

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

	Benchmark	Your College	Large Colleges		2010 Cohort	
		Score	Score	Difference	Score	Difference
Less than Full-time	Active and Collaborative Learning	48.1	45.5	2.6	46.4	1.7
Less than Full-time	Student Effort	46.4	46.2	0.2	47.0	-0.5
Less than Full-time	Academic Challenge	46.5	46.0	0.5	46.5	-0.0
Less than Full-time	Student-Faculty Interaction	42.9	45.5	-2.6	46.8	-3.9
Less than Full-time	Support for Learners	44.4	47.3	-2.9	48.3	-3.8
Full-time	Active and Collaborative Learning	57.3	55.0	2.3	55.7	1.6
Full-time	Student Effort	58.6	54.3	4.3	54.8	3.8
Full-time	Academic Challenge	59.4	54.8	4.7	55.0	4.4
Full-time	Student-Faculty Interaction	52.8	54.3	-1.5	55.5	-2.7
Full-time	Support for Learners	54.1	52.4	1.7	53.4	0.7

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

			Your College	Large Colleges		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	2.84		2.88	-0.20*
	CLQUEST	Full-time	2.72	2.93	-0.25*	2.96	-0.29*
b Made a class presentation (ACTCOL)	CLPRESEN	Less than Full-time	2.12	1.91	0.23*	1.92	0.23*
	CLPRESEN	Full-time	2.38	2.27		2.25	
f Worked with other students on projects during class (ACTCOL)	CLASSGRP	Less than Full-time	2.58	2.39	0.21*	2.40	
	CLASSGRP	Full-time	2.67	2.57		2.58	
g Worked with classmates outside of class to prepare class assignments (ACTCOL)	OCCGRP	Less than Full-time	1.84	1.75		1.77	
	OCCGRP	Full-time	2.19	2.03		2.04	
h Tutored or taught other students (paid or voluntary) (ACTCOL)	TUTOR	Less than Full-time	1.29	1.32		1.31	
	TUTOR	Full-time	1.53	1.45		1.46	
i Participated in a community-based project as a part of a regular course (ACTCOL)	COMMPROJ	Less than Full-time	1.26	1.25		1.25	
	COMMPROJ	Full-time	1.39	1.39		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	2.51		2.53	
	OOCIDEAS	Full-time	2.72	2.62		2.63	

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

Less than Full-time

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4a . Asked questions in class or contributed to class discussions (ACTCOL)	Never	21	7.1	920	3.5	3342	3.0
	Sometimes	104	35.3	9355	35.4	37395	33.9
	Often	110	37.3	9077	34.4	38540	34.9
	Very often	60	20.3	7056	26.7	31147	28.2
	Total	295	100.0	26408	100.0	110424	100.0
4b . Made a class presentation (ACTCOL)	Never	78	26.4	9996	38.0	41962	38.2
	Sometimes	124	41.9	10216	38.8	42254	38.4
	Often	75	25.3	4443	16.9	18687	17.0
	Very often	19	6.4	1651	6.3	7016	6.4
	Total	296	100.0	26306	100.0	109919	100.0
4f . Worked with other students on projects during class (ACTCOL)	Never	30	10.2	4460	17.1	18024	16.5
	Sometimes	107	36.3	10390	39.8	43668	40.0
	Often	115	39.0	7860	30.1	33182	30.4
	Very often	43	14.6	3392	13.0	14378	13.2
	Total	295	100.0	26102	100.0	109252	100.0
4g . Worked with classmates outside of class to prepare class assignments (ACTCOL)	Never	120	41.0	12489	47.7	51265	46.8
	Sometimes	115	39.2	9012	34.4	37863	34.6
	Often	43	14.7	3421	13.1	14766	13.5
	Very often	15	5.1	1286	4.9	5674	5.2
	Total	293	100.0	26208	100.0	109568	100.0
4h . Tutored or taught other students (paid or voluntary) (ACTCOL)	Never	235	79.1	20156	76.8	84460	76.9
	Sometimes	45	15.2	4430	16.9	18666	17.0
	Often	10	3.4	1096	4.2	4498	4.1
	Very often	7	2.4	564	2.1	2190	2.0
	Total	297	100.0	26246	100.0	109814	100.0

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

Less than Full-time

Item		Your College		Large Colleges		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	21467	82.0	89479	81.8
	Sometimes	37	12.6	3290	12.6	14198	13.0
	Often	10	3.4	998	3.8	3981	3.6
	Very often	6	2.0	412	1.6	1668	1.5
	Total	294	100.0	26167	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	3752	14.3	14884	13.6
	Sometimes	121	41.3	10044	38.3	41933	38.2
	Often	79	27.0	7843	29.9	33044	30.1
	Very often	61	20.8	4600	17.5	19822	18.1
	Total	293	100.0	26239	100.0	109683	100.0

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

Full-time

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4a . Asked questions in class or contributed to class discussions (ACTCOL)	Never	39	6.5	1436	2.3	5929	2.0
	Sometimes	238	39.6	20257	32.5	89883	30.8
	Often	176	29.3	22108	35.4	105419	36.2
	Very often	148	24.6	18602	29.8	90344	31.0
	Total	601	100.0	62403	100.0	291575	100.0
4b . Made a class presentation (ACTCOL)	Never	92	15.3	12162	19.6	58141	20.0
	Sometimes	262	43.6	27793	44.7	129723	44.6
	Often	176	29.3	15798	25.4	73410	25.3
	Very often	71	11.8	6442	10.4	29279	10.1
	Total	601	100.0	62195	100.0	290553	100.0
4f . Worked with other students on projects during class (ACTCOL)	Never	27	4.5	5348	8.7	24224	8.4
	Sometimes	238	39.9	24993	40.5	116160	40.3
	Often	235	39.4	22148	35.9	104442	36.2
	Very often	96	16.1	9236	15.0	43715	15.2
	Total	596	100.0	61725	100.0	288541	100.0
4g . Worked with classmates outside of class to prepare class assignments (ACTCOL)	Never	145	24.2	19542	31.5	89284	30.8
	Sometimes	262	43.7	25853	41.7	120728	41.7
	Often	128	21.3	11771	19.0	56840	19.6
	Very often	65	10.8	4776	7.7	22630	7.8
	Total	600	100.0	61942	100.0	289482	100.0
4h . Tutored or taught other students (paid or voluntary) (ACTCOL)	Never	389	64.6	41956	67.6	194727	67.1
	Sometimes	140	23.3	14052	22.6	66596	23.0
	Often	42	7.0	4071	6.6	18967	6.5
	Very often	31	5.1	2018	3.2	9816	3.4
	Total	602	100.0	62097	100.0	290106	100.0

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

Full-time

Item		Your College		Large Colleges		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	44841	72.5	207471	71.8
	Sometimes	120	20.1	11743	19.0	56479	19.5
	Often	37	6.2	3673	5.9	17413	6.0
	Very often	13	2.2	1610	2.6	7704	2.7
	Total	597	100.0	61867	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	6575	10.6	29533	10.2
	Sometimes	213	35.6	23064	37.2	108359	37.3
	Often	204	34.1	19719	31.8	93126	32.1
	Very often	137	22.9	12695	20.5	59103	20.4
	Total	599	100.0	62053	100.0	290121	100.0

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

			Your College	Large Colleges		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	2.37		2.38	
	REWROPAP	Full-time	2.79	2.63		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	2.58		2.59	
	INTEGRAT	Full-time	3.06	2.96		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	1.95		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	2.12		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	1.78		1.81	
	ACADPR01	Full-time	2.26	2.12		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	1.44		1.44	
	USETUTOR	Full-time	1.69	1.50	0.28*	1.50	0.28*
e Frequency: Skill labs (writing, math, etc.)	USELAB	Less than Full-time	1.77	1.66		1.66	
	USELAB	Full-time	2.04	1.74	0.39*	1.77	0.35*
h Frequency: Computer lab	USECOMLB	Less than Full-time	1.86	1.97		1.99	
	USECOMLB	Full-time	2.01	2.20	-0.24*	2.23	-0.28*

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

Less than Full-time

Item		Your College		Large Colleges		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	6605	25.2	27494	25.1
	Sometimes	86	29.0	7685	29.4	32425	29.6
	Often	95	32.0	7385	28.2	30523	27.9
	Very often	53	17.8	4493	17.2	19069	17.4
	Total	297	100.0	26168	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	4004	15.3	16417	15.0
	Sometimes	87	29.6	7993	30.5	33406	30.5
	Often	100	34.0	9127	34.8	38092	34.8
	Very often	69	23.5	5084	19.4	21599	19.7
	Total	294	100.0	26208	100.0	109514	100.0
4e . Came to class without completing readings or assignments (STUEFF)	Never	95	32.4	9022	34.5	39786	36.4
	Sometimes	153	52.2	13834	52.9	56772	51.9
	Often	31	10.6	2423	9.3	9344	8.5
	Very often	14	4.8	861	3.3	3438	3.1
	Total	293	100.0	26140	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	6914	26.6	29925	27.5
	Between 1 and 4	137	46.8	12771	49.1	52564	48.3
	Between 5 and 10	47	16.0	3859	14.8	15728	14.5
	Between 11 and 20	12	4.1	1311	5.0	5567	5.1
	More than 20	9	3.1	1147	4.4	4941	4.5
Total	293	100.0	26002	100.0	108725	100.0	

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

Less than Full-time

Item		Your College		Large Colleges		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	478	1.8	1994	1.8
	1-5 hours	151	51.9	12269	47.3	50169	46.2
	6-10 hours	75	25.8	7699	29.7	32436	29.9
	11-20 hours	48	16.5	3882	15.0	16602	15.3
	21-30 hours	7	2.4	1125	4.3	4984	4.6
	More than 30 hours	6	2.1	501	1.9	2388	2.2
	Total	291	100.0	25954	100.0	108573	100.0
13.1d . Frequency: Peer or other tutoring (STUEFF)	Do not know/not applicable	71	24.8	7462	29.7	31949	30.3
	Rarely/never	132	46.2	11589	46.2	48382	45.9
	Sometimes	64	22.4	4321	17.2	17970	17.0
	Often	19	6.6	1734	6.9	7099	6.7
	Total	286	100.0	25106	100.0	105400	100.0
13.1e . Frequency: Skill labs (writing, math, etc.) (STUEFF)	Do not know/not applicable	58	20.1	6474	25.9	27580	26.2
	Rarely/never	103	35.6	9671	38.6	40195	38.2
	Sometimes	77	26.6	5509	22.0	23399	22.2
	Often	51	17.6	3385	13.5	14019	13.3
	Total	289	100.0	25039	100.0	105193	100.0
13.1h . Frequency: Computer lab (STUEFF)	Do not know/not applicable	55	19.1	4300	17.1	17864	16.9
	Rarely/never	93	32.3	7152	28.5	29108	27.6
	Sometimes	79	27.4	7169	28.5	30554	29.0
	Often	61	21.2	6515	25.9	27957	26.5
	Total	288	100.0	25136	100.0	105483	100.0

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

Full-time

Item		Your College		Large Colleges		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	9464	15.3	43404	15.0
	Sometimes	163	27.2	18401	29.7	87655	30.3
	Often	231	38.5	19767	31.9	91831	31.7
	Very often	150	25.0	14367	23.2	66775	23.1
	Total	600	100.0	61999	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	2924	4.7	14726	5.1
	Sometimes	118	19.7	15278	24.6	73580	25.4
	Often	260	43.3	25176	40.6	117366	40.5
	Very often	200	33.3	18668	30.1	84284	29.1
	Total	600	100.0	62046	100.0	289956	100.0
4e . Came to class without completing readings or assignments (STUEFF)	Never	158	26.4	15599	25.2	77319	26.7
	Sometimes	340	56.8	36358	58.7	167889	58.1
	Often	77	12.9	7198	11.6	31950	11.1
	Very often	24	4.0	2741	4.4	11902	4.1
	Total	599	100.0	61896	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	16245	26.3	82034	28.5
	Between 1 and 4	312	52.0	30124	48.9	137185	47.6
	Between 5 and 10	92	15.3	8948	14.5	40012	13.9
	Between 11 and 20	31	5.2	3344	5.4	15044	5.2
	Total	600	100.0	61657	100.0	288249	100.0

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

Full-time

Item		Your College		Large Colleges		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	726	1.2	3632	1.3
	1-5 hours	181	30.4	21599	35.1	100499	35.0
	6-10 hours	189	31.7	18788	30.6	86246	30.0
	11-20 hours	131	22.0	12730	20.7	59793	20.8
	21-30 hours	53	8.9	4935	8.0	23745	8.3
	More than 30 hours	36	6.0	2672	4.3	13594	4.7
	Total	596	100.0	61450	100.0	287509	100.0
13.1d . Frequency: Peer or other tutoring (STUEFF)	Do not know/not applicable	119	20.4	14365	24.0	66634	23.7
	Rarely/never	239	40.9	28017	46.8	131953	47.0
	Sometimes	132	22.6	12443	20.8	57946	20.6
	Often	94	16.1	5076	8.5	24094	8.6
	Total	584	100.0	59901	100.0	280627	100.0
13.1e . Frequency: Skill labs (writing, math, etc.) (STUEFF)	Do not know/not applicable	77	13.3	11713	19.6	54119	19.3
	Rarely/never	165	28.4	22454	37.6	101645	36.3
	Sometimes	152	26.2	15530	26.0	74542	26.6
	Often	187	32.2	10030	16.8	49655	17.7
	Total	581	100.0	59727	100.0	279961	100.0
13.1h . Frequency: Computer lab (STUEFF)	Do not know/not applicable	69	11.8	5469	9.1	23627	8.4
	Rarely/never	168	28.7	12531	20.9	55143	19.7
	Sometimes	177	30.2	18699	31.2	87896	31.3
	Often	172	29.4	23163	38.7	113887	40.6
	Total	586	100.0	59862	100.0	280553	100.0

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

			Your College	Large Colleges		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	2.49		2.50	
	WORKHARD	Full-time	2.66	2.63		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	2.94		2.92	
c Synthesizing and organizing ideas, information, or experiences in new ways (ACCHALL)	SYNTHESZ	Less than Full-time	2.65	2.68		2.69	
	SYNTHESZ	Full-time	2.93	2.81		2.80	
d Making judgments about the value or soundness of information, arguments, or methods (ACCHALL)	EVALUATE	Less than Full-time	2.45	2.49		2.49	
	EVALUATE	Full-time	2.83	2.69		2.67	
e Applying theories or concepts to practical problems or in new situations (ACCHALL)	APPLYING	Less than Full-time	2.52	2.60		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	2.70		2.71	
	PERFORM	Full-time	2.96	2.84		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	2.68		2.69	
	READASGN	Full-time	3.21	3.10		3.12	
c Number of written papers or reports of any length (ACCHALL)	WRITEANY	Less than Full-time	2.67	2.61		2.62	
	WRITEANY	Full-time	3.25	3.18		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	4.93		4.98	
	EXAMS	Full-time	5.09	4.96		5.02	

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

			Your College	Large Colleges		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	2.92		2.94	
	ENVSCHOL	Full-time	3.19	3.03		3.04	

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

Less than Full-time

Item		Your College		Large Colleges		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	3355	12.8	13430	12.3
	Sometimes	132	45.5	10364	39.6	43249	39.5
	Often	98	33.8	8775	33.6	36863	33.7
	Very often	36	12.4	3651	14.0	15836	14.5
	Total	290	100.0	26145	100.0	109378	100.0
5b . Analyzing the basic elements of an idea, experience, or theory (ACCHALL)	Very little	22	7.5	1411	5.4	6233	5.7
	Some	77	26.1	7486	28.6	31719	28.9
	Quite a bit	119	40.3	11241	42.9	46636	42.5
	Very much	77	26.1	6074	23.2	25141	22.9
	Total	295	100.0	26212	100.0	109729	100.0
5c . Synthesizing and organizing ideas, information, or experiences in new ways (ACCHALL)	Very little	34	11.7	2292	8.8	9251	8.5
	Some	99	34.1	8857	33.9	37384	34.2
	Quite a bit	92	31.7	9780	37.5	41046	37.6
	Very much	65	22.4	5169	19.8	21559	19.7
	Total	290	100.0	26098	100.0	109240	100.0
5d . Making judgments about the value or soundness of information, arguments, or methods (ACCHALL)	Very little	51	17.6	3867	14.8	16001	14.6
	Some	103	35.5	9600	36.8	40593	37.1
	Quite a bit	90	31.0	8517	32.6	35443	32.4
	Very much	46	15.9	4123	15.8	17266	15.8
	Total	290	100.0	26107	100.0	109303	100.0
5e . Applying theories or concepts to practical problems or in new situations (ACCHALL)	Very little	39	13.4	3097	11.8	12688	11.6
	Some	117	40.1	9210	35.2	38800	35.4
	Quite a bit	81	27.7	9041	34.5	37951	34.6
	Very much	55	18.8	4844	18.5	20133	18.4
	Total	292	100.0	26192	100.0	109572	100.0
5f . Using information you have read or heard to perform a new skill. (ACCHALL)	Very little	37	12.6	2823	10.7	11156	10.1
	Some	76	25.9	8263	31.4	34569	31.4
	Quite a bit	111	37.8	9258	35.2	38848	35.3
	Very much	70	23.8	5946	22.6	25399	23.1
	Total	294	100.0	26290	100.0	109972	100.0

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

Less than Full-time

Item		Your College		Large Colleges		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	1014	3.9	4045	3.7
	Between 1 and 4	154	52.4	13349	51.4	56004	51.5
	Between 5 and 10	64	21.8	6615	25.5	27311	25.1
	Between 11 and 20	37	12.6	2835	10.9	11886	10.9
	More than 20	29	9.9	2177	8.4	9434	8.7
	Total	294	100.0	25990	100.0	108680	100.0
6c . Number of written papers or reports of any length (ACCHALL)	None	40	13.6	3744	14.4	15684	14.4
	Between 1 and 4	98	33.3	9518	36.6	39496	36.4
	Between 5 and 10	95	32.3	7608	29.3	31311	28.8
	Between 11 and 20	40	13.6	3450	13.3	14808	13.6
	More than 20	21	7.1	1667	6.4	7314	6.7
	Total	294	100.0	25987	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	286	1.2	1155	1.1
	(2)	5	1.8	576	2.3	2348	2.3
	(3)	21	7.5	1631	6.6	6303	6.1
	(4)	64	22.9	6090	24.6	24750	23.8
	(5)	90	32.3	8175	33.0	33942	32.7
	(6)	59	21.1	5490	22.1	23857	23.0
	Extremely challenging	39	14.0	2545	10.3	11492	11.1
	Total	279	100.0	24793	100.0	103847	100.0
9a . Encouraging you to spend significant amounts of time studying (ACCHALL)	Very little	19	6.5	1359	5.2	5202	4.8
	Some	63	21.5	6462	24.9	26744	24.6
	Quite a bit	130	44.4	11080	42.6	46488	42.8
	Very much	81	27.6	7083	27.3	30215	27.8
	Total	293	100.0	25984	100.0	108649	100.0

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

Full-time

Item		Your College		Large Colleges		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	5355	8.6	23790	8.2
	Sometimes	214	35.8	23155	37.4	108487	37.5
	Often	230	38.5	22618	36.5	106640	36.8
	Very often	105	17.6	10784	17.4	50582	17.5
	Total	597	100.0	61912	100.0	289499	100.0
5b . Analyzing the basic elements of an idea, experience, or theory (ACCHALL)	Very little	10	1.7	2180	3.5	10314	3.6
	Some	128	21.3	15770	25.4	76042	26.2
	Quite a bit	270	45.0	27635	44.5	129222	44.5
	Very much	192	32.0	16495	26.6	74680	25.7
	Total	600	100.0	62080	100.0	290258	100.0
5c . Synthesizing and organizing ideas, information, or experiences in new ways (ACCHALL)	Very little	23	3.8	3551	5.7	16209	5.6
	Some	168	28.0	19178	31.0	91098	31.5
	Quite a bit	234	39.1	24825	40.2	116504	40.3
	Very much	174	29.0	14274	23.1	65220	22.6
	Total	599	100.0	61828	100.0	289031	100.0
5d . Making judgments about the value or soundness of information, arguments, or methods (ACCHALL)	Very little	44	7.3	5554	9.0	25771	8.9
	Some	178	29.7	20884	33.7	100189	34.6
	Quite a bit	217	36.2	22886	37.0	106555	36.8
	Very much	161	26.8	12568	20.3	56817	19.6
	Total	600	100.0	61892	100.0	289332	100.0
5e . Applying theories or concepts to practical problems or in new situations (ACCHALL)	Very little	40	6.7	4807	7.8	21532	7.4
	Some	177	29.5	19610	31.6	92624	32.0
	Quite a bit	229	38.2	23289	37.6	109710	37.8
	Very much	153	25.5	14300	23.1	65992	22.8
	Total	599	100.0	62006	100.0	289858	100.0
5f . Using information you have read or heard to perform a new skill. (ACCHALL)	Very little	34	5.6	4555	7.3	19338	6.7
	Some	146	24.2	17687	28.4	81731	28.1
	Quite a bit	232	38.5	23213	37.3	109483	37.7
	Very much	191	31.7	16736	26.9	80158	27.6
	Total	603	100.0	62191	100.0	290710	100.0

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

Full-time

Item		Your College		Large Colleges		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	1011	1.6	4540	1.6
	Between 1 and 4	151	25.2	18221	29.6	83896	29.1
	Between 5 and 10	237	39.5	23507	38.1	110623	38.4
	Between 11 and 20	113	18.8	11155	18.1	51480	17.9
	More than 20	90	15.0	7761	12.6	37592	13.0
	Total	600	100.0	61655	100.0	288131	100.0
6c . Number of written papers or reports of any length (ACCHALL)	None	14	2.3	1997	3.2	10831	3.8
	Between 1 and 4	130	21.7	15400	25.0	72647	25.2
	Between 5 and 10	227	37.8	21691	35.2	99740	34.6
	Between 11 and 20	148	24.7	14229	23.1	65802	22.9
	More than 20	81	13.5	8279	13.4	38898	13.5
	Total	600	100.0	61596	100.0	287918	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	4	0.7	432	0.7	1837	0.7
	(2)	7	1.2	1045	1.8	4535	1.6
	(3)	27	4.7	3353	5.7	14502	5.2
	(4)	128	22.3	14352	24.2	64515	23.2
	(5)	208	36.2	21469	36.2	99339	35.8
	(6)	131	22.8	13443	22.7	65783	23.7
	Extremely challenging	70	12.2	5193	8.8	27286	9.8
	Total	575	100.0	59287	100.0	277797	100.0
9a . Encouraging you to spend significant amounts of time studying (ACCHALL)	Very little	19	3.2	2349	3.8	10327	3.6
	Some	86	14.3	13440	21.8	61194	21.2
	Quite a bit	258	43.0	26058	42.3	123277	42.8
	Very much	237	39.5	19805	32.1	93484	32.4
	Total	600	100.0	61652	100.0	288282	100.0

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

			Your College	Large Colleges		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	2.53		2.53	
	EMAIL	Full-time	2.88	2.86		2.84	
l Discussed grades or assignments with an instructor (STUFAC)	FACGRADE	Less than Full-time	2.31	2.43		2.45	
	FACGRADE	Full-time	2.55	2.62		2.65	
m Talked about career plans with an instructor or advisor (STUFAC)	FACPLANS	Less than Full-time	1.87	1.89		1.92	
	FACPLANS	Full-time	2.14	2.14		2.19	
n Discussed ideas from your readings or classes with instructors outside of class (STUFAC)	FACIDEAS	Less than Full-time	1.59	1.64		1.66	
	FACIDEAS	Full-time	1.78	1.83		1.85	
o Received prompt feedback (written or oral) from instructors on your performance (STUFAC)	FACFEED	Less than Full-time	2.52	2.62		2.64	
	FACFEED	Full-time	2.60	2.69		2.70	
q Worked with instructors on activities other than coursework (STUFAC)	FACOTH	Less than Full-time	1.34	1.33		1.34	
	FACOTH	Full-time	1.47	1.48		1.51	

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

Less than Full-time

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4k . Used email to communicate with an instructor (STUFAC)	Never	52	17.7	3865	14.8	17461	16.0
	Sometimes	113	38.4	9671	36.9	39069	35.7
	Often	72	24.5	7456	28.5	30477	27.8
	Very often	57	19.4	5195	19.8	22446	20.5
	Total	294	100.0	26187	100.0	109453	100.0
4l . Discussed grades or assignments with an instructor (STUFAC)	Never	52	17.7	3080	11.8	12257	11.2
	Sometimes	128	43.5	12175	46.5	50275	45.9
	Often	85	28.9	7499	28.6	31955	29.2
	Very often	29	9.9	3438	13.1	15031	13.7
	Total	294	100.0	26192	100.0	109518	100.0
4m . Talked about career plans with an instructor or advisor (STUFAC)	Never	111	37.8	9555	36.5	38439	35.1
	Sometimes	123	41.8	11371	43.5	47904	43.8
	Often	46	15.6	3759	14.4	16591	15.2
	Very often	14	4.8	1484	5.7	6494	5.9
	Total	294	100.0	26169	100.0	109428	100.0
4n . Discussed ideas from your readings or classes with instructors outside of class (STUFAC)	Never	157	53.8	13845	53.1	56348	51.6
	Sometimes	105	36.0	8753	33.5	37940	34.8
	Often	22	7.5	2573	9.9	10910	10.0
	Very often	8	2.7	925	3.5	3961	3.6
	Total	292	100.0	26096	100.0	109159	100.0
4o . Received prompt feedback (written or oral) from instructors on your performance (STUFAC)	Never	33	11.3	2511	9.6	9933	9.1
	Sometimes	116	39.6	9380	35.9	38577	35.3
	Often	102	34.8	9796	37.5	41489	37.9
	Very often	42	14.3	4467	17.1	19369	17.7
	Total	293	100.0	26154	100.0	109368	100.0
4q . Worked with instructors on activities other than coursework (STUFAC)	Never	218	75.2	19773	76.2	81801	75.4
	Sometimes	48	16.6	4317	16.6	18802	17.3
	Often	21	7.2	1382	5.3	5823	5.4
	Very often	3	1.0	461	1.8	2010	1.9
	Total	290	100.0	25933	100.0	108436	100.0

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

Full-time

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
4k . Used email to communicate with an instructor (STUFAC)	Never	33	5.5	4328	7.0	22861	7.9
	Sometimes	187	31.1	18605	30.0	86383	29.8
	Often	200	33.2	20450	33.0	94546	32.7
	Very often	182	30.2	18553	30.0	85642	29.6
	Total	602	100.0	61936	100.0	289432	100.0
4l . Discussed grades or assignments with an instructor (STUFAC)	Never	55	9.2	4640	7.5	19475	6.7
	Sometimes	264	44.0	25588	41.3	117883	40.7
	Often	176	29.3	20280	32.7	97598	33.7
	Very often	105	17.5	11491	18.5	54679	18.9
	Total	600	100.0	61999	100.0	289635	100.0
4m . Talked about career plans with an instructor or advisor (STUFAC)	Never	161	26.9	15558	25.1	66478	23.0
	Sometimes	251	41.9	27925	45.1	131250	45.4
	Often	132	22.0	12578	20.3	62484	21.6
	Very often	55	9.2	5839	9.4	28985	10.0
	Total	599	100.0	61900	100.0	289197	100.0
4n . Discussed ideas from your readings or classes with instructors outside of class (STUFAC)	Never	262	43.6	25267	40.9	115045	39.8
	Sometimes	237	39.4	24805	40.2	118404	41.0
	Often	75	12.5	8328	13.5	39928	13.8
	Very often	27	4.5	3370	5.5	15487	5.4
	Total	601	100.0	61770	100.0	288864	100.0
4o . Received prompt feedback (written or oral) from instructors on your performance (STUFAC)	Never	54	9.1	4056	6.6	17959	6.2
	Sometimes	220	36.9	22082	35.7	102662	35.5
	Often	230	38.6	24665	39.9	116554	40.3
	Very often	92	15.4	11076	17.9	52034	18.0
	Total	596	100.0	61879	100.0	289209	100.0
4q . Worked with instructors on activities other than coursework (STUFAC)	Never	389	66.0	40333	65.7	182942	63.7
	Sometimes	140	23.8	14478	23.6	71479	24.9
	Often	46	7.8	4791	7.8	23653	8.2
	Very often	14	2.4	1812	3.0	9096	3.2
	Total	589	100.0	61414	100.0	287170	100.0

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

			Your College	Large Colleges		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	2.93	-0.22*	2.94	-0.24*
	ENVSUPRT	Full-time	2.95	3.01		3.02	
c Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (SUPPORT)	ENVDIVRS	Less than Full-time	2.39	2.49		2.46	
	ENVDIVRS	Full-time	2.64	2.61		2.57	
d Helping you cope with your non-academic responsibilities (work, family, etc.) (SUPPORT)	ENVNACAD	Less than Full-time	1.80	1.90		1.90	
	ENVNACAD	Full-time	2.01	1.99		2.01	
e Providing the support you need to thrive socially (SUPPORT)	ENVSOCAL	Less than Full-time	1.93	2.08		2.08	
	ENVSOCAL	Full-time	2.20	2.22		2.24	
f Providing the financial support you need to afford your education (SUPPORT)	FINSUPP	Less than Full-time	2.23	2.29		2.34	
	FINSUPP	Full-time	2.61	2.54		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	1.69		1.72	
	USEACAD	Full-time	1.87	1.80		1.83	
b Frequency: Career counseling	USECACOU	Less than Full-time	1.52	1.42		1.42	
	USECACOU	Full-time	1.65	1.46	0.31*	1.46	0.30*

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

Less than Full-time

Item		Your College		Large Colleges		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	1418	5.5	5673	5.2
	Some	84	28.6	6387	24.6	25978	24.0
	Quite a bit	113	38.4	10816	41.7	45513	42.0
	Very much	67	22.8	7304	28.2	31293	28.9
	Total	294	100.0	25925	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	4956	19.2	21140	19.6
	Some	98	33.7	8323	32.2	35897	33.3
	Quite a bit	86	29.6	7554	29.2	31164	28.9
	Very much	45	15.5	4995	19.3	19751	18.3
	Total	291	100.0	25828	100.0	107952	100.0
9d . Helping you cope with your non-academic responsibilities (work, family, etc.) (SUPPORT)	Very little	137	47.1	11000	42.6	45659	42.3
	Some	98	33.7	8427	32.7	35962	33.3
	Quite a bit	33	11.3	4274	16.6	17560	16.3
	Very much	23	7.9	2107	8.2	8785	8.1
	Total	291	100.0	25808	100.0	107966	100.0
9e . Providing the support you need to thrive socially (SUPPORT)	Very little	102	35.7	7961	31.0	32947	30.7
	Some	122	42.7	9939	38.7	42392	39.5
	Quite a bit	42	14.7	5415	21.1	22356	20.8
	Very much	20	7.0	2347	9.1	9685	9.0
	Total	286	100.0	25662	100.0	107380	100.0
9f . Providing the financial support you need to afford your education (SUPPORT)	Very little	101	34.6	7952	30.9	31574	29.4
	Some	79	27.1	7185	28.0	29379	27.3
	Quite a bit	57	19.5	5717	22.2	24581	22.9
	Very much	55	18.8	4842	18.8	21992	20.5
	Total	292	100.0	25696	100.0	107526	100.0

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

Less than Full-time

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
13.1a . Frequency: Academic advising/planning (SUPPORT)	Do not know/not applicable	28	9.7	2678	10.5	11633	10.9
	Rarely/never	116	40.0	9724	38.2	39104	36.6
	Sometimes	116	40.0	10331	40.5	43975	41.2
	Often	30	10.3	2749	10.8	12120	11.3
	Total	290	100.0	25482	100.0	106832	100.0
13.1b . Frequency: Career counseling (SUPPORT)	Do not know/not applicable	36	12.4	5528	21.8	24104	22.7
	Rarely/never	148	51.0	12864	50.8	53405	50.2
	Sometimes	81	27.9	5646	22.3	23535	22.1
	Often	25	8.6	1306	5.2	5318	5.0
	Total	290	100.0	25344	100.0	106362	100.0

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

Full-time

Item		Your College		Large Colleges		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	2736	4.4	12253	4.3
	Some	148	24.8	13730	22.3	61813	21.5
	Quite a bit	222	37.2	25542	41.5	120483	41.8
	Very much	190	31.8	19564	31.8	93416	32.4
	Total	597	100.0	61572	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	9608	15.6	46878	16.3
	Some	176	29.4	18792	30.6	91403	31.8
	Quite a bit	176	29.4	19142	31.2	86920	30.3
	Very much	151	25.3	13895	22.6	62076	21.6
	Total	598	100.0	61437	100.0	287277	100.0
9d . Helping you cope with your non-academic responsibilities (work, family, etc.) (SUPPORT)	Very little	216	36.1	23338	38.0	106315	37.0
	Some	222	37.1	21296	34.6	100613	35.0
	Quite a bit	101	16.9	11052	18.0	52978	18.4
	Very much	60	10.0	5783	9.4	27538	9.6
	Total	599	100.0	61469	100.0	287444	100.0
9e . Providing the support you need to thrive socially (SUPPORT)	Very little	157	26.3	15120	24.7	68461	23.9
	Some	230	38.5	24316	39.7	113569	39.7
	Quite a bit	146	24.4	14803	24.2	71415	24.9
	Very much	65	10.9	6962	11.4	32822	11.5
	Total	598	100.0	61201	100.0	286267	100.0
9f . Providing the financial support you need to afford your education (SUPPORT)	Very little	135	22.5	13735	22.4	56334	19.6
	Some	142	23.7	16319	26.6	73831	25.7
	Quite a bit	145	24.2	15880	25.9	78028	27.2
	Very much	177	29.5	15376	25.1	78610	27.4
	Total	599	100.0	61310	100.0	286803	100.0

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

Full-time

Item		Your College		Large Colleges		2010 Cohort	
		Count	Percent	Count	Percent	Count	Percent
13.1a . Frequency: Academic advising/planning (SUPPORT)	Do not know/not applicable	45	7.6	3831	6.3	17811	6.3
	Rarely/never	184	31.1	20216	33.3	89384	31.5
	Sometimes	250	42.3	27619	45.5	132693	46.7
	Often	112	19.0	8980	14.8	44095	15.5
	Total	591	100.0	60646	100.0	283983	100.0
13.1b . Frequency: Career counseling (SUPPORT)	Do not know/not applicable	65	11.1	10804	17.9	51163	18.1
	Rarely/never	264	45.1	30809	51.0	143292	50.7
	Sometimes	172	29.4	14821	24.5	70204	24.8
	Often	84	14.4	3942	6.5	18247	6.4
	Total	585	100.0	60376	100.0	282906	100.0