

Survey of Entering Student Engagement

Yuba Community College District

2013 Key Findings

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Benchmarks of Effective Educational Practice With Entering Students

SENSE Benchmarks

★ Early Connections

When students describe their early college experiences, they typically reflect on occasions when they felt discouraged or thought about dropping out. Their reasons for persisting almost always include one common element: a strong, early connection to someone at the college.

★ High Expectations and Aspirations

Nearly all students arrive at their community colleges intending to succeed and believing that they have the motivation to do so. When entering students perceive clear, high expectations from college staff and faculty, they are more likely to understand what it takes to be successful and adopt behaviors that lead to achievement. Students then often rise to meet expectations, making it more likely that they will attain their goals. Often, students' aspirations also climb, and they seek more advanced credentials than they originally envisioned.

★ Clear Academic Plan and Pathway

When a student, with knowledgeable assistance, creates a road map—one that shows where he or she is headed, what academic path to follow, and how long it will take to reach the end goal—that student has a critical tool for staying on track. Students are more likely to persist if they not only are advised about what courses to take, but also are helped to set academic goals and to create a plan for achieving them.

Continued on Page 3

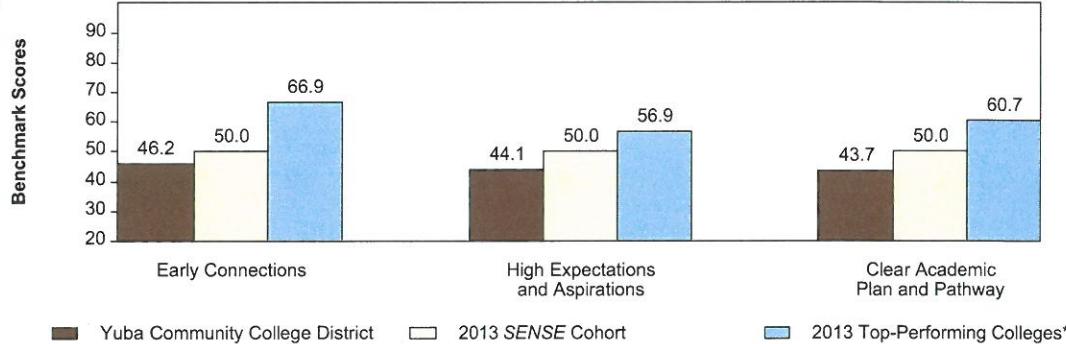
The Survey of Entering Student Engagement (*SENSE*) benchmarks are groups of conceptually related survey items that address key areas of entering student engagement. The six benchmarks denote areas that educational research has shown to be important to entering students' college experiences and educational outcomes; thus, they provide colleges with a useful starting point for looking at institutional results.

Ideally, colleges engage entering students in all six benchmark areas, beginning with a student's first contact with the institution and continuing through completion of the first three weeks of the initial academic term. This time is decisive because current research indicates that helping students succeed through the first academic term can dramatically improve subsequent success, including completing courses and earning certificates and degrees.

While many student behaviors and institutional practices measured by the benchmarks can and should continue throughout students' college careers, the *SENSE* items and the resulting data focus on this critical entering student timeframe.

SENSE benchmark scores are computed by averaging the scores on survey items composing the benchmarks. Benchmark scores are standardized to have a mean of 50 and standard deviation of 25 across all entering student respondents.

Figure 1a



*Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit www.cccse.org.

Benchmarks of Effective Educational Practice With Entering Students

The standardized benchmark scores allow colleges to gauge and monitor their performance in areas of entering student engagement. In addition, participating colleges have the opportunity to make appropriate and useful comparisons between their performance and that of groups of other colleges.

Performing as well as the national average or a peer-group average may be a reasonable initial aspiration, but it is important to recognize that these averages are sometimes unacceptably low. Aspiring to match and then exceed high-performance targets is the stronger strategy.

Community colleges can differ dramatically on such factors as size, location, resources, enrollment patterns, and student characteristics. It is important to take these differences into account when interpreting benchmark scores—especially when making institutional comparisons. The Center for Community College Student Engagement has adopted the policy “Responsible Uses of CCSSE and SENSE Data,” available at www.cccse.org.

SENSE uses a three-year cohort of participating colleges in all core survey analyses. The current cohort is referred to as the 2013 *SENSE* Cohort (2011–2013) throughout all reports.

SENSE Benchmarks

Continued from Page 2

★ Effective Track to College Readiness

Nationally, more than six in 10 entering community college students are underprepared for college-level work. Thus, significant improvements in student success will hinge upon effective assessment, placement of students into appropriate courses, and implementation of effective strategies to ensure that students build academic skills and receive needed support.

★ Engaged Learning

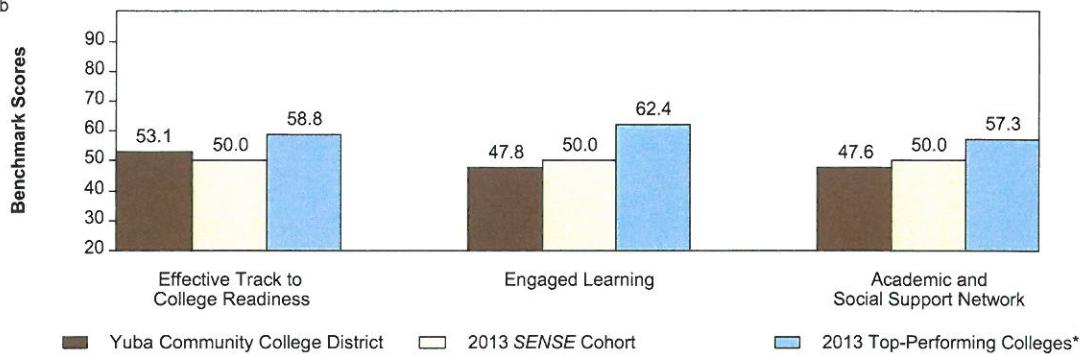
Instructional approaches that foster engaged learning are critical for student success. Because most community college students attend college part-time, and most also must find ways to balance their studies with work and family responsibilities, the most effective learning experiences will be those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

★ Academic and Social Support Network

Students benefit from having a personal network that enables them to obtain information about college services, along with the academic and social support critical to student success. Because entering students often don't know what they don't know, colleges must purposefully create those networks.

For further information about *SENSE* benchmarks, please visit www.cccse.org.

Figure 1b



*Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit www.cccse.org.

Aspects of Highest Student Engagement

Benchmark scores provide a manageable starting point for reviewing and understanding *SENSE* data. One way to dig more deeply into the benchmark scores is to analyze those items that contribute to the overall benchmark score. This section features the five items across all benchmarks (excluding those for which means are not calculated) on which the college scored most favorably and the five items on which the college scored least favorably relative to the 2013 *SENSE* Cohort.

The items highlighted on pages 4 and 5 reflect the largest differences in mean scores between the institution and the 2013 *SENSE* Cohort. While examining these data, keep in mind that the selected items may not be those that are most closely aligned with the college's goals; thus, it is important to review all institutional reports on the *SENSE* online reporting system at www.ccsse.org.

Figure 2 displays the aggregated frequencies for the items on which the college performed most favorably relative to the 2013 *SENSE* Cohort. For instance, 80.2% of Yuba Community College District students, compared with 78.6% of other students in the cohort, responded *at least once* on Item 19g. It is important to note that some colleges' highest scores might be lower than the cohort mean.

Figure 2

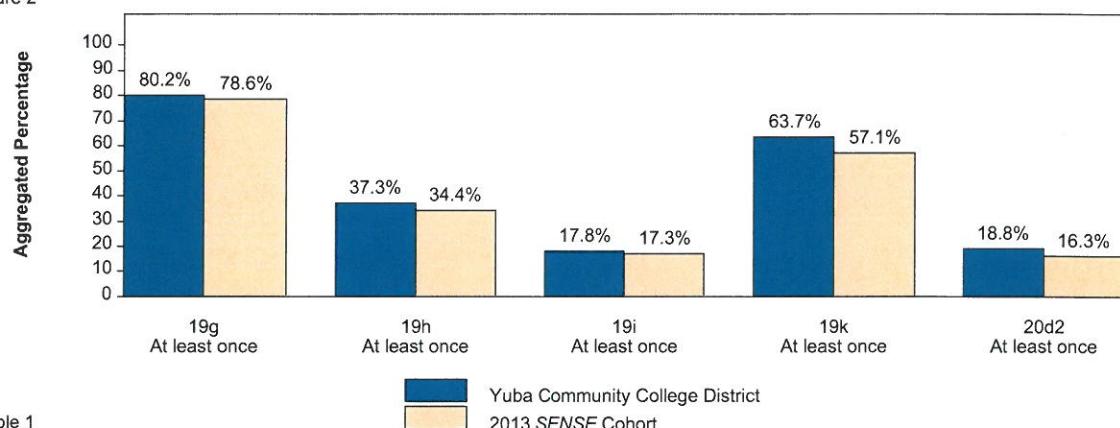


Table 1

Benchmark	Item Number	Item
Engaged Learning	19g	Frequency: Worked with other students on a project or assignment during class
Engaged Learning	19h	Frequency: Worked with classmates outside of class on class projects or assignments
Engaged Learning	19i	Frequency: Participated in a required study group outside of class
Engaged Learning	19k	Frequency: Used an electronic tool to communicate with another student about coursework
Engaged Learning	20d2	Frequency: Used face-to-face tutoring

Notes:

For Item(s) 19, except 19c, 19d, 19f, and 19s, *once, two or three times, and four or more times* responses are combined.

For Item(s) 20, *once, two or three times, and four or more times* responses are combined.

Aspects of Lowest Student Engagement

Figure 3 displays the aggregated frequencies for the items on which the college performed least favorably relative to the 2013 SENSE Cohort. For instance, 47.8% of Yuba Community College District students, compared with 63.6% of other students in the cohort, responded *strongly agree* or *agree* on Item 18d. It is important to note that some colleges' lowest scores might be higher than the cohort mean.

Figure 3

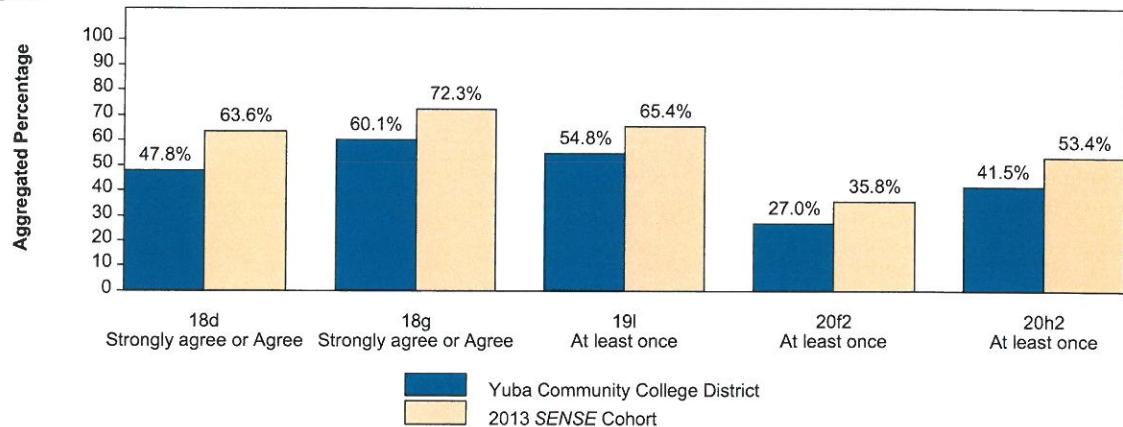


Table 2

Benchmark	Item Number	Item
Clear Academic Plan and Pathway	18d	Able to meet with an academic advisor at times convenient for me
Clear Academic Plan and Pathway	18g	An advisor helped me to identify the courses I needed to take during my first semester/quarter
Engaged Learning	19l	Frequency: Used an electronic tool to communicate with an instructor about coursework
Engaged Learning	20f2	Frequency: Used writing, math, or other skill lab
Engaged Learning	20h2	Frequency: Used computer lab

Notes:

For Item(s) 18, *strongly agree* and *agree* responses are combined.

For Item(s) 19, except 19c, 19d, 19f, and 19s, *once*, *two or three times*, and *four or more times* responses are combined.

For Item(s) 20, *once*, *two or three times*, and *four or more times* responses are combined.

SENSE Special-Focus Module Items

SENSE special-focus modules allow participating colleges and researchers to delve more deeply into areas of early student experience and institutional practices that are related to student success. The bar charts across pages 6 and 7 display frequency results for five items from the Promising Practices module.

To access compete special-focus module frequency reports, please visit the SENSE online reporting system via www.ccse.org.

For colleges that did not participate in this special-focus module, respondent data for the Promising Practices for Community College Student Success module are displayed.

Figure 4: At this college, I completed registration before the first class session(s).

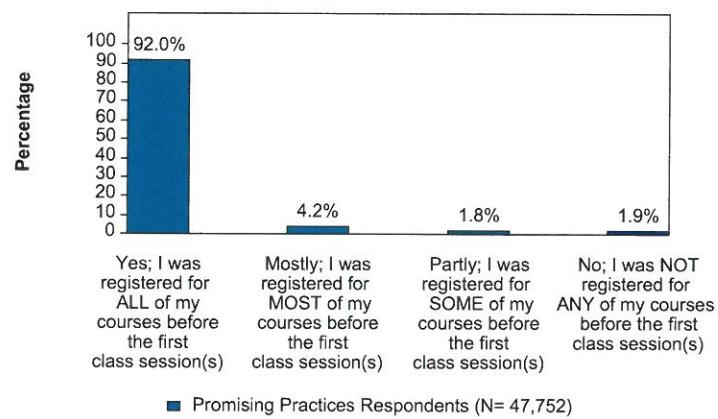


Figure 5: I became aware that I was required to take a placement test (ACCUPLACER, ASSET, COMPASS, etc.) at this college:

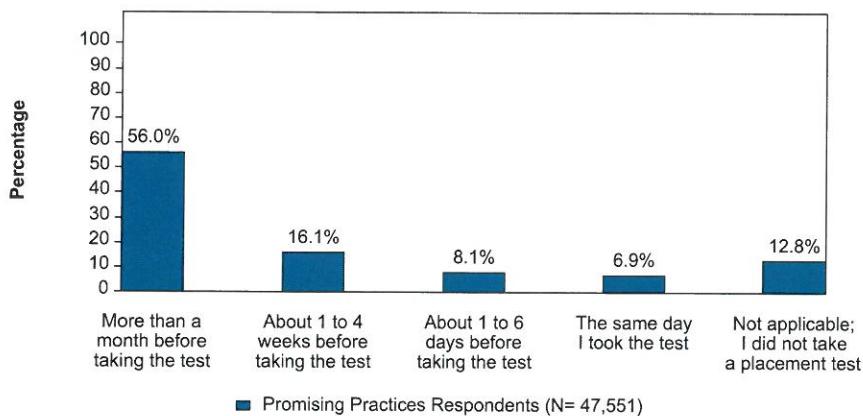


Figure 6: At this college, I am participating in a structured experience for new students (sometimes called a 'freshman seminar' or 'first-year experience').

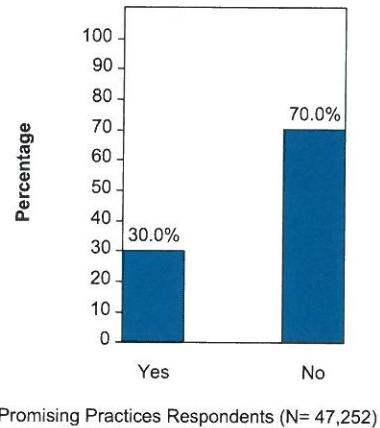


Figure 7: At this college, my instructors clearly explained a class attendance policy that specified how many classes I could miss without penalty.

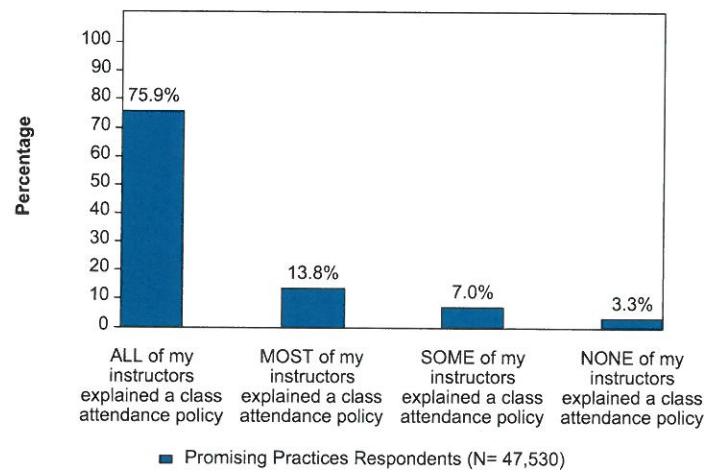
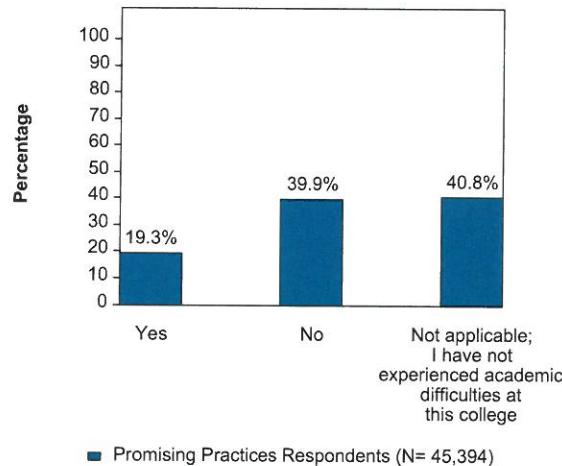


Figure 8: Someone at this college contacts me if I am struggling with my studies to help me get the assistance I need.



Academic Goal Setting and Planning

Most community colleges have academic and goal setting policies that are intended to help all students *start right*. Yet, often these policies, even when they are ostensibly mandatory, might not be implemented in ways that ensure success for all students. The disaggregated data below illustrate the student experience with academic goal setting and planning at your college. Nationally, more than 60% of community college students are enrolled less than full time. Thus, while looking at these data, it is important to consider the institution's enrollment patterns. Are all of your entering students starting right?

Figure 9

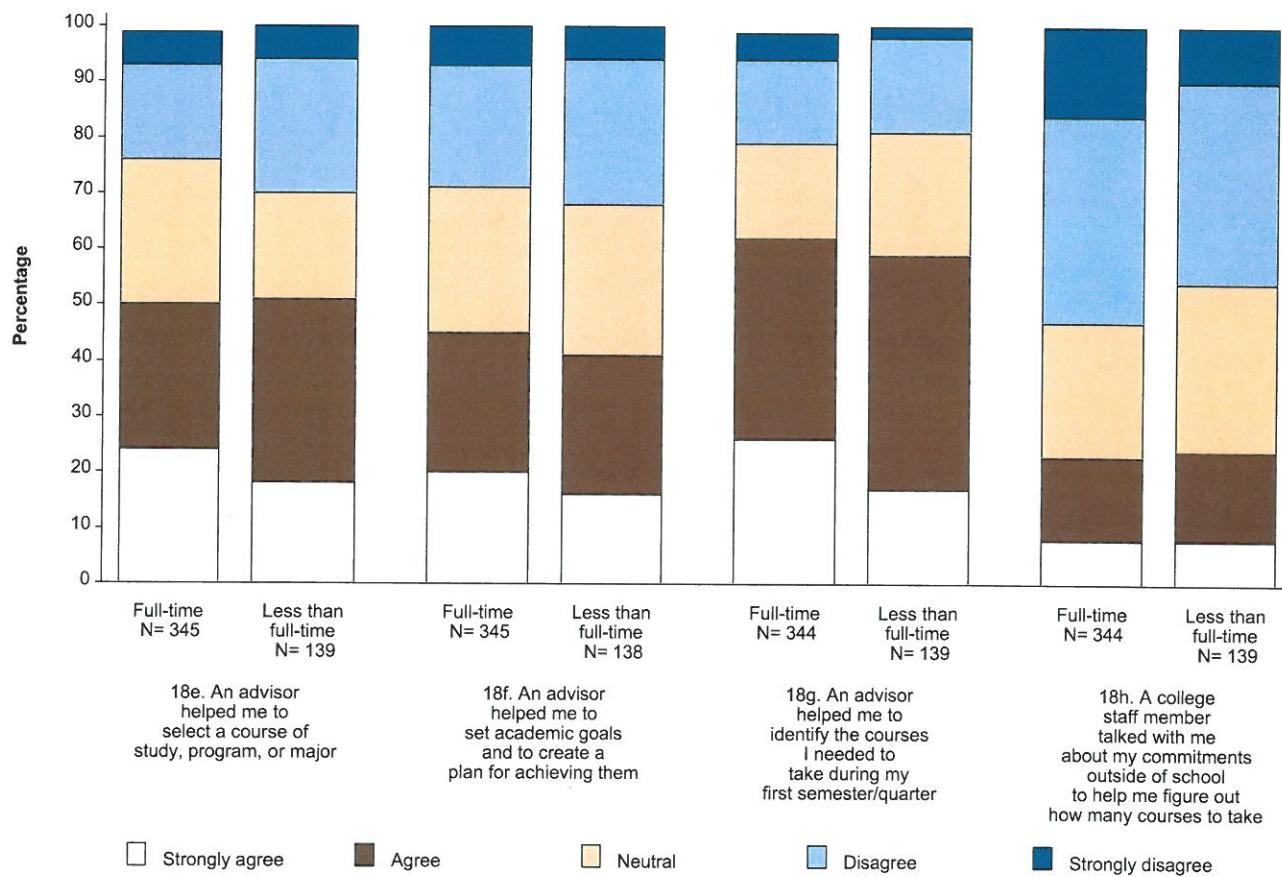


Table 3

Response	18e		18f		18g		18h	
	Full-time	Less than full-time						
Strongly agree	24.1%	18.0%	20.3%	15.9%	26.5%	16.5%	8.1%	7.9%
Agree	26.4%	33.1%	24.6%	24.6%	36.3%	41.7%	15.1%	15.8%
Neutral	25.8%	18.7%	25.5%	26.8%	17.2%	21.6%	24.1%	30.2%
Disagree	17.4%	24.5%	21.7%	26.1%	14.8%	16.5%	36.9%	36.0%
Strongly disagree	6.4%	5.8%	7.8%	6.5%	5.2%	3.6%	15.7%	10.1%

Survey of Entering Student Engagement - 2013 Cohort
2013 Means Report - Main Survey

Entering Students Only
 [Weighted]

Item	Variable	2013 Cohort		
		N	Mean	
Item 7				
1 = One, 2 = Two, 3 = Three, 4 = Four or more				
7. How many courses did you enroll in for your first semester/quarter at this college?	COURSENO	102,295	3.23	
Item 9				
1 = None, 2 = One, 3 = Two, 4 = Three, 5 = Four or more				
9. Of the courses you enrolled in during your first semester/quarter at this college, how many did you drop after the first day of class?	DROPNQ	102,045	1.11	
Item 10				
1 = More than one week before classes began, 2 = During the week before classes began, 3 = During the first week of classes, 4 = After the first week of classes				
10. When did you register for your courses for your first semester/quarter at this college?	REGCLASS	102,308	1.17	
Item 16				
1 = 3 or more months before classes began, 2 = 1 or 2 months before classes began, 3 = Less than 1 month before classes began, 4 = After classes began (the "did not apply" category is not included in means calculations)				
16. When did you first apply for financial assistance?	TIMEAPPL	81,186	1.74	
Item 18	THREEWEEKS			
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree				
18a. The very first time I came to this college I felt welcome [EARLYCON]	WELCOME	101,731	3.99	
18b. The instructors at this college want me to succeed [HIEPECT]	WNNTSCCD	101,476	4.28	
18c. All the courses I needed to take during my first semester/quarter were available at times convenient for me	CONVTIME	101,558	3.92	
18d. I was able to meet with an academic advisor at times convenient for me [ACADPLAN]	AACONTIM	100,992	3.74	
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	101,469	3.65	
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	101,321	3.24	

Survey of Entering Student Engagement - 2013 Cohort

2013 Means Report - Main Survey

Entering Students Only

[Weighted]

Item	Variable	2013 Cohort		
		N	Mean	
Item 18: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.				
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree				
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	CRSADV	101,436	3.86	
18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take [ACADPLAN]	OSCOMM	101,421	2.83	
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	101,503	3.44	
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	101,174	3.02	
18k. All instructors had activities to introduce students to one another	ACTINTRO	101,330	3.28	
18l. All instructors clearly explained academic and student support services available at this college [ACSOCSUP]	RESOURCE	101,331	3.82	
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	101,422	4.27	
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	101,308	4.37	
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	101,508	4.28	
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	101,449	3.22	
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	101,534	4.14	
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	101,184	4.27	
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	101,552	4.24	
18t. I have the motivation to do what it takes to succeed in college [HIEPECT]	ITTAKES	101,452	4.44	
18u. I am prepared academically to succeed in college [HIEPECT]	ACPRPRD	101,610	4.31	

Survey of Entering Student Engagement - 2013 Cohort
2013 Means Report - Main Survey

Entering Students Only
 [Weighted]

Item	Variable	2013 Cohort	
		N	Mean
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?			
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times			
19a. Ask questions in class or contribute to class discussions [ENGAGLRN]	ASKQUES	102,114	2.85
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	101,595	2.16
19c. Turn in an assignment late [HEXPECT]	LATETURN	101,637	1.41
19d. Not turn in an assignment [HEXPECT]	NOTTURN	100,906	1.35
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	101,927	1.52
19f. Come to class without completing readings or assignments [HEXPECT]	NOTCOMPL	101,761	1.59
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	101,905	2.46
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	PREPOUTC	101,621	1.56
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	101,827	1.28
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	101,588	1.28
19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework [ENGAGLRN]	USEINTMG	102,034	2.08
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework [ENGAGLRN]	MAILFAC	101,608	2.18
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	101,839	2.06
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	101,858	2.34
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	101,707	2.34

Survey of Entering Student Engagement - 2013 Cohort

2013 Means Report - Main Survey

Entering Students Only

[Weighted]

Item	Variable	2013 Cohort		
		N	Mean	
Item 19: During the first three weeks of your first semester/quarter at this college about how often did you do the following?				
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times				
19p. Receive grades or points on assignments, quizzes, tests, or papers, etc.	RCVGRDS	101,300	3.22	
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	101,789	1.55	
19r. Discuss ideas from your readings or classes with others outside of class (students, family, co-workers, etc.)	OCIDEAS	101,119	2.17	
19s. Skip class [HEXPECT]	SKIPCL	101,811	1.35	
Item 20:2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?				
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times				
20.2a. Academic advising/planning	ACADPUSE	98,113	1.82	
20.2b. Career counseling	CARCUSE	96,730	1.24	
20.2c. Job placement assistance	JOBPLUSE	95,418	1.08	
20.2d. Face-to-face tutoring [ENGAGLRN]	FFTUSE	97,675	1.27	
20.2e. Online tutoring	OLTUSE	95,398	1.10	
20.2f. Writing, math, or other skill lab [ENGAGLRN]	SKLABUSE	97,155	1.73	
20.2g. Financial assistance advising	FAUSE	96,970	1.76	
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	97,921	2.09	
20.2i. Student organizations	STORGUSE	96,108	1.21	

Survey of Entering Student Engagement - 2013 Cohort
2013 Means Report - Main Survey

Entering Students Only
 [Weighted]

Item	Variable	2013 Cohort		
		N	Mean	
Item 20.2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?				
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times				
20.2j. Transfer credit assistance	TRNFCRAS	96,053	1.15	
20.2k. Services to students with disabilities	DISVSUSE	96,121	1.11	
Item 20.3: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How satisfied were you with the following services?				
1 = Not at all, 2 = Somewhat, 3 = Very (the N/A category is not included in means calculations)				
20.3a. Academic advising/planning	ACADPSAT	59,358	2.36	
20.3b. Career counseling	CARCSAT	22,037	2.27	
20.3c. Job placement assistance	JOBPLSAT	11,718	2.02	
20.3d. Face-to-face tutoring	FFTSAT	21,363	2.42	
20.3e. Online tutoring	OLTSAT	11,300	2.12	
20.3f. Writing, math, or other skill lab	SKLBSAT	37,139	2.47	
20.3g. Financial assistance advising	FAADVSAT	49,867	2.33	
20.3h. Computer lab	COMLBSAT	54,652	2.62	
20.3i. Student organizations	STORGSAT	18,757	2.32	
20.3j. Transfer credit assistance	TRCRASAT	17,222	2.21	
20.3k. Services to students with disabilities	DISVSAT	11,727	2.33	

Survey of Entering Student Engagement - 2013 Cohort**2013 Means Report - Main Survey**Entering Students Only
[Weighted]

Item	Variable	2013 Cohort	
		N	Mean
Item 21: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. Within a class, or through another experience at this college.			
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree			
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) [COLLREAD]	LNDSTUDY	101,229	3.99
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	101,145	3.93
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNDSKLLS	101,160	3.64
Item 24: During the first three weeks of your first semester/quarter at this college, about how many hours did you spend in a typical 7-day week doing each of the following?			
1 = None, 2 = 1-5 hours, 3 = 6-10 hours, 4 = 11-20 hours, 5 = 21-30 hours, 6 = More than 30 hours			
24a. Preparing for class	PREPCLAS	99,787	2.56
24b. Working for pay	WORKPAY	97,663	3.18

Survey of Entering Student Engagement - Yuba Community College District (2013 Administration)

2013 Means Report - Main Survey

Breakout by Entering / Returning Status

[Unweighted]

Item	Variable	Entering		Returning		Effect Size**
		N	Mean	N	Mean	
Item 6						
6. How many semesters/quarters have you been enrolled at this college?	TERMSENR	487	1.00	570	3.28	-2.84**
Item 7						
1 = One, 2 = Two, 3 = Three, 4 = Four or more						
Item 9						
7. How many courses did you enroll in for your first semester/quarter at this college?	COURSENO	486	3.53	568	3.10	0.46*
Item 10						
1 = None, 2 = One, 3 = Two, 4 = Three, 5 = Four or more						
Item 16						
9. Of the courses you enrolled in during your first semester/quarter at this college, how many did you drop after the first day of class?	DROFNO	486	1.22	566	1.21	
Item 18						
1 = More than one week before classes began, 2 = During the week before classes began, 3 = During the first week of classes, 4 = After the first week of classes	REGCLASS	486	1.16	568	1.21	
Item 19						
10. When did you register for your first semester/quarter at this college?						
Item 20						
1 = 3 or more months before classes began, 2 = 1 or 2 months before classes began, 3 = Less than 1 month before classes began, 4 = After classes began (the "I did not apply" category is not included in means calculations)	TIMEAPPL	424	1.68	487	1.90	-0.25**
Item 21						
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree						
18a. The very first time I came to this college I felt welcome [EARLYCON]	WELCOME	483	3.77	565	3.75	
18b. The instructors at this college want me to succeed [HIEPECT]	WNNTSCCD	480	4.15	560	4.06	
18c. All the courses I needed to take during my first semester/quarter were available at times convenient for me	CONVTIME	481	3.79	565	3.60	
18d. I was able to meet with an academic advisor at times convenient for me [ACADPLAN]	AACONTIM	481	3.42	560	3.49	

** T-test: 2-tailed

If a group contains less than 50 respondents, interpret the comparison results cautiously.

Survey of Entering Student Engagement - Yuba Community College District (2013 Administration)

2013 Means Report - Main Survey

Breakout by Entering / Returning Status

[Unweighted]

Item	Variable	Entering		Returning		Effect Size**
		N	Mean	N	Mean	
Item 18 Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter.						
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree						
18e. An advisor helped me to select a course of study, program, or major [ACADPLAN]	AASELMAJ	484	3.41	563	3.45	
18f. An advisor helped me to set academic goals and to create a plan for achieving them [ACADPLAN]	ACADGOAL	483	3.25	563	3.51	-0.21**
18g. An advisor helped me to identify the courses I needed to take during my first semester/quarter [ACADPLAN]	CRSADV	483	3.60	562	3.56	
18h. A college staff member talked with me about my commitments outside of school (work, children, dependents, etc.) to help me figure out how many courses to take [ACADPLAN]	OSCOMM	483	2.67	563	2.66	
18i. The college provided me with adequate information about financial assistance (scholarships, grants, loans, etc.) [EARLYCON]	FAINFO	483	3.45	562	3.43	
18j. A college staff member helped me determine whether I qualified for financial assistance [EARLYCON]	QUALFA	482	3.18	564	3.34	
18k. All instructors had activities to introduce students to one another	ACTINTRO	483	3.06	563	3.32	-0.22**
18l. All instructors clearly explained academic and student support services available at this college [ACSOCSUP]	RESOURCE	482	3.79	564	3.72	
18m. All instructors clearly explained course grading policies [ACSOCSUP]	GRADEPOL	482	4.24	564	4.25	
18n. All instructors clearly explained course syllabi (syllabuses) [ACSOCSUP]	SYLLABI	483	4.35	563	4.39	
18o. I knew how to get in touch with my instructors outside of class [ACSOCSUP]	FACMEET	481	4.19	563	4.24	
18p. At least one college staff member (other than an instructor) learned my name [EARLYCON]	CSTAFNAM	483	3.07	562	3.36	-0.21**
18q. At least one other student whom I didn't previously know learned my name [ACSOCSUP]	OSTUDNAM	483	4.06	564	4.23	
18r. At least one instructor learned my name [ACSOCSUP]	FACNAM	480	4.13	561	4.37	-0.28**
18s. I learned the name of at least one other student in most of my classes [ACSOCSUP]	STUNAM	484	4.18	564	4.34	
18t. I have the motivation to do what it takes to succeed in college [HEXPECT]	ITTAKES	483	4.37	562	4.42	
18u. I am prepared academically to succeed in college [HEXPECT]	ACPRPRD	484	4.20	563	4.23	

Survey of Entering Student Engagement - Yuba Community College District (2013 Administration)

2013 Means Report - Main Survey

Breakout by Entering / Returning Status

[Unweighted]

Item	Variable	Entering		Returning		Effect Size*
		N	Mean	N	Mean	
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times						
19a. Ask questions in class or contribute to class discussions [ENGAGLRN]	ASKQUES	485	2.67	564	2.85	
19b. Prepare at least two drafts of a paper or assignment before turning it in [ENGAGLRN]	PREPDRFT	485	2.23	563	2.40	
19c. Turn in an assignment late [HIEPECT]	LATETURN	482	1.37	567	1.60	-0.33**
19d. Not turn in an assignment [HIEPECT]	NOTTURN	482	1.48	556	1.57	
19e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student) [ENGAGLRN]	SUPINSTR	484	1.59	568	1.85	-0.26**
19f. Come to class without completing readings or assignments [HIEPECT]	NOTCOMPL	484	1.75	565	1.92	
19g. Work with other students on a project or assignment during class [ENGAGLRN]	PINCLASS	481	2.66	568	2.83	
19h. Work with classmates outside of class on class projects or assignments [ENGAGLRN]	FREPOUTC	483	1.65	564	2.04	-0.39**
19i. Participate in a required study group outside of class [ENGAGLRN]	GRPSTUDY	486	1.33	570	1.65	-0.37**
19j. Participate in a student-initiated (not required) study group outside of class [ENGAGLRN]	NRGSTUDY	485	1.31	565	1.62	-0.36**
19k. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with another student about coursework [ENGAGLRN]	USEINTMG	487	2.26	570	2.48	
19l. Use an electronic tool (e-mail, text messaging, Facebook, MySpace, class Web site, etc.) to communicate with an instructor about coursework [ENGAGLRN]	MAILFAC	484	2.01	564	2.38	-0.34**
19m. Discuss an assignment or grade with an instructor [ENGAGLRN]	FACASSN	486	1.95	565	2.44	-0.51**
19n. Ask for help from an instructor regarding questions or problems related to a class [ENGAGLRN]	CLASSREL	485	2.32	569	2.69	-0.39**
19o. Receive prompt written or oral feedback from instructors on your performance [ENGAGLRN]	FEEDBACK	486	2.32	563	2.76	-0.45**

** T-test 2-tailed
If a group contains less than 50 respondents, interpret the comparison results cautiously.

Survey of Entering Student Engagement - Yuba Community College District (2013 Administration)

2013 Means Report - Main Survey

Breakout by Entering / Returning Status

[Unweighted]

Item	Variable	Entering		Returning		Effect Size**
		N	Mean	N	Mean	
Item 19: During the first three weeks of your first semester/quarter at this college, about how often did you do the following?						
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times						
19p. Receive grades or points on assignments, quizzes, tests, or papers, etc.	RCVGRDS	482	3.29	565	3.45	
19q. Discuss ideas from your readings or classes with instructors outside of class [ENGAGLRN]	FACIDOC	485	1.48	570	1.88	-0.42**
19r. Discuss ideas from your readings or classes with others outside of class (students, family, co-workers, etc.)	OCIDEAS	481	2.25	562	2.54	-0.27**
19s. Skip class [HEXPECT]	SKIPCL	486	1.40	566	1.65	-0.32**
Item 20:2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?						
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times						
20.2a. Academic advising/planning	ACADPUSE	467	1.69	548	2.01	-0.36**
20.2b. Career counseling	CARCUSE	465	1.40	553	1.78	-0.44**
20.2c. Job placement assistance	JOBPLUSE	453	1.06	537	1.15	
20.2d. Face-to-face tutoring [ENGAGLRN]	FFTUSE	473	1.39	547	1.79	-0.40**
20.2e. Online tutoring	OLTUSE	455	1.04	533	1.09	
20.2f. Writing, math, or other skill lab [ENGAGLRN]	SKLABUSE	464	1.50	552	1.86	-0.35**
20.2g. Financial assistance advising	FAUSE	464	1.95	545	2.16	
20.2h. Computer lab [ENGAGLRN]	COMLBUSE	464	1.81	551	2.26	-0.37**
20.2i. Student organizations	STORGUSE	455	1.19	541	1.27	

Survey of Entering Student Engagement - Yuba Community College District (2013 Administration)

2013 Means Report - Main Survey

Breakout by Entering / Returning Status

[Unweighted]

Item	Variable	Entering		Returning		Effect Size*
		N	Mean	N	Mean	
Item 20.2: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How often did you use the following services?						
1 = Never, 2 = Once, 3 = Two or three times, 4 = Four or more times						
20.2j. Transfer credit assistance	TRNFCRAS	451	1.12	542	1.18	
20.2k. Services to students with disabilities	DISVSUSE	461	1.14	543	1.22	
Item 20.3: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. How satisfied were you with the following services?						
1 = Not at all, 2 = Somewhat, 3 = Very (the N/A category is not included in means calculations)						
20.3a. Academic advising/planning	ACADPSAT	228	2.33	364	2.27	
20.3b. Career counseling	CARCSAT	161	2.22	266	2.38	
20.3c. Job placement assistance	JOBPLSAT	52	2.00	85	2.13	
20.3d. Face-to-face tutoring	FFTSAT	123	2.45	229	2.52	
20.3e. Online tutoring	OLTSAT	39	1.85	60	1.92	
20.3f. Writing, math, or other skill lab	SKLBSAT	152	2.40	245	2.50	
20.3g. Financial assistance advising	FAADVSAT	270	2.29	341	2.34	
20.3h. Computer lab	COMBLBSAT	203	2.62	306	2.68	
20.3i. Student organizations	STORGSAT	67	2.27	109	2.28	
20.3j. Transfer credit assistance	TRCRASAT	70	2.00	105	2.13	
20.3k. Services to students with disabilities	DISVSAT	61	2.46	93	2.45	

Survey of Entering Student Engagement - Yuba Community College District (2013 Administration)

2013 Means Report - Main Survey

Breakout by Entering / Returning Status

[Unweighted]

Item	Variable	Entering		Returning		Effect Size**		
		N	Mean	N	Mean			
Item 21: Think about your experiences from the time of your decision to attend this college through the end of the first three weeks of your first semester/quarter. Within a class, or through another experience at this college.								
1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree								
21a. I learned to improve my study skills (listening, note taking, highlighting readings, working with others, etc.) [COLLREAD]	LNDSTUDY	484	3.97	565	4.09			
21b. I learned to understand my academic strengths and weaknesses [COLLREAD]	LNDACAWK	483	3.89	564	3.97			
21c. I learned skills and strategies to improve my test-taking ability [COLLREAD]	LNDSKLLS	484	3.57	566	3.73			
Item 24: During the first three weeks of your first semester/quarter at this college, about how many hours did you spend in a typical 7-day week doing each of the following?								
1 = None, 2 = 1-5 hours, 3 = 6-10 hours, 4 = 11-20 hours, 5 = 21-30 hours, 6 = More than 30 hours								
24a. Preparing for class	PREPCLAS	480	2.48	557	2.66			
24b. Working for pay	WORKPAY	462	2.33	522	2.90	-0.30*		

** T-test: 2-tailed

If a group contains less than 50 respondents, interpret the comparison results cautiously.