606	35.8	105419	36.2
	Very often	148	24.6	5208	28.2	90344	31.0
	Total	601	100.0	18457	100.0	291575	100.0
4b . Made a class presentation (ACTCOL)	Never	92	15.3	3427	18.6	58141	20.0
	Sometimes	262	43.6	8013	43.5	129723	44.6
	Often	176	29.3	4887	26.6	73410	25.3
	Very often	71	11.8	2075	11.3	29279	10.1
	Total	601	100.0	18402	100.0	290553	100.0
4f . Worked with other students on projects during class (ACTCOL)	Never	27	4.5	1559	8.5	24224	8.4
	Sometimes	238	39.9	7026	38.5	116160	40.3
	Often	235	39.4	6765	37.0	104442	36.2
	Very often	96	16.1	2912	15.9	43715	15.2
	Total	596	100.0	18262	100.0	288541	100.0
4g . Worked with classmates outside of class to prepare class assignments (ACTCOL)	Never	145	24.2	5553	30.4	89284	30.8
	Sometimes	262	43.7	7484	40.9	120728	41.7
	Often	128	21.3	3810	20.8	56840	19.6
	Very often	65	10.8	1440	7.9	22630	7.8
	Total	600	100.0	18287	100.0	289482	100.0
4h . Tutored or taught other students (paid or voluntary) (ACTCOL)	Never	389	64.6	12027	65.5	194727	67.1
	Sometimes	140	23.3	4312	23.5	66596	23.0
	Often	42	7.0	1325	7.2	18967	6.5
	Very often	31	5.1	696	3.8	9816	3.4
	Total	602	100.0	18360	100.0	290106	100.0

Active and Collaborative Learning (ACTCOLL) Frequency Distributions - College of the Desert

Full-time

Item		Your College		Hispanic Student Success		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4i . Participated in a community-based project as a part of a regular course (ACTCOL)	Never	427	71.5	12878	70.4	207471	71.8
	Sometimes	120	20.1	3696	20.2	56479	19.5
	Often	37	6.2	1185	6.5	17413	6.0
	Very often	13	2.2	522	2.9	7704	2.7
	Total	597	100.0	18281	100.0	289067	100.0
4r . Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) (ACTCOL)	Never	45	7.5	1947	10.6	29533	10.2
	Sometimes	213	35.6	6639	36.1	108359	37.3
	Often	204	34.1	5775	31.4	93126	32.1
	Very often	137	22.9	4010	21.8	59103	20.4
	Total	599	100.0	18371	100.0	290121	100.0

Student Effort (STUEFF) Means Summary Report - College of the Desert

			Your College	Hispanic Student Success		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size	Mean	Effect Size
<i>4. 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>							
<i>In your experiences at this college during the current school year, about how often have you done each of the following?</i>							
c Prepared two or more drafts of a paper or assignment before turning it in (STUEFF)	REWROPAP	Less than Full-time	2.46	2.41		2.38	
	REWROPAP	Full-time	2.79	2.68		2.63	
d Worked on a paper or project that required integrating ideas or information from various sources (STUEFF)	INTEGRAT	Less than Full-time	2.68	2.59		2.59	
	INTEGRAT	Full-time	3.06	2.95		2.94	
e Came to class without completing readings or assignments (STUEFF)	CLUNPREP	Less than Full-time	1.88	1.81		1.78	
	CLUNPREP	Full-time	1.94	1.93		1.93	
<i>6. 1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20</i>							
<i>During the current school year, about how much reading and writing have you done at this college?</i>							
b Number of books read on your own (not assigned) for personal enjoyment or academic enrichment (STUEFF)	READOWN	Less than Full-time	2.03	2.11		2.11	
	READOWN	Full-time	2.18	2.14		2.10	
<i>10. 0=None, 1=1-5 hours, 2=6-10 hours, 3=11-20 hours, 4=21-30 hours, 5=More than 30 hours</i>							
<i>About how many hours do you spend in a typical 7-day week doing each of the following?</i>							
a Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) (STUEFF)	ACADPR01	Less than Full-time	1.73	1.77		1.81	
	ACADPR01	Full-time	2.26	2.10		2.14	
<i>13. 1=Rarely/never, 2=Sometimes, 3=Often</i>							
<i>How often you use the following services?</i>							
d Frequency: Peer or other tutoring	USETUTOR	Less than Full-time	1.47	1.51		1.44	
	USETUTOR	Full-time	1.69	1.57		1.50	0.28*
e Frequency: Skill labs (writing, math, etc.)	USELAB	Less than Full-time	1.77	1.73		1.66	
	USELAB	Full-time	2.04	1.84	0.26*	1.77	0.35*
h Frequency: Computer lab	USECOMLB	Less than Full-time	1.86	2.02		1.99	
	USECOMLB	Full-time	2.01	2.24	-0.30*	2.23	-0.28*

Student Effort (STUEFF) Frequency Distributions - College of the Desert

Less than Full-time

Item		Your College		Hispanic Student Success		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4c . Prepared two or more drafts of a paper or assignment before turning it in (STUEFF)	Never	63	21.2	2259	23.5	27494	25.1
	Sometimes	86	29.0	2849	29.7	32425	29.6
	Often	95	32.0	2813	29.3	30523	27.9
	Very often	53	17.8	1677	17.5	19069	17.4
	Total	297	100.0	9598	100.0	109511	100.0
4d . Worked on a paper or project that required integrating ideas or information from various sources (STUEFF)	Never	38	12.9	1450	15.1	16417	15.0
	Sometimes	87	29.6	2903	30.2	33406	30.5
	Often	100	34.0	3409	35.5	38092	34.8
	Very often	69	23.5	1845	19.2	21599	19.7
	Total	294	100.0	9607	100.0	109514	100.0
4e . Came to class without completing readings or assignments (STUEFF)	Never	95	32.4	3250	33.9	39786	36.4
	Sometimes	153	52.2	5196	54.2	56772	51.9
	Often	31	10.6	845	8.8	9344	8.5
	Very often	14	4.8	296	3.1	3438	3.1
	Total	293	100.0	9587	100.0	109340	100.0
6b . Number of books read on your own (not assigned) for personal enjoyment or academic enrichment (STUEFF)	None	88	30.0	2440	25.6	29925	27.5
	Between 1 and 4	137	46.8	4794	50.3	52564	48.3
	Between 5 and 10	47	16.0	1437	15.1	15728	14.5
	Between 11 and 20	12	4.1	471	4.9	5567	5.1
	More than 20	9	3.1	381	4.0	4941	4.5
	Total	293	100.0	9523	100.0	108725	100.0

Student Effort (STUEFF) Frequency Distributions - College of the Desert

Less than Full-time

Item		Your College		Hispanic Student Success		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
10a . Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activites related to your program) (STUEFF)	None	4	1.4	198	2.1	1994	1.8
	1-5 hours	151	51.9	4518	47.5	50169	46.2
	6-10 hours	75	25.8	2839	29.8	32436	29.9
	11-20 hours	48	16.5	1383	14.5	16602	15.3
	21-30 hours	7	2.4	383	4.0	4984	4.6
	More than 30 hours	6	2.1	193	2.0	2388	2.2
	Total	291	100.0	9514	100.0	108573	100.0
13.1d . Frequency: Peer or other tutoring (STUEFF)	Do not know/not applicable	71	24.8	2485	27.1	31949	30.3
	Rarely/never	132	46.2	4077	44.5	48382	45.9
	Sometimes	64	22.4	1837	20.0	17970	17.0
	Often	19	6.6	769	8.4	7099	6.7
	Total	286	100.0	9168	100.0	105400	100.0
13.1e . Frequency: Skill labs (writing, math, etc.) (STUEFF)	Do not know/not applicable	58	20.1	2130	23.3	27580	26.2
	Rarely/never	103	35.6	3314	36.3	40195	38.2
	Sometimes	77	26.6	2267	24.8	23399	22.2
	Often	51	17.6	1428	15.6	14019	13.3
	Total	289	100.0	9139	100.0	105193	100.0
13.1h . Frequency: Computer lab (STUEFF)	Do not know/not applicable	55	19.1	1475	16.1	17864	16.9
	Rarely/never	93	32.3	2434	26.5	29108	27.6
	Sometimes	79	27.4	2697	29.4	30554	29.0
	Often	61	21.2	2570	28.0	27957	26.5
	Total	288	100.0	9176	100.0	105483	100.0

Student Effort (STUEFF) Frequency Distributions - College of the Desert

Full-time

Item		Your College		Hispanic Student Success		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4c . Prepared two or more drafts of a paper or assignment before turning it in (STUEFF)	Never	56	9.3	2479	13.5	43404	15.0
	Sometimes	163	27.2	5298	28.9	87655	30.3
	Often	231	38.5	6086	33.2	91831	31.7
	Very often	150	25.0	4453	24.3	66775	23.1
	Total	600	100.0	18316	100.0	289665	100.0
4d . Worked on a paper or project that required integrating ideas or information from various sources (STUEFF)	Never	22	3.7	918	5.0	14726	5.1
	Sometimes	118	19.7	4594	25.0	73580	25.4
	Often	260	43.3	7392	40.3	117366	40.5
	Very often	200	33.3	5442	29.7	84284	29.1
	Total	600	100.0	18346	100.0	289956	100.0
4e . Came to class without completing readings or assignments (STUEFF)	Never	158	26.4	4761	26.0	77319	26.7
	Sometimes	340	56.8	10741	58.7	167889	58.1
	Often	77	12.9	2030	11.1	31950	11.1
	Very often	24	4.0	769	4.2	11902	4.1
	Total	599	100.0	18301	100.0	289060	100.0
6b . Number of books read on your own (not assigned) for personal enjoyment or academic enrichment (STUEFF)	None	135	22.5	4592	25.2	82034	28.5
	Between 1 and 4	312	52.0	9244	50.6	137185	47.6
	Between 5 and 10	92	15.3	2616	14.3	40012	13.9
	Between 11 and 20	31	5.2	946	5.2	15044	5.2
	More than 20	30	5.0	856	4.7	13974	4.8
Total	600	100.0	18254	100.0	288249	100.0	

Student Effort (STUEFF) Frequency Distributions - College of the Desert

Full-time

Item		Your College		Hispanic Student Success		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
10a . Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activites related to your program) (STUEFF)	None	6	1.0	211	1.2	3632	1.3
	1-5 hours	181	30.4	6731	37.0	100499	35.0
	6-10 hours	189	31.7	5412	29.7	86246	30.0
	11-20 hours	131	22.0	3594	19.7	59793	20.8
	21-30 hours	53	8.9	1446	7.9	23745	8.3
	More than 30 hours	36	6.0	806	4.4	13594	4.7
	Total	596	100.0	18200	100.0	287509	100.0
13.1d . Frequency: Peer or other tutoring (STUEFF)	Do not know/not applicable	119	20.4	3527	20.0	66634	23.7
	Rarely/never	239	40.9	7941	44.9	131953	47.0
	Sometimes	132	22.6	4302	24.3	57946	20.6
	Often	94	16.1	1908	10.8	24094	8.6
	Total	584	100.0	17678	100.0	280627	100.0
13.1e . Frequency: Skill labs (writing, math, etc.) (STUEFF)	Do not know/not applicable	77	13.3	2812	15.9	54119	19.3
	Rarely/never	165	28.4	6060	34.3	101645	36.3
	Sometimes	152	26.2	5144	29.1	74542	26.6
	Often	187	32.2	3639	20.6	49655	17.7
	Total	581	100.0	17655	100.0	279961	100.0
13.1h . Frequency: Computer lab (STUEFF)	Do not know/not applicable	69	11.8	1454	8.2	23627	8.4
	Rarely/never	168	28.7	3420	19.3	55143	19.7
	Sometimes	177	30.2	5498	31.1	87896	31.3
	Often	172	29.4	7326	41.4	113887	40.6
	Total	586	100.0	17698	100.0	280553	100.0

Academic Challenge (ACCHALL) Means Summary Report - College of the Desert

			Your College	Hispanic Student Success		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size	Mean	Effect Size
<i>4. 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>							
<i>In your experiences at this college during the current school year, about how often have you done each of the following?</i>							
p Worked harder than you thought you could to meet an instructor's standards or expectations (ACCHALL)	WORKHARD	Less than Full-time	2.50	2.52		2.50	
	WORKHARD	Full-time	2.66	2.66		2.64	
<i>5. 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>							
<i>During the current school year, how much has your coursework at this college emphasized the following mental activities?</i>							
b Analyzing the basic elements of an idea, experience, or theory (ACCHALL)	ANALYZE	Less than Full-time	2.85	2.84		2.83	
	ANALYZE	Full-time	3.07	2.98		2.92	
c Synthesizing and organizing ideas, information, or experiences in new ways (ACCHALL)	SYNTHESZ	Less than Full-time	2.65	2.70		2.69	
	SYNTHESZ	Full-time	2.93	2.86		2.80	
d Making judgments about the value or soundness of information, arguments, or methods (ACCHALL)	EVALUATE	Less than Full-time	2.45	2.52		2.49	
	EVALUATE	Full-time	2.83	2.72		2.67	
e Applying theories or concepts to practical problems or in new situations (ACCHALL)	APPLYING	Less than Full-time	2.52	2.59		2.60	
	APPLYING	Full-time	2.83	2.76		2.76	
f Using information you have read or heard to perform a new skill. (ACCHALL)	PERFORM	Less than Full-time	2.73	2.74		2.71	
	PERFORM	Full-time	2.96	2.88		2.86	
<i>6. 1=None, 2=Between 1 and 4, 3=Between 5 and 10, 4=Between 11 and 20, 5=More than 20</i>							
<i>During the current school year, about how much reading and writing have you done at this college?</i>							
a Number of assigned textbooks, manuals, books, or book-length packs of course readings (ACCHALL)	READASGN	Less than Full-time	2.73	2.70		2.69	
	READASGN	Full-time	3.21	3.05		3.12	
c Number of written papers or reports of any length (ACCHALL)	WRITEANY	Less than Full-time	2.67	2.62		2.62	
	WRITEANY	Full-time	3.25	3.12		3.17	
<i>7. 1=Extremely easy ... 7=Extremely challenging</i>							
7 Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college (ACCHALL)	EXAMS	Less than Full-time	5.04	4.92		4.98	
	EXAMS	Full-time	5.09	4.96		5.02	

Academic Challenge (ACCHALL) Means Summary Report - College of the Desert

			Your College	Hispanic Student Success		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size	Mean	Effect Size
<i>9. 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>							
<i>How much does this college emphasize each of the following?</i>							
a Encouraging you to spend significant amounts of time studying (ACCHALL)	ENVSCHOL	Less than Full-time	2.93	2.94		2.94	
	ENVSCHOL	Full-time	3.19	3.06		3.04	

Academic Challenge (ACCHALL) Frequency Distributions - College of the Desert

Less than Full-time

Item		Your College		Hispanic Student Success		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4p . Worked harder than you thought you could to meet an instructor's standards or expectations (ACCHALL)	Never	24	8.3	1154	12.0	13430	12.3
	Sometimes	132	45.5	3741	39.0	43249	39.5
	Often	98	33.8	3264	34.0	36863	33.7
	Very often	36	12.4	1435	15.0	15836	14.5
	Total	290	100.0	9594	100.0	109378	100.0
5b . Analyzing the basic elements of an idea, experience, or theory (ACCHALL)	Very little	22	7.5	550	5.7	6233	5.7
	Some	77	26.1	2708	28.2	31719	28.9
	Quite a bit	119	40.3	4107	42.7	46636	42.5
	Very much	77	26.1	2253	23.4	25141	22.9
	Total	295	100.0	9618	100.0	109729	100.0
5c . Synthesizing and organizing ideas, information, or experiences in new ways (ACCHALL)	Very little	34	11.7	858	9.0	9251	8.5
	Some	99	34.1	3132	32.7	37384	34.2
	Quite a bit	92	31.7	3646	38.1	41046	37.6
	Very much	65	22.4	1939	20.3	21559	19.7
	Total	290	100.0	9575	100.0	109240	100.0
5d . Making judgments about the value or soundness of information, arguments, or methods (ACCHALL)	Very little	51	17.6	1417	14.8	16001	14.6
	Some	103	35.5	3412	35.6	40593	37.1
	Quite a bit	90	31.0	3143	32.8	35443	32.4
	Very much	46	15.9	1615	16.8	17266	15.8
	Total	290	100.0	9587	100.0	109303	100.0
5e . Applying theories or concepts to practical problems or in new situations (ACCHALL)	Very little	39	13.4	1172	12.2	12688	11.6
	Some	117	40.1	3396	35.4	38800	35.4
	Quite a bit	81	27.7	3213	33.5	37951	34.6
	Very much	55	18.8	1818	18.9	20133	18.4
	Total	292	100.0	9599	100.0	109572	100.0
5f . Using information you have read or heard to perform a new skill. (ACCHALL)	Very little	37	12.6	985	10.2	11156	10.1
	Some	76	25.9	2871	29.8	34569	31.4
	Quite a bit	111	37.8	3422	35.5	38848	35.3
	Very much	70	23.8	2362	24.5	25399	23.1
	Total	294	100.0	9640	100.0	109972	100.0

Academic Challenge (ACCHALL) Frequency Distributions - College of the Desert

Less than Full-time

Item		Your College		Hispanic Student Success		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
6a . Number of assigned textbooks, manuals, books, or book-length packs of course readings (ACCHALL)	None	10	3.4	367	3.9	4045	3.7
	Between 1 and 4	154	52.4	4860	51.0	56004	51.5
	Between 5 and 10	64	21.8	2381	25.0	27311	25.1
	Between 11 and 20	37	12.6	1101	11.6	11886	10.9
	More than 20	29	9.9	815	8.6	9434	8.7
	Total	294	100.0	9524	100.0	108680	100.0
6c . Number of written papers or reports of any length (ACCHALL)	None	40	13.6	1258	13.2	15684	14.4
	Between 1 and 4	98	33.3	3570	37.5	39496	36.4
	Between 5 and 10	95	32.3	2850	29.9	31311	28.8
	Between 11 and 20	40	13.6	1227	12.9	14808	13.6
	More than 20	21	7.1	621	6.5	7314	6.7
	Total	294	100.0	9526	100.0	108613	100.0
7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college (ACCHALL)	Extremely easy	1	0.4	102	1.1	1155	1.1
	(2)	5	1.8	213	2.3	2348	2.3
	(3)	21	7.5	589	6.5	6303	6.1
	(4)	64	22.9	2285	25.2	24750	23.8
	(5)	90	32.3	3037	33.4	33942	32.7
	(6)	59	21.1	1943	21.4	23857	23.0
	Extremely challenging	39	14.0	913	10.1	11492	11.1
	Total	279	100.0	9082	100.0	103847	100.0
9a . Encouraging you to spend significant amounts of time studying (ACCHALL)	Very little	19	6.5	498	5.2	5202	4.8
	Some	63	21.5	2251	23.6	26744	24.6
	Quite a bit	130	44.4	4058	42.6	46488	42.8
	Very much	81	27.6	2722	28.6	30215	27.8
	Total	293	100.0	9529	100.0	108649	100.0

Academic Challenge (ACCHALL) Frequency Distributions - College of the Desert

Full-time

Item		Your College		Hispanic Student Success		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4p . Worked harder than you thought you could to meet an instructor's standards or expectations (ACCHALL)	Never	48	8.0	1508	8.2	23790	8.2
	Sometimes	214	35.8	6654	36.3	108487	37.5
	Often	230	38.5	6787	37.0	106640	36.8
	Very often	105	17.6	3389	18.5	50582	17.5
	Total	597	100.0	18338	100.0	289499	100.0
5b . Analyzing the basic elements of an idea, experience, or theory (ACCHALL)	Very little	10	1.7	655	3.6	10314	3.6
	Some	128	21.3	4354	23.7	76042	26.2
	Quite a bit	270	45.0	8105	44.1	129222	44.5
	Very much	192	32.0	5264	28.6	74680	25.7
	Total	600	100.0	18378	100.0	290258	100.0
5c . Synthesizing and organizing ideas, information, or experiences in new ways (ACCHALL)	Very little	23	3.8	993	5.4	16209	5.6
	Some	168	28.0	5235	28.6	91098	31.5
	Quite a bit	234	39.1	7466	40.8	116504	40.3
	Very much	174	29.0	4607	25.2	65220	22.6
	Total	599	100.0	18301	100.0	289031	100.0
5d . Making judgments about the value or soundness of information, arguments, or methods (ACCHALL)	Very little	44	7.3	1657	9.1	25771	8.9
	Some	178	29.7	5807	31.7	100189	34.6
	Quite a bit	217	36.2	6791	37.1	106555	36.8
	Very much	161	26.8	4052	22.1	56817	19.6
	Total	600	100.0	18307	100.0	289332	100.0
5e . Applying theories or concepts to practical problems or in new situations (ACCHALL)	Very little	40	6.7	1518	8.3	21532	7.4
	Some	177	29.5	5591	30.5	92624	32.0
	Quite a bit	229	38.2	6943	37.9	109710	37.8
	Very much	153	25.5	4283	23.4	65992	22.8
	Total	599	100.0	18335	100.0	289858	100.0
5f . Using information you have read or heard to perform a new skill. (ACCHALL)	Very little	34	5.6	1288	7.0	19338	6.7
	Some	146	24.2	4907	26.7	81731	28.1
	Quite a bit	232	38.5	6946	37.7	109483	37.7
	Very much	191	31.7	5265	28.6	80158	27.6
	Total	603	100.0	18406	100.0	290710	100.0

Academic Challenge (ACCHALL) Frequency Distributions - College of the Desert

Full-time

Item		Your College		Hispanic Student Success		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
6a . Number of assigned textbooks, manuals, books, or book-length packs of course readings (ACCHALL)	None	9	1.5	279	1.5	4540	1.6
	Between 1 and 4	151	25.2	5853	32.1	83896	29.1
	Between 5 and 10	237	39.5	6846	37.5	110623	38.4
	Between 11 and 20	113	18.8	3109	17.0	51480	17.9
	More than 20	90	15.0	2150	11.8	37592	13.0
	Total		600	100.0	18237	100.0	288131
6c . Number of written papers or reports of any length (ACCHALL)	None	14	2.3	640	3.5	10831	3.8
	Between 1 and 4	130	21.7	4908	26.9	72647	25.2
	Between 5 and 10	227	37.8	6569	36.0	99740	34.6
	Between 11 and 20	148	24.7	3864	21.2	65802	22.9
	More than 20	81	13.5	2259	12.4	38898	13.5
	Total		600	100.0	18240	100.0	287918
7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college (ACCHALL)	Extremely easy	4	0.7	121	0.7	1837	0.7
	(2)	7	1.2	307	1.7	4535	1.6
	(3)	27	4.7	968	5.5	14502	5.2
	(4)	128	22.3	4391	25.0	64515	23.2
	(5)	208	36.2	6278	35.8	99339	35.8
	(6)	131	22.8	3926	22.4	65783	23.7
	Extremely challenging	70	12.2	1564	8.9	27286	9.8
	Total		575	100.0	17555	100.0	277797
9a . Encouraging you to spend significant amounts of time studying (ACCHALL)	Very little	19	3.2	710	3.9	10327	3.6
	Some	86	14.3	3738	20.5	61194	21.2
	Quite a bit	258	43.0	7533	41.3	123277	42.8
	Very much	237	39.5	6266	34.3	93484	32.4
	Total		600	100.0	18247	100.0	288282

Student-Faculty Interaction (STUFAC) Means Summary Report - College of the Desert

			Your College	Hispanic Student Success		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size	Mean	Effect Size
<i>4. 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>							
<i>In your experiences at this college during the current school year, about how often have you done each of the following?</i>							
k Used email to communicate with an instructor (STUFAC)	EMAIL	Less than Full-time	2.46	2.44		2.53	
	EMAIL	Full-time	2.88	2.77		2.84	
l Discussed grades or assignments with an instructor (STUFAC)	FACGRADE	Less than Full-time	2.31	2.41		2.45	
	FACGRADE	Full-time	2.55	2.60		2.65	
m Talked about career plans with an instructor or advisor (STUFAC)	FACPLANS	Less than Full-time	1.87	1.91		1.92	
	FACPLANS	Full-time	2.14	2.16		2.19	
n Discussed ideas from your readings or classes with instructors outside of class (STUFAC)	FACIDEAS	Less than Full-time	1.59	1.66		1.66	
	FACIDEAS	Full-time	1.78	1.85		1.85	
o Received prompt feedback (written or oral) from instructors on your performance (STUFAC)	FACFEED	Less than Full-time	2.52	2.57		2.64	
	FACFEED	Full-time	2.60	2.68		2.70	
q Worked with instructors on activities other than coursework (STUFAC)	FACOTH	Less than Full-time	1.34	1.37		1.34	
	FACOTH	Full-time	1.47	1.51		1.51	

Student-Faculty Interaction (STUFAC) Frequency Distributions - College of the Desert

Less than Full-time

Item		Your College		Hispanic Student Success		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4k . Used email to communicate with an instructor (STUFAC)	Never	52	17.7	1804	18.8	17461	16.0
	Sometimes	113	38.4	3501	36.4	39069	35.7
	Often	72	24.5	2530	26.3	30477	27.8
	Very often	57	19.4	1771	18.4	22446	20.5
	Total	294	100.0	9606	100.0	109453	100.0
4l . Discussed grades or assignments with an instructor (STUFAC)	Never	52	17.7	1261	13.1	12257	11.2
	Sometimes	128	43.5	4378	45.5	50275	45.9
	Often	85	28.9	2709	28.2	31955	29.2
	Very often	29	9.9	1264	13.2	15031	13.7
	Total	294	100.0	9612	100.0	109518	100.0
4m . Talked about career plans with an instructor or advisor (STUFAC)	Never	111	37.8	3486	36.2	38439	35.1
	Sometimes	123	41.8	4092	42.5	47904	43.8
	Often	46	15.6	1442	15.0	16591	15.2
	Very often	14	4.8	597	6.2	6494	5.9
	Total	294	100.0	9617	100.0	109428	100.0
4n . Discussed ideas from your readings or classes with instructors outside of class (STUFAC)	Never	157	53.8	4980	52.0	56348	51.6
	Sometimes	105	36.0	3210	33.5	37940	34.8
	Often	22	7.5	1019	10.7	10910	10.0
	Very often	8	2.7	359	3.8	3961	3.6
	Total	292	100.0	9568	100.0	109159	100.0
4o . Received prompt feedback (written or oral) from instructors on your performance (STUFAC)	Never	33	11.3	1095	11.4	9933	9.1
	Sometimes	116	39.6	3517	36.7	38577	35.3
	Often	102	34.8	3371	35.2	41489	37.9
	Very often	42	14.3	1602	16.7	19369	17.7
	Total	293	100.0	9585	100.0	109368	100.0
4q . Worked with instructors on activities other than coursework (STUFAC)	Never	218	75.2	7034	73.9	81801	75.4
	Sometimes	48	16.6	1673	17.6	18802	17.3
	Often	21	7.2	611	6.4	5823	5.4
	Very often	3	1.0	197	2.1	2010	1.9
	Total	290	100.0	9515	100.0	108436	100.0

Student-Faculty Interaction (STUFAC) Frequency Distributions - College of the Desert

Full-time

Item		Your College		Hispanic Student Success		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4k . Used email to communicate with an instructor (STUFAC)	Never	33	5.5	1632	8.9	22861	7.9
	Sometimes	187	31.1	5903	32.2	86383	29.8
	Often	200	33.2	5828	31.8	94546	32.7
	Very often	182	30.2	4953	27.0	85642	29.6
	Total	602	100.0	18316	100.0	289432	100.0
4l . Discussed grades or assignments with an instructor (STUFAC)	Never	55	9.2	1492	8.1	19475	6.7
	Sometimes	264	44.0	7565	41.3	117883	40.7
	Often	176	29.3	6007	32.8	97598	33.7
	Very often	105	17.5	3247	17.7	54679	18.9
	Total	600	100.0	18311	100.0	289635	100.0
4m . Talked about career plans with an instructor or advisor (STUFAC)	Never	161	26.9	4530	24.8	66478	23.0
	Sometimes	251	41.9	8074	44.1	131250	45.4
	Often	132	22.0	3924	21.4	62484	21.6
	Very often	55	9.2	1771	9.7	28985	10.0
	Total	599	100.0	18299	100.0	289197	100.0
4n . Discussed ideas from your readings or classes with instructors outside of class (STUFAC)	Never	262	43.6	7454	40.8	115045	39.8
	Sometimes	237	39.4	7155	39.2	118404	41.0
	Often	75	12.5	2653	14.5	39928	13.8
	Very often	27	4.5	1007	5.5	15487	5.4
	Total	601	100.0	18269	100.0	288864	100.0
4o . Received prompt feedback (written or oral) from instructors on your performance (STUFAC)	Never	54	9.1	1367	7.5	17959	6.2
	Sometimes	220	36.9	6418	35.1	102662	35.5
	Often	230	38.6	7168	39.2	116554	40.3
	Very often	92	15.4	3327	18.2	52034	18.0
	Total	596	100.0	18280	100.0	289209	100.0
4q . Worked with instructors on activities other than coursework (STUFAC)	Never	389	66.0	11608	63.9	182942	63.7
	Sometimes	140	23.8	4362	24.0	71479	24.9
	Often	46	7.8	1607	8.9	23653	8.2
	Very often	14	2.4	575	3.2	9096	3.2
	Total	589	100.0	18152	100.0	287170	100.0

Support for Learners (SUPPORT) Means Summary Report - College of the Desert

			Your College	Hispanic Student Success		2010 Cohort	
Item	Variable	Class	Mean	Mean	Effect Size	Mean	Effect Size
<i>9. 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>							
<i>How much does this college emphasize each of the following?</i>							
b Providing the support you need to help you succeed at this college (SUPPORT)	ENVSUPRT	Less than Full-time	2.74	2.95	-0.24*	2.94	-0.24*
	ENVSUPRT	Full-time	2.95	3.06		3.02	
c Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (SUPPORT)	ENVDIVRS	Less than Full-time	2.39	2.57		2.46	
	ENVDIVRS	Full-time	2.64	2.69		2.57	
d Helping you cope with your non-academic responsibilities (work, family, etc.) (SUPPORT)	ENVNACAD	Less than Full-time	1.80	1.98		1.90	
	ENVNACAD	Full-time	2.01	2.10		2.01	
e Providing the support you need to thrive socially (SUPPORT)	ENVSOCAL	Less than Full-time	1.93	2.17	-0.25*	2.08	
	ENVSOCAL	Full-time	2.20	2.32		2.24	
f Providing the financial support you need to afford your education (SUPPORT)	FINSUPP	Less than Full-time	2.23	2.32		2.34	
	FINSUPP	Full-time	2.61	2.61		2.62	
<i>13. 1=Rarely/never, 2=Sometimes, 3=Often</i>							
<i>How often you use the following services?</i>							
a Frequency: Academic advising/planning	USEACAD	Less than Full-time	1.67	1.71		1.72	
	USEACAD	Full-time	1.87	1.83		1.83	
b Frequency: Career counseling	USECACOU	Less than Full-time	1.52	1.49		1.42	
	USECACOU	Full-time	1.65	1.57		1.46	0.30*

Support for Learners (SUPPORT) Frequency Distributions - College of the Desert

Less than Full-time

Item		Your College		Hispanic Student Success		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
9b . Providing the support you need to help you succeed at this college (SUPPORT)	Very little	30	10.2	547	5.8	5673	5.2
	Some	84	28.6	2246	23.6	25978	24.0
	Quite a bit	113	38.4	3889	40.9	45513	42.0
	Very much	67	22.8	2824	29.7	31293	28.9
	Total	294	100.0	9506	100.0	108457	100.0
9c . Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (SUPPORT)	Very little	62	21.3	1644	17.4	21140	19.6
	Some	98	33.7	2860	30.2	35897	33.3
	Quite a bit	86	29.6	2887	30.5	31164	28.9
	Very much	45	15.5	2080	22.0	19751	18.3
	Total	291	100.0	9471	100.0	107952	100.0
9d . Helping you cope with your non-academic responsibilities (work, family, etc.) (SUPPORT)	Very little	137	47.1	3761	39.7	45659	42.3
	Some	98	33.7	3036	32.0	35962	33.3
	Quite a bit	33	11.3	1746	18.4	17560	16.3
	Very much	23	7.9	933	9.8	8785	8.1
	Total	291	100.0	9476	100.0	107966	100.0
9e . Providing the support you need to thrive socially (SUPPORT)	Very little	102	35.7	2672	28.4	32947	30.7
	Some	122	42.7	3503	37.2	42392	39.5
	Quite a bit	42	14.7	2210	23.5	22356	20.8
	Very much	20	7.0	1023	10.9	9685	9.0
	Total	286	100.0	9408	100.0	107380	100.0
9f . Providing the financial support you need to afford your education (SUPPORT)	Very little	101	34.6	2922	31.0	31574	29.4
	Some	79	27.1	2470	26.2	29379	27.3
	Quite a bit	57	19.5	2108	22.3	24581	22.9
	Very much	55	18.8	1937	20.5	21992	20.5
	Total	292	100.0	9437	100.0	107526	100.0

Support for Learners (SUPPORT) Frequency Distributions - College of the Desert

Less than Full-time

Item		Your College		Hispanic Student Success		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
13.1a . Frequency: Academic advising/planning (SUPPORT)	Do not know/not applicable	28	9.7	1038	11.2	11633	10.9
	Rarely/never	116	40.0	3461	37.2	39104	36.6
	Sometimes	116	40.0	3726	40.0	43975	41.2
	Often	30	10.3	1081	11.6	12120	11.3
	Total	290	100.0	9306	100.0	106832	100.0
13.1b . Frequency: Career counseling (SUPPORT)	Do not know/not applicable	36	12.4	1821	19.6	24104	22.7
	Rarely/never	148	51.0	4400	47.4	53405	50.2
	Sometimes	81	27.9	2448	26.4	23535	22.1
	Often	25	8.6	605	6.5	5318	5.0
	Total	290	100.0	9274	100.0	106362	100.0

Support for Learners (SUPPORT) Frequency Distributions - College of the Desert

Full-time

Item		Your College		Hispanic Student Success		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
9b . Providing the support you need to help you succeed at this college (SUPPORT)	Very little	37	6.2	829	4.5	12253	4.3
	Some	148	24.8	3751	20.6	61813	21.5
	Quite a bit	222	37.2	7243	39.7	120483	41.8
	Very much	190	31.8	6413	35.2	93416	32.4
	Total	597	100.0	18236	100.0	287965	100.0
9c . Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (SUPPORT)	Very little	95	15.9	2618	14.4	46878	16.3
	Some	176	29.4	5158	28.4	91403	31.8
	Quite a bit	176	29.4	5702	31.3	86920	30.3
	Very much	151	25.3	4714	25.9	62076	21.6
	Total	598	100.0	18192	100.0	287277	100.0
9d . Helping you cope with your non-academic responsibilities (work, family, etc.) (SUPPORT)	Very little	216	36.1	6325	34.8	106315	37.0
	Some	222	37.1	5940	32.7	100613	35.0
	Quite a bit	101	16.9	3742	20.6	52978	18.4
	Very much	60	10.0	2176	12.0	27538	9.6
	Total	599	100.0	18183	100.0	287444	100.0
9e . Providing the support you need to thrive socially (SUPPORT)	Very little	157	26.3	4065	22.4	68461	23.9
	Some	230	38.5	6694	36.9	113569	39.7
	Quite a bit	146	24.4	4805	26.5	71415	24.9
	Very much	65	10.9	2553	14.1	32822	11.5
	Total	598	100.0	18117	100.0	286267	100.0
9f . Providing the financial support you need to afford your education (SUPPORT)	Very little	135	22.5	4137	22.8	56334	19.6
	Some	142	23.7	4237	23.3	73831	25.7
	Quite a bit	145	24.2	4446	24.5	78028	27.2
	Very much	177	29.5	5355	29.5	78610	27.4
	Total	599	100.0	18175	100.0	286803	100.0

Support for Learners (SUPPORT) Frequency Distributions - College of the Desert

Full-time

Item		Your College		Hispanic Student Success		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
13.1a . Frequency: Academic advising/planning (SUPPORT)	Do not know/not applicable	45	7.6	1119	6.2	17811	6.3
	Rarely/never	184	31.1	5748	32.1	89384	31.5
	Sometimes	250	42.3	8128	45.3	132693	46.7
	Often	112	19.0	2935	16.4	44095	15.5
	Total	591	100.0	17930	100.0	283983	100.0
13.1b . Frequency: Career counseling (SUPPORT)	Do not know/not applicable	65	11.1	2578	14.4	51163	18.1
	Rarely/never	264	45.1	8298	46.5	143292	50.7
	Sometimes	172	29.4	5282	29.6	70204	24.8
	Often	84	14.4	1704	9.5	18247	6.4
	Total	585	100.0	17862	100.0	282906	100.0